NATIONAL UNIVERSITY BANGLADESH



PROVISIONAL

Syllabus
Bachelor of Social Science (Honours) Second Year
Department of Sociology

Effective from the Academic Year: 2024–2025 and onward

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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): Sociology

Vision of the Department

To generate human capital with academic excellence providing theoretical and pragmatic knowledge in the related field by ensuring outcome based education and fieldwork oriented social research as well as achieving sociological insights on social milieu to cope with the ever changing world.

Mission of the Department

M1: To equip learners with a sound academic foundation providing pragmatic education on Sociology and social research to adapt with changing world in the light of scientific, interpretive and critical thinking skills on social phenomena and reality.

M2: To generate multifaceted educational experiences among the learners for growing up as complete man in society who will be ethically neutral, value free and objective about social facts and the world.

M3: To ensure quality education that enables the graduates to face challenges of forth and onward industrial revolutions over the globe.

M4: To foster the graduates for entrepreneurship development with inquisitive professional ethics and social responsibilities.

M5: To produce human capital who will think logically, communicate meaningfully, act resourcefully and live for others.

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Objectives of the Department

To embed and broaden the sociological outlook and nurture the capacity to apply theoretical perspectives fundamental to sociology in interpreting social problems and issues and to come up with theoretically recognized and supported recommendations. O2 To cultivate the ability to deal with social phenomena by exploring and evaluating their subjective intricacies and backing them up with quantifiable empirical evidences as per requirement. O3 To substantiate graduates with appropriate up to the minute tools and trainings to reciprocate with the demands of the wide spectrum of both qualitative and

Graduate Attributes

GA	Graduate Attribute (GA)	BNQF Domain
GA1	Comprehensive knowledge and understanding in advanced theories of Sociology and expertise research methods, approaches and techniques.	Fundamental Domain
GA2	Necessary technological knowledge needed for living in contemporary society.	Fundamental Domain
GA3	Efficiency in exchanging ideas, creating mutual understanding and show their productivity in collaborative research work.	Social domain
GA4	Persistency to work for the welfare of society with a sense of responsibility accountability and leadership. Social Domain	Social domain
GA5	Ethical competence, self-confidence and capability in addressing contemporary social phenomena. Personal Domain	Personal domain
GA6	Flexibility in thinking and working to cope with the social environment better.	Personal Domain
GA7	Ability to apply critical thinking in addressing social problems and draw conclusions from information through research to conceive innovative responses to future challenges.	Thinking Domain
GA8	Proficiency to apply achieved theoretical knowledge pragmatically in policy formulation.	Thinking Domain

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Program Educational Objectives (PEOs)

PEOs		Bloom's domain
PEO-1	• To introduce students to the fundamental concepts of sociology to help them understand a multidimensional society and complicated social problems from sociological viewpoints.	Understanding
PEO-2	• To familiarize students with major theoretical perspectives to understand a multidimensional society, specifically social facts and phenomena.	Understanding
PEO-3	• To prepare students to use theoretical knowledge to interpret social problems locally and crises created globally.	Applying/Analyzing
PEO-4	To foster social development and human welfare through different sociological approaches and policies to ensure an economically productive life and well-off conditions for every citizen.	Creating/Evaluating
PEO-5	• To help students groom future leadership qualities for professional practice with diverse populations and hard-to-reach clients, and to conduct social research under any challenge.	Applying
PEO-6	• To prepare students with critical thinking skills to evaluate and formulate social policies and programs that embody the concept of sustainability.	Evaluating
PEO-7	• To obtain in-depth knowledge about the people, culture, villages, attitudes, behaviors, and livelihood patterns of underprivileged and marginalized communities and their problems, yielding initiatives for their advancement and active participation in development practices.	Understanding
PEO-8	To enable students to develop appropriate sociological theories, models, techniques, and approaches to ensure equity, social justice, freedom, and empowerment.	Creating

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Program Learning Outcomes (PLOs)

At the time of graduation, B.SS.(Honors) in Sociology will have achieved the ability to

PLOs		**Bloom's level of learning**
PLO-1 (Sociological Knowledge)	Demonstrate a comprehensive understanding of fundamental sociological knowledge, including basic concepts, components of society and culture, indigenous and global aspects, social experiences, community studies, socio-economic problems, and social processes at micro and macro levels.	Remembering & Understanding
PLO-2 (Professional Practice) Orientation)	Apply and deliver theoretical sociological knowledge and skills effectively when working with diverse client systems.	Applying & Analyzing
PLO-3 (Applicability and Execution)	Execute and advance development projects efficiently in alignment with the operational goals of government bodies (GoB) and non-governmental organizations (NGOs).	Applying & Analyzing
PLO – 4. (Innovative Thinking and Problem Solving):	Critically correlate multitudinous social events with sociological theories and synthesize this innovative knowledge to solve complex social problems.	Evaluating & Creating
PLO-5 (Research Skill):	**PLO-5 (Research Skill):** Design and carry out empirical research on various social issues, and critically evaluate research findings to contribute to the discipline.	Evaluating & Creating
PLO-6 (Communication Skills):	Utilize advanced communication skills to build inclusive social networks and establish a congenial working environment with all relevant stakeholders.	Applying & Analyzing
PLO-7 (Environment, Health, and Sustainability)	Demonstrate acquaintance with and understanding of environmental issues, climate change, disaster management, and health issues required to build sustainable rural-urban communities and ensure climate justice.	Remembering & Understanding
PLO-8 (Employment Accessibility):	Apply specialized sociological research knowledge and methodologies to successfully enter and navigate the research-based job market, local and international NGOs, and development agencies.	Applying & Analyzing
PLO-9 (Lifelong	Commit to continuous self-directed learning of new	The Affective

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Learning):	sociological knowledge, ideas, and theories beyond graduation for ongoing personal and professional growth in an ever-evolving postmodern world.	Domain
PLO-10 (Professional Ethics, Values, and Patriotism):	Internalize and practice professional ethics, values, and patriotism while demonstrating a profound respect for diversity when serving individuals regardless of race, age, caste, religion, or gender.	The Affective Domain

University Mission to PEO Mapping Matrix

University Mission Pillar	**Aligned Program Educational Objectives (PEOs)**	**Justification & Alignment Focus**
Transformative Education	PEO-1, PEO-2, PEO-3, PEO-6	Introduces students to fundamental concepts, core theoretical frameworks, and critical thoughtful skills to interpret local/global crises.
Pioneering Research	PEO-5, PEO-8	Prepares students to conduct rigorous social research under challenging conditions and build new sociological models or theories.
Meaningful Collaboration	PEO-5, PEO-7	Grooms future leadership for professional practice with diverse populations, hard-to-reach clients, and marginalized communities.
Progress for Everyone	PEO-3, PEO-4, PEO-6, PEO-7, PEO-8	Directly targets human welfare, sustainable public policies, equity, social justice, empowerment, and the advancement of underprivileged groups.

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Mapping PEOs with PLOs

PEO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
PEO1	✓									
PEO2		✓			✓					
PEO3			✓		✓	✓			✓	
PEO4		✓					✓		✓	
PEO5					✓					
PEO6							✓			
PEO7				✓				✓		
PEO8							✓		✓	✓

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Courses, Marks and Credit Distribution

Second Year

Course Code	Course Title	Marks (80+20)	Course Type	Credits
8222051	Sociology of Gender	100	Subject Core Course	4
8222053	Rural Sociology	100		4
8222055	Social Statistics	100		4
8222057	Research Methodology	100		4
2222059 or 8222159	Bangladesh Economy or Social Work Practice	100	Allied Course	4
8222065	Social Psychology	100		4
8226601	Applied Information and Communication Technology (ICT Theory)	75	Compulsory course	3
8226602	Practical: Applied ICT	25		1
8221171	Functional English	100		4
8222060	Viva (Sociology)	50		2
Total		**850**		**34**

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Detailed Syllabus

Course Code	8222051	Marks: 100	Credits:4	Class Hours: 56
Course Title	Sociology of Gender			

Course Description

This course explores **gender as a social construct** and examines how it interacts with race, class, and sexuality to drive institutional inequality [CLO1]. Students will apply **sociological theories** to analyze disparities in media, labor, and politics from local and global perspectives Using an **intersectional lens**, students will evaluate empirical data and build critical arguments regarding gender power dynamics

Course Objectives

- **Deconstruct** the difference between biological sex and socially constructed gender roles across cultures.
- **Analyze** how gender intersects with race, class, sexuality, and nationality to shape life outcomes.
- **Evaluate** how social institutions (family, education, media, workplace, state) reproduce gender inequalities.
- **Apply** sociological paradigms to critique patriarchal power and trace the impact of feminist movements on social change.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Distinguish between sex and gender while explaining the social construction of bodies, queer identities, and intersectionality.	Understand (C2)	PLO1,PLO10
CLO2	Analyze how institutions like the family, education, and digital media replicate gender stereotypes.	Apply (C3) / Analyze (C4)	PLO2,PLO4
CLO3	Critically evaluate classical, contemporary, and Southern feminist theories.	Analyze (C4) / Evaluate (C5)	PLO3,PLO7
CLO4	Assess the role of gender in political structures, labor globalization, and South Asian nationalist movements.	Evaluate (C5)	PLO1,PLO4, PLO5
CLO5	Analyze the causes and impacts of gender-based violence, wartime victimization, and reproductive rights violations.	Evaluate (C5) / Analyze (C4)	PLO3,PLO6, PLO8
CLO6	Formulate policy critiques using gender development frameworks (WID/GAD), global treaties, and Bangladesh's Five-Year Plans.	Create (C6)	PLO2, PLO3, PLO7

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Course Content

Week	Topic	Teaching–Learning Strategies	Assessment Strategy	CLOS
1-4	**Unit:1** **Sociology of Gender, Body, and Identity:** Sex vs. gender; corporeal feminism, queer and non-binary identities. Gender as a social construct ("Doing Gender"); intersectionality (race, class, caste). Use of Gender Sensitive Language.	#Interactive Lectures, #Group Discussions	#Reflective Journal Entry (on "Doing Gender") #In-class Quiz **on**	**CLO1**
5-8	**Unit:2** **Socialization and Reinforcement of Gender Roles:** Role of family, mass media, digital culture, educational spaces, and social values in shaping gender norms, Gender Socialization.	#Lecture with #Examples, Concept #Mapping Exercises	#Concept Map Rubric Evaluation, #Media Analysis Assignment **.**	CLO2
9-12	**Unit:3** **Theoretical Debates on Feminism and Empowerment:** Classical frameworks (Liberal, Marxist, Radical); Black feminism and intersectionality. Post-colonial/Southern feminism; Fourth-wave feminism and digital activism.	#Classroom Workshops, #Variable Operationalization Exercises	#Comparative Essay on Feminist Waves #Operationalization Worksheet Assessment	CLO2
13-16	**Unit:4** **Gender, Politics, and the State:** Political participation and representation; the patriarchal state vs. state as a reform agent. Nationalism and gender in South Asian context (with focus on 1971 Liberation War).	#Interactive Demonstrations, #Scale Development Practice,	#Scale Design Viva/Presentation #Critical Book/Article Review **(**on gendered memory of the 1971 War)	CLO3
17-19	**Unit:5** **Gender-Based Violence and Rights:** Structural and interpersonal Violence Against Women (VAW); wartime conflict and sexual violence. Reproductive autonomy and legal remedies.	#Questionnaire Design Workshops, #Peer Review Sessions.	#Peer-Reviewed Questionnaire Portfolio #Mid-term Written Examination	CLO4, CLO5

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20-22	**Unit:6** **Paradigms of Gender and Development:** Theoretical evolution: WID, WAD, GAD, and Women, Environment & Development(WED). Ecofeminism and Gender Mainstreaming in policies.	#Case Studies, #Sampling Problem-Solving	#Case Study Analysis Report #Sampling Method Pop Quiz	CLO4
23-25	**Unit:7** **Gender and Globalization:** Feminization of labor; Global Care Chain; glass ceiling and workplace dynamics (e.g., RMG sector). Transnational feminist alliances.	#Field Simulation Exercises, FGD Role-Playing, Case # Study Analysis, Participatory Tool Mapping.	#FGD Role-Play Performance Evaluation **#use of** Participatory Mapping Tool	CLO4, CLO5
26 - 28	**Unit:8** **Gender Dynamics and Public Policy in Bangladesh:** Situational overview of women in Bangladesh; Five-Year Plans trajectory. CEDAW and Beijing Platform for Action commitments.	#Hands-on Lab Sessions (SPSS/R), #Data Analysis Practices	#Policy Brief Paper #Final Comprehensive examination	CLO6

Course Assessment Framework: Total Course Marks: 100

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%

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List of Books

Akanda, L., & Shamim, I. (1985). *Women and violence: A comparative study of rural and urban violence on women in Bangladesh*. Women for Women.

Baksh, R., & Harcourt, W. (Eds.). (2015). *The Oxford handbook of transnational feminist movements*. Oxford University Press.

Boserup, E. (2007). *Woman's role in economic development*. Routledge. (Original work publishe 1970)

Butler, J. (2006). *Gender trouble: Feminism and the subversion of identity*. Routledge.

Connell, R. (2020). *Gender: In world perspective* (4th ed.). Polity Press.

Hooks, b. (2014). *Feminist theory: From margin to center*. Routledge.

Hossain, K. T., Habib, S. E., & Imam, M. H. (Eds.). (2003). *Women, health and poverty*. Department of Sociology, University of Rajshahi.

Hossain, K. T., Habib, S. E., & Imam, M. H. (Eds.). (2004). *Women, gender and discrimination*. Department of Sociology, University of Rajshahi.

West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125–151. https://doi.org/10.1177/0891243287001002002

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Course Code	8222053	Marks: 100	Credits:4	Class Hours: 56
Course Title	Rural Sociology			

Course Description

"Rural Sociology" explores the social, economic, political, and cultural structures of rural life. The course examines how agricultural communities change due to modernization, globalization, and urban growth. Students will study land ownership, rural classes, migration, and peasant societies. The curriculum focuses on critical challenges like poverty, food insecurity, climate change, and shifting gender roles in agriculture. By studying development policies and rural social movements, students will understand how local communities adapt to and resist global changes.

Course Objectives

- **Introduce** the foundational concepts, history, and importance of rural and agricultural societies.
- **Analyze** how rural social classes, power dynamics, and inequalities are formed.
- **Evaluate** the impacts of technology, globalization, and climate change on rural livelihoods and labor, with a special focus on South Asia and Bangladesh.
- **Develop** practical skills to design, assess, and propose interventions for modern rural development challenges.

Course Learning Outcomes (CLOs)

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Explain the core concepts, theories, and structures of rural societies and agricultural production systems.	Understand (C2)	PLO1, PLO8
CLO2	Apply classic agricultural sociology theories (such as Chayanovian and Marxist frameworks) to modern rural changes.	Apply (C3)	PLO1,PLO2, PLO4, PLO8
CLO3	Use rapid appraisal methods to map field-level social networks, resource distribution, and community assets.	Apply (C3)	PLO2,PLO3, PLO5,PLO7, PLO9
CLO4	Analyze how class, caste, gender, and power overlap to cause marginalization and inequality in rural areas.	Analyze (C4)	PLO1,PLO3, PLO6, PLO9
CLO5	Design an evidence-based sustainable development plan or research proposal to support vulnerable rural populations.	Create (C6)	PLO2,PLO3, PLO4,PLO5, PLO6,PLO7, PLO9

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Course Content

Week	**Topic**	**Teaching – Learning Strategies**	**Assessment Strategy**	**CLOS**
1-3	**Unit-1:** **Introduction to Rural Sociology :** Define the scope and historical emergence of rural sociology; distinguish the rural-urban continuum.	#Interactive Lectures, #Group Discussions	#Quizzes, In-class Participation, #Short Written Reflections	**CLO1**
4-8	**Unit-2:** **Agrarian Social Structure & Stratification:** Analyze rural class structures, land tenure systems, and traditional power dynamics (e.g., Matabor system, patronage).	#Lecture with Examples, #Concept Mapping Exercises	#Midterm Exam, #Concept Map #Rubric Evaluation, #Analytical Essay	CLO2
9-12	**Unit-3:** **Classical Agrarian Theories :** Contrast Chayanov's theory of peasant economy with Marxist views on the differentiation of the peasantry.	#Classroom Workshops, #Variable Operationalization Exercises	#Theoretical Comparative Assignment, #Group Workshop Presentation	CLO2
13-16	**Unit-4:** **Gender, Labor & Rural Economy:** Identify the gendered division of labor; evaluate the feminization of agriculture and changing non-farm rural economies	#Case Studies, #Gender-Analysis Matrix Exercises	#Case Study Report, Gender Matrix #Assignment, Class Debate Evaluation	CLO4
17-19	**Unit-5:** **Technology, Green Revolution & Change:** Assess the ecological, structural, and economic consequences of agricultural mechanization and the Green Revolution.	#Panel Discussions, #Structural Impact Analysis	#Panel Presentation Grading, Policy Brief/Position Paper	CLO2/ CLO4

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20-22	**Unit-6:** **Climate Vulnerability & Development Interventions:** Evaluate sustainable development programs, microfinance models, and climate-induced migration adaptations.	#Rapid Rural Appraisal (RRA) #Simulation, Field-Mapping	#Field-Mapping Exercise Rubric, RRA Simulation Practical Report	**CLO3**
23-25	**Unit-7:** **Poverty in Rural Society:** Nature of rural poverty, vulnerability and rural society Changing pattern of poverty, migration, non-farm activities and poverty.	#Vulnerability Assessment Exercises, #Comparative Data Analysis	#Empirical Data Analysis Task, #Term Paper/Assignment	**CLO4**
26-28	**Unit-8:** **Rural Development:** Models of rural developments; success and failure of rural development models, local government and rural development, NGOs and rural development, NGO strategies of rural development – examples of Grameen Bank, BRAC and other NGOs.	#Development Plan Design, #NGO Case Presentations	#Sustainable Development Project Proposal, #Capstone Presentation, #Final Semester Examination	**CLO5**

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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

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List of Books

Chayanov, A. V. (1966). The theory of peasant economy (D. Thorner, B. Kerblay, & R. E. F. Smith, Eds.). American Economic Association.

Desai, A. R. (Ed.). (1994). Rural sociology in India (5th ed.). Popular Prakashan.

Jahan, R. (Ed.). (2020). 50 years of Bangladesh: Retrospect and prospect. Routledge.

Karim, A. K. N. (1979). Dynamics of Bangladesh. Bangladesh Institute of Development Studies.

Lewis, D. (2011). Bangladesh: Politics, economy and civil society. Cambridge University Press.

Redfield, R. (1956). Peasant society and culture: An anthropological approach to civilization. University of Chicago Press.

Shanin, T. (Ed.). (1987). Peasants and peasant societies: Selected readings (2nd ed.). Blackwell.

Westergaard, K. (1985). State and rural society in Bangladesh: A study in relationship. Curzon Press.

আমানুল্লাহ, এ এস এম ও ফয়সাল, এম (২০২৬) সমাজবিজ্ঞান পরিচিতি, চৈতন্য পাবলিকেশন ।

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Course Code	8222055	Marks: 100	Credits:4	Class Hours: 56
Course Title:	Social Statistics			

Course Description:

This course introduces sociology students to the fundamental principles, techniques, and applications of quantitative data analysis in social science research. It bridges the gap between sociological theory and empirical reality by equipping students with the statistical tools necessary to describe, analyze, and interpret social phenomena.

The curriculum is divided into two primary areas: descriptive statistics and inferential statistics. Students will cover essential topics, including data collection and organization, measures of central tendency and dispersion, probability distributions, hypothesis testing (such as t-tests, Chi-square, and ANOVA), and measures of association (correlation and regression analysis). Through practical examples drawn from contemporary social issues—such as poverty, demography, education, and health—students will learn how to transform raw data into meaningful sociological insights, critically evaluate statistical claims in public policy, and build a strong foundation for conducting independent sociological research.

Course Learning Objectives (CLOs)
By the end of this course, students will be able to:

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Define and explain fundamental statistical concepts, levels of measurement, data classification, and graphic representations relevant to sociological inquiries.	Remember (C1) / Understand (C2)	PLO1, PLO8
CLO2	Compute and interpret measures of central tendency (mean, median, mode) and variability (variance, standard deviation) to summarize raw social data sets.	Apply (C3)	PLO2
CLO3	Formulate and test statistical hypotheses using parametric and non-parametric tests (e.g., Chi-square, t-tests) to analyze relationships between social variables.	Analyze (C4)	PLO3, PLO4, PLO7
CLO4	Evaluate the strength, direction, and significance of social relationships through correlation and regression models to determine causal patterns in social phenomena.	Evaluate (C5)	PLO3, PLO4
CLO5	Select appropriate quantitative methodologies and statistical tools to address specific social problems, policy evaluations, and research questions accurately.	Apply (C3) / Evaluate (C5)	PLO2, PLO3, PLO5, PLO8, PLO9

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Course Content

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Mapped CLO(s)
1–2	**Unit 1: Fundamentals of Social Statistics** • Nature, scope, uses, and abuses of statistics in sociology. • Levels of measurement: Nominal, Ordinal, Interval, and Ratio.	•Interactive lectures •Class discussions	• In-class quiz on measurement scales. • Short assignment on statistical abuses in social research.	CLO-1
3–5	**Unit 2: Data Presentation Techniques** • Frequency distributions and tables. • Proportions, percentages, ratios, and rates. • Graphical and diagrammatic tools (charts, graphs, tables).	•Guided practical exercises •Group workshops	• Lab exercise: Building univariate and multivariate tables. •Group presentation of visual data plots.	CLO-1, CLO-2
6–9	**Unit 3: Measures of Central Tendency** • Concepts and characteristics of robust averages. • Calculating and interpreting Mean, Median, and Mode for grouped and ungrouped data.	•Problem-solving sessions •Interactive lectures	• Class test on central tendency calculations. • Short analytical write-up on choosing the appropriate average.	CLO-2
10–12	**Unit 4: Measures of Dispersion** • Range, variance, and standard deviation. • Percentiles, interquartile range, and coefficient of variation.	•Numerical drill sessions •Group problem solving	• Problem-solving homework on variance and standard deviation. •Graded discussion on interpreting variations in social metrics.	CLO-2
13–15	**Unit 5: Probability & The Normal Distribution** • Probability basics, permutations, combinations, and binomial probability. • Characteristics of the Normal Curve, Z-scores, and area calculations.	• Mathematical exercises • Conceptual lectures	•Quantitative quiz on probability and Z-scores. • Midterm exam questions covering normal curve properties.	CLO-2, CLO-3
16–18	**Unit 6: Sampling & Sampling**	•Lecture with	•Assignment:	CLO-3,

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	Distributions • Population vs. sample; importance of sampling. • Probability vs. non-probability sampling designs. • Sampling error, standard error, and sample size determination.	case reviews •Interactive discussions	Drafting a sample design proposal for a community study. • Quiz on standard error and bias.	CLO-5
19–22	**Unit7: Hypothesis Testing Foundations** • Logic of hypothesis testing, types of hypotheses, and steps in testing. • One-tailed vs. two-tailed tests, parametric vs. non-parametric frameworks. • Basic applications: Student's t-test and Chi-square test.	•Scenario-based learning •Statistical exercises	•Hypothesis formulation assignment given a real-world social crisis. • Open-book test on calculating Chi-square and t-test statistics.	CLO-3, CLO-4
23–25	**Unit 8: Association, Correlation, & ANOVA** • Measures of association (Pearson's r, Rank-order correlation). • Introduction to Linear Regression and Analysis of Variance (ANOVA).	•Software-driven lectures •Data analysis drills	• Mini research report interpreting a correlation and regression matrix. • Quantitative test on ANOVA applications.	CLO-4
26–28	**Unit 9: Computer Applications in Statistics** • Introduction to data entry and management using software (SPSS/R). • Generating descriptive summary metrics, charts, and basic tests digitally.	•Hands-on computer lab sessions • Peer-to-peer coding checks	•Practical lab exam executing data entry and basic analysis on SPSS/R. •Continuous assessment of a software-generated chart portfolio.	CLO-5

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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 ($8 \times 10 = 80$ marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

List of Books

Agresti, A., & Finlay, B. (1997). *Statistical methods for the social sciences* (3rd ed.). Prentice Hall.

Blalock, H. M., Jr. (1979). *Social statistics* (2nd ed.). McGraw-Hill.

Kirk, R. E. (1990). *Statistics: An introduction* (4th ed.). Harcourt Brace Jovanovich.

Levin, J., & Fox, J. A. (2017). *Elementary statistics in social research* (12th ed.). Pearson.

Schmidt, M. J. (1979). *Understanding and using statistics: Basic concepts*. D. C. Heath and Company.

Walsh, A. (1990). *Statistics for the social sciences*. Harper & Row.

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Course Code	8222057	Marks: 100	Credits:4	Class Hours: 56
Course Title:	Research Methodology			

Course Description

This course provides a comprehensive introduction to the fundamental concepts, principles, and techniques of academic and professional research. Spanning **60 class hours**, it balances theoretical foundations with practical applications to equip students with the skills necessary to design, execute, and evaluate research projects. Students will explore the entire research continuum, including problem formulation, literature review, theoretical framework development, research design, qualitative and quantitative data collection methods, statistical data analysis, ethical considerations, and academic report writing. By the end of the course, students will be prepared to conduct independent research and critically assess empirical studies in their field.

Course Objectives

The primary objectives of this course are to:

- **Familiarize** students with the scientific method, research paradigms, and the foundational terminology of research methodology.
- **Train** students to critically review, synthesize, and cite existing literature to identify research gaps.
- **Enable** students to formulate clear, researchable problems, hypotheses, and objectives.
- **Equip** students with practical tools for selecting appropriate research designs, sampling techniques, and data collection instruments.
- **Develop** baseline skills in quantitative and qualitative data analysis using modern software tools.
- **Cultivate** an understanding of research ethics, plagiarism prevention, and professional report writing standards.

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Course Learning Outcomes (CLOs)

Upon successful completion of **Research Methodology course** students will be able to:

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Differentiate between various research paradigms, types of research, and methodologies applicable to their academic discipline.	Understand (C2) / Analyze (C4)	PLO1, PLO8
CLO2	Conduct a systematic literature review to identify gaps and formulate a precise research problem with testable hypotheses.	Analyze (C4) / Evaluate (C5)	PLO3, PLO4
CLO3	Design a rigorous research framework, selecting appropriate sampling techniques, data collection methods, and instruments.	Create (C6)	PLO2, PLO3, PLO5

CLO4	Analyze qualitative and quantitative data using appropriate statistical tests and analytical methods.	Analyze (C4)	PLO3, PLO4, PLO7
CLO5	Evaluate the ethical dimensions of research and apply standard referencing formats (e.g., APA, Harvard) to prevent plagiarism.	Evaluate (C5) / Affective: Characterization (A5)	PLO9
CLO6	Produce a well-structured research proposal or final report that aligns with professional and academic publication standards.	Create (C6)	PLO4, PLO5, PLO7

Course Content

Week	**Topic**	**Teaching – Learning Strategies**	**Assessment Strategy**	**CLOs**
1-3	**Unit-1:** **Nature of Scientific Research:** Logic of science, law, theory, generalization, hypothesis; Data: relationship between data and theory.	Interactive Lectures Group Discussions	**Short Essay Quiz & Class Debate Participation:** Evaluation of students' ability to critique the distinction between a law and a theory, and their active participation in group discussions.	**CLO1**
4-7	**Unit-2:** **Concepts**: Relations among Concepts, Statements: Association, causality, direction and magnitude of the relationship.	#Lecture with Examples, Concept Mapping Exer**cises**	**Concept Map Portfolio Assessment:** Grading the accuracy, logical links, and causal directions demonstrated in the students' concept mapping exercises.	CLO2
8-10	**Unit-3:** Hypothesis and Theoretical Model: Operational definition; definitions of data in terms of concepts, variables, indicators.	#Classroom Workshops, #Variable Operationalization Exercises	**Assignment on Worksheet:** A written assignment where students must successfully break down an abstract concept into measurable variables and indicators.	CLO2
11-12	**Unit-3:** Measurement of Data: Levels of measurement-nominal, ordinal, interval and ratio; attitudinal scales-Lickert, Thurstone,	Interactive Demonstrations, Scale Development Practice,	**Scale Development Project & Midterm Exam:** Assessment of a custom-designed attitudinal scale created by the student, paired with objective test	CLO3

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	Guttman		questions on measurement levels.	
13-15	**Unit-4:** Construction of questionnaire and interview schedules	Questionnaire Design Workshops, Peer Review Sessions.	Questionnaire Design Draft & Peer Feedback Evaluation: Grading the structural quality of a drafted questionnaire alongside the quality o constructive critique provided to peers.	CLO4 CLO5
16-18	**Unit-5:** Sample and Sampling Techniques: Probability, non-probability sample	Case Studies, Sampling Problem-Solving	**Sampling Case Study Analysis:** A problem-solving assignment where students determine and justify the ideal sampling frame and technique for given real-world scenarios.	CLO4
19-21	**Unit-6:** Data Collection Techniques: Survey, participant-observation and qualitative techniques-focus group discussion (FGD), participatory rapid appraisal (PRA), rapid rural appraisal (RRA)	#Field Simulation Exercises, FGD Role-Playing, #Case Study Analysis, #Participatory Tool Mapping.	**Field Simulation Performance & Reflection Report:** Evaluation of student performance during FGD role-plays and a written reflection mapping qualitative field tools.	CLO4, CLO5
22-24	**Unit-7:** Data Processing, Editing and Analysis: Univariate, bivariate and multivariate analysis of data.	#Hands-on Lab Sessions (SPSS/R), #Data Analysis Practices	**Lab Practical Exam (SPSS/R):** A timed software-based test checking data cleaning efficiency and correctness in executing univariate, bivariate, and multivariate analysis commands.	CLO6
25-26	**Unit-8:** Hypothesis testing: Classic hypothesis testing procedures	Statistical Problem-Solving •Analytical Exercises	**Statistical Problem Set & Final Exam:** Written problem-solving sets requiring calculation of p-values, t-tests, or Chi-squares, and accurate interpretation of statistical significance.	CLO6

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27-28	**Unit-9:** Writing of Research Proposal and Research Monograph: Writing a research proposal, budget preparation, use of references, source materials, presentation of research findings	•Continuous Assessment:	Proposal Writing Workshops, Student Presentations, Peer Feedbacks.	CLO7

Course Assessment Framework: Total Course Marks: 100

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%

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List of Books

Babbie, E. R. (1990). Survey research methods (2nd ed.). Wadsworth Publishing Company.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

.Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.

Kumar, R. (2011). Research Methodology: A Step-by-Step Guide for Beginners (3rd ed.). TJ International Ltd, Padstow, Cornwall.

Course Code: 2222091	Marks: 100	Credits: 4	Class Hours: 56
Course Title: Bangladesh Economy			

Course Description

This course introduces 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 Learning 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	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	Understand (C2)	PLO1, PLO2, PLO7

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	institutional structure guiding economic policy.		
CLO2	Analyze the contribution, performance, and challenges of the agriculture, industrial, and external (trade) sectors to Bangladesh's overall economic development.	Analyze (C4)	PLO1, PLO2, PLO3, PLO5, PLO6, PLO7
CLO3	Evaluate the fiscal and monetary management systems of Bangladesh, including public finance, taxation, budgetary practices, banking, and financial sector reforms.	Evaluate (C5)	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.	Evaluate (C5) / Analyze (C4)	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.	Evaluate (C5)	PLO3, PLO4, PLO5, PLO6, PLO7

Course Contents

Week	**Topic**	**Teaching – Learning Strategies**	**Assessment Strategies**	**CLOS**
1-3	**Unit-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 Analysis Quiz ; Policy Reflection Paper:	CLO1
4-8	**Unit-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	#Labor & Remittance Case Analysis; #Midterm Examination:	CLO1, CLO4
9-12	**Unit-3:** Fiscal Policy and Public Finance Management: government receipts and tax	Interactive lectures, case-based discussion,	#National Budget Review #Presentation;	CLO1, CLO3

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	management, revenue collection, public expenditure and the Annual Development Program, budget balance and financing, and public debt management.	budget document review	#Fiscal Problem-Solving Assignment:	
13-16	**Unit-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, industry and SMEs, and capital market development.	#Interactive lectures, group discussion, guided reading assignments	#Monetary Policy Brief; #Sectorial Financing Essay:	CLO3
17-19	**Unit-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	#Trade Policy Thematic Assignment: #Balance of Payments(BOP) Problem Set:	CLO2, CLO5
20-22	**Unit-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	#Sector Case Study #Presentation: #Critical Review.	CLO2
23-25	**Unit-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	#Infrastructure/Human Development Viva: #Documentary Analytical Summary:	CLO2, CLO4
26-28	**Unit-8:** Poverty Alleviation, Private Sector Development and Environment: poverty trends and reduction strategies, employment generation programs, a private-investment-friendly environment, privatization and	Interactive lectures, thematic assignments, policy debate	#In-Class Policy Debate; #Final Term Project:	CLO4, CLO5

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	public-private partnership, and environmental and climate change challenges facing Bangladesh.			

Course Assessment Framework: Total Course Marks: 100

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.

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Course Code: 8222159	**Marks: 100**	**Credits: 4**	**Credit Hours:** 56
Course Title: Social Work Practice (Allied Course)			

Course Descriptions

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 the international 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 Rationale and 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 international 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.

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Course Learning Outcomes (CLOs)

After Fruitful conclusion of the course apprentices can be able to:

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.	Understand (C2) / Affective: Valuing (A3)	PLO1, PLO10
CLO2	Describe and analyze the emergence, development and contemporary practice of Social Work in Bangladesh and the international context.	Understand (C2) / Analyze (C4)	PLO1, PLO2, PLO8
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 (C4)	PLO2, PLO4, PLO5
CLO4	Apply basic Social Work knowledge, communication, helping, advocacy, networking and problem-solving skills to contemporary social issues and field-based situations.	Apply (C3)	PLO2, PLO3, PLO6
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 (C5) / Create (C6)	PLO3, PLO7, PLO9
CLO6	Develop evidence-informed and socially responsible responses to social problems, climate vulnerability, social inequality and sustainable development challenges through Social Work perspectives.	Create (C6) / Affective: Characterization (A5)	PLO3, PLO4, PLO7

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Course Content

Week	Topic	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	Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Class Participation	CLO1, CLO6

	Development, Good Governance, Relevancy to social work with allied disciplines.	from Bangladesh.	& Learning Activity, Practical/ Field-based Task/ Project, Final Exam	
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 and correctional services, counselling and positive parenting.	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-based Task/ Project, Final Exam	CLO2, CLO3, CLO4
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

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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
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	#Interactive lecture; concept mapping; short case analysis; classroom discussion; real-life examples	Class Test/Quiz, Assignment/Written Task, Presentation/Viva, Practical/Project,	CLO1, CLO3, CLO6

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	of Social Work.	from Bangladesh.	Final Exam	

Course Assessment Framework: Total Course Marks: 100

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

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, Allyn and Bacon.

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

ইসলাম, ড. মো. নুরুল (২০১৪)। *সমাজকর্ম পরিচিতি*। তাসমিয়া পাবলিকেশন্স।

ইসলাম, মোঃ শহিদুল এবং হাসান, মো. খালিদ। (২০২৫)। *সমাজকর্ম পরিচিতি*। মাইলস্টোন পাবলিকেশন্স।

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

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

রহমান, হাবিবুর, দাস, তুলসী, ইসলাম, মো. ফখরুল ও ইসলাম, মো. রেজাউল (অনূদিত) (১৯৯৭)। *সমাজকর্ম অনুশীলন*। গতিধারা।

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Course Code: 8223455	Marks: 100	Credits: 4	Class Hour: 56
Course Title: Social Psychology			

Course Description

This course introduces the fundamental concepts, theories, and applications of Social Psychology, focusing on how individuals' thoughts, feelings, and behaviors are influenced by social interactions and cultural contexts. It covers key topics including socialization, social perception, attitudes, group behavior, communication, interpersonal attraction, leadership, and mass communication. Students will examine social psychological processes through theoretical perspectives, research methods, and real-life applications to develop analytical, communication, and problem-solving skills for understanding individual and group behavior in society.

Course Objectives

- Introduce core theories, foundational concepts, and empirical research methods of social psychology.
- Examine the mechanisms of socialization, social cognition, and attitude formation and change.
- Analyze group dynamics, interpersonal attraction, leadership styles, and communication processes across diverse settings.
- Investigate mass communication and collective behavior to address social challenges using ethical, evidence-based practices.

Course Learning Outcomes (CLOs)

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

CLO	Course Learning Outcomes (CLOs)	Bloom's Level	PLO
CLO1	Explain the fundamental concepts, theories, research methods, and processes of social psychology, including socialization, social perception, and attitude formation	Understand (C2)	PLO-1, PLO-4, PLO-5, PLO-9
CLO2	Analyze individual and group behavior by applying concepts related to attitudes, group dynamics, communication, and interpersonal attraction in diverse social contexts	Analyze (C4)	PLO-1, PLO-2, PLO-3, PLO-4, PLO-6, PLO-8
CLO3	Evaluate leadership, communication, and collective behavior using social psychological theories and empirical evidence to address real-world social issues	Evaluate (C5)	PLO-2, PLO-3, PLO-4, PLO-5, PLO-6, PLO-7, PLO-8
CLO4	Apply social psychological principles ethically to understand and solve social, organizational	Apply (C3) / Affective:	PLO-2, PLO-3, PLO-4,

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	and community problems while demonstrating effective communication, critical thinking, and professional responsibility	Characterization (A5)	PLO-6, PLO-7, PLO-8, PLO-9, PLO-10

Course Content

Week	Topics	Teaching-Learning Strategies	Assessment Strategy	CLOs
1-2	**Unit-1: Introduction:** 1.1. The Science of Social Psychology 1.2. Historical Development 1.3. Research methods 1.4. Fields in social psychology	Interactive lectures, multimedia presentations, brainstorming, class discussion, question–answer sessions	#Diagnostic quiz, #Class participation	CLO1
3-5	**Unit-2: Socialization:** 2.1. Definition 2.2. Socialization Process 2.3. Agents of socialization 2.4. Culture and socialization	Interactive lectures, case studies, group discussions, role-play, collaborative learning	#Case analysis worksheet, #Reflection journal	CLO1
6-9	**Unit-3: Social Perception:** 3.1. Process of Perceptual response 3.2. Perceptual defense 3.3. Person perception, factors related to person perception	Lectures, video demonstrations, case analysis, classroom discussion, reflective activities	#Short analytical essay, #In-class quiz	CLO2
10-13	**Unit-4: Attitude:** 4.1. Definition 4.2. Formation of attitude 4.3. Change of attitude 4.4. Measurement of attitude- Thurstone scale, Likert scale, Gutman's scale	Interactive lectures, debates, attitude measurement exercises, group presentations, case studies	#Attitude scale assignment, Debate evaluation	CLO2
14-16	**Unit-5: Group:** 5.1. Nature of Groups, types of Groups 5.2. Methods of studying group processes- Observation, Self-report method	Cooperative learning, group activities, simulations, case discussions, project-based learning	#Group activity report, #Midterm exam	CLO2

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17-19	**Unit-6:.Communication:** 6.1. Communication process, Communication and language, Non-Verbal communication, Culture and thinking	Interactive lectures, role-play, communication skill exercises, video analysis, peer learning	Role-play assessment, Peer review	CLO3
20-22	**Unit-7:.Interpersonal Attraction:** 7.1. Classic explanation, Factors of attraction, Measurement of attraction	Case studies, role-playing, group discussions, reflective learning, student presentations	Group presentation, Reading response	CLO3
23-24	**Unit-8: 8.Leadership:** 8.1**.** Definition and Characteristics 8.2. Styles of leadership 8.3. Functions of a leader 8.4. Effectiveness of leadership	Interactive lectures, leadership simulations, case studies, seminars, group projects, presentations	Leadership case study, Project rubric	CLO3
25-28	**Unit-9: Mass Communication & Collective Behavior:** Collective Behavior: Public Opinion, Crowding, Rumour, Propaganda, Prejudice, Personal Space	Lectures, analysis of media content, case studies, debates, problem-based learning, group discussions, student presentations	Media critique assignment, Final examination	CLO4

Course Assessment Framework: Total Course Marks: 100

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 × 10 = 80 marks) • Each question may contain maximum 3 sub-sections (e.g., a, b, c)	80%

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List of Books

Krech, D., Crutchfield, R.S. & Ballachey, E. L. (1962). *Individual in Society*. New York: McGraw Hill Publishing Company Limited.

Lindgren, A.C. (1972). *An Introduction to Social Psychology*. New York: Wiley and Sons.

Myers, D.G. (1993). *Social Psychology* (10th Edition). New York: McGraw Hill Inc.

Sargent, S.S. & Willamson, R.C. (1996). *Social Psychology*. New York: Ronald Press.

ফখরুজ্জামান, মীর ও সাহা, অশোক কুমার (২০১৪)। সমাজ মনোবিজ্ঞান। ঢাকা: মোস্তফা প্রকাশনী।

বেগম, হামিদা আখতার (১৯৯৬)। আধুনিক সমাজ মনোবিজ্ঞান। ঢাকা: রাফায়েল শাহরিয়ার।

সরকার, বৈদ্যনাথ (২০২৬)। সমাজ মনোবিজ্ঞান। ঢাকা: প্রত্যয় পাবলিকেশন্স।

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