National University
Bangladesh



Syllabus
Bachelor of Arts (B.A.) Second Year
Department of Philosophy

PROVISIONAL

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 Arts (Honours) in Philosophy

Vision of the Department
To develop competent, ethical, and critically minded graduates through quality philosophy education that promotes intellectual inquiry, logical reasoning, and human values, thereby contributing to national development and global citizenship.

Mission of the Department
The Department of Philosophy is committed to:

- Providing quality philosophy education through an Outcome-Based Education (OBE) curriculum across National University affiliated colleges.
- Developing students' critical thinking, logical reasoning, analytical, communication, and problem-solving skills through the study of philosophy.
- Fostering ethical values, intellectual integrity, tolerance, and respect for cultural, religious, and philosophical diversity.
- Encouraging philosophical inquiry, independent learning, research orientation, and lifelong learning to address contemporary social and intellectual challenges.
- Preparing graduates with the knowledge, skills, and values required for higher studies, professional careers, public service, and responsible citizenship.

Program Educational Objectives (PEOs)
PEO 1: To produce graduates with a solid foundation in philosophical thought and traditions.

PEO 2: To enable graduates to apply philosophical analysis to moral, social, political, and metaphysical problems.

PEO 3: To foster lifelong learning, intellectual inquiry, and scholarly research in philosophy and related fields.

PEO 4: To prepare students for careers in education, civil service, journalism, law, and other professions requiring critical and ethical reasoning.

Program Learning Outcomes (PLOs)
Upon completion of the Philosophy program, students will be able to:

PLO 1: Demonstrate understanding of key philosophical theories, traditions, and arguments.
PLO 2: Analyze complex philosophical texts and arguments logically and coherently.
PLO 3: Apply philosophical reasoning to contemporary moral and social issues.

PROVISIONAL

PLO 4: Communicate philosophical ideas clearly in both oral and written forms.
PLO 5: Demonstrate ethical awareness and intellectual honesty in reasoning and debate.
PLO 6: Engage in independent philosophical research and critical self-reflection.

Mapping between Program Learning Outcomes (PLOs) & Program Educational Objectives (PEOs)

	PEO 1	**PEO 2**	**PEO 3**	**PEO 4**
PLO 1	√	√		
PLO 2	√	√	√	√
PLO 3		√	√	√
PLO 4		√	√	√
PLO 5		√		√
PLO 6			√	

Cognitive Domain

Domain/ Level	**Teaching-Learning Methods**
C1 Remembering	Interactive lectures, and traditions in practice; flash cards; terminology drills; timeline activity; low-stakes quiz; guided note-taking.
C2 Understanding	Concept mapping; think-pair-share; explanatory discussion; paraphrase exercises; primary-text guided reading; mini lecture.
C3 Applying	Case study; problem-based learning (PBL); worked examples; application tasks; philosophical scenarios; tutorial exercises.
C4 Analyzing	Socratic dialogue; close textual analysis; argument mapping; comparative matrix; structured debate; evidence classification.
C5 Evaluating	Critical review; structured academic controversy; peer critique; comparative evaluation; debate with rebuttal; reflective judgment.
C6 Creating	Research project; independent inquiry; seminar paper; original argument construction; synthesis task; student-led conference.
A1–A2 Receiving / Responding	Listening tasks; respectful dialogue; guided discussion; question-and-answer; peer response.
A3 Valuing	Reflective writing; ethical dilemma discussion; debate; perspective-taking; philosophical dialogue.
A4–A5 Organizing / Characterization	Longitudinal reflective portfolio; collaborative problem-solving; ethical case work; academic integrity tasks; student leadership.
P1–P2 Imitation / Manipulation	Demonstration; guided practice; model answer; argument reconstruction; presentation rehearsal.
P3 Precision	Argument mapping; citation exercises; structured writing; oral defense; logic drills.
P4 Articulation	Seminar; group presentation; debate; research poster; viva practice.
P5 Naturalization	Independent research; student-led seminar; independent presentation; research viva; self-directed inquiry.

PROVISIONAL

Career Opportunities

The programme develops transferable skills relevant to careers requiring analysis, ethical judgement, research and communication. The following are potential pathways rather than guaranteed employment outcomes; some require additional qualifications, professional training or competitive selection.

Career pathway	Potential roles or areas of work	Relevant preparation
Teaching and academic research	Philosophy teaching, academic research and educational content development	Postgraduate study and applicable teaching or recruitment requirements
Public service and administration	Public administration, programme administration and public-sector research	Competitive recruitment preparation, administrative knowledge and digital skills
Policy research and development organisations	Research assistance, policy support, advocacy and development programmes	Social research methods, policy writing and data literacy
Ethics, governance and compliance	Ethics education, organisational policy support and compliance-related work	Sector-specific knowledge and relevant professional training
Media, publishing and communication	Writing, editing, journalism, publishing and organisational communication	Writing portfolio, editorial skills and relevant media training
Law and human rights	Human-rights research, advocacy and legal-policy support; legal practice following professional qualification	Legal education and professional qualification where required
Human resources and organisational development	Recruitment support, staff learning, employee engagement and organisational communication	HR knowledge, workplace experience and relevant training
Technology ethics and digital society	Research and policy support concerning AI ethics, privacy, digital rights and responsible technology	Additional knowledge of technology, digital governance and applied ethics
Community engagement and social enterprise	Community programmes, intercultural dialogue, social initiatives and project coordination	Project management, facilitation and practical field experience

PROVISIONAL

Courses, Marks and Credit Distribution

Course Code	Course Title	Marks	Credits
Core Courses			
8221751	History of Western Philosophy (Modern)	100	4
8221753	Muslim Philosophy	100	4
8221755	Indian Philosophy: Atheistic School	100	4
8221757	General Logic	100	4
Allied Courses			
8222059 Or 8222159	Sociology of Bangladesh Or Social Work Practice	100	4
8222259 Or 8221863	Bangladesh Economy Or Economic History of Islam	100	4
Compulsory Courses			
8221171	Functional English	100	4
8226601	Applied Information and Communication Technology (Applied ICT)	75	3
8226602	Practical: Applied ICT	25	1
8221762	Viva-Voce (Philosophy)	50	2
Total		850	34

PROVISIONAL

Detailed Syllabus

Course Code: 8221751	**Marks:** 100	**Credits:** 4	**Class Hours**: 56
Course Title: History of Western Philosophy (Modern)			**Exam Hours:** 4

Course Description

This course provides a comprehensive study of the development of modern Western philosophy from the Renaissance to German Idealism. It examines the emergence of modern philosophical thought through the Renaissance and the Age of Reason, followed by the Rationalist tradition represented by René Descartes, Baruch Spinoza, and Gottfried Wilhelm Leibniz; the Empiricist tradition represented by John Locke, George Berkeley, and David Hume; the critical philosophy of Immanuel Kant; Friedrich Schelling, Johann Gottlieb Fichte, and Hegel. The course emphasizes the historical evolution of philosophical ideas, critical analysis of philosophical arguments, and the relevance of modern philosophical thought to contemporary intellectual inquiry.

Course Objectives

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

- Explain the historical development of modern Western philosophy.
- Examine the principal ideas of Rationalism and Empiricism.
- Analyze the philosophical contributions of Kant and the German Idealists.
- Compare major philosophical systems and evaluate their significance.
- Apply critical philosophical reasoning in analyzing contemporary intellectual issues.

Course Learning Outcomes (CLOs)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**PLO**
CLO1	Explain the historical background, major movements, and central concepts of modern Western philosophy.	Understand (C2)	PLO1
CLO2	Analyze the philosophical arguments of the Rationalist and Empiricist traditions.	Analyze (C4)	PLO1, PLO2, PLO3
CLO3	Critically evaluate the contributions of Kant and the German Idealists to modern philosophy.	Evaluate (C5)	PLO2, PLO3, PLO5
CLO4	Compare different schools of modern Western philosophy using logical and philosophical reasoning.	Analyze (C4)	PLO2, PLO3, PLO4
CLO5	Communicate philosophical ideas effectively and conduct independent philosophical inquiry with intellectual integrity.	Create (C6)	PLO4, PLO5, PLO6

PROVISIONAL

Course Contents

Week	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1-2	Introduction to Modern Western Philosophy: Renaissance, Reformation and the Age of Reason	Interactive lecture, discussion	Class Participation, Oral Q&A	CLO1
3-4	Rise of Modern Philosophy: Scientific Revolution and characteristics of modern philosophical thought	Lecture, multimedia presentation	Quiz, Short Assignment	CLO1
5-6	René Descartes: Method of Doubt, Cogito, Theory of Substance, Mind–Body Relation	Lecture, textual analysis	Textual Analysis Report, Class Test	CLO1, CLO2
7-8	Baruch Spinoza: Substance, Attributes and Modes, Geometrical Method, Intellectual Love of God	Seminar, discussion	Seminar Participation, Reflection Paper	CLO2
9-10	Gottfried Wilhelm Leibniz: Monadology, Pre-established Harmony, Theory of Knowledge, Optimism	Lecture, group presentation	Group Presentation Evaluation	CLO2
11-12	John Locke: Refutation of Innate Ideas, Origin of Ideas, Primary and Secondary Qualities, Political Philosophy	Lecture, case discussion	Case Study Analysis, Mid-term Exam	CLO2
13-14	George Berkeley and David Hume: Subjective Idealism, Theory of Perception, Causality, Skepticism	Seminar, debate	Debate Performance, Peer Evaluation	CLO2, CLO4
In-Course Examination and Review		Examination and feedback		CLO1 CLO2
15-16	Immanuel Kant: Copernican Revolution, Critique of Pure Reason, Theory of Knowledge	Interactive lecture	Quiz, Written Assignment	CLO3
17-18	Kant: Sensibility, Understanding, Reason, Moral Philosophy	Text analysis, discussion	Textual Critique Essay	CLO3
19-20	Johann Gottlieb Fichte: Idealism and Self-Consciousness	Student presentation	Individual Presentation Assessment	CLO3
21-22	Friedrich Schelling: Nature Philosophy and Absolute Idealism	Seminar	Seminar Paper Submission	CLO3
23-24	G. W. F. Hegel: Dialectical Method and Absolute Spirit	Lecture, discussion	Class Test, Discussion Participation	CLO3, CLO4

PROVISIONAL

25-26	Comparative Study of Rationalism, Empiricism and German Idealism	Group discussion, comparative analysis	Group Report, Comparative Essay	CLO4
27-28	Contemporary Relevance of Modern Western Philosophy; Student Seminar and Course Review	Seminar, reflective discussion	Reflective Journal, Final Examination	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Copleston, F. (1985). *A history of philosophy*. Image Books.

Falkenberg, R. (1921). *History of modern philosophy*. Macmillan.

Kemp, J. (1968). *The philosophy of Kant*. Macmillan.

MacNabb, D. G. C. (1966). *David Hume: His theory of knowledge and morality*. Macmillan.

O'Connor, D. J. (Ed.). (1964). *A critical history of Western philosophy*. Free Press.

Prichard, H. A. (1909). *Kant's theory of knowledge*. Oxford University Press.

Radhakrishnan, S. (Ed.). (1953). *History of philosophy: Eastern and Western*. George Allen & Unwin.

Russell, B. (1946). *History of Western philosophy*. George Allen & Unwin.

Smith, N. K. (1966). *The philosophy of David Hume*. Macmillan.

Scruton, R. (1995). *A short history of modern philosophy* (2nd ed.). Routledge.

Thilly, F. (1941). *A history of philosophy*. Henry Holt.

আমিনুল ইসলাম. (২০০০). *আধুনিক পাশ্চাত্য দর্শন* (৫ম সংস্করণ). ঢাকা.

ইমাম, পারভেজ. (২০০৭). *হেগেল: জীবনদর্শন*. অনুষ্টুপ প্রকাশনী.

হোসেইন, সৈয়দ অমর উদ্দিন. (১৯৮৬). *কান্টের দর্শন*. বাংলা একাডেমি.

তালুকদার, আব্দুল হাই. (২০০৪). *আধুনিক পাশ্চাত্য দর্শনের ইতিবৃত্ত*. দিব্যপ্রকাশ.

PROVISIONAL

রায়, প্রদীপ কুমার. (২০০৬) *পাশ্চাত্য দর্শনের ইতিহাস* (দ্বিতীয় খ-). ঢাকাঃ অবসর প্রকাশনা সংস্া.

রায়, তারকচন্দ. (১৯৬২). *পাশ্চাত্য দর্শনের ইতিহাস: নব্য দর্শন* (দ্বিতীয় খ-). কলিকাতা বিশ্ববিদ্যালয়.

PROVISIONAL

Detailed Syllabus

Course Code: 8221753	**Marks:** 100	**Credits:** 4	**Class Hours**: 56
Course Title: Muslim Philosophy			**Exam Hours:** 4

Course Description

This course introduces students to the origin, nature, scope, and development of Muslim philosophy. It explores the philosophical teachings of the Qur'an, the development of Islamic theology (*Kalam*), Sufism, and the contributions of major Muslim philosophers from the classical and modern periods. Particular emphasis is placed on the emergence of different schools of thought in Islam, including the Sunnis, Shi'as, Kharijites, Murji'ites, Sifatiyyah, Qadariyyah, Jabariyyah, Mu'tazilah, Ash'ariyyah, Zahiriyyah, Ikhwan al-Safa, and Sufism. The course also examines Islam's relationship with modern science, human rights, and women's rights from philosophical perspectives. It develops students' analytical, ethical, communication, and research competencies through the study of Islamic philosophical traditions.

Course Objectives

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

- Explain the origin, nature, scope, sources, and historical development of Muslim philosophy.
- Examine the philosophical teachings of the Qur'an and major Islamic intellectual traditions.
- Analyze the emergence, doctrines, and significance of the principal schools of thought in Islam.
- Evaluate the contributions of classical and modern Muslim philosophers to philosophy and civilization.
- Apply Muslim philosophical principles to contemporary issues relating to science, ethics, human rights, and women's rights.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Explain the origin, nature, scope, sources, historical development, and major schools of Muslim philosophy.	Understand (C2)	PLO1
CLO2	Analyze the philosophical teachings of the Qur'an, Islamic theology (Kalam), and Sufism using logical and critical reasoning.	Analyze (C4)	PLO1, PLO2, PLO3
CLO3	Critically evaluate the ideas and contributions of major Muslim philosophers and schools of thought.	Evaluate (C5)	PLO2, PLO3, PLO5
CLO4	Apply Muslim philosophical perspectives to contemporary issues relating to science, ethics, human rights, and women's rights and communicate philosophical arguments effectively.	Apply (C3)	PLO3, PLO4, PLO5
CLO5	Demonstrate ethical awareness, intellectual honesty, and independent philosophical inquiry through research and reflective learning.	Create (C6)	PLO4, PLO5, PLO6

PROVISIONAL

Course Contents

Week	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1-2	Nature, scope, characteristics and sources of Muslim Philosophy	Interactive lecture, discussion	Class Participation, Oral Q&A	CLO1
3-4	Evaluation of objection against the Possibility of Muslim Philosophy	Lecture, timeline analysis	Timeline Project, Quiz	CLO1
5-6	Historical Development and Causes of Emergence of Muslim Philosophy	Lecture, group discussion	Class Test, Group Participation	CLO1, CLO2
7-8	Sunni, Shi'a, Kharijie,	Seminar, student presentation	Presentation Evaluation, Peer Review	CLO2
9-10	Murgia, Ṣifātiyyah	Comparative discussion, debate	Debate Performance, Participation	CLO2, CLO3
11-12	Qadariyyah, Jabariyyah,	Seminar, textual analysis	Textual Analysis Report, Seminar Participation	CLO2, CLO3
13-14	Zahiriyyah and Ikhwan al -Safa	Lecture, presentation	Individual Presentation Assessment	CLO3
15-16	Mu'tazilah Reason and Revelation (ʿAql and Naql), Divine Unity (Tawḥīd), Divine Justice (ʿAdl), Human Free Will and Moral Responsibility, Createdness of the Qur'an, Knowledge of God through Reason , The Five Principles (*al-Uṣūl al-Khamsah*), Commanding Good and Forbidding Evil	Written examination and feedback	Mid-term Examination	CLO1–CLO3
In-course Examination and Feedback		Seminar, discussion	In-course Assessment, Reflection Paper	CLO3
17-18	Ash'ariyyah	Lecture, case analysis	Case Analysis Report, Class Test	CLO3
19-20	Sufism : Its Development Its Paths and Order	Student seminar	Seminar Paper Submission	CLO3
21-22	Sufism and Its Philosophical foundation in Islam.	Lecture, reflective discussion	Reflective Journal, Quiz	CLO3, CLO4

PROVISIONAL

23-24	Harmony of Reason and Revelation, Islamic Political Thought	Case study, group discussion	Group Case Presentation	CLO4
25-26	Epistemology and theory of Self in Islam	Seminar, problem-based learning	PBL Assignment, Seminar Participation	CLO4, CLO5
27	Theological debates on Free will and Attributes Doctrines of love, spirituality, and Kashb.	Presentation, reflective learning	Reflective Essay, Presentation	CLO4, CLO5
28	Debates on Causality and Eternality, Islamic Ethics (Adl, Ihasan and Takwa)	Final presentation; reflective review	Final Presentation, Final Examination	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

De Boer, T. J. (1965). *The history of philosophy in Islam* (E. R. Jones, Trans.). Luzac & Co.

Fakhry, M. (1970). *A history of Islamic philosophy*. Columbia University Press.

Hai, S. A. (1982). *Muslim philosophy*. Islamic Foundation Bangladesh.

Hakim, K. A. (1974). *Islamic ideology: The fundamental beliefs and principles of Islam and their application to practical life* (7th ed.). Institute of Islamic Culture.

Iqbal, M. (1950). *The secrets of the self (Asrar-e-Khudi)* (R. A. Nicholson, Trans.). Sh. Muhammad Ashraf.

Mustafa, K. (2003). *Al-Ghazali's theory of knowledge*. Remon Publishers.

Quasem, M. A. (1979). *The ethics of Al-Ghazali*. Caravan Books.

Rahman, S. (1970). *An introduction to Islamic culture and philosophy*. Mullick Brothers.

Sharif, M. M. (Ed.). (1963). *A history of Muslim philosophy* (Vols. 1–2). Otto Harrassowitz.

Sharif, M. M. (1959). *Muslim thought and its origin and achievements*. Sh. Muhammad Ashraf.

PROVISIONAL

Watt, W. M. (1979). *Islamic philosophy and theology*. Edinburgh University Press.

আলম, রশিদুল. (২০০০). *মুসলিম দর্শনের ভূমিকা*. বগুড়াঃ সাহিত্য কুটির.

ইসলাম, আমিনুল. (২০০১). *মুসলিম দর্শন ও সংস্কৃতি* (৪র্থ প্রকাশ). বাংলা একাডেমি.

হালিম, মোহাম্মদ আব্দুল. (২০০২). *মুসলিম দর্শন: চেতনা ও প্রবাহ* (২য় সংস্করণ). বাংলা একাডেমি.

রহমান, মোহাম্মদ বদিউর. (২০০৫). *মুসলিম দর্শনের ইতিহাস* (প্রথম খ-). নওরোজ কিতাবিস্তান.

হালি, আব্দুল হাই. (১৯৯৭). *মুসলিম দর্শন পরিচিতি*. পুঁথিঘর লিমিটেড.

PROVISIONAL

Detailed Syllabus

Course Code: 8221755	**Marks:** 100	**Credits:** 4	**Class Hours**: 56
Course Title: Indian Philosophy: Atheistic School			**Exam Hours:** 4

Course Description

This course introduces students to the origin, nature, scope, and development of Indian philosophy. It examines the fundamental concepts and characteristics of Indian philosophical traditions and explores the major orthodox and heterodox schools of thought. Special emphasis is given to Cārvāka, Jaina, and Buddhist philosophies, including their metaphysics, epistemology, logic, ethics, and theories of liberation. The course also compares Indian and Western philosophical traditions and develops students' ability to critically analyze philosophical arguments, evaluate diverse perspectives, and apply philosophical reasoning to contemporary intellectual and ethical issues.

Course Objectives

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

- Explain the origin, nature, scope, sources, and development of Indian philosophy.
- Examine the major schools and fundamental concepts of Indian philosophical traditions.
- Analyze the philosophical doctrines of Cārvāka, Jaina, and Buddhist schools.
- Compare Indian and Western philosophical traditions.
- Evaluate Indian philosophical perspectives on knowledge, reality, ethics, and liberation.
- Develop critical thinking, communication, and independent research skills through philosophical inquiry.

Course Learning Outcomes (CLOs)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**PLO**
CLO1	Explain the origin, nature, scope, characteristics, and development of Indian philosophy and its major schools.	Understand (C2)	PLO1
CLO2	Analyze the philosophical doctrines of Cārvāka, Jaina, and Buddhist traditions with reference to epistemology, metaphysics, ethics, and logic.	Analyze (C4)	PLO1, PLO2, PLO3
CLO3	Compare Indian philosophical traditions with Western philosophy and evaluate their philosophical significance.	Evaluate (C5)	PLO2, PLO3, PLO4
CLO4	Apply Indian philosophical ideas to analyze contemporary ethical and intellectual issues and communicate philosophical arguments effectively.	Apply (C3)	PLO3, PLO4, PLO5
CLO5	Demonstrate ethical awareness, critical thinking, and independent philosophical inquiry through research and reflective learning.	Create (C6)	PLO4, PLO5, PLO6

PROVISIONAL

Course Contents

Week	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1-2	Indian Philosophy: Meaning, nature, scope and sources	Interactive lecture, discussion	Class Participation, Oral Q&A	CLO1
3-4	Common features of Indian Philosophy; objections against Indian philosophy and replies; fundamental concepts	Lecture, group discussion	Quiz, Group Discussion	CLO1
5-6	Development of different schools of Indian philosophy	Lecture, timeline analysis	Timeline Assignment, Class Test	CLO1
7-8	Comparison between the nature of Indian philosophy and Western philosophy	Comparative discussion, seminar	Seminar Participation, Comparative Essay	CLO1, CLO3
9-10	Cārvāka Philosophy: Epistemology, logic, ethics and metaphysics	Lecture, text analysis	Textual Analysis Report, Quiz	CLO2
11-12	Cārvāka materialism and Western materialism	Comparative discussion, presentation	Presentation Evaluation, Peer Review	CLO2, CLO3
13-14	Jaina Philosophy: Metaphysics, logic, theory of judgment, ethics and doctrine of liberation	Seminar, student presentation	Individual Presentation Assessment	CLO2
In-Course Examination		Written examination and feedback		Mid-term Examination
15-16	Buddhist Philosophy: Four Noble Truths, anti-metaphysical outlook and metaphysical implications	Interactive lecture	Class Test, Short Assignment	CLO2
17-18	Buddhist epistemology and logic	Lecture, discussion	Participation, Quiz	CLO2
19-20	Development of Buddhist schools: Madhyamika, Yogācāra, Sautrāntika and Vaibhāṣika	Seminar, group presentation	Group Presentation Evaluation	CLO2, CLO3

PROVISIONAL

21-22	Comparative analysis of Cārvāka, Jaina and Buddhist philosophies	Debate, comparative analysis	Debate Performance, Comparative Report	CLO3
23-24	Indian philosophical concepts of knowledge, reality, ethics and liberation	Case discussion	Case Study Analysis	CLO3, CLO4
25-26	Contemporary relevance of Indian philosophy	Problem-based learning, seminar	PBL Assignment, Seminar Report	CLO4, CLO5
27-28	Student presentations, reflective discussion and course review	Presentation, reflective learning	Final Presentation, Reflective Journal	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Chatterjee, S. C., & Datta, D. M. (1969). *An introduction to Indian philosophy*. University of Calcutta.

Chatterjee, S. C. (1950). *The Nyaya theory of knowledge*. University of Calcutta.

Dasgupta, S. N. (1952). *A history of Indian philosophy* (Vols. 1–5). Cambridge University Press.

Hiriyanna, M. (1932). *Outlines of Indian philosophy*. George Allen & Unwin.

Islam, A. N. (1987). *Self, suffering and salvation: With special reference to Buddhism and Islam*. Allahabad.

Chakma, N. K. (2008). *Buddhism and other papers in Bangladesh*. Absor.

Popper, K. H. (1965). *A constructive survey of Indian philosophy*. New Delhi.

Radhakrishnan, S. (1977). *Indian philosophy* (Vols. 1–2). George Allen & Unwin.

Sharma, S. D. (1964). *A critical survey of Indian philosophy*. Motilal Banarsidass.

ঘোষ, রামেন্দনাথ. (১৯৮২). *ভারতীয় দর্শন*. বাংলা একাডেমি.

PROVISIONAL

চট্টোপাধ্যায়, দেবী প্রসাদ. (২০০২). *লোকায়ত দর্শন*. ন্যাশনাল বুক এজেন্সি প্রাইভেট লিমিটেড.

দাস, কালী প্রসন্ন. (২০১৩). *ভারতীয় ও পাশ্চাত্য জ্ঞানবিদ্যা: চার্বাক ও হিউম*. অবসর প্রকাশনা সংস্থা.

রহমান, এম. মতিউর. (২০০৮). *ভারতীয় দর্শন ও সংস্কৃতি*. জাতীয় সাহিত্য প্রকাশ.

হাই, সাইয়েদ আব্দুল. (২০০৭). *ভারতীয় দর্শন*. ইউনিভার্সিটি প্রেস লিমিটেড.

PROVISIONAL

Detailed Syllabus

Course Code: 8221757	**Marks:** 100	**Credits:** 4	**Class Hours**: 56
Course Title: General Logic			**Exam Hours:** 4

Course Description

This course introduces students to the fundamental principles and methods of logical reasoning. It examines the nature and subject matter of logic, the structure of arguments, truth and validity, language and meaning, informal fallacies, definitions, propositions, categorical syllogisms, induction, Mill's experimental methods, and the principles of formal reasoning. The course develops students' ability to construct, analyze, and evaluate arguments using both deductive and inductive reasoning. Emphasis is placed on applying logical principles to philosophical inquiry, academic research, and everyday decision-making.

Course Objectives

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

- Explain the nature, scope, and significance of logic.
- Analyze arguments using deductive and inductive reasoning.
- Identify logical fallacies and evaluate the validity of arguments.
- Apply logical principles to philosophical, academic, and practical problems.
- Develop effective reasoning, communication, and critical thinking skills.
- Conduct logical inquiry with intellectual honesty and analytical precision.

Course Learning Outcomes (CLOs)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**PLO**
CLO1	Explain the nature, scope, principles, and methods of logic, including the structure of arguments and propositions.	Understand (C2)	PLO1
CLO2	Analyze deductive and inductive arguments by applying the principles of validity, syllogism, and logical inference.	Analyze (C4)	PLO1, PLO2, PLO3
CLO3	Evaluate arguments by identifying informal fallacies, testing logical consistency, and applying Mill's experimental methods.	Evaluate (C5)	PLO2, PLO3, PLO5
CLO4	Apply logical reasoning to solve philosophical and real-life problems and communicate arguments effectively in oral and written forms.	Apply (C3)	PLO3, PLO4, PLO5
CLO5	Demonstrate critical thinking, intellectual honesty, and independent inquiry in logical analysis and reasoning.	Create (C6)	PLO4, PLO5, PLO6

PROVISIONAL

Course Contents

Week	Course Contents	Teaching–Learning Strategies	Assessment Strategy	CLO(s)
1-2	Nature and subject matter of Logic; significance and scope of logic	Interactive lecture, discussion	Class Participation, Oral Q&A	CLO1
3-4	Arguments: premises and conclusion; truth and validity	Lecture, guided exercises	Quiz, Worksheet Assessment	CLO1, CLO2
5-6	Language: nature and functions; different uses of language	Lecture, group discussion	Group Discussion, Class Test	CLO1
7-8	Informal fallacies	Case analysis, classroom exercises	Case Analysis Report, Quiz	CLO2, CLO3
9-10	Definition: purposes, types and techniques of definition	Interactive lecture, practical exercises	Practical Assignment, Class Test	CLO2
11-12	Propositions: kinds of propositions and existential import	Lecture, problem-solving	Problem-Solving Task, Quiz	CLO2
13-14	Syllogism: rules of categorical syllogism, classification of syllogisms and Venn diagrams	Demonstration, tutorial	Venn Diagram Assignment, Tutorial Assessment	CLO2, CLO3
In-Course Examination		Written examination and feedback		Mid-term Examination
15-16	Induction: nature and kinds of induction	Interactive lecture	Class Test, Oral Q&A	CLO2
17-18	Grounds of induction: Observation and Experiment	Lecture, case discussion	Case Study Assignment, Participation	CLO2, CLO3
19-20	Mill's Experimental Methods: Method of Agreement, Method of Difference and Joint Method	Lecture, worked examples	Quiz, Worked Problem Submission	CLO3
21-22	Mill's Methods: Method of Concomitant Variation and Method of Residue	Tutorial, group work	Group Work Assessment, Tutorial Performance	CLO3
23-24	Formal Grounds: Law of Uniformity of Nature and Law of Causation	Seminar, discussion	Seminar Participation, Reflection Paper	CLO3

PROVISIONAL

25-26	Application of logical reasoning to philosophical inquiry and everyday decision-making	Problem-based learning, presentation	PBL Assignment, Presentation Evaluation	CLO4, CLO5
27-28	Student presentations, revision and course review	Presentation, reflective discussion	Final Presentation, Final Examination	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Carney, J. D., & Scheer, P. K. (1974). *Fundamentals of logic* (2nd ed.). Macmillan.

Cohen, M. R., & Nagel, E. (1978). *An introduction to logic and scientific method*. Routledge.

Copi, I. M. (1970). *Introduction to logic* (5th ed.). Macmillan.

Copi, I. M., & Jackson, K. B. (1992). *Informal logic* (2nd ed.). Macmillan.

Jeffrey, R. C. (1967). *Formal logic: Its scope and limits*. McGraw-Hill.

Joseph, H. W. B. (1958). *An introduction to logic*. Oxford University Press.

Lemon, E. J. (1965). *Beginning logic*. Thomas Nelson & Sons.

Stebbing, L. S. (1963). *Modern elementary logic*. Methuen.

হোসেইন, সৈয়দ কামরুদ্দিন. (২০০১). *যুক্তিবিদ্যার পরিচয়*. প্রভাতী লাইব্রেরী.

রায়, রাম দুলাল. (২০০৭). *সাধারণ যুক্তিবিদ্যা*. সুরভি পাবলিকেশন্স.

শামসুদ্দিন, মো. (১৯৯৭). *যুক্তিবিদ্যা পরিচিতি*. রাজশাহী.

শামসুদ্দিন, মো. (২০০২). *সহজ যুক্তিবিদ্যা পরিচিতি*. রাজশাহী.

PROVISIONAL

Detailed Syllabus

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

Course Description

Sociology of Bangladesh offers a comprehensive exploration of the structural foundations, cultural diversity, and dynamic transformations of Bangladeshi society. Designed to bridge academic theory with everyday reality, the course examines how ecological factors, colonial legacies, and the 1971 Liberation War have shaped the nation's social institutions. Students will critically analyze rural and urban class structures, changing family dynamics, economic shifts driven by the RMG sector and remittances, and the rich tapestry of ethnic coexistence. Through the lens of foundational sociological theories, the curriculum addresses contemporary challenges—including gender inequality, poverty, and climate change vulnerability—empowering students to collaborate effectively and relate sociological insights to national development and real-world issues.

Course Objectives

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

- Develop an understanding of the major features, concepts, and characteristics of Bangladeshi society, including its social, cultural, economic, and political conditions.
- Explain the historical development of Bangladesh society, including the impacts of ecological factors, colonial experiences, the Language Movement, and the Liberation War.
- Understand the structure and functions of major social institutions, including family, culture, education, economy, politics, and governance systems in Bangladesh.
- Analyze contemporary social issues of Bangladesh, including inequality, poverty, gender issues, migration, urbanization, and climate change vulnerability from a sociological perspective.
- Apply basic sociological concepts and theories to understand social problems and social transformation processes in Bangladeshi society.
- Develop awareness of cultural diversity, ethnic coexistence, and changing patterns of identity within Bangladesh.
- Relate sociological knowledge to everyday life, national development, and real-world social challenges.
- Develop collaborative learning skills through discussion, case studies, presentations, and analysis of social issues in Bangladesh.

Course Learning Outcomes (CLOs)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**PLO**
CLO1	Appreciate the importance of cultural diversity and ethnic coexistence in Bangladesh.	Affective: Valuing (A3) / Understand (C2)	PLO3, PLO5
CLO2	Analyze several changing social issues of Bangladesh from sociological perspective.	Analyze (C4)	PLO2, PLO3
CLO3	Explain the basic concepts, institutions and characteristics of society of Bangladesh.	Understand (C2)	PLO1
CLO4	Apply fundamental sociological theories to be informed about social problems in Bangladesh.	Apply (C3) / Analyze (C4)	PLO1, PLO3

PROVISIONAL

CLO5	Illustrate the historical evolution, social background, family system, not only economy but also political system of Bangladesh.	Understand (C2) / Analyze (C4)	PLO1, PLO2
CLO6	Collaborate with peers sociological ideas effectively for Bangladeshi society.	Apply (C3) / Affective: Responding (A2)	PLO4, PLO6

Course Content

Week	Topic	Teaching–Learning Strategy	Assessment Strategy	CLOs
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, Historical Timeline Mapping, Group Discussions	Class Test, Practical Exercise, Short Assignment	CLO3, CLO5
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	Demographic Data Analysis, Case Studies on Migration, Documentary Screening	Data Analysis Report, Case Study Evaluation, Quiz	CLO1, CLO3
7–10	**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	Reflective Essays, Small Group Debates, Peer-to-Peer Dialogue	Reflective Essay, Debate Evaluation, Class Test	CLO1, CLO3, CLO5, CLO6
11–13	**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	Lecture-Discussion, Economic Report Reviews, Concept Mapping	Concept Mapping Task, Economic Report Review, Quiz	CLO3, CLO5

PROVISIONAL

Week	Topic	Teaching–Learning Strategy	Assessment Strategy	CLOs
	class/underclass, and the role of the informal economy • Global workforce migration and its role in fostering a remittance-reliant economy			
14–17	**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 domestic migration	Role-Playing (*Salish* system), Guest Speaker Lectures, Problem-Based Learning	Role-Playing Performance, Problem-Based Assessment, Class Test	CLO2, CLO3, CLO6
18–20	**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	Critical Literature Review, Comparative Analysis, Student Presentations	Literature Review Critique, Student Presentations, Written Assignment	CLO2, CLO4
21–23	**Chapter 7: Politics, State, and Governance** • Structural nature of the state, civil bureaucracy, and political partie • Prevailing political culture, institutional governance issues, and the structural setup of local government bodies	Seminar Presentations, Case Studies on Governance, Group Brainstorming	Case Study Report, Seminar Presentation, Quiz	CLO2, CLO3, CLO5
24–28	**Chapter 8: 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	Panel Discussions, Policy Critique Workshops, Collaborative Projects	Policy Critique Workshop, Collaborative Project Report, Final Course Assessment	CLO2, CLO4, CLO6

PROVISIONAL

Week	Topic	Teaching–Learning Strategy	Assessment Strategy	CLOs
	• Class variations in education access, social mobility channels, educational policies, systemic barriers, and comprehensive course synthesis			

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

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

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

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). *Jagatpur*. University Press Limited.

PROVISIONAL

Detailed Syllabus

Course Code: 8222159	**Marks:** 100	**Credits:** 4	**Class Hours**: 56
Course Title: Social Work Practice			**Exam Hours:** 4

Course Description

This course provides an introductory and comprehensive understanding of Social Work as a knowledge-based, value-oriented and practice-focused discipline. It introduces students to the fundamental concepts, principles, values, ethics, historical development and contemporary fields of Social Work practice in Bangladesh and global context. The course highlights Social Work as an emerging profession in Bangladesh and examines its applications in hospitals, government social welfare programs, NGOs, community settings, probation and correctional services. It also explores major social problems and social services, basic Social Work methods and skills, social research, climate justice, sustainable development, and the implications of the Fourth and Fifth Industrial Revolutions and Artificial Intelligence for Social Work. Through field-based learning, students will develop basic communication, analytical, problem-solving, digital, AI-assisted and employability skills relevant to contemporary society and public and private service sectors.

Course Objectives

- Introduce students to the fundamental concepts, principles, values, ethics, scope and contemporary relevance of Social Work;
- Provide students with a brief understanding of the historical emergence and development of Social Work in Bangladesh and the global context, and its evolution as an emerging profession;
- Familiarize students with major fields of Social Work practice in Bangladesh, including hospitals, government social welfare services, NGOs, community settings, probation and correctional services;
- Develop students' ability to understand and respond to contemporary social problems through basic Social Work methods, communication, helping, advocacy, networking, problem-solving, climate justice and sustainable development perspectives;
- Develop awareness of the implications of the Fourth and Fifth Industrial Revolutions, Artificial Intelligence and digital transformation for Social Work practice, professional development and employment;
- Develop students' basic research, field-based and employability skills through evidence-based learning, responsible use of AI tools, field observation, teamwork, communication, analytical reasoning and reflective practice.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Explain the fundamental concepts, principles, values, ethics, scope, and historical foundations of Social Work, Social Welfare, and related social development practices.	Remember and Understand	PLO1, PLO5
CLO2	Describe and analyze the emergence, development, and contemporary practice of Social Work in Bangladesh and the global context.	Understand and Analyze	PLO1, PLO2

PROVISIONAL

CLO3	Analyze major social problems, social services, Social Work interventions, basic methods, research approaches, and emerging social risks from individual, community, and societal perspectives.	Analyze	PLO2, PLO3, PLO6
CLO4	Apply basic Social Work knowledge, communication, helping, advocacy, networking, and problem-solving skills to contemporary social issues and field-based situations.	Apply and Evaluate	PLO3, PLO4
CLO5	Evaluate and develop personal digital, AI-assisted, analytical, communication, teamwork, adaptability, and employability skills to respond effectively to the challenges of the Fourth and Fifth Industrial Revolutions.	Evaluate and Create	PLO4, PLO6
CLO6	Develop evidence-informed and socially responsible responses to social problems, climate vulnerability, social inequality, and sustainable development challenges through Social Work perspectives.	Evaluate and Create	PLO3, PLO5, PLO6

Course Plan

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	CLOs
1-3	**Chapter 1: Basic concepts and Issues relating to Social Work:** Social Work, Social Welfare, Social Reform, Social Legislation, Social Security, Social Development, Good Governance, Relevancy to social work with allied disciplines.	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples from Bangladesh.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO6
4-6	**Chapter 2: Social Work: Global and Bangladesh Perspective:** Origin and evolution of Social Work; major stages of development in the UK and USA, social reform, reformers and humanitarian movements in undivided India; Development of Social Work in Bangladesh.	Lecture; timeline activity; visual presentation; comparative discussion; documentary/video-based learning.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO2
7-8	**Chapter 3: Social Work Profession and Its Practice**: Profession, occupation, characteristics of a profession; Social Work as an emerging profession in Bangladesh: problem and prospects, probation, parole	Case study; practitioner interaction; role play; field-based examples; problem-based learning.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-	CLO2, CLO3, CLO4

PROVISIONAL

	and correctional services, counselling and positive parenting.		based Task/ Project, Final Exam	
9-10	**Chapter 4: Social Problems and Social Services in Bangladesh** Concept, characteristics, major social problems in Bangladesh and its interventions, social policy and planning for social problem mitigation.	Problem-based learning; case analysis; group discussion; service-mapping exercise; short presentations.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO4, CLO6
11-13	**Chapter 5: Social Work Methods and Skills**: Types, methods and practicing skills in Social Work; rapport building, advocacy, networking.	Demonstration; role play; simulation; peer learning; skills practice; case exercises.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO4, CLO5
14-16	**Chapter 6: Industrial Transformation and Emerging Technologies:** Renaissance, Industrial Revolution, globalization; 4th IR and emerging social risks; AI and Social Work; digital literacy, analytical ability; communication; problem-solving; adaptability; ethical use of AI; 5th IR and need of human-centered technology.	Interactive lecture; AI-assisted learning; digital tools demonstration; scenario analysis; group problem-solving; presentation.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
17-19	**Chapter 7: Climate Justice and Sustainable Development**: Climate change and justice; migration and livelihood insecurity; community resilience; Sustainable Development Goals (SDGs), Social Work responses to climate-related problems, Green Social Work.	Case study; community mapping; SDG activity; problem-solving exercise; field observation.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6

PROVISIONAL

20-22	**Chapter 8: Social Research and AI Tools**: Social Research: types, methods, techniques and tools; sampling, qualitative and quantitative data; research proposal; ethics in research; basic use of AI tools in social research.	Mini research exercise; questionnaire design; sampling exercise; data interpretation; AI/digital demonstration; group assignment.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO3, CLO5, CLO6
23-25	**Chapter 9: Social Work Practice and Field-Based Learning**: Social Work practice in hospital, GO and NGOs, field work, report writing; presentation and teamwork.	Field visit (mandatory); observation; structured field notes; interview with practitioner/service provider; reflective report; group presentation; viva/field assessment.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO4, CLO5, CLO6
26-28	**Chapter 10: Social Philosophy and Religion**: Social Philosophy, Individualism, Socialism, Practice of Welfare State in Bangladesh, Religions and Humanitarian Basis of Social Work.	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples from Bangladesh.	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation & Learning Activity, Practical/ Field-based Task/ Project, Final Exam	CLO1, CLO3, CLO6

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

PROVISIONAL

Recommended Textbooks and Readings

Barker, R. L. (1995). *The Social Work Dictionary.* Washington DC: NASW Press.

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity Press

Friedlander, W.A. (1977). *An Introduction to Social Welfare*. New York: Prentice Hall.

Houssian, M.N. & Alauddin, M. (1990). *Introduction to Social Work Methods*. Dhaka: Bangladesh, Anwari publication.

Morales, A. & Sheafor, B. W. (1977). *Social Work: A Profession of Many Faces*. Boston: USA,

Skidmore, R. A. & others. (1993). *Introduction to social work.* New Jersey: USA, Prentice Hall.

ইসলাম, ড. মোঃ নূরুল (২০১৪)। *সমাজকর্ম পরিচিতি*। তাসমিয়া পাবলিকেশন্স।

ইসলাম, মোঃ শহীদুল এবং হাসান, মোঃ খালিদ (২০২৫)। *সমাজকর্ম পরিচিতি*। মাইলস্টোন পাবলিকেশন্স।

উদ্দিন, আহমেদ আয়েশ (১৯৭৮)। *রাষ্ট্রচিন্তা পরিচিতি: প্লেটো থেকে মার্ক্স* (২য় সংস্করণ)। আইডিয়াল লাইব্রেরী।

করিম, রেজাউল (২০০৬)। *সমাজকর্ম: ধারণা, ইতিহাস ও দর্শন*। জ্ঞানকোষ প্রকাশনী।

রহমান, হাবিবুর; দাস, তুলসী; ইসলাম, মোঃ ফখরুল এবং ইসলাম, মোঃ রেজাউল (অনূদিত) (১৯৯৭)। *সমাজকর্ম অনুশীলন*। গতিধারা।

PROVISIONAL

Detailed Syllabus

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

Course Description

This course introduces 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

The objectives of this course encompass:

- 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)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**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.	Understand	PLO1, PLO2
CLO2	Analyze the contribution, performance, and challenges of the agriculture, industrial, and external (trade) sectors to Bangladesh's overall economic development.	Analyze	PLO1, PLO2
CLO3	Evaluate the fiscal and monetary management systems of Bangladesh, including public finance, taxation, budgetary practices, banking, and financial sector reforms.	Evaluate	PLO1, PLO2, PLO3

PROVISIONAL

CLO4	Assess trends in employment, wages, prices, and poverty in Bangladesh, along with the design and effectiveness of related government programs.	Analyze / Evaluate	PLO1, PLO3, PLO4, PLO5
CLO5	Critically appraise the political economy dimensions of Bangladesh's development policy, linking economic outcomes with governance, planning, and public administration.	Evaluate	PLO2, PLO4, PLO6

Course Contents

Week	Course Content	Teaching Learning Strategy	Assessment Strategy	Mapped CLOs
1-4	**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
5-7	**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
7-11	**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
12-16	**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	Interactive lectures, group discussion, guided reading assignments	Written assignment on banking and financial sector reforms	CLO3

PROVISIONAL

	agriculture, industry and SMEs, and capital market development.			
17-21	**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
22-24	**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
25-26	**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
27-28	**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

PROVISIONAL

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	Assessment Component	Weightage
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Bangladesh Bank. (Current issue). Annual report. Dhaka, Bangladesh: Bangladesh Bank.

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

Islam, S. M. Mujahidul. (Latest edition). Bangladesh economy. Dhaka, Bangladesh: Bangladesh Publishers.

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)।

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

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

বায়েস, আবদুল ও হোসেন, মাহবুব। (২০১৩)। *গল্পে গল্পে অর্থনীতি।* ঢাকা: এ এইচ ডেভেলপমেন্ট পাবলিশিং হাউজ।

মুহাম্মদ, আনু। (২০১০)। *অর্থশাস্ত্র পরিচয়*। ঢাকা: সংহতি প্রকাশন।

রহমান, রম্নশিদান ইসলাম। (২০১২)। *বাংলাদেশের অর্থনীতি ও উন্নয়ন*। ঢাকা: সাহিত্য প্রকাশ।

PROVISIONAL

Detailed Syllabus

Course Code: 8221863	**Marks:** 100	**Credits:** 4	**Class Hours**: 56
Course Title: Economic History of Islam			**Exam Hours:** 4

Course Description

This course examines the historical development of economic institutions, ideas, and practices in the Muslim world from the emergence of Islam to the modern period. It introduces students to the economic principles of Islam and explores the development of agriculture, trade, commerce, taxation, public finance, banking, charitable institutions, and market institutions in different periods of Islamic history. The course also considers the economic contributions of Muslim scholars and the relevance of Islamic economic thought to contemporary economic issues.

Course Objectives

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

- Explain the origin, principles, and historical development of the Islamic economic system.
- Examine major economic institutions and practices developed in Muslim societies.
- Analyze the contributions of major Muslim thinkers to economic thought.
- Evaluate the development of trade, taxation, public finance, agriculture, markets, and charitable institutions in Islamic history.
- Apply historical and Islamic economic perspectives to contemporary economic and social issues.
- Develop critical thinking, research, and communication skills through the study of Islamic economic history.

Course Learning Outcomes (CLOs)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**PLO**
CLO1	Explain the fundamental principles, historical development, and major features of the Islamic economic system.	Understand (C2)	PLO1
CLO2	Analyze the development of economic institutions and practices in Muslim societies, including agriculture, trade, taxation, markets, and public finance.	Analyze (C4)	PLO1, PLO2
CLO3	Critically evaluate the economic ideas and contributions of major Muslim scholars and their historical significance.	Evaluate (C5)	PLO1, PLO2, PLO3
CLO4	Apply principles and historical experiences of Islamic economic thought to contemporary economic and social issues.	Apply (C3)	PLO2, PLO3, PLO4

PROVISIONAL

CLO5	Conduct independent inquiry and communicate research-based arguments on issues relating to Islamic economic history with intellectual integrity.	Create (C6)	PLO2, PLO4, PLO5, PLO6

Course Contents

Week	**Course Content**	**Teaching Learning Strategy**	**Assessment Strategy**	**CLOs**
1-2	Introduction to Economic History of Islam: meaning, nature, scope, sources, and methodology	Interactive lecture, discussion	Q&A, Class Participation	CLO1
3-4	Economic principles of Islam: property, ownership, work, production, consumption, and distribution	Lecture, text analysis	Class Discussion, Quiz	CLO1
5-6	Economic conditions of Arabia before Islam and economic transformation after the emergence of Islam	Lecture, historical analysis	Short Essay / Reading response	CLO1, CLO2
7-8	Agriculture, land ownership, irrigation, and agricultural development in early Muslim societies	Lecture, case study	Case study analysis	CLO2
9-10	Trade and commerce in the Islamic world: markets, merchants, trade routes, and international trade	Map-based learning, discussion	Map exercise / Participation	CLO2
11-12	Islamic market institutions: Hisbah, market regulation, weights and measures, fair pricing, and prohibition of exploitation	Case analysis, group discussion	Case analysis report	CLO2
13-14	Islamic taxation and public finance: Zakat, Kharaj, Jizya, Ushr, Fay' and Ghanimah	Lecture, comparative analysis	Written Assignment	CLO2, CLO3
15-16	In-Course Examination and Review	Written examination	Mid-term Exam & Self-assessment	CLO1–CLO3
17-18	Waqf, charity, Sadaqah, and social welfare institutions in Islamic civilization	Seminar, case study	Seminar participation	CLO2
19-20	Money, currency, banking, credit, and financial practices in Islamic history	Lecture, discussion	Quiz / Q&A	CLO2, CLO3

PROVISIONAL

21-22	Economic ideas of Abu Yusuf, Al-Kindi, Al-Farabi, Al-Ghazali, and Ibn Sina	Textual analysis, presentation	Reading assignment, Presentation	CLO3
23-24	Ibn Khaldun's economic thought: labour, value, production, taxation, population, and economic growth	Lecture, seminar	Seminar discussion, Short Essay	CLO3
25-26	Economic development of major Muslim civilizations: Umayyad, Abbasid, Andalusian, Ottoman, and South Asian experiences	Comparative historical analysis	Comparative Chart / Quiz	CLO2, CLO3
27	Colonialism, decline and transformation of Muslim economies; emergence of modern Islamic economic thought	Lecture, group discussion	Group discussion evaluation	CLO3, CLO4
28	Contemporary relevance: Islamic finance, poverty, inequality, zakat, waqf, ethical markets, and sustainable development	Problem-based learning, student presentation	Final Presentation / Project	CLO4, CLO5

Course Assessment Framework

Total Course Marks: 100 Exam Duration: 4 Hours

Assessment Category	**Assessment Component**	**Weightage**
Formative Assessment (20%)	Attendance & Class Participation	5%
	In-course 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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Al-Daghistani, S. (2021). *The making of Islamic economic thought*. Cambridge University Press.

Islahi, A. A. (2014). *History of Islamic economic thought: Contributions of Muslim scholars to economic thought and analysis*. Edward Elgar Publishing.

Kennedy, H., & Bessard, F. (Eds.). (2025). *Land and trade in early Islam: The economy of the Islamic Middle East, 750–1050 CE*. Oxford University Press.

Reda, A. (2018). *Prophecy, piety, and profits: A conceptual and comparative history of Islamic economic thought*. Palgrave Macmillan.

Sadr, S. K. (2016). *The economic system of the early Islamic period: Institutions and policies*. Palgrave Macmillan.

ইসলাম, ম. ন. (২০১৬). ইসলামের অর্থনৈতিক ইতিহাস (২য় সংস্করণ). এম. আবদুলস্নাহ্ এন্ড সন্স.

PROVISIONAL

Detailed Syllabus

Course Code: 8221762	**Marks:** 50	**Credits:** 2	**B. A. Hon's 2nd Year**
Course Title: Viva-Voce (Philosophy)			

Course Description

The Viva-voce course is designed to evaluate students' overall academic achievement, philosophical knowledge, analytical ability, communication skills, and professional readiness acquired during the Philosophy program. This course provides students with an opportunity to demonstrate their understanding of major areas of philosophy through oral examination. The viva examination assesses students' knowledge of philosophical theories, traditions, arguments, logic, ethical reasoning, social and contemporary issues, and their ability to communicate philosophical ideas effectively. It also evaluates students' capacity for critical thinking, intellectual inquiry, independent learning, and academic discussion.

Course Objectives

The objectives of the course are to:

- Evaluate students' understanding of major philosophical theories, traditions, concepts, and arguments.
- Assess students' ability to explain and analyze philosophical ideas from different branches of philosophy.
- Develop students' oral communication, presentation skills, confidence, and academic expression.
- Evaluate students' critical thinking, logical reasoning, and analytical abilities through philosophical discussions.
- Assess students' understanding of ethical, social, political, and contemporary philosophical issues.
- Prepare students for higher studies, research, teaching, professional careers, and responsible citizenship.

Course Learning Outcomes (CLOs)

CLO	**Course Learning Outcomes (CLOs)**	**Bloom's Level**	**PLO**
CLO1	Demonstrate comprehensive knowledge of major philosophical theories, traditions, concepts, and arguments.	Understand (C2)	PLO1, PLO2, PLO5
CLO2	Explain and analyze philosophical texts, ideas, and arguments using logical and critical reasoning.	Analyze (C4)	PLO1, PLO2, PLO3, PLO5, PLO6
CLO3	Apply philosophical reasoning to ethical, social, political, and contemporary issues.	Apply (C3)	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6

PROVISIONAL

CLO4	Communicate philosophical ideas clearly and effectively through oral discussion and academic presentation.	Apply (C3)	PLO2, PLO3, PLO4, PLO5
CLO5	Demonstrate ethical awareness, intellectual honesty, confidence, and professional attitude during academic interactions.	Affective: Valuing (A3)	PLO2, PLO3, PLO4, PLO5, PLO6
CLO6	Show readiness for higher education, independent research, lifelong learning, and professional development.	Create (C6)	PLO1, PLO2, PLO4, PLO5, PLO6

Teaching System
The Viva-voce course follows an interactive and student-centered teaching approach. Students are guided through revision sessions, philosophical discussions, question-answer practices, mock viva examinations, and individual academic guidance.

The teaching-learning activities emphasize philosophical reasoning, critical discussion, effective communication, confidence building, and independent learning. Students are encouraged to review major philosophical areas including Western Philosophy, Muslim Philosophy, Indian Philosophy, Logic, and related philosophical disciplines included in the curriculum.

Assessment Strategy
Students will be assessed through a comprehensive oral examination conducted by the designated Examination Committee. The assessment will evaluate students:

- Knowledge and understanding of major philosophical theories, traditions, and concepts.
- Ability to explain and analyze philosophical arguments logically and critically.
- Application of philosophical reasoning to ethical, social, and contemporary issues.
- Oral communication skills, confidence, and academic presentation ability.
- Intellectual honesty, ethical awareness, and professional behaviour.
- Readiness for higher studies, research, and professional development.

The final marks will be awarded based on students' overall performance in the viva voce examination.

PROVISIONAL