NATIONAL UNIVERSITY BANGLADESH



PROVISIONAL

Syllabus

Bachelor of Social Sciences (Honors) Second Year
Department of Political Science

Effective from the Academic Year: 2024-2025 and onward

Vision of the University

We expect that the hundredth anniversary of the National University, our commitment to "Progress for Everyone" will be evident in all areas of our operations and stakeholder engagements. We leverage our core strength in education, research, and community engagement to address pressing global issues and foster sustainable development. By 2042, National University aims to strengthen its positions as Bangladesh's top academic institution and rank among the world's leading universities. Our focus will be on expanding expertise building strategic partnerships, and increasing our global influence. Our services will be measured by the achievements of the individuals and communities we serve.

Mission of the University

To promote "Progress for Everyone" by fostering transformative education, conducting pioneering research, and encouraging meaningful collaboration with individuals, communities, and partners both in Bangladesh and around the world.

Title of the Academic Program: Bachelor of Social Sciences (Honors): Political Science

Vision Statement of the Department of Political Science, National University, Bangladesh

To be a nationally and internationally recognized center of excellence in political studies that produces innovative research, inspires transformative leadership, and shapes informed citizens who actively engage in advancing justice, democracy, and sustainable development.

Mission of the Department of Political Science, National University, Bangladesh

The Department of Political Science at the National University is committed to advancing knowledge, critical inquiry, and civic responsibility through high-quality education and impactful research. Its mission is to:

1. **Deliver Robust Political Education**: Offer students a solid grounding in political principles, institutions, and dynamics relevant to Bangladesh and the international arena.
2. **Enhance Evaluative and Reasoning Abilities**: Train students to dissect political events, policies, and systems with precision and logical rigor.
3. **Champion Civic Awareness and Duty**: Stimulate academic interest in Bangladesh's political evolution, governance models, and democratic ideals to build committed patriots.
4. **Build Investigative and Career Readiness**: Arm students with sophisticated inquiry methods, communication strategies, and political analysis skills for success in scholarly or vocational paths.
5. **Embrace Multifaceted Viewpoints**: Blend knowledge from areas like law, public administration, and global studies to deliver an integrated grasp of political interactions.
6. **Cultivate Principled Participation**: Motivate students to adopt moral standards, democratic engagement, and awareness of worldwide linkages in their roles as active society members.

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Program Educational Objectives (PEOs)

Graduates of the Honors program in Political Science will:

PEO1: Master Core Political Concepts: Provide strong foundational and advanced knowledge of political concepts, institutions, and processes.

PEO2: Cultivate Analytical Skills: Foster analytical and critical thinking to interpret political events and policy issues.

PEO3: Build Research Proficiency: Equip graduates with research skills and methodological competence for political inquiry.

PEO4: Improve Communication Abilities: Enhance communication abilities for academic, professional, and civic engagement.

PEO5: Promote Ethical Standards: Impart ethical standards, integrity, and commitment to inclusive governance.

PEO6: Foster Leadership and Civic Engagement: Prepare students for leadership and active participation in a democratic society.

Mapping between Mission and Program Educational Objectives (PEOs)

Mission Components	**PEO1**	**PEO2**	**PEO3**	**PEO4**	**PEO5**	**PEO6**
Deliver quality teaching on political theory, governance, and civic engagement	✓		✓		✓	✓
Promote critical and independent thinking in political analysis	✓	✓	✓		✓	
Integrate research training into academic activities	✓		✓	✓	✓	
Develop strong communication skills for diverse contexts	✓		✓	✓	✓	
Uphold ethics, inclusivity, and social responsibility	✓		✓		✓	✓
Encourage leadership and public service	✓		✓	✓	✓	✓

√ = Strong alignment between mission component and PEO, Blank = Indirect or minimal connection

Program Learning Outcomes (PLOs)

After successful completion of the Honors in Political Science program, graduates will be able to:

PLO1: Political Systems Knowledge: Demonstrate sound knowledge of political systems, theories, and global contexts.

PLO2: Data Analysis Expertise: Analyze and interpret political data, sources, and case studies using appropriate methods.

PLO3: Issue Assessment Skills: Apply political understanding to assess contemporary issues and governance challenges.

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PLO4: Argumentation and Communication Expertise: Communicate political arguments effectively in written, oral, and digital formats.

PLO5: Ethical Citizenship Responsibility: Exhibit ethical reasoning, respect for diversity, and responsible citizenship.

PLO6: Collaborative Leadership Skills: Work collaboratively and demonstrate leadership in academic and community initiatives.

PLO7: Adaptive Learning Commitment: Engage in continuous learning and adapt to evolving political environments.

Mapping between PLOs & PEOs

PLOs	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PLO1		✓		✓		✓
PLO2	✓		✓		✓	
PLO3		✓		✓		✓
PLO4	✓		✓		✓	
PLO5		✓		✓		✓
PLO6	✓		✓		✓	
PLO7		✓		✓		✓

√ = Strong alignment between PLO and PEO, Blank = Indirect or minimal Linkage

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Courses and Marks Distribution

Second Year

Course Code	Course Title	Marks	Credits	Remarks
8221951	Political and Constitutional Development in British India (1757 to 1947)	100	4	Compulsory
8221953	Oriental Political Thought	100	4	Compulsory
8221955	Geopolitics and Bangladesh	100	4	Compulsory
8221957	International Politics	100	4	Compulsory
8222059	Sociology of Bangladesh	100	4	Allied
8222165	Or Bangladesh Society and Culture			
8222259	Bangladesh Economy	100	4	Allied
8221171	Functional English	100	4	Compulsory
8226601	Applied Information and Communication Technology (Applied ICT)	75	3	Compulsory
8226602	Practical: Applied ICT	25	1	Compulsory
8221960	Viva-voce (Political Science)	50	2	Compulsory
Total		850	34	

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Detailed Syllabus

Course Code: 8221951	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Political and Constitutional Development in British India (1757 to 1947)			

Course Descriptions

The course is about the Political and Constitutional Development in British India (1757 1947). It studies the development of political movements, resistance and constitutional change under British colonial rule. It looks at how these developments shaped the Indian sub-continent and helped to bring into being Bangladesh. Students will study the effects of colonial policies on social, economic, religious and political life through the study of major events, rebellions, reform initiatives and legislative measures. The course examines how these changes led to division and unity resulting in independence and partition. Important topics include the Battle of Plessey, peasant uprisings, rise of political organizations such as the Indian National Congress and the Muslim League and major movements such as Swadeshi and Non-Cooperation movements. It traces the major constitutional developments from the Act of 1892 to the Indian Independence Act of 1947. The course uses historical analysis and critical reflection to deepen students understanding of the legacies of colonialism. It also encourages them to relate these findings to contemporary problems of governance, national integration and ethical choices in a plural society.

Course Objectives

- Understand the political and constitutional development of British India relevant to the understanding of the historical roots and colonial influences in Bangladesh.
- Explore socio-economic, religious and cultural factors influenced resistances, reforms and movements in the colonial period.
- Evaluate the effects of colonial policies on communal relations, national identity and the demand for self-rule in the Indian subcontinent.
- Analyze the role of prominent leaders, associations and international situations in influencing political developments towards independence.
- Develop strategies for translating lessons of history into practices of inclusive governance, consensus-building, and participatory democracy in Bangladesh today.

Course Learning Outcomes (CLOs)

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

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO1	Demonstrate a comprehensive understanding of the establishment of British rule, early resistances and major political movements in British India, with reference to their socio-economic and religious dimensions.	PLO1, PLO4, PLO5
CLO2	Analyze the rise and function of political associations, communal relations and major nationalist movements leading to demands for independence and partition.	PLO1, PLO4

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CLO3	Analyze the growth of constitutional reforms, acts and conferences under the British rule and their impact on governance and autonomy.	PLO2, PLO3, PLO7
CLO4	Critically evaluate the relationship among political violence, reform attempts and diplomatic negotiations during the period of partition in 1947.	PLO2, PLO3, PLO5
CLO5	Propose critical perspectives on the legacies of colonialism, with lessons for contemporary national integration, identity and ethical governance.	PLO2, PLO3, PLO5, PLO7

Course Contents

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs**
Week 1–2	**Chapter 1** **British Rule:** Early Resistances to Colonial Rule; Various Peasant Rebellions.	Interactive lectures, brainstorming, Q/A session	Open-ended class Q&A evaluation and short reflective note	CLO1
Week 3–6	**Chapter 2** **Reform Movements and Associations:** Socio-economic and Religious Reform Movements- Faraizi, Wahabi, and Brahmo; Groups and Associations in British India; Formation of Indian National Congress (1885); Muhammedan Literary Society (1863); Central National Muhammedan Association (1877).	Interactive lectures, reading, and assignments	Written assignment on a selected reform movement	CLO1, CLO2
Week 7–9	**Chapter 3** **Partition of Bengal and Related Movements:** Partitions of Bengal (1905 - 1911); Swadeshi Movements; Rise of Militant Nationalism; Hindu-Muslim Relations; Foundation of All-India Muslim League (1906).	Interactive lectures and group discussions	Group discussion / debate evaluation on the partition and its aftermath	CLO2, CLO3, CLO4
Week 10–11	**Chapter 4** **Major Nationalist Movements:** Khilafat - Non-cooperation Movement (1919-1922) - Swarajya Party and C. R. Das; Krishak-Praja Movement and A.K. Fazlul Huq; Civil Disobedience Movement (1930).	Interactive lectures and group discussion	Class test (short-answer) on nationalist movements	CLO2, CLO3
Week 12–14	**Chapter 5** **Demand for Pakistan and Final Events:** Muslim Separation and Demand for	Interactive lectures and thematic	Thematic assignment/essay on the demand	CLO2, CLO3, CLO5

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	Pakistan; Bengali View of Pakistan; Muslim League's Direct Action Day (16 August 1946) and Great Calcutta Killings; Move for United Independent Bengal (1947); Partition of Bengal.	assignments	for Pakistan	
Week 15–18	**Chapter 6** **Early Constitutional Developments:** Act of 1892; Simla Deputation of 1906; Act of 1909; Lucknow Pact (1916); Montague-Chelmsford Reform Act of 1919 and Diarchy; Bengal Pact (1923).	Interactive lectures, group discussions, and thematic assignments	Class test covering constitutional acts (1892–1923)	CLO1, CLO2, CLO3, CLO4
Week 19–21	**Chapter 7** **Interwar Reforms and Conferences:** Simon Commission (1927); Nehru report (1928); Jinnah's 14 Point (1929); Round Table Conferences (1930 - 32); Act of 1935 and Provincial Autonomy.	Interactive lectures and group discussions	Group presentation on a selected reform commission or report	CLO4 CLO3
Week 22–26	**Chapter 8: Elections, Missions, and Independence:** 1937 Elections and Formation of Ministry; Lahore Resolution (1940); Cripps Mission (1942); 1945-46 Elections; Ministries in Bengal; Cabinet Mission Plan (1946); Mountbatten Plan; Indian Independence Act of 1947.	Interactive lectures, documentary screening, and thematic assignments	Reflective assignment following documentary screening, plus class test	CLO1, CLO2, CLO3, CLO4
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

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Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

List of Books

Ahmed Khan, M. U. (1965). *History of the Faraizi movement in Bengal*. Asiatic Society of Pakistan.

Chatterji, J. (1994). *Bengal divided: Hindu communalism and the partition of Bengal, 1932 1947*. Cambridge: Cambridge University Press.

Gordon, L. A. (1974). *Bengal: The nationalist movement, 1876 1940.* New York: Columbia University Press.

Hodson, H. V. (1969). *The great divide: Britain India Pakistan*. London: Oxford University Press.

Jalal, A. (1985). *The sole spokesman: Jinnah, the Muslim League and the demand for Pakistan.* Cambridge University Press.

Majumdar, R. C. (1962). *History of the freedom movement in India*. Calcutta: Firma K. L. Mukhopadhyay.

Sayeed, K. B. (1967). *Pakistan: The formative phase, 1857 1948*. London: Oxford University Press.

Seal, A. (1968). *The emergence of Indian nationalism: Competition and collaboration in the later nineteenth century*. Cambridge: Cambridge University Press.

Sen, S. (1993). *Muslim politics in Bengal, 1937 1947*. New Delhi: Impex India.

খান, মুইন উদ্দিন আহমদ. (১৯৬৫). *বাংলায় ফরাজি আন্দোলনের ইতিহাস*। ঢাকা: এশিয়াটিক সোসাইটি।

ভূঁইয়া, মো. আব্দুল ওদুদ. (১৯৯৫). *বাংলাদেশের রাজনৈতিক উন্নয়ন*। ঢাকা: বাংলা একাডেমি।

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Course Code: 8221953	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Oriental Political Thought			

Course Descriptions

The course Oriental Political Thought deals with the rich traditions of political thought in the East. It examines fundamental ideas such as the state, government, and social justice in ancient, medieval, and modern times. Students will study major thinkers and intellectual traditions from India, China, the Muslim world and the Indian subcontinent. They will investigate the impact of Eastern philosophies on systems of governance, ethical values and social structures. The important topics include Kautilya s statecraft, Confucian and Taoist principles, and the Muslim political tradition in its entire spectrum from the classical philosophy of Al-Farabi, Ibn Rushd, Ibn Khaldun and Imam Ghazzali to the medieval constitutional theory of Al-Mawardi and Ibn Taymiyyah and the modernist and nationalist thought of Sir Syed Ahmad Khan and Allama Iqbal, alongside the influential figures of Bengal such as Rabindranath Tagore and Moulana Bhashani. The course seeks to advance students understanding of the role of Eastern thought in developing global political theory by using historical texts and comparative analysis. This approach encourages critical thinking and cultural awareness, as well as flexible applications to current issues in a globalized world.

Course Objectives

- Gain a thorough understanding of the concept, importance and basic principles of oriental political thought, ideas of state, government and social justice.
- Investigate the contributions of ancient and medieval oriental thinkers like Kautilya, Abul Fazl, Al-Mawardi and Nizam al-Mulk to political theory and statecraft.
- Evaluate Chinese ancient political thought, particularly the impact of Confucianism and Taoism on governance and ethics, including the historical dialogue between Islamic and Confucian thought in China.
- Examine the ideas of authority, justice, and the state of Muslim political thinkers such as Al-Farabi, Ibn Rushd, Ibn Khaldun, Imam Ghazzali, Al-Mawardi, and Ibn Taymiyyah in depth.
- Develop flexible perspectives on political thinking in Bengal and the Indian subcontinent, highlighting civic duty and lifelong adaptability through eminent political thinkers.

Course Learning Outcomes (CLOs)

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

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO1	Demonstrate a thorough understanding of the meaning and significance of oriental political thought, including the basic ideas of state, government, and social justice in the Orient.	PLO1,PLO3, PLO4, PLO5
CLO2	Analyze the political thought of the ancient and medieval period with special reference to thinkers like Kautilya, Abul Fazl, Al-Mawardi and Nizam al-Mulk.	PLO1,PLO3, PLO4

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CLO3	Evaluate Chinese ancient political thought, such as Confucianism and Taoism, and their implications for political philosophy, and the historical Islamic engagement with Confucian ethics in China.	PLO2,PLO3, PLO5, PLO7
CLO4	Critically evaluate the Muslim political thinkers such as Al-Farabi, Ibn Rushd, Ibn Khaldun, Imam Ghazzali, Al-Mawardi, and Ibn Taymiyyah, and their theories of authority, justice, and the state.	PLO1,PLO2, PLO3,PLO5, PLO7
CLO5	Propose a well-reasoned understanding of South Asian political thought through important personalities.	PLO2,PLO3, PLO4,PLO5, PLO7

Course Contents

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs**
Week 1–4	**Chapter 1: Ancient Oriental Political Thought:** A comparative discussion on how the major oriental traditions- Hindu, Confucian-Taoist and Islamic- conceive of political authority; Islamic concepts of Khilafah (vicegerency), Shura (consultation), Hakimiyyah (sovereignty), and Adl (justice); Kautilya's Arthashastra and statecraft.	Interactive lectures, brainstorming, Q/A session	Concept-based short quiz on state, government and social justice	CLO1
Week 5–8	**Chapter 2: Medieval Oriental Political Thought:** Abul Fazl's Ain-i-Akbari and Mughal administrative theory; medieval Muslim theories of governance - Al-Mawardi's Al-Ahkam al-Sultaniyyah on the office and duties of the Caliphate, and Nizam al-Mulk's Siyasatnama on kingship, statecraft, and the ruler's obligations.	Interactive lectures, reading, and assignments	Written assignment comparing two ancient/medieval thinkers	CLO1, CLO2
Week 9–11	**Chapter 3: Chinese Ancient Political Thought:** Confucian and Taoist principles of governance and ethics; historical encounter and intellectual synthesis between Islamic and Confucian thought in China - particularly the Han Kitab tradition of Hui Muslim scholars such as Wang Daiyu and Liu Zhi.	Interactive lectures and group discussions	Group discussion evaluation on Confucian-Taoist and Sino-Islamic synthesis	CLO2, CLO3, CLO4
Week 12–17	**Chapter 4: Muslim Political Thinkers:** Al-Farabi's theory of the virtuous city, Ibn Rushd's political philosophy, Ibn Khaldun's theory of Asabiyyah and the cyclical rise and fall of states, and Imam Ghazzali's conception of justice and legitimate authority; Al-Mawardi's	Interactive lectures and group discussion	Class test on classical and medieval Muslim political thinkers	CLO2, CLO3, CLO4

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	constitutional theory of the Caliphate and Ibn Taymiyyah's theory of Siyasah Shar'iyyah (governance in accordance with Islamic law).			
Week 18–26	**Chapter 5: Contemporary Political Thinkers and thinking before and after 1947** Muhammad Ali Jinnah, Muzaffar Ahmed Chowdhury, Hossain Shaheed Suhrawardy, A. K. Fazlul Hoq, Professor Abdur Razzaq, Professor Talukder Moniruzzman, Professor Emajuddin Ahmed; Sir Syed Ahmad Khan's Islamic modernism and educational reformism, Allama Iqbal's philosophy of Khudi (selfhood) and his idea of Muslim political self-determination; Muslim political thought in the subcontinent's reform, independence, and nation-building debates.	Interactive lectures and thematic assignments	Thematic essay assignment on political thought in Bengal and the subcontinent	CLO2, CLO3, CLO5
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

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Course Assessment Framework

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

List of Books

Al-Mawardi. (1996). *The ordinances of government (Wafaa H. Wahba, Trans.).* Reading, England: Garnet Publishing.

Altekar, A. S. (2002). *State and government in ancient India*. New Delhi, India: Motilal Banarsidass.

Black, A. (2011). *Ibn Taymiyya (1263–1328): Shari'a governance (al-siyasa al-shar'iyya*). In The history of Islamic political thought: From the Prophet to the present (pp. 158–163). Edinburgh, Scotland: Edinburgh University Press.

Gernet, J. (1996). *A history of Chinese civilization (2nd ed.).* Cambridge, England: Cambridge University Press.

Graham, A. C. (1989). *Disputers of the Tao: Philosophical argument in ancient China*. La Salle, IL: Open Court.

Grier, H. G. (2000). *Confucius and the Chinese way.* Gloucester, MA: Peter Smith.

Grover, V. (1990*). Political thinkers of modern India*. New Delhi, India: Deep & Deep Publications.

Kautilya. (1992). *The Arthashastra* (R. Shamasastry, Trans.). New Delhi, India: Penguin Books.

Kohli, R. (1995). *Kautilya's political theory*. New Delhi, India: Deep & Deep Publications.

Moniruzzaman, T. (19..). *Group Interests and Political Changes: Studies of Pakistan and Bangladesh*. Sucheepatra, Dhaka.

Moniruzzaman, T. (1980). T*he Bangladesh Revolution and Its aftermath. UPL, Dhaka.*

Razzaq, A. (2022). P*olitical Parties in India*. UPL, Dkaka.

Said, E. W. (1978). *Orientalism*. New York, NY: Vintage Books.

Selatore, B. A. (1963). *Ancient Indian political thought and institutions*. Bombay, India: Asia Publishing House.

Sherwani, H. K. (1976). *Muslim political thought and administration*. New Delhi, India: Idara-i-Adaliyat.

আলম, শামসুল. (১৯৯৫). *মুসলিম রাজনৈতিক চিন্তা: আল-ফারাবী থেকে ইবন খালদুন.* ঢাকা: আগামী প্রকাশনী।

জিলানী, আব্দুল কাদের. *(২০২২). আল্লামা ইশবাল.* ঢাকা: একাডেমিয়া পাবলিশিং হাউজ লিমিটেড (এপিএল), ঢাকা।

ভুঁইয়া, জাফর আহমদ। (২০১৪)। *স্যার সৈয়দ আহমদ রচনাবল*, ঢাকা: ঝিঙেফুল।

হক, আবুল কাসেম ফজলুল। (২০০৪)। *কায়েদে আজম মুহাম্মদ আলী জিন্নাহ*, ঢাকা: বাংলা একাডেমি।

হাসান, আব্দুল জলিল। (২০০৪)। *চীনা রাজনৈতিক চিন্তা: কনফুসিয়াস ও তাওবাদ*, ঢাকা: বাংলা একাডেমি।

হায়দার, মো. মোজাফফর। (২০০১)। *কৌটিল্য ও প্রাচীন রাষ্ট্রতত্ত*, ঢাকা: তাম্রলিপি প্রকাশনী।

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Course Code: 8221955	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Geopolitics and Bangladesh			

Course Descriptions

The course Geopolitics and Bangladesh investigate the complex relationship among geography, politics, and power dynamics, with a specific emphasis on Bangladesh's strategic position in South Asia. Through an exploration of classical geopolitical theories, historical events, and contemporary issues, students will examine how physical landscapes, resource distributions, and regional rivalries influence national policies and international relations. Key topics include Bangladesh's bilateral ties with neighbors, for example, India and Myanmar, the impact of global powers such as China and the USA, maritime disputes in the Bay of Bengal, and emerging challenges such as climate change and digital geopolitics. By integrating theoretical frameworks with real-world case studies, the course aims to cultivate a nuanced understanding of Bangladesh's role in a multipolar world, encouraging critical thinking, ethical reasoning, and adaptive strategies for future geopolitical scenarios.

Course Objectives

- Gain a thorough understanding of essential geopolitical principles, models, and historical progressions, tailored to Bangladesh's unique territorial and governmental setting.
- Investigate how physical features, natural assets, and area-specific interactions affect Bangladesh's diplomatic approaches and global engagements.
- Appraise current geopolitical hurdles in Bangladesh, such as territorial conflicts, rivalry over resources, and environmental effects, through South Asian examples.
- Examine the contributions of leading international actors and bodies in influencing Bangladesh's geopolitical tactics, while encouraging moral and group-based dialogues.
- Develop flexible plans for Bangladesh to navigate changing geopolitical landscapes, highlighting civic duty and lifelong adaptability.

Course Learning Outcomes (CLOs)

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

CLO No.	Course Learning Outcomes (CLOs)	PLOs
CLO1	Demonstrate a comprehensive understanding of core geopolitical concepts, theories, and their historical evolution, with specific reference to Bangladesh's geographical and political landscape.	PLO1,PLO2, PLO7
CLO2	Analyze the influence of geographical factors, resources, and regional dynamics on Bangladesh's foreign policy and international relations.	PLO1,PLO2, PLO3,PLO4, PLO5,PLO6, PLO7
CLO3	Evaluate contemporary geopolitical challenges facing Bangladesh, including border disputes, resource competition, and climate impacts, using case studies from South Asia.	PLO1,PLO2, PLO3,PLO4, PLO5,PLO6, PLO7

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CLO4	Critically assess the roles of major global powers and international organizations in shaping Bangladesh's geopolitical strategies.	PLO1,PLO2, PLO3,PLO4, PLO5,PLO6, PLO7
CLO5	Propose adaptive strategies for Bangladesh in response to evolving geopolitical environments, emphasizing responsible citizenship and continuous learning.	PLO2,PLO3, PLO4,PLO5, PLO6, PLO7

Course Contents

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs**
Week 1–4	**Chapter 1** Studying Geopolitics; Classical theories of Geopolitics: Mackinder's Heartland Theory, Nicholas Spykman's Rimland Theory, Mahan's Sea Power, and Friedrich Ratzel s Organic State Theory. Relevance to Bangladesh's location in South Asia.	Interactive lectures, brainstorming, Q/A session	Concept quiz on classical geopolitical theories	CLO1
Week 5–7	**Chapter 2** **Geographical Determinants in Politics:** Physical geography of Bangladesh (rivers, deltas, borders); Impact of physical geography of Bangladesh on national security and development.	Interactive lectures, reading, and assignments	Map-based written assignment on Bangladesh's physical geography	CLO1, CLO2
Week 8–11	**Chapter 3** **Historical Geopolitics of South Asia:** Colonial legacies; Partition of 1947: The princely states of British India- Historical context, post-partition Reality in 1947 and the Politics of Integration in India: Kashmir, Junagadh, Hyderabad and Sikkim; The emergence of Bangladesh in 1971; Key events shaping regional power dynamics.	Interactive lectures and group discussions	Group discussion / debate evaluation on regional historical geopolitics	CLO2, CLO3, CLO4
Week 12–14	**Chapter 4** **Bangladesh's Bilateral Relations:** Relations with neighboring countries (India, Myanmar); Border disputes, water sharing (Ganga River, Teesta River, Other shared rivers with India), and refugee issues (Rohingya crisis).	Interactive lectures and group discussion	Case study presentation on a bilateral relationship (India or Myanmar)	CLO2, CLO3
Week 15–17	**Chapter 5** **Global Powers and Bangladesh:**	Interactive lectures and	Policy brief assignment on	CLO2, CLO3,

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	Influence of China (Belt and Road Initiative), India, USA, and Russia on Bangladesh's economy and politics; Balancing acts in foreign policy.	thematic assignments	great-power influence in Bangladesh	CLO5
Week 18–21	**Chapter 6** **Maritime and Resource Geopolitics:** Bay of Bengal disputes, maritime boundaries, blue economy potential, and energy resources; Bangladesh's claims and international arbitration.	Interactive lectures, group discussions, and thematic assignments	Class test plus small-group project on maritime and resource geopolitics	CLO1, CLO2, CLO3, CLO4
Week 22–23	**Chapter 7** **Environmental Geopolitics:** Climate change vulnerabilities (sea-level rise, cyclones); Migration, food security, and international cooperation.	Interactive lectures and group discussions	Group presentation on climate vulnerability and environmental geopolitics	CLO4
Week 24–26	**Chapter 8** **Future Geopolitical Scenarios:** Emerging trends such as digital geopolitics, multipolarity, and Bangladesh's role in regional organizations, Ziaur Rahman and SAARC, Policy recommendations for sustainable growth.	Interactive lectures, documentary screening, and thematic assignments	Term paper / policy-recommendation report on future geopolitical scenarios	CLO1, CLO2, CLO3, CLO4
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

Course Assessment Framework Total Course Marks: 100

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse Examination	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

PROVISIONAL

List of Books

Agnew, J. (2016). *Geopolitics: Re-visioning world politics* (2nd ed.). London, England: Routledge.

Ali, S. M. (2010). *Understanding Bangladesh*. London, England: Hurst Publishers.

Bailes, A. J. K., & Cottey, A. (2006). *Regional security cooperation in the early 21st century*. Oxford, England: Oxford University Press.

Cohen, S. B. (2015). *Geopolitics: The geography of international relations* (3rd ed.). Lanham, MD: Rowman & Littlefield.

Heiduk, F., & Wacker, G. (2020). *From Asia-Pacific to Indo-Pacific: Significance, implementation and challenges*. Berlin, Germany: German Institute for International and Security Affairs.

Islam, M. S. (2018). *Bangladesh–India relations: Politics of trade and transit*. Dhaka, Bangladesh: University Press Limited.

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Karim, M. A. (2023). *The Bay of Bengal geopolitics and the QUAD*. New York, NY: Nova Science Publishers.

Mackinder, H. J. (1919). *Democratic ideals and reality*. London, England: Constable & Company.

Mahan, A. T. (1890). *The influence of sea power upon history, 1660–1783*. Boston, MA: Little, Brown and Company.

Moniruzzaman, T. (1982). *The Security of Small States in the Third World.* Canbera, Miami.

Rahman, M. M. (2015). *Bangladesh–China relations: Strategic engagements*. Dhaka, Bangladesh: Bangladesh Institute of International and Strategic Studies.

Rashid, H. (1991). *Geography of Bangladesh*. Dhaka, Bangladesh: University Press Limited.

Riaz, A. (2022). *More than meets the eye: Essays on Bangladeshi politics*. Dhaka, Bangladesh: University Press Limited.

Roy, D. (2013). *Return of the dragon: Rising China and regional security*. New York, NY: Columbia University Press.

আক্তার, ফাহমিদা. (২০২০). *বাংলাদেশ-ভারত সম্পর্ক*. শোভা প্রকাশ, ঢাকা।

আহমেদ, এমাজউদ্দিন. (২০০৮). *ভূ-রাজনৈতিক বিশ্লেষণ ও বাংলাদেশ*. বাংলা একাডেমি, ঢাকা।

আহমেদ, এমাজউদ্দিন, *গণতন্ত্রের ভবিষ্যত*, মৌলি প্রকাশনী, ঢাকা।

ভূইয়া, মোঃ আব্দুল. (২০১২). *দক্ষিণ এশিয়ার রাজনৈতিক ইতিহাস*. আজিজিয়া বুক ডিপো, ঢাকা

রেহমান, তারেক শামসুর. (২০০৯). *বাংলাদেশের পূর্বমুখী পররাষ্ট্রনীতি*. শোভা প্রকাশ, ঢাকা।

রেহমান, তারেক শামসুর. (২০১৮). *বাংলাদেশের নিরাপত্তা ভাবনা*. শোভা প্রকাশ, ঢাকা।

হোসেন, মো. তেন্হিদ. (২০২৩). *১৯৭১-২০২১: বাংলাদেশ-ভারত সম্পর্কের পঞ্চাশ বছর*. প্রথমা প্রকাশন, ঢাকা।

শিকদার, এ কে মোহাম্মদ আলী. (২০১৬). *সমকালীন ভূ-রাজনীতি ও বাংলাদেশ*. বিজয় প্রকাশ, ঢাকা।

হক, মোঃ আসিরুল্ল. (২০২৬). *ভূ-রাজনীতি ও বাংলাদেশ*. এন এস পাবলিকেশন্স, ঢাকা।

PROVISIONAL

Course Code: 8221957	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: International Politics			

Course Descriptions

International Politics is an introductory, analytical course that introduces students to the major concepts, theories and practices of world politics. It deals with relations between states, international institutions and non-state actors in an evolving international system. Students will study key theoretical perspectives including realism, liberalism and constructivism, and key issues such as power, security, diplomacy, foreign policy and global governance. Special attention is paid to post-Cold War developments, multipolarity, regionalism, globalization and emerging issues such as human and environmental security. The course also highlights the challenges of small and developing countries like Bangladesh in the international arena. Combining theory and practice, the course is designed to enhance students analytical skills, ethical reasoning and understanding of the international political process in a rapidly changing world environment.

Course Objectives

- Gain a comprehensive knowledge of the concept, essence, dimensions and importance of international politics adapted to modern world problems and interdisciplinary links.
- Investigate international politics as an academic discipline and its relation with international relations, law and history, together with new developments in economics and technology.
- Assess the main theoretical approaches to the study of international politics (e.g. realist, liberal and constructivist) through the use of real world cases.
- Examine security concepts such as conventional, unconventional, national, group, human and small state security.
- Create flexible plans to analyze national power, foreign policy, diplomacy, and current international political issues, with an emphasis on civic duty and lifelong adaptability.

Course Learning Outcomes (CLOs)

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

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO1	Demonstrate a sound understanding of the basic ideas, the nature and the scope of international politics and its relationship with international relations, law and history.	PLO1, PLO4, PLO5
CLO2	Examine major theoretical approaches to international politics-realist, liberal, and constructivist-and analyze them in relation to current global issues.	PLO1, PLO4
CLO3	Evaluate major issues relating to power, security and balance of power, including traditional and non-traditional security issues affecting states and the international system.	PLO2, PLO3, PLO7
CLO4	Analyze the formulation and implementation of foreign policy and diplomacy including economic and environmental diplomacy in a globalized world.	PLO2, PLO3, PLO5

PROVISIONAL

CLO5	Critically analyze post-Cold War international politics, globalization, regionalism, and the changing international economic and political order.	PLO2, PLO3, PLO5, PLO7

Course Contents

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
Week 1	**Chapter 1** Introduction to International Politics	Interactive lectures, brainstorming, Q/A session	Concept quiz introducing key terms of international politics	CLO1
Week 2–4	**Chapter 2** **International Politics as an Academic Discipline:** International Politics and International Relations; International Politics and Law; International Politics and History.	Interactive lectures, reading, and assignments	Written assignment distinguishing International Politics from IR, Law, and History	CLO1, CLO2
Week 5–7	**Chapter 3** **Approaches to the Study of International Politics:** Realist, Liberal and Constructivist Approaches.	Interactive lectures and group discussions	Class test on Realist, Liberal, and Constructivist approaches	CLO2, CLO3, CLO4
Week 8–11	**Chapter 4** **Security:** Traditional and Non-traditional Security, National Security, Collective Security, Human Security, Security of Small States	Interactive lectures and group discussion	Case-based short paper on a contemporary security issue	CLO2, CLO3
Week 12–13	**Chapter 5** Elements of National Power; Economic Instrument of National Power; Balance of Power; Balance of Power vs. Balance of Terror	Interactive lectures and thematic assignments	Thematic assignment on elements of national power	CLO2, CLO3, CLO5
Week 14–16	**Chapter 6** **Foreign Policy:** Meaning, Objectives and Principles of foreign policy; Domestic and Systemic Determinants	Interactive lectures, group discussions, and thematic assignments	Group presentation analyzing a state's foreign policy	CLO1, CLO2, CLO3, CLO4
Week 17–18	**Chapter 7** **Diplomacy:** Diplomacy as an Instrument of Foreign Policy; Role of Diplomats; Economic Diplomacy and Environmental Diplomacy;	Interactive lectures and group discussions	Role-play / simulation exercise on diplomatic negotiation	CLO4

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	Diplomatic immunities.			
Week 19–26	**Chapter 8** **Current Issues of International Politics:** Nature of the Post-Cold War International Politics; New World Order; Regionalism and Globalization; New International Economic Order; Geoeconomic Confrontation; US-China Rivalry; Nuclear Risks and Arms Control; Climate Security and Environmental Conflicts; Cyber Threats and Digital Geopolitics	Interactive lectures, documentary screening, and thematic assignments	Term paper on a current issue in international politics	CLO1, CLO2, CLO3, CLO4
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse Examination	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

PROVISIONAL

List of Books

Art, R. J., & Jervis, R. (1992). *International politics: Enduring concepts and contemporary issues*. New York, NY: HarperCollins.

Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The globalization of world politics: An introduction to international relations* (8th ed.). Oxford, England: Oxford University Press.

Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Paterson, M., & True, J. (2013). *Theories of international relations* (5th ed.). New York, NY: Palgrave Macmillan.

Gilpin, R. (1981). *War and change in world politics*. Cambridge, England: Cambridge University Press.

Goldstein, J. S., & Pevehouse, J. C. (2019). *International relations* (12th ed.). Boston, MA: Pearson.

Jervis, R. (1976). *Perception and misperception in international politics*. Princeton, NJ: Princeton University Press.

Kaplan, M. A. (1957). *System and process in international politics*. New York, NY: Wiley.

Katzenstein, P. J. (1996). *The culture of national security: Norms and identity in international politics*. New York, NY: Columbia University Press.

Knorr, K., & Rosenau, J. N. (1969). *Contending approaches to international politics*. Princeton, NJ: Princeton University Press.

Mearsheimer, J. J. (2001). *The tragedy of great power politics*. New York, NY: W. W. Norton.

Morgenthau, H. J., & Thompson, K. W. (1985). *Politics among nations: The struggle for power and peace* (6th ed.). New York, NY: Knopf.

Padelford, N. J., & Lincoln, G. A. (1962). *The dynamics of international politics*. London, England: Macmillan.

Paul, T. V., & Hall, J. A. (1999). *International order and the future of world politics*. Cambridge, England: Cambridge University Press.

Waltz, K. N. (1979). *Theory of international politics*. Boston, MA: McGraw-Hill.

Wendt, A. (1999). *Social theory of international politics*. Cambridge, England: Cambridge University Press.

আহমেদ, এমাজউদ্দিন. (২০০৮). *আন্তর্জাতিক রাজনীতি: তত্ত্ব ও বিষয়*. ঢাকা: বাংলা একাডেমি।

রহমান, তারেক শামসুর. (২০১৮). *আন্তর্জাতিক নিরাপত্তা ও রাষ্ট্রীয় স্বার্থ*. ঢাকা: শোভা প্রকাশ।

শিকদার, এ কে মোহাম্মদ আলী. (২০১৬). *সমকালীন ভূ-রাজনীতি ও বাংলাদেশ*. বিজয় প্রকাশ, ঢাকা।

PROVISIONAL

Course Code: 8222059	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Sociology of Bangladesh			

Course Descriptions

This course introduces Political Science Honours students to the sociological study of Bangladeshi society, examining its structure, institutions, and the social forces that shape everyday life. It covers the family, kinship, and stratification systems that organize rural and urban communities; the enduring role of religion in social life; and the changing position of women within a patriarchal but rapidly modernizing society. The course also confronts pressing social problems — poverty, dowry, child marriage, and substance abuse — and the processes of social change driven by NGOs, globalization, and development policy. By grounding sociological concepts in the Bangladeshi context, the course equips students to read political events and public policy as embedded within a living social fabric, not apart from it.

Course Objectives

This course is designed to introduce students to the major features of Bangladeshi society and its changing social, cultural, economic and political Condition. It aims to help students understand the relationship between different social institutions and contemporary social issues. The course also encourages students to develop an interest in familiarity with the realities of Bangladeshi society and to relate sociological ideas to everyday life and national development.

Course Learning Outcomes (CLOs)

After going through the course, students will be able to learn the following outcomes:

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO1	Appreciate the importance of cultural diversity and ethnic coexistence in Bangladesh.	PLO1, PLO3, PLO7
CLO2	Analyze several changing social issues of Bangladesh from sociological perspective.	PLO1, PLO2, PLO3, PLO5
CLO3	Explain the basic concepts, institutions and characteristics of society of Bangladesh.	PLO3, PLO5, PLO6
CLO4	Apply fundamental sociological theories to be informed about social problems in Bangladesh.	PLO3, PLO4, PLO5, PLO6
CLO5	Illustrate the historical evolution, social background, family system, not only economy but also political system of Bangladesh.	PLO2, PLO3, PLO6, PLO7

PROVISIONAL

Course Contents

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
Week 1–3	**Chapter 1** **Sociological Background and Historical Context:** The physical and environmental factors shaping village society. Impact of British Colonialism, the internal colonialism of the Pakistan era, the Language Movement, and the Liberation War	Interactive lectures, brainstorming, Q/A session	Concept-based short quiz	CLO1
Week 4–6	**Chapter 2** **Population Dynamics and Ethnicity:** Population composition including age-sex ratios, marital status, literacy rates, and labor force distribution. Patterns of fertility, mortality, migration, and national population control policies. Cultural profile and societal roles of different ethnic groups in Bangladesh.	Interactive lectures, case-based discussion	Written assignment on family structure	CLO2
Week 7–9	**Chapter 3** **Socialization, Family, Culture and Identity:** Evolution and changing structures of marriage, divorce, family configurations, and kinship ties. Nature of socialization, religious beliefs, rituals, language groups, and local cultural patterns. Dilemmas of cultural identity, modernization, globalization of culture, and cultural dependency.	Interactive lectures, group discussion	Group discussion evaluation and class test	CLO2
Week 10–12	**Chapter 4** **Macroeconomic Structure and Industrialization:** Overview of farm and non-farm economic activities and the complexities of agrarian transformation. Industrial growth patterns, the expansion of the working class/underclass, and the role of the informal economy. Global workforce migration and its role in fostering a remittance-reliant economy.	Interactive lectures, case study analysis	Case study report on a village community	CLO2, CLO3
Week 13–14	**Chapter 5** **Rural Society and Urbanization:** Land tenure mechanisms and rural class stratifications. Power Dynamics: Traditional rural community systems, conflict resolution bodies, and social hierarchies (Samaj, Salish, and Patron-Client networks). Dynamics and challenges surrounding rural-to-urban	Interactive lectures, documentary screening	Reflective assignment following documentary screening	CLO2, CLO4

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	domestic migration.			
Week 15–17	**Chapter 6** **Social Inequality, Class Structure and Poverty:** Dimensions of systemic social, income, gender, ethnic, and status inequalities. Middle Class & Poverty: The growth, socio-economic nature, and traits of the emerging middle class alongside historical and current poverty trends.	Interactive lectures, group discussion	Thematic assignment on religion and social cohesion	CLO3
Week 18–22	**Chapter7** **Politics, State and Governance:** Structural nature of the state, civil bureaucracy, and political parties. Prevailing political culture, institutional governance issues, and the structural setup of local government bodies.	Interactive lectures, group discussion, thematic assignments	Policy-oriented group presentation on a chosen social problem	CLO4
Week 23–26	**Chapter8** **Crime, Education and Social Control:** Prevailing patterns of crime, penal frameworks, correctional philosophies, policing styles, and civil society's role in crime prevention. Primary, secondary, and higher education systems; institutional expansion, enrollment/dropout patterns, and curriculum updates. Class variations in education access, social mobility channels, educational policies, and systemic barriers.	Interactive lectures, thematic assignments	Term paper on an NGO-led social change initiative	CLO5

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Course Assessment Framework

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse Examination	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

List of Books

Chowdhury, A. M., & Alam, F. (Eds.). (2002). *Bangladesh at the threshold of the twenty-first century*. Asiatic Society of Bangladesh.

Chowdhury, A. (1982). *Agrarian social relations and rural development in Bangladesh*. Oxford & IBH Publishing.

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House.

Khan, A. A. (1996). *Discovery of Bangladesh*. University Press Limited.

Rahman, A. (1986). *Bangladesher krishi kathamo [Agricultural structure of Bangladesh*]. University Press Limited.

Siddiqui, K. (2000). *Poverty and Social Change in Rural Bangladesh.* University Press Limited, Dhaka.

PROVISIONAL

Course Code: 8222165	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Bangladesh Society and Culture			

Course Descriptions

This course provides a comprehensive sociological and anthropological analysis of Bangladesh society and culture. Students will explore the historical evolution, social structures, cultural patterns, and contemporary transformations of the country.

Course Objectives

- To provide students with a comprehensive understanding of the historical, social, and cultural evolution of Bangladesh from ancient Bengal to the post-independence era.
- To analyze the core social structures, institutions, and forms of stratification, including class, gender, caste, and power relations in rural and urban settings.
- To explore the pluralistic nature of Bangladeshi culture, covering religious traditions, secular celebrations, folk philosophies, and diverse artistic expressions.
- To examine the socio-economic challenges and cultural dynamics of ethnic minorities and marginalized communities within Bangladesh.
- To critical evaluate the impacts of globalization, urbanization, climate change, and economic transformations on contemporary Bangladeshi society.

Course Learning Outcomes (CLOs)

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

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO 1	Trace and explain the historical trajectories, turning points, and cultural shifts that shaped the national identity of Bangladesh.	PLO1,PLO2, PLO4,PLO5, PLO7
CLO 2	Critically analyze structural inequalities, power dynamics, and institutional transitions within rural and urban families and communities.	PLO1,PLO2, PLO3,PLO4, PLO5,PLO6, PLO7
CLO 3	Demonstrate a nuanced understanding of cultural syncretism, literary heritages, and folk traditions unique to the Bengal delta.	PLO2,PLO4, PLO5, PLO7
CLO 4	Assess the distinct socio-legal and economic vulnerabilities faced by indigenous peoples and marginalized groups in the country.	PLO1,PLO2, PLO3,PLO4, PLO5,PLO6, PLO7
CLO 5	Evaluate how global vectors like the Readymade Garment (RMG) industry, international migration, and climate vulnerability drive social change in Bangladesh.	PLO1,PLO2, PLO3,PLO4, PLO5,PLO6, PLO7

PROVISIONAL

Course Contents

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
Week 1–3	**Chapter 1** **Historical Foundations and Emerging Identity:** Ancient roots: Bengal's early history and archaeological heritage. Religious shifts: Expansion of Buddhism, Hinduism, Islam, and Christianity. Colonial impact: British rule, permanent settlement, and social stratification. Language movement: The 1952 struggle as a cultural turning point. Independence: The 1971 Liberation War and birth of Bangladesh.	Interactive Lectures, Historical Video Screenings Guided Group Discussions	Concept-based short quiz	CLO1
Week 4–7	**Chapter 2** **Social Structure and Stratification Class dynamics:** Agrarian structures, elite groups, and urban working class. Caste system: Historical remnants and manifestation among Hindu communities. Power relations: Patron-client politics in rural and urban settings. Inequality: Income distribution, resource access, and social mobility gaps.	Problem-Based Learning (PBL), Case Studies on Power Dynamics, Sociological Concept Mapping.	Written assignment on a selected archaeological site	CLO2
Week 8–11	**Chapter 3** **Rural and Urban Society:** Village life: The traditional Gram structure, Samaj, and local leadership. Agrarian economy: Changing faces of farming, sharecropping, and land reforms. Urbanization: Rapid growth of Dhaka, Chittagong, and secondary cities. Slum dynamics: Migration, informal economies, and urban poverty challenges.	Comparative Group Analysis, Documentary Analysis, Guest Speaker (Urban Planner/NGO)	Class test on the Language Movement and Bengali literature	CLO2
Week 12–14	**Chapter 4** **Family, Kinship and Marriage** **Family types:** Transition from joint families to nuclear households. Kinship networks: Bangal identities, lineage, and social capital. Marriage practices: Dowry systems, arranged vs. romantic marriages, and divorce trends. Gender roles: Patriarchy, decision-making power, and changing family expectations.	Reflexive Dialogue Workshops Genogram (Family Tree) Exercises Think-Pair-Share Activities	Group presentation on a religious festival	CLO3
Week 15–17	**Chapter 5** **Religion, Festivals and Rituals** **Religious pluralism:** Syncretism, Sufism,	Field-Observation Presentation	Written assignment on a selected	CLO3

PROVISIONAL

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	and secularist principles in Bengal. Major celebrations: Eid, Durga Puja, Christmas, and Buddha Purnima. Secular festivals: Pohela Boishakh, Nabanna, and national memorial days. Folk religion: Baul philosophy, local shrines (Mazars), and popular myths.	Textual Analysis of Baul Songs Group-led Cultural Panels	handicraft tradition	
Week 18–20	**Chapter 6** **Cultural Expressions:** Art, Literature, and Media Literary giants: Legacies of Rabindranath Tagore, Kazi Nazrul Islam and Zainul Abedin. Folk culture: Lalon Geeti, Bhatiali, Jatra, and traditional embroidery (Nakshi Kantha). Food culture: Rice, fish, Pitha festivals, and regional culinary variations. Media landscape: Cinema, television dramas, and the rise of digital social media.	Multimedia Presentations, Visual & Textual Artifact Analysis, Class Debate on Digital Media Impacts	Reflective assignment after a performance or recording review	CLO3
Week 21–23	**Chapter 7** **Ethnicity and Marginalized Communities in Bangladesh:** Chakma, Marma, Tripura, and other ethnic groups. Plain land ethnic communities: Santal, Garo, Khasi, and Oraon. Minority challenges: Land rights, cultural preservation, and state integration. Other margins: The Bihari camp community and third-gender rights.	Case Study Reviews, Human Rights Framework Analysis, Guided Empathy Mapping	Thematic report on a local festival or social custom	CLO4
Week 24–26	**Chapter 8** **Globalization and Contemporary Social Change** RMG sector: Women's empowerment, labor rights, and economic transformation. Remittance economy: Impact of Middle East and Western migration on rural life. Climate vulnerability: Social displacement, river erosion, and adaptation strategies. Youth culture: Tech adoption, consumerism, and shifting traditional values.	Research Paper Workshops, Policy Brief Drafting Simulation, Socratic Seminars	Term paper on cultural change and globalization	CLO4
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

PROVISIONAL

Course Assessment Framework
Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse Examination	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

List of Books

Ahmed, I. (Ed.). (2013). *The cultural characteristics of Bangladeshis*. University Press Limited.

Chowdhury, A. M., & Fakrul, A. (Eds.). (2016). *Bangladesh: History, politics, economy, society formation in Dhaka City: A study in third world urban sociology*. University Press Limited.

Jansen, E. G. (1987). *Rural Bangladesh: Competition for scarce resources*. University Press

Karim, A. K. N. (1980). *The dynamics of Bangladesh society*. Vikas Publishing House, New Delhi.

Lewis, D. (2011). *Bangladesh: Politics, economy and civil society*. Cambridge University Press. Limited. *London and Dhaka.* Verso.

Siddiqui, K., Ahmed, J., Kaniz, F., Shafi, S., Islam, M. S., & Asaduzzaman, M. (2010). *Social formation in Dhaka, 1985-2005: A longitudinal study of society in a third world megacity*. Routledge.

Van Schendel, W. (2020). *A history of Bangladesh*. Cambridge University Press

PROVISIONAL

Course Code: 8222259	**Marks:** 100	**Credits:** 4	**Class Hours:** 56
Course Title: Bangladesh Economy			

Course Descriptions

This course introduces Political Science Honours students to the structure, performance, and policy management of the Bangladesh economy, with emphasis on how economic decisions are shaped by, and in turn shape, political and administrative processes. It begins with an overview of macroeconomic trends in growth, savings, and investment before moving into the fiscal, monetary, and external sectors that underpin national economic management. Particular attention is given to the agriculture and industrial sectors, the role of state-owned enterprises, and the ongoing shift toward private sector-led development. The course also examines employment, wages, and poverty trends alongside government efforts in human development and social protection, and closes with a look at infrastructure, environmental challenges, and Bangladesh's climate vulnerability. Rather than treating economics as a technical subject in isolation, the course consistently draws out its political dimensions: budget-making as a political act, regulatory reform as a contest of interests, and development planning as a reflection of governance priorities. By the end, students should be able to follow Bangladesh's economic policy debates with confidence and understand economic performance as part of the larger picture of governance.

Course Objectives

- Build a working understanding of Bangladesh's macroeconomic structure, growth performance, and the institutional framework within which economic policy is formulated and implemented.
- Examine the role and performance of the agriculture, industrial, and external sectors in Bangladesh's development, along with the government policies that shape them.
- Assess the fiscal and monetary management practices of Bangladesh, including public revenue and expenditure, taxation, budgetary management, banking, and financial sector reforms.
- Analyze trends in employment, wages, prices, and poverty in Bangladesh, and evaluate the effectiveness of government programs addressing these areas.
- Develop the ability to critically connect Bangladesh's economic performance with questions of governance, public policy, and political decision-making, so that economic issues can be read through a political science lens.

Course Learning Outcomes (CLOs)

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

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO1	Demonstrate a clear and working understanding of Bangladesh's macroeconomic performance, national income, savings, and investment trends, and the institutional structure guiding economic policy.	PLO1, PLO2, PLO7
CLO2	Analyze the contribution, performance, and challenges of the agriculture, industrial, and external (trade) sectors to Bangladesh's	PLO1, PLO2, PLO3, PLO5,

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	overall economic development.	PLO6, PLO7
CLO3	Evaluate the fiscal and monetary management systems of Bangladesh, including public finance, taxation, budgetary practices, banking, and financial sector reforms.	PLO1, PLO2, PLO3, PLO4, PLO7
CLO4	Assess trends in employment, wages, prices, and poverty in Bangladesh, along with the design and effectiveness of related government programs.	PLO2, PLO3, PLO5, PLO6, PLO7
CLO5	Critically appraise the political economy dimensions of Bangladesh's development policy, linking economic outcomes with governance, planning, and public administration.	PLO3, PLO4, PLO5, PLO6, PLO7

Course Contents

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**CLOs**
Week 1–3	**Chapter 1** **Overview of the Bangladesh Economy:** growth performance, savings and investment trends, and the institutional and policy framework guiding macroeconomic management, including the medium-term macroeconomic framework and ongoing reform programs.	Interactive lectures, discussion on recent Bangladesh Economic Review data	Data interpretation exercise using the latest Bangladesh Economic Review	CLO1
Week 4–7	**Chapter 2** **National Income and Price Trends:** sector-wise growth of GDP, savings and investment; consumer price index and inflation; wage trends, labor force, employment, overseas employment, and remittances.	Interactive lectures, data reading exercises, class discussion	Data reading quiz / class test on GDP, prices, and employment trends	CLO1, CLO4
Week 8–10	**Chapter 3** **Fiscal Policy and Public Finance Management:** government receipts and tax management, revenue collection, public expenditure and the Annual Development Programme, budget balance and financing, and public debt management.	Interactive lectures, case-based discussion, budget document review	Budget document review report	CLO1, CLO3
Week 11–14	**Chapter 4** **Monetary Management and Financial Market Development:** monetary policy, money and credit situation, the banking and non-banking financial sector, interest rate movements, financing of agriculture,	Interactive lectures, group discussion, guided reading assignments	Written assignment on banking and financial sector reforms	CLO3

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Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
	industry and SMEs, and capital market development.			
Week 15–19	**Chapter 5** **The External Sector:** world trade scenario, export and import policy, tariff structure, Bangladesh's position in the WTO and regional trade arrangements, balance of payments, exchange rate policy, and foreign exchange reserves.	Interactive lectures, group discussion, thematic assignments	Thematic assignment on trade policy and balance of payments	CLO2, CLO5
Week 20–21	**Chapter 6** **Agriculture, Industry and State-Owned Enterprises:** management of food grain production and agricultural credit; growth and performance of the manufacturing sector and SMEs; the production, financial performance, and reform of state-owned enterprises.	Interactive lectures, sector case studies, group presentations	Group presentation based on a sector case study	CLO2
Week 22–23	**Chapter 7** **Power, Energy, Transport, Communication and Human Development:** power generation and transmission, transport and communication infrastructure, and human development outlays covering education, health, women and children's affairs, and social welfare.	Interactive lectures, documentary screening, group discussion	Reflective assignment following documentary screening	CLO2, CLO4
Week 24–26	**Chapter 8** **Poverty Alleviation, Private Sector Development and Environment:** poverty trends and reduction strategies, employment generation programs, a private-investment-friendly environment, privatization and public-private partnership, and environmental and climate change challenges facing Bangladesh.	Interactive lectures, thematic assignments, policy debate	Policy debate evaluation on poverty alleviation and environment	CLO4, CLO5
Week 27–28	Revision, Doubt-clearing Session, and Preparation for the Final Examination	Comprehensive review lecture and open discussion	Comprehensive review test / mock examination covering all chapters	All CLOs

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Course Assessment Framework

Total Course Marks: 100

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	Incourse Examination	10%
	Quiz/Assignment Presentation	5%
Summative Assessment (80%)	Final Examination • Students will have to answer 8 questions out of 12 • 10 marks per question (8×10=80 marks) • Each question may contain maximum 3 sub sections (e.g., a, b, c)	80%

List of Books

Islam, Nurul. (2003). *Making of a nation, Bangladesh: An economist's tale*. Dhaka, Bangladesh: University Press Limited.

Khan, Akbar Ali. (1996). *Discovery of Bangladesh.* Dhaka, Bangladesh: University Press Limited.

Mahmud, Wahiduddin (Ed.). (n.d.). *Bangladesh's development experience: Some selected issues*. Dhaka, Bangladesh: University Press Limited.

Ministry of Finance, Government of Bangladesh. (Latest edition). *Bangladesh economic review*. Dhaka, Bangladesh: Finance Division.

Sen, Binayak, & Ali, Zaidi. (Eds.). (n.d.). *Bangladesh development studies* (Journal, current issues). Dhaka, Bangladesh: Bangladesh Institute of Development Studies (BIDS).

Sobhan, Rehman. (2016). *Untranquil recollections: Nation building in post-liberation Bangladesh.* New Delhi, India: SAGE Publications.

অর্থ মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার। (২০২৫)। *বাংলাদেশ অর্থনৈতিক সমীক্ষা*. ঢাকা: অর্থ বিভাগ।

ইসলাম, রিজওয়ানুল। (২০১৫)। *উন্নয়ন ভাবনায় কর্মসংস্থান ও শ্রমবাজার*. ঢাকা: ইউনিভার্সিটি প্রেস লিমিটেড (ইউপিএল)।

ইসলাম, রিজওয়ানুল। (২০২৩)। *উন্নয়নের অর্থনীতি*. ঢাকা: ইউনিভার্সিটি প্রেস লিমিটেড (ইউপিএল)।

উল্লাহ, মাহবুব। (২০০৩)। *বাংলাদেশ অর্থনীতি*. ঢাকা: বাংলাদেশ পাবলিশার্স।

খান, আকবর আলী। (২০২০)। *দারিদ্র্যের অর্থনীতি: অতীত, বর্তমান ও ভবিষ্যৎ*. ঢাকা: প্রথমা প্রকাশন।

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Guidelines
of
Viva-voce

Course Code: 8221960	**Marks:** 50	**Credits**: 2	**Days: 0**	**BSS Hon's 2nd Year**
Course Title: Viva-voce (Political Science)			**Paper Orientation:** Practical	

Course Description

The Viva-voce is a comprehensive oral examination designed to evaluate students' overall academic achievement, analytical competence, critical thinking, and communication skills acquired throughout the Political Science program. Conducted after the completion of written examinations, the course provides students with an opportunity to demonstrate their understanding of political theories, governance systems, constitutional frameworks, international relations, and contemporary public affairs. The examination assesses students' ability to integrate insights across different subfields of the discipline, analyze complex governance and policy issues, and articulate political arguments effectively in academic and professional settings.

Course Objectives

The course's objectives are to:

- Evaluate students' core knowledge of political theories, state systems, public administration, and global politics through oral examination.
- Assess students' ability to apply political concepts and frameworks to examine real-world governance challenges and contemporary issues.
- Develop articulate oral argumentation, critical presentation, and persuasive interpersonal communication skills.
- Evaluate students' critical thinking, analytical reasoning, and evidence-based debate capabilities.
- Assess students' civic awareness, ethical grounding, objectivity, and professional demeanor.
- Prepare students for competitive civil service examinations, policy and research careers, higher studies, and civic leadership roles.

Course Learning Outcomes (CLOs)

After completing the viva-voce, students will be able to:

CLO No.	Course Learning Outcomes (CLOs)	PLO
CLO 1	Demonstrate comprehensive understanding of foundational political theories, ideologies, institutions, and comparative political systems.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7
CLO 2	Analyze contemporary socio-political, economic, and governance issues using disciplinary frameworks and empirical evidence.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7

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CLO 3	Articulate coherent, structured, and evidence-based political arguments through effective oral communication.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7
CLO 4	Critically interpret case studies, geopolitical shifts, policy debates, and constitutional processes.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7
CLO 5	Exhibit ethical reasoning, democratic values, intellectual integrity, and objective evaluation of diverse viewpoints.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7
CLO 6	Demonstrate readiness for career tracks in public administration, policy analysis, diplomacy, research, and lifelong intellectual engagement.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7

Teaching & Learning Strategy

The course adopts an interactive, analytical, and student-centered preparation format. Preparatory academic activities include orientation sessions on oral defense standards, faculty-guided issue seminars, group discussions on current national and international affairs, mock viva boards, case-analysis drills, and review of key political theories. Students are encouraged to develop concise articulation, balanced perspectives, critical synthesis, and rapid argumentation skills.

Assessment Strategy

Students will be assessed through a formal oral examination conducted by the designated Examination Committee following the completion of written examinations. The evaluation rubric measures:

- Depth and accuracy of theoretical and institutional political knowledge.
- Capacity to dissect contemporary governance challenges and global events.
- Clarity, structure, confidence, and persuasiveness of spoken arguments.
- Intellectual objectivity, ethical awareness, and responsiveness to analytical counter-questions.

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