

**Outcome Based Education (OBE) Curriculum
for
Bachelor of Social Sciences (Honors)**

**Effective from: 2023-2023 Session
(Only First and Second Year)**

**Department of Population Sciences
University of Dhaka**

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Title of the Curriculum: Outcome-Based Education (OBE) Curriculum of the Bachelor of Social Sciences (Honors) Program

Part A

1. Title of the Academic Program:

Bachelor of Social Sciences (Honours) in Population Sciences

2. Name of the University:

University of Dhaka

3. Vision of the University:

Create a world-class educational ecosystem that enables individuals to be dynamic human capital and ethical leaders for a sustainable future.

4. Mission of the University:

Missions	Statements
UM 1	<i>M1: Transformative Education</i> Provide transformative education by enabling students to embrace lifelong learning and fostering a sustainable knowledge-based society through the continuous pursuit of scholarship, humanistic values, and technological innovation.
UM 2	<i>M2: Collaborative Research and Innovation</i> Pursue collaborative research and innovation, leveraging partnerships to expand the boundaries of knowledge.
UM 3	<i>M3: Educational Ecology</i> Develop an educational ecosystem that fosters excellence, transparency, inclusivity, and accountability.
UM 4	<i>M4: Community Engagement</i> Engage with stakeholders and communities in building a just, fair, diverse, and sustainable world.
UM 5	<i>M5: Ethical Responsibility</i> Empower students to become ethically responsible global citizens for positive societal impact.
UM 6	<i>M6: National Heritage</i> Instill a deep sense of national heritage and pride in students, upholding historical roots and global connectivity.

5. Name of the Program Offering Entity (Department/Faculty/Institute):

Department of Population Sciences

6. Vision of Program Offering Entity (Department of Population Sciences):

To establish the Department of Population Sciences as an outstanding multidisciplinary national center of excellence in teaching, research, training, and advocacy in shaping population-related policies and actions.

7. Mission of the Department of Population Sciences:

To equip the students of the Department of Population Sciences with multidisciplinary knowledge and skills to meet national and international needs; strengthen professional competencies for the relevant stakeholders by offering tailor-made training; and produce evidence-based knowledge through research and use it for advocacy in formulating policies and programs.

8. Name of the Degree:

Bachelor of Social Sciences (Honours) in Population Sciences

9. Description of the Program:

The Department of Population Sciences under the Faculty of Social Science at the University of Dhaka introduced the Bachelor of Social Science (Honors) in Population Sciences in the 2011-2012 session. The program is for those who plan to specialize and build careers in population-related areas such as demographic analysis and population studies; fertility and reproduction; mortality and morbidity; migration and urbanization; population aging; population, poverty, inequality; gender, population, and development; reproductive and sexual health and reproductive rights; program management and planning; population, health, and development policies; environment and climate change; food security and nutrition; population management and human resource development; and analysis of socio-economic, demographic, and health-related data.

The program aims to train the students with theoretical and practical knowledge and skills in population-related fields. This program teaches students the knowledge that is necessary for understanding the population and its related phenomena with basic statistical skills. The program also helps students develop their capability to provide different population policies and programs globally and in Bangladesh. Apart from these, in the eighth semester of this program, students get the opportunity to do a research monograph as a partial fulfillment of the degree. Here, students can get the chance to apply their theoretical and practical knowledge at the field level. In this program, students are supposed to conduct their research for a monograph on core population-related issues such as fertility, mortality, and migration, along with related population health, gender issues, aging, developmental, and environmental issues.

The Bachelor of Social Science (Honors) in Population Sciences program is a four-year full-time program with two semesters per academic year. Its maximum completion time is six academic sessions. What makes this program even more enriching is its diverse student body. Each year, 40 students from various countries and regions worldwide can enroll in the program, creating a dynamic academic environment. This international diversity enhances the learning experience and prepares students for a global career in population sciences.

10. Program Educational Objectives (PEOs):

PEOs	Statements
PEO 1	Graduates will integrate knowledge from allied disciplines, creating a unique and comprehensive approach to addressing population issues and challenges.
PEO2	Graduates will develop an in-depth understanding of population dynamics, demographic methods, and statistical techniques, which they can directly apply to analyze and interpret population data in decision-making.
PEO 3	Graduates will possess the skills to design, conduct, and analyze research in population sciences, employing appropriate methodologies and advanced statistical tools to generate meaningful insights.

PEO 4	Graduates will be capable of contributing to formulating, implementing, and evaluating policies and programs that address population-related issues at local, national, and global levels.
PEO 5	Graduates will develop strong communication and leadership skills, allowing them to present complex demographic information clearly and persuasively to various audiences, including policymakers, academics, and the general public.
PEO 6	Graduates will show strong critical thinking and problem-solving abilities, enabling them to tackle complex population challenges and propose innovative, data-driven solutions.

11. Program Learning Outcomes (PLOs):

PLOs	Statements
PLO 1	Demonstrate advanced knowledge of scientific, evidence-based population approaches and global, regional, and national determinants.
PLO 2	Apply demographic concepts and theories to understand multidisciplinary approaches to inform the population, development, and health issues.
PLO 3	Develop research skills using population and health data and apply appropriate analytical methods to formulate evidence-based policies.
PLO 4	Understand existing and emerging population issues and their connections with sustainable development.
PLO 5	Appraise population planning and management-related issues and challenges for global, regional, and national contexts.

12. Mapping the Mission of the University with PEOs

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong]

PEOs/UMs	UM 1: Transformative Education	UM 2: Collaborative Research and Innovation	UM 3: Education Ecology	UM 4: Community Engagement	UM 5: Ethical Responsibility	UM 6: National Heritage
PEO 1: Integrate Knowledge	Strong	Strong	Moderate	Strong	Moderate	Moderate
PEO 2: Population Dynamics	Strong	Strong	Moderate	Moderate	Moderate	Moderate
PEO 3: Research Skills	Strong	Strong	Moderate	Moderate	Moderate	Moderate

PEO 4: Policy and Programs	Moderate	Strong	Moderate	Strong	Moderate	Moderate
PEO 5: Communication and Leadership	Strong	Moderate	Strong	Strong	Strong	Moderate
PEO 6: Critical Thinking	Strong	Strong	Moderate	Moderate	Strong	Moderate

13. Mapping PLOs with the PEOs

[Types of correlation: 1) NC (No correlation); 2) Weak; 3) Moderate; 4) Strong]

PLOs/PEOs	PEO 1: Integrate Knowledge	PEO 2: Population Dynamics	PEO 3: Research Skills	PEO 4: Policy and Programs	PEO 5: Communication and Leadership	PEO 6: Critical Thinking
PLO 1: Advanced Knowledge	Strong	Strong	Strong	Moderate	Moderate	Moderate
PLO 2: Multidisciplinary Approaches	Strong	Strong	Strong	Moderate	Moderate	Strong
PLO 3: Research Skills	Strong	Moderate	Strong	Moderate	Moderate	Moderate
PLO 4: Population Issues and Sustainability	Moderate	Strong	Strong	Strong	Moderate	Strong
PLO 5: Planning and Management Challenges	Moderate	Moderate	Moderate	Strong	Moderate	Moderate

14. Mapping Courses with the PLOs

Course Codes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
POP 101	☑	☑	☑	☑	
POP 102		☑			

POP 103	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 104					
POP 105	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 106		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
POP 107			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
POP 108	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 109	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 110	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 201	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 202	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
POP 203	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 203A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 204	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 205	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 206	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 206A	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 207	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 208	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 209	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
POP 301					
POP 301A					
POP 302					
POP 303					
POP 304					
POP 305					
POP 306					
POP 306A					
POP 307					
POP 308					

POP 309					
POP 310					
POP 401					
POP 402					
POP 403					
POP 404					
POP 405					
POP 406					
POP 407					
POP 408					
POP 409					
POP 410					
POP 411					

Part B

15. Structure of the Curriculum

- a) Duration of the program: Four Years
- b) Admission Requirements: The university authority maintains admission into the Department of Population Sciences. Therefore, the eligibility criteria may vary from year to year. However, the information related to admission is available at the following website link: <http://admission.eis.du.ac.bd/>
- c) As per the University Rules
- d) Total minimum credit requirement to complete the program: 132
- e) Total class weeks in a Year/semester: Fifteen Weeks Per Semester
- f) Minimum CGPA requirements for graduation: 2.25
- g) Maximum academic years of completion: Six
- h) Category of Courses:
 - i) General Education Courses: 6
 - ii) Core Courses: 30
 - iii) Elective Courses: None
 - iv) Internship/Thesis/Project/Research Monograph/Portfolio: 1
 - v) Comprehensive (Written and Oral): 2

16. Year/Level/Semester/Term-wise Distribution of Courses:

Required Credit Hours: 132
Distribution of Credits

General Education Courses	6	24 Credits
Core Courses	30	96 Credits
Elective	None	
Research Monograph	1	4 Credit
Comprehensive (Written and Oral)	2	8 Credits
Total	40	132 Credits

Year	1	Semester	1	
Course Code	Course Title			Credits
POP 101	Introduction to Population Sciences			4
POP 102	Introduction to Sociology and Anthropology			4
POP 103	Introduction to Economics			4
POP 104	Introduction to Political System and Governance			4

Year	1	Semester	2	
Course Code	Course Title			Credits
POP 105	Social Psychology			2
POP 106	Family Demography			4
POP 107	Social Sciences Research Methodology -I			4
POP 108	Basic Mathematics			2
POP 109	Population, Environment, and Sustainable Development			4
POP 110	Viva			1

Year	2	Semester	1	
Course Code	Course Title			Credits
POP 201	Fertility and Reproduction			4
POP 202	Population and Gender			4
POP 203	Descriptive Statistics for Population Sciences			3
POP 203A	Descriptive Statistics for Population Sciences (Lab)			1
POP 204	Social Sciences Research Methodology -II			4

Year	2	Semester	2	
Course Code	Course Title			Credits
POP 205	Morbidity and Mortality			4
POP 206	Inferential Statistics for Population Sciences			3
POP 206A	Inferential Statistics for Population Sciences (Lab)			1
POP 207	Population and Development			4
POP 208	Migration and Mobility			4
POP 209	Viva			1.0

Year	3	Semester	1	
Course Code	Course Title			Credits
POP 301	Basic Techniques of Population Analysis			3
POP 301A	Basic Techniques of Population Analysis (Lab)			1
POP 302	Urbanization, Urban Planning, and Development			4
POP 303	Qualitative and Quantitative Research Design and Data Analysis			4
POP 304	Social and Behavior Change Communication			4

Year	3	Semester	2	
Course Code	Course Title			Credits
POP 305	Population Ageing			4
POP 306	Advanced Techniques of Population Analysis			3
POP 306A	Advanced Techniques of Population Analysis (Lab)			1
POP 307	Sexual and Reproductive Health and Rights			4
POP 308	Epidemiology			4
POP 309	Viva			1.0

Year	4	Semester	1	
Course Code	Course Title			Credits
POP 401	Population Dynamics of Bangladesh			4
POP 402	Proposal Development for Research Monograph			2
POP 403	Population, Poverty, and Inequality			4
POP 404	Project Management, Monitoring, and Evaluation			4
POP 405	Population Estimations and Projections			2

Year	4	Semester	2	
Course Code	Course Title			Credits
POP 406	Population and Health Policies and Programs in Bangladesh			4

Year	4	Semester	2	
POP 407		Climate Change, Vulnerability, and Adaptation		4
POP 408		Research Monograph		4
POP 409		Comprehensive (Written)		4
POP 410		Viva		1.0

Part C

17. Description of All Courses of the Program:

First Year First Semester

Course Code: POP 101 **Course Title:** Introduction to Population Sciences

Credits: 04 **Course Type:** Core

Rationale of the Course: This course introduces the fundamental concepts of population science and is designed to help students understand the basic principles of population processes that contribute to population change. Students will explore the dynamic interplay between population dynamics, demographics, and societal changes. Topics include population growth, migration, fertility, mortality, and the impact of population trends on social, economic, and environmental aspects. This course covers how human populations change and the causes and consequences of these changes.

Course Learning Outcomes:

CLO 1	Remember and define the major concepts in demography, including population composition, fertility, mortality, migration, and nuptiality, as well as demographic data types and sources such as census, vital statistics, surveys, and demographic surveillance systems.
CLO 2	Understand the multidisciplinary nature of demography and population sciences as scientific disciplines and explain their importance and relevance to understanding societal, economic, and environmental changes.
CLO 3	Apply theoretical perspectives such as the Malthusian, Marxian, and demographic transition theories to analyze population dynamics, growth, and its components, and utilize demographic data to analyze patterns of population composition and migration.
CLO4	Analyze demographic drivers such as declining mortality and fertility, migration patterns, and nuptiality with their measures.
CLO 5	Evaluate the consequences of population growth and the impact of demographic changes on social, economic, and environmental factors and critique theories such as the demographic transition theory and their applicability in different global contexts.
CLO 6	Create models or frameworks to understand the relationship between population patterns and societal changes in different cultural contexts by synthesizing information from various demographic sources.

Mapping Course Learning Outcomes to Program Learning Outcomes:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	<input checked="" type="checkbox"/>				
CLO 2		<input checked="" type="checkbox"/>			
CLO 3		<input checked="" type="checkbox"/>			
CLO 4		<input checked="" type="checkbox"/>			
CLO 5	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
CLO 6			<input checked="" type="checkbox"/>		

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction: Definition: Demography, Population Studies-Type I & II, Population Sciences. Nature of Demography/Population Sciences: Demography/Population Sciences as a Scientific Discipline. Importance of Demography/Population Sciences.	8	CLO 1 CLO 2
2.	Types and Sources of Demographic Data: Census-Census Definition, Essential Features of Census, Errors in Conducting Census-Coverage Error and Content Error, Measures of Coverage Error-Demographic Analysis and Dual-System Estimation, Survey, Vital Statistics Registration System, Population Registers, Population Estimates, Demographic and Health Surveys, Demographic Surveillance Systems.	4	CLO 1 CLO 6
3.	Demographic/Population Perspective: Premodern Population Doctrines, The Prelude to Malthus, The Malthusian Perspective-Causes of Population Growth, Consequences of Population Growth, Avoiding the Consequences, Critique of Malthus, Neo-Malthusians. The Marxian Perspective-Causes of Population Growth, Consequences of Population Growth, Critique of Marx. The Theory of the Demographic Transition-Critique of the Demographic Transition Theory, Reformulation of the Demographic Transition Theory, The Theory of the Second Demographic Transition.	6	CLO 3 CLO 4 CLO 5
4.	Population Change/Population Growth and Its Components: History of World Population Growth, Levels and Trends of Population Growth-Global, Regional, National - Future Scenario. How Fast Is the World's Population Growing Now? The Power of Doubling—How Fast Can Populations Grow? Why Was Early Growth So Slow? Why Are More Recent Increases So Rapid? How Many People Have Ever Lived?	4	CLO 4 CLO 5

5.	Population Composition: The Demographic Variables: What Is Age Transition? The Concepts of Age and Sex - Age Stratification, Age Cohorts and Cohort Flow, Gender and Sex Ratios, The Feminization of Old Age. Age and Sex Composition, Age-Sex Pyramid – Use of Population Pyramid, Pyramid Components, Types of Population Pyramid-Stable, Stationary, Expansive, and Constrictive Pyramid, How to Read a Population Pyramid? Patterns of Population Growth and Population Pyramid. Demographic Drivers of the Age Transition - The Impact of Declining Mortality, The Impact of Declining Fertility, Where Does Migration Fit In? Demographic Dividends—Age Transitions at Work, The Progression from a Young to an Old Age Structure, Youth Bulge—Dead End or Dividend? Demographic Dividends in Bangladesh. The Life Course and Population Aging - What Is Old? The Third Age (Young-Old) and Fourth Age (Old-Old), Centenarians—The Oldest of the Old-Old.	6	CLO 4
6.	Fertility: Concepts Related to Fertility: Fertility, Fecundity, and Fecundability. What Is Fertility Transition? How High Could Fertility Levels Be? The Biological Component, The Social Component. Basic Measures of Fertility. How Do We Measure Changes in Fertility? Period Measures of Fertility, Cohort Measures of Fertility. Fertility Level in Different Societies. Why High Birth Rates Are So Low? The Proximate Determinants of Fertility.	8	CLO 4
7.	Mortality: Mortality and Morbidity. Lifespan and Longevity. Causes of Death: Communicable, Non-Communicable, and Injuries. Basic Mortality Measures—CDR, ASDR, CSDR, IMR, NMR, PNMR, Child Mortality, Under-Five Mortality, Maternal Mortality. Mortality Differentials. Levels and Trends of Mortality.	6	CLO 4
8.	Migration: Population Distribution and Migration. Factors Responsible for Uneven Population Distribution-Geographic Factors, Economic and Social Factors, and Demographic Factors. Defining Migration -Internal Migrants, International Migrants, Stocks versus Flows. Measuring Migration. Why Do People Migrate? Migration Selectivity, Selectivity by Age, Selectivity by Gender, The Push-Pull Theory, A Conceptual Model of Migration Decision Making. Internal Migration. Forced Migration, Refugees and Internally Displaced Persons.	6	CLO 4
9.	Nuptiality: Definition-Marital Status and Mate Selection. Differential Marriage Patterns-European vs non-European	6	CLO 4
		Total = 60 Hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks

1. Weeks, J.R. 2021. Population: An Introduction to Concepts and Issues (13th Edition). Boston, MA: Cengage Learning.

Reference Books

1. Bongaarts, J. 1975. Why are High Birth Rates So Low? Population and Development Review, Vol. 1, No. 2 (Dec. 1975), pp. 289-296.
2. Bongaarts, J. A Framework for Analyzing the Proximate Determinants of Fertility. Population and Development Review. Vol. 4, No. 1 (March 1978), pp. 105-132.
3. Davis, K. & Blake, J. 1956. Social Structure and Fertility: An Analytical Framework. Economic Development and Cultural Change. Vol. 4, Bo. 3 (Apr 1956), 211-235.
4. Kammeyer, K.C.W. 1971. An Introduction to Population. London: Chandler Publishing Company.
5. Kirk, D. (1996). Demographic Transition Theory. Population Studies, 50 (1996), 361-387.
6. Lesthaeghe, R. (1995). The second demographic transition in Western countries: An interpretation. Gender and family change in industrialized countries, 17-62.
7. Lesthaeghe, R. (2010), The Unfolding Story of the Second Demographic Transition. Population and Development Review, 36: 211-251.
8. Shryock, H.S. & Siegel, J.S. 1976. The Methods and Materials of Demography. London: Academic Press.
9. United Nations. 1973. Determinants and Consequences of Population Trends. New York: United Nations.
10. Van de Kaa, D. J. (2003). Second demographic transition. Encyclopedia of population, 2, 872-875.
11. Zaidi B, Morgan SP. (2017). The Second Demographic Transition Theory: A Review and Appraisal. Annu Rev Sociol. 43: 473-492.

Other Resources (Online Resources or others)

Course Code: POP 102 **Course Title:** Introduction to Sociology and Anthropology

Credits: 04 **Course Type:** GED

Rationale of the Course: This introductory course will introduce the elementary issues of the two major social sciences disciplines, sociology and anthropology. Students will be familiar with the primary concepts of the elements of society and culture. The course aims to facilitate students with the basic introductory issues of sociology and anthropology so that students can later relate the multidimensional population issues in the broader socio-cultural context with this basic understanding.

Course Learning Outcomes:

CLO 1	Remember and conceptualize the sociological and anthropological contexts, the socio-economic and political context of the origin and development of sociology and anthropology, and the disciplines' definition, nature, and scope regarding their basic and contemporary approaches.
CLO 2	Understand the basic elements of society, such as social structure, status, roles, groups, and institutions; the holistic perspective of culture; and the ecological, functional, and conflict approaches to culture.
CLO 3	Apply the conceptualization of the very basic concepts of society and culture to critically understand and explain the process of becoming a social and cultural being.
CLO 4	Analyze society regarding the unequal distribution of power, property, and prestige and its causes and consequences in different theoretical frameworks.
CLO 5	Evaluate the major social institutions like family, marriage, and religion regarding their origin, evolution, and functions.
CLO 6	Create a self-understanding and interpretation of society and culture from a broader perspective, which will later help to understand the complex relationship between society and the population.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1		■			
CLO 2		■			
CLO 3		■			
CLO 4		■			
CLO 5		■			
CLO 6		■			

Course Content

SI No	Topic	Hours	Alignment to CLO
1.	The Sociological and Anthropological Perspective; Origin and Development of the discipline; Definitions, Nature, Scope and Uses of Sociology and Anthropology; Sociology and Anthropology and other Social Sciences; Methods in Sociology and Anthropology	10	CLO 1, CLO 6
2.	Early Sociological Thought-Classical Thinkers; Contemporary Sociological Approaches-Functionalist Perspectives, Conflict	8	CLO 1, CLO 6

	Perspective, Interactionist Perspectives; Anthropological Approaches-Holistic Perspective, Comparative Perspective, Relativistic Perspective		
3.	Social Structure: Statuses, Roles, Groups, Institutions; Types of Societies: Hunting and Gathering Societies, Pastoral Societies, Horticulture Societies, Agricultural Societies, Industrial Societies, Postindustrial Societies, Lewis Henry Morgan's Theory of Civilization	8	CLO 2, CLO 6
4.	Definition of Culture, Content of Culture, Culture and Civilization, Variation among Cultures: The Ecological Context, A Functionalist Approach, A Conflict Approach, Cultural Universals, Ethnocentrism, Cultural Relativism, Variations within culture: Real Culture and Ideal Culture, Subculture and Counterculture, Cultural Change, Cultural Diffusion and Acculturation, Cultural Lag	8	CLO 2
5.	Socialization, Sociobiology, and the nature-nurture debate; Major Theories of Socialization: Sigmund Freud, Charles Horton Cooley, George Herbert Mead, Erik H. Erikson, Methods of Socialization, Agents of socialization, The Life Course: Childhood, adolescence, mature adulthood, old age, death	8	CLO 3, CLO 6
6.	Conceptualizing social stratification; characteristics of social stratification; Major forms of social stratification: Slavery, Caste, estate, class, status; Major theories of social stratification: Marxian, Weberian, and Functionalist.	6	CLO 4, CLO 6
7.	Definitions, Origin of Family and Marriage, Types of Family, Marriage, and kinship, Functions of Family, marriage and kinship, Changing structure of family, marriage and kinship and its future	6	CLO 5, CLO 6
8.	Definition, Origin of religion: Fear theory, animism, animatism, magic and religion, Religion: Functionalist approach, Conflict approach, Functions of religion, Religion and social change, Religion and geography	6	CLO 5, CLO 6
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Understand	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyse	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Create	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**Textbooks:**

1. Robertson, Ian. 1988. Sociology (3rd Edition). Worth Publishers, Inc.
2. Giddens, A. 2001. Sociology (4th Edition). Cambridge: Polity Press.
3. Kottak, C. P. 2002. Anthropology: The Exploration of Human Diversity (9th Edition). McGraw Hill Companies, Inc.

Reference Books

1. Haviland, W.A. 1978. Cultural Anthropology. Holt, Rinehart, and Winston
2. Hughes, M. and Kroehler, C. J. 2005. Sociology: The Core (7th Edition). New York: McGraw Hill
3. James Peoples and Garrick Bailey. 2000. Humanity: An Introduction to Cultural Anthropology (5th Edition) . Wadsworth/Thomson Learning
4. Mills, C. Right. 2000. The Sociological Imagination, Oxford University Press, Inc.
5. Berger, P. 1986. Invitation to Sociology. London: Penguin
6. Bobb, C. B. 2000. Sociology: An Introduction. Orlando: Harcourt Brace & Company
7. Fulcher, J. and Scott, J. 1999. Sociology. Oxford: Oxford University Press
8. Schaefer, R.T. 2001. Sociology (7th Edition). New York: McGraw-Hill.

Other Resources (Online Resources or others):

Course Code: POP 103 **Course Title:** Introduction to Economics

Credits: 04 **Course Type:** GED

Rationale of the Course: This course provides an overview of economics. This introductory course will introduce the students to fundamental economic principles utilized in consumer choice and production theory and their applicability to contemporary economic issues and challenges. The course will start with the basic principles of economics, the production possibility frontier, scarcity of resources, opportunity cost, fundamental tools of supply and demand, elasticity, and its application. Furthermore, this course includes the topics of consumer behavior, production function, market structures, and key macroeconomic indicators, as well as their interrelationships. Finally, students will engage in stimulating discussions and analytical exercises to deepen their understanding of the economic landscape.

Course Learning Outcomes:

CLO 1	Remember the fundamental economic principles and the concept of choice when analyzing how individuals, firms, and governments allocate resources to address scarcity.
CLO 2	Understand the factors that determine demand and supply in a market and analyze the interaction of demand and supply in markets, determining price and quantity equilibrium and predicting market outcomes.
CLO 3	Apply the knowledge to assess consumer behavior and decision-making processes, incorporating preferences, budget constraints, and utility maximization principles.
CLO 4	Analyze the relationship between production, costs, and firm behavior, applying cost analysis and optimization strategies to maximize profitability.
CLO 5	Evaluate different market structures and their implications for efficiency, firm behavior, and market outcomes, considering perfect competition, monopoly, and oligopoly.
CLO 6	Create policy decisions and guidance by understanding key macroeconomic indicators and their interrelationships and analyzing their significance in measuring economic performance.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
CLO 2		<input checked="" type="checkbox"/>			
CLO 3		<input checked="" type="checkbox"/>			
CLO 4		<input checked="" type="checkbox"/>			
CLO 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
CLO 6					<input checked="" type="checkbox"/>

Course Content:

Sl. No.	Contents	Hours	Alignment to CLO
1.	Fundamental Concepts of Economics: Scarcity and Efficiency, Choice and Opportunity Costs, Inputs and Outputs, Two Simple Models—The Circular Flow and The Production Possibilities Frontier, The Three Problems of Economic Organization And how these Problems can be solved, Distinguish between Microeconomics and Macroeconomics,	10	CLO 1

	The Difference Between Positive and Normative Statements, Ten principles of economics (How people make decisions; How people interact; How the economy as a whole works).		
2.	Demand and Supply: The Law of Demand, the Demand Curve, Individual and Market Demand, Factors Affecting the Demand Curve, Shifts vs. Movement along the Demand Curve, Elastic and Inelastic Demand; The Law of Supply, the Supply Curve, Factors affecting the Supply Curve, Shifts vs. Movement along the Supply Curve, Elasticity of Supply.	10	CLO 1 CLO 2
3.	Market Equilibrium: Interaction of Demand and Supply, Effect of a Shift in Demand on Equilibrium Price and Quantity, Effect of a shift in Supply on Equilibrium Price and Quantity.	6	CLO 2 CLO 5
4.	Consumer Behavior: Choice and Utility, Marginal Utility and the Law of Diminishing Marginal Utility, Relationship of Total and Marginal utility, Substitution Effect and Income effect, The Paradox of Value, Consumer Surplus, Indifference Curve Analysis- Assumptions and Properties, Economic Explanation of the Convexity of the Shape of Indifference Curve, Normal Good and Inferior Good, Budget Line or Constraint and Determination of Consumer Equilibrium.	8	CLO 1 CLO 3 CLO 4
5.	Production: The Production Function, Total, Average, and Marginal Product; the Law of Diminishing Returns; Returns to Scale (Constant, Increasing, and Decreasing Returns to Scale, Short Run and Long Run; Technological Change (Process Innovation, Product Innovation).	6	CLO 1 CLO 4
6.	The Costs of Production Analysis: Total Revenue, Average Revenue, Marginal Revenue, Total Cost (Fixed and Variable cost), Marginal Cost, Relationship between Total and Marginal Cost, Average Cost (Average Fixed and Variable Cost), Profit.	6	CLO 4
7.	Market Structure and Price Determination: Concepts of Market, Perfectly Competitive Market, Monopoly, Oligopoly, Monopolistic Competition.	8	CLO 2 CLO 5
8.	Measuring a Nations Income and the Cost of living: Concept of National Income, National Income at Current and Constant Prices, The Economy's Income and Expenditure (The Circular-Flow Diagram), Gross National Product, Gross Domestic Product (GDP), Components of GDP, Real versus Nominal GDP, The GDP Deflator, GDP and Economic Wellbeing, International Differences in GDP and The Quality of Life, Consumer Price Index, Producer Price Index, Inflation rate, Real and Nominal Interest Rate.	6	CLO 1 CLO 6
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	☑	☑			☑	
Understand	☑	☑	☑	☑	☑	☑

Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. Mankiw, N. G. (2004). Essentials of Economics, 6th Edition. Thomson/South-Western Cengage Learning.
2. Samuelson, P., & Nordhaus, W. (2009). Economics, 19th Edition. McGraw Hill.
3. Gregory, M. N. (2007). Principles of Economics, 3rd Edition. Mason: South-Western Cengage learning.

Reference Books (Textbooks)

Other Resources (Online Resources or others)

Course Code: POP 104 **Course Title:** Introduction to Political System and Governance

Credits: 04 **Course Type:** GED

Rationale of the Course: This course provides an introductory overview of the classifications, theories, purposes, and applications of each basic concept of political institutions and governance. The student will learn about state, government, and governance theories. The course also prepares students for further study in understanding the link between political institutions and the population of other classes in the 4-year curriculum by providing conceptual and analytical tools appropriate to the field.

Course Learning Outcomes:

CLO 1	Remember and define the basic concepts of politics, state, forms of state and government, political institutions, governance, and related concepts.
CLO 2	Understand the nature of government and politics and the general scope of political institutions and governance.
CLO 3	Apply ideas such as the nature of the state, sources of power, patterns of politics and government, forms of governance, governmentality, political ideologies practiced in the political landscape, nature of electorates, and political parties in the context of Bangladesh.
CLO 4	Analyze and compare the traditional idea of the state as a political institution with the modern domain of other political institutions that may have a huge impact on day-to-day public life.
CLO 5	Evaluate the changing nature of the state, political institutions, and governance concerning globalization, market liberalization, geopolitics, and non-state actors' dominance in the domestic and international arena.
CLO 6	Create further knowledge of public affairs with respect to Bangladesh and get equipped with the necessary knowledge for future professions such as academics, researchers, bureaucrats, and politicians.

Mapping Course Learning Outcomes to Program Learning Outcomes

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	<input checked="" type="checkbox"/>				
CLO 2	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
CLO 3			<input checked="" type="checkbox"/>		
CLO 4			<input checked="" type="checkbox"/>		
CLO 5	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
CLO 6			<input checked="" type="checkbox"/>		

Course Contents:

Sl. No.	Contents	Hours	Alignment to CLO
1	The State as Political Institution: Concept, Elements, Theories of the Origin, Development and Purpose; Sovereignty: Meaning and Characteristics Population and State	8	CLO1
2	Organs of Government: Legislature and Its Importance and Functions, Delegated Legislation, Legislative Process and Power, Unicameral and Bicameral Legislature, Declining Power of the Legislature. Executive and Its Kinds and Functions, Growing Power of the Executive. Judiciary and Its Functions and Importance, Judicial Independence, Population, and Rule of Law	10	CLO2
3	Constitution: Definition and Classification, Methods of Establishing Constitution, Characteristics of a Good Constitution, Constitutionalism and Constitutional Government, Supremacy of the Constitution, Amending Process Constitutional Framework of Bangladesh and Its Administration: Working of Political Executive, President, Prime Minister, Cabinet or Ministers, Rules of Business.	10	CLO1 CLO 2
4	Forms of Government: Democratic, Dictatorial, and Totalitarian. Forms of Governance: Parliamentary and Presidential, Constitutional Government. Forms of State: Unitary and Federal. Federalism: Its Problems and New Trends	6	CLO2
5	Governance: Its Forms and Traits, Good Governance, Governmentality, Challenges of Good Governance in Bangladesh	8	CLO3 CLO4
6	Electorate: Role and Functions, Universal Adult Franchise, Franchise for Women, Joint Electorate.	4	CLO2
7	Political Parties in Bangladesh: Historical development, Leadership, Social Bases, Structure, Ideology-Program, Factionalism and Conflict Resolution, Electoral Behavior, Party-Government Relationship, Party in Opposition, Alliances and Inter-Party Relationship	8	CLO2 CLO6
8	Bureaucracy: Nature and Concept, Characteristics of Weberian Ideal Type of Bureaucracy, Recent Trends of Bureaucracy and Public Affairs	6	CLO1 CLO4 CLO6
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. Rhodes, R. A. W. Binder, S. A. and Rockman, B. A. Ed. 2006. *The Oxford Handbook of Political Institutions*, Oxford University Press.

Reference Books:

1. Acemoglu, D. and Robinson, J. A. 2005. *Economic Origins of Dictatorship and Democracy*. Cambridge University Press.
2. Besely, T. 2006. *Principled Agents? The Political Economy of Good Government*. Oxford University Press.
3. Dahl, R. 1991. *Democracy and Its Critics*, 1991, Yale University Press.
4. Finer, H. 1971. *Theory and Practice of Modern Government*, Praegar.
5. Garner, J.W. 2018. *Introduction to Political Science: A Treatise on the Origin, Nature, Functions, and Organization of the State*, Creative Media Partners.
6. Gettell, R.G. 2019. *Introduction to Political Science*, Alpha Editions.
7. Gilchrist, R.N. 2019. *Principles of Political Science*, Alpha Editions.
8. Lasswel, H.D. 1950. *Politics: Who Gets, What, When and How*, Peter Smith Pub Inc.
9. MacIver, R. 2006. *The Modern State*, Hesperides Press.
10. Niskanen, W., 1971. *Bureaucracy and Representative Government*. Aldine, Chicago.
11. Shah, G. 2019. *Democracy, Civil Society and Governance*, Sage Publication: New Delhi

Other Resources (Online Resources or Journal Articles)

1. Borooah, V. K., and Paldam, M., 2007. Why is the world short of democracy? A cross-country analysis of barriers to representative government. *European Journal of Political Economy* 23:582–604.
2. Porta, R., Lopez-de-Silanes, F., Shleifer, A., and Vishny, R., 1999. The quality of government. *Journal of Law, Economics and Organization* 15:222–79.
3. Djankov, S., McLiesh, C., Nenova, T., and Shleifer, A., 2003. Who owns the media? *The Journal of Law and Economics* 46:341–82.
4. Leeson, P. T., 2008. Media freedom, political knowledge, and participation. *Journal of Economic Perspectives* 22:155–69.

First Year Second Semester

Course Code: POP 105 **Course Title:** Social Psychology

Credits: 02 **Course Type:** GED

Rationale of the Course: Social psychology is a discipline that looks to comprehend individuals' cognitive processes about their self-perception and the broader social context in which they exist, encompassing interpersonal relationships and many environmental factors. The phenomenon of motivation towards certain behaviors within social contexts is a topic of inquiry within social psychology. This course aims to offer opportunities for the acquisition of specific abilities that are not only valuable in the context of studying, comprehending, and influencing human behavior but also applicable to other domains of life.

Course Learning Outcomes:

CLO 1	Remember key social psychological terms, concepts, and theories and discuss their application.
CLO 2	Understand foundational theories and concepts in social psychology and their significance in understanding human behavior.
CLO 3	Apply social psychological principles to analyze and explain everyday social interactions and behaviors.
CLO 4	Analyze complex social phenomena by breaking them into constituent elements and assessing the factors influencing social behavior.
CLO 5	Evaluate the effectiveness and relevance of social psychological theories and findings in addressing contemporary social issues and challenges.
CLO 6	Create a comprehensive intervention program based on social psychological principles to address contemporary social and population-related issues, including a plan for implementation and assessment.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	☑				
CLO 2	☑	☑			
CLO 3	☑	☑			
CLO 4			☑		
CLO 5				☑	☑
CLO 6				☑	☑

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Definition, nature, and scope of social psychology, Historical background of social psychology as a discipline Relationship of social psychology with different social sciences	5	CLO 1 CLO 2
2.	The cognitive self: The self-concept, The feeling self, self-esteem. The social self: the role of the social situation, social learning theory, evaluating self through the lens of a social psychologist	7	CLO 1 CLO 2
3.	Formation of initial impression, Social and cultural determinants of perception, Individual differences in perception of the person	5	CLO 3
4.	Exploring Attitudes, changing attitudes through perception, changing attitudes by changing behavior, Linking attitudes, behavior, and persuasion	5	CLO2 CLO 3
5.	Understanding social groups, Performances in groups, Theories of social interaction: Similarity, Reinforcement, Complementary and Exchange theory, social identity and intergroup relations	5	CLO 4 CLO 5 CLO 6
6.	Health Behavior: Seeing through the lens of social psychology, Interlinkage among attitude, beliefs, and behavior related to health	3	CLO 4 CLO 5 CLO 6
		Total = 30 Hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate						<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**Textbooks:**

1. Stangor, C., Jhangiani, R., Tarry, H. (2011). Principles of Social Psychology. University of Maryland. (Chapter 1: Page 8-56)
2. Hogg, M.A., Vaughan, G.M. (2010). Essentials of Social Psychology. Pearson Education Limited, England. (Chapter 1: Page 1-23)
3. Stroebe, W. (2000). Social Psychology and Health. (Second Edition). Open University Press. Buckingham, Philadelphia. (Chapter 2 & 3, Page: 12-77)

Reference Books

1. Chaiklin, H. (2011). Attitudes, Behavior and Social Practice. The Journal of Sociology and Social Welfare. Volume 38, Issue 1, Article 3. Available at: : <https://scholarworks.wmich.edu/jssw/vol38/iss1/3>
2. Fazio, R.H., Roksos-Ewoldsen, D.R. (2014). Acting as We Feel: When and How Attitudes Guide Behavior. [PDF file] Retrieved from https://uk.sagepub.com/sites/default/files/upm-binaries/4874_Brock_Ch_3__Acting_as_we_feel.pdf

Course Code: POP 106 **Course Title:** Family Demography

Credits: 04 **Course Type:** Core

Rationale of the Course: The purpose of this course is to offer students knowledge of central aspects of family demography, such as fertility, family formation, divorce, and cohabitation. This course examines various concepts, theories, issues, and debates about marriage and family. It describes the historical perspectives of marriage and family. It focuses on types of marriage and family, changing marriage and family trends, and ever-changing family functions. It enables students to understand core family theories, the dynamics of mate selection, romantic relationships, divorce, single-parenting, children in broken families, remarriage, working mothers, LGBT (Lesbian, Gay, Bisexual, Transgender) families as part of human life experiences of today's society. This course depicts marriage-family interactions in the context of demography.

Course Learning Outcomes:

CLO 1	Remember the definition of essential terms related to family demography, including family structures, fertility, marriage, and various theoretical frameworks.
CLO 2	Understand the classical and contemporary theories on marriage and family change and their applications to empirical research.
CLO 3	Apply different theoretical frameworks to analyze current family trends and issues, such as low fertility, childlessness, and the impact of migration on family structures, and illustrate the real-world implications of different family structures and policies on individual and societal well-being.
CLO 4	Analyze the dynamics of diverse family forms, including same-sex, single-parent, blended, and transnational families, and investigate the relationships between family structures and various outcomes, such as child wellbeing, health, mortality, and economic conditions.
CLO 5	Evaluate the effectiveness of population policies and interventions to support different family structures, such as assisted reproductive technologies, surrogacy, and other modern family formation practices.
CLO 6	Create research design to investigate specific aspects of family demography, utilizing appropriate methods, data, and ethical considerations, and develop informed policy recommendations based on their understanding and analysis of demographic trends and family-related issues.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1		☑			
CLO 2		☑			
CLO 3		☑			
CLO 4				☑	
CLO 5				☑	
CLO 6			☑		

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction to the Course Family Demography: Key concepts and definitions-Defining Families, Purposes of Family-Sexual Gratification and Child Rearing, Sex and Sexuality, Sexuality and Sexual Expression; Love, Dating, and Relationships; Love and Romantic Relationships; Romantic Relationships and Dating; Dating and Mate Selection; Singlehood, Cohabitation, Marriage, Marriage as a Cultural and Social Institutions.	10	CLO 1 CLO 6
2.	Theoretical Perspectives on Marriage and Family Change: Classical and contemporary theories on family change, Application of theories to empirical research, Critical evaluation of theoretical frameworks, Conceptual Frameworks for Studying Families, Methods, Data, and Ethics in Family Demography.	10	CLO 2 CLO 3 CLO 6
3.	Overview of Changing Family Patterns and Its Impact on Population: Historical perspectives on family patterns and variations in family forms across cultures and societies. Same-sex families, single-parent families, and blended families. Trends and patterns in marriage, separation, divorce, and cohabitation. Divorce and Its Effects. Remarriage, Repartnering. Dynamics of stepfamilies, Trends in nonmarital births and their implications, Policy interventions to support nonmarital families and their impact on individuals and society. The effect of social and economic changes on family structures. Family, Work, and Balancing Work and Family Life. Factors contributing to family diversity.	10	CLO 4 CLO 6
4.	Low Fertility, Pro-Natalist Policies, and Marriage: Causes and consequences of low fertility, Pro-natalist policies, and their effectiveness, Comparative analysis of fertility trends, Trends in voluntary and involuntary childlessness, Ethical and social implications of surrogacy, Role of assisted reproductive technologies in family formation.	10	CLO 3 CLO 4 CLO 5 CLO 6
5.	Families, Health, Mortality, and Migration: Health outcomes associated with different family structures, Mortality rates and family dynamics, family influence on mental and physical health, Impact of migration on family structures, Transnational families and their dynamics, Policies affecting migrant families.	10	CLO 4 CLO 6
6.	Family Structure Fatherhood, Motherhood and Child Wellbeing: Impact of family structure on child development and wellbeing, Role of stability and instability in child outcomes, Long-term outcomes of children in unstable family environments, Interventions to support children in diverse family structures, Strategies to promote child wellbeing in various family structures, Variations in fatherhood across different demographics, Impact of race and class on fatherhood, Multiple-partner fertility, and its implications.	10	CLO 3 CLO 4 CLO 6
		Total = 60 Hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. Robert R. Bell. (1983). Marriage and Family Interaction.
2. William J. Goode. (1982). The Family
3. Letha & Scanzoni. (1976). Men, Women, and Change: A Sociology of Marriage and Family

Reference Books:

1. DeGenova & Philip Rice (2009). Intimate Relationship, Marriage and Family.
2. Cox & Carol (2009). Family Living.
3. Mark Hutter (2007). The changing family.

Other Resources (Online Resources or others)

Course Code: POP 107 **Course Title:** Social Sciences Research Methodology –I

Credits: 04 **Course Type:** Core

Rationale of the Course: This course is an overview of Social Science Research Methodology. It is an introductory-level course that aims to inform students about the basic concepts of research, how to conduct research, and why research is important for life and society. This course introduces students to the fundamental principles and methods of social research. It covers research purposes, knowledge production, and the distinction between common sense and scientific knowledge. The course also delves into the foundations of social science research, the process of selecting and formulating research problems, the relationship between theory and research, types of research, research designs, and basic sampling techniques.

Course Learning Outcomes:

CLO 1	Remember the definition of key terms such as research, social research, and scientific knowledge, and list the basic assumptions and aims of science and the characteristics of social sciences.
CLO 2	Understand the purposes of social research, including exploration, description, and explanation, as well as the steps of the scientific method and the role of methodology in scientific inquiry.
CLO 3	Apply the various criteria to formulate a research problem and differentiate between various types of research by purpose (descriptive, explorative, explanatory) and by nature (quantitative, qualitative, mixed methods).
CLO 4	Analyze the differences between commonsense-based knowledge and research-based scientific knowledge.
CLO 5	Evaluate the criteria used to formulate a good research problem, the role of literature reviews in research problem formulation, and different research designs and their appropriateness for specific research questions.
CLO 6	Create a conceptual framework, including operationalizing variables and formulating hypotheses, and design a research proposal incorporating suitable research designs and sampling techniques.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1			☑		☑
CLO 2			☑		☑
CLO 3			☑		☑
CLO 4			☑		☑
CLO 5			☑		☑
CLO 6			☑		☑

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction to Social Research: What is Research? What is Social Research? Purposes of Doing Research: Description, Exploration, and Explanation, Types of Knowledge, Commonsense vs. Research-based Scientific Knowledge, why is Commonsense-Based Knowledge Not Enough?	10	CLO 1 CLO 2 CLO 4
2.	Foundations of Social Science Research: Basic Assumptions of Sciences, Aims of Science, Characteristics of Science, Scientific Method and its Steps, Problems of Social Sciences, Characteristics of Social Sciences, and Relationship between Science & Social Science, Role of Methodology in Scientific Inquiry.	6	CLO 1
3.	Selecting and Formulating Research Problem: What is a Research Problem? When a Problem is Researchable? Sources of Research Problem. How do you select a Research Problem? Criteria for Formulating the Research Problem: Internal and External Criteria, Guidelines and Considerations for Selecting the Research Problem, Criteria of a Good Research Problem, Common Mistakes in Choosing a Research Problem, Role of Literature Review in Selecting and Formulating Research Problem.	16	CLO 3 CLO 5
4.	Theory and Research: Definitions of Concept, Variables, Hypothesis, and Theory and their interrelationship; Measurement of concepts and variables; Conceptualization and Operationalizations of Variables. Deductive and Inductive Theory or Theory Then Research vs. Research Then Theory.	8	CLO 6
5.	Types of Research: Types of Research by Purpose- Descriptive, Explorative, Explanatory, Experimental. Types of Research by Data Types- Quantitative, Qualitative, and Mixed-Methods.	4	CLO 3
6.	Research Designs: Major Types of Research Designs: Descriptive, Explorative, Explanatory, Experimental. Quantitative & Quantitative Research Designs: Cross-sectional Design, Longitudinal Design(s), Case Study Design, Comparative Design. Mixed-Methods Research Designs- Convergent mixed methods, Exploratory sequential mixed methods, Explanatory sequential mixed methods.	12	CLO 5
7.	Basic Ideas of Sampling: Logic of Sampling. Advantages and Disadvantages of Sampling. Types of Sampling Techniques: Probability and Non-probability Sampling. Types of Probability and Non-probability Sampling.	4	CLO 6
		Total = 60 hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**References:**

1. Adams, Gerald R., and Schvaneveldt, Jay D. Understanding Research. New York: Longman, Inc.
2. Babbie, Earl R. Survey Research Methods. Belmont, California Wadsworth Publishing Company, Inc.
3. Frankfort-Nachmias, Chava, and Nachmias, David. Research Methods in the Social Sciences. London:

Reference Books**Other Resources (Online Resources or others)**

Course Code: POP 108 **Course Title:** Basic Mathematics

Credits: 02 **Course Type:** GED

Rationale of the Course: This course will cover fundamental mathematics concepts essential for statistics and demographics applications. These concepts include set theory, Real number systems, combinatorics, relations and functions, graphs of functions, calculus, vectors, and matrices. The primary goal of this course is to equip students with the necessary mathematical and analytical skills and develop their critical thinking abilities.

Course Learning Outcomes:

CLO 1	Remember the fundamental mathematics concepts essential for statistics and demographics applications.
CLO 2	Understand the basics of set theory, number systems, functions, and equations, which are essential to computing fundamental notions in statistics and demographics.
CLO 3	Apply tools from the calculus of infinitesimals, such as differentiation, to solve optimal value problems.
CLO 4	Analyze the system of linear equations to get familiar with statistical modeling.
CLO 5	Evaluate the scopes of using matrix algebra principles essential to solving problems with high dimensions.
CLO 6	Create opportunities to use the understanding and knowledge of relations and functions in real life.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	x	x	x	x	x
CLO 2	x			x	x
CLO 3	x	x	x		
CLO 4	x	x		x	
CLO 5	x			x	x
CLO 6	x	x	x		

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Set theory and the real number system: Different types of set; set operations; Venn diagram; the axioms of set theory; the real number system: operations with integers and rational numbers; order of operations; properties of real number	4	CLO 1, CLO 2

2.	Counting system: basic counting; counting rules; permutation and combination	4	CLO 1, CLO 2
3.	Graphs and functions: Relations and functions; domain and range; ordered pairs and graphs; slope and graphs of the linear equation; equation of lines; exponents and polynomials; exponential functions; polynomial functions and quadratic equation and functions.	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
4.	Differential Calculus: Introduction to limits; derivatives, basic derivative properties; derivatives of linear, exponential and logarithmic functions; derivative of products and quotients; the chain rule; implicit differentiation; relative rates; first derivative and graphs; second derivative and graphs; maxima and minima with applications; concavity, functions of several variables.	8	CLO 1, CLO 3, CLO 5
5.	Integral Calculus: Indefinite integrals and its properties; integration by successive reduction; Definite integrals and its properties; improper integrals; gamma and beta functions; arc length of plane curves; area enclosed by plane curves.	4	CLO 1, CLO 3, CLO 5
6.	Vector and matrix: Vector and vector space; matrix and matrix operations; echelon and canonical form of a matrix; Inversion of a matrix (using row canonical form).	4	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
7.	System of linear equations: Consistent and inconsistent system; solution of a system of linear equations (Gaussian elimination and inversion method); rank of matrix	2	CLO 1, CLO 2, CLO 3, CLO 4, CLO 5, CLO 6
		Total = 30 hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Evaluate			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. Foundations of Mathematics, Custom Edition, Nelson Education Ltd. Canada, ISBN 0176650881.

Reference Books:

1. Mathematics for Management, 3rd Custom Edition, Pearson Learning Solutions, ISBN: 978-1-323-24391-6
2. Stewart J, Clegg DK, Watson S. Calculus. Cengage Learning; 2020.

Other Resources (Online Resources or others)

Course Code: POP 109 **Course Title:** Population, Environment, and Sustainable Development

Credits: 04 **Course Type:** Core

Rationale of the Course: This course presents the complex and multifaceted relationship between population, environment, and sustainable development. The courses will address sustainable development, population dynamics, and environmental issues, emphasizing current social, political, and development issues. This course investigates policies that support sustainability and the reasons behind their typical marginalization or omission from intergovernmental processes focused on sustainable development.

Course Learning Outcomes:

CLO 1	Remember and define the major concepts of environment and sustainable development and its historical evolution.
CLO 2	Understand the multidisciplinary nature of population and environmental changes and explain their importance and relevance to understanding sustainable development.
CLO 3	Apply knowledge to identify the key environmental issues and challenges such as ecology, ecosystem environmental pollution, deforestation, soil erosion, resource degradation
CLO 4	Analyze the dynamic relationships between population, development, and related factors, social, and political paradigms that impact the environment.
CLO 5	Evaluate the consequences of population growth and its environmental impact, and critique environmental policies and programs to achieve the Sustainable Development Goals.
CLO6	Create different models to interlink Population, Environment, and Sustainable Development for better management.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	X				
CLO 2	X	X		X	
CLO 3	X	X		X	
CLO 4	X	X		X	
CLO 5			X	X	X
CLO 6	X			X	X

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction to Population, Environment, and Sustainable Development: Concept of environment and its components; History of environmental concern; Different concepts of population, environment, and development; Concept of Social consequences of development and environmental changes; Concept of Sustainable Development; Sustainable development goals	6	CLO 1
2.	Environment Issues: Ecology (ecological pyramid, ecological footprint, and ecological succession); Biodiversity; Natural resources; Ecosystem; Renewable energy (biomass, solar, wind, hydro, geothermal); Nuclear energy	6	CLO 2
3.	Environmental degradation and resource depletion: Land quality issues: Environmental impacts of land-use; Irrigation efficiency and crop productivity; Land degradation; Agrochemicals and their environmental impacts; Deforestation; Water quality issues: Water scarcity, Hydrological cycle and water resources- surface, ground, desalination; Water pollution; Oceans and international waters; Air Quality issues: Sources and types of air pollutions; Ozone depletion; Energy Resources: Fossil fuels (oil, natural gas and coal)	10	CLO 3
4.	Population and Challenges to Environmental Sustainability: Population dynamics and environmental stress: causes and consequences; Environmental crisis and social unrest and Sustainable Development; Population pressure on water, air resource, ecosystem, desertification, and deforestation; energy resources; Population and environmental justice: equity, rights, and ethics	8	CLO 3
5.	Population, Environment, and Sustainable Development: Dynamic relation between population environment and sustainable development; Impacts of the population on natural resources and ecosystem; Population, poverty, and environmental degradation (Malthusian perception controversy; social inequalities as a threat multiplier); Population and environmental health issues; Critiques of sustainable development perspectives; Sociological approaches to sustainable development; Population-related challenges and natural resource use and management.	10	CLO 4
6.	Environmental Management: Environmental Management System; Public-Private Partnerships for Sustainability; Environmental Impact Assessment; Integrated water resources management; Energy – water – food nexus and management issues; Strategies/technologies for air quality management; Waste Management; Sustainable energy options	8	CLO 4 CLO 5
7.	National Policies and Programs: Policy and practice in environmental sustainability and development Principles of environmental policy concepts; Environmental Policies; Environmental conservation act; Environmental laws and regulations; Sustainable Development Goals (SDGs); Conventions and treaties on environment and climate change; Integrating sustainability into development policies and strategies	10	CLO 5 CLO 6
		Total = 60 Hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. Rom, W. N. (2011). *Environmental policy and public health: air pollution, global climate change, and wilderness* (Vol. 14). John Wiley & Sons.
2. Agrwal K. and Purohit S., *Environmental Pollution: Causes, Effects and Control*, 2006 Jodhpur: Agrobios India
3. Rana, S. V. S. (2013). *Essentials of ecology and environmental science*. PHI Learning Pvt. Ltd.

Reference Books

1. Vig, N. J., & Kraft, M. E. (Eds.). (2012). *Environmental Policy: New Directions for the Twenty-First Century 8th Edition*. Sage.
2. Ukaga, O., Maser, C., & Reichenbach, M. (Eds.). (2010). *Sustainable development: Principles, frameworks, and case studies*. CRC Press.
3. Clarke, J. I. (1996). The impact of population changes on the environment: An overview. *Resources and Population: Natural, Institutional and Demographic Dimensions of Development*, Oxford: Clarendon Press. Google Scholar.

Other Resources (Online Resources or others)

Second Year Third Semester

Course Code: POP 201 **Course Title:** Fertility and Reproduction

Credits: 04 **Course Type:** Core

Rationale of the Course: This course provides a comprehensive understanding of human fertility and reproduction, covering the biological, medical, and social aspects. It aims to equip students with knowledge about reproductive systems, fertility issues, contraception, and assisted reproductive technologies (ART). This course introduces students to the basic concepts and measures applied in studying human fertility. The course is designed to provide students with theoretical frameworks for studying fertility. The course will focus on the determinants of fertility and the fertility behavior of the population in the context of socioeconomic development, gender relations, poverty, etc. It will examine social policies addressing different fertility situations in the current global fertility situation. This course aims to focus on contemporary trends, patterns, and determinants of fertility in Bangladesh. Issues and fertility decline in Bangladesh and a global context will be a significant focus of the course.

Course Learning Outcomes:

CLO 1	Remember the terms and indicators used to describe and measure fertility in populations.
CLO 2	Understand concepts and terms applied in the study of fertility and reproduction, including fertility as a major determinant of population process and change and fertility behavior, determinants, and fertility differentials in various contexts (political, social, cultural, economic).
CLO 3	Apply theoretical insights in fertility studies to practical scenarios and case studies.
CLO 4	Analyze contemporary global and national trends, patterns, determinants, and issues in fertility and reproduction.
CLO 5	Evaluate the effectiveness of different policies and approaches in managing fertility.
CLO 6	Creating new models or theories in the fertility study based on the critical analysis and evaluation of existing data and policies.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	☑	☑			
CLO 2	☑	☑			
CLO 3		☑			
CLO 4				☑	
CLO 5					☑
CLO 6					☑

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction to Reproductive Systems: Overview of male and female reproductive anatomy; Menstrual cycle and its phases; Hormonal Regulation of Reproduction -Endocrine glands involved in reproduction, Hormonal control of the menstrual cycle, Role of hormones in pregnancy and lactation; Contraception -Types of contraceptive methods (barrier, hormonal, natural, surgical), Mechanisms of action and effectiveness of contraceptives.	10	CLO 1 CLO 2
2.	Introduction and Measures of Fertility and Reproduction: Basic concepts of human fertility and reproduction, fecundity and infecundity, fundable and fecundability, and fertility and infertility. Measures of fertility and reproduction. Behavioral and biological factors of fertility, fertility differentials, population process and fertility, fertility and age and sex composition, and fertility determinants.	6	CLO 1 CLO 2
3.	Frameworks and Theories of Fertility: Theoretical perspectives in the study of fertility: Kingsley Davis and Judith Blake's Framework of Fertility; John Bongaarts' Framework of Proximate Determinants of Fertility; Economic theories of fertility; Social theories of fertility; Feminist perspective of fertility; Diffusion and ideas; Technology and fertility.	12	CLO 3 CLO 6
4.	Fertility and Social Policies: Examine the determinants and implications of high and low fertility; crisis of low fertility. Social policies for addressing high fertility, family planning programs and fertility, and social policies for addressing low fertility and their implications.	10	CLO 5 CLO 6
5.	Fertility in Bangladesh: Trends and patterns of fertility in Bangladesh; Fertility differentials in Bangladesh; Contraceptive behavior in Bangladesh; Determinants of fertility in Bangladesh; Fertility transition in Bangladesh; Adolescent fertility in Bangladesh. Policies and programs relating to fertility in Bangladesh.	10	CLO 4
6.	World Fertility Transition and Contemporary World Fertility: World fertility scenario; world fertility trends and patterns; world fertility transition.	6	CLO 4
7.	Fertility Issues and Diagnosis - Common causes of infertility in men and women, Diagnostic techniques for fertility assessment, Impact of lifestyle and environmental factors on fertility; Assisted Reproductive Technologies (ART): Overview of ART techniques (IVF, ICSI, etc.), Success rates and risks associated with ART, Legal issues surrounding fertility treatments and ART, Future trends and advancements in ART	6	CLO 1
		Total = 60 Hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. John R Weeks, 2014. *Population: An Introduction to Concepts and Issues*. Cengage Learning, Boston.
2. Richard E. Jones and Kristin H. Lopez. (2014). *Human Reproductive Biology*. London: Academic Press
3. Christopher J. De Jonge and Christopher L. R. Barratt. (2002). *Assisted Reproductive Technology: Accomplishments and New Horizons*. Cambridge: Cambridge University Press
4. John Guillebaud and Anne MacGregor. (2013). *Contraception: Your Questions Answered*. London: Churchill Livingstone.
5. Gary Becker, 1976. *The Economic Approach to Human Behaviour*, Chicago, University of Chicago Press.
6. Kingsley Davis and Blake, 1956. "Social Structure and Fertility: An Analytical Framework", *Economic Development and Cultural Change*, 4 (3), p. 211-235.
7. John Bongaarts, 1978, "A Framework for Analyzing the Proximate Determinants of Fertility", Vol. 4(1), *Population and Development Review*, P. 105-132.
8. John Bongaarts, 1982. The Fertility-Inhibiting Effects of the Intermediate Fertility Variables, *Studies in Family Planning*, 13(6/7): 179-189.
9. Gary S. Becker 1960. An Economic Analysis of Fertility, in Gary S. Becker ed.) *Demographic and Economic Change in Developed Countries*, p. 209-240. Princeton (New Jersey) Princeton University Press, National Bureau of Economic Research.
10. Richard A Easterline 1975. "An Economic Framework for Fertility Analysis", *Studies in Family Planning*, 6:3, March 1973, pp. 54-63.
11. Caldwell John C. and Caldwell Pat, 1987. The Cultural Context of High Fertility in Sub-Saharan Africa, *Population and Development Review*, Vol 8(4), p. 689-727.
12. John Cleland, 1987. Demand Theories of Fertility Transition: An Iconoclastic View, *Population Studies*, Vol.1(1). P. 5-30.
13. S. Philip Morgan 2003. Is low fertility a twenty-first-century demographic crisis? *Demography*, 49:589-603
14. John Caldwell and Thomas Schindlmayr, 2003. Explanations of the Fertility Crisis in Modern Societies: A Search for Commonalities, *Population Studies*, 57(3): 241-263.
15. Khuda, Be., Haque, M.R. Hasan, M.S., Alam, N., & Barkat, S, 2018, Fertility Preferences in Bangladesh, in S. Gietel-Basten, J. Casterline, & M. Kim Choe (Eds), *Family Demography in Asia: A Comparative Analysis of Fertility Preferences*, (Book Chapter-3), Edward Elgar Publishing: UK.

Reference Books

Other Resources (Online Resources or others)

Course Code: POP 202 **Course Title:** Population and Gender

Credits: 04 **Course Type:** Core

Rationale of the Course: Population and Gender considers how gender can be applied to realize population-related phenomena. This course links gender studies and population studies. Students will develop critical thinking about population and gender-related issues. They will know how to tackle gender-related socio-cultural norms and beliefs to reduce gender inequalities in national and global contexts. Students will also learn the methodological aspects of feminism. While learning key gender issues, discussion will also occur regarding this field's theoretical and practical contribution.

Course Learning Outcomes:

CLO 1	Remember the definitions of key concepts such as sex and gender, gender roles, gender socialization, patriarchy, and gender discrimination, as well as different feminist theories, including Liberal Feminism, Socialist Feminism, Radical Feminism, and cultural feminism.
CLO 2	Understand the differences between gender inequality and gender equity and the impact of gender norms on reproductive health and family planning.
CLO 3	Apply feminist theories to analyze gender roles and inequalities in various contexts and use case studies to illustrate gender disparities in fertility trends and mortality rates.
CLO 4	Analyze the causes and consequences of gender-based violence and gender discrimination and its impact on fertility, mortality, migration, and population aging and compare the experiences of women in these regards in different cultural settings.
CLO 5	Evaluate the impact of gender-responsive policies on population dynamics and development and critique traditional population theories from a gender perspective.
CLO 6	Create a gender-sensitive approach to population studies integrating theoretical frameworks and practical examples and propose policy recommendations that address women's needs and promote gender equity in the population-related programs.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	<input checked="" type="checkbox"/>				
CLO 2	<input checked="" type="checkbox"/>				
CLO 3		<input checked="" type="checkbox"/>			
CLO 4		<input checked="" type="checkbox"/>			
CLO 5			<input checked="" type="checkbox"/>		
CLO 6					<input checked="" type="checkbox"/>

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction: Sex and Gender, Gender Roles, Gender Socialization, Gender Discrimination, Patriarchy, Gender-based violence, Gender Inequality, Gender Inequality Index, Theoretical explanation of gender inequalities, Gender Equality, Equity, and Gender Stereotyping.	6	CLO 1 CLO 2
2.	Feminist Theory: Feminist theories (Liberal Feminism, Socialist Feminism, Radical Feminism, Cultural feminism) and methodologies.	4	CLO 1
3.	Population Theories and Gender Critique: Historical Context: The evolution of gender roles in population studies. Theoretical Frameworks: An overview of gender analysis, feminist demography, and major population theories. Critique of Traditional Theories: Gender perspectives and critiques of conventional population theories. Integrating Gender Perspectives: Developing a gender-sensitive approach to population.	8	CLO 5
4.	Gender and Fertility: Fertility Preferences and Behaviors: Gender differences in fertility decisions. Reproductive Health: Impact of gender norms on reproductive health and family planning. Cultural Contexts: Case studies on fertility trends and gender in different cultural settings.	6	CLO 3 CLO 4
5.	Gender and Mortality: Mortality and Life Expectancy: Gender disparities in mortality rates. Influencing Factors: Social, economic, and health factors affecting gender differences in mortality. Maternal Health: Impact of maternal health and gender-based violence on mortality.	6	CLO 3 CLO 4
6.	Gender and Migration: Patterns of Migration: Gendered causes and consequences of migration. Labor Migration: Gendered vulnerabilities in labor migration and human trafficking. Migration Experiences: Case studies on the experiences of migrant women.	6	CLO 3 CLO 4
7.	Gender and Population Aging: Population Aging: Gender aspects of an aging population. Gender Roles: The impact of aging on gender roles and relations. Policy Implications: Addressing the needs of aging women through policy.	6	CLO 4
8.	Gender, Health, and Well-being: Access to Healthcare: Gendered access to healthcare and health outcomes. Health Behaviors: Gender differences in health behaviors and mental health. Intersectionality: Exploring health disparities through an intersectional lens.	4	CLO 2
9.	Gender and Development: Nexus between Gender and Development: Women in Development (WID), Women and Development (WAD), Gender and Development (GAD), Gender, Environment and Development (WED).	6	CLO 5 CLO 6

10.	Population and Gender Policy Approaches: Population Policies: Analysis of population policies through a gender lens. Family Planning: Gender equity in family planning programs. Policy Impact: Assessing the impact of gender-responsive policies on population dynamics. The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), International Conference on Population and Development (ICPD), 4th World Conference on Women (Beijing 1995), National Women's Development Policy, The Girl Summit, Sustainable Development Goals.	8	CLO 5 CLO 6
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their

respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks:

1. Mahtab, Nazmunnessa. (2011). *An Introduction to Women and Gender Studies (Selected Texts on Concepts and Issues)*.
2. Bhasin, K. (2000). *Understanding gender. Kali for women*.
3. Bhasin, K., & Khan, N. S. (2003). *Some questions on feminism and its relevance in South Asia*. Institute of Women's Studies, St. Scholastica's College.
4. Basin, K. (1993). *What is Patriarchy?*
5. Sarkar, A. (2006). *Gender and development*. Global Media Publications.

Reference Books

1. Appelrouth, S., & Edles, L. D. (Eds.). (2010). *Sociological theory in the contemporary era: Text and readings*. Pine Forge Press.
2. Basow, S. A. (1992). *Gender: Stereotypes and roles*. Thomson Brooks/Cole Publishing Co.
3. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development, and globalization: economics as if all people mattered*. Routledge.
4. Butler, J. (2004). *Undoing gender*. Psychology Press.
5. Butler, J. (2011). *Gender trouble: Feminism and the subversion of identity*. Routledge
6. Cain, M., Khanam, S. R., & Nahar, S. (1979). Class, patriarchy, and women's work in Bangladesh. *Population and Development Review*, 405-438.
7. Dreze, Jean, and Amartya Sen. *India: Development and participation*. Oxford University Press, USA, 2002.
8. Evans, J. (1995). *Feminist theory today: An introduction to second-wave feminism*. Sage.
9. Fiske, S. T. (2010). *Interpersonal stratification: Status, power, and subordination*.
10. Jenainati, C. (2014). *Introducing feminism: A graphic guide*. Icon Books Ltd.
11. John, N. A., Stoebenau, K., Ritter, S., Edmeades, J., Balvin, N., & Unicef. (2017). *Gender socialization during adolescence in low-and middle-income countries: Conceptualization, influences and outcomes*.
12. Ramazanoglu, C., & Holland, J. (2002). *Feminist methodology: Challenges and choices*. Sage.
13. Sardenberg, C. M. (2008). Liberal vs. Liberating Empowerment: A Latin American Feminist Perspective on Conceptualising Women's Empowerment 1. *IDS bulletin*, 39(6), 18-27.
14. Sultana, A. M. (2010). Patriarchy and women's gender ideology: A socio-cultural perspective. *Journal of Social Sciences*, 6(1), 123-126.
15. UNDP. (2019). *Human Development Report 2019. Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century*. United Nations Development Programme. New York <http://hdr.undp.org/en/content/human-development-report-2019>
16. UNDP. (2020). *Tackling Social Norms - A Game Changer for Gender Inequalities: 2020 Human Development Perspectives*. United Nations Development Programme. New York

Other Resources (Online Resources or others)

Course Code: POP 203 **Course Title:** Descriptive Statistics for Population Sciences

Credits: 03 **Course Type:** Core

Course Type: Core

Rationale of the Course: Descriptive Statistics for Population Sciences is designed to provide an overview of the discipline of Statistics and familiarize students with the basic concepts and issues of Statistics and its applications. Through this course, students will understand the preliminary concepts of statistics and also be able to apply this knowledge to population and social science-related research.

Course Learning Outcomes:

CLO 1	Remember and define the basic concepts related to descriptive statistics, including the interlinkages among the basic statistical methods, variable classification, data summarization with graphical representation, measures of central tendency and dispersion, and shape of the distribution.
CLO 2	Understand the use of descriptive statistical tools and explain their importance in social science research.
CLO 3	Apply and select the appropriate techniques of descriptive statistics to conduct research in their academic and professional life.
CLO 4	Analyze the differences and importance of using descriptive statistical methods considering the nature and types of the variables.
CLO 5	Evaluate the results of descriptive statistics and interpret the results to explain the role of different types of variables in specific research.
CLO 6	Create opportunities to use the understanding and knowledge of descriptive statistics to use the tools of inferential statistics.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	x	x	x	x	x
CLO 2		x		x	
CLO 3		x	x		
CLO 4				x	
CLO 5		x	x		x
CLO 6					x

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction: Definition and importance of studying statistics in social science research; functions of statistics: differences between descriptive and inferential statistics; key issues of using statistics in social science research; inter-linkages among basic statistical concepts.	6	CLO1
2.	Level of Measurement: Meaning and measurement of concept; process of measurement; types of the level of measurement; comparison between the levels of measurement; importance of using the levels of measurement in social research.	8	CLO1
3.	Data Summarization: The importance of summarizing statistical data; types of data; ways to summarize data; proportion, percentage, and ratio; importance of frequency distribution to summarize data;	6	CLO1, CLO2,

	importance and types of tables; key issues of table construction; formatting frequency table to present data and interpretation; different forms of graphical presentation to summarize data; justification of using different types of graphical presentation.		CLO3, CLO4
4.	Measures of Central Tendency: Definition and types of measures of central tendency; comparison between the measures of central tendency; importance and use of the measures of central tendency in further statistical analysis; measures of location and its importance.	8	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
5.	Measures of Dispersion: Definition and types of measures of dispersion; absolute measures of dispersion; relative measures of dispersion; comparison between the measures of dispersion; importance and use of the measures of dispersion in further statistical analysis.	8	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
6.	Shape character of a distribution: Definition and types of moments; central moments; measures of skewness and its importance; measures of kurtosis and its importance.	9	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
		Total = 45 hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 25)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**Textbooks:**

1. Healey, F. J. (2013). The Essentials of Statistics: a Tool for Social Research (3rd ed.). Wadsworth. USA.

Reference Books:

1. Walsh, A. (1990). Statistics for the Social Sciences, Harper and Row Publishers, New York.
2. Schmidt, M.J. (2010). Understanding and Using Statistics: Basic Concepts, 4th eds, BVT Publishing, LLC, USA.

Other Resources (Online Resources or others)

Course Code: POP 203 A **Course Title:** Descriptive Statistics for Population Sciences (Lab)

Credits: 01 **Course Type:** Core

Course Type: Core

Rationale of the Course: The Descriptive Statistics for Population Sciences lab is designed to equip the students to apply the methods learned in Descriptive Statistics using practical data. In this course, students will be introduced to SPSS used in statistical analysis and develop expertise. After completing the lab, the students will learn how to handle quantitative data, such as creating data entry templates, data entry, cleaning, and analyzing data using descriptive statistical tools.

Course Learning Outcomes:

CLO 1	Remember and define the options available in SPSS, such as defining variables' names, labels, and measures; data cleaning, recoding, sorting, importing, and exporting data; and performing descriptive statistical analysis, including graphical representation.
CLO 2	Understand the structure of data collection tools and match it with the environment of SPSS.
CLO 3	Apply appropriate descriptive statistics techniques, including frequency distribution with graphical representation, measures of central tendency, and dispersion, to understand the shape and nature of the data.
CLO 4	Analyze data using SPSS and interpret the descriptive statistics output obtained from SPSS output for preparing the research report and scientific journal articles.
CLO 5	Evaluate and report the results of descriptive statistics from the analyzed data in SPSS.
CLO 6	Create opportunities to use the understanding and knowledge of using SPSS in future research and further statistical analysis.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	x	x	x	x	x
CLO 2		x		x	
CLO 3		x	x		
CLO 4				x	
CLO 5		x	x		x
CLO 6					x

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction to SPSS: SPSS Environment: data editor, output viewer, syntax editor, Data view window; Data creation in SPSS; importing data; Variable types in SPSS and Defining variables.	10	CLO1, CLO2, CLO3
2.	Data manipulation and transformation: computing variables in SPSS, recording variables, ranking cases, sorting data, and selecting subsets of the data.	10	CLO1, CLO2, CLO3

3.	Importing data from spreadsheets and other applications to SPSS and exporting data from SPSS to other formats.	2	CLO1, CLO2, CLO3, CLO4
4.	Descriptive analyses with SPSS: Summarizing variables using frequencies; Measures of central tendency (e.g., mean, median, and mode); Measures of dispersion and shape characteristics of data.	4	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
5.	Data visualization using SPSS: Bar charts, pie diagram histograms, line diagrams, scatter plots, and boxplots.	4	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
		Total = 30 hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 15)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 10)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will

have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks

1. Julie Pallant. 2016. SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS. Berkshire, England: Open University Press.

Reference Books:

1. Dewberry, C 2004, Statistical Methods for Organizational Research: Theory and Practice, 1st Eds., Routledge, New York.
2. Joseph F. Healey. 2012. Statistics: A Tool for Social Research. United Kingdom: WADSWORTH CENGAGE Learning
3. Field, A. 2024, Discovering statistics using IBM SPSS statistics. 4th eds, Sage Publications Limited.

Other Resources (Online Resources or others)

1. Haque, M. R., Parr, N., & Muhidin, S. (2019). Parents' healthcare-seeking behavior for their children among the climate-related displaced population of rural Bangladesh. *Social Science & Medicine*, 226, 9-20.
2. Haque, R., Parr, N., & Muhidin, S. (2020). Climate-related displacement, impoverishment and healthcare accessibility in mainland Bangladesh. *Asian Population Studies*, 16(2), 220-239.

Course Code: POP 204 **Course Title:** Social Sciences Research Methodology -II

Credits: 04 **Course Type:** Core

Rationale of the Course: Research methodology is the cornerstone of scientific inquiry, providing the tools and techniques to explore, understand, and contribute to the ever-evolving landscape of social phenomena. Understanding research methodology is essential for students seeking to contribute meaningfully to the social sciences. Whether students aim to address societal issues, inform public policy, or enhance their critical thinking skills, this course will equip students with the tools to conduct rigorous and impactful research in the dynamic field of social sciences.

Course Learning Outcomes:

CLO 1	Remember key concepts in research designs and methods.
CLO 2	Understand the rationale behind choosing specific data collection methods based on research design and the strengths and limitations of different data collection methods in social sciences.
CLO 3	Apply knowledge to formulate questionnaires and topic guides based on the nature of the research question and context.
CLO 4	Analyze quantitative and qualitative data collection techniques for their applicability based on the context.
CLO 5	Evaluate the validity and reliability of data collection methods.
CLO 6	Create qualitative and quantitative data collection methods to explore a specific research question.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05
CLO 1	X		X		
CLO 2	X	X	X	X	
CLO 3	X	X	X		
CLO 4	X	X	X	X	
CLO 5	X		X	X	X
CLO 6	X		X	X	

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Research Strategy and Data in Research: Research strategy; Need and Properties of Research Strategies; Data in research; Importance of accuracy in Data Collection; Issues to be Considered for Data Collection; Types of data; Methods of collecting primary data; Sources of secondary data; Explore practical considerations for selecting and implementing data collection tools.	6	CLO 1 CLO 2
2.	Interview schedule: The purpose of the interviews, Determine the differences between qualitative and quantitative interviews and the types of quantitative interviews (structured, semi-structured, and unstructured). Different forms of interview: in-person, telephone, and virtual face-to-face format; Interview contexts; Conducting	8	CLO 2 CLO 3 CLO 4 CLO 5 CLO 6

	interviews; Pilot testing interview schedules; Advantages and limitations of using interviews for quantitative data collection.		
3.	Questionnaire Construction: Definition and importance of questionnaires in research; Types of questionnaires (structured, semi-structured, unstructured); Applications of using questionnaires; Steps In Designing A Questionnaire; Importance of pretesting and pilot testing questionnaires; Methods for pretesting (cognitive interviewing, focus groups, pilot studies); Analyzing pretest results and making revisions.	8	CLO 2 CLO 3 CLO 4 CLO 6
4.	Structured observation: Problems with survey research on social behavior; Importance and benefits of observation; The observation schedule; Strategies for observing behavior; Sampling; Issues of reliability and validity; Field simulations as a form of structured observation; Criticisms of structured observation.	8	CLO 2 CLO 6
5.	Participant Observation: Importance and applications of Participant Observation in various fields; Ethical Guidelines; Steps in Designing a Participant Observation Study; Techniques and Strategies for Effective Participant Observation; How to Be an Effective Participant Observer.	6	CLO 2 CLO 3
6.	In-Depth Interviews: Ethical Guidelines; Logistics of Interviewing; Steps in Designing Interview Guide; How to Be an Effective Interviewer.	8	CLO 2 CLO 3 CLO 5 CLO 6
7.	Focus Groups: Characteristics and uses of focus group discussions; Ethical Guidelines; Conducting a focus group Discussion; How to Be an Effective Moderator; How to Be an Effective Note-taker; Tips for Taking Focus Group Notes; Analysis of Results.	8	CLO 2 CLO 3 CLO 5 CLO 6
8.	Participatory Rural Appraisal: Understand the concept and principles of PRA; Learn about various PRA tools and techniques; Explore the applications and benefits of PRA in social research; Discuss the challenges and ethical considerations of PRA;	8	CLO 2 CLO 3 CLO 5 CLO 6
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**Textbooks**

1. Babbie, E. R. (2020). The Practice of Social Research (15th ed.). Cengage Learning.
2. Bryman, Alan. (2012). Social Research Methods (4th Ed). Oxford; New York: Oxford University Press

Reference Books

1. Varkevisser, C. M., Indra Pathmanathan, Brownlee, A., & World Health Organization. (2003). Designing and conducting health system research projects. Kit Publishers.
2. Mack, N., & Woodsong, C. (2005). Qualitative research methods: A Data Collector's field guide. FLI USAID.
3. Babbie, E. (2015). The Basics of Social Research (7th ed.). CENGAGE Learning Custom Publishing.
4. Tolley, E. E., Ulin, P. R., Mack, N., Robinson, E. T., & Succop, S. M. (2016). Qualitative Methods in Public Health: A Field Guide for Applied Research. Wiley
5. Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approach (3rd ed.). Sage Publications, Inc.
6. Payne, G., & Payne, J. (2004). Key Concepts in Social Research. SAGE.
7. Ulin, P. R., Robinson, E. T., & Tolley, E. E. (2005). Qualitative methods in public health: a field guide for applied research. Jossey-Bass.

Other Resources (Online Resources or others)

Second Year Fourth Semester

Course Code: POP 205 **Course Title:** Morbidity and Mortality

Credits: 04 **Course Type:** Core

Rationale of the Course: Morbidity and Mortality is one of the key courses of Population Sciences. In this course, students will study the basic concepts of morbidity and mortality with contemporary debate and theories. This course will introduce the students to the trends and differentials of morbidity and mortality. Students will also learn the nature of mortality and morbidity transition, emphasizing long-term mortality decline. They will also learn the global, regional, and national mortality and morbidity patterns, including health promotion.

Course Learning Outcomes:

CLO 1	Remember the definitions of morbidity and mortality, and describe their key characteristics and distinctions, along with the various morbidity and mortality data sources.
CLO 2	Understand the indicators used to measure a population's health status, including various morbidity and mortality rates, the multidimensional nature of morbidity, and how it interrelates with demography.
CLO 3	Apply morbidity-related measures such as incidence and prevalence, case fatality, and mortality-related measures such as CDR, ASDR, CADR, NNMR, PNNMR, IMR, CMR, MMR, and life expectancy to real-world data.
CLO 4	Analyze different theories and approaches to understanding morbidity and mortality, including demographic, health, and epidemiological transitions.
CLO 5	Evaluate the effectiveness of public health interventions and personal behaviors in reducing morbidity and mortality and assess the impact of social determinants on health outcomes and inequality in morbidity and mortality.
CLO 6	Create health promotion strategies and interventions to address emerging global health issues and design a research project using appropriate models to study the spread and control of infectious diseases.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05
CLO 1	☑				
CLO 2	☑				
CLO 3	☑				
CLO 4		☑			
CLO 5				☑	☑
CLO 6			☑		

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction: Definition and nature of morbidity and mortality, Distinction between morbidity and mortality, Multidimensional nature of morbidity, Types of morbidity and sources of morbidity and mortality data, The Interrelationship between demography and morbidity.	6	CLO 1 CLO 2
2.	Measures of Morbidity and Mortality: Indicators to measure the health status of the population; measures of Morbidity: Incidence and prevalence rate, case fatality rate, attack rate. Measures of Mortality: CDR, ASDR, CADR, NNMR, PNNMR, IMR, CMR, MMR, and life expectancy.	8	CLO 2 CLO 3
3.	Theories and Approaches to Morbidity and Mortality: Biomedical and socio-medical Approaches of Health and Illness, The Medical, The Functional, The Psychological, The Legal, and The Biophysical Model of Health.	12	CLO 4
4.	Causes of Death and Classification of Diseases: WHO categories of causes of death: Communicable diseases, non-communicable diseases, and injury. Basic ideas about the international classification of diseases: History and Development, Environmental Health. Compression of Morbidity. Demographic transition, Health transition, and Epidemiological transition.	8	CLO 4
5.	Framework, Determinants, and Differentials of Morbidity and Mortality: Macro and microanalytical models of morbidity, mortality, and health. Causes of long-term mortality decline: medicine and nutrition, 'exposure*resistance*recovery' framework for infectious diseases, the role of public health and personal behavior. Uses and Application of Susceptible (S), Infection (I), Recovery (R) model (SIR Model), Social determinants of health, Differentials infectious diseases, non-communicable diseases, and injury, Inequality in morbidity and mortality, Preston curve, Health production function.	10	CLO 4
6.	Global Burden of Morbidity and Mortality: Basics of global burden of diseases (GBD), Global, regional, and national trends of disease burden and mortality, DALYs, QALYs.	8	CLO 5
7.	Health Promotion: Foundation of Health Promotion, Assessment for Health Promotion, Interventions for Health Promotion, Application of Health Promotion, Emerging Global Health Issues	8	CLO 5 CLO 6
		Total = 60 Hours	

Assessment Pattern:**CIE-Continuous Internal Evaluation (Number of Marks 50)**

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	☑	☑			☑	

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks

1. Caselli, G., Vallin, J., & Wunsch, G. (2005). *Demography: Analysis and Synthesis, Four Volume Set: A Treatise in Population*. Elsevier.
2. Edelman, C. L., Mandle, C. L., & Kudzma, E. C. (2018). *Health promotion throughout the life span*. 9th Edition. Elsevier Health Sciences.
3. Fries, J et al. (2011). Compression of morbidity 1980–2011: A focused review of paradigms and progress. *Journal of Aging*, pp. 1-10.
4. Gaimard, Maryse. (2014). *Population and Health in Developing Countries*. Demographic Transformation and Socio-Economic Development Vol. 2. Springer.
5. Hoque, M. Nazrul, Beverly Pecotte, Mary A. McGehee. (2017). *Applied Demography and Public Health in the 21st Century*. Applied Demography Series 8. Springer International.
6. Kumar, S., & Preetha, G. (2012). Health promotion: an effective tool for global health. *Indian journal of community medicine: Official publication of Indian Association of Preventive & Social Medicine*, 37(1), 5–12. <https://doi.org/10.4103/0970-0218.94009>
7. Marmot, M. (2005). *Public Health Social determinants of health inequalities*. *Lancet*, 365, 1099–1104. [https://doi.org/10.1016/S0140-6736\(05\)71146-6](https://doi.org/10.1016/S0140-6736(05)71146-6)
8. Mckeown, Thomas, R.G. Brown and R.G. Record. (1972). *An interpretation of the modern rise of population in Europe*. *Population Studies*, Vol. 26, no 3 (Nov., 1972), pp. 345-382.
9. Murray, C and L. Chen. (1993). In search of a contemporary theory for understanding mortality change. *Social Science and Medicine* 3(2):143-155.
10. Poston, Dudley L., Jr., and Bouvier, Leon F. (2010). *Population and Society: An Introduction to Demography*. Cambridge University Press.
11. Sloggett A (2015). Measuring fertility. In *Population Analysis for Policy and Programmes*. Paris: International Union for the Scientific Study of Population. Available at http://papp.iussp.org/sessions/papp101_s04/PAPP101_s04_010_010.html. Accessed 2015-03-16.
12. Thomas, Richard, K. (2016). *In Sickness and In Health: Disease and Disability in Contemporary America*. Springer-Verlag New York.
13. Thomas, Richard, K. (2018). *Concepts, Methods and Practical Applications in Applied Demography_ An Introductory Textbook*. Springer International Publishing.
14. Walker, P. J. R. (2012). *Mortality, Morbidity and Health*. 1–46. Retrieved from www.ssc.wisc.edu/~walker/wp/wp-content/uploads/.../E623MortLec.pdf
15. Weeks, John, R. (2007). *Population: An Introduction to Concepts and Issues*. Tenth Edition, Wadsworth Publishing Company, Belmont, California.
16. World Health Organization (WHO). *International Classification of Diseases 09, 10 and 11*.
17. World Health Organization (WHO). Poster, Infographics, Publications on environmental health.
18. Young, T.K. 1998. *Population Health: Concepts and Methods*. New York: Oxford University Press.

Reference Books

Other Resources (Online Resources or others)

Course Code: POP 206 **Course Title:** Inferential Statistics for Population Sciences

Credits: 03 **Course Type:** Core

Rationale of the Course: To achieve statistical sophistication, descriptive and inferential statistics are two required investigative methodologies for understanding, evaluating, and carrying out research. With a foundational knowledge of the description statistics acquired in the previous semester, students will learn inferential statistics in this course that focuses on drawing reliable conclusions about the characteristics of a population based on a sample. They can apply this knowledge to various population-related issues and research. Students will also be introduced to statistical software, SPSS, to apply the advanced knowledge of statistical analysis. Overall, this course aims to engraft students with the advanced application of statistical knowledge necessary to understand population dynamics and conduct quantitative research.

Course Learning Outcomes:

CLO 1	Remember and define the concepts related to inferential statistics, including probability distributions, sampling and estimation, tests of hypothesis, and correlation and regression.
CLO 2	Understand the importance and use of inferential statistical tools for data-driven decision-making in research.
CLO 3	Apply and select the appropriate techniques of inferential statistics, considering the research objective and research questions, to conduct research in academic and professional life.
CLO 4	Analyze the data, both primary and secondary, in research using the tools of inferential statistics considering the nature and types of the variables.
CLO 5	Evaluate, report, and interpret the results of inferential statistical outputs to explain the role of different types of variables in a specific research problem.
CLO 6	Create opportunities to use the understanding and knowledge of inferential statistics in future advanced research.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	x	x	x	x	x
CLO 2		x	x	x	
CLO 3		x	x		x
CLO 4		x	x		x
CLO 5				x	x
CLO 6			x	x	x

Course Content:

Sl. No	Topic	Hours	Alignment to CLO
1.	Introduction to probability: Sample space; definition and types of events; complement of events; definition of probability; additive and multiplication law of probability; independence of events and conditional probability; Bayes' theorem.	6	CLO1, CLO2, CLO3
2.	Random variable and its distribution: Random variable and its type; probability distribution and its classification; mathematical expectation; Bernoulli distribution with properties and assumptions; Binomial distribution with properties, assumptions, and applications; Poisson distribution with properties, assumptions, and applications; Normal distribution: properties, assumptions, empirical rules and applications.	8	CLO1, CLO2, CLO3

Sl. No	Topic	Hours	Alignment to CLO
3.	Sampling and Estimation: Sampling and sampling distributions; central limit theorem; law of large numbers; statistical estimation and its types; bias and efficiency; unbiased estimate of mean and variance; construction of confidence interval and concept of controlling the interval estimates' width.	7	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
4.	Test of Hypothesis: Test of hypothesis and its importance; types of tests; sources and problems in formulating a hypothesis; errors in hypothesis testing; Hypothesis testing procedures with assumptions: uses of Z test, t-test, chi-square test; <i>Analysis of variance (ANOVA)</i> : Definition and importance; types of analysis; assumptions of ANOVA; differences between t-test and ANOVA; <i>Non-parametric tests</i> : Definition and reasons to use non-parametric test; the Wilcoxon rank-sum test; the Wilcoxon signed-rank test-the Kruskal-Wallis test-Friedman's ANOVA, and chi-square test; reporting and interpreting test of hypothesis.	10	CLO1, CLO2, CLO3, CLO4, CLO 5, CLO 6
5.	Correlation: Definition; importance and application of using correlation in further statistical analysis; types of correlation; measures of correlation coefficients: Pearson's r ; Spearman ρ ; point bi-serial (r_{pb}) correlation; definition and scope of partial and semi-partial correlations and multiple correlations; significance tests of correlation; reporting and interpreting results of the correlation.	4	CLO1, CLO2, CLO3, CLO4, CLO5
6.	Linear Regression: Definition of regression and regression-straight line with assumptions and properties; importance and application of the model; ordinary least square estimate of regression parameters; goodness of fit of the model; assessing individual predictors; using parameters and using the model; Multiple linear regression: the basics model with assumptions and properties; parameter estimation using ordinary least square method; goodness of fit of the model; assessing the assumptions-case wise diagnostic; reporting and interpreting the results of multiple regression.	6	CLO1, CLO2, CLO3, CLO4, CLO5
7.	Logistic regression: Background to logistic regression; importance and applications of logistic regression; assumption of logistic regression; principles of logistic regression: log-likelihood statistic; goodness of fit; Wald statistic; Exp(B); reporting and interpreting results of logistic regression.	4	CLO1, CLO2, CLO3, CLO4, CLO5
		Total = 45 hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**Textbooks**

1. Joseph F. Healey. 2012. Statistics: A Tool for Social Research. United Kingdom: WADSWORTH CENGAGE Learning

Reference Books:

1. Schmidt Walsh, A. 1990, Statistics for the Social Sciences, 1st eds, Harper and Row, New York, USA.
2. Field, A. 2024, Discovering statistics using IBM SPSS statistics. 4th eds, Sage Publications Limited.

Other Resources (Online Resources or others)

Course Code: POP 206 A

Course Title: Inferential Statistics for Population Sciences (Lab)

Credits: 01 **Course Type:** Core

Rationale of the Course: This lab is designed to develop the students' expertise in using inferential statistical techniques to draw reliable conclusions about the characteristics of a population based on a sample. They will be able to apply this knowledge to various population-related issues and research using SPSS, demonstrating their advanced knowledge of statistical analysis.

Course Learning Outcomes:

CLO 1	Remember and define the options available in SPSS for testing hypotheses, measuring correlations, and modelling data in research.
CLO 2	Understand the structure of data collection tools and match them with the environment and options for performing different types of inferential statistical techniques using SPSS.
CLO 3	Apply appropriate techniques of inferential statistics, including different tests for decision-making, measuring association/differences between variables, and modeling data to explain the dependency among variables.
CLO 4	Analyze data using SPSS and interpret the output of inferential statistical methods obtained from SPSS for preparing the research report and scientific journal articles.
CLO 5	Evaluate, report, and interpret the results of SPSS outputs to explain causal relationships in line with the research questions.
CLO 6	Create opportunities to use the understanding and knowledge of using SPSS independently for future research and further statistical analysis.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	x	x	x	x	x
CLO 2		x	x	x	
CLO 3		x	x		x
CLO 4		x	x		x
CLO 5				x	x
CLO 6			x	x	x

Course Content:

Sl. No.	Topic	Hours	Alignment to CLO
1.	Test of hypothesis: uses of Z test, t-test, chi-square test; <i>Analysis of variance (ANOVA):</i> Definition and importance; types of analysis; assumptions of ANOVA; differences between t-test and ANOVA; <i>Non-parametric tests:</i> Definition and reasons to use non-parametric test; the Wilcoxon rank-sum test; the Wilcoxon signed-rank test; the Kruskal-Wallis test; Friedman's ANOVA, and chi-square test; reporting and interpreting test of hypothesis	10	CLO1 CLO2 CLO3 CLO4 CLO5
2.	Correlation: measures of correlation coefficients: Pearson's r; Spearman ρ ; point bi-serial (r_{pb}) correlation; partial and semi-partial correlations and multiple correlations; significance tests of correlation; reporting and interpreting results of the correlation.	8	CLO1 CLO2 CLO3 CLO4 CLO5

3.	Regression analysis: Ordinary least square estimate of regression parameters; goodness of fit of the model; assessing individual predictors; using parameters and using the model; Multiple linear regression: the basics model with assumptions and properties; parameter estimation using the ordinary least square method; goodness of fit of the model; assessing the assumptions-case wise diagnostic; reporting and interpreting results of multiple regression.	6	CLO1 CLO2 CLO3 CLO4 CLO5
4.	Logistic regression: assumption of logistic regression; principles of logistic regression: log-likelihood statistic; goodness of fit; Wald statistic; Exp(B); reporting and interpreting results of logistic regression.	6	CLO1 CLO2 CLO3 CLO4 CLO5
		Total = 30 hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 15)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 10)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

Textbooks

1. Julie Pallant. 2016. SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS. Berkshire, England: Open University Press

Reference Books:

1. Dewberry, C 2004, Statistical Methods for Organizational Research: Theory and Practice, 1st Eds., Routledge, New York.
2. Joseph F. Healey. 2012. Statistics: A Tool for Social Research. United Kingdom: WADSWORTH CENGAGE Learning
3. Field, A. 2024, Discovering statistics using IBM SPSS statistics. 4th eds, Sage Publications Limited.

Other Resources (Online Resources or others)

1. Haque, M. R., Parr, N., & Muhidin, S. (2019). Parents' healthcare-seeking behavior for their children among the climate-related displaced population of rural Bangladesh. *Social Science & Medicine*, 226, 9-20.
2. Haque, R., Parr, N., & Muhidin, S. (2020). Climate-related displacement, impoverishment and healthcare accessibility in mainland Bangladesh. *Asian Population Studies*, 16(2), 220-239.

Course Code: POP 207 **Course Title:** Population and Development

Credits: 04 **Course Type:** Core

Rationale of the Course: Population and development are composite concepts by nature, and population issues do not exist in isolation. Thus, any development effort should consider the parameters of the population for sustained economic growth and the welfare of society. In this regard, the link between population and development, particularly social and economic development, has been the subject of intense discussions, and debates are encouraged in this course. Keeping that in view, the main aim of the course is to build the capacity not only to explain the population and development debate but also to articulate the potential positive and negative aspects of demographic processes and their role in development vis-a-vis.

Course Learning Outcomes:

CLO 1	Remember the most significant population and development issues.
CLO 2	Understand and explore the relationship between population and development and understand the framework of population and development.
CLO 3	Apply how population processes (fertility, mortality, migration) and population growth matter for development.
CLO 4	Analyze how development affects the population.
CLO 5	Evaluate population—and development-related policies, goals, strategies, actions, and effects and how this scholarship can improve policies and programs.
CLO 6	Create exemplary evidence on population and development indicators.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	X			X	
CLO 2		X		X	
CLO 3			X	X	
CLO 4				X	
CLO 5				X	
CLO 6			X		X

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Introduction: Population is a Development Issue: Concept, theories and measuring development and indices of development; population and development: the core issues in historical perspectives	6	CLO 1 CLO 6
2.	Population and Development: The conceptual framework of population and Development; How population affects Development;	6	CLO 2

	How development affects population; The demographic transition/ change affects development		
3.	Population and Economic Development: Population growth and economic Development; Population and age structure and development: youthful population, aging population, labor force participation, and demographic dividend; Human capital aspects of economic development	9	CLO 2 CLO 3
4.	Fertility, Culture, and Development: Conceptualizing fertility: background and proximate determinants of fertility; Culture and fertility differentials; Is fertility decline a global diffusion process? Is development the best contraceptive? Can there be a crisis-led fertility decline?	6	CLO 3 CLO 4
5.	Mortality, Disease, and Development: Mortality decline and Development; Mortality and diseases: epidemiological transition.	6	CLO 3
6.	Migration and Development: Urbanization, migration and Development	6	CLO 3
7.	Population, Development, and Environment: Population, Development and environmental linkage; Sustainable Development: concept–measurement; Population in climate change challenges	6	CLO 3 CLO 4
8.	Population Policies, Planning, and Development: World population policies: origin, evolution and impact; ICPD 1994, Beijing 1995, MDGs 2000 and SDGs 2015; Bangladesh population policies and development programs	9	CLO 4 CLO 5
9.	Population and Development Issues in Bangladesh: Population and development issues	6	CLO 1 CLO 5
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Understand	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Apply			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Analyse			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Create			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources**Textbooks:**

1. Gould, W. T. S. (2009). Population and Development. London: Routledge
2. Dyson, Tim (2010). Population and Development - The Demographic Transition, Zed Books.
3. Furedi, Frank (1997). Population and Development: A Critical Introduction. New York: St. Martin's Press

Reference Books

1. Todaro, Michael P. and Stephen C. Smith (2012). Introduction to Development Economics: Economic Development, 11th edition
2. Bloom, David E., David Canning, and Jaypee Sevilla. 2003. The Demographic Dividend: a New Perspective on the Economic Consequences of Population Change. Santa Monica, Calif: Rand.
3. May, John F (2012). World Population Policies: Their Origin, Evolution, and Impact. 2012th ed. Springer.
4. Bongaarts, John and Steven Sinding (2011). 'Population Policy in Transition in the Developing World', Science, Vol. 333, P. 574-576
5. Arthur, W. Brian and Geoffrey McNicoll. 1978. An Analytical Survey of Population and Development in Bangladesh, Population and Development Review, Vol. 4, No. 1, pp. 23-80, Population Council
6. Jones, Gavin (ed). 2015. The Impact of Demographic Transition on Socio-economic Development in Bangladesh: Future Prospects and Implications for Public Policy, UNFPA, Bangladesh

7. Islam, Mohammad Mainul and Sayema Haque Bidisha (2013). 'Population and Development Issues in Bangladesh', The Dhaka University Studies, Vol. 68, No.1, June 2011 (Published in July 2013)
8. Mohammad Mainul Islam, Md. Anwer Hossain and Rahul Sanjowal (2022). Bangladesh at Fifty: Changes and Challenges on Population and Development, Journal of Governance Security & Development (JGSD), Volume 3, No. 1, July 2022, DOI: 10.52823/PNIF4859

Other Resources (Online Resources or others)

Course Code: POP 208 **Course Title:** Migration and Mobility

Credits: 04 **Course Type:** Core

Rationale of the Course: This course will introduce population movements and migration as a major socio-demographic context of population studies and enable conceptualizing the population-migration-development nexus from a multidisciplinary theoretical perspective in the national and international context.

Course Learning Outcomes:

CLO 1	Remember and conceptualize population movements and migration; Define and relate critical issues; and consider historical and contemporary trends of population movements and migration.
CLO 2	Understand the early and contemporary theoretical approaches to different types of population movements and internal and international migration from multidisciplinary perspectives.
CLO 3	Apply the conceptualization of population movements and migration as agents of social transformation in terms of race, gender, culture, state, and nation; related security issues, politics, and climate change.
CLO 4	Analyze the dynamics and multidimensional contexts of internal and international migration in Bangladesh.
CLO 5	Evaluate potential perspectives and management of diversified patterns of emerging migration trends from national and international perspectives in the 21st century.
CLO 6	Create a broader understanding of population movements and migration's role in shaping and determining the nature and trends of other population variables, as well as historical and contemporary socio-economic, cultural, and political trends.

Mapping Course Learning Outcomes to Program Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	☑	☑			
CLO 2	☑	☑			
CLO 3	☑	☑		☑	☑
CLO 4	☑	☑		☑	☑
CLO 5	☑	☑		☑	☑
CLO 6	☑	☑	☑	☑	☑

Course Content

Sl. No.	Topic	Hours	Alignment to CLO
1.	Conceptualization of population movements and migration; Critical aspects of definitions; National and international data sources; Migration differential; Major causes and trends of international migration	8	CLO 1, CLO 6
2.	Historical trends of population movements and migration, Mercantile Period; Industrial Period; Limited Migration. Post-Industrial Migration, William Petersens' 'A General Typology of Migration'; Stephen Castells' 'Age of Migration'	8	CLO 1, CLO 2

Sl. No.	Topic	Hours	Alignment to CLO
3.	Ernst George Ravenstein's 'Laws of Migration'; Everett S. Lee's 'A Theory of Migration'; Economic approach -The Neoclassic Theory of Migration, The New Economics of Migration, Family Migration and Selectivity of Migration-The Dual labor Market Theory-The World Systems Theory; The Sociologic Approach; The Mobility Transition; The Contribution of Political Science; The Systems Approach	10	CLO 2, CLO-6
4.	Migration and development debate; Transformation of origin and receiving societies; Ethnic minorities; Race and racism, Gender and migration; Culture, identity, and community; State, nation and citizenship; Policy consideration	8	CLO 3, CLO 6
5	Key dimensions of the migration and security nexus-national and international context; Human smuggling and trafficking; Anti-immigrant movement and politics; Environment, climate change, and migration, Migration, and health	8	CLO 3
6.	Internal Migration in Bangladesh. Scale and determinants; Profile of migrants; Labour markets; Consequences of migration; Migration and poverty; Government policies and instruments; Key policy issues, gaps, drivers of change and recommendations International Migration in Bangladesh. Historical development; Importance to the national economy, livelihoods of poor people; Main flow and determinants, Scale of Migration, nature of migrants, Remittance, Methods of transfer; Key problem areas; Government policy and instruments	10	CLO 4
7.	Future perspectives for global migration and mobility; Improving international cooperation and governance; Responding to irregular immigration; Legal migration and integration; Ethnic diversity, social change, and the nation-state	8	CLO 5, CLO 6
		Total = 60 Hours	

Assessment Pattern:

CIE-Continuous Internal Evaluation (Number of Marks 50)

Bloom's Category	Class Attendance	Quiz	Assignment	Reflection	Midterm Examination	Presentation
Remember	☑	☑			☑	☑
Understand	☑	☑	☑		☑	☑
Apply	☑		☑		☑	☑
Analyse	☑		☑		☑	☑
Evaluate	☑		☑		☑	☑
Create	☑		☑		☑	☑

SEE-Semester End Evaluation (Number of Marks 50)

Bloom's Category	Final Exam				
Remember	<input checked="" type="checkbox"/>				
Understand	<input checked="" type="checkbox"/>				
Apply	<input checked="" type="checkbox"/>				
Analyse	<input checked="" type="checkbox"/>				
Evaluate	<input checked="" type="checkbox"/>				
Create	<input checked="" type="checkbox"/>				

Course Policies and Procedures (including Makeup Class)

The course required 75% class attendance to appear in the semester final examination. A student can appear in the final examination by paying a fine of Taka 1000.00 if their class attendance is between 60 and 74%. However, a student will be considered discollegiate and not be allowed to appear in the semester final examination if their class attendance is less than 60%. The course will have two classes per week for 2 hours per class. Besides, the students can consult with their respective teachers during office hours with prior appointments. The academic calendar about the class and exam schedule will be provided at the beginning of the semester. However, if a teacher cannot take their class at the scheduled time for reasons beyond his control, he will arrange the make-up class in consultation with the students. The academic calendar will also provide a deadline for submitting the Assignment/Term Papers. Late Assignment/Term Paper submission is allowed, but the students will be penalized for this matter. Adopting unfair means /plagiarism in all evaluation systems will be considered a criminal offense and punished according to the University law.

Learning Resources

1. Hania Zlotnik, 2006, "Theories of International Migration" (Chapter 59) in Graziella Caselli (et al.), Demography: Analysis and Synthesis, Vol.2, Elsevier, pp. 293-306.
2. Douglas S. Massey and others, 2002, "Theories of International Migration: A Review and Appraisal" in Frank Trovato (Edited). Population and Society: Essential Readings, New York: Oxford University Press, pp.298-313
3. Everett S. Lee, 1966, "A Theory of Migration" in Demography, Vol.3, No 1, pp.47-57
4. United Nations. 1973. Determinants and Consequences of Population Trends. New York: United Nations
5. Rita Afsar, 2000 Rural-Urban Migration in Bangladesh: causes consequences and challenges, Dhaka: University Press Limited
6. Stephen Castles and Mark J. Miller 2003. The Age of Migration: International Population Movements in the Modern World, New York: The Guilford Press.
7. Weeks, J.R. 2002. Population: An Introduction to Concepts and Issues (8th Edition) Belmont, California: Wadsworth Publishing Company.
8. William Petersen. 1968. 'A General Typology of Migration' in Charles B. Nam (ed)
9. Population and Society: A Textbook of Readings, Boston: Houghton Mifflin Company
10. Gavin Jones; AQM Mahbub, and Izazul Haq. (2016). Urbanization and Migration in Bangladesh. Dhaka: United Nations Population Fund (UNFPA), Bangladesh Country Office
11. Richard Marshall and Shibaab Rahman. (No Date mentioned). Internal Migration in Bangladesh: Character, Drivers and Policy Issues. Dhaka: United Nations Development Programme (UNDP), Bangladesh
12. BBS. 2015. International Migrants from Bangladesh: Socio-economic and Regional Characteristics, Population Monograph: Volume-3
13. Tasneem Siddiqui 2011. Migration and Development: Pro-poor Policy Choices, University Press Limited

Part D

20. Grading/Evaluation

1) Grading Scale/Grades:

The following table will calculate a particular course's grade points and letter Grades.

Marks Range (in percent)	Letter Grade	Explanation	Grade Points
80 and above	A+	Excellent	4.00
75 to less than 80	A		3.75
70 to less than 75	A-		3.50
65 to less than 70	B+	Very Good	3.25
60 to less than 65	B		3.00
55 to less than 60	B-		2.75
50 to less than 55	C+	Good	2.50
45 to less than 50	C		2.25
40 to less than 45	D	Passing	2.00
Below 40	F	Failing	0.0
-----	I	-----	Incomplete
-----	W	-----	Withdrawn

2) Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA):

- 'A+', 'A', and 'A—' grades indicate excellent overall performance by a student, earning grade points of 4.0, 3.75, and 3.50, respectively.
- 'B+', 'B', and 'B—' grades indicate a very good overall performance by a student, earning grade points of 3.25, 3.00, and 2.75, respectively.
- 'C+' and 'C' grades indicate 'good' performance overall by a student, earning grade points of 2.50 and 2.25, respectively.
- A 'D' grade is indicative of minimally acceptable passing performance. Overall, a student earns a grade point of 2.00.
- 'F' grade indicates an unacceptable 'failing performance overall by a student, i.e., failure to earn credit points.

3) Incomplete (I) courses:

- 'I' grade indicates a situation where a student, for non-academic reasons beyond his control, cannot complete the course's full requirements for not being able to sit for the semester final examination. With the submission of valid and authenticated evidence of such reason(s), and the recommendation of the course teacher (to be reported to the Chairperson of the Examination Committee), that particular student shall be allowed to complete the semester final examination with the next batch. Meanwhile, the student concerned will be promoted to the next semester. If an 'Incomplete' grade is not cleared with the next batch, the 'I' grade shall automatically be changed to an 'F' grade. A maximum of two 'I' grades shall be allowed for a student in one semester.

4) Retake and Grade Improvement:

Promotion:

- A student must earn a minimum CGPA of 2.00 to be promoted from the first to the second year.
- Students who fail to obtain the required grade points will also be allowed to appear at the Supplementary Examination. If they fail to obtain the required marks/grade points in the Supplementary Examination, they must seek readmission with the following batch.
- For promotion from the second to the third year, a student shall be required to earn a minimum CGPA of 2.25

- For promotion from the third to the fourth year, a student shall be required to earn a minimum CGPA of 2.50
- To obtain a BSS (Hons) degree, a student must earn a minimum CGPA of 2.25, considering all the grade points earned in a total number of courses, including improved grades, if any.
- A carry-over system shall be in place. If a student fails to earn the required CGPA for promotion, she/he shall be allowed to continue in the next semester, but she/he shall clear her/his deficit by sitting for a separate examination within 45 days of the publication of the result with the permission of the Academic Committee of the Department.
- A student failing to clear up the annual university or departmental dues of the year of study shall not be promoted to the next semester.

Improvement

- A student earning an 'F' grade in any course shall be allowed to improve the grade twice/two times only with the following batches.
- A student earning an 'F' grade in any course shall be allowed to improve the grades in the course final examination, including the mid-semester examination, once only with the immediate next batch.
- If a student obtains grades 'B' or less in a course, she/he shall be allowed to improve grades through a Supplementary Examination within 45 days under the same Examination Committee or with the following batch. Students who fail to obtain the required grade points will also be allowed to appear on the Supplementary Examination. If they fail to obtain the required marks/grade points in the Supplementary Examination, they must seek readmission with the following batch.
- Such improvement shall be allowed only once in a course; in such case, the student's previous grade shall be automatically canceled.
- A student carrying a grade 'F' in any course shall not be awarded the degree unless he/she improves it by appearing at the semester final examination with the next batch
- If the student gets an F in the improvement examination, he/she will automatically be dropped from the semester, and he/she will have to take readmission with the next batch, provided the student concerned is eligible for readmission.
- To improve a course grade, the student shall apply to the department Chairperson at least four (four) weeks before the semester's final examination starts.
- No improvement shall be allowed for the term papers/home assignments, active participation in the discussion class/tutorial class/group presentation/ class test marks, and the grades earned in written and oral comprehensive examinations.

Readmission

- A student failing to get the requisite grade points for promotion from one semester to the next may seek readmission with the following batch and the 1st, 3rd, 5th, or 7th Semester, respectively.
- For readmission, students must attend at least 30% of classes in each course in the preceding session and apply within 15 days after the announcement of the results of the concerned semester.
- On readmission, grades earned earlier by a student in the class of readmission shall cease to exist, and the student has to retake all the coursework and examinations.
- Readmission shall be allowed only two times during the entire BSS (Hons) degree. The student must complete the four-year BSS (Hons) degree within six years

5) Dropout:

- A student failing to earn the GPA required for promotion from one semester to the next after taking readmission in any semester shall be dropped from the program.
- A student earning F grade in any course after taking improvement examinations or readmission in any semester class shall be dropped out of the program.