

July 06, 2026

PROPOSED CURRICULUM

Master of Social Science (MSS) in Public Administration

For Academic Session: 2024-25, 2025-26, 2026-27

Approved by the 197th AC meeting on 30 October 2025



Department of Public Administration

Comilla University

Cumilla-3506, Bangladesh

Name of the Members of the Committee of Courses
(6th Committee of Course)
November 13, 2025

Name of the Committee Member	Designation	Committee Designation	Signature
Dr. Mst. Shumshunnahar	Professor	Head	
Dr. Masuda Kamal	Professor	Member	
Dr. Md. Rashidul Islam Sheikh	Professor	Member	
Dr. Mohammad Razaul Karim	Professor	Member	
Dr. Md. Ruhul Amin	Professor	Member	
Dr. Jannatul Ferdous	Associate professor	Member	
Md. Nahidul Islam	Associate professor	Member	
Dr. Md. Zia Uddin	Associate professor	Member	
Dr. Krishna Kumar Saha	Assistant Professor	Member	
Ashiqur Rahman	Assistant Professor	Member	
Md. Nazmul Haqu	Assistant Professort	Member	
Muhammed Mahin Uddin	Assistant Professor	Member	
Md. Hasan Shahriar	Assistant Professor	Member	
Dr. Niaz Ahmed Khan	Professor	Expert Member	
Dr. AKA Firowz Ahmad	Professor	Expert Member	
Amir Mohammad Nasrullah	Professor	Expert Member	
Md. Nurul Momen	Professor	Expert Member	
Dr. Md. Sanwar Jahan Bhuiyan	Secretary	Employer	
Shariful Islam	Assistant Director	Alumni	

Department of Public Administration
Master of Social Science in Public Administration (MSS)

For Academic Session: 2024-25, 2025-26, 2026-27

Part A: Introduction

1. **Title of the Academic Program:** Master of Social Sciences in Public Administration
2. **Name of the University:** Comilla University
3. **Vision of the University:** Comilla University is committed to empowering society, advancing development, promoting human welfare and a sustainable planet.
4. **Mission of the University:** To meet up its vision, Comilla University sets its missions to—

M1. To educate a wide variety of students through effective teaching-learning to achieve academic excellence.

M2. To create an ambience for creative and innovative academic exercise and high quality research.

M3. To undertake actions regarding collaboration which entails opportunities for long-term interaction with academia and industry for producing competent graduate at workplace.

M4. To develop human potential to its fullest extent so that intellectually capable and socially responsible leaders can emerge in a range of profession.

5. **Name of the Program Offering Entity:** Department of Public Administration

6. **Vision of the Program Offering Entity:** To prepare ethical and competent human resources who will lead diversified organizations locally and globally.

7. **Mission of the Program Offering Entity:**

The department through its curriculum is committed to provide students with the highest quality education on administration and governance to pursue career in public, private and non-profit organizations. This program is highly focused on:

M1: Ensuring quality education using diverse modern teaching techniques to meet the contemporary and future challenges.

M2: Creating highly skilled and ethically competent human resources to better serve and lead the nation.

M3: Developing research skills for addressing national and international issues promoting knowledge-driven society.

8. Objectives of the Program Offering Entity: (This Section Will Be Changed Based On Current Courses)

1. To promote teaching-learning activities with resource materials and tools to assist the students in being involved in a rigorous learning process in Public Administration
2. To impart theoretical and practical knowledge and equip students with appropriate analytical tools to deal with the real-world challenges and issues in the domain.
3. To produce global citizens with integrity and ethics in dealing with public administration and governance.
4. To acquire the ability of critical thinking, policy analysis, and know-how of digitalization for ensuring good governance practices in national and international contexts.

9. Name of the Degree: MSS in Public Administration

10. Description of the Program:

The duration of the Master's degree program in Public Administration shall be based on the mode of the Master's program offered in the Department of Public Administration. There will be three (03) modes of the Master's program under the OBE curriculum: a) Coursework, b). Mixed Mode and c). Master by Research. The following table shows the programs in detail;

Table 1.1: Program Types and Duration

Program Type	Program Duration		
	Number of Semesters	Duration in year	
	Semester (Min)	Year (Min)	Year (Max)
Master's by Coursework	02	1.0	2.0
Master's by Mixed Mode	03	1.5	3.0
Master's by Research	04	2.0	4.0

An academic semester comprises six (06) months. The program will be conducted in accordance with the Comilla University OBE Master Rules and Regulations 2023.

11. Graduate Attributes:

POE is committed to leading by providing effective teaching-learning, research and culturally enriched educational practices that will transform students' lives. We are expecting to produce graduates through developing knowledge, skills and attitudes to equip them to advance the growth and welfare of the growing world. In addition to their mastery of subject knowledge, the graduates will acquire the following attributes:

Attribute 1: Global Citizenship

Attribute 2: Employability

Attribute 3: Professionalism in Career

Attribute 4: Leadership and Critical Thinking

Attribute 5: Entrepreneurship

Attribute 6: Ethical Competence and Social Responsibility

Attribute 7: Professional Excellence and Integrity

Attribute 8: *Responsible AI and Digital Governance Competence*

12. Program Educational Objectives (PEOs)

PEO1: To Advanced Disciplinary Knowledge in public administration and governance.

PEO2: To instill critical thinking, analyzing, problem-solving and analytical/ leadership skills which can be applied in the areas of public administration and governance.

PEO3: To apply the substantive academic knowledge, ethical values and cutting-edge knowledge to administer diverse organizations.

PEO4: To demonstrate acquired knowledge in public, private and non-government organizations for addressing complex issues and to formulate actionable solutions.

PEO5: To manifest the skills and knowledge of digital governance in ensuring citizen centered governance and public service delivery.

PEO 6: To conduct research to contribute to policy making, decision making, and creating new knowledge in society.

13. Program Learning Outcomes (PLOs):

The Department of Public Administration offers various subjects/courses in Master level for producing valuable human resources in public-private organizations. As part of programme outcomes, student will be able:

PLO1: To develop a strong and in-depth understanding of key theories, concepts, and practices in public administration.

PLO2: To apply advanced knowledge in addressing practical challenges within the field of governance.

PLO3: To build and demonstrate strong analytical, critical thinking, and problem-solving skills in organization.

PLO4: To develop leadership skills focusing change and innovation to improve organizational performance and public service delivery.

PLO5: To conduct impactful research and policy analysis to support informed and evidence-based decision-making in public governance.

PLO6: To **utilize** digital technologies and data-driven approaches, including emerging AI tools to enhance public service delivery and administrative efficiency.

14. Mapping mission of the University with PEOs

PEOs	M 1	M 2	M 3	M 4
PEO 1	X	X	X	X
PEO 2	X	X	X	X
PEO 3	X	X	X	X
PEO 4	X	X	X	X
PEO 5	X	X	X	X
PEO 6	X	X	X	X

15. Mapping PLOs with PEOs

PLO 1	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
PLO 2	X	X	X	X	X	X
PLO 3	X	X	X	X	X	X
PLO 4	X	X	X	X	X	X
PLO 5	X	X	X	X	X	X

PLO 6	X	X	X	X	X	X
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16. Mapping Courses with the PLOs

Coursework								
SL	Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
01	0413PA511	Public Administration: Theories and Issues	x	x	x	x	x	x
02	0413PA512	Development Administration: Theories and Practices	x	x	x	x	x	x
03	0413PA513	Advanced Research Methodology in Social Sciences	x	x	x	x	x	x
04	0413PA514	Politics and Administration in South Asia	x	x	x	x	x	x
05	0413PA515	Public Policy Analysis	x	x	x	x	x	x
06	0413PA516	Ethics & Professionalism in Public Administration	x	x	x	x	x	x
07	0413PA521	Governance Issues and Problems in Bangladesh	x	x	x	x	x	x
08	0413PA522	Constitutional & Administrative Law	x	x	x	x	x	x

Coursework								
SL	Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
09	0413PA523	Public Governance	x	x	x	x	x	x
10	0413PA524	Managing Change and Innovation in Public Administration	x	x	x	x	x	x
11	0413PA525	Non-Profit Management	x	x	x	x	x	x
12	0413PA526	International Trade and Globalization	x	x	x	x	x	x
12	0413PA527	Monograph	x	x	x	x	x	x
13		Viva Voice	x	x	x	x	x	x

Mixed Mode Course								
SL	Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
01	0413PA511	Public Administration: Theories and Issues	x	x	x	x	x	x
02	0413PA512	Development Administration: Theories and Practices	x	x	x	x	x	x
03	0413PA513	Advanced Research Methodology in Social	x	x	x	x	x	x

Mixed Mode Course								
SL	Course Code	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
		Sciences						
04	0413PA514	Politics and Administration in South Asia	x	x	x	x	x	x
05	0413PA515	Public Policy Analysis	x	x	x	x	x	x
06	0413PA516	Ethics & Professionalism in Public Administration	x	x	x	x	x	x
07	0413PA521	Governance Issues and Problems in Bangladesh	x	x	x	x	x	x
08	0413PA522	Constitutional & Administrative Law	x	x	x	x	x	x
09	0413PA523	Public Governance	x	x	x	x	x	x
10	0413PA524	Managing Change and Innovation in Public Administration	x	x	x	x	x	x
11	0413PA528	Statistical Tools and Techniques in Social Sciences	x	x	x	x	x	x
12		Proposal Presentation	x	x	x	x	x	x
13		Viva Voice	x	x	x	x	x	x

Part B: Structure of the Curriculum

17. Rules and Regulations of the Program

a) Duration of the Program: 1 (one) year for Master by Coursework, 1.5 (One and Half) years for Mixed Mode and 2 (Two) years for Master by Research.

b) Admission Requirements: As per university regulations, students from all disciplines will be eligible for admission into the Master of Social Science (MSS) in Public Administration. (See the Master Rule of OBE curriculum (Approved in 76th Academic council & 89th Syndicate meeting).

c) Total minimum credit requirements to complete the program: As of Table (1.1)

Degree Mode	Total Credit
Coursework	42
Mixed Mode	48

d) Total class weeks in a year/semester: As per the following Table;

Table 1.2: Semester Activities with Duration

No	Items	Duration
1	Teaching-Learning activities, including continuous assessment/contact with supervisor	14 weeks
2	Preparatory leave for the final examination	02 weeks
3	Semester Final Examination (Including practical/fieldwork/oral/Seminar/Defense and Result Preparation	07 weeks (Maximum)

4	Semester Break	01 weeks
Total		24 weeks

e) Minimum CGPA requirement for graduation: (a) A Student is required to successfully attain all course learning outcomes (CLOs) of the specific program and a minimum CGPA of 2.25 with total required credit points prescribed by the department.

(b) Course Learning Outcomes (CLOs) attainment report should be submitted with result publication in each semester and Program Learning Outcomes (PLOs) attainment report should be submitted with result publication after completion.

(c) If a student fails to complete the defined Master's program of the required duration, he/she will be treated as an irregular student.

f) Maximum academic years of completion: As of table 1.1.

MSS (OBE) PROPOSED

List of Courses and Total Credit Hours

Course Work (Coursework)

MSS 1st Semester (Coursework)

Course No	Course Title	Hours/Week	Credit
0413PA511	Public Administration: Theories and Issues		3
0413PA512	Development Administration: Theories and Practices		3
0413PA513	Advanced Research Methodology in Social Sciences		3
0413PA514	Politics and Administration in South Asia		3
0413PA515	Public Policy Analysis		3
0413PA516	Ethics & Professionalism in Public Administration		3

Total	18
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Note: Students will be enrolled for 6 courses (18 Credits)

MSS 2nd Semester (Coursework)

Course No	Course Title	Hours/Week	Credit
0413PA521	Governance Issues and Problems in Bangladesh		3
0413PA522	Constitutional & Administrative Law in Bangladesh		3
0413PA523	Public Governance		3
0413PA524	Managing Change and Innovation in Public Administration		3
0413PA525	Non-Profit Management		3
0413PA526	International Trade and Globalization		3
0413PA527	Monograph		4
	Viva Voce		2
Total			24

Note: Students will be enrolled 6 courses (18 credits), a Monograph (4 credits) and Viva Voce (2 credits). An additional 02 (two) months may be required for completing the Monograph.

Total Semester and Credit Hours Summary (Coursework)

Semester	Total Credit Hours	Credit
1 st Semester		18
2 nd Semester		24
Total		42

Course Work (Mixed Mode Program)**MSS 1st Semester (Mixed Mode)**

Course No	Course Title	Hours/Week	Credit
0413PA511	Public Administration: Theories and Issues		3
0413PA512	Development Administration: Theories and Practices		3
0413PA513	Advanced Research Methodology in Social Sciences		3
0413PA514	Politics and Administration in South Asia		3
0413PA515	Public Policy Analysis		3
0413PA516	Ethics & Professionalism in Public Administration		3
Total			18

Note: Students will be enrolled for 6 courses (18 credits)

MSS 2nd Semester (Mixed Mode)

Course No	Course Title	Hours/Week	Credit
0413PA521	Governance Issues and Problems in Bangladesh		3
0413PA522	Constitutional & Administrative		3

	Law in Bangladesh		
0413PA523	Public Governance		3
0413PA524	Managing Change and Innovation in Public Administration		3
0413PA528	Statistical Tools and Techniques in Social Sciences		3
	Viva Voce		2
**Proposal Presentation (Dissertation)			3
Total			17

Note: Students will be enrolled in any 4 courses (12 credits), along with Proposal presentation (3 credits) and a Viva Voce (2 Credits).

** Introduction, Literature Review and Methodology 60% and Proposal Defense 40% (100 Marks = 3 credits)

MSS 3rd Semester (Mixed Mode)

Course No	Course Title		Hours/Week	Credit	
0413PA529	Dissertation			16	1. Proposal Presentation- 3 credit (Second semester- before final exam) 2. Main Thesis -10 credit 3. Final Dissertation Defense -3 credits
	Total				16-3= 13

Note: Students will be enrolled for a Dissertation (16 credit), in the semester 3rd students will be enrolled for 13 credit.

Total Semester and Credit Hours (Mixed Mode)

Semester	Total Credit Hours	Credit
1 st Semester		18
2 nd Semester		17
3 rd Semester		13
Total		48

0413PA511: Public Administration: Theories and Problems**0413PA511: Public Administration: Theories and Problems**

Course Code: 0413PA511		Contact Hours: 42 direct
Course Title: Public Administration: Theories and Problems		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Course Rationale	Public administration is constantly evolving in response to social, political, economic, and technological changes. To address contemporary governance challenges effectively, students need a strong understanding of both classical and emerging theories and concepts. This course strengthens their theoretical foundation while encouraging critical thinking about current administrative issues. It prepares students to apply these perspectives in practice, enhancing their ability to make informed decisions and contribute effectively to public service and governance.	
Objectives	The objective of this course is to revitalize the knowledge about the leading theories and concepts of public administration and the existing debates surrounding them. Critical issues that have gained currency in public administration discourse in contemporary times have been identified and attempts have been made to provide their theoretical explanations. Thus, the course will provide the students with a deeper understanding of public administration, equip them with the knowledge and skill to explain the	

	administrative issues in a rational way and above all, make them confident in dealing with administrative matters in their professional life.
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Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Solidify their understanding about the leading theories and concepts of public administration

CLO 2: be familiar with theoretical explanations of the critical issues of public administration

CLO 3: have practical skill to comprehend and to deal with the issues of administration in an efficient way

CLO 4: Analyze critically different schools of governance in Bangladesh

CLO 5: Relate the consequences of governance mechanisms and actions in the real world

Unit	Content of Course	Hrs	CLOs
1	Evolving Public Administration: From Traditional Administrative–Bureaucratic Paradigm to Modern Managerial and Governance Paradigms; Approaches to the Study of Public Administration	6	1
2	Globalization and Public Administration: Concept of Globalization; Globalization as a New Form of Imperialism; Impact of Globalization on Public Administration	5	1, 2
3	Decision Making in Public Administration: Rational Comprehensive Model; Public Choice Analysis; Critiques by Charles Lindblom and Herbert Simon	6	2, 3
4	Good Governance, Transparency and Accountability in Administration: Dimensions and Instruments of Transparency; Types and Forms of Accountability	7	2, 3, 5
5	Public Participation in Administration: Participatory Governance and its Theoretical Roots; Strengths and Weaknesses of Participatory Governance	6	2, 4, 5
6	Civil Society and Public Administration: Emergence of the Concept; State–Civil Society Relationship; NGOs, Political Parties, and Civil Society in Bangladesh	5	4, 5
7	Public Sector Corruption: Causes of Corruption; Organizational Culture Theory, Bottleneck Theory, Clientelism, and Patrimonialism	5	2,3, 5
8	Social Capital and Public Administration: Definition; Intellectual Heritage; Sources of Social Capital; Role in Public Policy Process	5	1, 4, 5

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

PLO/CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6

CLO 1	X	X	X	X	X	X
CLO 2	X	X	X	X	X	X
CLO 3	X	X	X	X	X	X
CLO 4	X	X	X	X	X	X
CLO 5	X	X	X	X	X	X

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching–Learning Strategy	Assessment Strategy
CLO 1	Lecture, discussion, and interactive classroom activities	Quiz/Class Test
CLO 2	Lecture, discussion, and case study analysis	Assignment
CLO 3	Lecture, discussion, and problem-solving exercises	Mid-Term and Final (Summative) Examination
CLO 4	Lecture, discussion, and seminar/case discussion	Quiz/Class Test and Presentation
CLO 5	Lecture, discussion, and case-based learning	Final (Summative) Examination

References

- Denhardt, J. V., & Denhardt, R. B. (2007). *The new public service: Serving, not steering* (Expanded ed.). M.E. Sharpe.
- Ferdous, J. (2019). *Great thinkers of public administration and management*. A.H. Development Publishing House.
- Ferdous, J. (2019). *Understanding public administration: A primer*. Shrabon Prokashani.
- Ferdous, J. (2024). *Good governance in Bangladesh: Citizens' trust and local government institutions* (1st ed.). Routledge. <https://doi.org/10.4324/9781003505853>
- Ferdous, J. (2025). *E-government in Bangladesh: Governance and public service delivery* (1st ed.). Routledge. <https://doi.org/10.4324/9781003631699>

- Ferdous, J. (2026). *Service delivery in South Asia: The visible face of governance*. (1st ed.) Routledge.
- Fry, B. R. (1989). *Mastering public administration: From Max Weber to Dwight Waldo*. Chatham House Publishers.
- Levi-Faur, D. (Ed.). (2012). *The Oxford handbook of governance*. Oxford University Press.
- Momen, M. N., & Ferdous, J. (2023). *Governance in Bangladesh: Innovations in delivery of public service* (1st ed.). Springer Singapore.
- Morçöl, G. (2006). *Handbook of decision making*. CRC Press.
- Pollitt, C., & Bouckaert, G. (2004). *Public management reform: A comparative analysis* (2nd ed.). Oxford University Press.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
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Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

<https://pubadmin.institute/perspectives-on-public-administration/impact-of-globalization-on-public-administration>

0413PA512 Development Administration: Theories and Practices

Course Code: 0413PA512		Contact Hours: 42 direct
Course Title: Development Theories and Administration		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Prerequisite (If any): None		Total marks: (40+60) = 100
Rationale	This course aims to familiarize students with the essential concepts and challenges of development theories and administration, enabling them to critically assess the growth processes and development patterns of both developed and developing nations. Related topics, including development, growth, poverty, inequality, underdevelopment, and modernization, along	

	with foundational theories, will be studied to enhance comprehension of the complexities inherent in the development paradigm.
Objectives Make a 1 single paragraph	This course helps students understand why development and its management matter, while introducing them to modern ways of looking at growth. Students will explore a wide range of development theories—from traditional and newer viewpoints to advanced growth models—alongside the politics, economics, and government policies that shape them. Ultimately, the course encourages students to debate and analyze how democracy and globalization can be used to drive true progress and growth, rather than leading to poverty, inequality, and exclusion.

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Understand and explain the core concepts, dimensions, and approaches to development, including key indicators and factors that influence the development process;

CLO 2: Analyze the structure, nature, and significance of development administration, and distinguish it from traditional public administration, while identifying common challenges faced in developing contexts.

CLO 3: Evaluate classical and neo-classical development theories, including the contributions of Adam Smith, Ricardo, Malthus, Marx, Keynes, as well as major growth models like Rostow's Stages and the Harrod-Domar model.

CLO 4: Critically assess the concepts of poverty and inequality, and apply different methods of measuring these issues while examining their relationship with economic growth and development.

CLO 5: Demonstrate knowledge of development planning processes, including their meaning, types, and importance under various social systems, particularly in the context of Bangladesh.

CLO 6: Identify and evaluate the institutional mechanisms and administrative structures for development management in Bangladesh, such as the Annual Development Programme (ADP), Planning Commission, and other key bodies.

CLO 7: Assess the role of bureaucracy in development, especially in underdeveloped countries, and analyse its interaction with politicians, its role in change, and the issues it faces in developmental contexts.

CLO 8: Critically analyze contemporary issues in development administration, including disaster management and climate change adaptation, the 2030 Agenda for Sustainable Development, the New International Economic Order, and the challenges posed by globalization.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching–Learning Strategy	Assessment Strategy
CLO 1	Lecture, discussion, and interactive classroom activities	Quiz/Class Test
CLO 2	Lecture, discussion, and case study analysis	Assignment
CLO 3	Lecture, discussion, and problem-solving exercises	Mid-Term and Final (Summative) Examination
CLO 4	Lecture, discussion, and seminar/case discussion	Quiz/Class Test and Presentation
CLO 5	Lecture, discussion, and case-based learning	Final (Summative) Examination

SL No.	CONTENT OF COURSE	Hrs	CLOs
1.	Development concept: Development Meaning, Indicators and Dimensions, Approaches and factors of Development.	6	1, 2
2.	Development Administration: Elements, Nature, Scope and Significance of Development Administration, Problems in Development Administration, Distinction between Public Administration and Development Administration	6	1, 2
3.	Development Theories: a) Classical Theories of Development: Adam Smith's theory; Ricardian theory; Malthus's theory. b) Neo-Classical Theories: Marxian theory; Keynesian theory.c) Growth Models and	10	3

	Linear Stage Theories- Rostow's Stages of Growth Model and the Harrod-Domar Growth Model		
4.	Poverty, Inequality and Development: Concept of Poverty, Methods of Measuring Poverty and Inequality, Relationship between Economic growth and Poverty.	6	4
5.	Development Planning: Meaning, Types, Scope and Importance of Planning, Development Planning Under Different Social Systems.	5	5
6.	Institutional Arrangement and Development Management in Bangladesh: ADP and Institutions (Planning Commission and National Economic Council, Executive Committee of the National Economic Council, Implementation Monitoring and Evaluation Division)	7	6
7.	Bureaucracy and Development: Bureaucracy as an agent of Change, Bureaucrats and Politicians and their Relationship, Bureaucracy in Underdeveloped Countries, Problems of Bureaucracy in Under Developed Countries	6	7
8.	Contemporary Issues of Development Administration: Disaster Management and Adaptation of Climate Change, The 2030 Agenda for Sustainable Development, New International Economic Order, Challenges of Globalization	10	8

Recommended Readings:

1. Jhingan, M.L., (2011). *The Economics of Development and Planning*, Delhi: Vrindha Publication.
2. Islam, I. (1993). *Development Planning in Bangladesh*, Dhaka: University Press Ltd.
3. Sapru R K (1994). *Development Administration*, Sterling Publishers Pvt. Ltd.
4. Sen, A. (1999). *Development as freedom* (1st ed.). New York: Oxford University Press.
5. Seers, D. (1969). *The meaning of development*. New Delhi.
6. Solivetti, L. M. (2005). W.W. Rostow and His Contribution to Development Studies: A Note, *Journal of Development Studies*, 41(4).
7. Tarek, M. A. (1988), *Development Administration Concepts and Issues*, University of Dhaka: Organization for Development and Research.
8. Todaro, M. P.& Smith, S. C. (2009). *Economic Development in the Third World*, Longman Ltd.
9. Turner, M. & David H. (1997). *Governance, Administration and Development: Making the State Work*, New York : Palgrave.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

0413PA513 - Course Title: Advanced Research Methodology in Social Sciences

0413PA513: Advanced Research Methodology in Social Sciences

Course Code: 0413PA513		Contact Hours: 56 Direct
Course Title: Advanced Research Methodology in Social Sciences		Credits: 3
Course Type: Major		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Rationale	This course provides a comprehensive foundation in advanced research methodology for the social sciences by integrating philosophical perspectives, research design, and methodological approaches with practical analytical skills. It enables students to understand the theoretical underpinnings of social science research, formulate rigorous research questions, develop theoretical and conceptual frameworks, and apply appropriate qualitative, quantitative, and mixed-method research designs. The course further equips students with competencies in sampling, instrument development, data analysis, and the use of contemporary research software, thereby preparing them to conduct high-quality, evidence-based research that contributes to academic scholarship and informed policy and governance.	

Objectives	The aim of this course is to develop students’ theoretical and practical competencies in advanced social science research by providing a comprehensive understanding of the philosophical foundations of research, including ontology, epistemology, and major methodological paradigms. It seeks to enhance students’ ability to design rigorous research studies through the application of appropriate research designs, theoretical and conceptual frameworks, sampling techniques, hypothesis development, and research instrument construction. The course also aims to build analytical competence in the use of advanced research and data analysis tools, enabling students to conduct reliable and valid qualitative, quantitative, and mixed-method research for addressing complex social science problems and informing evidence-based policy and practice.		
Course Learning Outcomes (CLO)	After the completion of this course, the students will be able to 1. Understand the philosophical underpinnings of social science research. 2. Design and execute robust research studies with well-defined theoretical and conceptual frameworks. 3. Utilize advanced data analysis tools to interpret and present findings. 4. Critically assess the validity and reliability of research outcomes. 5. Develop expertise in applying research methodologies to address complex social science problems.		
Sl. No	Course Contents	Hrs	CLOs
01.	Philosophy of Social Science: Ontology and Epistemology- Positivism, Relativism, Realism, Social Constructionism, Role of Theory- Inductive, Deductive, Abductive, and Iterative; Inferences of the Study- Descriptive, Explanatory, and Interpretive. Teaching-Learning Strategy: Lecture & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. 6 P., Bellamy C. (2012). Principles of Methodology - Research Design in Social Science. Thousand Oaks: Sage Publication. 2. Singleton R, Straits B. (2005). <i>Approaches to Social Research</i> . Nueva, N.Y: Oxford University Press.	4	1
02.	Research Design: Literature Review, Content Analysis, Empirical Research: Experimental and Observational, Types of Experimental	6	2&5

	Research: Variable Oriented Research, Case Based Research, Case-Oriented Research; Triangulation Research. Teaching-Learning Strategy: Lecture & Group Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Creswell J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd edition). London, Thousand Oaks: SAGE Publications. 2. Crotty M. (1989). <i>The foundations of social research</i>. London: Sage.		
Assignment The individual students will select a topic confirm with the course teacher and submit an assignment (3000-6000 words excluding the references) for 05 marks.			
03.	Theoretical Framework: Selection of Appropriate Theory, Links between Theory and Research, Variable Selection from Theoretical Assumptions, Model Building. Teaching-Learning Strategy: Lecture, Question-Answer, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. <i>Quality and Quantity</i>, 36 (1): 43-53. 2. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. <i>Administration and Society</i>, 32 (4): 363-397.	4	3,4&5
1st Mid-Term Exam The students will prepare for the previous three (1-3) sections and the exam will be or 10 marks.			

04.	Conceptual Framework and Hypothesis Development. Teaching-Learning Strategy: Lecture, Case Study, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 2. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. Theory into Practice, 39: 124-130.	6	1 & 3
05.	Sampling: Sampling Selection Techniques from Known and Unknown Population. Teaching-Learning Strategy: Lecture & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cochran W. (1977). Sampling Techniques. 3rd Edition, New York: Wiley. 2. Cohen J. 1988. Statistical power analysis for the behavioral sciences. Mahwah, NJ: Lawrence Erlbaum.	6	1,4, & 5
06.	Questionnaire Preparation: Create a Validate Study Questionnaire using Likert Scale for Quantitative Survey, Mix Method (Both of Open and Close Ended) Questionnaire for Qualitative Survey. Teaching-Learning Strategy: Lecture, Active Learning, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the	4	1,2, & 4

	philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 2. Yin R. K. (1994). Case study research: Design and Methods (2nd Ed.). Newbury Park, CA: Sage Publications.		
2nd Mid-Term Exam The students will prepare for the previous three (4-6) sections and the exam will be or 10 marks.			
07.	Tools of Data Analysis: Quantitative, Qualitative, and Mix Method Data Analysis. Teaching-Learning Strategy: Lecture, Case Study, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. Quality and Quantity, 36 (1): 43-53. 2. Silverman D. (2011). Qualitative Research (3rd Ed.). Thousand Oaks: SAGE Publications. 3. Singleton R, Straits B. (2005). Approaches to Social Research. Nueva, N.Y: Oxford University Press.	6	1 & 4
08.	Validity and Reliability of Data in Social Science Research Teaching-Learning Strategy: Lecture, Group Work, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Blaikie N. (2003). Analyzing Quantitative Data. From Description to Explanation. Thousand Oaks: Sage Publications, 353. 3. Brower R, Abolafia M, Carr J. (2000). On improving qualitative	4	1 & 2

	methods in public administration research. <i>Administration and Society</i>, 32 (4): 363-397. 4. Cochran W. (1977). <i>Sampling Techniques</i>. 3rd Edition, New York: Wiley.		
09.	Data Analysis: Using Different Tolls to Analyze Data and Use for report writing Teaching-Learning Strategy: Lecture, Guest Lecture, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). <i>Research design: Qualitative, quantitative and mixed methods approaches</i>. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) <i>Qualitative Researching</i>. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) <i>Introduction to the philosophy of social research</i>. First. London: UCL Press. Supplementary Readings: 1. Cohen J. 1988. <i>Statistical power analysis for the behavioral sciences</i>. Mahwah, NJ: Lawrence Erlbaum. 2. Cooper D, Schindler P. (2011). <i>Business Research Methods</i> (11th Edition). Boston: McGraw Hill. 3. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. <i>Theory into Practice</i>, 39: 124-130.	6	1,4, & 5
3rd Mid-Term Exam The students will prepare on all previous nine (1-9) sections and the exam will be or 10 marks. This is not a mandatory Mid-Term Exam rather it is for the students who have missed the previous mid-term examinations or want to improve their marks from the previous two examinations.			
Presentation The students (Individual/Group) will select a topic based on the course and confirm with the course teacher and then make a presentation for 10 minutes and a Question/Answer for five minutes.			
Bibliography 1. Bellamy C. (2012). <i>Principles of Methodology - Research Design in Social Science</i>. Thousand Oaks: Sage Publication. 2. Blaikie N. (2003). <i>Analyzing Quantitative Data. From Description to Explanation</i>. Thousand Oaks: Sage Publications, 353. 3. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. <i>Administration and Society</i>, 32 (4): 363-397. 4. Cochran W. (1977). <i>Sampling Techniques</i>. 3rd Edition, New York: Wiley. 5. Cohen J. 1988. <i>Statistical power analysis for the behavioral sciences</i>. Mahwah, NJ:			

Lawrence Erlbaum.

6. Cooper D, Schindler P. (2011). *Business Research Methods (11th Edition)*. Boston: McGraw Hill.
7. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. *Theory into Practice*, 39: 124-130.
8. Creswell J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage.
9. Creswell J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2nd edition)*. London, Thousand Oaks: SAGE Publications.
10. Creswell J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd Edition)*. SAGE Publications.
11. Crotty M. (1989). *The foundations of social research*. London: Sage.
12. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. *Quality and Quantity*, 36 (1): 43-53.
13. Silverman D. (2011). *Qualitative Research (3rd Ed.)*. Thousand Oaks: SAGE Publications.
14. Singleton R, Straits B. (2005). *Approaches to Social Research*. Nueva, N.Y: Oxford University Press.
15. Yin R. K. (1994). *Case study research: Design and Methods (2nd Ed.)*. Newbury Park, CA: Sage Publications.
16. Mason, J. (2002) *Qualitative Researching*. Second. London: Sage Publications.
17. Williams, M., May, T. and Wiggins, R. D. (1996) *Introduction to the philosophy of social research*. First. London: UCL Press.

Course Requirements and Evaluation

The method of instruction will mainly be lectures, discussion, group discussion, Question-Answer, guest lectures, active learning with occasional student-led presentations, and class discussions. Attendance and participation are crucial for the success of the course. Students are required to regularly attend classes, do the assigned readings before coming to class, and take part in class discussions. They are also required to complete two essays and take three exams. The final grade will be calculated in the following manner:

Sector of Allocation	Number
Class Attendance*	05
1st Class Presentation/Assignment	05
1st Mid-Term Examination	10
2nd/3rd Mid-Term Examination	10
2nd Class Presentation/Assignment	10
Semester Final	60
Total	100

Policy on Academic Dishonesty

As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honor code at all times and are advised to familiarize themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation, AI-generated texts, etc. To make sure that a degree awarded by Comilla University reflects the honest efforts and individual academic achievement of each student, Comilla University treats cases of academic dishonesty very seriously and severely penalizes those caught in violation of the university's policy on academic honesty.

Policy on Electronic Devices

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. A visible phone will be assumed to be used. In such a scenario, the Faculty Member may ask the offending student to leave the class. Except where prior permission is sought from the Faculty Member and given, no audio or video recording of lectures is allowed. Where permission is sought and granted, such recordings should be only for the student's private use. In any circumstances no electronic device will be allowed in the exam hall for personal use.

0413PA514: Politics and Administration in South Asia

Course Code: 0413PA514	Contact Hours: 42 direct
Course Title: Politics and Administration in South Asia	Credits: 3
Course Type: Compulsory	CIE Marks: 40
Level: MSS 1st Semester	SEE Marks: 60
Pre-requisite (If any): None	Total marks: (40+60) = 100
Rationale	This course offers an in-depth exploration of political systems, administrative structures, and governance patterns across South Asia. It critically examines the enduring impact of colonial rule, the evolution of constitutional frameworks, and the functioning of key political institutions. The course helps students explore how colonial legacies continue to shape modern administrative and political institutions. The course also addresses the complex relationship between religion and politics, which significantly affects governance and social harmony. Through a comparative lens, the course analyzes the political and administrative landscapes of Bangladesh, India,

	Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, and the Maldives, fostering a nuanced understanding of the region's complex and diverse governance realities.
Objectives	The aim of this course is to develop a comprehensive understanding of the historical, social, and political contexts that have shaped the politics and administration of South Asia. It seeks to analyze the structures and processes of governance, bureaucracy, and democratic institutions across the region, while evaluating the influence of nationalism, religion, identity politics, and civil-military relations on political dynamics. The course also aims to foster a comparative understanding of democratic practices, electoral systems, and institutional performance among South Asian countries. Furthermore, it examines regional cooperation frameworks such as SAARC and BIMSTEC, along with cross-border challenges affecting governance and security, and encourages critical assessment of key governance issues, including good governance, administrative reforms, and conflict management in South Asia.

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Analyze the historical, geographical, and socio-political foundations of South Asia within post-colonial theoretical frameworks.

CLO 2: Evaluate different political systems, state structures, and governance models across South Asian countries.

CLO 3: Examine the role of bureaucracy, civil-military relations, and political institutions in shaping governance outcomes.

CLO 4: Assess the impact of nationalism, religion, and identity politics on conflict and political processes in the region.

CLO 5: Critically analyze regional cooperation mechanisms and major governance challenges, including cross-border conflicts and issues of good governance.

S. N.	CONTENT OF COURSE	HRS	CLOs
1.	Introduction & Conceptual Frameworks: -Understanding South Asia: Geography, Demographics, and Diversity, Regional Importance, Common Features and Diversities in the Region. - Theories of State, Politics, and Administration in Post-Colonial Contexts -Colonial Legacies in South Asia's Governance	5	1, 2
2.	Political Mobilization: Rise of Nationalism, Ethno-Nationalism,	2	4

	Common Factors of Nationalism in South Asia.		
3.	State Structures and Political Process in South Asian Countries: Democracy, Authoritarianism, and Hybrid Regimes, Federalism and Unitary Systems in the Region, Structures of Government, Executive, Legislature, and Judiciary.	5	2, 3
4.	Bureaucracy in South Asia: Colonial Civil Service Legacy (ICS → IAS, CSP, BCS, etc.), Structure and Functions of Civil Services, Bureaucracy–Politics Relations in the Region, Bureaucratic Culture and Administrative Behavior.	5	3
5.	Political Institutions and Democratic Processes: Electoral Systems and Electoral Politics, Political Party and Pressure Group Politics.	5	2, 4,
6.	Civil-Military Relations: Theories of Civil-Military Relations, Military Intervention, Role of Military and Security Agencies in Politics (Pakistan, Bangladesh, Sri Lanka)	4	3
7.	Religion and Politics in South Asia: Nexus of Politics and Religion, Secularism, Fundamentalism.	5	4
8.	Regional Cooperation and Challenges: Regional Cooperation (SAARC, BIMSTEC) and Policy Networks, Cross-border issues, Strategic Interests and Foreign Policy Dynamics.	5	5
9.	Governance in South Asia: Good Governance, Major Constraints to Good Governance, Challenges to Good Governance in South Asia.	3	2, 3
10.	Identity Politics and Conflict: Ethnic Issues, Rohingya Crisis, Kashmir Issue, Tamil Issue, State Responses to Identity Conflicts.	3	4

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6

CLO1	X	X	X	X	X	X
CLO2	X	X	X	X	X	X
CLO3	X	X	X	X	X	X
CLO4	X	X	X	X	X	X
CLO5	X	X	X	X	X	X

Recommended Readings:

Ahmed, M. (2002). *South Asia: Crisis of Development*. Dhaka University Press Limited.

Ahmed, N. & Obaidullah, A. T. M. (eds.) (2007). *The Working of Parliamentary Committees in Westminster Systems: Lessons for Bangladesh*. Dhaka, University Press Limited.

Baxter, C. et al. (1998). *Government and Politics in South Asia*. Boulder Co., West vice Press.

Chowdhury, M. H. (2003). *Democratization in South Asia: Lessons from American Institutions*. Aldershet, Ashgato Publishing Limited.

Dictor, N., Grolz, F. & Hartmann, C. (eds.) (2001). *Elections in South Asia and the Pacific*. Oxford: Oxford University Press

Gough, K. & Sharma, H. (Eds.) (1973). *Imperialism and Revolution in South Asia*. N.Y. Monthly Review Press.

Hye, H. A. (Ed.) (1999). *Governance*. Dhaka: University Press Limited.

Jalal, A. (1995). *Democracy and Authoritarianism in South Asia*. Cambridge: Cambridge University Press.

Norton, P. & Ahmed, N. (eds.) (1999). *Parliaments in Asia*. London: Frank Cass.

Panondiker, V. I. (2000). *Problems of Governance in South Asia*. Dhaka: University Press Limited.

Siddiqui, K. (1992). *Local Government in South Asia: A Comparative Study*. Dhaka: University Press Limited.

Sobhan, R. (ed.) (1998). *Towards a Theory of Governance and Development: Learning from East Asia*. Dhaka: University Press Limited.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Class Performance and Attendance (5)
Remember				

Understand				5
Apply	5		5	
Analyze	5		5	
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	
Understand	5
Apply	15
Analyze	15
Evaluate	15
Create	10

Teaching Learning methods

Teaching and learning need to be undertaken through conventional class room lectures, classroom discussions and interactions, Socratic Method, Problem-Based Learning (PBL), quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

0413PA515: Public Policy Analysis

Course Code: 0413PA515	Contact Hours: 42 direct
Course Title: Public Policy Analysis	Credits: 3
Course Type: Compulsory	CIE Marks: 40
Level: MSS 1st Semester	SEE Marks: 60
Credit Value: 3 (Three)	Total marks: (40+60) = 100
Pre-requisite (If any): None	Course Teacher: Dr. M.R.I. Sheikh
Rationale of the	Policy analysis and evaluation form the final step in the policy process and are

Course	the functions and skills used to analyze existing policy and determine its value and usefulness. The aim is to determine whether an existing policy- and its resultant activities and services- continue to be effective and efficient in promoting the general welfare of citizens. Policy analysis and evaluation are not synonymous, and any public activity can be subject to both. The importance and purpose of policy analysis and evaluation lie in the question of whether or not the unique amalgam of resources, material and administrative arrangements, and role-determined tasks that comprise each project and program leads to its achieving objectives.
Objectives of the Course	The Objective of this course is to develop students' understanding of the concepts, theories, processes, and practices of public policy analysis and policy-making. It aims to equip students with the knowledge and analytical skills needed to examine policy formulation, implementation, and evaluation, with particular emphasis on the policy environment and institutions of Bangladesh. The course also introduces practical policy analysis tools and techniques, enabling students to assess public policies in key sectors such as education, health, environment, and women's development while fostering evidence-based, effective decision-making.

Course Learning Outcomes (CLOs):

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

CLO 1: Apply the analytic skills in politics, economics, and quantitative analysis for developing innovative solutions to a broad range of policy problems.

CLO 2: Analyze the factors that influence the direction of government in action.

CLO 3: Compare the “tools and techniques” available to address policy problems/Issues.

CLO 4: Evaluate of the effects of government in action.

CLO 5: Analyze the various constituencies that influence how policy is made, and the theoretical underpinnings of real- life policy choices.

CLO 6: Create leadership skills necessary to become agents of change to improve the quality of life for people and their communities and here.

S. N.	CONTENT OF COURSE	Hrs	CLOs
1.	Public Policy Analysis: Conceptual Overview, The interface, Emergence of public policy as a separate discipline, Definition, purpose, feature of public policy	4	2
2.	Policy Making Process: Models/Approaches of Policy Making, Public Policy Contexts.	5	5
3.	Steps of Policy Making, Politics of Policy Making: Key Actors and Factors, Features of Effective Policy Making.	4	2
4.	Policy Making in Bangladesh: Policy Environment: Bureaucratic Culture, Political Culture, Aid Dependency, Institutions Involved in Policy Making: Cabinet, Ministry, Parliament, Pressure Groups, Civil Society.	6	4
5.	Policy Implementation: Problems and Issues.	4	5
6.	Policy Evaluation: Approaches to Evaluation, Planning and Needs Evaluation, Process Evaluation, Efficiency Evaluation, Impact Evaluation.	7	5
7.	Policy Analysis: Techniques and Tools, Financial Analysis, Economic Analysis, Forced Field Analysis, IRR.	7	3
8.	Selected Policy Areas: Education, Health, Environment and Women. For practical knowledge-gathering, a field visit may be conducted as part of this course.	6	6

Recommended Readings:

1. Aminuzzaman, S. M. (2015). Dynamics of public policy: Determinants of policymaking and implementation in Bangladesh. In *Governance in South, Southeast, and East Asia: Trends, issues and challenges* (pp. 211-227). Cham: Springer International Publishing.
2. Radin, B. (2000). *Beyond Machiavelli: Policy Analysis Comes of Age*. Georgetown University Press.
3. Sheikh, R.I. (2023). *Politics of Education Expenditure Policy*. AH Development Publishing House, Dhaka.

4. Dye, T.R. (2005). *Understanding Public Policy*. 11th ed. New Jersey: Pearson Education, Inc.
5. Hewlett, M., & Ramesh, M. (2003). *Studying public policy - Policy cycles and policy sub-systems*. New York: Oxford University Press.
6. Drake, H. A. (ed.) (2002). *Constantine and the Bishops: The Politics of Intolerance*. Baltimore: Johns Hopkins University Press.
7. Bardach, E. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving.
8. Wiemer, D. L. & Vining, A. R. (1989). *Policy Analysis Concepts and Practice*. Prentice Hall.
9. Fischer, F., Miller, G. J. & Sidney, M. S. (2006). *Handbook of Public Policy Analysis: Theory, Methods, and Politics*. New York: Marcel Dekker.
10. Dunn, W. (2003). *Public Policy Analysis: An Introduction*. Prentice Hall.
11. Anderson, J. E. (1975). *Public Policy Making*. London: Thomas Nelson and Sons Limited.
12. Jenkins, W. I. (1978). *Policy Analysis: A Political and Organizational Perspective*. Oxford: Martin Robertson.
13. Hogwood, B. W. & Gunn, L. A. (1984). *Policy Analysis for the Real World*. Oxford: Oxford University Press.
14. Grindle, M. S. & Thomas, J. W. (1991). *Public Choices and Policy Change: The Political Economy of Reform in Developing Countries*. Baltimore and London: The John Hopkins University Press.
15. Aminuzzaman, S. M. (2013). Dynamics of public policy: Determinants of policymaking and implementation in Bangladesh. *Public Organization Review*, 13(4), 443-458.
16. Osman, F. A. (2004). *Policy Making in Bangladesh: A Study of the Health Policy Process*. Dhaka: AHDP.

Reference Books:

1. David L. Weimer, Aidan R. Vining. (2011). *Introduction to Policy Analysis*, Boston: Longman, 5th Edition.
2. Frank Fischer, Gerald J. Miller, (ed). (2007). *Handbook of Public Policy Analysis Theory, Politics, and Methods*, Routledge
William N. Dunn. (2004). *Public Policy Analysis: An Introduction*, 3rd Edition, Taylor & Francis
3. Eugene S. Bardach, Eric M. Patashnik. (2023). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 7th Edition, CQ, Press

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance
Remember	5			5
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning need to be undertaken through conventional classroom lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments, and student presentations.

Assessment methods

The summative assessment method comprising regularity of attendance, class room interactions, assignments, presentation/viva, mid-term and end-of- semester examination is to be used for assessing the students.

Course Title: 0233 MPA 516 Ethics and Professionalism in Public Administration

Course Code: 0233 MPA 516		Contact Hours: 42 direct
Course Title: Ethics and Professionalism in Public Administration		Credits :3
Course Type: Major		CIE Marks: 40
Level:1st Year 1st Semester		SEE Marks: 60
Prerequisite (If any): None		Total marks: (40+60) = 100
Course Summary	The purpose of this course is to familiarize students with the tradition of moral philosophy and its application to the study of ethical and professional behavior in public service. Ethics and professionalism go hand in hand to ensure efficient and just governance in the functioning of the state. These two constitute the two sides of a single coin. Professionalism in public administration is an overarching value that determines how its activities are carried out. It encompasses other values that guide the public service, such as loyalty, neutrality, transparency, diligence, punctuality, effectiveness, impartiality, and other values that may be specific to a country. On the other hand, ethics are broad norms that delineate how public administration should exercise judgment and discretion in its duties and responsibilities. Most of the current problems of governance, including endemic corruption, especially in developing countries, are directly or indirectly related to the crises in professionalism and ethics.	

Objectives	The objective of this course is to help students develop a clear, practical understanding of moral philosophy and its role in everyday public service. It encourages learners to connect ethical ideas to real-world administrative situations, enabling fair, responsible, and thoughtful decisions in their professional roles. The course also focuses on building a strong ethical and professional foundation to support just and effective governance. At the same time, it nurtures key public service values such as loyalty, neutrality, transparency, diligence, punctuality, effectiveness, and impartiality, along with values shaped by the national context. Overall, the course aims to prepare students to become ethical, committed, and trustworthy public servants who can contribute positively to society.
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Course Learning Outcomes:

CLO 1: Discover the domain of ethics and professionalism in public administration and act based on the principles of professionalism in his/her field

CLO 2: Identify the center of challenges and promote professionalism, thus contributing to society

CLO 3: Demonstrate knowledge of the values of professionalism and ethics

CLO 4: Act based on an understanding of individual, public, and organizational values

SL No.	CONTENT OF COURSE	Hrs	Corresponding CLOs
1.	The Meaning of Ethics and Professionalism and their Importance. Types of Ethics--Social, Individual, Professional Ethics, Ethics and Professionalism within the Context of Public Administration, Professional Ethics in Public Administration, how can and why should Professionalism and Professional Ethics be Promoted?	5	CLO-1
2.	Principles of Professionalism: Roles and Responsibilities of Public Officials, The Value Base of Public Administration, Professional Management and Democracy.	4	CLO1
3.	Public Professionalism and Ethics in an Era of Radical Transformations: Meaning, Challenges, and Factors in Promoting Public Service Professionalism and Ethics.	4	CLO-2
4.	Influence of New Paradigms of Public Administration on Ethics: New Ethical Challenges in a Changing Public Administration.	4	CLO-2
5.	Determinants and Dilemmas of Ethics in Public Administration: Democratic Accountability of Administration, The Rule of Law and the Principle of Legality, Professional Integrity and Responsiveness to Public.	4	CLO-3
6.	Ethical Guidelines: The Constitution and Other Laws, Policy Documents, Codes of conduct, Civil Service Law or Act as Ethical Guidelines, An evaluation of the Application of Ethical Guidelines in Public Administration.	5	CLO-3
7.	Ethics, Morality and Justice-Ethical Implications of Budgets: Distributive Justice, Budget as a Moral Issue, Ethical Budgets, Reflection on Equality, on Equal Opportunities, on Equity.	4	CLO- 3
8	Values Forming the Basis of Ethical and Professional Conduct: Political, Economic, Social and Managerial Principles, Religious and Societal Values.	4	CLO- 4
9	Need for Ethical and Professional Behavior in Public Administration in an Era of Globalization: Individual Values, Professional Values, Organizational Values, Legal Values, Public Interest Values, Global Interest Values. The Future of Ethics and Professionalism in Public Administration, Towards Building of a Professional and Ethical Architecture-- Determinants and Challenges	4	CLO-4
10	Role of Civil Society and Private Sector in Promotion of Ethical and Professional Standards in Public Administration. Consequences of Failure to Promote a Universal Ethical and Professional Standard in Public Administration.	4	CLO-4

Mapping of CLOs with PLOs

	PLO																	
CLO	FS						SS						TS		PS			
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	PS1	PS2	PS3	PS4
CLO1	✓	✓					✓		✓									
CLO2																		✓
CLO3										✓						✓		
CLO4						✓												✓

Note: PLO, Program Learning Outcome; CLO, Course Learning Outcome; FS, Fundamental Skills; SS, Social skills; TS, Thinking skills; PS, Personal skills.

Course Learning Outcomes with the Teaching Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching strategy	Learning	Assessment strategy
CLO 1	Discover the domain of ethics and professionalism pertaining to public administration and Act based on the principles of professionalism in his/her field	Lecture, discussion Multimedia presentation	Interactive	Summary, Quiz, question, assignment
CLO 2	Locate the center of challenges and promote professionalism, thus contributing to society	Lecture, presentation and brainstorming.	Multimedia and	MCQ, short question, discussion group
CLO 3	Show knowledge of the values of professionalism and ethics	Lecture, Multimedia and group Discussion.		MCQ, short question, assignment.
CLO 4	Act based on an understanding of individual, public, organizational values	Lecture, Case Studies, brainstorming and Interactive discussion.		Diagram labeling, MCQ, short question

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex 1

Part D

16. Learning Resources

Suggested Readings:

Gildenhuis, J. S. H. 2004. Ethics and Professionalism: Battle against Public Corruption, Stellenbosch, SUN PRESS.

Dobel, J. P. 1999. Public Integrity, Baltimore, Johns Hopkins University Press.

Bok, S. 1978. Lying: Moral Choice in Public and Private Life, New York, Vintage Books/Random House.

O'Leary, R. 2006. The Ethics of Dissent: Managing Guerrilla Government, Washington, D.C., CQ Press.

United Nations, 2000. Professionalism and Ethics in the Public Service: Issues and Practices in Selected Regions, New York, United Nations.

Cox, R. W. 2015. Ethics and Integrity in Public Administration: Concepts and Cases, Routledge, New York, USA.

United Nations. 2000. Promoting Ethics in the Public Service, New York, Department of Economic and Social Affairs Division for Public Economics and Public Administration.

0413PA521: Governance Issues and Problems in Bangladesh

Course Code: 0413PA521		Contact Hours: 42 direct
Course Title: Governance Issues and Problems in Bangladesh		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 2 nd Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Rationale	This course provides students with a theoretically informed understanding of debates on governance with a reference to globalization and helps them develop a critical mind to enhance their capacity to develop and implement policies in public, private or development organizations. This course recognizes that governance issues do not come neatly packaged into specialist areas. There is a need for cross-cutting learning which will help students identify governance issues in whatever country context they arise and respond to them appropriately whether the vehicle is a project, policy or a program.	
Objectives	The main objective of this course is to provide students' knowledge and understanding on perspectives and relations between governance and development in practice. Also, this course will introduce students with a set of approaches and tools that will help them in assessing a country 's governance environment and in developing and implementing appropriate interventions. Provide knowledge on the relations among governance, good governance and sustainable development; and familiarize students with the key challenges governance and how to overcome challenges with special reference to Bangladesh.	

Course Learning Outcomes: Upon completion of this course, students will be able to:

CLO 1: Explain the fundamental concepts, principles, and theoretical perspectives of governance and critically examine the evolution of governance practices in Bangladesh.

CLO 2: Analyze the major governance challenges in Bangladesh, including issues of accountability, transparency, corruption, public sector management, decentralization, and citizen participation, using appropriate analytical frameworks.

CLO 3: Evaluate the effectiveness of governance institutions, public policies, and reform initiatives in Bangladesh by applying empirical evidence, comparative perspectives, and relevant governance indicators.

CLO 4: Assess the roles of government, civil society, the private sector, development partners, and digital governance initiatives in promoting good governance, sustainable development, and democratic accountability in Bangladesh.

CLO 5: Develop evidence-based policy recommendations and practical governance strategies to address contemporary governance problems in Bangladesh while demonstrating critical thinking, ethical reasoning, and effective academic communication skills.

S. N.	CONTENT OF COURSE	Hrs	CLOs
1	Governance: meaning, Theoretical and Practical Perspectives.	5	1
2	Bureaucracy and Good Governance in Bangladesh: Transparency, Accountability and Participation.	6	1,2
3	Governance in Legislature of Bangladesh: Parliamentary Activities, Parliamentary Standing Committee.	6	1
4	Good Governance and Local Government Institutions in Bangladesh: Some Good Experiences.	6	1,2,3
5	Good Governance and Civil Society: Role of Civil Society for Ensuring Good Governance in Bangladesh, Politics of Civil Society in Bangladesh.	6	4, 5
6	Regime Change and Effective Governance: Problems of Regime Change, Effects of Regime Change in good Governance.	5	4
7	The Role of Politics in Governance, Military Rule and Governance, Political Parties and Governance, and the Political System Crisis of Good Governance in Bangladesh.	4	2, 4
8	Development Partners and the Agenda for Good Governance: Their Focus and Priorities, Agenda for Good Governance.	4	3
9	Integrity in GO-NGO Governance: Voice, Demand and Accountability.	5	4
10	ICT and E-Governance for Poverty Reduction and Sustainable Development.	4	4,5

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	X	X	X	X	X	X
CLO2	X	X	X	X	X	X
CLO3	X	X	X	X	X	X
CLO4	X	X	X	X	X	X
CLO5	X	X	X	X	X	X

Recommended Readings:

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand				5
Apply			5	
Analyze	5		5	
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's	Tests
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Category	
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional classroom lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, field visits and stakeholder interviews, assignments and student presentations.

Assessment methods

The summative assessment method comprising regularity of attendance, class room interactions, assignments, presentation/viva, mid-term and end-semester written examination are to be used for assessing the students.

0413PA522: Constitutional and Administrative Law

Course Code: 0413PA522	Contact Hours: 56 direct
Course Title: Constitutional and Administrative Law	Credits: 3
Course Type: Compulsory	CIE Marks: 40
Level: MSS 2 nd Semester	SEE Marks: 60
Credit Value: 3 (Three)	Total marks: (40+60) = 100
Pre-requisite (If any): None	Course Teacher:
Course Summary	Administrative Law and Ethics are the rules that define moral conduct

	according to the ideology of a specific group. Moreover, ethics in public administration are important for good business conduct based on the needs of a specific town, state or country. Ethics provide accountability between the public and the administration. Adhering to a code of ethics ensures that the public receives what it needs in a fair manner. It also gives the administration guidelines for integrity in their operations. That integrity, in turn, helps foster the trust of the community.
Objectives	This course focuses on the legal problems involved in the creation, functioning, and control of government agencies (other than courts or legislatures) that engage in rule making or adjudication. Particular attention is given to the constitutional constraints on agency action, including those imposed by due process, separation of powers, and the non-delegation doctrine. The investigative functions of agencies and the timing, method, and scope of judicial review of an agency's actions also are covered.

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Know and understand the law on supervision and control of the public administration in Bangladesh.

CLO 2: Know and understand the law on personnel expertise in the public administration in Bangladesh.

CLO 3: Exercise of proper professional and ethical responsibilities to clients and the legal system.

CLO 4: Analyze the advanced principles of administrative law; undertake self-directed legal research at an intermediate level.

CLO 5: Apply administrative law principles to complex legal problems.

CLO 6: Analyze the impact and operation of administrative law from policy perspectives and identify and explain government accountability for the exercise of public power.

CLO 7: Reflect on their abilities to effectively undertake work as an administrative decision maker, or to challenge administrative decisions.

S. N.	CONTENT OF COURSE	Hrs	CLOs
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1.	Introduction to Administrative Law: Definition, Scope, Importance, Constitutional Law and Administrative Law.	6	1, 7
2.	Bangladesh Constitution: Background, Fundamental Principles, Fundamental Rights.	6	3, 7
3.	Constitutional Framework of Public Administration, Administrative Tribunal, Ombudsmen, Public Service Commission, Comptroller & Auditor General.	6	2, 4
4.	Rule of Law: Meaning, Dicey's Doctrine, Provisions for Ensuring Rule of Law in Bangladesh Constitution, Criticism.	6	2, 4
5.	Delegated Legislation and Judicial, Legislative and Others Control.	5	2, 4, 5
6.	The Rules of Business and the Allocation of Business 1996.	3	4, 5
7.	The Secretarial Instructions 2008.	6	3, 4
8.	The Government Servants (Special Provisions) Ordinance, 1979.	5	5, 6
9.	The Government Servants Conduct Rules 1979.	4	5
10.	The Government Servants Discipline (Punctual & Attendance) Ordinance, 1982 & the Public Servants (Dismissal on Conviction) Ordinance, 1985.	4	3, 5
11.	The Leave Rules 1959.		2,4
12.	Warrant of Precedence.		3,2

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

CLO 4	X	X	X	X	X	X
CLO 5	X	X	X	X	X	X
CLO 6	X	X	X	X	X	X
CLO 7	X	X	X	X	X	X

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching–Learning Strategy	Assessment Strategy
CLO 1	Lecture, discussion, and interactive classroom activities	Quiz/Class Test
CLO 2	Lecture, discussion, and case study analysis	Assignment
CLO 3	Lecture, discussion, and problem-solving exercises	Mid-Term and Final (Summative) Examination
CLO 4	Lecture, discussion, and seminar/case discussion	Quiz/Class Test and Presentation
CLO 5	Lecture, discussion, and case-based learning	Final (Summative) Examination

Recommended Readings:

1. Anisuzzaman, M. (1979). *Bangladesh Public Administration and Society*. Dhaka: Bangladesh Books International Limited.
2. Dicey, A. V. (1915). *Introduction to the Study of the Law of the Constitution* (8th Edition). St. Martin's Street, London: Macmillan and Co. Limited.
3. Haque, T. (2002). *In Search of Justice: Women's Encounters with Alternate Dispute Resolution*. Dhaka: The Asia Foundation.
4. Halim, M. A. (1998). *Constitution, Constitutional Law and Politics: Bangladesh Perspective: a Comparative Study of Problems of Constitutionalism in Bangladesh*, Khan, M.Y.A. (Eds.). 9 Nilkhet, Babupara, Dhaka-1205: Rico Printers.
5. Kamal, M. (1994). *Bangladesh Constitution: Trends & Issue*. Dhaka: University of Dhaka.
6. Massey, I. P. (2001). *Administrative Law* (5th Edition). 34, Lalbagh, Lucknow-226001, India: Eastern Book Company.
7. Takwani, C. K. (1998). *Lectures on Administrative Law* (3rd Edition). 34 Lalbagh, Lucknow-226001, India: Eastern Book Company.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

Course Title:: 0413PA523 Public Governance

Course Code: 0413PA523		Contact Hours: 42 direct
Course Title: Public Governance		Credits :3
Course Type: Major		CIE Marks: 40
Level:1st Year 2nd Semester		SEE Marks: 60
Credit Value: 3 (Three)		Total marks: (40+60) = 100
Prerequisite (If any): None		Course Teacher:
Rationale	The Public Governance course helps students understand how governance operates in practice, especially in the context of Bangladesh. It looks at how different institutions function, how policies are made and implemented, and how accountability and citizen participation shape public services. The course also discusses current challenges such as corruption, decentralization, digital transformation, and the impact of global forces on national governance. By connecting theory with practical examples, students gain the skills and insights needed to critically assess and improve governance systems in Bangladesh and similar developing countries	

Objectives	➤ The course aims to develop students' clear and comprehensive understanding of the fundamental ideas, concepts, and principles of public governance. It helps students explore how governance institutions in Bangladesh are structured and how they function in real-life contexts. Through this course, students will learn the processes of public policy formulation, implementation, and evaluation. It also seeks to build awareness about the importance of accountability, transparency, and the control of corruption in ensuring effective governance. In addition, the course introduces contemporary governance challenges such as decentralization, digital governance, and globalization. Ultimately, it encourages students to think critically and propose practical and context-based solutions to improve governance systems in Bangladesh.
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Course Learning Outcomes:

At the end of the Course, the Student will be able to-

CLO 1	Analyze core concepts and theories of public governance.
CLO 2	Evaluate governance structures and institutional frameworks in Bangladesh.
CLO 3	Assess accountability, transparency, and anti-corruption mechanisms.
CLO 4	Critically examine public policy processes and stakeholder roles.
CLO 5	Apply governance tools in real-world public sector contexts.
CLO 6	Propose innovative solutions to governance challenges in Bangladesh.

SL No.	CONTENT OF COURSE	Hrs	Corresponding CLOs
1.	Introduction to Public Governance: Concept of Governance vs Government, Evolution of Public Governance, Principles of Good Governance (UNDP, World Bank), Governance Indicators (WGI, SDGs), Governance in Developing Countries Bangladesh Context: Governance challenges and reforms	5	CLO-1
2.	Theories and Models of Governance: Traditional Public Administration, New Public Management (NPM), New Public Governance (NPG), Network Governance, Collaborative Governance, Case: Governance reforms in Bangladesh	5	CLO-2
3.	Institutional Framework of Governance in Bangladesh: Constitutional framework, Executive, Legislature, Judiciary roles, Public Service Commission, Anti-Corruption Commission, Role of Local Government Institutions (Union Parishad, Upazila, City Corporation), NGOs and Civil Society, Case Study: Institutional coordination challenges	6	CLO-3
4.	Public Policy and Governance: Policy-making process, Stakeholder analysis, Policy implementation and evaluation, Role of bureaucracy and political actors Bangladesh Case: Policy success and failure examples	4	CLO-3
5.	Accountability and Transparency: Types of accountabilities (political, administrative, social), Transparency mechanisms, Right to Information (RTI), Citizen Charter, E-Governance tools for transparency Case: RTI Act in Bangladesh	2	CLO-3
6.	Corruption and Governance: Concept and types of corruption, Causes and consequences, Anti-corruption strategies, Role of Anti-Corruption Commission (ACC) Bangladesh Context: Corruption perception and reforms	4	CLO-1, 3
7.	Decentralization and Local Governance: Concept and types of decentralization, Fiscal, administrative, political decentralization, Local governance in Bangladesh, Participatory governance, Challenges of decentralization Case: Union Parishad governance	4	CLO- 3,4
8	E-Governance and Digital Transformation: Concept of e-governance, Digital Bangladesh initiative, ICT in public service delivery, Challenges of digital governance, Case: a2i program	4	CLO- 5,6
9	Public Service Delivery and Citizen Engagement: Service delivery models, Citizen participation, social accountability tools, Public-private partnerships (PPP) Case: Service innovation in Bangladesh	4	CLO-6
10	Global Governance and Bangladesh, Global governance institutions (UN, World Bank), Impact of globalization, international development partners in Bangladesh, SDGs implementation	4	CLO-6
11	Contemporary Governance Challenges: Climate governance, Urban governance, Crisis and disaster governance, Governance during pandemics, Future trends in	4	CLO 6

governance		
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Mapping of CLOs with PLOs

	PLO																	
CLO	FS						SS						TS		PS			
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	PS1	PS2	PS3	PS4
CLO1	✓						✓		✓									
CLO2		✓																✓
CLO3										✓						✓		
CLO4						✓												✓
CLO 5						✓											✓	
CLO 6								✓					✓			✓		

Note: PLO, Program Learning Outcome; CLO, Course Learning Outcome; FS, Fundamental Skills; SS, Social skills; TS, Thinking skills; PS, Personal skills.

Course Learning Outcomes with the Teaching, Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching-Learning Strategy	Assessment strategy
CLO 1	Analyze core concepts and theories of public governance.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Evaluate governance structures and institutional frameworks in Bangladesh.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Assess accountability, transparency, and anti-corruption mechanisms.	Lecture, Multimedia and group Discussion.	MCQ, short question, assignment.

CLO 4	Critically examine public policy processes and stakeholder roles.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labeling, MCQ, short question
CLO 5	Apply governance tools in real-world public sector contexts.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labeling, MCQ, short question
CLO 6	Propose innovative solutions to governance challenges in Bangladesh.	Case Studies, brain storming and Interactive discussion.	Diagram labeling, MCQ, short question, Power point Presentation

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex 1

Part D

16. Learning Resources

Suggested Readings:

- Osborne, S. P. (Ed.). (2010). *The new public governance? Emerging perspectives on the theory and practice of public governance*. Routledge. .
- Bovaird, T., & Löffler, E. (2024). *Public management and governance* (4th ed.). Routledge.
- Pierre, J., & Peters, B. G. (2020). *Governance, politics and the state* (2nd ed.). Bloomsbury Academic.
- Bevir, M. (2012). *Governance: A very short introduction*. Oxford University Press.
- Jamil, I., Aminuzzaman, S. M., Askvik, S., & Haque, S. T. M. (Eds.). (2011). *Understanding governance and public policy in Bangladesh*. The University Press Limited.

0413PA524: Innovation and Change Management in Public Administration

Course Code: 0413PA524		Contact Hours: 42 direct
Course Title: Innovation and Change Management in Public Administration		Credits: 3
Course Type: Major		CIE Marks: 40
Level: MSS 2nd Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Course Summary	This course engages with the critical challenges in developing effective leadership and change management in public administration. The unit will equip students with a strong insight into some of the prominent approaches to understanding effective leadership and the nature and challenges involved and put forward some strategies to achieve this. While in the past leadership in public administration was treated as a synonym for hierarchy, shifts in the mode of public service delivery has transformed not only the social and economic imperatives facing policy officials in a leadership position, but the very structure of government and its mode of delivery of policy outcomes.	
Course Objectives	This course has been designed to provide students with an understanding about organizational change management with a special reference to public sector. Organizational change and innovation appear to be happening with increasing frequency and magnitude in the public and private sectors in both developing and the developed countries. It is understandable that in a world of rapid changes, transforming economies, reforming governments and societies, we are in need of a higher change capacity of public organizations to meet more complex demands for innovation in public services across the globe.	

Course Learning Outcomes (CLO):

Course Learning Outcomes: At the end of the Course, the Student will be able to

CLO 1	Understand the foundational concepts and models associated with leadership and change management in public administration.
CLO2	Explain the emerging policy challenges to government, across different portfolios, and the role of leadership therein.
CLO3	Analyze the tensions between competing approaches to public management in the context of incremental and radical changes to governing structures.

CLO4	Evaluate the nature of leadership and its relationship to policy outcomes across a range of substantive policy areas.
CLO5	Apply these competencies in a team project, submitted as a written project and oral presentation, incorporating original research on dimensions of leadership and change in public administration.

SL No.	CONTENT OF COURSE	Hrs	CLOs
1	Change Management: Concept, Nature and Dimensions of Change Management, Different Actors of Change, Environmental Triggers for Change.		
2	Innovations in Public Services: Meaning, Nature and Causes of Public Service Innovations, Impact of Public Service Innovations on Service Delivery.		
3	Need for Change: Creating a Sense of Urgency, Organization Culture and Igniting Change in Organization.		
4	Theories of Change Management: Theories, Models and Approaches.		
5	Leading Change Management: Quality of a SMART Change Leader, Motivating People for Change.		
6	Formulation of Change Management Plan: Major Theories and Approaches, Stakeholder and SWOT Analysis, Preparing a Change Management Plan Formulation.		
7	A Framework for Implementing Change: Mobilizing Support, Buying in Support for the Change Strategy, Making the Organization Move.		
8	Change Resistance Management Plan: Theories of Resistance, Preparing a Resistance Management Plan.		
9	Making the Change Sustainable: Techniques, Training and Development and Motivation.		
10	Case Studies of Public Sector Organizations: Recent Change and Innovation Initiatives in Public Sector of Bangladesh and Their Implications—Understanding Who Played What Role in the Process of Change, Why and How?		

11	Change Management Best Practices: Global Experiences and Lessons for the Public Sector Organizations in Bangladesh.		
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Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Lecture and Discussion	Quiz/Class Test
CLO 2	Lecture and Discussion	Assignment
CLO 3	Lecture and Discussion	Mid-Term and Summative
CLO 4	Lecture and Discussion	Quiz/Class Test
CLO 5	Lecture and Discussion	Summative Assessment
Review		

Recommended Readings:

Cameron, E. & Green, M. (2009). *Making Sense of Change Management*. London: Kogan Page.

Kotter, J. (1996). *Leading Change*. Boston. Harvard Business School Press.

Hayes, J. (2014). *Theory and Practice of Change Management* (4th Edition). New York. Palgrave Macmillan.

Herold, D. M. & Fedor, D. B. (2008). *Leading Change Management*. California: Stanford University Press.

Todnem, R. & Macleod, C. (Eds.) (2009). *Managing Organizational Change in Public Services-International Issues, Challenges and Cases*. New York: Routledge.

Non-Profit Management

0413PA525: Non-Profit Management

Course Code: 0413PA525	Contact Hours: 42 direct
Course Title: Non-Profit Management	Credits: 3
Course Type: Compulsory	CIE Marks: 40
Level: MSS 2nd Semester	SEE Marks: 60
Pre-requisite (If any): None	Total marks: (40+60) = 100
Rationale	This course provides an advanced and practice-oriented examination of nonprofit organizations as distinctive actors in governance, public service delivery, development, and collective action. It integrates theories of the nonprofit sector with governance, leadership, strategic management, program design, resource mobilization, financial stewardship, accountability, and performance. Particular attention is given to the institutional and regulatory environment of nonprofit and NGO operations in Bangladesh while using comparative and international cases. The course also considers cross-sector collaboration, social innovation, digital transformation, data-informed management, and the responsible use of artificial intelligence (AI). Through case analysis, problem-based learning, and applied managerial exercises, students will critically diagnose complex organizational challenges and formulate ethical, evidence-informed, and sustainable management responses.

Objectives	The aim of this course is to develop advanced understanding and managerial competence in nonprofit organization theory and practice. It seeks to enable students to critically analyze the distinctive roles, institutional environments, and governance arrangements of nonprofit organizations; evaluate leadership, board governance, accountability, ethics, and regulatory compliance; and integrate strategic planning, program and project management, human and volunteer resource management, fundraising, and financial stewardship in addressing complex organizational problems. The course further aims to strengthen students' capacity to assess performance and social impact, manage stakeholder and donor relationships, and design adaptive and sustainable organizational responses. It also introduces responsible digital, data-driven, and AI-enabled approaches to nonprofit innovation and service delivery in Bangladesh and global contexts.
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Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Critically analyze the theoretical foundations, evolution, and distinctive roles of nonprofit organizations in governance and development in Bangladesh and global contexts.

CLO 2: Evaluate governance, leadership, institutional, and regulatory arrangements of nonprofit organizations and their implications for legitimacy and organizational effectiveness.

CLO 3: Design integrated strategic, program, human-resource, and resource-mobilization responses to complex nonprofit management problems.

CLO 4: Critically assess financial stewardship, accountability, ethics, performance, and impact systems and formulate evidence-informed improvements.

CLO 5: Evaluate and responsibly apply digital, data-driven, and AI-enabled approaches to nonprofit innovation, service delivery, and organizational sustainability.

S. N.	CONTENT OF COURSE	HRS	CLOs
1.	Foundations and Nonprofit Sector: Concepts, characteristics, organizational forms, major theories of the nonprofit sector, evolution of nonprofit action, and roles in governance, development, and public service delivery in Bangladesh and global contexts.	6	1

2.	Governance, Leadership, Regulation, and Ethics: Board governance, board-executive relations, leadership, organizational legitimacy, nonprofit/NGO regulatory environment in Bangladesh, compliance, ethical leadership, integrity, and safeguarding.	7	2, 4
3.	Strategic and Organizational Management: Mission, vision, theory of change, stakeholder and environmental analysis, strategic planning, organizational capacity, change and risk management, and human and volunteer resource management.	8	3
4.	Program, Project, and Resource Management: Needs assessment, program and project design, logic model/logframe, implementation and coordination, fundraising, donor relations, resource mobilization, budgeting, financial reporting, internal control, and financial sustainability.	8	3, 4
5.	Accountability, Performance, and Social Impact: Transparency, stakeholder participation, monitoring and evaluation, performance measurement, outcome and impact assessment, evidence use, organizational learning, and accountability mechanisms.	7	4
6.	Digital Transformation, Responsible AI, and Contemporary Innovation: Digital nonprofit management, data-informed decision-making, data governance, privacy and cybersecurity, responsible AI, social innovation, sustainability, localization, civic space, crisis response, and emerging nonprofit models.	6	5

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	X	X	X			
CLO2	X	X	X	X		
CLO3		X	X	X		

CLO4		X	X		X	
CLO5		X	X	X		X

Recommended Readings:

Anheier, H. K., & Toepler, S. (2023). *Nonprofit organizations: Theory, management, policy* (3rd ed.). Routledge.

Bryson, J. M. (2024). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (6th ed.). Wiley.

Ebrahim, A. (2019). *Measuring social change: Performance and accountability in a complex world*. Stanford University Press.

Lewis, D. (2014). *Non-governmental organizations, management and development* (3rd ed.). Routledge.

Renz, D. O., Andersson, F. O., & Brown, W. A. (Eds.). (2024). *The Jossey-Bass handbook of nonprofit leadership and management* (5th ed.). Jossey-Bass.

Worth, M. J. (2023). *Nonprofit management: Principles and practice* (7th ed.). CQ Press.

Drucker, P. F. (1990). *Managing the non-profit organization: Principles and practices*. HarperCollins.

Government of the People's Republic of Bangladesh, NGO Affairs Bureau. (n.d.). *Laws, rules, and publications relating to NGO operations and foreign donations*.

Government of the People's Republic of Bangladesh, Ministry of Law, Justice and Parliamentary Affairs. (n.d.). *Laws of Bangladesh: Legal instruments applicable to voluntary and nonprofit activities*.

Knowlton, L. W., & Phillips, C. C. (2013). *The logic model guidebook: Better strategies for great results* (2nd ed.). SAGE.

Continuous Internal Evaluation (CIE) – Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Class Performance and Attendance (5)
Remember				
Understand	5			5
Apply	5			
Analyze	5	5	5	
Evaluate	5			
Create			5	

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	10
Analyze	15
Evaluate	15
Create	10

Teaching Learning methods

Teaching and learning will be undertaken through interactive lectures, classroom discussion and Socratic questioning, case-based learning, Problem-Based Learning (PBL), project-based exercises, stakeholder mapping, board-governance and leadership simulations, logic-model and program-design workshops, budgeting and resource-mobilization exercises, field or virtual engagement with nonprofit organizations, responsible digital/AI demonstrations, and student presentations.

Assessment methods

Assessment will combine Continuous Internal Evaluation (CIE) and the Semester End Examination (SEE). CIE will include class performance and attendance, a mid-term test, analytical assignments, and presentation/field-work or applied case/project tasks. Rubric-based assessment will emphasize the application, analysis, evaluation, and creation of evidence-informed responses to nonprofit management problems. The SEE will use scenario-based and analytical questions aligned with the Course Learning Outcomes and the specified Bloom's cognitive levels.

0413PA526: International Trade and Globalization

Course Code: 0413PA526	Contact Hours: 42 direct
Course Title: International Trade and Globalization	Credits: 3
Course Type: Compulsory	CIE Marks: 40
Level: MSS 2nd Semester	SEE Marks: 60
Pre-requisite (If any): None	Total marks: (40+60) = 100
Rationale	This course equips students with the fundamental knowledge of international

	trade and globalization, emphasizing key trade theories, policies, and global economic integration. It enables students to understand international trade patterns, evaluate the impacts of globalization on economic development, and analyze the role of global and regional institutions in shaping the modern global economy. The course develops the analytical skills needed to address contemporary international trade and globalization issues.
Objectives	This course aims to provide students with a comprehensive understanding of the fundamental concepts, theories, and practices of international trade and globalization. It enables students to examine the role of trade policies, regional and international trade agreements, and global institutions in shaping international economic relations. The course also develops students' ability to analyze the economic and developmental impacts of globalization on countries and labor markets while enhancing their critical and analytical skills to evaluate contemporary trade and globalization issues using relevant theoretical frameworks.

Course Learning Outcomes (CLOs)

At the end of the course, the student will be able to:

CLO1: Explain the fundamental concepts, scope, theories, and significance of international trade and globalization.

CLO2: Analyze international trade policies, including tariffs, quotas, non-tariff barriers, and the roles of global and regional trade institutions and agreements.

CLO3: Evaluate the drivers, dimensions, and economic impacts of globalization on developed and developing countries using relevant theoretical frameworks.

CLO4: Critically assess the social, economic, labor, and environmental challenges associated with globalization and international trade.

CLO5: Recommend appropriate trade and globalization strategies that promote sustainable economic development while minimizing associated risks.

SL No.	CONTENT OF COURSE	Hrs	CLOs
1	Introduction to International Trade: Meaning, Importance, Scope, and Benefits of Trade; Comparative Advantage and Opportunity Cost.	6	1
2	Classical Theories of Trade: Adam Smith, David Ricardo, Heckscher-	6	1

	Ohlin Model; Modern Trade Theories: Linder Hypothesis, New Trade Theory.		
3	Trade Policy Instruments: Tariffs, Quotas, Subsidies, and Non-Tariff Barriers.	6	2
4	Balance of Payments and Foreign Exchange: Structure, Components, Exchange Rate Determination.	6	2
5	International Economic Organizations: WTO, IMF, World Bank – Roles and Functions.	6	2
6	Regional Trade Agreements and Economic Blocs: EU, NAFTA, ASEAN, SAARC, MERCOSUR – Objectives and Impact.	6	2
7	Globalization: Meaning, Drivers, Dimensions (Economic, Political, Cultural, Technological).	6	3
8	Impact of Globalization: Effects on Economic Growth, Poverty, Employment, Inequality, and Environment.	6	3, 4
9	Strategies for Managing Globalization: Policy Recommendations, Sustainable Development, and National Competitiveness.	8	5

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

PLO/CLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
CLO 1	X					
CLO 2		x				
CLO 3			x		x	
CLO 4			x			
CLO 5		x			x	

Recommended Readings:

Krugman, P., Obstfeld, M., & Melitz, M. (2018). *International Economics: Theory and Policy*. Pearson.

Salvatore, D. (2019). *International Economics*. Wiley.

Borkakoti, J. (2017). *International trade: causes and consequences*. Bloomsbury Publishing.

Bhagwati, J. (2004). *In Defense of Globalization*. Oxford University Press.

Diwan, A. (2026). From Mercantilism to Modern Trade: The Evolution of International. *Digital Transformation and Strategic Perspectives in International Business*, 35.

Dunkley, G. (2004). *Free trade: myth, reality and alternatives*. Zed Books.

Hill, C. W. L. (2020). *International Business: Competing in the Global Marketplace*. McGraw-Hill.

Held, D. (2004). *A globalizing world?: culture, economics, politics*. Routledge.

McBeth, A. (2011). *International economic actors and human rights*. Routledge.

Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*. Sage Publications.

WTO (Latest Reports). *World Trade Organization Annual Report*. Geneva: WTO.

Devezas, T. C. (Ed.). (2006). *Kondratieff waves, warfare and world security* (Vol. 5). Ios Press.

Jha, P., & Tiwari, S. (Eds.). (2015). *Transitions and interdependence: India and its neighbours*. KW Publishers Pvt. Ltd.

Ferdous, J. (2026). *Service delivery in South Asia: The visible face of governance*. Routledge.

Khan, M. M. & Ferdous, J. (2022). *Mapping Out Governance: The Bangladesh Perspective*. New York: Nova Science Publishers.

Mapping of CLOs with Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Lecture and Discussion	Quiz/Class Test
CLO 2	Lecture and Discussion	Assignment
CLO 3	Lecture and Discussion	Mid-Term and Summative
CLO 4	Lecture and Discussion	Case Study/Presentation
CLO 5	Lecture and Discussion	Term Paper/Assignment
CLO 6	Lecture and Group Discussion	Mid-Term/Quiz
CLO 7	Lecture and Group Discussion	Summative Assessment
CLO 8	Lecture, Case Study, Group Work	Term Paper/Presentation
CLO 9	Lecture and Group Discussion	Assignment/Case Analysis

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Class Performance and Attendance (5)
Remember				
Understand				5
Apply	5		5	
Analyze	5		5	
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	
Understand	5
Apply	15
Analyze	15
Evaluate	15
Create	10

Teaching Learning methods

Teaching and learning need to be undertaken through conventional class room lectures, classroom discussions and interactions, Socratic Method, Problem-Based Learning (PBL), quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

MASTERS OBE CURRICULUM (MIXED MODE)

0413PA511: Public Administration: Theories and Problems

Course Code: 0413PA511		Contact Hours: 42 direct
Course Title: Public Administration: Theories and Problems		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Course Rationale	Public administration is constantly evolving in response to social, political, economic, and technological changes. To address contemporary governance challenges effectively, students need a strong understanding of both classical and emerging theories and concepts. This course strengthens their theoretical foundation while encouraging critical thinking about current administrative issues. It prepares students to apply these perspectives in practice, enhancing their ability to make informed decisions and contribute effectively to public service and governance.	
Objectives	The objective of this course is to revitalize the knowledge about the leading theories and concepts of public administration and the existing debates surrounding them. Critical issues that have gained currency in public administration discourse in contemporary times have been identified and attempts have been made to provide their theoretical explanations. Thus, the course will provide the students with a deeper understanding of public administration, equip them with the knowledge and skill to explain the administrative issues in a rational way and above all, make them confident in dealing with administrative matters in their professional life.	

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Solidify their understanding about the leading theories and concepts of public administration

CLO 2: be familiar with theoretical explanations of the critical issues of public administration

CLO 3: have practical skill to comprehend and to deal with the issues of administration in an efficient way

CLO 4: Analyze critically different schools of governance in Bangladesh

CLO 5: Relate the consequences of governance mechanisms and actions in the real world

Unit	Content of Course	Hrs	CLOs
1	Evolving Public Administration: From Traditional Administrative–	6	1

	Bureaucratic Paradigm to Modern Managerial and Governance Paradigms; Approaches to the Study of Public Administration		
2	Globalization and Public Administration: Concept of Globalization; Globalization as a New Form of Imperialism; Impact of Globalization on Public Administration	5	1, 2
3	Decision Making in Public Administration: Rational Comprehensive Model; Public Choice Analysis; Critiques by Charles Lindblom and Herbert Simon	6	2, 3
4	Good Governance, Transparency and Accountability in Administration: Dimensions and Instruments of Transparency; Types and Forms of Accountability	7	2, 3, 5
5	Public Participation in Administration: Participatory Governance and its Theoretical Roots; Strengths and Weaknesses of Participatory Governance	6	2, 4, 5
6	Civil Society and Public Administration: Emergence of the Concept; State–Civil Society Relationship; NGOs, Political Parties, and Civil Society in Bangladesh	5	4, 5
7	Public Sector Corruption: Causes of Corruption; Organizational Culture Theory, Bottleneck Theory, Clientelism, and Patrimonialism	5	2,3, 5
8	Social Capital and Public Administration: Definition; Intellectual Heritage; Sources of Social Capital; Role in Public Policy Process	5	1, 4, 5

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching–Learning Strategy	Assessment Strategy
CLO 1	Lecture, discussion, and interactive classroom activities	Quiz/Class Test
CLO	Lecture, discussion, and case study	Assignment

2	analysis	
CLO 3	Lecture, discussion, and problem-solving exercises	Mid-Term and Final (Summative) Examination
CLO 4	Lecture, discussion, and seminar/case discussion	Quiz/Class Test and Presentation
CLO 5	Lecture, discussion, and case-based learning	Final (Summative) Examination

References

- Denhardt, J. V., & Denhardt, R. B. (2007). *The new public service: Serving, not steering* (Expanded ed.). M.E. Sharpe.
- Ferdous, J. (2019). *Great thinkers of public administration and management*. A.H. Development Publishing House.
- Ferdous, J. (2019). *Understanding public administration: A primer*. Shrabon Prokashani.
- Ferdous, J. (2024). *Good governance in Bangladesh: Citizens' trust and local government institutions* (1st ed.). Routledge. <https://doi.org/10.4324/9781003505853>
- Ferdous, J. (2025). *E-government in Bangladesh: Governance and public service delivery* (1st ed.). Routledge. <https://doi.org/10.4324/9781003631699>
- Ferdous, J. (2026). *Service delivery in South Asia: The visible face of governance*. (1st ed.) Routledge.
- Fry, B. R. (1989). *Mastering public administration: From Max Weber to Dwight Waldo*. Chatham House Publishers.
- Levi-Faur, D. (Ed.). (2012). *The Oxford handbook of governance*. Oxford University Press.
- Momen, M. N., & Ferdous, J. (2023). *Governance in Bangladesh: Innovations in delivery of public service* (1st ed.). Springer Singapore.
- Morçöl, G. (2006). *Handbook of decision making*. CRC Press.
- Pollitt, C., & Bouckaert, G. (2004). *Public management reform: A comparative analysis* (2nd ed.). Oxford University Press.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

<https://pubadmin.institute/perspectives-on-public-administration/impact-of-globalization-on-public-administration>

0413PA512 Development Administration: Theories and Practices

Course Code: 0413PA512		Contact Hours: 42 direct
Course Title: Development Theories and Administration		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Prerequisite (If any): None		Total marks: (40+60) = 100
Rationale	This course aims to familiarize students with the essential concepts and challenges of development theories and administration, enabling them to critically assess the growth processes and development patterns of both developed and developing nations. Related topics, including development, growth, poverty, inequality, underdevelopment, and modernization, along with foundational theories, will be studied to enhance comprehension of the complexities inherent in the development paradigm.	
Objectives Make a 1 single paragraph	· This course helps students understand why development and its management matter, while introducing them to modern ways of looking at growth. Students will explore a wide range of development theories—from traditional and newer viewpoints to advanced growth models—alongside the politics, economics, and government policies that shape them. Ultimately, the course encourages students to debate and analyze how democracy and globalization can be used to drive true progress and growth, rather than leading to poverty, inequality, and exclusion.	

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Understand and explain the core concepts, dimensions, and approaches to development, including key indicators and factors that influence the development process;

CLO 2: Analyze the structure, nature, and significance of development administration, and distinguish it from traditional public administration, while identifying common challenges faced in developing contexts.

CLO 3: Evaluate classical and neo-classical development theories, including the contributions of Adam Smith, Ricardo, Malthus, Marx, Keynes, as well as major growth models like Rostow's Stages and the Harrod-Domar model.

CLO 4: Critically assess the concepts of poverty and inequality, and apply different methods of measuring these issues while examining their relationship with economic growth and development.

CLO 5: Demonstrate knowledge of development planning processes, including their meaning, types, and importance under various social systems, particularly in the context of Bangladesh.

CLO 6: Identify and evaluate the institutional mechanisms and administrative structures for development management in Bangladesh, such as the Annual Development Programme (ADP), Planning Commission, and other key bodies.

CLO 7: Assess the role of bureaucracy in development, especially in underdeveloped countries, and analyse its interaction with politicians, its role in change, and the issues it faces in developmental contexts.

CLO 8: Critically analyze contemporary issues in development administration, including disaster management and climate change adaptation, the 2030 Agenda for Sustainable Development, the New International Economic Order, and the challenges posed by globalization.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching–Learning Strategy	Assessment Strategy
CLO 1	Lecture, discussion, and interactive classroom activities	Quiz/Class Test
CLO 2	Lecture, discussion, and case study analysis	Assignment
CLO 3	Lecture, discussion, and problem-solving exercises	Mid-Term and Final (Summative) Examination
CLO 4	Lecture, discussion, and seminar/case discussion	Quiz/Class Test and Presentation
CLO 5	Lecture, discussion, and case-based learning	Final (Summative) Examination

SL No.	CONTENT OF COURSE	Hrs	CLOs
1.	Development concept: Development Meaning, Indicators and Dimensions, Approaches and factors of Development.	6	1, 2
2.	Development Administration: Elements, Nature, Scope and Significance of Development Administration, Problems in Development Administration, Distinction between Public Administration and Development Administration	6	1, 2
3.	Development Theories: a) Classical Theories of Development: Adam Smith's theory; Ricardian theory; Malthus's theory. b) Neo-Classical Theories: Marxian theory; Keynesian theory.c) Growth Models and Linear Stage Theories- Rostow's Stages of Growth Model and the Harrod-Domar Growth Model	10	3
4.	Poverty, Inequality and Development: Concept of Poverty, Methods of Measuring Poverty and Inequality, Relationship between Economic growth and Poverty.	6	4
5.	Development Planning: Meaning, Types, Scope and Importance of Planning, Development Planning Under Different Social Systems.	5	5
6.	Institutional Arrangement and Development Management in Bangladesh: ADP and Institutions (Planning Commission and National Economic Council, Executive Committee of the National Economic Council, Implementation Monitoring and Evaluation Division)	7	6

7.	Bureaucracy and Development: Bureaucracy as an agent of Change, Bureaucrats and Politicians and their Relationship, Bureaucracy in Underdeveloped Countries, Problems of Bureaucracy in Under Developed Countries	6	7
8.	Contemporary Issues of Development Administration: Disaster Management and Adaptation of Climate Change, The 2030 Agenda for Sustainable Development, New International Economic Order, Challenges of Globalization	10	8

Recommended Readings:

10. Jhingan, M.L., (2011). *The Economics of Development and Planning*, Delhi: Vrindha Publication.
11. Islam, I. (1993). *Development Planning in Bangladesh*, Dhaka: University Press Ltd.
12. Sapru R K (1994). *Development Administration*, Sterling Publishers Pvt. Ltd.
13. Sen, A. (1999). *Development as freedom* (1st ed.). New York: Oxford University Press.
14. Seers, D. (1969). *The meaning of development*. New Delhi.
15. Solivetti, L. M. (2005). W.W. Rostow and His Contribution to Development Studies: A Note, *Journal of Development Studies*, 41(4).
16. Tarek, M. A. (1988), *Development Administration Concepts and Issues*, University of Dhaka: Organization for Development and Research.
17. Todaro, M. P. & Smith, S. C. (2009). *Economic Development in the Third World*, Longman Ltd.
18. Turner, M. & David H. (1997). *Governance, Administration and Development: Making the State Work*, New York : Palgrave.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand	5			
Apply			10	
Analyze	5			

Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

0413PA513: Advanced Research Methodology in Social Sciences

Course Code: 0413PA513		Contact Hours: 56 Direct
Course Title: Advanced Research Methodology in Social Sciences		Credits: 3
Course Type: Major		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Rationale	This course provides a comprehensive foundation in advanced research methodology for the social sciences by integrating philosophical perspectives, research design, and methodological approaches with practical analytical skills. It enables students to understand the theoretical underpinnings of social science research, formulate rigorous research questions, develop theoretical and conceptual frameworks, and apply appropriate qualitative, quantitative, and mixed-method research designs. The course further equips students with competencies in sampling, instrument development, data analysis, and the use of contemporary research software, thereby preparing them to conduct high-quality, evidence-based research that contributes to academic scholarship and informed policy and governance.	
Objectives	The aim of this course is to develop students' theoretical and practical competencies in advanced social science research by providing a comprehensive understanding of the philosophical foundations of research, including ontology, epistemology, and major methodological paradigms. It seeks to enhance students' ability to design rigorous research studies through the application of appropriate research designs, theoretical and conceptual frameworks, sampling techniques, hypothesis development, and research instrument construction. The course also aims to build analytical competence in the use of advanced research and data analysis tools, enabling students to conduct reliable and valid qualitative, quantitative, and mixed-method research for addressing complex social science problems and informing evidence-based policy and practice.	
Course Learning Outcomes (CLO)	After the completion of this course, the students will be able to 6. Understand the philosophical underpinnings of social science research. 7. Design and execute robust research studies with well-defined theoretical and conceptual frameworks. 8. Utilize advanced data analysis tools to interpret and present findings. 9. Critically assess the validity and reliability of research outcomes. 10. Develop expertise in applying research methodologies to address complex	

	social science problems.		
Sl. No	Course Contents	Hrs	CLOs
01.	Philosophy of Social Science: Ontology and Epistemology- Positivism, Relativism, Realism, Social Constructionism, Role of Theory- Inductive, Deductive, Abductive, and Iterative; Inferences of the Study- Descriptive, Explanatory, and Interpretive. Teaching-Learning Strategy: Lecture & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. 6 P., Bellamy C. (2012). Principles of Methodology - Research Design in Social Science. Thousand Oaks: Sage Publication. 2. Singleton R, Straits B. (2005). <i>Approaches to Social Research</i>. Nueva, N.Y: Oxford University Press.	4	1
02.	Research Design: Literature Review, Content Analysis, Empirical Research: Experimental and Observational, Types of Experimental Research: Variable Oriented Research, Case Based Research, Case-Oriented Research; Triangulation Research. Teaching-Learning Strategy: Lecture & Group Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Creswell J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd edition). London, Thousand Oaks: SAGE Publications. 2. Crotty M. (1989). <i>The foundations of social research</i>. London: Sage.	6	2&5

Assignment			
The individual students will select a topic confirm with the course teacher and submit an assignment (3000-6000 words excluding the references) for 05 marks.			
03.	Theoretical Framework: Selection of Appropriate Theory, Links between Theory and Research, Variable Selection from Theoretical Assumptions, Model Building. Teaching-Learning Strategy: Lecture, Question-Answer, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. Quality and Quantity, 36 (1): 43-53. 2. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. Administration and Society, 32 (4): 363-397.	4	3,4&5
1st Mid-Term Exam			
The students will prepare for the previous three (1-3) sections and the exam will be or 10 marks.			
04.	Conceptual Framework and Hypothesis Development. Teaching-Learning Strategy: Lecture, Case Study, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 2. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. Theory into Practice, 39: 124-130.	6	1 & 3
05.	Sampling: Sampling Selection Techniques from Known and Unknown Population.	6	1,4, & 5

	Teaching-Learning Strategy: Lecture & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cochran W. (1977). Sampling Techniques. 3rd Edition, New York: Wiley. 2. Cohen J. 1988. Statistical power analysis for the behavioral sciences. Mahwah, NJ: Lawrence Erlbaum.		
06.	Questionnaire Preparation: Create a Validate Study Questionnaire using Likert Scale for Quantitative Survey, Mix Method (Both of Open and Close Ended) Questionnaire for Qualitative Survey. Teaching-Learning Strategy: Lecture, Active Learning, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cooper D, Schindler P. (2011). Business Research Methods (11th Edition). Boston: McGraw Hill. 2. Yin R. K. (1994). Case study research: Design and Methods (2nd Ed.). Newbury Park, CA: Sage Publications.	4	1,2, & 4
2nd Mid-Term Exam The students will prepare for the previous three (4-6) sections and the exam will be or 10 marks.			
07.	Tools of Data Analysis: Quantitative, Qualitative, and Mix Method Data Analysis. Teaching-Learning Strategy: Lecture, Case Study, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage	6	1 & 4

	Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. Quality and Quantity, 36 (1): 43-53. 2. Silverman D. (2011). Qualitative Research (3rd Ed.). Thousand Oaks: SAGE Publications. 3. Singleton R, Straits B. (2005). Approaches to Social Research. Nueva, N.Y: Oxford University Press.		
08.	Validity and Reliability of Data in Social Science Research Teaching-Learning Strategy: Lecture, Group Work, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Blaikie N. (2003). Analyzing Quantitative Data. From Description to Explanation. Thousand Oaks: Sage Publications, 353. 3. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. Administration and Society, 32 (4): 363-397. 4. Cochran W. (1977). Sampling Techniques. 3rd Edition, New York: Wiley.	4	1 & 2
09.	Data Analysis: Using Different Tolls to Analyze Data and Use for report writing Teaching-Learning Strategy: Lecture, Guest Lecture, & Discussion Assessment Strategy: Quiz/Class Test/Mid-Term/Assignment Required Readings: 1. Creswell J. W. (2003). Research design: Qualitative, quantitative and mixed methods approaches. Thousand Oaks, CA: Sage. 2. Mason, J. (2002) Qualitative Researching. Second. London: Sage Publications. 3. Williams, M., May, T. and Wiggins, R. D. (1996) Introduction to the philosophy of social research. First. London: UCL Press. Supplementary Readings: 1. Cohen J. 1988. Statistical power analysis for the behavioral sciences. Mahwah, NJ: Lawrence Erlbaum.	6	1,4, & 5

	2. Cooper D, Schindler P. (2011). <i>Business Research Methods</i> (11th Edition). Boston: McGraw Hill. 3. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. <i>Theory into Practice</i>, 39: 124-130.		
3rd Mid-Term Exam The students will prepare on all previous nine (1-9) sections and the exam will be or 10 marks. This is not a mandatory Mid-Term Exam rather it is for the students who have missed the previous mid-term examinations or want to improve their marks from the previous two examinations.			
Presentation The students (Individual/Group) will select a topic based on the course and confirm with the course teacher and then make a presentation for 10 minutes and a Question/Answer for five minutes.			
Bibliography			
1. Bellamy C. (2012). <i>Principles of Methodology - Research Design in Social Science</i>. Thousand Oaks: Sage Publication. 2. Blaikie N. (2003). <i>Analyzing Quantitative Data. From Description to Explanation</i>. Thousand Oaks: Sage Publications, 353. 3. Brower R, Abolafia M, Carr J. (2000). On improving qualitative methods in public administration research. <i>Administration and Society</i>, 32 (4): 363-397. 4. Cochran W. (1977). <i>Sampling Techniques</i>. 3rd Edition, New York: Wiley. 5. Cohen J. 1988. <i>Statistical power analysis for the behavioral sciences</i>. Mahwah, NJ: Lawrence Erlbaum. 6. Cooper D, Schindler P. (2011). <i>Business Research Methods (11th Edition)</i>. Boston: McGraw Hill. 7. Creswell J. W., Miller DL. (2000). Determining Validity in Qualitative Inquiry. <i>Theory into Practice</i>, 39: 124-130. 8. Creswell J. W. (2003). <i>Research design: Qualitative, quantitative and mixed methods approaches</i>. Thousand Oaks, CA: Sage. 9. Creswell J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches (2nd edition)</i>. London, Thousand Oaks: SAGE Publications. 10. Creswell J. W. (2009). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd Edition)</i>. SAGE Publications. 11. Crotty M. (1989). <i>The foundations of social research</i>. London: Sage. 12. Sale J, Lohfeld L, Brazil K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-methods research. <i>Quality and Quantity</i>, 36 (1): 43-53. 13. Silverman D. (2011). <i>Qualitative Research (3rd Ed.)</i>. Thousand Oaks: SAGE Publications.			

14. Singleton R, Straits B. (2005). *Approaches to Social Research*. Nueva, N.Y: Oxford University Press.
15. Yin R. K. (1994). *Case study research: Design and Methods (2nd Ed.)*. Newbury Park, CA: Sage Publications.
16. Mason, J. (2002) *Qualitative Researching*. Second. London: Sage Publications.
17. Williams, M., May, T. and Wiggins, R. D. (1996) *Introduction to the philosophy of social research*. First. London: UCL Press.

Course Requirements and Evaluation

The method of instruction will mainly be lectures, discussion, group discussion, Question-Answer, guest lectures, active learning with occasional student-led presentations, and class discussions. Attendance and participation are crucial for the success of the course. Students are required to regularly attend classes, do the assigned readings before coming to class, and take part in class discussions. They are also required to complete two essays and take three exams. The final grade will be calculated in the following manner:

Sector of Allocation	Number
Class Attendance*	05
1st Class Presentation/Assignment	05
1st Mid-Term Examination	10
2nd/3rd Mid-Term Examination	10
2nd Class Presentation/Assignment	10
Semester Final	60
Total	100

Policy on Academic Dishonesty

As academic integrity is crucial to the pursuit of university education, students are expected to uphold the academic honor code at all times and are advised to familiarize themselves with the university's policy on academic dishonesty, especially in relation, but not limited, to plagiarism, cheating, impersonation, AI-generated texts, etc. To make sure that a degree awarded by Comilla University reflects the honest efforts and individual academic achievement of each student, Comilla University treats cases of academic dishonesty very seriously and severely penalizes those caught in violation of the university's policy on academic honesty.

Policy on Electronic Devices

Cell phones are distracting and therefore should be turned off and kept out of sight during lectures. A visible phone will be assumed to be used. In such a scenario, the Faculty Member may ask the offending student to leave the class. Except where prior permission is sought from the Faculty Member and given, no audio or video recording of lectures is allowed. Where permission is sought and granted, such recordings should be only for the student's private use. In any circumstances no electronic device will be allowed in the exam hall for personal use.

0413PA514: Politics and Administration in South Asia

Course Code: 0413PA514		Contact Hours: 42 direct
Course Title: Politics and Administration in South Asia		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Rationale	This course offers an in-depth exploration of political systems, administrative structures, and governance patterns across South Asia. It critically examines the enduring impact of colonial rule, the evolution of constitutional frameworks, and the functioning of key political institutions. The course helps students explore how colonial legacies continue to shape modern administrative and political institutions. The course also addresses the complex relationship between religion and politics, which significantly affects governance and social harmony. Through a comparative lens, the course analyzes the political and administrative landscapes of Bangladesh, India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, and the Maldives, fostering a nuanced understanding of the region's complex and diverse governance realities.	
Objectives	The aim of this course is to develop a comprehensive understanding of the historical, social, and political contexts that have shaped the politics and administration of South Asia. It seeks to analyze the structures and processes of governance, bureaucracy, and democratic institutions across the region, while evaluating the influence of nationalism, religion, identity politics, and civil–military relations on political dynamics. The course also aims to foster a comparative understanding of democratic practices, electoral systems, and institutional performance among South Asian countries. Furthermore, it examines regional cooperation frameworks such as SAARC and BIMSTEC, along with cross-border challenges affecting governance and security, and encourages critical assessment of key governance issues, including good governance, administrative reforms, and conflict management in South Asia.	

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Analyze the historical, geographical, and socio-political foundations of South Asia within post-colonial theoretical frameworks.

CLO 2: Evaluate different political systems, state structures, and governance models across South Asian countries.

CLO 3: Examine the role of bureaucracy, civil-military relations, and political institutions in shaping governance outcomes.

CLO 4: Assess the impact of nationalism, religion, and identity politics on conflict and political processes in the region.

CLO 5: Critically analyze regional cooperation mechanisms and major governance challenges, including cross-border conflicts and issues of good governance.

S. N.	CONTENT OF COURSE	HRS	CLOs
1.	Introduction & Conceptual Frameworks: -Understanding South Asia: Geography, Demographics, and Diversity, Regional Importance, Common Features and Diversities in the Region. - Theories of State, Politics, and Administration in Post-Colonial Contexts -Colonial Legacies in South Asia's Governance	5	1, 2
2.	Political Mobilization: Rise of Nationalism, Ethno-Nationalism, Common Factors of Nationalism in South Asia.	2	4
3.	State Structures and Political Process in South Asian Countries: Democracy, Authoritarianism, and Hybrid Regimes, Federalism and Unitary Systems in the Region, Structures of Government, Executive, Legislature, and Judiciary.	5	2, 3
4.	Bureaucracy in South Asia: Colonial Civil Service Legacy (ICS → IAS, CSP, BCS, etc.), Structure and Functions of Civil Services, Bureaucracy–Politics Relations in the Region, Bureaucratic Culture and Administrative Behavior.	5	3
5.	Political Institutions and Democratic Processes: Electoral Systems and Electoral Politics, Political Party and Pressure Group Politics.	5	2, 4,
6.	Civil-Military Relations: Theories of Civil-Military Relations, Military Intervention, Role of Military and Security Agencies in	4	3

	Politics (Pakistan, Bangladesh, Sri Lanka)		
7.	Religion and Politics in South Asia: Nexus of Politics and Religion, Secularism, Fundamentalism.	5	4
8.	Regional Cooperation and Challenges: Regional Cooperation (SAARC, BIMSTEC) and Policy Networks, Cross-border issues, Strategic Interests and Foreign Policy Dynamics.	5	5
9.	Governance in South Asia: Good Governance, Major Constraints to Good Governance, Challenges to Good Governance in South Asia.	3	2, 3
10.	Identity Politics and Conflict: Ethnic Issues, Rohingya Crisis, Kashmir Issue, Tamil Issue, State Responses to Identity Conflicts.	3	4

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	X	X	X	X	X	X
CLO2	X	X	X	X	X	X
CLO3	X	X	X	X	X	X
CLO4	X	X	X	X	X	X
CLO5	X	X	X	X	X	X

Recommended Readings:

Ahmed, M. (2002). *South Asia: Crisis of Development*. Dhaka University Press Limited.

Ahmed, N. & Obaidullah, A. T. M. (eds.) (2007). *The Working of Parliamentary Committees in Westminster Systems: Lessons for Bangladesh*. Dhaka, University Press Limited.

Baxter, C. et al. (1998). *Government and Politics in South Asia*. Boulder Co., West vice Press.

Chowdhury, M. H. (2003). *Democratization in South Asia: Lessons from American Institutions*. Aldershet, Ashgato Publishing Limited.

Dictor, N., Grolz, F. & Hartmann, C. (eds.) (2001). *Elections in South Asia and the Pacific*. Oxford: Oxford University Press

Gough, K. & Sharma, H. (Eds.) (1973). *Imperialism and Revolution in South Asia*. N.Y. Monthly Review Press.

Hye, H. A. (Ed.) (1999). *Governance*. Dhaka: University Press Limited.

Jalal, A. (1995). *Democracy and Authoritarianism in South Asia*. Cambridge: Cambridge University Press.

Norton, P. & Ahmed, N. (eds.) (1999). *Parliaments in Asia*. London: Frank Cass.

Panondiker, V. I. (2000). *Problems of Governance in South Asia*. Dhaka: University Press Limited.

Siddiqui, K. (1992). *Local Government in South Asia: A Comparative Study*. Dhaka: University Press Limited.

Sobhan, R. (ed.) (1998). *Towards a Theory of Governance and Development: Learning from East Asia*. Dhaka: University Press Limited.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Class Performance and Attendance (5)
Remember				
Understand				5
Apply	5		5	
Analyze	5		5	
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	
Understand	5
Apply	15
Analyze	15
Evaluate	15
Create	10

Teaching Learning methods

Teaching and learning need to be undertaken through conventional class room lectures, classroom discussions and interactions, Socratic Method, Problem-Based Learning (PBL), quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

0413PA515: Public Policy Analysis

Course Code: 0413PA515		Contact Hours: 42 direct
Course Title: Public Policy Analysis		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 1st Semester		SEE Marks: 60
Credit Value: 3 (Three)		Total marks: (40+60) = 100
Pre-requisite (If any): None		Course Teacher: Dr. M.R.I. Sheikh
Rationale of the Course	Policy analysis and evaluation form the final step in the policy process and are the functions and skills used to analyze existing policy and determine its value and usefulness. The aim is to determine whether an existing policy- and its resultant activities and services- continue to be effective and efficient in promoting the general welfare of citizens. Policy analysis and evaluation are not synonymous, and any public activity can be subject to both. The importance and purpose of policy analysis and evaluation lie in the question of whether or not the unique amalgam of resources, material and administrative arrangements, and role-determined tasks that comprise each project and program leads to its achieving objectives.	
Objectives of the Course	The Objective of this course is to develop students' understanding of the concepts, theories, processes, and practices of public policy analysis and policy-making. It aims to equip students with the knowledge and analytical skills needed to examine policy formulation, implementation, and evaluation, with particular emphasis on the policy environment and institutions of Bangladesh. The course also introduces practical policy analysis tools and techniques, enabling students to assess public policies in key sectors such as education, health, environment, and women's development while fostering evidence-	

	based, effective decision-making.
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Course Learning Outcomes (CLOs):

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

CLO 1: Apply the analytic skills in politics, economics, and quantitative analysis for developing innovative solutions to a broad range of policy problems.

CLO 2: Analyze the factors that influence the direction of government in action.

CLO 3: Compare the “tools and techniques” available to address policy problems/Issues.

CLO 4: Evaluate of the effects of government in action.

CLO 5: Analyze the various constituencies that influence how policy is made, and the theoretical underpinnings of real- life policy choices.

CLO 6: Create leadership skills necessary to become agents of change to improve the quality of life for people and their communities and here.

S. N.	CONTENT OF COURSE	Hrs	CLOs
1.	Public Policy Analysis: Conceptual Overview, The interface, Emergence of public policy as a separate discipline, Definition, purpose, feature of public policy	4	2
2.	Policy Making Process: Models/Approaches of Policy Making, Public Policy Contexts.	5	5
3.	Steps of Policy Making, Politics of Policy Making: Key Actors and Factors, Features of Effective Policy Making.	4	2
4.	Policy Making in Bangladesh: Policy Environment: Bureaucratic Culture, Political Culture, Aid Dependency, Institutions Involved in Policy Making: Cabinet, Ministry, Parliament, Pressure Groups, Civil Society.	6	4
5.	Policy Implementation: Problems and Issues.	4	5
6.	Policy Evaluation: Approaches to Evaluation, Planning and Needs Evaluation, Process Evaluation, Efficiency Evaluation, Impact	7	5

	Evaluation.		
7.	Policy Analysis: Techniques and Tools, Financial Analysis, Economic Analysis, Forced Field Analysis, IRR.	7	3
8.	Selected Policy Areas: Education, Health, Environment and Women. For practical knowledge-gathering, a field visit may be conducted as part of this course.	6	6

Recommended Readings:

17. Aminuzzaman, S. M. (2015). Dynamics of public policy: Determinants of policymaking and implementation in Bangladesh. In *Governance in South, Southeast, and East Asia: Trends, issues and challenges* (pp. 211-227). Cham: Springer International Publishing.
18. Radin, B. (2000). *Beyond Machiavelli: Policy Analysis Comes of Age*. Georgetown University Press.
19. Sheikh, R.I. (2023). *Politics of Education Expenditure Policy*. AH Development Publishing House, Dhaka.
20. Dye, T.R. (2005). *Understanding Public Policy*. 11th ed. New Jersey: Pearson Education, Inc.
21. Hewlett, M., & Ramesh, M. (2003). *Studying public policy - Policy cycles and policy sub-systems*. New York: Oxford University Press.
22. Drake, H. A. (ed.) (2002). *Constantine and the Bishops: The Politics of Intolerance*. Baltimore: Johns Hopkins University Press.
23. Bardach, E. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving.
24. Wiemer, D. L. & Vining, A. R. (1989). *Policy Analysis Concepts and Practice*. Prentice Hall.
25. Fischer, F., Miller, G. J. & Sidney, M. S. (2006). *Handbook of Public Policy Analysis: Theory, Methods, and Politics*. New York: Marcel Dekker.
26. Dunn, W. (2003). *Public Policy Analysis: An Introduction*. Prentice Hall.
27. Anderson, J. E. (1975). *Public Policy Making*. London: Thomas Nelson and Sons Limited.
28. Jenkins, W. I. (1978). *Policy Analysis: A Political and Organizational Perspective*. Oxford: Martin Robertson.
29. Hogwood, B. W. & Gunn, L. A. (1984). *Policy Analysis for the Real World*. Oxford: Oxford University Press.

30. Grindle, M. S. & Thomas, J. W. (1991). *Public Choices and Policy Change: The Political Economy of Reform in Developing Countries*. Baltimore and London: The John Hopkins University Press.
31. Aminuzzaman, S. M. (2013). Dynamics of public policy: Determinants of policymaking and implementation in Bangladesh. *Public Organization Review*, 13(4), 443-458.
32. Osman, F. A. (2004). *Policy Making in Bangladesh: A Study of the Health Policy Process*. Dhaka: AHDP.

Reference Books:

1. David L. Weimer, Aidan R. Vining. (2011). *Introduction to Policy Analysis*, Boston: Longman, 5th Edition.
2. Frank Fischer, Gerald J. Miller, (ed). (2007). *Handbook of Public Policy Analysis Theory, Politics, and Methods*, Routledge
- William N. Dunn. (2004). *Public Policy Analysis: An Introduction*, 3rd Edition, Taylor & Francis
3. Eugene S. Bardach, Eric M. Patashnik. (2023). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 7th Edition, CQ, Press

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance
Remember	5			5
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning need to be undertaken through conventional classroom lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments, and student presentations.

Assessment methods

The summative assessment method comprising regularity of attendance, class room interactions, assignments, presentation/viva, mid-term and end-of- semester examination is to be used for assessing the students.

Course Title: 0233 MPA 516 Ethics and Professionalism in Public Administration

Course Code: 0233 MPA 516	Contact Hours: 42 direct
Course Title: Ethics and Professionalism in Public Administration	Credits :3
Course Type: Major	CIE Marks: 40
Level:1st Year 1st Semester	SEE Marks: 60
Prerequisite (If any): None	Total marks: (40+60) = 100

Course Summary	The purpose of this course is to familiarize students with the tradition of moral philosophy and its application to the study of ethical and professional behavior in public service. Ethics and professionalism go hand in hand to ensure efficient and just governance in the functioning of the state. These two constitute the two sides of a single coin. Professionalism in public administration is an overarching value that determines how its activities are carried out. It encompasses other values that guide the public service, such as loyalty, neutrality, transparency, diligence, punctuality, effectiveness, impartiality, and other values that may be specific to a country. On the other hand, ethics are broad norms that delineate how public administration should exercise judgment and discretion in its duties and responsibilities. Most of the current problems of governance, including endemic corruption, especially in developing countries, are directly or indirectly related to the crises in professionalism and ethics.
Objectives	The objective of this course is to help students develop a clear, practical understanding of moral philosophy and its role in everyday public service. It encourages learners to connect ethical ideas to real-world administrative situations, enabling fair, responsible, and thoughtful decisions in their professional roles. The course also focuses on building a strong ethical and professional foundation to support just and effective governance. At the same time, it nurtures key public service values such as loyalty, neutrality, transparency, diligence, punctuality, effectiveness, and impartiality, along with values shaped by the national context. Overall, the course aims to prepare students to become ethical, committed, and trustworthy public servants who can contribute positively to society.

Course Learning Outcomes:

CLO 1: Discover the domain of ethics and professionalism in public administration and act based on the principles of professionalism in his/her field

CLO 2: Identify the center of challenges and promote professionalism, thus contributing to society

CLO 3: Demonstrate knowledge of the values of professionalism and ethics

CLO 4: Act based on an understanding of individual, public, and organizational values

SL No.	CONTENT OF COURSE	Hrs	Corresponding CLOs
1.	The Meaning of Ethics and Professionalism and their Importance. Types of Ethics--Social, Individual, Professional Ethics, Ethics and Professionalism within the Context of Public Administration, Professional Ethics in Public Administration, how can and why should Professionalism and Professional Ethics be Promoted?	5	CLO-1
2.	Principles of Professionalism: Roles and Responsibilities of Public Officials, The Value Base of Public Administration, Professional Management and Democracy.	4	9+5
3.	Public Professionalism and Ethics in an Era of Radical Transformations: Meaning, Challenges, and Factors in Promoting Public Service Professionalism and Ethics.	4	CLO-3
4.	Influence of New Paradigms of Public Administration on Ethics: New Ethical Challenges in a Changing Public Administration.	4	CLO-3
5.	Determinants and Dilemmas of Ethics in Public Administration: Democratic Accountability of Administration, The Rule of Law and the Principle of Legality, Professional Integrity and Responsiveness to Public.	4	CLO-3
6.	Ethical Guidelines: The Constitution and Other Laws, Policy Documents, Codes of conduct, Civil Service Law or Act as Ethical Guidelines, An evaluation of the Application of Ethical Guidelines in Public Administration.	5	CLO-3
7.	Ethics, Morality and Justice-Ethical Implications of Budgets: Distributive Justice, Budget as a Moral Issue, Ethical Budgets, Reflection on Equality, on Equal Opportunities, on Equity.	4	CLO- 3
8	Values Forming the Basis of Ethical and Professional Conduct: Political, Economic, Social and Managerial Principles, Religious and Societal Values.	4	CLO- 4
9	Need for Ethical and Professional Behavior in Public Administration in an Era of Globalization: Individual Values, Professional Values, Organizational Values, Legal Values, Public Interest Values, Global Interest Values. The Future of Ethics and Professionalism in Public Administration, Towards Building of a Professional and Ethical Architecture-- Determinants and Challenges	4	CLO-3
10	Role of Civil Society and Private Sector in Promotion of Ethical and Professional Standards in Public Administration. Consequences of Failure to Promote a Universal Ethical and Professional Standard in Public Administration.	4	CLO-1

Mapping of CLOs with PLOs

	PLO																	
CLO	FS						SS						TS		PS			
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	PS1	PS2	PS3	PS4
CLO1	✓	✓					✓		✓									
CLO2																		✓
CLO3										✓						✓		
CLO4						✓												✓

Note: PLO, Program Learning Outcome; CLO, Course Learning Outcome; FS, Fundamental Skills; SS, Social skills; TS, Thinking skills; PS, Personal skills.

Course Learning Outcomes with the Teaching Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching strategy	Learning	Assessment strategy
CLO 1	Discover the domain of ethics and professionalism pertaining to public administration and Act based on the principles of professionalism in his/her field	Lecture, discussion Multimedia presentation	Interactive	Summary, Quiz, question, assignment
CLO 2	Locate the center of challenges and promote professionalism thus contributing to the society	Lecture, presentation storming.	Multimedia and brain	MCQ, short question, discussion group
CLO 3	Show knowledge on values of professionalism and ethics	Lecture, Multimedia and group Discussion .		MCQ, short question, assignment.
CLO 4	Act based on understanding of individual, public, organizational values	Lecture, Case Studies, brain storming and Interactive discussion.		Diagram labeling, MCQ, short question

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex 1

Part D

16. Learning Resources

Suggested Readings:

Gildenhuis, J. S. H. 2004. Ethics and Professionalism: Battle against Public Corruption, Stellenbosch, SUN PRESS.

Dobel, J. P. 1999. Public Integrity, Baltimore, Johns Hopkins University Press.

Bok, S. 1978. Lying: Moral Choice in Public and Private Life, New York, Vintage Books/Random House.

O'Leary, R. 2006. The Ethics of Dissent: Managing Guerrilla Government, Washington, D.C., CQ Press.

United Nations, 2000. Professionalism and Ethics in the Public Service: Issues and Practices in Selected Regions, New York, United Nations.

Cox, R. W. 2015. Ethics and Integrity in Public Administration: Concepts and Cases, Routledge, New York, USA.

United Nations. 2000. Promoting Ethics in the Public Service, New York, Department of Economic and Social Affairs Division for Public Economics and Public Administration.

0413PA521: Governance Issues and Problems in Bangladesh

Course Code: 0413PA521		Contact Hours: 42 direct
Course Title: Governance Issues and Problems in Bangladesh		Credits: 3
Course Type: Compulsory		CIE Marks: 40
Level: MSS 2 nd Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Rationale	This course provides students with a theoretically informed understanding of debates on governance with a reference to globalization and helps them develop a critical mind to enhance their capacity to develop and implement policies in public, private or development organizations. This course recognizes that governance issues do not come neatly packaged into specialist areas. There is a need for cross-cutting learning which will help students identify governance issues in whatever country context they arise and respond to them appropriately whether the vehicle is a project, policy or a program.	
Objectives	The main objective of this course is to provide students' knowledge and understanding on perspectives and relations between governance and development in practice. Also, this course will introduce students with a set of approaches and tools that will help them in assessing a country 's governance environment and in developing and implementing appropriate interventions. Provide knowledge on the relations among governance, good governance and sustainable development; and familiarize students with the key challenges governance and how to overcome challenges with special reference to Bangladesh.	

Course Learning Outcomes: Upon completion of this course, students will be able to:

CLO 1: Explain the fundamental concepts, principles, and theoretical perspectives of governance and critically examine the evolution of governance practices in Bangladesh.

CLO 2: Analyze the major governance challenges in Bangladesh, including issues of accountability, transparency, corruption, public sector management, decentralization, and citizen participation, using appropriate analytical frameworks.

CLO 3: Evaluate the effectiveness of governance institutions, public policies, and reform initiatives in Bangladesh by applying empirical evidence, comparative perspectives, and relevant governance indicators.

CLO 4: Assess the roles of government, civil society, the private sector, development partners, and digital governance initiatives in promoting good governance, sustainable development, and democratic accountability in Bangladesh.

CLO 5: Develop evidence-based policy recommendations and practical governance strategies to address contemporary governance problems in Bangladesh while demonstrating critical thinking, ethical reasoning, and effective academic communication skills.

S. N.	CONTENT OF COURSE	Hrs	CLOs
1	Governance: meaning, Theoretical and Practical Perspectives.	5	1
2	Bureaucracy and Good Governance in Bangladesh: Transparency, Accountability and Participation.	6	1,2
3	Governance in Legislature of Bangladesh: Parliamentary Activities, Parliamentary Standing Committee.	6	1
4	Good Governance and Local Government Institutions in Bangladesh: Some Good Experiences.	6	1,2,3
5	Good Governance and Civil Society: Role of Civil Society for Ensuring Good Governance in Bangladesh, Politics of Civil Society in Bangladesh.	6	4, 5
6	Regime Change and Effective Governance: Problems of Regime Change, Effects of Regime Change in good Governance.	5	4
7	The Role of Politics in Governance, Military Rule and Governance, Political Parties and Governance, and the Political System Crisis of Good Governance in Bangladesh.	4	2, 4
8	Development Partners and the Agenda for Good Governance: Their Focus and Priorities, Agenda for Good Governance.	4	3
9	Integrity in GO-NGO Governance: Voice, Demand and Accountability.	5	4
10	ICT and E-Governance for Poverty Reduction and Sustainable Development.	4	4,5

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1	X	X	X	X	X	X
CLO2	X	X	X	X	X	X
CLO3	X	X	X	X	X	X
CLO4	X	X	X	X	X	X
CLO5	X	X	X	X	X	X

Recommended Readings:

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand				5
Apply			5	
Analyze	5		5	
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's	Tests
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Category	
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional classroom lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, field visits and stakeholder interviews, assignments and student presentations.

Assessment methods

The summative assessment method comprising regularity of attendance, class room interactions, assignments, presentation/viva, mid-term and end-semester written examination are to be used for assessing the students.

0413PA522: Constitutional and Administrative Law

Course Code: 0413PA522	Contact Hours: 56 direct
Course Title: Constitutional and Administrative Law	Credits: 3
Course Type: Compulsory	CIE Marks: 40
Level: MSS 2 nd Semester	SEE Marks: 60
Credit Value: 3 (Three)	Total marks: (40+60) = 100
Pre-requisite (If any): None	Course Teacher:
Course Summary	Administrative Law and Ethics are the rules that define moral conduct

	according to the ideology of a specific group. Moreover, ethics in public administration are important for good business conduct based on the needs of a specific town, state or country. Ethics provide accountability between the public and the administration. Adhering to a code of ethics ensures that the public receives what it needs in a fair manner. It also gives the administration guidelines for integrity in their operations. That integrity, in turn, helps foster the trust of the community.
Objectives	This course focuses on the legal problems involved in the creation, functioning, and control of government agencies (other than courts or legislatures) that engage in rule making or adjudication. Particular attention is given to the constitutional constraints on agency action, including those imposed by due process, separation of powers, and the non-delegation doctrine. The investigative functions of agencies and the timing, method, and scope of judicial review of an agency's actions also are covered.

Course Learning Outcomes: Upon completion of this course the students will be able to:

CLO 1: Know and understand the law on supervision and control of the public administration in Bangladesh.

CLO 2: Know and understand the law on personnel expertise in the public administration in Bangladesh.

CLO 3: Exercise of proper professional and ethical responsibilities to clients and the legal system.

CLO 4: Analyze the advanced principles of administrative law; undertake self-directed legal research at an intermediate level.

CLO 5: Apply administrative law principles to complex legal problems.

CLO 6: Analyze the impact and operation of administrative law from policy perspectives and identify and explain government accountability for the exercise of public power.

CLO 7: Reflect on their abilities to effectively undertake work as an administrative decision maker, or to challenge administrative decisions.

S. N.	CONTENT OF COURSE	Hrs	CLOs
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1.	Introduction to Administrative Law: Definition, Scope, Importance, Constitutional Law and Administrative Law.	6	1, 7
2.	Bangladesh Constitution: Background, Fundamental Principles, Fundamental Rights.	6	3, 7
3.	Constitutional Framework of Public Administration, Administrative Tribunal, Ombudsmen, Public Service Commission, Comptroller & Auditor General.	6	2, 4
4.	Rule of Law: Meaning, Dicey's Doctrine, Provisions for Ensuring Rule of Law in Bangladesh Constitution, Criticism.	6	2, 4
5.	Delegated Legislation and Judicial, Legislative and Others Control.	5	2, 4, 5
6.	The Rules of Business and the Allocation of Business 1996.	3	4, 5
7.	The Secretarial Instructions 2008.	6	3, 4
8.	The Government Servants (Special Provisions) Ordinance, 1979.	5	5, 6
9.	The Government Servants Conduct Rules 1979.	4	5
10.	The Government Servants Discipline (Punctual & Attendance) Ordinance, 1982 & the Public Servants (Dismissal on Conviction) Ordinance, 1985.	4	3, 5
11.	The Leave Rules 1959.		2,4
12.	Warrant of Precedence.		3,2

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

CLO 4	X	X	X	X	X	X
CLO 5	X	X	X	X	X	X
CLO 6	X	X	X	X	X	X
CLO 7	X	X	X	X	X	X

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching–Learning Strategy	Assessment Strategy
CLO 1	Lecture, discussion, and interactive classroom activities	Quiz/Class Test
CLO 2	Lecture, discussion, and case study analysis	Assignment
CLO 3	Lecture, discussion, and problem-solving exercises	Mid-Term and Final (Summative) Examination
CLO 4	Lecture, discussion, and seminar/case discussion	Quiz/Class Test and Presentation
CLO 5	Lecture, discussion, and case-based learning	Final (Summative) Examination

Recommended Readings:

8. Anisuzzaman, M. (1979). *Bangladesh Public Administration and Society*. Dhaka: Bangladesh Books International Limited.
9. Dicey, A. V. (1915). *Introduction to the Study of the Law of the Constitution* (8th Edition). St. Martin's Street, London: Macmillan and Co. Limited.
10. Haque, T. (2002). *In Search of Justice: Women's Encounters with Alternate Dispute Resolution*. Dhaka: The Asia Foundation.
11. Halim, M. A. (1998). *Constitution, Constitutional Law and Politics: Bangladesh Perspective: a Comparative Study of Problems of Constitutionalism in Bangladesh*, Khan, M.Y.A. (Eds.). 9 Nilkhet, Babupara, Dhaka-1205: Rico Printers.
12. Kamal, M. (1994). *Bangladesh Constitution: Trends & Issue*. Dhaka: University of Dhaka.
13. Massey, I. P. (2001). *Administrative Law* (5th Edition). 34, Lalbagh, Lucknow-226001, India: Eastern Book Company.
14. Takwani, C. K. (1998). *Lectures on Administrative Law* (3rd Edition). 34 Lalbagh, Lucknow-226001, India: Eastern Book Company.

Continuous Internal Evaluation (CIE) –Breakup (40 marks)

Bloom's Category Marks (out of 40)	Tests (Mid-term)	Assignments	Presentation/Field Work	Curricular/Co-Curricular Activities/ Attendance (5)
Remember	5			
Understand	5			
Apply			10	
Analyze	5			
Evaluate	5			
Create		5		

SEE- Semester End Examination (60 Marks)

Bloom's Category	Tests
Remember	5
Understand	5
Apply	15
Analyze	15
Evaluate	10
Create	10

Teaching Learning methods

Teaching and learning needs to be undertaken through conventional class room lectures, classroom discussions and interactions, seminars, quizzes, case study analysis, assignments and student presentations.

Assessment methods

The summative assessment method comprising of regularity of attendance, class room interactions and assignments, presentation/viva, mid-term and end semester examination are to be used for assessing the students.

Course Title:: 0413PA523 Public Governance

Course Code: 0413PA523		Contact Hours: 42 direct
Course Title: Public Governance		Credits :3
Course Type: Major		CIE Marks: 40
Level:1st Year 2nd Semester		SEE Marks: 60
Credit Value: 3 (Three)		Total marks: (40+60) = 100
Prerequisite (If any): None		Course Teacher:
Rationale	The Public Governance course helps students understand how governance operates in practice, especially in the context of Bangladesh. It looks at how different institutions function, how policies are made and implemented, and how accountability and citizen participation shape public services. The course also discusses current challenges such as corruption, decentralization, digital transformation, and the impact of global forces on national governance. By connecting theory with practical examples, students gain the skills and insights needed to critically assess and improve governance systems in Bangladesh and similar developing countries	

Objectives	➤ The course aims to develop students' clear and comprehensive understanding of the fundamental ideas, concepts, and principles of public governance. It helps students explore how governance institutions in Bangladesh are structured and how they function in real-life contexts. Through this course, students will learn the processes of public policy formulation, implementation, and evaluation. It also seeks to build awareness about the importance of accountability, transparency, and the control of corruption in ensuring effective governance. In addition, the course introduces contemporary governance challenges such as decentralization, digital governance, and globalization. Ultimately, it encourages students to think critically and propose practical and context-based solutions to improve governance systems in Bangladesh.
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Course Learning Outcomes:

At the end of the Course, the Student will be able to-

CLO 1	Analyze core concepts and theories of public governance.
CLO 2	Evaluate governance structures and institutional frameworks in Bangladesh.
CLO 3	Assess accountability, transparency, and anti-corruption mechanisms.
CLO 4	Critically examine public policy processes and stakeholder roles.
CLO 5	Apply governance tools in real-world public sector contexts.
CLO 6	Propose innovative solutions to governance challenges in Bangladesh.

SL No.	CONTENT OF COURSE	Hrs	Corresponding CLOs
1.	Introduction to Public Governance: Concept of Governance vs Government, Evolution of Public Governance, Principles of Good Governance (UNDP, World Bank), Governance Indicators (WGI, SDGs), Governance in Developing Countries Bangladesh Context: Governance challenges and reforms	5	CLO-1
2.	Theories and Models of Governance: Traditional Public Administration, New Public Management (NPM), New Public Governance (NPG), Network Governance, Collaborative Governance, Case: Governance reforms in Bangladesh	5	CLO-2
3.	Institutional Framework of Governance in Bangladesh: Constitutional framework, Executive, Legislature, Judiciary roles, Public Service Commission, Anti-Corruption Commission, Role of Local Government Institutions (Union Parishad, Upazila, City Corporation), NGOs and Civil Society, Case Study: Institutional coordination challenges	6	CLO-3
4.	Public Policy and Governance: Policy-making process, Stakeholder analysis, Policy implementation and evaluation, Role of bureaucracy and political actors Bangladesh Case: Policy success and failure examples	4	CLO-3
5.	Accountability and Transparency: Types of accountabilities (political, administrative, social), Transparency mechanisms, Right to Information (RTI), Citizen Charter, E-Governance tools for transparency Case: RTI Act in Bangladesh	2	CLO-3
6.	Corruption and Governance: Concept and types of corruption, Causes and consequences, Anti-corruption strategies, Role of Anti-Corruption Commission (ACC) Bangladesh Context: Corruption perception and reforms	4	CLO-1, 3
7.	Decentralization and Local Governance: Concept and types of decentralization, Fiscal, administrative, political decentralization, Local governance in Bangladesh, Participatory governance, Challenges of decentralization Case: Union Parishad governance	4	CLO- 3,4
8	E-Governance and Digital Transformation: Concept of e-governance, Digital Bangladesh initiative, ICT in public service delivery, Challenges of digital governance, Case: a2i program	4	CLO- 5,6
9	Public Service Delivery and Citizen Engagement: Service delivery models, Citizen participation, social accountability tools, Public-private partnerships (PPP) Case: Service innovation in Bangladesh	4	CLO-6
10	Global Governance and Bangladesh, Global governance institutions (UN, World Bank), Impact of globalization, international development partners in Bangladesh, SDGs implementation	4	CLO-6
11	Contemporary Governance Challenges: Climate governance, Urban governance, Crisis and disaster governance, Governance during pandemics, Future trends in	4	CLO 6

governance		
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Mapping of CLOs with PLOs

	PLO																	
CLO	FS						SS						TS		PS			
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	PS1	PS2	PS3	PS4
CLO1	✓						✓		✓									
CLO2		✓																✓
CLO3										✓						✓		
CLO4						✓												✓
CLO 5						✓											✓	
CLO 6								✓					✓			✓		

Note: PLO, Program Learning Outcome; CLO, Course Learning Outcome; FS, Fundamental Skills; SS, Social skills; TS, Thinking skills; PS, Personal skills.

Course Learning Outcomes with the Teaching, Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching-Learning Strategy	Assessment strategy
CLO 1	Analyze core concepts and theories of public governance.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Evaluate governance structures and institutional frameworks in Bangladesh.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Assess accountability, transparency, and anti-corruption mechanisms.	Lecture, Multimedia and group Discussion.	MCQ, short question, assignment.

CLO 4	Critically examine public policy processes and stakeholder roles.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labeling, MCQ, short question
CLO 5	Apply governance tools in real-world public sector contexts.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labeling, MCQ, short question
CLO 6	Propose innovative solutions to governance challenges in Bangladesh.	Case Studies, brain storming and Interactive discussion.	Diagram labeling, MCQ, short question, Power point Presentation

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex 1

Part D

16. Learning Resources

Suggested Readings:

- Osborne, S. P. (Ed.). (2010). *The new public governance? Emerging perspectives on the theory and practice of public governance*. Routledge. .
- Bovaird, T., & Löffler, E. (2024). *Public management and governance* (4th ed.). Routledge.
- Pierre, J., & Peters, B. G. (2020). *Governance, politics and the state* (2nd ed.). Bloomsbury Academic.
- Bevir, M. (2012). *Governance: A very short introduction*. Oxford University Press.
- Jamil, I., Aminuzzaman, S. M., Askvik, S., & Haque, S. T. M. (Eds.). (2011). *Understanding governance and public policy in Bangladesh*. The University Press Limited.

0413PA524: Innovation and Change Management in Public Administration

Course Code: 0413PA524		Contact Hours: 42 direct
Course Title: Innovation and Change Management in Public Administration		Credits: 3
Course Type: Major		CIE Marks: 40
Level: MSS 2nd Semester		SEE Marks: 60
Pre-requisite (If any): None		Total marks: (40+60) = 100
Course Summary	This course engages with the critical challenges in developing effective leadership and change management in public administration. The unit will equip students with a strong insight into some of the prominent approaches to understanding effective leadership and the nature and challenges involved and put forward some strategies to achieve this. While in the past leadership in public administration was treated as a synonym for hierarchy, shifts in the mode of public service delivery has transformed not only the social and economic imperatives facing policy officials in a leadership position, but the very structure of government and its mode of delivery of policy outcomes.	
Course Objectives	This course has been designed to provide students with an understanding about organizational change management with a special reference to public sector. Organizational change and innovation appear to be happening with increasing frequency and magnitude in the public and private sectors in both developing and the developed countries. It is understandable that in a world of rapid changes, transforming economies, reforming governments and societies, we are in need of a higher change capacity of public organizations to meet more complex demands for innovation in public services across the globe.	

Course Learning Outcomes (CLO):

Course Learning Outcomes: At the end of the Course, the Student will be able to

CLO 1	Understand the foundational concepts and models associated with leadership and change management in public administration.
CLO2	Explain the emerging policy challenges to government, across different portfolios, and the role of leadership therein.
CLO3	Analyze the tensions between competing approaches to public management in the context of incremental and radical changes to governing structures.

CLO4	Evaluate the nature of leadership and its relationship to policy outcomes across a range of substantive policy areas.
CLO5	Apply these competencies in a team project, submitted as a written project and oral presentation, incorporating original research on dimensions of leadership and change in public administration.

SL No.	CONTENT OF COURSE	Hrs	CLOs
1	Change Management: Concept, Nature and Dimensions of Change Management, Different Actors of Change, Environmental Triggers for Change.		
2	Innovations in Public Services: Meaning, Nature and Causes of Public Service Innovations, Impact of Public Service Innovations on Service Delivery.		
3	Need for Change: Creating a Sense of Urgency, Organization Culture and Igniting Change in Organization.		
4	Theories of Change Management: Theories, Models and Approaches.		
5	Leading Change Management: Quality of a SMART Change Leader, Motivating People for Change.		
6	Formulation of Change Management Plan: Major Theories and Approaches, Stakeholder and SWOT Analysis, Preparing a Change Management Plan Formulation.		
7	A Framework for Implementing Change: Mobilizing Support, Buying in Support for the Change Strategy, Making the Organization Move.		
8	Change Resistance Management Plan: Theories of Resistance, Preparing a Resistance Management Plan.		
9	Making the Change Sustainable: Techniques, Training and Development and Motivation.		
10	Case Studies of Public Sector Organizations: Recent Change and Innovation Initiatives in Public Sector of Bangladesh and Their Implications—Understanding Who Played What Role in the Process of Change, Why and How?		

11	Change Management Best Practices: Global Experiences and Lessons for the Public Sector Organizations in Bangladesh.		
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Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

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

Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO 1	Lecture and Discussion	Quiz/Class Test
CLO 2	Lecture and Discussion	Assignment
CLO 3	Lecture and Discussion	Mid-Term and Summative
CLO 4	Lecture and Discussion	Quiz/Class Test
CLO 5	Lecture and Discussion	Summative Assessment
Review		

Recommended Readings:

Cameron, E. & Green, M. (2009). *Making Sense of Change Management*. London: Kogan Page.

Kotter, J. (1996). *Leading Change*. Boston. Harvard Business School Press.

Hayes, J. (2014). *Theory and Practice of Change Management* (4th Edition). New York. Palgrave Macmillan.

Herold, D. M. & Fedor, D. B. (2008). *Leading Change Management*. California: Stanford University Press.

Todnem, R. & Macleod, C. (Eds.) (2009). *Managing Organizational Change in Public Services- International Issues, Challenges and Cases*. New York: Routledge.

Course Code and Course Title : 0413PA528 Statistical Tools and Techniques in Social Sciences

Course Code: 0413PA528		Contact Hours: 42 direct
Course Title: Statistical Tools and Techniques in Social Sciences		Credits :3
Course Type: Major		CIE Marks: 40
Level:1st Year 2nd Semester		SEE Marks: 60
Prerequisite (If any): None		Total marks: (40+60) = 100
Rationale	The course "Statistical Tools and Techniques for Social Research" provides students with a comprehensive understanding of the statistical methods and techniques used in social research. The course equips students with the necessary skills to collect, analyze, and interpret quantitative and qualitative data to draw meaningful conclusions and make evidence-based decisions. Through theoretical knowledge and practical applications, students will learn to use statistical tools to address research questions and explore relationships among variables and factors in the social sciences.	
Objectives	This course aims to help students develop a clear understanding of the fundamental concepts and tools of statistics and their relevance to social science research. It equips students with practical skills in data collection, organization, and data entry, enabling them to manage research data effectively. The course also focuses on building students' ability to analyze both quantitative and qualitative data using appropriate statistical methods. Emphasis is placed on interpreting and communicating statistical findings in a clear and meaningful way to support research conclusions. Furthermore, the course prepares students for more advanced statistical analysis in social science research and provides hands-on experience with statistical software, enhancing their ability to apply statistical techniques in real-world research contexts.	

Course Learning Outcomes:

At the end of the Course, the Student will be able to-

CLO 1	Apply appropriate statistical techniques such as correlation, regression analysis, chi-square tests, Anova test, factor analysis, validity and reliability test, missing values analysis, data transformation
CLO 2	Develop skills for analyzing quantitative data using AMOS's various tests such as model fit indices, confirmatory factor analysis, structural equation modelling, mediating and moderating analysis, examining model fitness, composite reliability test, and calculation of average variance extracted
CLO 3	Having students' abilities to analyze qualitative data using NVIVO software's different tools; for instance, data grouping, auto-coding, making sub-theme and theme, mind map, word summary, word cloud, and tree cloud
CLO 4	Know how to use Mendeley to insert in-text citations automatically, create bibliographies or reference lists, change between different referencing styles automatically, taking notes digitally on the reading materials, among others.
CLO 5	Development of students' ability to interpret analyzed data derived from SPSS, AMOS, and NVIVO
CLO 6	Comprehensive understanding to conclude the research based on the statistical (SPSS, AMOS, and NVIVO) findings
CLO 7	Enhancement of the knowledge to construct a conceptual framework and measure variable relations through Path analysis of AMOS and establish a theoretical foundation based on qualitative coding by using NVIVO

SL No.	CONTENT OF COURSE	Hrs	Corresponding CLOs
1.	Chapter 01(SPSS): Data entry, storing and retrieving data files, descriptive statistics, correlation, regression, mean, standard deviation, Anova test, factor analysis, validity and reliability analysis, missing values analysis, data transformation, using graphics for data interpretation, data transfer techniques.	5	CLO-1
2.	Chapter 02(AMOS): Model identification, model fit indices, confirmatory factor analysis (CFA), the measurement models, structural equation modelling, mediating and moderating analysis, path diagram, examining model fitness, discriminant validity (DV), convergent validity (CV), composite reliability (CR) test, calculation of average variance extracted (AVE).	5	CLO-2
3.	Chapter 03(NVivo): Data input, data coding, data grouping, auto-coding, making sub-theme and theme, mind map, drawing conceptual framework, word summary, word cloud, tree cloud, using NVivo for literature review.	6	CLO-3
4.	Chapter 04 (Mendeley): Creating a library of reading materials, inserting in-text citations automatically, creating bibliographies or reference lists automatically, changing between different referencing styles automatically, and taking notes digitally on the reading materials, among others.	4	CLO-3

Mapping of CLOs with PLOs

	PLO																	
CLO	FS						SS						TS		PS			
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	PS1	PS2	PS3	PS4
CLO1		✓	✓	✓	✓	✓												
CLO2																		✓
CLO3																✓		
CLO4																		✓

CLO 5																	√	
CLO 6								√					√				√	
CLO 7																		

Note: PLO, Program Learning Outcome; CLO, Course Learning Outcome; FS, Fundamental Skills; SS, Social skills; TS, Thinking skills; PS, Personal skills.

Course Learning Outcomes with the Teaching, Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching-Learning Strategy	Assessment strategy
CLO 1	Apply appropriate statistical techniques such as correlation, regression analysis, chi-square tests, Anova test, factor analysis, validity and reliability test, missing values analysis, data transformation	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Develop skills for analyzing quantitative data using AMOS's various tests such as model fit indices, confirmatory factor analysis, structural equation modelling, mediating and moderating analysis, examining model fitness, composite reliability test, and calculation of average variance extracted	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Having students' abilities to analyze qualitative data using NVIVO software's different tools; for instance, data grouping, auto-coding, making sub-theme and theme, mind map, word summary, word cloud, and tree cloud	Lecture, Multimedia and group Discussion.	MCQ, short question, assignment.
CLO 4	Know how to use Mendeley to insert in-text citations automatically, create bibliographies or reference lists, change between different referencing styles automatically, taking notes digitally on the reading materials, among others.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labeling, MCQ, short question

CLO 5	Development of students' ability to interpret analyzed data derived from SPSS, AMOS, and NVIVO	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labeling, MCQ, short question
CLO 6	Comprehensive understanding to conclude the research based on the statistical (SPSS, AMOS, and NVIVO) findings	Case Studies, brain stroming and Interactive discussion.	Diagram labeling, MCQ, short question, Power point Presentation
CLO 7	Enhancement of the knowledge to construct a conceptual framework and measure variable relations through Path analysis of AMOS and establish a theoretical foundation based on qualitative coding by using NVIVO	Case Studies, brain stroming and Interactive discussion.	Diagram labeling, MCQ, short question, Power point Presentation

Part C

1. 15Alignment of topics of the courses with CLOs:
2. Class Schedule/Lesson Plan/Weekly Plan:

Topics	Specific Outcome (What students will achieve in terms of knowledge, skills and abilities	Teaching Strategies & Suggested Activities (in relation to each topic or lesson)	Teaching Aids/Tools /Materials	Assessment Technique	Alignment with CLOs

Name and Signature of the Course Teacher Checked by (Head/Program Coordinator)

3. Teaching-Learning Strategies:

4. Assessment Techniques of each topic of the Course:

Part C- Assessment and Evaluation

5. Assessment Strategy: (Mid Term, Assignment, Term Paper, Class Test, Presentation, etc. and Semester Final.

6. Evaluation Policy (Grading System):

Numerical Grade	Letter Grade		Grade Point	Interpretation
80% and above	A+	(A Plus)	4.0	Outstanding
75% to less than 80%	A	(A regular)	3.75	Excellent
70% to less than 75%	A-	(A minus)	3.50	Very Good
65% to less than 70%	B+	(B Plus)	3.25	Good
60% to less than 65%	B	(B regular)	3.0	Satisfactory
55% to less than 60%	B-	(B minus)	2.75	Below Satisfactory
50% to less than 55%	C+	(C Plus)	2.50	Average
45% to less than 50%	C	(C regular)	2.25	Pass
40% to less than 45%	D		2.0	Poor
Less than 40%	F		0.00	Fail

7. Make-up procedures:

Part D- Learning Recourses

Reference Books:

- ❑ AIKTC, K. (2020). MENDELEY: Reference Management Tool & Beyond It (2019-20).
- ❑ Landau, S., & Everitt, B. S. (2003). A handbook of statistical analyses using SPSS. Chapman and Hall/CRC.
- ❑ Jackson, K., & Bazeley, P. (2019). Qualitative data analysis with NVivo. Sage.
- ❑ Byrne, B. M. (2016). Structural equation modeling with AMOS: Basic concepts, applications, and programming. Routledge.

