

Outcome Based Education (OBE) Curriculum

Program: Master of Public Administration

Name of degree: Master of Public Administration (MPA)

Program offering entity: Department of Public Administration

Name of the University: Stamford University Bangladesh.

Year: 2022

Preface

Outcome Based Education (OBE) Curriculum for the degree of Master of Public Administration offered by the Department of Public Administration of Stamford University Bangladesh (SUB) has been updated as per the guidelines of the University Grants Commission (UGC) of Bangladesh, Bangladesh Accreditation Council (BAC) and the Institutional Quality Assurance Cell (IQAC) and Stamford University Bangladesh. The Curriculum Committee of the Department including all teachers of the Department and external academic experts were actively involved in reviewing and updating the curriculum to ensure the quality of the OBE curriculum. The curriculum committee also followed the OBE curriculum (revised) guidelines of the UGC of Bangladesh (2021). Bangladesh National Qualification Framework (BNQF, 2021) guidelines were followed during the preparation of graduate profile, level description or Program Learning Outcomes (PLOs) and matched with the courses and Course Learning Outcomes (CLOs) of the curriculum. This OBE curriculum will be useful for ensuring quality in higher education innovative research and excellence in skills in the Department of Public Administration of Stamford University Bangladesh. Graduates of this department also provide various services to the citizens, agencies, and industries requiring skills to serve public affairs management of the government, non-government, public enterprises, NGOs and private sectors. The Curriculum Committee is grateful to the University authority and the UGC of Bangladesh and other stakeholders for logistics and support.

Curriculum Committee

Department of Public Administration
Stamford University Bangladesh
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	0413 MPA 526	Project Planning, Monitoring and Evaluation	see 62
	0111 MPA 532	Advanced Research	see 52
Core course (First year)			
	0413MPA 521	Public Administration: Theories and Discourses	see 54
	0413MPA 522	Development Theories and Administration	see 56
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	0413MPA 524	Contemporary Issues and Problems of Bangladesh Public Administration	see 60
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	0413 MPA 530	Organization Theories and Behavior	see 68
	0413 MPA 531	Administrative Reform and Change Management	see 70
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General course (First year)			
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	0413 MPA 543	Change and Project Management Methods	76
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	0413 MPA 550	Communication and Conflict Management	80
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Core Course (First year)			
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General course (First year)			
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	0413 MPA 509	Local Government in Bangladesh	131
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	0412 MPA 515	Human resource Development	143
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Core Course (Second year)			
	0413MPA 521	Public Administration: Theories and Discourses	158
	0413MPA 522	Development Theories and Administration	162
	0421MPA 523	Law and Regulatory Administration	166
	0413MPA 524	Contemporary Issues and Problems of Bangladesh Public Administration	171
	0413 MPA 526	Project Planning, Monitoring and Evaluation	175
	0312 MPA 528	Public Policy Analysis	179
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	0413 MPA 530	Organization theories and Behavior	187
	0413 MPA 531	Administrative Reform and Change Management	190
	Elective course (Not offered)		
	Viva-voce (Not offered)		
	Research component (Second year)		
	Course Outline (For 1 year Taught course)		
	General course (First year)		
	0412 MPA 515	Human Resource Development	see 143
	0521 MPA 525	Environment, Disaster and Development	see 149
	0413 MPA 526	Project Planning, Monitoring and Evaluation	see 175
	0111 MPA 532	Advanced Research	see 155
	Core course (First year)		
	0413MPA 521	Public Administration: Theories and Discourses	see 158
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	General course (First year)		
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	0413 MPA 543	Change and Project Management Methods	197
	0413 MPA 545	Financial Management	201
	0413 MPA 550	Communication and Conflict Management	205
	0413 MPA 552	Sustainability and Social Responsibility	208
	Core Course (First year)		
	0413MPA 521	Public Administration: Theories and Discourses	See 158
	0413 MPA 542	Contemporary Learning Theories and Assessment	211
	0413 MPA 544	Technology Enhanced Learning	215
	0413 MPA 546	Curriculum Design and Implementation	219
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The curriculum of Master of Public Administration

Department of Public Administration

Stamford University Bangladesh

Part A

- 1. Title of the Academic Program:** Master of Public Administration
- 2. Name of the University:** Stamford University Bangladesh
- 3. Vision of the University:** Transforming Educational Excellence from Good to Great.
- 4. Mission of the University:** The mission of Stamford University Bangladesh is to prepare students for leadership and service in multicultural, global and technological social settings by providing them with international standard education.
- 5. Name of the Program Offering Entity:** Department of Public Administration
- 6. Vision of the Program Offering Entity:** Ensuring better governance for a better world.
- 7. Mission of the Program Offering Entity:** The mission is to produce high-level human resources, facilitate international quality education; prepare students endowed with professionalism and ethical standards and make them capable of consolidating their position in the competitive job market. It mainly focuses on:
Mission 1; to prepare students for leadership and service in multicultural, global and technological social settings;
Mission 2: to provide students with international standard education.
- 8. Objectives of the Program Offering Entity:** Department of Public Administration established in 2015 with the commitment to ensuring better governance for a better world has been conducting Bachelor of Public Administration(BPA) and Master of Public Administration (MPA) programs since the beginning. The objective of the program is to produce high-level human resources to serve public affairs management of the government, non-government, public enterprises, NGOs and private sectors. The program focuses on areas of specialization such as Governance Development Administration, Human Resource Development, Education and Knowledge Management Public Finance and Law & Order Administration. After successful completion of the program, a student will be able to function as an Administrator/Manager in government, non-government, public enterprises and private sectors.
The four years BPA and one-year MPA programs of the department have strong theoretical and quantitative orientations. We prepare the students to work in Government, private and public sector organizations, multinational companies, research and development sectors, nongovernmental organizations (NGO) & nonprofit sectors.
All students are required to take the core courses like Introduction to Public Administration, E-Governance and Digital Administration, Local Government, Public Management, Personnel and Human Resources Management, Financial Administration, Comparative Public Administration, Sociology of Administration, Organizational Behavior, Development Administration, Public Enterprise, Rural Development etc. Beside these, there are several applied courses such as Applied Research in Administration, Computer Application, Project Management, Administrative Office Management and Public Policy Analysis.
- 9. Name of the Degree:** Master of Public Administration
- 10. Description of the Program:** Master of Public Administration (MPA) is a post-graduate program designed for fresh graduates from different disciplines and

professionals to provide qualitative and quantitative analytical skills required by leaders in the major fields of governance, administration education and development affairs. This program is conducted taking into account the changing needs and trends of the administration/management and graduates' career prospects. In this program, Public Administration as a system of governance has been viewed from a holistic perspective. Since education constitutes the software of governance, the MPA course along with others has given a special focus on educational governance and leadership. It, therefore, incorporates an international perspective and a multidisciplinary approach in its teaching methods. It will build freshers well-trained and skilled professionals for job opportunities along with adding an extra skill to current professionals working in public, development and business sectors. Like most professional degrees, it can also lead to a wide variety of careers. MPAs work in nonprofits, government agencies, international NGOs, social enterprises, private businesses, financial institutions, and more. The program also provides students with the knowledge and skills they need to be active members of an international network of administrative and educational leadership professionals as well as change agents in their respective fields.

There are two streams in the Master of Public Administration program in the Department of Public Administration: One is the regular stream and the other is the specialized stream that specializes in educational governance and leadership. The students need to complete the courses under any one of the streams. The degree is offered based on taught courses.

The MPA requires two years or/and one year corresponding to the entry qualifications of the students. The students having a Bachelor's degree of three years will complete 72 credit hours and those who have a Bachelor's degree of four years will complete 40 credits to get a regular MPA degree that will require at least two years and one-year academic period respectively.

Summary of course categories and credits for each academic year (For 2 years Taught course)

Academic Year	General Course (cr.24)			Core Course (cr. 48)		Elective Course (6 cr.)		Viva-Voce (Cr.)	Research (Cr.)	Total Course (72 credits)				
	Theory	Lab	Co-curricular	Theory	Lab	Theory	Lab			Short project/ Internship	Theory	Lab	Co-curricular	Viva-Voce
First Year	5(15)			7(21)					--	36				-
Second Year	3(9)			9(27)					--	36				-
Total	18			48						72				

Summary of course categories and credits for each academic year (1 year Taught course)

Academic Year	General Course (16cr.)			Core Course (cr.)		Elective Course		Viva-Voce (Cr.)	Research (Cr.)	Total Course (40 credits)				
	Theory	Lab	Co-curricular	Theory	Lab	Theory	Lab			Short project/ Internship	Theory	Lab	Co-curricular	Viva-Voce
First Year	4(12)			8(24)						36			4	-

Total	4(12)			4(12)					36			4	
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Summary of course categories and credits for each academic year (1 year Taught course Specialized in Governance and leadership in education)

Academic Year	General Course (16cr.)			Core Course (cr.)		Elective Course		Viva - Voce (Cr.)	Research (Cr.)	Total Course (40 credits)				
	Theory	Lab	Co-curricular	Theory	Lab	Theory	Lab			Short project/ Internship	Theory	Lab	Co-curricular	Seminar
First Year	5(15)			7(21)						36			4	--
Total	5(15)			7(21)						36			4	

11. Graduate Attributes (based on need assessment and BNQF guidelines):

- Demonstrate understanding of broad-based and coherent body of knowledge and skills for professional Administrator
- Demonstrate moderately high research skills, innovation and creativity in Public Administration
- Able to conduct research under supervision both individually and in a group
- Perform as an administrative professional, resilient and ethical worker
- Value culture and sustainability needs
- Will be aware of national aspirations and the global citizenship

12. Program Educational Objectives (PEOs):

PEO 1: Provide a creative learning environment for Public Administration students that organize them with applied knowledge, skills and attitudes that ensure competency and recognition in Public Administration.

PEO 2: Provide Public Administration students adequate knowledge to recognize and value the most advanced technologies and research and innovations.

PEO 3: Equip Public Administration students with professional skills for assertive interaction with Government, private and public sector organizations, multinational companies, research and development sectors, nongovernmental organizations (NGO) & nonprofit sectors.

PEO 4: Contribute to the advancement of the Public Administration profession through effective engagement and collaboration with other institutions, and organizations at home and abroad.

13. Program Learning Outcomes (PLOs) for Muster of Public Administration

Fundamental skills (FS)	FS1	demonstrate a systematic understanding of advanced knowledge and skills which may be at the forefront of a field/fields of study, discipline or practice;
	FS2	analyses general and advanced range of specialized theories, concepts, principles and complex information and methods within a field/fields of study, discipline or practice;
	FS3	apply knowledge and skills to manage complex matters;
	FS4	synthesize complex information, concepts, theories and problems in a

		field/fields of study or practice as a basis for research;
	FS5	carry out semi-specialized research and/or apply practical skills, tools or techniques which are informed by the forefront latest development in the subject or discipline to solve and manage complex problems or solve issues in a field/fields of study or practice
	FS6	Competently use a wide range of suitable software ICTs to enhance study, research and/or work practice.
Social skills (SS)	SS1	communicate clearly the knowledge, skills, ideas, critique and conclusion/rationale using appropriate methods to experts, specialists and peers and non-expert range of audience both in Bangla and advanced English;
	SS2	work with different people in learning and working community and other groups and networks;
	SS3	function effectively as a member of a community, and
	SS4	Demonstrate advanced knowledge of cultural, governmental, and environmental issues at a regional and international level, in relation to issues within Bangladesh and actively participate in and advocate for changes/solutions for the betterment of the nation.
Thinking skills (TS)	TS1	be independent and individually responsible for work, professional practice, systems, processes and decision-making on complex problematic matters or issues within the academic, professional or technical settings (a field of study and/or professional practice and/or in multi-disciplinary context); and
	TS2	Demonstrate significant autonomy, leadership qualities, interpersonal skill and responsibilities - (planning, resource management, supervision and problem solving) in managing work within a team and others.
Personal skills (PS)	PS1	demonstrate self-advancement through continuous academic and/or professional development;
	PS2	observe legal, ethical and professional codes of practice; and
	PS3	Demonstrate an appreciation of cultural diversity in Bangladesh in contributing to the society.

14. Mapping mission of the university with PEOs:

	Mission 1	Mission 2
PEO 1	√	√
PEO 2	√	√
PEO 3	√	√
PEO 4	√	√

Mission: Mission 1; to prepare students for leadership and service in multicultural, global and technological social settings; **Mission 2;** to provide students with international standard education.

Program Educational Objectives (PEOs): PEO 1: Provide a creative learning environment for Public Administration students that organize them with applied

knowledge, skills and attitudes that ensure competency and recognition in the Public Administration **PEO 2:** Provide Public administration with adequate knowledge to recognize and value the most advanced technologies and research and innovations.

PEO 3: Equip Public Administration students with professional skills for assertive interaction with Government, private and public sector organizations, multinational companies, research and development sectors, nongovernmental organizations (NGO) & nonprofit sectors.

PEO 4: Contribute to the advancement of the Public Administration profession through effective engagement and collaboration with other institutions, and organizations at home and abroad.

15. Mapping Program learning outcomes (PLOs) with Program educational objectives (PEOs):

Program Learning Outcomes (PLOs)			PEO	PEO	PEO	PEO
Fundamental skills (FS)	FS 1	demonstrate a systematic understanding of advanced knowledge and skills which may be at the forefront of a field/fields of study, discipline or practice;	√	√	√	√
	FS 2	analyses general and advanced range of specialized theories, concepts, principles and complex information and methods within a field/fields of study, discipline or practice;	√	√	√	√
	FS 3	apply knowledge and skills to manage complex matters;	√	√	√	√
	FS 4	synthesize complex information, concepts, theories and problems in a field/fields of study or practice as a basis for research;	√	√	√	√
	FS 5	carry out semi-specialized research and/or apply practical skills, tools or techniques which are informed by the forefront latest development in the subject or discipline to solve and manage complex problems or solve issues in a field/fields of study or practice	√	√	√	√
	FS 6	Competently use a wide range of suitable software ICTs to enhance study, research and/or work practice.	√	√	√	√
Social skills (SS)	SS 1	communicate clearly the knowledge, skills, ideas, critique and conclusion/rationale using appropriate methods to experts, specialists and peers and non-expert range of audience both in Bangla and advanced English;	√	√	√	√
	SS 2	work with different people in learning and working community and other groups and networks;	√	√	√	√
	SS 3	function effectively as a member of a community, and	√	√	√	√
	SS 4	Demonstrate advanced knowledge of cultural, governmental, and environmental issues at a regional and international level, in relation to issues within Bangladesh and actively participate in and advocate for changes/solutions for the betterment of the nation.	√	√	√	√

Thinking skills (TS)	TS1	be independent and individually responsible for work, professional practice, systems, processes and decision-making on complex problematic matters or issues within the academic, professional or technical settings (a field of study and/or professional practice and/or in a multi-disciplinary context); and	√	√	√	√
	TS2	Demonstrate significant autonomy, leadership qualities, interpersonal skill and responsibilities - (planning, resource management, supervision and problem solving) in managing work within a team and others.	√	√	√	√
Personal skills (PS)	PS1	demonstrate self-advancement through continuous academic and/or professional development;	√	√	√	√
	PS2	observe legal, ethical and professional codes of practice; and	√	√	√	√
	PS3	Demonstrate an appreciation of cultural diversity in Bangladesh in contributing to the society.	√	√	√	√

16. Mapping courses with the PLOs (1st and 2nd year for 2 years Program)

Course	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
1styr (GC)															
0312 MPA 503	√			√								√			
0312 MPA 504	√	√		√				√	√	√		√	√	√	√
0413 MPA 505	√	√	√	√	√		√		√	√	√	√	√	√	√
0314 MPA 506	√	√		√		√					√	√	√	√	√
0319 MPA 508	√	√	√	√							√			√	
1styr (CC)															
0413 MPA 501	√	√		√				√	√	√		√	√	√	√
0413 MPA 502	√	√							√						
MPA 507	√	√	√	√			√				√			√	√
MPA 509	√	√	√			√	√		√		√	√	√	√	√
MPA 510	√	√	√	√							√	√			
MPA 511	√	√		√	√	√	√		√	√		√			
MPA 512	√	√	√	√	√				√		√			√	
Viva voce I															
2ndyr (GC)															
0412 MPA 515	√	√	√	√		√			√						
0521 MPA 525	√	√	√	√		√			√	√	√	√	√	√	√
0111 MPA 532	√	√	√	√		√			√	√	√	√	√	√	√
2ndyr (CC)															
0413MPA 521	√	√		√		√		√	√	√	√	√	√		
0413MPA 522	√	√	√	√	√	√				√	√	√	√		
0421MPA 523	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
0413MPA 524	√	√	√	√				√	√	√		√		√	√
0413 MPA 526	√	√	√	√					√	√	√				
0731 MPA 527	√	√	√				√		√	√	√	√	√		
0312 MPA 528	√	√	√	√	√	√	√			√	√	√		√	

0413 MPA 529	√	√				√											
0413 MPA 530	√	√	√	√	√	√	√					√				√	√
0413 MPA 531	√	√	√	√	√	√					√				√	√	
0111MPA532	√	√	√	√	√						√		√	√	√	√	√
Viva voce II																	
N/A																	

Mapping courses with the PLOs (1 years Program)

Course	PLO																
	FS						SS				TS		PS				
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3		
1styr (GC)																	
0412 MPA 515	√	√	√	√	√	√			√		√						
0521 MPA 525	√	√	√	√					√	√	√	√	√	√	√	√	
0413 MPA 526	√	√	√	√					√		√	√					
0111 MPA 532	√	√	√	√	√	√			√	√	√	√	√	√	√	√	√
	√	√	√	√											√		
1styr (CC)																	
0413MPA 521	√	√		√					√	√	√	√	√	√			√
0413MPA 522	√	√	√	√	√						√	√	√	√	√		√
0421MPA 523	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√
0413MPA 524	√	√	√	√	√	√			√	√	√		√		√	√	√
0312 MPA 528	√	√	√	√							√	√					√
0413 MPA 529	√	√	√				√		√	√	√	√	√	√			√
0413 MPA 530	√	√	√	√	√		√			√	√	√	√		√	√	√
0413 MPA 531	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√
Viva voce I																	

Mapping courses with the PLOs (1 years Program; Specialized in Governance and leadership in Education)

Course	PLO																
	FS						SS				TS		PS				
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3		
1styr (GC)																	
0413MPA541	√	√		√		√	√	√	√			√	√	√	√		
0413 MPA 543	√	√		√		√	√	√	√		√	√	√	√	√	√	√
0413 MPA 545	√	√	√		√	√		√	√	√		√	√	√	√	√	√
0413 MPA 550	√	√		√	√	√		√	√		√	√	√	√	√		
0413 MPA 552	√	√	√	√							√				√		
1styr (CC)																	
0413 MPA 542	√	√		√			√	√			√	√	√				√
0413 MPA 544	√	√		√		√	√	√	√	√	√	√	√				√
0413 MPA 546	√	√		√		√	√	√	√		√	√	√				√
0413 MPA 547	√	√		√		√	√	√	√		√	√	√				
0413 MPA 548	√	√	√		√	√	√				√	√	√				√
0413 MPA 549	√	√				√	√	√	√	√					√		
0111 MPA 551	√	√		√			√		√	√	√	√	√		√		
Viva voce I																	
0111MPA 553																	

Part B

17. Structure of the Curriculum

- a) Duration of the program:Year:** Two/ one years; **Semesters:** Two/ four
- b) Requirement for admission:** To be eligible for admission into the Master of Public Administration, the candidates must have a minimum GPA of 2.50 in both Pass course/Bachelor's honours degrees. There are two streams in the Master of Public Administration program in the Department of Public Administration: One is the regular stream and the other is the specialized stream that specializes in educational governance and leadership. The students need to complete the courses under any one of the streams. The degree is offered based on taught courses.
- The MPA requires two years or/and one year corresponding to the entry qualifications of the students. The students having a Bachelor's degree of three years will complete 72 credit hours and those who have a Bachelor's degree of four years will complete 40 credits to get a regular MPA degree that will require at least two years and one-year academic period respectively.
- The educational qualification and selection of the candidates for admission to the Department shall be decided as per the University admission rules and regulations. For any other matters not covered in the general rules and guidelines, the existing rules and guidelines of the faculty and Stamford University Bangladesh will be applicable.
- c) Total minimum credit requirement to complete the program** [According to BNQF (Part B) for Higher Education]: 76/40 credits for Master of Public Administration.
- d) Total class weeks in a Year/semester:** 28 weeks in a year/14 weeks in a semester
- e) Minimum CGPA requirements for graduation:** He/she must have to earn the minimum required CGPA of 2.5 on a 4.00 scale for the degree of Master of Public Administration. To graduate with a Bachelor's degree a minimum of 76/40 credits or more if approved by the University authorities, with no 'F' grade in any course must be earned by the student during the program. After successful completion of the requirements of the program, students will be awarded and conferred a Master degree by the University authority.
- f) Maximum academic years of completion:** A student must fulfil the requirements for a MPA degree within a maximum period of 3 (three) academic years, starting from the year of registration.
- g) Category of Courses:**
- i) General Education Courses:**
(Interdisciplinary courses, beyond the discipline/program, that provide a well-rounded learning experience to the students of an academic program) .For example Arts and Humanities, Social Sciences etc. (as applicable for the discipline academic program)
- ii) Core courses:** (Courses that characterize the discipline)
- iii) Elective Courses:** (Courses for specialization within the discipline)
- iv) Capstone course/Internship/Thesis/Projects/Portfolio:** (as applicable for the discipline /academic program)

18. Year/Level/Semester/Term wise distribution of courses

- a. First Year/Level/Semester/Term courses
- b. Second Year/Level/Semester/Term courses

Year-wise distribution of courses for Master of Public Administration:(2 years Taught course)

First Year Master of Public Administration:

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 5 theory,	15	500	
	Core courses - 7 theory	21	700	
	Elective courses –			
	Viva-voce I	0		
Total		36	1200	
Course Code	Course Name	Credit	Marks	Mandatory/Optional
General course				
0312 MPA 503	Fundamental of political science	3	100	Mandatory
0312 MPA 504	Human Resource Management	3	100	Mandatory
0413 MPA 505	Fundamentals of Management	3	100	Mandatory
0314 MPA 506	Fundamentals of Sociology	3	100	Mandatory
Core Course				
0413 MPA 501	Introduction to Public Administration	3	100	Mandatory
0413 MPA 502	Public Administration in Bangladesh	3	100	Mandatory
0311MPA 507	Fundamentals of Economics	3	100	Mandatory
0413MPA 509	Local Government in Bangladesh	3	100	Mandatory
0731MPA 510	Rural Development in Bangladesh	3	100	Mandatory
0111MPA 511	Social Research Methodology	3	100	Mandatory
0415MPA 512	Administrative Office Management	3	100	Mandatory
Elective course				
Lab course				
Viva-voce				

Second Year Master of Public Administration

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 3 theory,	9	300	
	Core courses -9 theory	27	900	
	Elective courses –			
	Viva-voce II			
Total		36	1200	
Course Code	Course Name	Credit	Marks	Mandatory/Optional
General course				
0412 MPA 515	Human Resource Development	3	100	Mandatory
0521 MPA 525	Environment, Disaster and Development	3	100	Mandatory
0111 MPA 532	Advanced Research	3	100	Mandatory
Core Course				
0413MPA 521	Public Administration:	3	100	Mandatory
0413MPA 522	Development Theories	3	100	Mandatory
0421MPA 523	Law and Regulatory Administration	3	100	Mandatory
0413MPA 524	Contemporary Issues and	3	100	Mandatory
0413 MPA 526	Project Planning, Monitoring and	3	100	Mandatory
0312 MPA	Public Policy Analysis	3	100	Mandatory
0413 MPA	Public Sector	3	100	Mandatory
0413 MPA	Organization theories	3	100	Mandatory
0413 MPA	Administrative Reform	3	100	Mandatory
Lab course				
Elective course				
Viva-voce				

Year-wise distribution of courses for Master of Public Administration: (1 year Taught course)

First Year Master of Public Administration:

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 4 theory,	12	400	
	Core courses - 8 theory	24	800	
	Elective courses – 1.			
	Viva-voce I			

Total		36	1200	
Course Code	Course Name	Credit	Marks	Mandatory/Optional
General course				
0412 MPA 515	Human Resource Development	3	100	Mandatory
0521 MPA 525	Environment, Disaster and Development	3	100	Mandatory
0413 MPA 526	Project Planning, Monitoring and Evaluation	3	100	Mandatory
0111 MPA 532	Advanced Research	3	100	Mandatory
Core Course				
0413MPA 521	Public Administration: Theories and Discourses	3	100	Mandatory
0413MPA 522	Development Theories and Administration	3	100	Mandatory
0421MPA 523	Law and Regulatory Administration	3	100	Mandatory
0413MPA 524	Contemporary Issues and problems of Bangladesh Public Administration	3	100	Mandatory
0312 MPA 528	Public Policy Analysis	3	100	Mandatory
0413 MPA 529	Public Sector Management	3	100	Mandatory
0413 MPA 530	Organization theories and Behavior	3	100	Mandatory
0413 MPA 531	Administrative Reform and Change Management	3	100	Mandatory
Elective course				
Lab course				
Seminar and Viva-voce				
		3	100	Mandatory

**Year-wise distribution of courses for Master of Public Administration:
(1 year taught course; specialized in governance and leadership in
Education)**

First Year Master of Public Administration:

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 5 theory,	15	500	
	Core courses - 7 theory	21	700	

	Elective courses –			
	Seminar and Viva-voce -1	4	100	
Total		40	1300	
Course Code	Course Name	Credit	Marks	Mandatory/Optional
General course				
0413 MPA 541	Leadership Practices	3	100	Mandatory
0413 MPA 543	Change and Project Management Methods	3	100	Mandatory
0413 MPA 545	Financial Management	3	100	Mandatory
0413 MPA 550	Communication and Conflict Management	3	100	Mandatory
0413 MPA 552	Sustainability and Social Responsibility	3	100	Mandatory
Core Course				
0413MPA 521	Public Administration: Theories and Discourses	3	100	Mandatory
0413 MPA 542	Contemporary Learning Theories and Assessment	3	100	Mandatory
0413 MPA 544	Technology Enhanced Learning	3	100	Mandatory
0413 MPA 546	Curriculum Design and Implementation	3	100	Mandatory
0413 MPA 547	Emerging Trends and Innovation in Education	3	100	Mandatory
0413 MPA 548	Managing Cultural Diversity	3	100	optional
0413 MPA 549	Educational Policy and Practice	3	100	Mandatory
0111 MPA 551	Academic Research and Practices	3	100	Mandatory
Lab course				
Viva-voce				
0111MPA553	Seminar and Viva	4	100	Mandatory

Semester-wise distribution of courses for Master of Public Administration: (2 years taught course)

First Year Master of Public Administration

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 5 theory,	15	500	
	Core courses - 7 theory	21	700	
	Viva-voce I	0		
Total		48	1600	

Course Code	Course Name	Credit	Marks	Mandatory/Optional
1st Semester				
General course				
0312 MPA 503	Fundamental of political science	3	100	Mandatory
0312 MPA 504	Human Resource Management	3	100	Mandatory
0413 MPA 505	Fundamentals of Management	3	100	Mandatory
0314 MPA 506	Fundamentals of Sociology	3	100	Mandatory
Core Course				
0413 MPA 501	Introduction to Public Administration	3	100	Mandatory
0413 MPA 502	Public Administration in Bangladesh	3	100	Mandatory
Elective course				
	Not offered			
Lab course				
2nd Semester				
General course				
0319 MPA 508	Bangladesh Studies	3	100	Mandatory
		3	100	Mandatory
Core course				
0311MPA 507	Fundamentals of Economics	3	100	Mandatory
0413MPA 509	Local Government in Bangladesh	3	100	Mandatory
0731MPA 510	Rural Development in Bangladesh	3	100	Mandatory
0111MPA 511	Social Research Methodology	3	100	Mandatory
0415MPA 512	Administrative Office Management	3	100	Mandatory
Elective Course				
Remaining course				
	None			

* Mandatory for those students who could not obtain the expected scores required by the University

Second Year Semester wise Master of Public Administration

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 3 theory,	9	300	
	Core courses -9 theory	27	900	
	Elective courses –			
	Viva-voce II			
Total		36	1200	
Course Code	Course Name	Credit	Marks	Mandatory/Optional
3rd Semester				

General course				
0412 MPA 515	Human Resource Development	3	100	Mandatory
0521 MPA 525	Environment, Disaster and Development	3	100	Mandatory
Core Course				
0413MPA 521	Public Administration:	3	100	Mandatory
0413MPA 522	Development Theories and Administration	3	100	Mandatory
0421MPA 523	Law and Regulatory Administration	3	100	Mandatory
0413MPA 524	Contemporary Issues and problems of Bangladesh	3	100	Mandatory
Elective course				
Lab course				
4th Semester				
General course				
0111 MPA 532	Advanced Research	3	100	Mandatory
Core Course				
0413 MPA 526	Project Planning, Monitoring and Evaluation	3	100	Mandatory
0312 MPA 528	Public Policy Analysis	3	100	Mandatory
0413 MPA 529	Public Sector Management	3	100	Mandatory
0413 MPA 530	Organization theories and Behavior	3	100	Mandatory
0413 MPA 531	Administrative Reform and Change Management	3	100	Mandatory
Elective course				
	None			
Lab course				
	None			
Viva voce				
	None			
Remaining course				
	None			

**Semester-wise distribution of courses for regular Master of Public Administration:
(1 year Taught course)**

First Year Master of Public Administration:

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 3 theory,	9	300	
	Core courses -9 theory	27	900	
	Elective courses –			
	Viva-voce II			
Total		36	1200	
Course Code	Course Name	Credit	Marks	Mandatory /Optional
1st Semester				
General course				
0412 MPA 515	Human Resource Development	3	100	Mandatory
0521 MPA 525	Environment, Disaster and Development	3	100	Mandatory
Core Course				
0413MPA 521	Public Administration:	3	100	Mandatory
0413MPA 522	Development Theories and Administration	3	100	Mandatory
0421MPA 523	Law and Regulatory Administration	3	100	Mandatory
0413MPA 524	Contemporary Issues and problems of Bangladesh	3	100	Mandatory
Elective course				
Lab course				
2nd Semester				
General course				
0413 MPA 526	Project Planning, Monitoring and Evaluation	3	100	Mandatory
0111 MPA 532	Advanced Research			
Core Course				
0312 MPA 528	Public Policy Analysis	3	100	Mandatory
0413 MPA 529	Public Sector Management	3	100	Mandatory
0413 MPA 530	Organization theories and Behavior	3	100	Mandatory
0413 MPA 531	Administrative Reform and Change Management	3	100	Mandatory
Elective course				

	None			
Lab course				
	None			
Viva voce				
	Seminar and viva	4	100	Mandatory
Remaining course				
	None			

Semester-wise distribution of courses for Master of Public Administration: (1 year Taught course; Specialized in Governance and leadership in Education)

Course	Course registration required (minimum)	Credit	Marks	
	General courses – 5 theory,	15	500	
	Core courses -7 theory	21	700	
	Elective courses –			
	Seminar and Viva-voce I	4	100	
Total		40	1300	
Course Code	Course Name	Credit	Marks	Mandatory /Optional
1st Semester				
General course				
0413 MPA 541	Leadership Practices	3	100	Mandatory
0413 MPA 543	Change and Project Management Methods	3	100	Mandatory
0413 MPA 545	Financial Management	3	100	Mandatory
0413 MPA 550	Communication and Conflict Management	3	100	Mandatory
Core Course				
0413 MPA 544	Contemporary Learning	3	100	Mandatory
0413 MPA 544	Technology Enhanced Learning	3	100	Mandatory
Elective course				
Lab course				
2nd Semester				
General course				
0413 MPA 552	Sustainability and Social Responsibility	3	100	Mandatory
Core Course				
0413MPA 521	Public Administration: Theories and Discourses	3	100	Mandatory
0413 MPA	Curriculum Design and	3	100	Mandatory

546	Implementation			
0413 MPA 547	Emerging Trends and Innovation in Education	3	100	Mandatory
0413 MPA 548	Managing Cultural Diversity	3	100	optional
0413 MPA 549	Educational Policy and Practice	3	100	Mandatory
0111 MPA 551	Academic Research and Practices	3	100	Mandatory
	None			
Lab course				
	None			
Seminar and Viva voce				
0111MPA 553	Seminar and Viva	3	100	Mandatory
Remaining course				
	None			

Part C
Course Code: 0312 MPA 503
Course Title: Fundamentals of Political science
Credit Hours: 3

Rationale of the Course:

The primary goal of this course is to obtain an understanding of the basic principles, functions and foundations of the modern state system and to contextualize them in Bangladesh. An understanding of political systems from a political philosophy perspective is essential to comprehend the functioning of a democracy and the liberties of its people. Knowledge in conjunction with the willingness and ability to affect change in the government what separates passive subjects from active citizens. Thus, the second part of the course deals with the connection between politics and administration and key issues in contemporary Bangladesh politics and government that affects the functioning of democracy in Bangladesh.

Course Contents:

1. Basic Concepts of Politics
2. Concepts related to State
3. Constitution and Constitutionalism
4. Nation and Nation-State
5. Political Philosophers
6. Political Process
7. Political Culture
8. Politics-Administration Interface

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√														
CLO 2				√											
CLO 3				√								√			
CLO 4	√			√											
CLO 5	√											√			

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	Demonstrate knowledge and critical understanding of the issues of political science.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Explore the relationship between state and individuals.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Evaluate critically the theories in the study of politics and government to the analysis of political ideas, events, institutions, and practices, relative to the historical and contemporary context	Lecture, Multimedia and group Discussion .	MCQ, short question, assignment.
CLO 4	Apply underlying concepts of power, state, law, legitimacy, political culture, political participation, political system and party, and political development.	Lecture, Case Studies, brain storming and Interactive discussion.	MCQ, short question
CLO 5	Compare and contrast the main institutions and processes of government.	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz, definition.

Part C
Course Code: 0412 MPA 504
Course Title: Human Resource Management
Credit Hours: 3

Rationale of the Course:

This course is patterned in the purpose of utilizing human resources. Human resource management is a core area in the context of public administration. This course will introduce students in both theoretical and practical sides of human resource management. The topic like human resource planning, recruitment-selection, training, and performance appraisal will be covered. Upon completion of this course students have a basic understanding how to utilize the human resources and productive perspectives of human resource. Students will also learn various practical issues such as the process of collective bargaining, industrial conflict and labor management co-operation

Course Content:

1. Introduction to HRM
2. Strategic Human Resource Management
3. Human Resource Planning
4. Recruitment and Selection
5. Training and Development
6. Job Analysis
7. Performance Appraisal.
8. Wage and Salary
9. Career Management
10. Collective Bargaining and Labor Relation
11. Compliance

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√		√				√		√		√			
CLO2	√								√						
CLO3				√						√			√		
CLO4													√	√	
CLO5		√		√											√

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	Describe the theoretical knowledge of human resource management and the importance of human resources in organizational function.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Discuss the methods of planning, recruiting and training system.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Analysis the motivational theories for better productive results as well as conducting performance appraisal.	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Explain and identify the importance of human resources in the field of public administration	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labelling, MCQ, short question
CLO 5	Explain and identify the importance of human resources in the field of administration.	Explain and identify the importance of human resources in the field of public administration.	Diagram labelling, MCQ, short question

Part C
Course Code: 0413 MPA 505
Course Title: Fundamentals of Management
Credit Hours: 3

Rationale of the Course:

This course is designed to orient the students with the basic functions and fundamental principles of management. It will focus on the theory and fundamental concepts of management including planning, organizing, leadership and control. This course is designed to cover the evolution of management thought, function, practice, current approaches and emerging concepts.

Course Content:

1. Introduction
2. Nature and Functions of Management
3. Development of Management Thought
4. Organizing and Staffing
5. The System and Process of Controlling
6. Concept of Line/Staff and Delegation:
7. The Nature of Purpose of Planning
8. Managing Information:

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√						√					√			
CLO 2								√	√					√	
CLO 3		√	√	√											√
CLO 4							√				√		√		
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	Be able to understand the Management, the Management Process, Management Levels and Skills, Role of Managers	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Students will apply critical thinking to decision-making.	Lecture, Multimedia presentation and brainstorming.	short question, discussion group, presentation
CLO 3	Students will apply ethics to decision-making.	Lecture, Multimedia and Group Discussion. Discussion	MCQ, short question, assignment.
CLO 4	Students will communicate effectively.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram MCQ, short question. Presentation
CLO 5	Demonstrate field knowledge.	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.
CLO 6	Understand the External Environment, Social Responsibility and Ethics of the organizations.	Lecture, Brainstorming and Interactive discussion.	Test, quiz role play.

Part C
Course Code: 0314 MPA 506
Course Title: Fundamentals of Sociology
Credit Hours: 3

Rationale of the Course:

This course aims to make the students familiar with the systematic analysis of various aspects of society having bearing on administration and governance. It focuses on introducing the organizing themes and ideas, empirical concerns and analytical approaches to the discipline of sociology. The course deals with both classical and contemporary views of modern society, institutions, nature of community, and on inequality with special attention to family, class, race, institutions, social stratification, social change and social conflict.

Course Content:

1. Introduction and Concepts
2. Culture
3. Social Institutions
4. Economic Institutions
5. Political Institutions
6. Socialization and Development
7. Social Interaction and Social Group
8. Deviant Behavior and Social Control
9. Social Stratification
10. Social Conflict
11. Social Change

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√														
CLO2		√												√	
CLO3				√										√	
CLO4						√							√		
CLO5		√										√		√	

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	Be able to understand the wide range of basic concepts and principles of Sociology having relevance with governance.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Identify the relationship of Public Administration with society, state and government and explain its underlying dynamics.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Improve the knowledge of social interaction, social stratification, social conflict, social change and usage of the terms in administration and social purposes.	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Be able to understand the development of modern society, economic institutions, state and governance and use the knowledge for self-direction.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labelling, MCQ, short question
CLO 5	Demonstrate knowledge of social, cultural, and ethical values and contribute significantly to society.	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz, definition.

Part C
Course code: 0319 MPA 508
Course title: Bangladesh Studies
Credits: 3

Rationale of the course:

This course will introduce students with the historical geographical, ecological, social, economic, political, governmental, financial and developmental aspects of Bangladesh so that students will be aware of their culture, heritage and citizenship. It will also introduce them to social and moral responsibilities towards the country and humanity.

Course Content

1. Origin, Evolution of society and culture of Bangladesh
2. Historical Evolution of Bangladesh
3. British rule in the Sub-Continent: The Pakistan Movement and Birth of Pakistan
4. Language Movement and the period of Pakistan (1947-71)
5. বাংলাভাষাওসাহিত্যঃ- প্রাচীনযুগ (৯৫০-১২০০খি;), মধ্যযুগ (১২০১-১৮০০খি;), আধুনিকযুগ (১৮০১খি;- বর্তমান)।
6. Emergence of Bangladesh: 1970 Parliament Election and Liberation war of 1971
7. Political Development and Democratic transition (1971-1990)
8. Constitution of Bangladesh and its amendments and evolution of Democratic system in Bangladesh.
9. Forms of government and state mechanism (Executive, legislature, judiciary) of Bangladesh and Administrative structure Local Government and of Bangladesh.
10. Foreign Policy of Bangladesh and Geo-Political realities.
11. Democracy and Good governance in Bangladesh
12. Bangladesh Economy and Development Aspect of Bangladesh

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1				√											
CLO2	√														
CLO3			√												
CLO4		√	√												
CLO5			√								√			√	

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
CLO1	Identify specific stages of Bangladesh's political, Social, and Economic History, through the ancient, medieval, colonial, and post-colonial periods and critically analyze the plurality of cultural identities of Bangladesh.	Lecture, slides/, journal/paper clip and discussion	Summary, assignment, questionnaire, presentation
CLO2	Describe the reason for the liberation war and the birth of independent Bangladesh.	Lecture, slides, journal/paper clip and discussion	MCQ, short question, diagram labeling, presentation, group discussion
CLO3	Critically analyse how different constitutional bodies and socio-political institutions operate and how their behavior impact on political governance	Lecture, journal/paper clip and group discussion	Test, illustration, quiz, definition, poster, group work
CLO4	Observe the economic system of Bangladesh.	Lecture, journal/paper clip and discussion/ video	Short question, report, recommendation, group work
CLO5	Evaluate the social development and potential sectors of Bangladesh	Lecture, journal/paper clip and group discussion	Test, illustration, quiz, definition, poster, group work

Part C
Course Code: 0413MPA 501
Course Title: Introduction to Public Administration
Credit Hours: 3

Rationale of the Course:

This course is designed as a broad introduction to public administration. Public administration differs from many other areas in academia in that it has a strong practical component. This course will introduce students to both the theoretical and practical sides of public administration. The topics like the origin and growth of public administration, major theories of organization and management, processes and dimensions of public administration, and the relationship between politics and administration will be covered. Upon completion of the course, students will be able to gain a basic understanding of public administration

Course Content:

1. Basic Concepts of Public Administration
2. Origin and Growth of Public Administration as an academic discipline
3. Organization theories and Public Administration
4. Organization in Public Administration
5. Structure of Public Administration
6. Administrative Processes
7. Public Administration in different contexts and its challenges

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√		√				√		√		√			
CLO2	√								√						
CLO3				√									√		
CLO4													√	√	
CLO5		√		√											√

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	will be able to understand the definition, meaning of public administration and its scope	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Will be able to differentiate between public and private administration and their objective	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Explain Paradigm, Necessity of Paradigm, Different Paradigms and their Applicability	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Be able to understand the relationship of public administration with society state and government	Lecture, Case Studies, brain storming and Interactive discussion.	Diagram labelling, MCQ, short question
CLO 5	Will get a clear knowledge about different branches of the government like the Legislature; Executive and Judiciary	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz, definition.

Part C
Course Code: 0413 MPA502
Course Title: Public Administration in Bangladesh
Credit Hours: 3

Course Rationale:

Understanding the basic formation of Public Administration in Bangladesh is a must for the students of public administration, it will help them to grasp the very foundation, structure, process, historical background along with constitutional basis behind Public administration.

Course Contents:

1. Bangladesh Constitution
2. Historical Background of Public Administration in Bangladesh
3. Structure of Public Administration in Bangladesh
4. Constitutional Bodies in Bangladesh
5. Bureaucratic Culture in Bangladesh
6. Corruption
7. Administrative Reforms

Mapping of CLOs with PLOs

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

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	Demonstrate advanced knowledge of the formation of the constitution and structure of administration of Bangladesh and its growth	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Show a comprehensive understanding of the historical evolution of the discipline	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Analyze the trends of administrative reforms of Bangladesh to	Lecture, Multimedia and Group Discussion	MCQ, short question, assignment.

Part C
Course Code: 0311 MPA507
Course Title: Fundamentals of Economics
Credit Hours: 3

Rationale of the Course:

The course aims to provide the students with a basic understanding of the application of economic concepts to the analysis of scarcity of individual, firm, and organizational behaviour. It combines topics and issues pertaining to both micro and macroeconomics. Topic coverage includes the theories of how consumers and firms make choices, and how various rules guide their respective decisions. The course also explores the theory of market structures, such as perfect and imperfect competition, as well as a monopoly. The course also deals with the issues such as analysis of national income and employment, economic fluctuations, inflation, fiscal and monetary policies, economic growth, and various economic policies and also how they affect economic growth.

Course Contents:

1. Basic Concepts of Economics and the Economic Role of Government
2. Laws of Demand and Supply
3. Market Equilibrium
4. Consumer Behavior
5. Production and Production Function
6. Costs and Revenues
7. Market Structure
8. Macroeconomic Variables and Measuring the Total Activity of an Economy
9. The Keynesian Theory of Income, Employment, Interest and Price
10. Monetary and Fiscal Policies in the Keynesian Model.
11. Money: Demand and Supply.
12. Government and Government Policy.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CL O1	√														
CL O2			√											√	
CL O3															
CL O4		√	√								√			√	
CL O5				√			√								√

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	Demonstrate knowledge and critical understanding of the well-established principles of economics and explain its different economic systems.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, Question, Assignment
CLO 2	Apply the preliminary knowledge of economics and adapt necessary skills to fulfil market demand and supply.	Lecture, Multimedia presentation and brainstorming.	MCQ, Short question, Class test
CLO 3	Construct a clear idea about budgeting, planning, theory of production and function of cost.	Lecture, Multimedia and group Discussion.	MCQ, Short question, assignment.
CLO 4	Describe the basic problems of society and their solutions in different economic systems.	Lecture, brain storming, problem-solving and Interactive discussion.	Diagram, Short question' Presentation.
CLO 5	Evaluate critically the appropriateness of different problems of national income measurement, GDP, GNP, money and inflation systems.	Lecture, Brainstorming and Interactive discussion.	Test, Illustration, Quiz, Short question.

Part C
Course Code: 0413 MPA 509
Course Title: Local Government in Bangladesh
Credit Hours: 3

Rationale of the Course:

This course is patterned as a broad introduction to the local and rural governance in Bangladesh, the theories of rural and local governance as well as the practical implication of these theories in our country. This course is regarded as a core area of public administration. This course will introduce the concept of local government· Present); theories and models of LG; decentralization in local government in Bangladesh; peoples' participation in local government; participatory approaches to Local development.

Course Content:

1. Decentralization and local government
2. Evolution of Local government systems in Bangladesh
3. Local government capacity development
4. Local government's control over local administration and service delivery
5. Local government finance
6. Local level Planning and Budgeting in Bangladesh
7. Local government accountability, transparency and participation in Bangladesh
8. Innovations in rural and urban local governance in Bangladesh.
9. Major challenges and emerging issues of local governance and local development management in Bangladesh
10. International Best Practices of local governance

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√					√	√				√		√	√	
CLO 2		√	√				√		√				√	√	
CLO 3									√		√				
CLO 4			√												√
CLO 5		√				√						√			

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	Demonstrate knowledge related to the local government core areas	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	explain the functions of various institutions of local government	Lecture, Multimedia presentation and brainstorming. Field Visit	short question, discussion group, presentation
CLO 3	Understand the and weaknesses of local government institutions in Bangladesh	Lecture, Multimedia and Group Discussion Guest lecture	MCQ, short question, assignment.
CLO 4	Describe different ways of accountability mechanisms of the local governance system	Lecture, Case Studies, brain storming and Interactive discussion.	Diagram MCQ, short question. Presentation
CLO 5	Construct Gain useful insights about the dynamics of local development efforts, their justification and functioning	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.

Part C
Course Code: 0731 MPA510
Course Title: Rural Development in Bangladesh
Credit Hours: 3

Rationale of the Course:

The course will focus on the concept, issues and different dimensions of rural development. It will also focus on rural development from a holistic perspective of development. The Bangladesh situation will receive due contextual focus.

Course Contents:

1. Concept of Rural Development
2. Rural Development and Other Related Aspects
3. Thinkers of Rural Development
4. Models of Rural Development
5. Inclusive Rural Development:
6. Rethinking Rural Development
7. Transforming Agrarian Structure
8. Poverty Alleviation and Safety Net Programs

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√														
CLO2		√													
CLO3			√									√			
CLO4		√													
CLO5				√											
CLO6	√														

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	Demonstrate knowledge and critical understanding regarding the term rural development.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Apply underlying concepts and basic elements of rural development.	Lecture, Multimedia presentation and brain storming.	MCQ, short question, discussion group
CLO 3	Apply knowledge and skills of the multifunctional role of rural areas and agriculture and an integrated vision for the development of rural areas .	Lecture, Multimedia and group Discussion .	MCQ, short question, assignment.
CLO 4	Apply underlying concepts of the traditional and new emerging leadership Patterns: myth & realty, adaptation of modern technologies in agricultural production and transforming agrarian structure	Lecture, Case Studies, brain storming and Interactive discussion.	MCQ, short question
CLO-5	Evaluate Critically about human beings as the cause and consequence of development and know about some dilemmas in development	Lecture, Multimedia and group Discussion	MCQ, short question, assignment
CLO-6	Understand the Knowledge of different approaches to rural development and ability to apply these in diverse situations in developing developed and transition countries	Lecture, Multimedia and group Discussion	MCQ, short question, assignment

Part C
Course Code: 0111MPA511
Course Title: Social Research Methodology
Credit Hours: 3

Rationale of the Course:

This course is designed to introduce students to the tools which social scientists use to conduct research on society and produce knowledge – in other words, how to be sociologists. This course will provide an introduction to the research process and ethical dilemmas faced by sociologists, as well as cover the essential procedures used to collect and analyze data. During this course, the students will learn how to carry out a scientific investigation: from the formulation of hypotheses, to the selection of appropriate methodology, and the steps involved in the implementation of a study, using qualitative methodology. A major focus of this course is to enhance students’ ability to critically examine sociological research and also to provide exposure to different ways in which the acquired research skills can be utilized in conducting sociological research and also in our daily life

Course Content:

Introduction:

1. Social Research:
2. Basic Research Methods:
3. Research Design:
4. Sampling
5. Research Proposal:
6. Group Project:

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√				√				√		√			
CLO2	√							√			√				
CLO3	√			√	√		√		√						
CLO4	√					√			√		√				
CLO5	√	√				√					√				
CLO6							√		√		√				

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	To provide a clear concept of Philosophy of Social Research.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Will demonstrate an understanding of basic social science research methods.	Lecture, Multimedia presentation and brain storming.	short question, discussion gorup, presentation
CLO 3	Will demonstrate that they have the competencies needed to function competently in an entry-level social science-related career.	Lecture, Multimedia and group Discussion .	MCQ, short question, assignment.
CLO 4	Understanding of social scientific methods interpretive analysis.	Lecture, Case Studies, brain storming and Interactive discussion. Field visit	Diagram, MCQ, short question. Presentation
CLO 5	To understand Participatory Research Methods and tools.	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.
CLO 6	Knowledge of some moral issues of concern to social scientists	Lecture, Brainstorming and Interactive discussion.	Test, quiz

Part C
Course Code: 0415MPA512
Course Title: Administrative Office Management
Credit Hours: 3

Rationale of the Course:

This course is designed to provide office administrators, assistants, administrative supervisors and staff, executive secretaries, personal assistants, records management, office accommodation and inventory management. Topic coverage includes the office work measurement and cost control and office correspondence and report writing. This course in Office Administration and Management Program allows you to evaluate and develop your interpersonal and professional skills.

Course Content:

1. Introduction:
2. Office communication:
3. Office accommodation and Inventory management:
4. Recruitment and orientation:
5. Record Management:
6. Office manual and Office form:
7. Office work measurement and cost control:
8. Office secretary:
9. Meetings:
10. Office correspondence and report writing:
11. Office management in Bangladesh:

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√											√		√	
CLO2		√													
CLO3			√						√					√	
CLO4					√						√				
CLO5				√					√						

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	Demonstrate knowledge & critical understanding of the well-established basic concepts of administrative office management and explain the nature, scope and characteristics of office management and adapt the necessary skills of system theory.	Lecture Interactive discussion Multimedia presentation	Summary Quiz Question Assignment
CLO 2	Apply underlying concepts of office communication and office accommodation and inventory management.	Lecture, Slide presentation, Group discussion Role playing.	MCQ Short question Assignment Presentation
CLO 3	Adapt necessary skills of record management, meeting documents, preparing meeting's agenda and describe the office work management and cost control.	Lecture, Slide presentation,	MCQ Short question Assignment
CLO 4	Demonstrate professional knowledge & practical skills in both technical & management to lead team in in experienced environment.	Lecture Interactive discussion Multimedia presentation	Summary Quiz Question
CLO 5	Evaluate critically the appropriateness of different approaches to solving problems of recruitment and orientation.	Lecture Multimedia presentation Brain storming.	MCQ Short question Assignment Presentation

Part C
Course Code: 0412 MPA 515
Course Title: Human Resource Development
Credit Hours: 3

Rationale of the Course:

The course is primarily aimed at introducing the students to the world of ‘projects’ and ‘project management and acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyses and dynamics of project management. The focus is on bridging theoretical discourses with practical examples and learning.

This course examines the importance of managing an organization’s most valuable assets, its people. HRM is an essential function of both public and private sector organizations. HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization as it influences who is hired, how they are trained, evaluated, compensated, and what steps are taken to retain them. The course attempts to enhance students’ insight to explain the objectives and responsibilities of HRM in an organization as well as the challenges facing managers and employees in today’s work environment. The prime objective of the course is to broaden the knowledge and understanding of the students about the major concepts and techniques of HRM and their application.

Course Contents:

1. Introduction
2. Introduction to Human Resource Development
3. Influences on Employee Behavior
4. Learning and HRD
5. Assessing HRD Needs
6. Designing Effective HRD Programs
7. Implementing HRD Programs
8. Evaluating HRD Programs
9. Onboarding: Employee Socialization and Orientation
10. Skills and Technical Training
11. Coaching and Performance Management
12. Employee Counseling and Wellness Services
13. Career Management and Development

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1		√									√				
CLO 2				√							√				

CLO 3			√											
CLO 4	√													
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	Apply underlying the basic concept of managing the organization in its different dimensions	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Evaluate critically the application of different theories of management.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	apply knowledge and deal with the key issues associated with proper management of organizations.	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Demonstrate the knowledge and understanding of the steps, processes, and procedures of different Management issues for the achievement of organizational goals efficiently and link between organizational culture and environment.	Lecture, Case Studies, brainstorming and Interactive discussion.	MCQ, short question
CLO5	Apply knowledge and various managerial skills- ethics, planning, leadership, motivating, and controlling.	Lecture, Case Studies, brainstorming and Interactive discussion.	MCQ, short question, assignment.
CLO6	Support supervision and build the skills of a good manager.	Lecture, Case Studies, brain storming and Interactive discussion.	MCQ, short question, assignment.

Part C
Course Code:0521MPA 525
Course Title:Environment, Disaster and Development
Credit Hours: 3

The rationale of the Course:

Demographic changes, human settlement patterns, land-use decisions, and political and social policy dynamics have increased vulnerability to natural and man-made disasters. Planning and policy processes and interventions can help reduce disaster vulnerabilities and increase resilience at every stage of the disaster management cycle: disaster mitigation, preparation, response, and recovery.

Course Content:

1. Overview of Disaster Management
2. Disaster Management Cycle
3. Education and Public Awareness
4. The Role of Technology in Disaster Management
5. Media and Disaster Management
6. Disaster Associated Health Issues
7. Environmental and Disaster Risk Reduction Strategies and Plans

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√	√	√					√	√	√	√	√	√	
CLO 2	√	√	√	√					√	√	√	√	√	√	
CLO 3	√	√	√	√					√	√	√	√	√	√	
CLO 4	√	√	√	√					√	√	√	√	√	√	
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	Understand the comprehensive emergency management and related plans	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Recognize the factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.	Lecture, Multimedia presentation and brainstorming.	short question, discussion group, presentation
CLO 3	Identify the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Understand factors that give rise to differential vulnerabilities and levels of community resilience.	Lecture, Case Studies, brain storming and Interactive discussion. Field visit	Diagram, MCQ, short question. Presentation
CLO 5	Determine and manage these vulnerabilities through disaster planning and policy-making.	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.

Part C
Course Code: 0111MPA532
Course Title: Advanced Research
Credit Hours: 3

Rationale of the Course:

This course is aimed primarily at those studying research methods in masters and doctoral courses in curricula that concern the public and nonprofit sector. Thus, students in programs public administration, nonprofit management, criminal justice, nursing and education, to mention a few, will be provided detailed information on conceptualizing, planning, and implementing research projects of many different types. The need for more rigorous and systematic research in public administration has grown as the complexity of problems in government and nonprofit organizations has increased. This book describes and explains the use of research methods that will strengthen the research efforts of those solving government and nonprofit problems. This course is also aimed at consumers of research reports. For example, government executives who fund research must be able to determine whether the research objectives set out in the project are properly conceptualized and whether the research methods chosen are appropriate to the objectives and concepts. This volume will inform such research consumers.

Course Content:

The course will cover the advanced statistical tools and approaches to acquaint and orient the students to use those for data processing and analysis.

1. Introduction
2. Describing and Measuring Phenomena
3. Data Collection and Manipulation
4. Research Issues and Design
5. Association and Testing Hypothesis
6. Data Across Time
7. Techniques with Multiple Independent Variables
8. Modeling
9. Clustering Techniques

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√									√			√		
CLO2		√						√				√			√
CLO3			√												
CLO4				√		√				√					
CLO5					√						√			√	√

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	Demonstrate a systematic understanding of advanced research knowledge and skills which may be at the forefront of field/fields of study, discipline or practice.	Lecture, Interactive discussion Multimedia presentation	Class test, Quizzes, Presentations, Assignment
CLO 2	Analyses general and advanced range of specialized theories, concepts, principles and complex information and method within a field/fields of study, discipline or practice.	Lecture Exercise Group Work Case Study	Class test, Quizzes, Presentations, Assignment
CLO 3	Apply advanced research knowledge and skills to manage complex matters.	Lecture Exercise Group Work	Class test, Quizzes, Presentations, Assignment
CLO 4	Synthesis complex information, concepts, theories and problems in a field/fields of study or practices basis for research.	Lecture Analysing Audio/Visual Materials Case Study	Diagram, Field Study Presentation.
CLO 5	Adapt semi-specialized research and/or apply practical skills, tools or techniques which are informed by the forefront latest development in the subject.	Lecture Exercise Group Work Analysing Audio/Visual Materials	Class test, Field study Presentations, Assignment

Part C
Course Code:0413 MPA521
Course Title: Public Administration: Theories and Discourses
Credit Hours: 3

Rationale of the Course:

Driving by the influential force of administration and development, the course is primarily aimed at introducing the students to the world of ‘theories and ‘discourse’ of public administration by acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyzes and dynamics of project management.

Course Contents:

1. Conceptual Development of Public Administration: From Tradition to Modernity
2. Globalization and Public Administration
3. Decision Making in Public Administration
4. Good Governance, Transparency and Accountability in Administration
5. Public Participation in Administration
6. Public Service Delivery
7. Public Sector Corruption
8. Social Capital & Public Administration

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√		√				√		√				√	
CLO 2	√								√						
CLO 3				√								√			√
CLO 4															√
CLO 5		√		√											

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	will be able to understand the definition, meaning of public administration and its scope	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Will be able to differentiate between public and private administration and their objective	Lecture, Multimedia presentation and brain storming.	short question, discussion gorup, presentation
CLO 3	Explain Paradigm, Necessity of Paradigm, Different Paradigms and their Applicability	Lecture, Multimedia and group Discussion .	MCQ, short question, assignment.
CLO 4	Be understand the relationship of public administration with society state and government	Lecture, Case Studies, brain stroming and Interactive discussion. Field visit	Diagram, MCQ, short question. Presentation
CLO 5	Will get clear knowledge about different branches of the government like Legislature; Executive and Judiciary	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.

Part C
Course Code: 0413MPA522
Course Title: Development Theories and Administration
Credit Hours: 3

Rationale of the Course:

This course is designed to equip the students with the analytical, methodological and practical knowledge about different theories of development that emerged over time and also pertinent issues related to development with particular emphasis on developing countries including Bangladesh. The course also intends to examine strategies for accelerated development combined with policies relating to the reduction of poverty and inequality. At the end of the course by critically examining the theory and practice of development administration students should be able to understand the meaning of development from the perspective of Public Administration.

Course Content:

1. Meaning of Development: Different dimensions, development as a process, development as an outcome
2. Theories, Models and Strategies of Development
3. Development Theories and Public Administration in Developing Countries
4. Nature of State and its Role in and Implications for Development
5. Development Administration: Concept, Scope and Strategies
6. Development Planning: Concept, Process and Implications
7. Institutional Arrangements for Development Management in Bangladesh
8. Role of Non-Governmental Organizations (NGOs) and Development Partners in Development Management
9. Bureaucratic Capacity and Development Administration

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
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 Learning strategy	Assessment strategy
CLO 1	Analyses general and advanced range of the theories of development, goals and strategies of development and evolution of the concept of development administration	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Demonstrate a systematic understanding of various structures, processes and institutions associated with development administration and their interplay and the dynamics of development administration	Lecture, Multimedia presentation and brain storming.	MCQ, short question, discussion group
CLO 3	Analyses the intricacies and linkages between development and public administration and the nature of the challenges/issues on the ground with their impact	Lecture, Multimedia and group Discussion .	MCQ, short question, assignment.
CLO 4	Demonstrate a systematic understanding of the essentials of managing development	Lecture, Case Studies, brain storming and Interactive discussion.	Diagram labeling, MCQ, short question

Part C
Course Code: 0421 MPA523
Course Title: Law and Regulatory Administration
Credit Hours: 3

Rationale of the Course:

The course will discuss the conceptual framework of contemporary systems of private and public law, including general theories of rights, duties and powers. In this context certain main institutions of law will be considered such as property, ownership and possession; contract and promising; legal personality, delict, negligence and risk; responsibility and punishment, evidence and procedure; rights and right creation. In each case there will be consideration of the extent to which particular legal or social values are presupposed by or flow from particular institutions. To understand legal system of Bangladesh and hierarchy of courts, their constitution and function with power and jurisdiction, Code of Conduct and Ethics as prescribed by the Bangladesh Bar Council.

Course Content:

1. Introduction
2. Legal system of contemporary Bangladesh
3. Law reporting
4. Legal profession
5. Governing Legislations
6. Regulatory Administration and Theories of Regulation
7. Judicial Independence
8. Regulatory Administration in Bangladesh
9. Assessing the Performance of Regulatory Bodies
10. Relationship of regulatory bodies with other government organizations
11. Regulatory Reforms Commission (RRC)

Mapping of CLOs with PLOs

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

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	Understand the basic concept, origin and historical evolution of legal system and its importance	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Observe legal code of practice in both home and abroad	Lecture, Multimedia presentation and brain storming.	short question, discussion gorup, presentation
CLO 3	Synthesize complex process and functions of regulatory administration	Lecture, Multimedia and group Discussion.	MCQ, short question, assignment.
CLO 4	Demonstrate sound knowledge on legal rights and participate for change on social level	Lecture, Case Studies, brain stroming and Interactive discussion. Field visit	Diagram, MCQ, short question. Presentation
CLO 5	Explain about the process and Functions of relevant stakeholders pertaining to regulatory administration	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.

Part C

Course Code: 0413MPA 524

Course Title: Contemporary Issues and Problems of Public Administration in Bangladesh

Credit Hours: 3

Rationale of the Course:

The course reviews and discusses contemporary major debates and perspectives in public administration in the context of Bangladesh. The major aim of the course is to help the students understand and analyze current issues and debates relating to Public Administration

Course Content:

1. Historical Background of Public Administration in Bangladesh
2. Bureaucracy: Historical background of Bangladesh Civil Service, Generalist-Specialist Controversy, Politics-Administration Dichotomy
3. Current National Debates Relating to Public Administration
4. Public Services, Public Institutions, BPATC, PSC, ACC, HRC, Information Commission.
5. Administrative Culture in Bangladesh
6. Administrative Reforms
7. Administrative Corruption
8. Contemporary issues of Administration

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
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 Learning strategy	Assessment strategy
CLO 1	Demonstrate a systematic understanding of history of public administration in Bangladesh as well as the initiatives taken after each administrative reform	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Demonstrate advanced knowledge the guideline provided in the Bangladesh constitution to run the administration.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Analyses the bureaucratic action for solving about different social problems	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Discuss the function of various ministries, central administration, field administration and central personnel agencies and constitutional bodies of Bangladesh	Lecture, Case Studies, brain storming and Interactive discussion.	Diagram labelling, MCQ, short question

Part C
Course Code: 0413 MPA 526
Course Title: Project Planning, Monitoring and Evaluation
Credit Hours: 3

Rationale of the Course:

The course is primarily aimed at introducing the students to the world of ‘projects’ and ‘project management’ and acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyses and dynamics of project management. The focus is on bridging theoretical discourses with practical examples and learning.

Course Content:

1. Project Management
2. Project Planning
3. Project Formulation
4. Project Appraisal
5. Project Organization & Implementation
6. Project Control
7. Project Management Practices in Bangladesh

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1		√									√				
CLO2				√								√			
CLO3			√												
CLO4	√														
CLO5			√												
CLO6					√										

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 underlying the basic concept of managing the organization in its different dimensions	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Evaluate critically the application of different theories of management.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Apply Knowledge and deal with the key issues associated proper management of organizations.	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Demonstrate the knowledge and understanding the steps, process, and procedures of different Management issues for the achievement of organizational goals efficiently and linking between organizational culture and environment.	Lecture, Case Studies, brain storming and Interactive discussion.	MCQ, short question
CLO5	Apply knowledge and various managerial skills- ethics, planning, leadership, motivating, and controlling.	Lecture, Case Studies, brainstorming and Interactive discussion.	MCQ, short question, assignment.
CLO6	Support supervision and build the skills of a good manager.	Lecture, Case Studies, brain storming and Interactive discussion.	MCQ, short question, assignment.

Part C
Course Code: 0312MPA528
Course Title: Public Policy Analysis
Credit Hours: 3

Rational of Courses

This course is moderated as a broad introduction to public policy. Public policy is an important discussion area of public administration. This course will show the interrelation between public policy and public administration. The course will cover some major topics such as the policy-making process, steps of policy making, and policy implementation. Not only theoretical knowledge but also practical knowledge such as policy environment in the context of Bangladesh and other countries shall be shared with the students. After completing this course, students will learn about the process of policy making, policy evaluation and institutions involved in policy-making process in the context of Bangladesh.

Course Contents:

1. Conceptual overview
2. The nature of public policy
3. Designing public policy: policy cycle
4. Models/approaches to policy making
5. Policy content and context
6. Policy actors
7. Policy implementation
8. Policy analysis and evaluation
9. Governance: A Synoptic Perspective on Policy Making
10. Public policy Beyond the Nation State

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√	√	√	√		√			√	√	√		√	
CLO2	√	√	√	√	√		√			√					
CLO3	√	√	√	√	√		√			√	√	√		√	√
CLO4	√	√	√	√	√		√			√	√	√		√	√
CLO5	√	√	√	√	√		√			√	√	√		√	√

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	Have a deeper knowledge and understanding of the fundamentals of public policy making.	Lecture, Interactive discussion Multimedia presentation, Roleplaying	Summary, Quiz, question, assignment
CLO 2	Be familiar with the popular theories/models/approaches to policy formulation, implementation and evaluation.	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, discussion group
CLO 3	Have a clear understanding about the complexities of public policy making process.	Lecture, Multimedia and Group Discussion. Brainstorming Role-playing	MCQ, short question, assignment. Presentation, Case Study
CLO 4	Narrate the process of policy implementation and show how a policy can be productive by doing empirical evaluation.	Lecture, Case Studies, brain storming and Interactive discussion. Role-playing	Diagram labelling, MCQ, short question, Presentation, Case Study
CLO 5	Explain and identify the importance of public policy in the field of public administration	Lecture, and Interactive discussion.	Test, illustration, quiz, definition. Presentation, Case Study,

Part C
Course Code:0413 MPA529
Course Title: Public Sector Management
Credit Hours: 3

Rationale of the Course:

Following the theoretical overview and discussion of the course, students will examine various issues of public administration and managerial practices in real life. Students are expected to develop perspectives about public management strategies and understand the theoretical and contemporary debates surrounding them. The course readings include textbooks, academic journals, articles and case studies of public management in a public organization in the global and national context, with emphasis on Bangladesh and countries in Southeast Asia. We'll explore and analyze research studies based on New Public Management and Democratic Governance concepts of the 21st century

Course Content:

1. Introducing Public Sector management
2. Public Sector Planning
3. Public Sector Organization
4. E-Government Practice
5. Public Sector Leadership
6. Motivation In Public Sector
7. Public Sector Governance
8. Public Sector Political Issues
9. Public Sector Financial Management
10. Recruitment in Public Sector
11. Employee Welfare in The Public Sector
12. A Future Perspective of The Public Sector

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√													
CLO 2				√			√								
CLO 3						√							√		
CLO 4											√			√	
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	Demonstrate preliminary knowledge about public sector	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Analyze complex structure and theories of public sector organization to solve problems	Lecture, Multimedia presentation and brain storming.	short question, discussion gorup, presentation
CLO 3	Show knowledge about Competently utilize E-Government software	Lecture, Multimedia and group Discussion.	MCQ, short question, assignment.
CLO 4	Demonstrate leadership quality through managing public affairs and resources planning	Lecture, Case Studies, brain stroming and Interactive discussion. Field visit	Diagram, MCQ, short question. Presentation
CLO 5	Adopt ethical guidelines of Public sector governance	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.
CLO 6	Function effectively as a member of community as digital citizen	Lecture, Multimedia presentation and brain storming.	Summary, Quiz, question, assignment

Part C
Course Code: 0413MPA530
Course Title: Organizational Theories and Behavior
Credit Hours: 3

Rationale of the Course:

This course will provide the students with comprehensive knowledge on organizational behaviour by focusing on all its four key aspects: individual and group behaviour, structure and process of organization. Students will gain both theoretical knowledge and practical skills to deal with the pertinent issues of organization including: motivation, communication, conflict resolution, decision making, team building, and group dynamics.

Course Contents:

1. Introduction
2. Individual Behavior
3. Group Behavior
4. Organizational Processes
5. Behavioral Issues in Organization
6. Organization Development
7. Stress and Counseling
8. The Organization System

Mapping of CLOs with PLO

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√	√	√		√	√			√		√		√	√
CLO2		√		√	√		√	√			√	√			√
CLO3	√	√	√		√		√			√		√	√	√	√
CLO4	√	√	√		√		√	√		√		√	√	√	√
CLO5	√	√	√	√	√		√	√			√	√	√		√

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 the concepts, theories and models of organizational behaviour.	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, Presentation, assignment
CLO 2	Acquire knowledge on individual and group behaviour and how one is different from another, inter and intra group behaviour	Lecture, Multimedia presentation and brainstorming.	MCQ, short question, group discussion
CLO 3	Learn different techniques to measure the personality of the employees to help the organization take different decisions.	Lecture, Multimedia and Group Discussion.	MCQ, short question, assignment.
CLO 4	Manage the stress caused due to organizational and personal issues and perform well in an organization.	Lecture, Case Studies, brainstorming and Interactive discussion.	Diagram labelling, MCQ, short question
CLO 5	Explain how organizational change and culture affect working relationships within organizations	Lecture, Brainstorming and Interactive discussion. Group task	Test, illustration, quiz, definition.

Part C
Course Code:0413MPA531
Course Title: Administrative Reform and Change Management
Credit Hours: 3

Rationale of the Course:

This course is designed as a broad description of Administrative Reforms in Bangladesh. This course will explore the interplay between politics and administrative reform in Bangladesh by drawing some perspectives from other developing countries. It covers the period both before and after democratization of the country, hinging around the events of 1991, and thus provides the opportunity for comparisons. Research has highlighted various reasons for change failure, including failing change management competence, resistance to change, the inability of managers to deal with resistance, poor strategic alignment, a lack of leadership visibility and support, as well as poor transition leadership, thus making studying change management necessary.

Course Content:

1. Introduction
2. Change Management and Organizational Development
3. Diagnosis of Need for Change
4. Igniting Change in Organization
5. Creating Change Management Plan
6. Leadership for Change Management
7. Major Administrative Reform Efforts in Earlier Period
8. Regulatory Reforms Commission (RRC):
9. Role of International Donors in Administrative Reforms in Bangladesh
10. Civil Service Change Management Program (CSCMP):

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√	√							√		√		√	
CLO 2	√	√	√	√	√	√			√						√
CLO 3	√	√	√		√	√		√			√		√	√	
CLO 4	√	√	√		√	√					√				√
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	Understand Change and the requirement for a sound change process within the organization	Lecture, Interactive discussion Multimedia presentation	Summary, Quiz, question, assignment
CLO 2	Describe how to implement a Change Program	Lecture, Multimedia presentation and brain storming.	short question, discussion gorup, presentation
CLO 3	Identify and overcome Obstacles to Change	Lecture, Multimedia and group Discussion .	MCQ, short question, assignment.
CLO 4	Using the knowledge gained, and contributing in effective change in their organization	Lecture, Case Studies, brain stroming and Interactive discussion. Field visit	Diagram, MCQ, short question. Presentation
CLO 5	Understand the impact of change in the organization	Lecture, Brainstorming and Interactive discussion.	Test, illustration, quiz.

Part C
Coursecode: 0111MPA600
Coursetitle: Field Work and viva(Optional)
Credit:4.0

Rationale of the course:

Research projects in different institution will help the students to achieve professional level knowledge and dynamic skills which will benefit them to prepare for future development. Study design, hypothesis and possible outcome is the most crucial part of a research project which will be constructed by the supervisor. Working under a supervisor and team members will also develop his/her communication skill and etiquette. The course will also help them to understand about the critical thinking, trouble shoots and problem solving approaches from the research works.

Course Content: The course content will depend on the research topic elected by the choice of students or given by the supervisor. The choices of working areas include, administration and management. Students will have to choose among their area of interest and acquire knowledge.

Mapping Course Learning Outcome with PLO:

CLO	PLO																	
	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 Out comes with the Teaching Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching Learning strategy	Assessment strategy
CLO1	Explain and demonstrate research procedure.	Demonstration, observation, working protocol, practice, documentation	Presentation, Reports, Questions, performance
CLO2	Communicate and interact with the mentor and other members following standard Procedures, etiquettes and ethics..	Demonstration, observation, working protocol, practice, documentation	Presentation, Reports, Questions, performance
CLO3	Think critically individually and in a team and solve problems.	Demonstration, observation, working protocol, practice, documentation	Presentation, Reports, Questions, performance
CLO4	Demonstrate report writing skills.	working protocol, practice, documentation	Presentation, Reports, Questions, performance

Part C
Course code: 0111 MPA 553
Course title: Viva voice (Oral Defense)
Credit: 4.0

Rational of the Course

The fourth-year viva is an academic interview at which the examiners will be looking for an understanding of the subject matter of both theoretical and practical courses completed within an academic year. An appreciation of its significance to established knowledge in the field, and an awareness of the breadth of the subject area.

Course Content: all of the 4 year courses (Specially Public Administration Related Courses)

Mapping Course Learning Outcome with PLO:

CLO	PLO																	
	FS						SS						T S		P S			
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	SS5	SS6	TS1	TS2	PS1	PS2	PS3	PS4
CLO1		√	√				√	√	√				√	√	√		√	
CLO2		√	√				√	√	√						1		√	
CLO3							√	√	√						√	√	√	

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
CLO1	To evaluate their knowledge and thinking capacity as well as pressure handling capacity.	Question, Answer	Evaluation, Question, performance
CLO2	Ability to describe the process of Social Science.	Question, Answer	Evaluation, Question, performance
CLO3	Ability to communicate and collaborate with other disciplines.	Question, Answer	Evaluation, Question, performance

Part C
Course Code: 0413 MPA 541
Course Title: Leadership Practices
Credit Hours: 3

Course Rationale:

This course is about one of the core educational leadership issues: how to lead people effectively to joint goals in the framework of the given strategy. The course provides the students with practical tools and methods of contemporary leadership theories and practices, starting with one's own self-management and following by how to motivate and lead other individuals and teams effectively and ethically.

Course Contents:

- Personal Reiss Motivation Profile (RMP)
- Contemporary leadership and motivation theories
- Neuroscience and leadership
- Stress management and managing yourself
- Competence management
- Leadership coaching skills and GROW process
- Concept of trust Leading teams

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	construct a new way of viewing concept and principles of public administration and explain its underlying dynamics in addition to that; To describes the origin of public administration and locate the relationship with stakeholders	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	improve their knowledge and vocabulary as well as usage of the terms of publication administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Produce a clear idea about rights and apply the knowledge to practice those rights. And to classify organs of government and practice his/her rights and obligations	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brainstorming. 	MCQ, short question, assignment.
CLO 4	Understand the development of public administration and use the knowledge for self-direction.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brainstorming. 	Diagram labelling, MCQ, short question
CLO 5	demonstrate the preliminary knowledge of administration and adapt necessary skill to fulfill market demand	<ul style="list-style-type: none"> •Lecture •Group discussion •Role-playing. 	Test, illustration, quiz, definition.
CLO 6	define the aspects of different types of organization and produce quality text	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	construct a new way of viewing the concept and principles of public administration and explain its underlying dynamics in addition to that; To describes the origin of public administration and locating the relationship with stakeholders	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labelling, MCQ, short question
CLO 8	improve their knowledge and vocabulary as well as usage of the terms of publication administration	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413 543
Course Title: Change and Project Management Methods
Credit Hours: 3

Course Rationale:

In this course, the participants will gain a basic understanding of change and project management by working on cases in small groups.

Course Contents:

1. Change management case definition in small groups
2. Strategy creation for the change case
3. Organizational change models
4. Different change management approaches
5. Change management plan
6. Project management basics

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	Devise a complete idea about the evolution of the field of the public sector, and draws a comparison between traditional Public Administration and public and new public Management.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Use knowledge and skill to assemble and support a team	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group

CLO 3	Apply knowledge to solve problems	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Compare different approaches to solve problems,	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labelling, MCQ, short question
CLO 5	produce a coherent body of knowledge about PPP and evaluate possible employment sector	<ul style="list-style-type: none"> •Lecture •Group discussion •Role-playing. 	Test, illustration, quiz, definition.
CLO 6	Devise a complete idea about the evolution of the field of public sector, and Draw comparison between traditional Public Administration and public and new public Management.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Use knowledge and skill to assemble and support a team	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labelling, MCQ, short question
CLO 8	Apply knowledge to solve problems	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 545
Course Title: Financial Management
Credit Hours: 3

Course Rationale:

In this course, the participants will gain an understanding of the key concepts of financial management, starting with the principles of obligatory financial accounting. Adopting a generic perspective based on the business financial reports, participants will then move on to examine the specific financial management methods used in their own educational context. The participants do not require any prior knowledge of financial accounting or management.

Course Contents:

1. Financing
2. Profitability, liquidity and solvency and the analysis
3. Cost accounting concepts
4. Financial planning and reporting (budgeting)
5. Pricing

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1															√
CLO 2	√			√			√				√				
CLO 3													√		
CLO 4		√						√							
CLO 5				√											
CLO 6	√													√	√
CLO 7						√			√			√			√
CLO 8												√			

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	Review important dynamics of administrative law	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Locate the center of power and authority of the government	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Identify the core concept of legislative administration , judicial power and regulatory mechanism	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Use knowledge to secure rights and responsibility in society	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labelling, MCQ, short question
CLO 5	Evaluate performance of regulatory body	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Review important dynamics of administrative law	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Locate the center of power and authority of the government	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Identify the core concept of legislative administration , judicial power and regulatory mechanism	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 550
Course Title: Communication and Conflict Management
Credit Hours: 3

Course of the Rationale:

The course aims at improving the participant’s understanding of conflict management, resolution and communication, in an organizational environment. Furthermore, crisis communication is among the essential topics of the course. The participants will examine the skills, knowledge and understanding to settle internal conflict management disputes that may arise between individuals and groups of individuals due to the pressures of contemporary business. They will also explore external conflict management issues that affect image, brand and stakeholder relations.

Course Contents:

1. Change communication
2. Crisis communication
3. Conflict management
4. Influencing and lobbying

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	Show basic knowledge of managing change and innovation concept and Demonstrate the present growth of the field	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Explain various approaches to initiate change process and solve problem	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Develop a plan to lead a team against resistance	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Explain complex structure of stakeholders related to change process	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Demonstrate global level knowledge about innovation and change	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Show basic knowledge of managing change and innovation concept and Demonstrate the present growth of the field	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Explain various approaches to initiate change process and solve problem	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Develop a plan to lead a team against resistance	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 552
Course Title: Sustainability and Social Responsibility
Credit Hours: 3

Course Rationale:

Student can holistically plan, implement and assess sustainability management and social responsibility in working life. Student understands the linkages between quality and sustainability. Student knows most important sustainability and social responsibility related certification systems which are used in the field she/he works at, and is able to evaluate their usefulness in a particular case.

Course Contents:

1. Principles of sustainable development and social responsibility;
2. certification systems and standards in sustainability management;
3. Planning, implementing and assessing sustainability management in working life or as part of project management.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	Understand the basic concept, origin and historical evolution of Human rights and Judicial Administration and its importance. And recognize the value of human life, dignity and worth	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Know about the process and Functions of relevant stakeholders pertaining to Human Rights.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	compare different approaches and identify the suitable one for own interest	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Understand the structure of Judicial administration of Bangladesh and the associated rules and constitutional obligation towards Human Rights,	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	analyze the Applicability of Human rights underlying in the Judicial Administration of Bangladesh.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Understand the basic concept, origin and historical evolution of Human rights and Judicial Administration and its importance. And recognize the value of human life, dignity and worth	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Know about the process and Functions of relevant stakeholders pertaining to Human Rights.	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	compare different approaches and identify the suitable one for own interest	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413 MPA 542
Course Title: Contemporary Learning Theories and Assessment
Credit Hours: 3

Course Rationale:

In this course, the participants will investigate and describe the impact of the environment on learning and working culture. They will also explore learning theories, and their practical application and gain an understanding of how people learn. The participants will reflect upon the purpose of assessment and the appropriateness of different types of assessment for different levels and types of learning. They will consider the role assessment should play in the learning process and the value of peer and self-assessment.

Course Contents:

1. Learning environments and working culture.
2. Learning theories, including behaviourism, cognitivism, constructivism, humanistic and connectionism.
3. Constructive alignment (Biggs et al) of learning and assessment.
4. Strategies for assessment, including SOLO taxonomy, rubrics, and outcome-based assessment and grading.
5. Strategies for peer and self-assessment.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√		√			√				√
CLO8											√				

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	CLO1- Develop a new way of viewing concept and principles of Bangladesh public Service Commission and illustrate its underlying dynamics, along with explaining the origin and locate structures of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	CLO1 explain the origin of civil service and locate structures of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	CLO2- Understand the process and procedures and to utilize those knowledge for successful application and recruitment for Governmental Jobs	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brainstorming. 	MCQ, short question, assignment.
CLO 4	CLO3- Understand the scope for enhancing skill engage in self entrepreneurial way	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brainstorming. 	Diagram labelling, MCQ, short question
CLO 5	CLO1- explain the origin of civil service and locate its structures of it	<ul style="list-style-type: none"> • Lecture • Group discussion • Role-playing. 	Test, illustration, quiz, definition.
CLO 6	CLO4- know adequate knowledge to manage or lead a team	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	CLO5- Exercise the necessary managerial skill knowing the existing system and its limitation	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labelling, MCQ, short question
CLO 8	CLO1- explain the origin of civil service and locate structures of it	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 544
Course Title: Technology Enhanced Learning
Credit Hours: 3

Course Rationale:

In this course, participants will identify and evaluate new technologies that support learning and gain an understanding of the pedagogical foundations for successful and efficient use of these technologies. They will also learn to facilitate online collaboration in different learning environments and apply authentic learning tasks to their own context. They will learn how to develop and promote digital literacy and explore the use of social media in education.

Course Contents:

1. Historical reflection on the use of technology in education.
2. Social constructivist pedagogies, connectivism and the use of education technology.
3. The impact on pedagogy when technology is used as a tool for delivery of content.
4. Use of social media in education.
5. Skills development in the use of both synchronous and asynchronous technology enhanced learning.
6. Development of digital literacy skills, including both media and information literacies, to ensure
7. Validity and accuracy of information, and advance social and civic responsibility.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√		√			√				√
CLO8											√				

Course Learning Outcomes with the Teaching Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching Learning strategy	Assessment strategy
CLO 1	Define basic knowledge of the field along with its significance and Describe the evolution of the principles of this field	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	Summary, Quiz, question, assignment
CLO 2	Underline professional knowledge about required for real world application	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	MCQ, short question, discussion group
CLO 3	Generate coherent body of knowledge required for successful recruitment and for secure employment	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	MCQ, short question, assignment.
CLO 4	Produce complete knowledge about training of civil servants and its importance	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	Diagram labeling, MCQ, short question
CLO 5	Assess and support civil servants	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	Test, illustration, quiz, definition.
CLO 6	Develop a life style plan in accordance with pension scheme	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	Test, illustration, role play.
CLO 7	Plan solution based on knowledge and skill	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	Diagram labeling, MCQ, short question
CLO 8	Define basic knowledge of the field along with its significance and Describe the evolution of the principles of this field	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion • Test • Illustratio • Quiz 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 546
Course Title: Curriculum Design and Implementation
Credit Hours: 3

Course Rationale:

In this course, participants will gain an understanding of the history, nature and types of curriculum used in educational institutions. They will consider curriculum theory and the politics of the curriculum. Participants will examine the management and processes involved in curriculum design before applying these to a curriculum implementation. They will contemplate new trends in curriculum design and the embedding of core skills into a curriculum. The participants will also consider the core skills required by contemporary learners.

Course Contents:

1. Types of curriculum (recommended, written, supported, tested, hidden).
2. Curriculum leader as change agent.
3. Learning communities and curriculum.
4. Curriculum theories (structure oriented, values oriented, process oriented)
5. The curriculum as change, the emergent curriculum.
6. Motivation of staff for implementation and role of continuing professional development.
7. Strategy, implementation and evaluation of curriculum change.
8. Common and core skills in the curriculum.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1															√
CLO 2	√			√			√				√				
CLO 3													√		
CLO 4		√						√							
CLO 5				√											
CLO 6	√													√	√
CLO 7						√			√		√				√
CLO 8											√				

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	Identify the primary knowledge of the principles of security management	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Define professional legal foundation of this discipline	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Practice risk analysis and security survey	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Demonstrate knowledge of using hi-tech digital tools	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Organize and lead a team using professional knowledge	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Apply technical knowledge and tool to manage people and resource	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Identify the primary knowledge of the principles of security management	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Define professional legal foundation of this discipline	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 547
Course Title: Emerging Trends and Innovation in Education
Credit Hours: 3

Course Rationale:

This course focuses on discussing the future of education in technology rich environments. What are the emerging trends? How are the paradigms of learning changing? What do the future learning environments look like? What is the role of educator? What are our students like, how do they learn? How do the changes in students’ living worlds and learning environments affect their cognitive processes and learning?

Course Contents:

1. Commercialization and commoditization of education.
2. Unbundling of educational institutions and services.
3. Techno-solutionism and the influence of ‘Silicon Valley culture’ to education.
4. Education as an app and the ‘Uberization’ of work.
5. The use of AI and algorithms to drive educational planning and personalization.
6. The use of big data and learning analytics in education.
7. Open education, OER and MOOCs.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	construct a new way of viewing concept and principles and Explain the development of the discipline	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Evaluate different theories and asses their effectiveness	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Show global level knowledge about status of countries	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Demonstrate professional knowledge on planning and lead a team	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	act rationally in terms of making decision about utilizing resource	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Calculate interest of society by managing stakeholders	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	construct a new way of viewing concept and principles and Explain the development of the discipline	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Evaluate different theories and asses their effectiveness	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 548
Course Title: Managing Cultural Diversity
Credit Hours: 3

Course Rationale:

In this course, the participants will seek to understand and manage cultural diversity in an educational context. They will also develop the skills and knowledge to support cultural change within organizations. The participants will apply a synergistic approach to deal with multicultural issues and use a critical frame to evaluate national, organizational, business and family culture.

Course Contents:

1. Typology of culture unbundling of educational institutions and services.
2. Emergence of culture
3. Culture and religion (protestant ethics and capitalism, Islam and Hinduism)
4. Impact of culture in learning context
5. Work ethics in different culture
6. Cultural differences and similarities
7. Cultural synergy
8. Organisational behaviour
9. Cultural change.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	Develop a way of viewing concept and principles of Land Administration of Bangladesh and explain the growth of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Describe complex structure of stakeholders related to land administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Use knowledge in an employment context	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Apply knowledge and skill to solve land related problems	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Demonstrate knowledge about rights of others and improve society of Bangladesh by paying respect to it	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Develop a way of viewing concept and principles of Land Administration of Bangladesh and explain the growth of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Describe complex structure of stakeholders related to land administration	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Use knowledge in an employment context	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0413MPA 549
Course Title: Educational Policy and Practice
Credit Hours: 3

Course Rationale:

This course will examine how educational policy is developed and implemented at the macro level and the relationship between the social, political and economic environments. It will also examine how these policies are enacted at the micro level within educational institutions and classrooms. It will also address the impact of international NGOs and measures on policy development as well as the impact of political ideologies. The relationship between educational research, think tanks and the shaping of educational policies will be examined.

Course Contents:

1. A historical reflection on the purpose of education and schooling.
2. The politics of reform and disruption.
3. The problems of implementing education research into practice.
4. The social, historical, political and economic impact of education and educational policy.
5. The challenges and changes facing education in the 21st century and the need for reform.
6. The impact of traditional stakeholders and the emergence of new drivers for reform.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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	Develop a new way of viewing concept and principles of comparative public administration and Describe the Growth of public administration in different context	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Evaluate different approaches of public administration and asses their effectiveness	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Describe complex structure of stakeholders related to public administration	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Develop a new way of viewing concept and principles of comparative public administration and Describe the Growth of public administration in different context	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Evaluate different approaches of public administration and asses their effectiveness	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Describe complex structure of stakeholders related to public administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Develop a new way of viewing concept and principles of comparative public administration and Describe the Growth of public administration in different context	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Evaluate different approaches of public administration and asses their effectiveness	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0111 MPA 551
Course Title: Academic Research and Practices
Credit Hours: 3

Course Rationale:

This course familiarizes the participant with the principles and methods of academic research and academic writing at Master’s level at a university of applied sciences. It provides the participants with a toolbox to transform the initial development work into a well-structured and logical final thesis. The course will introduce participants to the various research paradigms for the discipline. The module will consider the differences between ‘academic’ and ‘practitioner-based’ research and enquiry and the importance of methodology. The course does not aim to develop educational researchers but rather provide educational leaders with an understanding of the relationship between educational research and practice and the knowledge to lead inquiry based practice.

Course Contents:

1. Concepts in academic research
2. Most common research approaches and methods
3. Structure of academic research
4. Academic research process
5. Research plan

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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	Discover the domain of ethics and professionalism pertaining to public administration and Act based on the principles of professionalism in his/her field	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Locate the center of challenges and promote professionalism thus contributing to the society	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Show knowledge on values of professionalism and ethics	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Act based on understanding of individual, public, organizational values	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Discover the domain of ethics and professionalism pertaining to public administration and Act based on the principles of professionalism in his/her field	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Locate the center of challenges and promote professionalism thus contributing to the society	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Show knowledge on values of professionalism and ethics	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Act based on understanding of individual, public, organizational values	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part C
Course Code: 0111 MPA 553
Course Title: Seminar and Viva
Credit Hours: 4

Rational of the Course

The fourth-year viva is an academic interview at which the examiners will be looking for an understanding of the subject matter of both theoretical and practical courses completed within an academic year. An appreciation of its significance to established knowledge in the field, and an awareness of the breadth of the subject area.

Course Content: all of the 4 year courses (Specially Public Administration Related Courses)

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7				√		√			√		√				√
CLO8											√				

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

Part D

16. Grading/Evaluation

16.1 Grading Scale: Four (4) point grade

16.2 Grades: The performance of a student in a given course is made through continuous evaluation that comprises quiz, in-course, class participation, attendance, homework, assignment, case study, other related activities, mid-term and semester final examinations. Letter grades and grade points are used to evaluate the performance of a student in a given course. A+, A, A-, B+, B, B-, C+, C and D are the passing grades while F is the failing grade. Grade 'I' is incomplete and grade W is for withdraw. The numerical grades used in calculating the GPA/CGPA (Cumulative grade point average) are as follows:

Marks Obtained	Corresponding Letter Grade	Grade point
80% and above	A+ (A plus)	4.00
75% to less than 80%	A (A regular)	3.75
70% to less than 75%	A- (A minus)	3.50
65% to less than 70%	B+ (B plus)	3.25
60% to less than 65%	B (B regular)	3.00
55% to less than 60%	B- (B minus)	2.75
50% to less than 55%	C+ (C plus)	2.50
45% to less than 50%	C (C regular)	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
	I	Incomplete
	W	Withdrawn

A course in which a student has obtained "D" or higher grade will be counted as credits earned by him/her and obtained "F" grade will not be counted towards his/her earned credits.

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

Grade Point Average (GPA) is the weighted average of the grade points obtained in all courses passed/completed by a student in a semester of academic year. The GPA is computed in the following manner:

$$\text{Either GPA or CGPA} = \frac{\sum C_n G_n}{\sum C_n}$$

Where, PE means Points Earned (i.e. Grade Points \times Credits) and Cr. means Credits attempted in a semester of academic year. The Cumulative Grade Point Average (CGPA) for the 1st, 2nd, 3rd and 4th year results is computed by dividing the total accumulated grade points earned up to date by the total credit points attempted. The course in which a student has obtained "D" or higher grade will be counted as earned credit hours. Any course in which a student has obtained "F" grade will not be counted towards his/her earned credit. In that case he/she will have to repeat the course. "F" grade will not be counted for GPA calculation.

16.4 Course Withdrawal:

Student may be allowed to withdraw regular/retake course(s) for valid reasons with withdrawal fees as applicable for that course. Courses once registered for incomplete/improvement cannot be withdrawn, as student must register for minimum two courses (equivalent to 6.0 Cr. Hours) for maintaining registration in a semester.

16.5 Incomplete (I) courses: Grade “I” or incomplete will be awarded to those students who will fail to appear at the semester final or midterm examination. To complete the course students will have to appear at the mid-term or semester final examination whichever he/she missed within the next three semesters. Incomplete exam fee will be applicable.

16.6 Retake: If any student secured “F” grade in any course or does not appear at both midterm and semester final examination he/she will be treated as failed in that course. In such case he/she will have to repeat that course with the following batch. The fee for the repeating course is same as regular tuition fee. Repetition of a course implies that the student has to attend all classes, class tests, midterm and final examinations as a regular student. Repetition of the course will be allowed maximum of three times. If any student fails to improve the grade within the stipulated times, he/she will not be allowed to take any further course(s) to continue until he/she improves the grade. The fee for repeating the course is the same as regular tuition fee. If any student fails to secure pass mark in theoretical part of a course but secure pass mark in sessional/lab., he will be considered pass in sessional/lab. and need not re-take the sessional/lab. examination in the subsequent semester. Similarly, if any student fails to secure pass marks in the sessional/lab part of the course but secure pass mark in the theoretical part he/she will be considered pass in theoretical part and need not re-take the theoretical examination in the subsequent semester. Students failing to obtain 50% marks or above (C+) in a course will be allowed to retake that particular course.

Repetition of a course would be allowed maximum of three times. If any student fails to improve the grade within the stipulated times, he/she will not be allowed to take any further course(s) to continue until he/she improves the grade

16.7 Grade Improvement: Courses having less than “B” grade (i.e. “B” downwards) will be allowed to register as improvement and once only. Existing improvement fees will be applicable. Maximum of two courses can be taken in a single semester for improvement examination.

16.8 Dropout: Students of undergraduate, graduate, postgraduate or any other academic and professional programs with a GPA less than 2.50 will be placed under probation for one semester only. If he/she fails to improve his/her grade within one semester, he/she will have to leave the university.

References:

1. Bangladesh National Qualification Framework, Part B: Higher Education (level 7-10). 2021. Ministry of Education, Government of Peoples Republic of Bangladesh
2. Outcome Based Education (OBE) Curriculum (Revised). 2021. University Grants Commission of Bangladesh, Dhaka, Bangladesh
3. Strategic Plan for Higher Education in Bangladesh: 2018-2030. 2018. Higher Education Quality Enhancement Project (HEQEP), University Grants Commission of Bangladesh, Dhaka, Bangladesh
4. International Standard Classification of Education, Field of Education and Training 2013 (ISCED-F 2013)-Detailed field description. 2015. United Nation Educational Scientific and Cultural Organization (UNESCO), Institute of Statistics, Montreal, Quebec, Canada

Course Outline:

Part A: Introduction

1. Course Code	:	0312 MPA 503
2. Course Title	:	Fundamentals of Political science
	:	Core
4. Year/Semester	:	1st Year/2nd Semester
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

The primary goal of this course is to obtain an understanding of the basic principles, functions and foundations of modern state system and to contextualize them in Bangladesh. An understanding of political systems from political philosophy perspective is essential to comprehend the functioning of a democracy and the liberties of its people. Knowledge in conjunction with the willingness and ability to affect change in the government are what separate passive subjects from active citizens. Thus, the second part of the course deals with connection between politics and administration and key issues in contemporary Bangladesh politics and government that affects functioning of democracy in Bangladesh.

12. Course Learning Objectives:

Students who successfully complete this course will be able to:

- Equip themselves with the basic principles, functions and foundations of modern state system
- Make familiar with the diverse concepts related to politics
- Get an opportunity to have an in-depth understanding on political philosophers

Deal with the key issues in contemporary Bangladesh politics and government that affects functioning of democracy in Bangladesh.

12. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√														
CLO2				√											
CLO3				√								√			
CLO4	√			√											
CLO5	√											√			

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

Part-B

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	Basic Concepts of Politics: Defining Politics, Power, Obligation, Legitimacy, Authority, Sources of Authority, Uses of Authority and Power- Coercion, Consent, Sovereignty	Lecture Interactive discussion Multimedia presentation	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO -1 CLO - 4
3	Concepts Related with State:	Evolution of the Concept of State and Related Theories	Lecture Interactive discussion Multimedia presentation	Summary Quiz Question Assignment	CLO-2
4	Constitution and Constitutionalism:	Basic Theories on Constitutionalism	Lecture Multimedia presentation Brain storming.	MCQ Short question Group discussion	CLO-3
5 & 6	Nation and Nation-State: Nation-Building and State	. Nation-Building and Nationalism, Growth of Nationalism	Lecture Multimedia presentation Brain storming.	MCQ Short question Group discussion	CLO-3
7&8	Political Philosophers:	Eight Key Philosophers that Influenced the Modern State System will be discussed in this Course-Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, Woodrow Wilson (Relating Political Science to Public Administration)	Lecture Group discussion Role playing.	MCQ Short question Assignment	CLO-3
9 & 10	Political Process:	. Defining Political System and Identifying its Components, Forms of Political System (Emphasis on Democracy), Electoral Systems, Public Opinion and Election, Political Process in Bangladesh	Lecture Interactive discussion Multimedia presentation	Summary Quiz Question Assignment	CLO-4

11 & 12	Political Culture:	Types and Classification of Political Culture, Growth of the Existing Political Culture in Bangladesh- the Process	Lecture Case Studies Interactive discussion.	Diagram Labelin MCQ Short question	CLO-4 CLO-5
13, &14	Politics-Administrati on Interface:	Administration Interaction in the Existing Political System of Bangladesh	Lecture Brainstorming Interactive discussion.	MCQ Short question Gorup discussion Test Illustratio Quiz	CLO-3 CLO-4

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex.....

Part D

16. Learning Resources

Jahan, F. &Shahan, A. M. 2008. The Vicious Cycle of Administrative Politicization in Bangladesh: Gain of the Incompetent Few, Loss of the Citizenry. Journal of Bangladesh Studies.10(2): 69-83

Jahan, F. &Shahan, A. M. 2008. Politics-Bureaucracy Relationship in Bangladesh: Consequences for the Public Service Commission. Public Organization Review, 8 (4): 307-328.

Porter, J.M. 2009. Classics in Political Philosophy, 3rd Edition, Canada, Prentice Hall, Inc.

Rhodes, R. A. W. Binder S. A. &Rockman B. A. 2008. The Oxford Handbook of Political Institutions, New York, Oxford University Press

Weingast, B. R. &Wittman, D. A. (Eds.) 2008. The Oxford Handbook of Political Economy, New York, Oxford University Press.

Course Outline:

Part A: Introduction

1. Course Code	:	0312 MPA 504
2. Course Title	:	Human Resource Management
	:	GED
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

Rationale of the Course:

This course is patterned in the purpose of utilizing the human resource. Human resource management is a core area in the context of public administration. This course will introduce students in both theoretical and practical sides of human resource management. The topic like human resource planning, recruitment-selection, training, and performance appraisal will be covered. Upon completion of this course students have a basic understanding how to utilize the human resources and productive perspectives of human resource. Students will also learn various practical issues such as the process of collective bargaining, industrial conflict and labor management co-operation

12. Course Objectives:

1. To provide a basic theoretical knowledge on human resource management.
2. To understand how human resource can be planned in a proper way as well as recruiting, selection and training systems.
3. To learn the importance of motivation, motivational theories and to conducting performance appraisal.
4. To identify the importance of human resource management in the field of public administration.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√		√				√		√		√			
CLO2	√								√						
CLO3				√						√			√		
CLO4													√	√	
CLO5		√		√											√

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction to HRM	Meaning, Scope, Function, and Significance of HRM, Historical Development and the Philosophy of HRM, Various Theoretical Issues Relating to HRM.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. Documents/ storytelling/ video presentation.	CLO1: CLO2:
3	Strategic Human Resource Management :	Concept of Strategic HRM, Concept of Competitive Advantage, Cost Leadership, Differentiation, HR's Role as a Strategic Partner.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1: CLO2:
4	Human Resource Planning:	Human Resource Planning: Definition, Importance, and Process of Human Resource Planning.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO3:
5 & 6	Recruitment and Selection::	Concept of Recruitment and Selection, Sources of Recruitment , Selection Process and Placement	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1: CLO4
7&8	Training and Development :	Concept of Training and Development, Determining Training Need Assessment, Methods of Training, Evaluation of Training Effectiveness.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO2 CLO5:
9	Job Analysis:	Concept, Steps in Job Analysis,	<ul style="list-style-type: none"> • Lecture • Interactive 	<ul style="list-style-type: none"> • Summary • Quiz 	CLO2:

		Methods of Collecting Job Information, Job Description, Job Specification, Job Design, Job Evaluation.	discussion • Multimedia presentation	• Question • Assignment	CLO5:
10	Performance Appraisal:	Concept, Appraisal Process, Appraisal Methods.	• Lecture • Case Studies • Interactive discussion	• Diagram • Labelin • MCQ • Short question	CLO4:
11	Wage and Salary:	Concept, Objectives, and Determinants of Wage and Salary.	• Lecture • Brainstorming • Interactive discussion..	• MCQ • Short question • Gorup discussion • Test • Illustratio	CLO4: CLO5:
12	Career Management :	Career, Career Development, Career Planning, Career Stages, Managing Career.	• Lecture • Brainstorming • Interactive discussion.	• MCQ • Short question • Gorup discussion • Test • Illustratio	CLO4: CLO5:
13	Collective Bargaining and Labor Relation:	Concept, Components of Collective Bargaining Process, Reasons for Joining Trade Union, Process of Collective Bargaining, Concept of Industrial Relation and Its Importance.	• Lecture • Brainstorming • Interactive discussion	• MCQ • Short question • Gorup discussion • Test • Illustratio	CLO4: CLO5:
14	Compliance:	Customer Compliance, Employee Compliance.	• Lecture • Brainstorming • Interactive discussion.	• MCQ • Short question • Gorup discussion • Test • Illustratio	CLO4: CLO5:

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Suggested Readings: Byars, L. L., Rue, L. W. 2007. Human Resource Management. New York,

McGraw Hill. Dessler, G. 2006. Human Resource Management. New Jersey, Prentice Hall Inc.

Gomez -Mejia, L.R. Balkin, D. B. (1998). Managing Human Resources. New Jersey, Prentice

Hall. Robbins, S. P. 2003. Human Resource Management. U.S.A., John Wiley and Sons.

Belcourt, M. et al. 2006. Managing Human Resources. Canada, Nelson

Course Outline:

Part A: Introduction

1. Course Code	:	0413MPA505
2. Course Title	:	Fundamentals of Management
3. Course Type	:	GED
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is designed to orient the students with the basic functions and fundamental principles of management. It will focus on the theory and fundamental concepts of management including planning, organizing, leadership and control. This course is designed to cover the evolution of management thought, function, practice, current approaches and emerging concepts.

12. Course Objectives:

1. To provide a basic theoretical knowledge on management.
2. To understand nature of management approaches.
3. To learn various function of management such as organizing and staffing, controlling process, planning etc.
4. To point out the theories of management in experimental implication of various types of public organization.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√						√					√			
CLO2									√	√				√	
CLO3		√	√	√											√
CLO4							√				√		√		
CLO5					√		√				√				√
CLO6					√					√					

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	Why are managers important, who are manager and where do they work, what do managers do, How is the manager s job changing and why study management	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/	CLO1:
3&4	Nature and Functions of Management	Organizations and the Need for Management, the Management Process, Management Levels and Skills, Role of Managers.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1:
5&6	Development of Management Thought	Early Thinking about Management, the Classical Management School, the Behavioral School, Quantitative Approaches to Management, Integrating Perspectives for Managers, Contemporary Management Issues and Challenges.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO1: CLO3: CLO5:
7 & 8	Organizing and Staffing	Human and Participative Theories of Organizing, Contingency Theories of Organizing, Concepts Fundamental to Organizing. Evolving Organization Designs, Staffing- Human Resource Administration.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO1: CLO2:. CLO6:

8&9	The System and Process of Controlling	: The Basic Control Process, Critical Control Points and Standards, Control as a Feedback System, Feed Forward Control, Requirements for Effective Controls	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO1: CLO5:
10&11	Concept of Line/Staff and Delegation:	Line and Staff Concepts, Functional Authority, Benefits of Staff, Limitations of Staff, Delegation of Authority, The art of Delegation	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1: C LO2: CLO5:
12	The Nature of Purpose of Planning	The Nature of Planning, Types of Plans, Steps and Process of Planning	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question • Presentation 	CLO2: CLO4: CLO5:
13&14	Managing Information:	Evaluation of Information System, Management Information Categories, Information Processing Components, Management Information System, Support Managerial Function, Designing a Management Information System, Two Key Concepts for Managers in Computerizing Information	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. • Group Discussion 	<ul style="list-style-type: none"> • MCQ • Group discussion • Test • Quiz • . 	CLO CLO2 CLO4: CLO6

Part C

15. Assessment and Evaluation Please see Annex1

Part D

16. Learning Resources

- Donnelly, J. H. Gibson, J. L. & Ivancevich, J. M. 1998. *Fundamentals of Management*, 10th Edition, Irwin McGraw –Hill, International Edition.
- Griffin, R. W. 2009. *Management-Principles and Practices*, 11th Edition, New York: Houghton Mifflin Company.
- Massie, J. L. 2004. *Essentials of Management*, 4th Edition, New Delhi: Prentice-Hall of India Private Limited.
- Stoner, J. A. F. Freeman, R. E. & Gilbert, Jr. D. R. 2005. *Management*, 6th edition, New Delhi: Prentice Hall of India Private Limited.
- Weihrich, H. Koontz, H. & Cannice, M. V. 2004. *Management -A Global, Innovative and Entrepreneurial Perspective*, 14th Edition, New Delhi: McGraw-Hill.

Course Outline:

Part A: Introduction

1. Course Code	:	0314MPA506
2. Course Title	:	Fundamentals of Sociology
	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course aims to make the students familiar with the systematic analysis of various aspects of society having bearing on administration and governance. It focuses on introducing the organizing themes and ideas, empirical concerns and analytical approaches to the discipline of sociology. The course deals with both classical and contemporary views of modern society, institutions, nature of community, and on inequality with special attention to family, class, race, institutions, social stratification, social change and social conflict.

12. Course Objectives:

Upon completion of this course the student should be able to:

- Familiar with the wide range of concepts related to Sociology having relevance with governance
- Acquire knowledge on the basic principles, functions and foundations of modern society
- Have an in-depth understanding on social interaction, social stratification, social institutions, social change
- Deal with the key issues in contemporary Bangladesh society, development and governance in Bangladesh.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√														
CLO2		√												√	
CLO3				√										√	
CLO4						√							√		
CLO5		√									√			√	

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	Concept Relationship with Other Social Sciences, Emergence of Sociology, Sociological Perspectives	Lecture Interactive discussion Multimedia presentation	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. Documents/ storytelling/ video presentation.	CLO-1 CLO-2
3	Culture:	Concept of Culture, Component, Subculture, Cultural Lag, Hofstede's Dimensions of National Culture.	Lecture Interactive discussion Multimedia presentation	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-3 CLO-5
4 & 5	Social Institutions:	Concept, Nature/Types and Functions of Family and Marriage, Religion, Community; education and society.	Lecture Multimedia presentation Brain storming.	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-4 CLO-5
6	Economic Institutions:	Property, Inheritance, Market and Production, Division of labour, MNCs, TNCs.	Lecture Multimedia presentation Brain storming.	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-4
9	Social Interaction and Social Group:	Types of Social Interaction, Elements of Social Interaction, Nature of Groups, Functions of Group.	Lecture Group discussion Role playing.	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-3 CLO-5
10, 11 & 12	Deviant Behavior and Social Control:	Functional and Dysfunctional side of Deviance, Mechanism of	Lecture Interactive discussion Multimedia presentation	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-4 CLO-5

	Social Stratification :	Social Control, Theories of Deviance. Nature of Social Stratification, Stratification System, Dimension, Theories of Stratification.			
13 & 14	Social Conflict: Social Change:	Factors of Conflict, Causes of Conflict, Resolution of Conflict. Sources of Social Change, Theories of Social Change.	Lecture Case Studies Interactive discussion.	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-5

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Giddens. Anthony. 2009. *Sociology*, London: The Polity Press.

Gelles, R. J. & Levine, A. 1995. *Sociology: An Introduction*, 5th Edition, USA: McGraw-Hill, Inc.

Horton, P. B. & Hunt, C. L. 2004. *Sociology*, 6th Edition, India: Tata McGraw-Hill.

Parsons, T. & Bales, R. F. 1955. *Family, Socialization and Interaction Process*, Free Press.

Schaefer, R. T. 2003. *Sociology*, 8th Edition, India: McGraw-Hill.

Course Outline:

Part A: Introduction

1. Course Code	:	0319 MPA 508
2. Course Title	:	Bangladesh Studies
3. Course Type:	:	General
4. Year/Semester	:	1 st year/ 2nd semester
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course

This course will introduce students with the historical geographical, ecological, social, economic, political, governmental, financial and developmental aspects of Bangladesh so that students will be aware of their culture, heritage and citizenship. It will also introduce them to social and moral responsibilities towards the country and humanity.

12. Course objective:

The course intends to equip students with factual knowledge and analytical skills that will enable them to learn and critically appreciate history, politics, and economy of Bangladesh. It will trace the historical root of Bangladesh as an independent state focusing on the social, economic and political developments that have taken place since its independence.

It will also identify the major socio-economic, political, environmental and developmental issues that have arisen during this period, before assessing the progress over time

13. Course Learning Outcomes:

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

CLO 1 Identify specific stages of Bangladesh's political, Social, and Economic History, through the ancient, medieval, colonial, and post-colonial periods and critically analyze the plurality of cultural identities of Bangladesh.

CLO 2 Describe the reason for the liberation war and the birth of independent Bangladesh.

CLO 3 Critically analyse how different constitutional bodies and socio-political institutions operate and how their behavior impact on political governance.

CLO 4 Observe the economic system of Bangladesh.

CLO 5 Evaluate the social development and potential sectors of Bangladesh.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1				✓											

CLO2	√														
CLO3			√												
CLO4		√	√												
CLO5			√							√			√		

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

Part-B

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1&2	Introduction Historical Evolution of Bangladesh: Bangladesh during pre- Muslim and Muslim rule.	Origin and anthropological identity, Language, Cultural harmony and religious tolerance of Bangladesh. Dynasties & their Achievements Socio-Economic Structure Achievements of the Independent Sultanate of Bengal Mughal Imperial Expansion and Resistance of the Bara Bhuiyans Background to the Battle of Palashi and the Role of NawabSirajuddaula	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO1
3	British Rule in the Sub-Continent: The Pakistan Movement and Birth of Pakistan	The Beginning of British Rule, Palashi and its Aftermath First Partition of Bengal (1905) and Swadeshi Movement: Its Proponents and Opponents Birth of the Muslim League Pakistan Movement: From Birth of the Muslim League to the Lahore Resolution of 1940 Second Partition of Bengal (1947): Causes, Processes	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1

4&5	<p>Language movement and the period of Pakistan (1947-71) বাংলাভাষাওসা হিত্যঃ- প্রাচীনযুগ (৯৫০-১২০০খি;), মধ্যযুগ (১২০১-১৮০০খি;), আধুনিকযুগ (১৮০১খি;-বর্তমান)।</p> <p>Emergence of Bangladesh: 1970 Election and Liberation War of 1971</p>	<p>and Consequences</p> <p>Language movement Juktafront Election 1954, Six-point Program 1966, and the Upsurge of 1969.</p> <p>প্রাচীনযুগঃ- চর্যাপদ, লুইপা, কাহুপা, ভুসুকুপা, চন্দাবতী। মধ্যযুগঃ- মঙ্গলকাব্য, বৈষ্ণবপদাবলি, রোমাঞ্চধর্মীপ্রণয়োখ্যানওঅনুবাদসাহিত্য। আধুনিকযুগঃ- গদ্যসাহিত্য, উপন্যাস, নাটক, প্রবন্ধ, কাব্যওকবিতা, ছোটগল্প, মধ্যকাব্যওবিখ্যাতগান। বঙ্কিমচন্দ্র, শরৎচন্দ্র, রবীন্দ্রনাথ, মধুসূদন, নজরুল। 1970 Parliamentary Election of Pakistan Beginning of War: Spontaneous Resistance and Retreat Bangladesh Government in Exile or the Moribana Government Final Phase of the War, Fall of Dhaka and the Surrender of the Pakistan Army</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	<p>CLO1 CLO 2</p>
6	<p>Political Development and Democratic Transition (1971-1990):</p>	<p>Sheikh Mujibur Rahman 1972-1975 (Democratic Rule): Return of Sheikh Mujibur Rahman, Formulation of constitution, Reorganization of war-torn countries, Assassination of Bangabandhu and his family and changing the</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • Summary • Short question • Gorup discussion 	<p>CLO1 CLO 3</p>

		ideology of Bangladesh Zia Regime Ershad Regime and Critical Analysis of Different Regimes			
7	Constitution of Bangladesh and its Amendments and Evolution of Democratic system in Bangladesh.	Bangladesh Constitution: Framing of the Constitution in 1972 Basic Features of the Constitution, Amendments of the Constitution(1-17)	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO3
8&9	Forms of Government and State Mechanisms of Bangladesh and Administrative Structure of Bangladesh Local govt. of Bangladesh	Executive, Legislature, Judiciary. Structure and Functions of local government (Union Parishad, Upazillaparishad, ZillaParishad, Municipalities and City Corporation.)	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignmet 	CLO3
10	Foreign Policy of Bangladesh and Geo-political realities	Principles, Objectives and Determinates of Bangladesh foreign policy, Challenges of Bangladesh foreign policy. Geo political Strength, Weakness and its impact upon foreign policy.	<ul style="list-style-type: none"> • Lecture • Case Studies • Journal/paper clip • Interactive discussion. 	<ul style="list-style-type: none"> • Summary • MCQ • Short question 	CLO3
11	Democracy and Good Governance in Bangladesh	Concept of Democracy and Governance. Characteristics of Democracy and Good Governance in Bangladesh. Problems of Democracy and good governance in Bangladesh.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO3
12	BANGLADESH ECONOMY	Major aspect of Bangladesh Economy in Agricultural, Industry Trade &	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question 	CLO4

		Commerce, Foreign investment, foreign trade. Blue Economy of Bangladesh: Prospects and challenges. Thrust areas of Bangladesh Economy.			
13&1 4	Development aspect of Bangladesh	Development process, poverty and Social Safety NetsProgram(SSN), Poverty reduction Strategy Plan(PRSP) Resources of Bangladesh (Gas, Coal, oil, Limestone etc.) Natural Resource Management (Land, water, soil, Plant) Human Resource Management (Expatriation, Repatriation) Millennium Development Goals(MDGs 2000- 2015) Sustainable Development goals (SDGs 2015-2030)	<ul style="list-style-type: none"> • Lecture • Case Studies • Journal/paper clip • Brainstorming • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question • Test • Quiz • Defini tion. 	CLO5

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

BANGLAPEDIA – National Encyclopedia of Bangladesh, Edited by Prof. Sirajul Islam

- BANGLADESH REVISITED – A Comprehensive Study of an Asian Nation by Prof. Muhammad Ruhul Amin, Department of International Relations, University of Dhaka.
- History of Bangladesh: Social and Cultural History, Political History, Economical History by Mr. Sirajul Islam.
- Bangladesh National Culture and Heritage: An Introductory Reader Edited by Mr. A F Salauddin Ahmed.
- Rashid.er.H 2009 - Geography of Bangladesh. Dhaka :UPL
- Kamruddin.M. 1980 - Social History of Bangladesh

Course Outline:

Part A: Introduction

1. Course Code	:	0413MPA501
2. Course Title	:	Introduction to Public Administration
	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is designed as a broad introduction to public administration. Public administration differs from many other areas in academia in that it has a strong practical component. This course will introduce students to both the theoretical and practical sides of public administration. The topics like origin and growth of public administration, major theories of organization and management, processes and dimensions of public administration, and the relationship between politics and administration will be covered. Upon completion of the course, students will be able to gain a basic understanding of public administration

12. Course Objectives:

- To provide a basic theoretical knowledge on Public Administration.
- To understand history, scope, and environment of public administration.
- To learn the functions of government and the role of public administrators in carrying out those functions.
- To identify the importance of ethics and accountability in public organizations.

13. Mapping of CLOs with PLOs

1	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√		√				√		√		√			
CLO2	√								√						
CLO3				√									√		
CLO4													√	√	
CLO5		√		√											√

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction	Concepts of Public, Administration and Management, Meaning and Definitions of Public Administration, Its Scope and Importance, Public Administration and Private Administration, Relationship of Public Administration with Other Disciplines. -	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<p>-Students will give brief introduction about themselves.</p> <p>-The faculty member will be discussing the course outline details.</p> <p>Documents/ storytelling/ video presentation.</p>	CLO1: CLO2:
3	Origin and Growth:	Growth of Public Administration and its Relationship with Family, Society, State and Government.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1: CLO2:
4	Paradigms of Public Administration:	Meaning of Paradigm, Necessity of Paradigm, Different Paradigms and their Applicability	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO3:
5 & 6	Basic Concepts of Public Administration :	Power and Authority, Constitution, Public Interest, Market, Sovereignty, Ecology of Public Administration.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1: CLO4

7&8	Organization in Public Administration:	Role and Functions of Organization, Basic Elements of Organizations, Formal and Informal Organizations, Bureaucracy, Different Types of Public Organizations, Evolution of Public Organization.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO2 CLO5:
9 & 10	Structure of Public Administration	Legislature, Executive, Judiciary, Central and Field Administration, Local Government, Corporations, Autonomous Bodies.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO2: CLO5:
11 & 12	Administrative Processes:	Leadership, Decision Making, Communication, Control and Accountability.	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO4:
13, 14 & 15	Dimensions of Public Administration:	Public administration in Developed and Developing countries, State and Future Prospect of Public Administration.	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion • Test • Illustration 	CLO4: CLO5:

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Avasti, Amreshwar&ShriramMaheshwari (1985) *Public Administration*,
LakshiNarainAragrwal, Agra, India

Henry, Nicholas (1980) *Public Administration and Public Affairs (2nd Edition)*, Prentice-
Hall, Inc, Englewood, Clift, NJ, USA.

Nigro F. A. &Nigro L.G (1989) *Modern Public Administration*, Harper Collins
Publishers, New York.

*Hughes, Owen E (1994) Public Management & Administration, The Macmillan Press
Ltd, London.*

Rosenbloom, David, H (1989) *Public Administration*, McGraw-Hill Book Company,
New York.

Course Outline:

Part A: Introduction

1. Course Code	:	0413 MPA 502
2. Course Title	:	Public Administration in Bangladesh
	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

Understanding the basic formation of Public administration in Bangladesh is a must for student of public administration, it will help them to grasp the very foundation, structure, process along with historical background along with constitutional basis behind Public administration.

Course Objectives:

1. To provide a basic theoretical knowledge about Public Administration in Bangladesh.
2. To understand history, dynamics and environment public administration during British and Pakistan period.
3. To learn the nature of bureaucracy, reasons of administrative reforms, values of these administrative reforms also the culture of administration.
4. To point out the various social problems of Bangladesh and what are initiatives of different public organizations to solve those problems.

Mapping of CLOs with PLOs

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

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

Part-B

Week	Topics	Sub-Topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Bangladesh Constitution	: Philosophy of the Constitution of the People's Republic of Bangladesh, Provisions Related to Public Administration, Recent Developments and Amendments of the Constitution.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/storytelling/video presentation.	CLO-1 Ss4 Demonstrate advanced knowledge of the formation of constitution and structure of administration of Bangladesh and its growth
3 & 4	Historical Background of Public Administration in Bangladesh	:Historical Background of Bangladesh Civil Service, (a) The Structure and Organization of Public Administration in British India; (b) State of Public Administration in United Pakistan.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO2 -fs1 Show comprehensive understanding about historical evolution of the discipline
5 & 6	Structure of Public Administration in Bangladesh	Three Branches of Government and Their Interrelationship; Secretariat Set-Up, Ministries, Divisions, Departments, Autonomous and Semi-Autonomous Bodies/Agencies-Structure, Functions and Relationship; Field Administration in Bangladesh: District and Thana/ Upazilla Administration-Structure, Functions, Control and Coordination.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-1 Ss4 Demonstrate advanced knowledge of the formation of constitution and structure of administration of Bangladesh and its growth

7 & 8	Constitutional Bodies in Bangladesh	: Structure, Functions, Success and Failure (Special Attention will be given on 'EC, CAG and PSC').	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-1 Ss4 Demonstrate advanced knowledge of the formation of constitution and structure of administration of Bangladesh and its growth
9 & 10	Bureaucratic Culture in Bangladesh	The Normative Roots of Administrative Culture in Bangladesh, the Culture of 'Tadbir': The 'Building Block' of Decision Making in the Civil Service of Bangladesh, Politicization of Administration	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-1 Ss4 Demonstrate advanced knowledge of the formation of constitution and structure of administration of Bangladesh and its growth
11 & 12	Corruption	Conceptual and Comparative Perspective. Dimensions, Causes and Consequences, Political and Administrative Corruption in Bangladesh, Why Corruption Persists In Bangladesh? Recent Anti-Corruption Initiatives Role of Anti-Corruption Commission (ACC).	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 Ss4 Demonstrate advanced knowledge of the formation of constitution and structure of administration of Bangladesh and its growth
13 & 14	Administrative Reforms	Defining Administrative Reform, Constraints to Major Administrative Reforms, Strategies for Facilitating Major Administrative Reforms, Government	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-3 Fs2 Analyze the trends of administrative reforms of Bangladesh to

		Reform Efforts in Bangladesh.			
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Part C

16. Learning Resources

Suggested Readings:

Hussain B. 2008, Constitutional History of Bangladesh: Comments on Contemporary Political Crisis and Leading Case-Laws, 1st Edition, Bangladesh Law Book Company, Dhaka.

Jamil Ishtiaq, 2007, Administrative Culture in Bangladesh, 1st Edition, AHDPH Publication.

Shawkat Ali A.M.M., 2007, Civil Service Management in Bangladesh, UPL, Dhaka.

Shawkat Ali A.M.M., 2004, Bangladesh Civil Service: A Political Administrative Perspective, UPL, Dhaka.

Khan M.M., 2006, Dominant Executive and Dormant Legislature, AHD Publishing House, Dhaka.

Zafarullah H., and Khan M.M., 2005, The Bureaucratic Ascendancy: Public Administration in Bangladesh: The First Three Decades, Dhaka: AH Development Publishing House.

Chowdhury and Alam (ed.), 2002, Bangladesh: On the Threshold of the Twenty-First Century, Asiatic Society of Bangladesh.

Course Outline:

Part A: Introduction

1. Course Code	:	0311MPA507
2. Course Title	:	Fundamentals of Economics
	:	GED
4. Year/Semester	:	1/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

The course aims to provide the students with basic understanding of application of economic concepts to the analysis of scarcity of individual, firm, and organizational behavior. It combines topics and issues pertaining to both micro and macro-economics. Topic coverage includes the theories of how consumers and firms make choices, and how various rules guide their respective decisions. The course also explores the theory of market structures, such as perfect and imperfect competition, as well as monopoly. The course also deals with the issues such as analysis of national income and employment, economic fluctuations, inflation, fiscal and monetary policies, economic growth, and various economic policies and also how they affect economic growth.

12. Course Objectives:

Course Learning Objectives:

Upon completion of this course the students should be able to:

- Gain factual knowledge and learn basic economic principles pertaining to both micro and macro-economics.
- Develop economic intuition and analytical skills.
- Demonstrate how economic analysis can be applied to a variety of personal, societal, and international issues.
- Acquire an understanding of the market mechanism as a means of allocating scarce resources.
- Explain why some nations are rich and others are poor.
- Learn to apply the concepts of competitive supply and demand in studying markets.
- Understand how various economic policies affect economic growth and development.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CL O1	√														

CL O2			√											√	
CL O3															
CL O4		√	√							√				√	
CL O5				√			√								√

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Basic Concepts of Economics	Scarcity, Choice and Opportunity Costs. The Economic Role of Government: Efficiency, Imperfect Competition, Equity, Macroeconomic Growth and Stability.	Lecture Interactive discussion Multimedia presentation	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/storytelling/video presentation.	CLO- 1
2	Laws of Demand and Supply	The Law of Demand, the Demand Curve, Individual and Market Demand, Factors Affecting the Demand Curve, shifts vs. Movement along the Demand Curve, Elastic and Inelastic Demand, The Law of Supply, the Supply Curve, Factors Affecting the Supply Curve, Elasticity of Supply.	Lecture Interactive discussion Multimedia presentation	Summary Quiz Question Assignment	CLO- 2
3	Market Equilibrium	Interaction of Demand and Supply, Effect of a Shift in Demand or Supply or both, Effect of a Tax or a Subsidy, Price Controls.	Lecture Multimedia presentation Brain storming.	MCQ Short question Group discussion	CLO- 2
4 & 5	Consumer Behaviour	Utility and Choice, Marginal Utility, Diminishing Marginal Utility, Equi-marginal Principle, Indifference Curves and their Properties, Budget Sets, Equilibrium of the Consumer with	Lecture Multimedia presentation Brain storming.	MCQ Short question Group discussion Presentation	CLO -1 CLO- 3

		Indifference Curves and Budget Sets, Income and Substitution Effects, Deriving the Demand Curve from the Indifference Curves and Budget Sets, Complements and Substitutes, Consumer surplus.			
6	Production and Production Function	Concept of a Production Function, Total, Average and Marginal Product, the Law of Diminishing Returns, Returns to Scale.	Lecture, Slide presentation, Group discussion Role playing.	MCQ Short question Assignment	CLO- 3
7	Costs and Revenues	Fixed and Variable Cost, Total, Average and Marginal cost, Short Run and Long Run Costs. Total Revenue, Average Revenue and Marginal Revenue.	Lecture, Interactive discussion Multimedia presentation	Summary Quiz Question Assignment	CLO- 3
8	Market Structure	Perfectly Competitive Markets, Monopoly, Oligopoly, Monopolistic Competition.	Lecture Case Studies Interactive discussion.	Diagram Presentation MCQ Short question	CLO- 2 CLO- 4
9 & 10	Macroeconomic Variables and Measuring the Total Activity of an Economy	National Income, Employment, Interest and Price, GDP, Real vs. Nominal GDP, Price Deflators, Consumption, Investment, Government Expenditure, Net Exports.	Lecture Brainstorming Interactive discussion.	Summary Quiz Question Assignment	CLO- 5
11	The Keynesian Theory of Income, Employment, Interest and Price	The IS-LM Framework.	Lecture Problem solving Brainstorming Interactive discussion.	Diagram Question MCQ Short question	CLO- 5
12	Monetary and Fiscal Policies	Keynesian Model.	Lecture, Slide presentation, Group discussion	Summary Quiz Question Assignment	CLO- 5
13	Money	Functions of Money, Demand and Supply.	Lecture Brainstorming Interactive discussion.	MCQ Short question Assignment	CLO- 5
14	Government and Government Policy	Debate over Government Debt, the Ricardian Proposition, Lags in Government Policy.	Lecture Interactive discussion Multimedia presentation	MCQ Short question Assignment Presentation	CLO- 3

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Barro, R. J. 1997. Macroeconomics, 5th Edition, the MIT Press.

Hirschleifer, J., Glazer, A., and D. Hirsheleifer. 2005. Price Theory and Applications, 5th Edition, Cambridge University Press

Mankiw, G. N. 2012. Macroeconomics, 8^h Edition, Worth Publishers, Inc.

Pindyck, R. S., and D. L. Rubinfeld. 2012. Microeconomics, 8th Edition, Pearson Education.

Samuelson, P. A. and W. D. Nordhaus. 2004. Economics, 18th Edition, McGraw-Hill/Irwin.

Course Outline:

Part A: Introduction

1. Course Code	:	0413MPA509
2. Course Title	:	Local Government in Bangladesh
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is patterned as a broad introduction to the local and rural governance in Bangladesh, about the theories of rural and local governance as well as the practical implication of these theories in our country. This course is regarded as a core area of public administration. This course will introduce about the concept of local government (Present); theories and models of LG; decentralization in local government in Bangladesh; peoples' participation in local government; participatory approaches to Local development.

12. Course Objectives:

- To define the rural and urban local government in Bangladesh (1972• Present);
- To describe and explain the functions of various institutions of local government;
- To explain various theories and models of local government;
- To analyze Peoples' participation and specially role of women in Local Government.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√					√	√				√		√	√	
CLO2		√	√				√		√				√	√	
CLO3								√			√				
CLO4			√												√
CLO5		√				√						√			

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Decentralization and local government	Local government and local development, definition, concepts and approaches, rationales. How local government contributes to local development?	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Question and answering • Assignment 	CLO1:
3, 4&5	Evolution of local government systems in Bangladesh	Constitutional basis, legal framework, structure, composition and functions	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1:
6&7	Local government capacity development:	Meaning, Approaches, Issues and Challenges.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1:
8&9	control over local administration	Local government's control over local administration and service delivery, UNO, function of UNO. Relation with other actors	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1: CLO4:
10	Local Government Finance:	Local fiscal autonomy, Issues of intergovernmental fiscal transfer in Bangladesh.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO4: CLO5
11	Local government and good governance	Local government accountability, transparency and participation in Bangladesh	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Guest lecture 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO4: CLO5:
12	Innovations in rural and urban local governance in Bangladesh:	Aiding Local Government in Bangladesh. Sirajgonj Local Governance Development Project (SLGDP),	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question • Presentation 	CLO2: CLO4:

		Local Governance Support Program-I, LGSP-LIC, Local Governance Support Program II, III, Upazila Governance Project (UZGP) and Union Parishad Governance Project (UPGP), Upazila Governance Development Project (UGDP), Upazila Integrated Capacity			
13	Challenges of Local governance	Major challenges and emerging issues of local governance in Bangladesh	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. • Group Discussion 	<ul style="list-style-type: none"> • MCQ • Group discussion • Test • Quiz • . 	CLO1: CLO2: CLO4:
14	International Best Practices	International Best Practices of Decentralization, local governance and local development and lessons for Bangladesh.	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. • Group Discussion 	<ul style="list-style-type: none"> • MCQ • Group discussion • Test • Quiz • . 	CLO2: CLO4: CLO5:

Part C

Please see Annex1

Part D

16. Learning Resources

Cheema, G. Shabbir and Dennis A. Rondinelli (1983) *Decentralization and Development*, SAGE.

Panday, Pranab Kumar (2013) *Women's Political Participation in Bangladesh: Institutional Reforms, Actors and Outcomes*, Springer

Siddique, Noore Alam (1997) *Decentralization and Development: Theory and Practice in Bangladesh*, Dhaka university Press.

Siddiqui, Kamal (1995) *Local Government in South Asia*, UPL.

Siddiqui, Kamal (2000) *Local Governance in Bangladesh : Leading Issues and Major Challenges*, UPL.

Siddiqui, Kamal (2005) *Local Government in Bangladesh*, UPL.

Course Outline:

Part A: Introduction

1. Course Code	:	0731MPA510
2. Course Title	:	Rural Development in Bangladesh
	:	Core
4. Year/Semester	:	2 nd Year/1 ST Semester
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

The course will focus on the concept, issues and different dimensions of rural development. It will also focus rural development from a holistic perspective of development. The Bangladesh situation will receive due contextual focus.

12. Course Objectives

- To define an understanding regarding the term rural development;
- To describe the nature and scope of rural development;
- To discuss about the basic elements of rural development;
- To explain why rural development is necessary;
- To discuss about human beings as the cause and consequence of development; Knowing about some dilemmas in development.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√														
CLO2		√													
CLO3			√									√			
CLO4		√													
CLO5				√											
CLO6	√														

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

Part-B

Week	Topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO -1 CLO - 2
3	Rural Development and Other Related Aspects	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-3
4	Thinkers of Rural Development	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-2 CLO-3
5 & 6	Models of Rural Development	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-6
7&8	Inclusive Rural Development	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-5
9 & 10	Rethinking Rural Development	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-6
11 & 12	Transforming Agrarian Structure	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-3 CLO-4
13, & 14	Poverty Alleviation and Safety Net Programs	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion • Test • Illustratio • Quiz 	CLO-5

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

16. Learning Resources

Asaduzzaman, M. 2007. *Institutional Analysis of Rural Development: A Study of Bangladesh Rural Development Board (BRDB)*, Dhaka: Osder Publications.

Ashley, C. & Maxwell, S. 2001. "Rethinking Rural Development", *Development Policy Review*, 19 (4) 395-425.

Chambers, R. 1983. *Rural Development: Putting the Last First*, Prentice Hall.

Huq, M. A. 1976. *Exploitation and the Rural Poor: A Working Paper on the Rural Power Structure in Bangladesh*, BARD.

Quddus, M.A. 1993. *Rural Development in Bangladesh: Strategies and Experiences*, BARD.

Stevens, R. D. Hamza, A. & Bertocci, P. J. 1976. *Rural Development in Bangladesh and Pakistan*, Honolulu: University Press of Hawaii.

Tepper, E. 1966. *Changing Patterns of Administration in Rural East Pakistan*, Syracuse, New York: Maxwell School, Syracuse University.

Todaro, M. P. 1989. *Economic Development in the Third World*, 11th Edition, New York: Longman.

Wiggins, S. & Proctor, S. 2001. "How Special are Rural Areas? The Economic Implications of Location for Rural Development", *Development Policy Review*, Vol 19 (4), 427-436.

Course Outline:

Part A: Introduction

1. Course Code	:	0111MPA 511
2. Course Title	:	Social Research Methodology
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is designed to introduce students to the tools which social scientists use to conduct research on society and produce knowledge – in other words, how to be sociologists. This course will provide an introduction to the research process and ethical dilemmas faced by sociologists, as well as cover the essential procedures used to collect and analyze data. During this course, the students will learn how to carry out a scientific investigation: from the formulation of hypotheses, to the selection of appropriate methodology, and the steps involved in the implementation of a study, using qualitative methodology. A major focus of this course is to enhance students' ability to critically examine sociological research and also to provide exposure to different ways in which the acquired research skills can be utilized in conducting sociological research and also in our daily life

12. Course Objectives:

To understand Participatory Research Methods and tools.

To learn Key Schools of Thoughts in Social Science Research.

To identify Measurement, Validity, Reliability.

14. Course Learning Outcomes with the Teaching Learning and Assessment strategy

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√				√				√		√			
CLO2	√								√			√			
CLO3	√			√	√		√		√	√					
CLO4	√					√			√			√			
CLO5	√	√				√						√			
CLO6							√		√			√			

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1, 2&3	Social Research:	Meaning, Types and Approaches, Importance.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation. • Group Discussion 	-Students will give brief introduction about themselves. Summary Assignment	CLO1: CLO2:
4,5&6	Basic Research Methods:	Content Analysis, Discourse Analysis, Survey Methods, Delphi Techniques, Case Studies, Focus Synthesis, FGDs, Historical Methods, Descriptive Method, Qualitative and Quantitative Research.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Field study 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1: CLO2:
7&8	Research Design:	Setting Research Questions/ Hypothesis, Formulation of hypothesis, Theoretical/ Analytical Framework, Independent Variables and Explanatory Variables, Operational Definition of Variables, Design and Types of Questionnaire/ Interview Schedule.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1: CLO2: CLO3:
9	Sampling	Probability and non-probability sampling techniques and sample size	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO 5
10&11	Research Proposal:	Format and Style of Research Proposal.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Designing, constructing, planning, producing, inventing Group discussion, Reading,	.CLO2: CLO4:; CLO5:

12,13, & 14	Group Project:	Students will be asked to prepare a Research Proposal on the Topics Chosen by the Students and Approved by the Course Teacher.	<ul style="list-style-type: none"> •Lecture •Group discussion •Field visit 	Designing proposal , constructing, planning, producing, <ul style="list-style-type: none"> • inventing Gorup discussion, Reading, 	CLO4: CLO6:
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Part C
Assessment and Evaluation
Please see Annex1

Part D

16. Learning Resources

- Aminuzzaman, S. M. 2011. Essentials of Social Research, Dhaka: OSDER Publications, Dhaka.
- Bickman, L. & Rog, D. J. (Ed.). 1998. Hand book of Applied Social Research Methods, New Delhi: Sage Publications.
- Ghosh, B. N. 1982. Scientific Methods and Social Research, New Delhi: Sterling Publishers.
- Punch, Keith F. 1998. Introduction to Social Research: Quantitative and Qualitative Approaches, London, Thousand Oaks, New Delhi: SAGE Publications Ltd.
- Yin, R, K. 2013. Case Study Research, Design and Methods, Sage Publication Ltd.
- Alasuutari, P, Bickman, L & Brannen, J (Eds), 2008. The Sage Handbook on Social Research Methods, Sage Publication Ltd.

Course Outline:

Part A: Introduction

1. Course Code	:	0415MPA512
2. Course Title	:	Administrative Office Management
	:	Core
4. Year/Semester	:	3/ 1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is designed to provide office administrators, assistants, administrative supervisors and staff, executive secretaries, personal assistants, records management, office accommodation and inventory management. Topic coverage includes the office work measurement and cost control and office correspondence and report writing. This course in Office Administration and Management Program allows you to evaluate and develop your interpersonal and professional skills.

15. Course Objectives:

Upon completion of this course the students should be able to:

- Discuss the major areas of management: human resources, leadership and communications, administrative services, and workplace systems and technology.
- Discuss emerging elements impacting administrative management practices.
- Apply good techniques in the selection and orientation of an office staff.
- Discuss the major causes of office personnel problems that affect the well-being of workers and how these may be handled.
- Discuss and demonstrate good supervision skills, as well as good motivation techniques.
- Determine and understand group dynamics, the effects of teamwork, and conflict issues.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√											√		√	
CLO2		√													
CLO3			√						√					√	
CLO4					√						√				
CLO5				√					√						

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub- topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	Definition of system, types of system, system theory, Synergy, Triple –I, meaning and importance of office management, office orientation, functions of office, nature and scope of office management, structure of organization, office layout, Virtual Office. modern concept of office management, characteristics of office work, department, decentralization and coordination.	Lecture Interactive discussion Multimedia presentation	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO- 1 CLO- 3
3 & 4	Office communication:	Definition, importance, process, quality communication, barriers to communication, methods and types.	Lecture, Slide presentation, Group discussion Role playing.	Summary Quiz Question Assignment	CLO- 2
5	Office accommodation and Inventory management:	Location of office, reception area, duties of receptionist, environment and decoration, layout, objectives, types, space planning, advantages of good layout, Furniture types, selection and layout, advantages and disadvantages, office machine classification; pc, printer, scanner, photocopier, procurement functions, steps and strategy of procurement, Protecting workers and the environment.	Lecture Multimedia presentation Brain storming.	MCQ Short question Assignment	CLO- 2 CLO- 3
6	Recruitment and orientation:	Source of Job information, seeking employment, making applications, interview, and develop a portfolio, labor laws.	Lecture, Slide presentation,	MCQ Short question Assignment Presentation	CLO- 5
7	Record Management:	Definition, importance, objective of record management, classification of record management, procedures of record management; principles, filing equipment's, index process, Filing	Lecture Multimedia presentation	Class test, Short question Assignment	CLO- 3

		equipment and supplies.			
8 & 9	Office manual and Office form:	Definition and importance, types of manual, steps of preparing office manual, features of a good office manual, designing office form.	Lecture, Slide presentation, Group discussion, Role playing.	MCQ, Short question, Assignment	CLO- 2
10	Office work measurement and cost control:	Importance, methods of measurement, limitations, nature, control method, preparing payroll, credit control, payment.	Lecture, Interactive discussion, Multimedia presentation	Summary, Quiz, Question	CLO- 3
11	Office secretary:	Definition, types, importance, qualities of a secretary, duties, qualifications, liabilities.	Lecture, Slide presentation,	Class test, Short question, Assignment	CLO- 4
12	Meetings:	Types, prerequisite, preparing agenda, notice, motion and resolution, quorum, proxy, voting, seating arrangements, meeting documents, travels arrangements, meeting place, meetings regulations, schedule appointments, inform participants.	Lecture, Slide presentation, Group discussion	MCQ, Short question, Assignment, Presentation	CLO- 3
13	Office correspondence and report writing:	Drafting official and semiofficial letters, procedures of writing report, qualities of good report.	Lecture, Interactive discussion, Multimedia presentation	MCQ, Short question, Assignment	CLO- 3 CLO- 5
14	Office management in Bangladesh:	Characteristics, importance, various types, office discipline.	Lecture, Slide presentation, Group discussion, Role playing.	MCQ, Short question, Assignment, Presentation	CLO- 1

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Allison Trenfield-Newsome and Colleen Walker (2011), Office **Administration for CSEC®** Examinations, Macmillan Education

Pillai, R. S. N. (2008). *Office management*. S. Chand Publishing.

Quible, Z. K. (2014). *Pearson New International Edition: Administrative Office Management*. Pearson.

Course Outline:

Part A: Introduction

1. Course Code	:	0412 MPA515
2. Course Title	:	Human Resource Development
	:	Core
4. Year/Semester	:	2nd Year/2nd Semester
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

The course is designed to orient the participants with the public sector human resource policy and management in Bangladesh. It will help them to understand the major elements of the personnel management process, organizational functions of human resource system, and contemporary issues and problems in the public sector with particular focus to Bangladesh Civil Service (BCS).

12. Course Learning Objectives:

After successfully completing this course, Students will be able to:

- Have a clear understanding about various Human Resource Management (HRM)
- Activities in the government.
- Gain useful insights about various aspects, current policies and existing practices in the area of HRM relating to BCS.
- Identify prospects and challenges of HRM policies and practices within the civil
- Service framework in Bangladesh.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√	√	√					√	√	√	√	√	√	
CLO 2	√	√	√	√					√	√	√	√	√	√	
CLO 3	√	√	√	√					√	√	√	√	√	√	
CLO 4	√	√	√	√					√	√	√	√	√	√	
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.

Part-B

Week	Title	Topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Introduction:	Introduction, The Progression Toward a Field of Human Resource Development	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO -1
2	Introduction to Human Resource Development :	The Relationship Between Human Resource Management and HRD/Training, Human Resource Development Functions, Roles and Competencies of an HRD Professional, Challenges to Organizations and to HD Professionals, A Framework for the HRD Process.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 CLO-6
3	Influences on Employee Behavior:	Model of Employee Behavior, External Influences on Employee Behavior, Motivation: A Fundamental Internal Influence on Employee Behavior, Other Internal Factors That Influence Employee Behavior	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 CLO-6

4	Learning and HRD	Learning and Instruction, Maximizing Learning, Individual Differences in the Learning Process, Learning Strategies and Styles, Further Contributions from Instructional and Cognitive Psychology	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-4
5	Assessing HRD Needs	Strategic/Organizational Analysis, Task Analysis, Person Analysis, Prioritizing HRD Needs	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-4
6	Designing Effective HRD Programs	Defining the Objectives of the HRD Intervention, Selecting the Trainer, Selecting Training Methods and Media, Preparing Training Materials, Scheduling an HRD Program	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-2
7	Implementing HRD Programs	Training Delivery Methods On-The-Job Training (OJT) Methods Classroom Training Approaches The Lecture Approach The Discussion Method Audiovisual Media Training Program Implementation Arranging the Physical Environment Computer-Based	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-3 CLO-4

		Training (Classroom- Based) Self- Paced/Computer- Based Training Media and Methods Some Final Issues Concerning			
8	Evaluating HRD Programs	The Purpose of HRD Evaluation, How Often Are HRD Programs Evaluated? The Evaluation of Training and HRD Programs Prior to Purchase, Data Collection for HRD Evaluation, Data Collection Methods, Choosing Data Collection Methods, How Technology Impacts HRD Evaluation	<ul style="list-style-type: none"> •Lecture •Group discussion Role playing 	<ul style="list-style-type: none"> • MCQ • Short question Assignment 	CLO-3 CLO-4
9	Onboarding: Employee Socialization and Orientation	Socialization: The Process of Becoming an Insider, Various Perspectives on the Socialization Process, The Realistic Job Preview	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-5 CLO-6
10	Skills and Technical Training	Basic Workplace Competencies, Technical Training, Interpersonal Skills Training, Role of Labor Unions in Skills and Technical Training Programs, Professional Development and Education,	<ul style="list-style-type: none"> • Lecture • Interactive discussion Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-5 CLO-6

11	Coaching and Performance Management	The Need for Coaching, Coaching: A Positive Approach to Managing Performance, Coaching and Performance Management, Definition of Coaching, Role of the Supervisor and Manager in Coaching, The HRD Professional's Role in Coaching, Coaching to Improve Poor Performance, Conducting the Coaching Analysis, Maintaining Effective Performance and Encouraging Superior Performance, Skills Necessary for Effective Coaching, The Effectiveness of Coaching, Employee Participation in Discussion	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-3
12	Employee Counseling and Wellness Services	An Overview of Employee Counseling Programs, An Overview of Employee Counseling Programs, Stress Management Interventions, Issues in Employee Counseling	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short Question 	CLO-3
13 & 14	Career Management and Development	Defining Career Concepts, Stages of Life and Career	<ul style="list-style-type: none"> • Lecture • Brainstorming 	<ul style="list-style-type: none"> • MCQ • Short question • Group 	CLO-3

		Development, Models of Career Development, The Process of Career Management, Roles in Career Management, Issues in Career Development, Delivering Effective Career Development Systems	<ul style="list-style-type: none"> • Interactive discussion. 	discussion <ul style="list-style-type: none"> • Test • Illustratio • Quiz 	
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Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

- Byars, L. L. Rue, L.W. 2007. Human Resource Management, New York, McGraw Hill.
- Dessler, G. 2006. Human Resource Management, New Jersey, Prentice Hall Inc.
- Gomez -Mejia, L.R. Balkin, D. B. 1998. Managing Human Resources, New Jersey, Prentice Hall.
- Robbins, S. P. 2003. Human Resource Management, John Wiley and Sons, USA.
- Belcourt, M. et al. 2006. Managing Human Resources. Canada, Nelson
- Ali, A.M. M. S. 2007. Civil Service Management in Bangladesh: An Agenda for Policy Reform, Dhaka, UPL.
- Ali, A.M. M. S. 2004. Bangladesh Civil Service: A Political-Administrative Perspective.
- Islam, M. 2013. Human Resources and Performance Management System for Bangladesh Civil Service, Dhaka, Osder Publications.
- Ahmed, N. 2014. 40 Years of Public Administration and Governance in Bangladesh, Dhaka, UPL.

Course Outline:

Part A: Introduction

1. Course Code	:	0521MPA 525
2. Course Title	:	Environment, Disaster and Development
3. Course Type	:	GED
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

Demographic changes, human settlement patterns, land-use decisions, and political and social policy dynamics have increased vulnerability to natural and man-made disasters. Planning and policy processes and interventions can help reduce disaster vulnerabilities and increase resilience at every stage of the disaster management cycle: disaster mitigation, preparation, response, and recovery.

12. Course Objectives:

This course will help the students to:

Understanding of the roles of the various phases of disaster management and issues concerning planning and policies in those phases.

Identifying comprehensive emergency management from a planning and policy perspective

Recognizing the role of federal, state, and local governments in disaster planning and policies.

Knowledge of mitigation planning and policy strategies.

13. Course Learning Outcomes with the Teaching Learning and Assessment strategy

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√	√	√					√	√	√	√		√	
CLO 2	√	√	√	√					√	√	√	√		√	
CLO 3	√	√	√	√					√	√	√	√		√	
CLO 4	√	√	√	√					√	√	√	√		√	
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.

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Overview of Disaster Management:	Introduction, Distinguishing between an emergency and a disaster situation, Types of natural and non-natural disasters, Implications of disasters on your region and environment	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Group Discussion 	-Students will give brief introduction about themselves. Summary Assignment	CLO 1
3 & 4	Disaster Management Cycle:	<p>Phase I: Mitigation: Disaster Management Cycle, Disaster Mitigation, Disaster Mitigation and Infrastructure, Developing a draft country-level disaster and development policy</p> <p>Phase II: Preparedness: Disaster Preparedness, Disaster Risk Reduction (DRR), The Emergency Operation Plan (EOP), Mainstreaming Child Protection and Gender in Emergency Planning</p> <p>Phases III and IV: Response and Recovery: Disaster Response, Modern and traditional responses to disasters, Disaster Recovery and the Recovery Plan, Disasters as opportunities for development initiatives.</p>	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Field study 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO 1 CLO 2

5 & 6	Education and Public Awareness:	<p>Part I: Community-based Initiatives: Rationale for a Community-Based Approach, Stakeholders' Roles and Responsibilities, Categories of stakeholders, Methods of Dissemination</p> <p>Part II: Duties of Response Personnel, Personnel Training, School-based Programmes, Hazardous Materials</p> <p>Part III: Introduction, Understanding Culture, Appreciating Culture and its Contribution to Education and Public Awareness, Indigenous knowledge systems</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO 3 CLO 3
7 & 8	The Role of Technology in Disaster Management:	<p>Emergency Management Systems: What are Emergency Management Systems (EMS)? How useful is EMS? EMS and the Disaster Management Cycle, Who is responsible for EMS?</p> <p>Geographic Information Systems (GIS) and Disaster Management: GIS Applications, GIS and the Disaster Management Cycle, Advantages of GIS, Challenges of using GIS in Disaster Management.</p> <p>Global Positioning System (GPS) and</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO 2 CLO 3 CLO 4

		<p>Remote Sensing: Application of GPS to Disaster Management, Remote Sensing in Disaster Management, Advantages of Remote Sensing, Challenges faced using Remote Sensing.</p>			
9&10	<p>Media and Disaster Management:</p> <p>Disaster Associated Health Issues:</p>	<p>Introduction, The Role of Media in Disaster Management, Types of Media, Impact of the media.</p> <p>Part I: Emergency Health Services and Communicable Diseases: Emergency Health Services in Disasters, Infrastructure and procedures in accessing emergency situations, Communicable diseases common in disaster situations, Monitoring and Evaluation of Communicable Diseases Control Programme.</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question Group discussion 	<p>CLO 2 CLO 3 CLO 4</p>
11 & 12	<p>Disaster Associated Health Issues:</p>	<p>Part II: Introduction, Potential vector-related species, Environmental health: challenges and main constraints, Monitoring and evaluation of vector control measures and environmental health programmes in emergencies. How do we know</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question Group discussion 	<p>CLO 2 CLO 3 CLO 4</p>

		<p>that Earth has warmed? How do we know that greenhouse gases lead to warming? How do we know that humans are causing greenhouse gases to increase? How much are human activities heating Earth?-How do we know the current warming trend isn't caused by the Sun? How do we know the current warming trend isn't caused by natural cycles?-What other climate changes and impacts have been observed? The Ice Ages.</p>			
13 & 14	Environmental and Disaster Risk Reduction Strategies and Plans:	<p>Global environmental vulnerability index, Vietnam's national plan for environment and sustainable development , The National Adaptation Plan of Action (NAPA) of Bangladesh, National Environmental Management Action Plan of Bangladesh , Regulation of Environmental Clearances for Port Project of India Asian Ministerial Conference on Disaster Risk Reduction , International Recovery Platform, Regional Consultative Committee , Asian Disaster Risk Reduction Network, ASEAN Committee</p>	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	<p>Designing, constructing, planning, producing, inventing Gorup discussion, Reading,</p>	<p>CLO 2 CLO 3 CLO4 CLO 5</p>

		on Disaster Management , ASEAN Regional Forum , South Asia Association for Regional Cooperation, Asia Flood Network , Mekong River Commission, Asian Zone Environment and Emergency Co-operation Network (AZEECON)			
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Part C

Assessment and Evaluation

Please see Annex1

Part D

16. Learning Resources

1. Birkland, Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press.
2. Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards withland-use planning for sustainable communities*. Joseph Henry Press.
3. Carter, W. Nick (2008). *Disaster Management: A Disaster Manager’s Handbook*, ADB
4. Drabek, Thomas. 2010. *The Human Side of Disaster*. Taylor and Francis
5. Lindell, Michael et al., *Introduction to Emergency Management* (Wiley Pathways edition, 2006).
6. Moore, Tony & Raj Lakha (ed): *Tolley’s Handbook of Disaster and Emergency Management: Principles and Practice*, Third Edition, Elsevier Ltd, 2006
7. National Research Council. 2007. *Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management*
8. Olshansky, R. B. and L. A. Johnson. 2010. *Clear as Mud: Planning for the Rebuilding of*

Course Outline:

Part A: Introduction

1. Course Code	:	0111MPA532
2. Course Title	:	Advanced Research
Course Type	:	GED
4. Year/Semester	:	1 / 2
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is aimed primarily at those studying research methods in masters and doctoral courses in curricula that concern the public and nonprofit sector. Thus, students in programs public administration, nonprofit management, criminal justice, nursing and education, to mention a few, will be provided detailed information on conceptualizing, planning, and implementing research projects of many different types. The need for more rigorous and systematic research in public administration has grown as the complexity of problems in government and nonprofit organizations has increased. This book describes and explains the use of research methods that will strengthen the research efforts of those solving government and nonprofit problems. This course is also aimed at consumers of research reports. For example, government executives who fund research must be able to determine whether the research objectives set out in the project are properly conceptualized and whether the research methods chosen are appropriate to the objectives and concepts. This volume will inform such research consumers.

12. Course Objectives:

The objective of the course is to equip the students with multiple methodological and analytical skills to conduct qualitative and quantitative research on relevant problems/ issues in the broader field of public administration/ social science. This course is design and implements an unbiased study that will produce sound statistical results. Generate and interpret statistics and graphs from data that arise from small real-life surveys. Apply confidence intervals and test hypotheses to make conclusions about data that come from practical applications. Perform regression analysis to make informed predictions about relationships between quantitative variables. Students will get basic understanding to process primary data by using Excel and SPSS.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√									√			√		
CLO2		√						√				√			√
CLO3			√												
CLO4				√		√				√					
CLO5					√						√			√	√

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub- topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Introduction	Ethics in Systematic Research , Levels of Data, Variables, Hypotheses and Theory.	Lecture, Interactive discussion Multimedia presentation	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO- 1 CLO- 2
2 & 3	Describing and Measuring Phenomena	Univariate Measures for Directly Measurable Phenomena, Typologies, Indexing, Content Analysis, Meta- Analysis, and Scaling as Measurement Techniques.	Lecture, Multimedia presentation and brain storming.	Class test, Quizzes, Presentations, Assignment	CLO- 2 CLO- 3
4 & 5	Data Collection and Manipulation	Questionnaire Construction, Sampling and Data Collection, Constructing Data Sets and Manipulating Data.	Lecture, Interactive discussion Multimedia presentation	Diagram, Short question, Field study.	CLO- 4
6 & 7	Research Issues and Design	Threats to Validity of Research Designs, Qualitative Research Methods: An Overview.	Lecture, Multimedia presentation and brain storming.	Quizzes, Presentations, Assignment Case study	CLO- 5
8	Association and Testing Hypothesis	Statistics for Nominal and Ordinal Data, Analysis of Variance, Linear Correlation and Regression.	Lecture Exercise Group Work	Diagram, Short question, Presentation.	CLO- 2
9 & 10	Data Across Time	Cross-Sectional, Longitudinal and Time-Series Data, Forecasting Methods for Serial Data, Demographic Techniques for Cohort Analysis and Population Trends.	Lecture, Interactive discussion Exercise	Class test, Quizzes, Presentations, Field study	CLO- 1 CLO- 5

11 & 12	Techniques with Multiple Independent Variables	Multivariate Regression Analysis in Public Policy and Administration, Multivariate Techniques for Dichotomous Dependent.	Lecture Exercise Group Work	Test, Illustration, Quiz, Short question.	CLO- 3
13	Modeling	Casual Modeling and Path Analysis, Economic Modeling, Computer Simulation, Data Envelopment Analysis: An Introduction.	Lecture Analysing Audio/Visual Materials	Quizzes, Presentations, Assignment	CLO- 2
14	Clustering Techniques	Principal Component Analysis, Factor Analysis and Cluster Analysis, Q Methodology.	Lecture Exercise Group Work	Quizzes, Presentations, Assignment	CLO- 5

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Mian, Muhammad Ali. & Miyan, Alimullah. 2005. An Introduction to Statistics.

McClave, James T. & Sincich, Terry T. 2017. Statistics, Pearson.

Gerald J. Miller, Marcia L. Whicker. Handbook of Research Methods in Public Administration.

Course Outline:

Part A: Introduction

1. Course Code	:	0413 MPA521
2. Course Title	:	Public Administration: Theories and Discourses
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

Driving by the influential force of administration and development, the course is primarily aimed at introducing the students to the world of ‘theories and ‘discourse’ of public administration by acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyzes and dynamics of project management.

12. Course 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.
- Discuss 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.
- 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.

13. Course Learning Outcomes with the Teaching Learning and Assessment strategy

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√		√				√		√				√	
CLO 2	√								√						
CLO 3				√								√			√
CLO 4															√
CLO 5		√		√											

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
	Conceptual Development of Public Administration:	From Traditional Administrative – Bureaucratic Paradigm to Modern Managerial and Governance Paradigms, Approaches to the Study of Public Administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation . Group Discussion 	-Students will give brief introduction about themselves. Summary Assignment	
	Globalization and Public Administration	Concept of globalization, Globalization as a new fashion of imperialism, Impact of globalization on Public Administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Field study 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	
	Decision Making in Public Administration	Classical Model of Decision Making: Rational Comprehensive Model, Contribution of Public Choice Analysis to Decision making, Critics of Rational Comprehensive Model of Decision Making: Charles Lindblom, Herbert Simon.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	
	Good Governance, Transparency and Accountability in Administration	Dimensions of Transparency in Governance, Instruments of Transparency, Types of Accountability: Horizontal, Vertical, Financial, Democratic, Performance Accountability, Forms of Accountability: Democratic, Market and Administrative.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	

	Public Participation in Administration	Participatory Governance and its Theoretical Roots- Liberal Democracy, Neoliberalism, Institutionalism, Communitarism, Where does Participatory Governance Begin? Strength and Weaknesses of Participatory Governance.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question <p>Group discussion</p>	
	Public Service Delivery	Evolving values of public service delivery from welfare state to marketisation: equity and efficiency, social vs economic values. Modalities: decentralization, partnership, community engagement, social audit.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question <p>Group discussion</p>	
	Public Sector Corruption	Understanding the Causes of Corruption- Theoretical Roots: Organizational Culture Theories, Bottleneck Theories, Clientelism, Patrimonialism	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	Designing, constructing, planning, producing, inventing Group discussion, Reading,	
	Social Capital & Public Administration	Definition, Intellectual Heritage of Social Capital, Sources of Social Capital, Role of Social Capital in Public Policy Process.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question <p>Group discussion</p>	

Part C
Assessment and Evaluation
Please see Annex1

Part D

16. Learning Resources

Must Read Selected Papers (Reading of these papers will be assessed either through presentation or Class Test carrying 10 marks):

Peters, B. G. 2003. "The Changing Nature of Public Administration: From Easy Answers to Hard Questions"

Drechsler, W. 2013. "Three Paradigm of Governance and Administration: Chinese, Western and Islamic", *Society and Economy*, Vol 34.

Armstrong, P. S. (Edited), "Caliph Ali's Letter To Malik Ashtar".

Available at: <http://paulsarmstrong.com/articles/caliph-ali-letter-to-malik-ashtar/>

Farazmand, A. 2013. "Governance in the Age of Globalization: Challenges and opportunities for South and South East Asia", *Public organization Review*, Vol. 13, Issue 4, December 2015.

Frederickson, H. G. 2002. "Confucius and the Moral Basis of Bureaucracy", vol. 33, *Administration & Society*, no. 6 610-628.

Wilson, W. 1887. "Study of Administration", *Political Science Quarterly*, 2(2), 197-222.

Shafritz, J. M. & Hyde, A. C. 2012. "Classics of Public Administration", Seventh Edition, (First Chapter), Boston, USA, Wadsworth.

Suggested Readings:

Pollitt, C. & Bouckaert, G. 2004. *Public Management Reform- A Comparative Analysis*, Oxford University Press Ltd.

Fry, B. R. 1989. *Mastering Public Administration; from Max Weber to Dwight Waldo*, Chatham, New Jersey, Chatham House Publishers, Inc.

Morcol, G. 2006. *Handbook of Decision Making*, Taylor and Francis, CRC Press

Levi-Faur, D. (Ed.) 2012. *The Oxford Handbook of Governance*, Oxford University Press.

Denhardt, J. V. & Denhardt, R. B. 2007. *The New Public Service: Serving not Steering*, Expanded Edition, M.E. Sharpe, Armonk, New York, London, England.

Course Outline:

Part A: Introduction

1. Course Code	:	0413MPA522
2. Course Title	:	Development Theories and Administration
	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

10. Rationale of the Course:

This course is designed to equip the students with the analytical, methodological and practical knowledge about different theories of development that emerged over time and also pertinent issues related to development with particular emphasis on developing countries including Bangladesh. The course also intends to examine strategies for accelerated development combined with policies relating to the reduction of poverty and inequality. At the end of the course by critically examining the theory and practice of development administration students should be able to understand the meaning of development from the perspective of Public Administration

12. Course Objectives:

This course aims to critically examine the key issues and debates related to the process of development and how they impact upon public administration in developing countries. Drawing upon the various approaches to the processes of development and administration, the course will highlight some of the principal concerns that have emerged over the years, such as aid, the environment, micro-credit, gender, human rights and corruption. The focus will be on the institutions, structures, processes and interactions that help or hinder the process of development.

14. Mapping of CLOs with PLOs

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	Meaning of Development: Definitions and Interpretations of Development, Various Dimensions- Development as a process, Development as an outcome, Key Aspects and Milestones in Developmental Thinking, Concept of Under-Development	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. Documents/ storytelling/ video presentation.	CLO1 CLO 2
3	Theories, Models and Strategies of Development	Modernization theory: Sociological and anthropological modernization theory, Linear stages of growth model, Critics of modernization theory. Structuralism. Dependency theory. Basic needs. Neoclassical theory--Structural adjustment. Recent trends- Post-development theory, Sustainable development, Human development theory	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1 CLO2
4	Development Theories and Public Administration in Developing Countries	Shortages of Skills and Tools, Difficulties of Organization and Structure, Political Difficulties, Cultural and	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO 2

		Attitudinal Barriers.			
5 & 6	Nature of State and its Role in and Implications for Development:	Colonialism and Development, The Postcolonial State and Development, Beyond Post-colonialism; Development Strategies and State Roles: Development Strategies in Asia, Latin America and Africa	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO 3
7&8	Development Administration- Concept, Scope and Strategies	Concept of Development Administration, Development of Administration or Administrative Development? Attributes of Development Administration, Nature of Development Administration, Scope, Significance and Strategies of Development Administration.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO 1 CLO 3
9 & 10	Development Planning- Concept, Process and Implications	Concept and Types of Development Planning, Planning for Sustainable Development, Key Elements of Development Planning, Development Planning Process with Special Reference to Bangladesh (SDGs and Five-Year Plan, Vision 2041, Delta Plan), Limitations of Development Planning.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO 1 CLO 2

11 & 12	Institutional Arrangements for Development Management in Bangladesh:	Ahead to Planning and Managing Process Role of Institutions, Instruments and Mecha Planning Process, National Parliament, Ministry of Planning, nisms of Project Planning Commission, NEC, ECNEC, ERD, IMED, Challenges	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO4
13, 14 &	Role of Non-Governmental Organizations (NGOs) and Development Partners in Development Management Bureaucratic Capacity and Development Administration:	<p>Role of NGOs in Development Planning and management, Constraints and Remedial Measures; Role of Development Partners in development management: Challenges and Opportunities</p> <p>Capacity of Bureaucratic Organizations to Prepare Development Plans, Bureaucratic Performance in Developed and Developing Countries, Challenges to Administrative Capacities, Capacity Enhancement Strategies and Challenges</p>	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. • . 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion • Test • Illustratio 	CLO4 CLO 3

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

- Ahmed, E. 2012. *Leading Issues in Bangladesh Development*, Dhaka, University Press Limited.
- Ahmed, E. 1980. *Bureaucratic Elites in Segmented Economic Growth: Pakistan and Bangladesh*, Dhaka, University Press Ltd.
- Bates, R. H. (Ed.) 1988. *Toward a Political Economy of Development, USA*, University of California Press Ltd.
- Cowen, M. P., Shenton, R. W. 1996. *Doctrines of Development*, Routledge.
- Gant, G. F. 2006. "The Concept of Development Administration", in Otenyo, E. E., Lind N. S. (Eds.), *Comparative Public Administration: The Essential Readings* (pp. 257-285). Amsterdam, Netherlands: Elsevier.
- Greig, A., Hulme, D., Turner, M. 2007. *Challenging Global Inequality-- Development Theory and Practice in the 21st century*. Palgrave Macmillan, New York.
- Hussain, M. 2005. *Development Administration in Bangladesh*. Dhaka, AH Development Publishing House.
- Islam, N. 1993. *Development Planning in Bangladesh*, Dhaka, University Press Ltd.
- Preston, P. W. 1988. *Rethinking Development*, Routledge & Kegan Paul Books Ltd.
- Peet, R. and Hartwick, E., 2015. *Theories of Development: Contentions, Arguments, Alternatives*, Guilford Publications.
- Rapley, J. 2007. *Understanding Development*. Boulder, London: Lynne Rienner Publishers
- Sobhan, R., Ahmad, M. 1980. *Public Enterprise in an Intermediate Regime-A Study in the Political Economy of Bangladesh*, Dhaka, Bangladesh Institute of Development Studies.
- Weidner, E. (Ed.), 1970. *Development Administration in Asia*, Duke University Press, Durham, USA

Course Outline:

Part A: Introduction

1. Course Code	:	0421 MPA523
2. Course Title	:	Law and Regulatory Administration
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

The course will discuss the conceptual framework of contemporary systems of private and public law, including general theories of rights, duties and powers. In this context certain main institutions of law will be considered such as property, ownership and possession; contract and promising; legal personality, delict, negligence and risk; responsibility and punishment, evidence and procedure; rights and right creation. In each case there will be consideration of the extent to which particular legal or social values are presupposed by or flow from particular institutions. To understand legal system of Bangladesh and hierarchy of courts, their constitution and function with power and jurisdiction, Code of Conduct and Ethics as prescribed by the Bangladesh Bar Council.

12. Course Objectives:

To provide student with advanced idea about;

- Clear concept of Legal system of contemporary Bangladesh,
- Constitutional Provisions and Laws Relating to Civil Rights in Bangladesh.
- Regulatory Administration in Bangladesh.

13. Course Learning Outcomes with the Teaching Learning and Assessment strategy

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

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Introduction	Meaning & major legal systems of contemporary world, historical background of the legal system of Bangladesh: legal system of India during the ancient (Hindu) and the medieval (Muslim) periods, justice under the rule of the East India Company, the influence of English law in India, legal system during the Pakistan period	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation. • Group Discussion 	-Students will give brief introduction about themselves. Summary Assignment	CLO-1 Understand the basic concept, origin and historical evolution of legal system and its importance
2	Legal system of contemporary Bangladesh	Major features, court structure- ordinary civil & criminal courts and special courts & tribunals, law making procedure; a brief overview of the procedural steps of criminal cases and civil suits	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Field study 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 Understand the basic concept, origin and historical evolution of legal system and its importance
3	Law reporting	Importance of case laws under common law system, principles for law reporting; major law reports of Bangladesh, the rules of binding precedent, distinguishing, reserving and overruling a precedent, use of case laws of foreign jurisdiction	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO2 Observe legal code of practice in both home and abroad
4 & 5	Legal profession	Growth of legal profession in British India, composition, powers and functions of Bangladesh Bar Council, Bar Associations in Bangladesh, enrolment of Advocates, disciplinary proceedings before Bar Council Tribunal, Canons of Professional Conducts and Etiquette; legal aid: meaning and forms, importance, legal aid in Bangladesh – statutory provisions and its effectiveness, role of NGOs; problems and prospects of the	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-1 Understand the basic concept, origin and historical evolution of legal system and its importance

		administration of justice in Bangladesh.			
6 & 7	Governing Legislations	The Civil Courts Act, 1887 (Act No. XII of 1887). The Code of Criminal Procedure, 1898 (Act No. V of 1898). The Code of Civil Procedure, 1908 (Act No. V of 1908). The Bangladesh Legal Practitioner's and Bar Council Order, 1972 (P.O.No. 46 of 1972). The Legal Aid Act, 2000.(Act No. 6 of 2000).	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming. 	<ul style="list-style-type: none"> MCQ Short question <p>Group discussion</p>	CLO2 Observe legal code of practice in both home and abroad
8	Regulatory Administration and Theories of Regulation	Role and functions of Regulatory administration, Types of regulatory authorities, Public interest theories–Private interest theories–Institutionalized theories – Regulation beyond the State.	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming Group discussion Field visit 	<ul style="list-style-type: none"> MCQ Short question <p>Group discussion</p>	CLO3 Fs 4 Synthesize complex process and functions of regulatory administration
9	Judicial Independence	Problems and Prospects of Judicial Independence in Relation to Civil Rights in Bangladesh, Rule of Law and Problems of its Application and Other Related Issues.	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming Group discussion Field visit 	Designing, constructing, planning, producing, inventing Group discussion, Reading,	CLO 4 Ss4 Demonstrate sound knowledge on legal rights and participate for change on social level
10	Regulatory Administration in Bangladesh	Different Regulatory Bodies: Police, Customs, BSTI Structure, Functions.	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming. 	<ul style="list-style-type: none"> MCQ Short question <p>Group discussion</p>	CLO 5 Know about the process and Functions of relevant stakeholders pertaining to regulatory administration
11	Assessing the Performance of Regulatory Bodies	Professionalism, Efficiency and Accountability.	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming Group discussion Field visit 	<ul style="list-style-type: none"> MCQ Short question <p>Group discussion</p>	CLO 5 Know about the process and Functions of relevant stakeholders pertaining to regulatory administration
12	Relationship of regulatory bodies with other government organizations	Vertical and Horizontal.	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming Group discussion 	Designing, constructing, planning, producing, inventing Group	CLO 5 Know about the process and Functions of relevant stakeholders

			•Field visit	discussion, Reading,	pertaining to regulatory administration
13 & 14	Regulatory Reforms Commission (RRC)	Mission , Diagnosis , Activities and Experience of RRC , Recommendations	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question Gorup discussion	CLo 5 Know about the process and Functions of relevant stakeholders pertaining to regulatory administration

Assessment and Evaluation

Please see Annex1

Part D

16. Learning Resources

Readings:

MP Jain and SN Jain. 2011. Principles of Administrative Law, New Delhi, Lexis Nexis.

Phillips O. Hood and Paul Jackson. 1987. Constitutional and administrative law, London : Sweet & Maxwell.

P. Massey. 2001. Administrative law, Lucknow, Eastern Book Company.

Government of Bangladesh, Cabinet Division, Rules Of Business 1996 (Revised up to July 2012).

Government of Bangladesh, Allocation of Business among Different Ministries and Divisions Government of Bangladesh ERD, Government Laws, Policies, Rules and Regulation <https://erd.gov.bd>.

Government of Bangladesh. 2018. Civil Service Law.

Government of Bangladesh. 2009. Right to Information Act, 2009.

Government of Bangladesh. 2006. Information and communication technology Act, 2006.

Course Outline:

Part A: Introduction

1. Course Code	:	0413 MPA 524
2. Course Title	:	Contemporary Issues and problems of Bangladesh Public Administration
	:	Core
4. Year/Semester	:	1/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

Rationale of the Course:

The course reviews and discusses contemporary major debates and perspectives in public administration in the context of Bangladesh. The major aim of the course is to help the students understand and analyze current issues and debates relating to Public Administration.

12. Course Objectives:

- To provide a basic theoretical knowledge about Public Administration in Bangladesh.
- To understand history, dynamics and environment public administration during British and Pakistan period.
- To learn the nature of bureaucracy, reasons of administrative reforms, values of these administrative reforms also the culture of administration.
- To analyze the Contemporary Issues and Problems of Public Administration in Bangladesh

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
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.

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction:	The Structure and Organization of Public Administration in British India; State of Public Administration in United Pakistan; Three Branches of Government and Their interrelationship; Secretariat Set-up, Ministries, Divisions, Departments, Autonomous and Semi-Autonomous Bodies/Agencies- Structure, Functions and Relationship; Field Administration in Bangladesh: District and Thana/ Upazila Administration- Structure, Functions, Control and Coordination. Public Administration System in Bangladesh.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<p>-Students will give brief introduction about themselves.</p> <p>-The faculty member will be discussing the course outline details.</p> <p>Documents/ storytelling/ video presentation.</p>	CLO1
3	Bureaucracy	Historical background of Bangladesh Civil Service, Generalist-Specialist Controversy, Politics-Administration Dichotomy	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO3
4	Current National Debates Relating to Public Administration	Local Governance, Parliament, Judiciary, Constitutional Bodies	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO 2 CLO 4

5 & 6	Public Services , Public Institutions	BPATC, PSC, ACC, HRC, Information Commission Ombudsman and Others. Legislative and Judiciary Administrative Set up: Function, Secretariat, Linkage with Executive Branch, Personnel Management System.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO 4
7&8	Administrative Culture in Bangladesh	The Normative Roots of Administrative Culture in Bangladesh, The Culture of 'Tadbir': The 'Building Block' of Decision Making in the Civil Service of Bangladesh	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO 2
9 & 10	Administrative Reforms	Defining Administrative Reform, Constraints to Major Administrative Reforms, Strategies for Facilitating Major Administrative Reforms, Government Reform Efforts in Bangladesh	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO 2
11 & 12	Administrative Corruption	Conceptual and Comparative Perspective, Dimensions, Causes and Consequences, Political and Administrative Corruption in Bangladesh, Why Corruption Persist In Bangladesh? Recent Anti-Corruption Initiatives, Role of Anti-Corruption Commission (ACC).	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO 2
13, 14 &	Contemporary issues of Administration		<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion • Test • Illustratio 	CLO 2

Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

Part D

16. Learning Resources

Ahmed, Ali (1981) *Basic Principles and Practices of Administrative organization: Bangladesh*, Dhaka: National Institute of Local Government

Ahmed, Syed Giasuddin (1986) *Public Personnel Administration in Bangladesh*, Dhaka: Dhaka University Press.

Ahmed, Syed Giasuddin (1990) *Bangladesh Public Service Commission*, Dhaka: University of Dhaka.

Ali, A.M.M. Shawkat (2002) *The Lore of the Mandarins: Towards a non-partisam public service in Bangladesh*, Dhaka: University Press Ltd.

Ali, A.M.M. Shawkat (2004) *Bangladesh Civil Service: A Political-Administrative Perspective*, Dhaka: University Press Limited

Ali, A.M.M. Shawkat Ali (1993) *Aspects of Public Administration in Bangladesh*, Dhaka: Nikhil Prakashan

Ishtiaq Hussain Qureshi (1971) *The Administration of the Sultanate of Delhi*, Oriental Books Corporation,

J.L. Mehta (1983) *Advanced Study of the History of Medieval India: Medieval Indian Society and Culture*, Vol. III, Sterling Press, New Delhi.

Khan, M.M (1980) *Bureaucratic Self-Preservation: Failure of Major Administrative Reform in civil Service of Pakistan*, Dhaka: University of Dhaka.

Khan, M.M (1998) *Administrative Reforms in Bangladesh*, Dhaka: University Press Ltd.

Khan, M.M *Politics of Administrative Reforms in Bangladesh* M. Rama Jois (1990) *Legal And Constitutional History of India*, Vols. I & II, N.M.Tripathi Pvt. Ltd., Bombay.

Morshed, M and M. Rahman (1997) *Bureaucratic Response to Administrative Decentralization*, Dhaka: UPL

New Delhi Rahman, M. Shamsur (1991) *Administrative Elite in Bangladesh*, New Delhi: Manak Publication Pvt. Ltd.

Obaidullah, ATM (1999) *Bangladesh Public Administration*, Dhaka: Academic Press and Publishers Limited.

Course Outline:

Part A: Introduction

1. Course Code	:	0413 MPA 526
2. Course Title	:	Project Planning, Monitoring and Evaluation
	:	Core
4. Year/Semester	:	2nd Year/2nd Semester
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

The course is primarily aimed at introducing the students to the world of ‘projects’ and ‘project management’ and acquainting them with the key concepts, debates, approaches, tools and strategies relating to the analyses and dynamics of project management. The focus is on bridging theoretical discourses with practical examples and learning.

12. Course Learning Objectives:

Students after successfully completing this course will be able to:

- Gain a basic idea about project and project management
- Comprehend different aspects of project like planning, formulation, appraisal, organization & implementation and control
- Understand the project management practices in Bangladesh

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1		√									√				
CLO2				√								√			
CLO3			√												
CLO4	√														
CLO5			√												
CLO6					√										

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

Part-B

Week	Title	Topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Introduction :	Introduction to Project and Project Management	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO -1
2&3	Project Management	What is Project management, Historical perspective of project management, Importance of project management, The relationship between project management and general, Four phases of project management, The 7 S of project management.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 CLO-6
4&5	Project Planning	What is Project Planning, The process of planning, Attributes of a good plan, project life cycle planning, Various components of project planning	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-4

6	Project Formulation	Develop the concept, Scope of management, The projects process, Work Breakdown Structures(WBS), Process mapping, Stakeholder management	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-2
7&8	Project Appraisal	Generation of project ideas, Various appraisal methods in project scanning and selection, Financial appraisal in project scanning and selection, Selection of exact discount factor	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-3 CLO-4
9 & 10	Project Organization & Implementation	Pure Project Organization, Choosing an organizational form, Human factors and the project team, Estimating project budgets, Allocating resources, Managing projects through information systems, Varieties of project termination	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-5 CLO-6
11 & 12	Project Control	Control Systems, Control of major constraints-quality, Control of major constraints-cost and time, Visual and Change control	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-3

13, &14	Project management practices in Bangladesh	Public Sector Project Management Practices & Performance Evaluation performed by Public Works Department (PWD), Project Management of Local government in Bangladesh:Challenges and Remedies	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion • Test • Illustration • Quiz 	CLO-3
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Part C

15. Assessment and Evaluation

Assessment pattern: See Annex1

16. Learning Resources

Chadha,Skylark (1989)*Managing Projects in Bangladesh*,UPL:Dhaka.

Choudhury,Prasanna (1998)*Projects: Planning, Analysis, Selection, Implementation and Review*, TATA McGraw- Hill: New Delhi.

Choudhury,S. (1995)*Project Management*, TATA McGraw- Hill: New Delhi.

Dale, Reidar (2003) The logical framework: An easy escape, a straitjacket, or a useful planning tool? *Development in Practice*, Volume 13, Number 1.

Gaspar, D. (2000) The Logical Framework Approach-Problems and Potentials, ISS Working Paper.

Goel, B.B. (1988) *Project Management*, Deep and Deep publications: New Delhi

Harrison, F.L. (1981), *Advanced Project Management*, Gower: London.

Islam, Nurul (1993) *Development Planning in Bangladesh: A Study in Political Economy*, UPL: Dhaka.

James, Bent(1989)*Project Management for Engineering and Construction*. Englewood Cliffs, Prentice Hall: New Jersey.

Lock, Dennis (1984)*Project Management*, Gower: London.

Pandey I. M. (1995) *Financial Management*,Vikas Publishing HousePvt.Ltd: New Delhi.

Project Management Institute (2004)*A Guide to the Project Management Body ofKnowledge, PMBOK® Guide*, 3rd Edition. Newtown Square, Pennsylvania, ProjectManagement Institute

Thakur, Devendra (1992)*Project Formulation and Implementation*, Deep and Deep publications: New Delhi.

Westland, J. (2006) *The Project Management Life Cycle*, Kogan Page: London

Course Outline:

Part A: Introduction

1. Course Code	:	0312MPA528
2. Course Title	:	Public Policy Analysis
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rational of Courses

This course is moderated as a broad introduction to public policy. Public policy is an important discussion area of public administration. This course will show the inter relation with public policy and public administration. The course will cover some major topic such as policy making process, steps of policy making, policy implementation. Not only theoretical knowledge but also practical knowledge such as policy environment in the context of Bangladesh and other countries will be shared with the students. After completing this course, student will learn about the process of policy making, policy evaluation and institutions involved in policy making process in the context of Bangladesh.

12. Course Objective:

The objective of the course is to familiarize the students with the fundamentals of public policy making. Key concepts, theories, components of policy cycle and the generic instruments of policy making have been the focus of the course. How policy proceeds from idea generation to evaluation through implementation, who are the actors involved in the whole process, which social, political and economic factors act as supporting or constraining forces in the process, what could be the effective approach/es for undertaking an effective policy and for its implementation are discussed in the course. The course will provide the students with relevant knowledge and skills to have an understanding of the complexities of public policy making process.

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√	√	√	√		√			√	√	√		√	
CLO2	√	√	√	√	√		√			√					
CLO3	√	√	√	√	√		√			√	√	√		√	√
CLO4	√	√	√	√	√		√			√	√	√		√	√
CLO5	√	√	√	√	√		√			√	√	√		√	√

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Conceptual Overview:	Public Policy and Public Administration: The Interface, Emergence of Public Policy as a Separate Discipline, Definition, Importance and Features of Public Policy, Features of Effective Policy Making.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary Quiz Question Assignment	CLO1:
2	The Nature of public policy	Typologies of public policy, policy dimension, policy style,	<ul style="list-style-type: none"> • 		
3	Designing Public Policy: Policy Cycle	Policy Formulation: Idea Generation, Agenda Setting, Policy Framework working, Policy Implementation, Policy Evaluation.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Role playing 	<ul style="list-style-type: none"> • Summary • Quiz • Assignment • Debate 	CLO1:
4	Models/App roaches of Policy Making:	Rational, Incremental, Strategic, Stagist Approach, Systems Model, Elite Mass Theory, Public Choice Theory, Society –Centered, State-Centered Approach.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. • Guest lecture 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO2:
5 & 6	Policy Content and Context:	What is Policy Content? Types of Policy, Policy Context/ Policy Environment: Social, Political, Economic, Cultural and Governing Context.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. • Role playing 	<ul style="list-style-type: none"> • Short question • Gorup discussion • Debate • Case Studies 	CLO3:
7	Policy Actors:	Elected officials, Appointed Officials, Interest Groups, Research Organizations, Mass Media, Organization of the State, Organization of the	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • Short question • Assignme nt • Debate 	CLO3: CLO4:

		Society, Organization of the International System, Stakeholder Mapping: A practical Tool for Public Sector Managers.			
8 & 9	Policy Implementation	Implementation as a Part of Policy Process, Why 'Perfect Implementation' is Unattainable, Models of Policy Implementation: The Top-Down (Linear model), Bottom-Up (Street-Level Bureaucracy) and Hybrid Theories of Implementation (Advocacy Coalition Framework, Network Approach, Interactive Model).	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Role playing 	<ul style="list-style-type: none"> • Summary • Quiz • Assignment • Case Studies 	CLO3: CLO4:
11 & 12	Policy Analysis and Evaluation	What is policy analysis? Dimensions of policy analysis, Distinction between policy analysis and policy evaluation, Steps of policy analysis. Approaches to evaluation, Planning and needs evaluation, Process evaluation, Efficiency evaluation, Impact evaluation.	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. • Role Playing 	<ul style="list-style-type: none"> • MCQ • Short question • Debate • Presentation 	CLO3: CLO4:
13	Governance: A Synoptic Perspective on Policy Making	Central concept and mode of governance, four ideal type of governance, when is governance is good, relation with governance and public policy	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. • Case Studies 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion • Test • Quiz 	CLO4: CLO5:
14	Public policy Beyond the Nation State	Public policy Beyond the Nation State general assessment,, policy formulation typical interest constellation and interest, policy implementation.	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. • Case Studies 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion • Quiz 	CLO4: CLO5:

Part C

15. Assessment and Evaluation

Please see Annex1

Part D

Suggested Readings:

- Anderson, J. E. 1975. *Public Policy Making*, London. Thomas Nelson and Sons Limited.
- Jenkins, W. I. 1978. *Policy Analysis: A Political and Organizational Perspective*, Oxford, Martin Robertson.
- Knill, C., & Tosun, J. (2020). *Public policy: A new introduction*. Bloomsbury Publishing.
- Hogwood, B. W. & Gunn, L. A. 1985 *Policy Analysis for the Real World*, Oxford, Oxford University Press.
- Grindle, M. S. 1980. *Politics and Policy Implementation in the Third World*, Princeton, New Jersey. Princeton University Press.
- Grindle, M. S. and Thomas, J. W. 1991. *Public Choices and Policy Change: The Political Economy of Reform in Developing Countries*, Baltimore and London, John Hopkins University Press.
- Fischer, F Miller, G. J. & Sidney, M. S. (Eds.), 2007. *Handbook of Public Policy Analysis: Theory, Politics and Methods*, CRC Press, Taylor and Francis Group.
- Howlett, M. & Ramesh, M. 2009. *Studying Public Policy: Policy Cycles and Policy Subsystems*, 2nd Edition, Toronto. Oxford University Press.
- Kraft, M. E. & Furlong, S. R. 2012. *Public Policy: Politics, Analysis and Alternatives*, 4th Edition, Washington, DC. CQ Press.
- Osman, F. A. 2004. *Policy Making in Bangladesh: A Study of the Health Policy Process*, Dhaka. AHDP.

Course Outline:

Part A: Introduction

1. Course Code	:	0413 MPA529
2. Course Title	:	Public Sector Management
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

Following the theoretical overview and discussion of the course, students will examine various issues of public administration and managerial practices in real life. Students are expected to develop perspectives about public management strategies and understand the theoretical and contemporary debates surrounding them. The course readings include textbooks, academic journals, articles and case studies of public management in a public organization in the global and national context, with emphasis on Bangladesh and countries in Southeast Asia. We'll explore and analyze research studies based on New Public Management and Democratic Governance concepts of the 21st century.

12. Course Objectives:

The course aims to educate student about:

- the theoretical foundation and the intellectual development of public administration as a discipline;
- the institutions and politico-economic landscapes within which public manager operates; and
- The skills, techniques, values, and ethics associated with the manager's and public administrators' role.

13. Course Learning Outcomes with the Teaching Learning and Assessment strategy

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√													
CLO 2				√			√								
CLO 3						√							√		
CLO 4											√			√	
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.

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1	Introducing Public Sector management	Aims of public Sector Management, outlook of, Reforming, contemporary Public sector, Types of Services, Public officer's role and working condition, challenges, perception, conceptual view and nature of public services,	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation . Group Discussion 	-Students will give brief introduction about themselves. Summary Assignment	CIO1: Fs1,2 Demonstrate preliminary knowledge about public sector
2	Public Sector Planning	Concept of Public sector Planning, nature, Types of, concept of corporate government planning, weakness, tactical planning.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Field study 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CIO1: Fs1,2 Demonstrate preliminary knowledge about public sector
3	Public Sector Organization	Concept of public sector organization, nature of, organization public service, types of public service organization, organizational structure, regional public sector, flexitime	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO2 Fs4:ss1 Analyze complex structure and theories of public sector organization to solve problems
4	E-Government Practice	Understand define and explain the Concept, nature, importance of E-Government in Public service, business case, concept, stages, Importance of E-Readiness for public service.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	Clo3 FS6, ps1 Show knowledge about Competently utilize E-Government software

5	Public Sector Leadership	concept of Public sector leadership, leadership, nature, current trends, Differentiate between transactional and transformational leadership, characteristics of transformation leadership, critical leadership competencies, role of women	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-4 TS2. Ss2 Demonstrate leadership quality through managing public affairs and resources planning
6	Motivation In Public Sector	motivation and public sector motivation, key issues. Motivational theories. measuring motivation, difficulty;	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO2 Fs4: ss1 Analyze complex structure and theories of public sector organization
7	Public Sector Governance	Concept. Guidelines. Role, oversight. ethics and, citizens in good governance.. Communication in public sector governance. Risk management in public sector governance.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	Designing, constructing, planning, producing, inventing Group discussion, Reading,	CLO5 PS2, ss1 Adopt ethical guidelines of Public sector governance
8	Public Sector Political Issue's	political influence. accountability neutrality, Ethics, favoritism, cronyism and nepotism. political-administrative interface	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO5 PS2, ss1 Adopt ethical guidelines of Public sector governance
9	Public Sector Financial Management	public sector financial management. importance, dimensions, budgeting, metrics.challenges.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO4 TS2, ss2 Demonstrate leadership quality through managing public affairs and resources planning

10	Recruitment in Public Sector	concept of public sector recruitment. importance. principles headhunting in public. challenges of. types of public sector recruitment.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO2 Fs4: ss1 Analyze complex structure and theories of public sector organization to solve problems
11 & 12	Employee Welfare in The Public Sector	employee welfare. Motivating , work life balance. welfare measures.. Categories of labor welfare. Retirement benefits. Welfare State.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming • Group discussion • Field visit 	Designing, constructing, planning, producing, inventing Gorup discussion, Reading,	CLO5 Ss1, ss4 Communicate effectively about rationale of pension and worker welfare
13 & 14	A Future Perspective of The Public Sector	Public service in the future. Seismic shifts. citizen-centric. Cluster, selected visions. Digital democracy to the digital citizen. Crowdsourcing. Innovative collaboration.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO6 Ss3, ps3 Function effectively as a member of community as digital citizen

Part C

Assessment and Evaluation

Please see Annex1

Part D

16. Learning Resources

Readings:

Norman Flynn and Alberto Asquer (2016), Public Sector Management, ISBN: 9781473925182

Berman, E. (2011). Public administration in Southeast Asia: Thailand, Philippines, Malaysia, Hong Kong and Macao. Boca Raton, Fla.: CRC Press.

Public sector management-a millennial insight (2016), Betchoo Nirmal Kumar, Publisher: Ventus Publishing.

Course Outline:

Part A: Introduction

1. Course Code	:	0413MPA530
2. Course Title	:	Course Title: Organizational Theories and Behavior
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course will provide the students with a comprehensive knowledge on organizational behavior by focusing on all its four key aspects: individual and group behavior, structure and process of organization. Students will gain both theoretical knowledge and practical skills to deal with the pertinent issues of organization including: motivation, communication, conflict resolution, decision making, team building, and group dynamics

12. Course Objective: This course will provide the students with a comprehensive knowledge on organizational behavior by focusing on all its four key aspects: individual and group behavior, structure and process of organization. Students will gain both theoretical knowledge and practical skills to deal with the pertinent issues of organization including: motivation, communication, conflict resolution, decision making, team building, and group dynamics

13. Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1	√	√	√	√		√	√			√		√		√	√
CLO2		√		√	√		√	√			√	√			√
CLO3	√	√	√		√		√			√		√	√	√	√
CLO4	√	√	√		√		√	√		√		√	√	√	√
CLO5	√	√	√	√	√		√	√			√	√	√		√

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

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Introduction	Meaning, Meeting Elements, Goals, Importance, Forces, Concept of Organization and Its Nature, Models of Organizational Behaviour. Approaches to Understanding Behaviour in Organization.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary Assignment	CLO1:
3& 4	Individual Behaviour:	Meaning, Nature, Elements of Individual Behaviour, Factors Influencing the Aspects of Individual Behaviour, Perception, Attitudes, Personality, Values, Learning and Motivation	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1: CLO2:
5	Group Behaviour	Meaning, Nature, Components of Group Behaviour, Team Formation and Managing Team, Group Dimensions and Dynamics, Inter and Intra Group Behaviour.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1: CLO2:
6&7	Organizational Processes	Organizational Processes Affecting Organizational Behaviour; Decision Making Process, Communication Process, and Leadership Process, Theories and Models on these Processes.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignme nt 	CLO1: CLO4 CLO5

8&9	Behavioral Issues in Organization	Concept of Organizational Culture, Organizational Conflict, Organizational Change, Innovation and Development.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO4 CLO5
10 & 11	Organization Development	Concepts and Characteristics of Organization Development (OD), Relation with Change Management, Models of OD, Methods of Adopting OD	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • MCQ • Short question 	CLO4 CLO3
12 & 13	Stress and Counseling:	Stress: Concept, Causes, Approaches to Stress Management; Counseling: Concept, Need, Types, and Approaches to Counseling.	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	<ul style="list-style-type: none"> • Short question • Group discussion • Test • Illustration • Quiz 	CLO4 CLO5
14	Organization Structure	Hierarchy, Span of Control, Organization Chart, Decentralization, Centralization.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brainstorming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1: CLO2: CLO3

Part C

15. Assessment and Evaluation Please see Annex1

Part D

16. Learning Resources

Harris, O.J. and Hartman, S. J. 2002. Organizational Behaviour, New York, Best Business Books.

Hofstede, G. 2005. Cultures and Organizations, Software of the Mind: Intercultural Cooperation and Its Importance for Survival, Harper Collins Business.

Jamil, I. 2007. Administrative Culture in Bangladesh, 1st Edition, Dhaka: AHDPH.

Luthans, F. 2008. Organizational Behavior, 11th Edition, New York: McGraw-Hill.

Robbins, S. P. 2014. Organizational Behavior, 16th Edition, Prentice-Hall.

Stroh, L. K. Northcraft, G. B. and Neale, M. A. 2002. Organizational Behavior: A Management Challenge, New Jersey, Lawrence Erlbaum Associates.

Course Outline:

Part A: Introduction

1. Course Code	:	0413 MPA531
2. Course Title	:	Administrative Reform and Change Management
3. Course Type	:	Core
4. Year/Semester	:	2/1
5. Academic session	:	XXXXXXXXXX
6. Course Teacher	:	XXXXXXXXXX
7. Prerequisite	:	None
8. Credit value	:	3 Credit Hours
9. Contact hours	:	42
10. Total marks	:	100

11. Rationale of the Course:

This course is designed as a broad description of Administrative Reforms in Bangladesh. This course will explore the interplay between politics and administrative reform in Bangladesh by drawing some perspectives from other developing countries. It covers the period both before and after democratization of the country, hinging around the events of 1991, and thus provides the opportunity for comparisons. Research has highlighted various reasons for change failure, including failing change management competence, resistance to change, the inability of managers to deal with resistance, poor strategic alignment, a lack of leadership visibility and support, as well as poor transition leadership, thus making studying change management necessary.

12. Course Objectives:

To provide a clear concept of Administrative Reform in Bangladesh, to understand major Administrative Reform efforts in various periods, to learn the major Administrative Reform Initiatives in Bangladesh. To provide a clear concept of Change Management and Organizational Development. along with scope to learn Leadership for Change Management.

13. Course Learning Outcomes with the Teaching Learning and Assessment strategy

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO 1	√	√	√	√											
CLO 2		√		√		√		√	√	√	√	√			
CLO 3		√		√			√	√	√	√	√	√			
CLO 4		√		√			√	√	√	√	√	√	√	√	√
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.

Part: B

14. Course plan specifying content, CLOs, teaching learning and assessment strategy mapped with CLOs.

Week	Topics	Sub-topics	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
	Introduction	Concept, Nature and Dimensions, Major Models/Theories, Relevance in the Workplace in Bangladesh. Definition, Importance, Constraints , Strategies for facilitating Major Administrative Reform	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation . Group Discussion 	-Students will give brief introduction about themselves. Summary Assignment	
	Change Management and Organizational Development	Major Models/Theories of Organizational Development (OD), Relevance in the workplace in Bangladesh	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation • Field study 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	
	Diagnosis of Need for Change	Major Theories and Models, Interpretation of the Issue in the Workplace of Bangladesh Bureaucracy	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	
	Igniting Change in Organization	Major Theories and Models, Igniting and Reinforcing Change in Government Systems in Bangladesh. Readiness of Organization for Change, How Can You Make Your Organization Ready for Change?	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	
	Creating Change Management Plan	Major Theories, Organizational Change Management Plan, Post-Implementation Steps, Organizational Change	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question Gorup discussion 	

		Management: Approach and Resources			
	Leadership for Change Management	Leadership and Management, Understanding Organ ization for Change, What are the required leadership in globalization era? What are required for leaders in Bangladesh? What are required for the leaders in Bangladesh?	<ul style="list-style-type: none"> • Lecture • Multimedia presentatio n • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question <p>Group discussion</p>	
	Major Administrative Reform Efforts in Earlier Period	Administrative Reforms in British Colonization , Administrative Reform in the ICS, Pakistani Legacy ,Administrative Reform Efforts and the CSP,	<ul style="list-style-type: none"> • Lecture • Multimedia presentatio n • Brain storming • Group discussion • Field visit 	Designing, constructing, planning, producing, inventing Group discussion, Reading,	
	Regulatory Reforms Commission (RRC):	Mission , Diagnosis , Activities and Experienc e of RRC , Recommendat ions	<ul style="list-style-type: none"> • Lecture • Multimedia presentatio n • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question <p>Group discussion</p>	
	Role of International Donors in Administrative Reforms in Bangladesh	Public Administratio n Project (PAP) , Major Focuses of PAP , Mobilization and Management of Public Resources (MMPR) in Bangladesh , UNDP's Report and Recommendation	<ul style="list-style-type: none"> • Lecture • Multimedia presentatio n • Brain storming • Group discussion • Field visit 	<ul style="list-style-type: none"> • MCQ • Short question <p>Group discussion</p>	

	Civil Service Change Management Program (CSCMP):	Police Reform Program ,Civil Service Reform in Bangladesh , Recommendations	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming •Group discussion •Field visit 	Designing, constructing, planning, producing, inventing Gorup discussion, Reading,	
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Part C

Assessment and Evaluation

Please see Annex1

Part D

16. Learning Resources

Cummings, Thomas G. and Worley, Christopher G. (2009) *Organization Development & Change*, 9th Edition, USA: South-Western Cengage Learning.

Hayes, John (2014) *The Theory and Practice of Change Management*, Fourth edition, USA, UK: Palgrave Macmillan

Bernstein, E.S. (2012) The transparency paradox: A role for privacy in organizational learning and operational control, *Administrative Science Quarterly*, 57(2): 181–216.

Schreyögg, G. and Sydow, J. (2011) Organizational path dependence: A process view, *Organization Studies*, 32(3): 321–35.

Handbook of Administrative Reform: An International Perspective, Jerri Killian and NiklasEklund, Public administration and public policy series no. 141, CRC Press, Taylor & Francis Group, 2008.

Administrative Reforms in Bangladesh, Mohammad Mohabbat Khan, The University Press Limited, 2013.

Course Code: 0413 MPA 541
Course Title: Leadership Practices
Credit Hours: 3

Course Rationale:

This course is about one of the core educational leadership issues: how to lead people effectively to joint goals in the framework of the given strategy. The course provides the students with practical tools and methods of contemporary leadership theories and practices, starting with one’s own self-management and followed by how to motivate and lead other individuals and teams effectively and ethically.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- recognize and apply some of the current leadership theories and practices in their own working environment
- identify what drives him/herself personally and how other people may differ in their motives according to the motivation theory of 16 basic desires
- improve their understanding about stress and self-management in times of uncertainty to be able to support others as well
- use the coaching style when appropriate in getting the best out of people know how to lead teams through changes

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Personal Reiss Motivation Profile (RMP)	Leadership Skills, concept, emergence, motivation, introduction, ,why motivation matters for education.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<p>-Students will give brief introduction about themselves.</p> <p>-The faculty member will be discussing the course outline details.</p> <p>-Any documents/ storytelling/ video presentation.</p>	<p>CLO-1: construct a new way of viewing concept and principles of public administratio n and explain its underlying dynamics</p> <p>CLO-2: improve their knowledge and vocabulary as well as usage of the terms of publication administratio n</p>
3	Contemporary leadership and motivation theories	Strategic Leadership for education. Relationship between education and leadership. Nexus between leader, motivation and education.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	<p>CLO-1: describes the origin of public administratio n and locate the relationship with stakeholders</p> <p>CLO3: produce a clear idea about rights and apply the knowledge to practice those rights</p>
4	Neuroscience and leadership	Five Challenges of Leadership, psychological factors. how brain capacity influences education	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	<p>CLO-4: Understand the development of public administratio n and use the knowledge for self direction.</p>

		and learning.			
5 & 6	Stress management and managing yourself	: Stress: Concept, Causes, Approaches to Stress Management; Counseling: Concept, Need, Types, and Approaches to Counseling.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-5: demonstrate the preliminary knowledge of administration and adapt necessary skill to fulfill market demand
7&8	Competence management	Leadership Style, competency of Leadership and Organizational Culture.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-6: define the aspects of different types of organization and produce quality text
9 & 10	Leadership coaching skills and GROW process	Ethical Leadership, GROW process, mentoring leader. Types of leader in education sector.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-3: classify organs of government and practice his/her rights and obligations
11 & 12	Concept of trust Leading teams	Leader VS Manager. Risk, and credibility. Reward and punishment.	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-7: observe subordinate employee and report to supervisor

Part D

16. Learning Resources

Boyne, G. & Ashworth, R. (Ed.). 2010. Organizing Government, Vol III, Los Angeles/London/New Delhi/Singapore/Washington DC: Sage Publications.

Levi-Faur, D. (Ed.), 2011. The Oxford Handbook of Governance, Oxford University Press.

Stephen, B. & Hindmoor, A. 2009. Rethinking Governance: The Centrality of State in Modern Society, Cambridge University Press.

Course Code: 0413 MPA 543
Course Title: Change and Project Management Methods
Credit Hours: 3

Course Rationale:

In this course, the participants will gain basic understanding of change and project management by working on cases in small groups.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- define an appropriate change management approach
- create a change management plan for organizational change
- use basic project management tools to implement change initiatives

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	Devise a complete idea about the evolution of the field of public sector, and Draw comparison between traditional Public Administration and public and new public Management.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Use knowledge and skill to assemble and support a team	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Apply knowledge to solve problems	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Compare different approaches to solve	<ul style="list-style-type: none"> • Lecture 	Diagram

	problems,	<ul style="list-style-type: none"> • Multimedia presentation • Brain storming. 	labeling, MCQ, short question
CLO 5	produce coherent body of knowledge about PPP and evaluate possible employment sector	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Devise a complete idea about the evolution of the field of public sector, and Draw comparison between traditional Public Administration and public and new public Management.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Use knowledge and skill to assemble and support a team	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Apply knowledge to solve problems	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Change management case definition in small groups	Current discourse on change in public sector: Neo-liberal logic and the rise of NPM and its linkage with the concept of managing innovation and change in public sector	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<p>-Students will give brief introduction about themselves.</p> <p>-The faculty member will be discussing the course outline details.</p> <p>-Any documents/ storytelling/ video presentation.</p>	CLO1- Devise a complete idea about the evolution of the field of public sector
3	Strategy creation for the change case	Theories, models, approaches to change management: Process based models, Content based models, Integrated models. Kubler-Ross model, 3 stages model, ADKAR	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1- Draw comparison between traditional Public Administration and public and new public Management

		model, Kotter's 8-stages model for change in public sector			
4	Organizational change models	Project Management: Concept, Emergence & growth, Roles and responsibilities of project manager	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO1- Devise a complete idea about the evolution of the field of public sector
5 & 6	Different change management approaches	Project Planning: Concept, Needs, Planning Process, Feasibility Analysis, Network Analysis (PERT & CPM), Cost-benefit Analysis, Input-output Analysis	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO2- Use knowledge and skill to assemble and support a team
7&8	Change management plan	Project Formulation: Formulation, specifications, and formulations techniques	<ul style="list-style-type: none"> • Lecture • Group discussion • Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO3- Apply knowledge to solve problems
	Project management basics	Project management practices in Bangladesh: Key Processes, Procedures and institutions in project planning in Bangladesh, Critical factors affecting project planning and management	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO4- Compare different approaches to solve problems

Part D

16. Learning Resources

- Chadha, S. 1989. Managing Projects in Bangladesh- A Scenario Analysis of Institutional Environment for Development Projects, Dhaka: University Press Limited.
- Choudhury, S. 1993. Project Management, New Delhi: Tata McGraw Hill Publishing Co.
- Curry, S. & Weiss, J. 2000. Project Analysis in Developing Countries, London: Macmillan Press Ltd.

Course Code: 0413MPA 545
Course Title: Financial Management
Credit Hours: 3

Course Rationale:

In this course, the participants will gain an understanding of the key concepts of financial management, starting with the principles of obligatory financial accounting. Adopting a generic perspective based on the business financial reports, participants will then move on to examine the specific financial management methods used in their own educational context. The participants do not require any prior knowledge of financial accounting or management.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- understand the role and importance of accounting and finance
- apply generic principles in financial and management accounting
- utilize typical financial accounting concepts
- measure and compare options from a financial point of view
- prepare managerial financial calculations
- read and analyze financial reports
- evaluate investments based on financial outcome
- apply finance driven managerial decisions

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															✓
CLO2	✓			✓			✓				✓				
CLO3													✓		
CLO4		✓						✓							
CLO5				✓											
CLO6	✓													✓	✓
CLO7						✓			✓		✓				✓
CLO8											✓				

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	Review important dynamics of administrative law	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Locate the center of power and authority of the government	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Identify the core concept of legislative administration , judicial power and regulatory mechanism	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Use knowledge to secure rights and responsibility in society	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Evaluate performance of regulatory body	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Review important dynamics of administrative law	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Locate the center of power and authority of the government	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Identify the core concept of legislative administration , judicial power and regulatory mechanism	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	• Financing	- , Financial Management, Fiscal Measures and Budgetary Control, Accounts, Auditing, and Accountability.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<p>-Students will give brief introduction about themselves.</p> <p>-The faculty member will be discussing the course outline details.</p> <p>-Any documents/ storytelling/ video presentation.</p>	CLO-1 Review important dynamics of administrative law
3	• Profitability, liquidity and solvency and the analysis	Fiscal policy: Meaning, Objectives, Types of fiscal policy, Fiscal policy as a stabilization tool-a Modern Synthesis, In Search of an ideal fiscal policy for a developing country.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-2 Locate the center of power and authority of the government
4	• Cost accounting concepts	Monetary policy: Objectives of monetary policy, Role of monetary policy as an economic stabilization tool.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-3 Identify the core concept of legislative administration , judicial power and regulatory mechanism
5 & 6	• Financial planning and reporting (budgeting)	Budgeting: Concept, Types, Government budgetary procedure, Linkage between national plan and budget, Budgetary process in	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-4 Use knowledge to secure rights and responsibility in society

		Bangladesh,, Politics of government budgeting.			
7&8	Pricing	Public sector auditing: Objectives of auditing, Different types of auditing, System of auditing of government expenditure.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignme nt 	CLO-3 Identify the core concept of legislative administration , judicial power and regulatory mechanism

Part D

16. Learning Resources

Goode, R. 2005. Government Finance in Developing countries, Brookings Institution Press.

Hussain, M. 2008. The System of Government Budgeting in Bangladesh, Dhaka: AH Development Publishing House.

Patwary, S. U. 2007. Financial Administration System in Bangladesh, Dhaka: Dipika Publishers.

Rosen, H. S. & Gayer, T. 2010. Public Finance, USA: McGraw-Hill Education.

Todaro, M. P. 2009. Economic Development in the Third World, Longman.

Course Code: 0413MPA 550

Course Title: Communication and Conflict Management

Credit Hours: 3

Course Rationale:

The course aims at improving the participant's understanding of conflict management, resolution and communication, in an organizational environment. Furthermore, crisis communication is among the essential topics of the course. The participants will examine the skills, knowledge and understanding to settle internal conflict management disputes that may arise between individuals and groups of individuals due to the pressures of contemporary business. They will also explore external conflict management issues that affect image, brand and stakeholder relations.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- plan and implement efficient change and crisis communication
- demonstrate an understanding of the role and importance of communication in leading people and organizations in demanding circumstances
- prepare communication plans in advance for change and crisis situations
- explain the process of managing and resolving conflicts
- demonstrate an understanding of his/her natural conflict management styles
- Illustrate that they can adapt their conflict management style in accordance with the requirements of various conflict situations

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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	Show basic knowledge of managing change and innovation concept and Demonstrate the present growth of the field	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Explain various approaches to initiate change process and solve problem	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Develop a plan to lead a team against resistance	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming. 	MCQ, short question, assignment.
CLO 4	Explain complex structure of stakeholders related to change process	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Demonstrate global level knowledge about innovation and change	<ul style="list-style-type: none"> Lecture Group discussion Role playing. 	Test, illustration, quiz, definition.
CLO 6	Show basic knowledge of managing change and innovation concept and Demonstrate the present growth of the field	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	Test, illustration, role play.
CLO 7	Explain various approaches to initiate change process and solve problem	<ul style="list-style-type: none"> Lecture Case Studies Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Develop a plan to lead a team against resistance	<ul style="list-style-type: none"> Lecture Brainstorming Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Change communication	Conflict and communication . Emergence, typology. Dimensions.	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO-1 FS1 Show basic knowledge of managing change and innovation concept

3	Crisis communication	Social Conflict: Factors of Conflict, Causes of Conflict, Resolution of Conflict.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 Fs1 Demonstrate the present growth of the field
4	Conflict management	Conflict management, actors, party, reason,	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-2 FS4 Explain various approaches to initiate change process and solve problem
5 & 6	Influencing and lobbying	Influence and impact of conflict. Role of lobbying behind conflict	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-1 FS1 Show basic knowledge of managing change and innovation concept

Part D

16. Learning Resources

Shapiro, D., Pilsitz, L., & Shapiro, S. (2004). Conflict and communication: a guide through the labyrinth of conflict management. IDEA.

Dai, X., & Chen, G. M. (Eds.). (2017). Conflict management and intercultural communication: The art of intercultural harmony. Taylor & Francis.

Course Code: 0413MPA 552
Course Title: Sustainability and Social Responsibility
Credit Hours: 3

Course Rationale:

Student is able to holistically plan, implement and assess sustainability management and social responsibility in working life. Student understands the linkages between quality and sustainability. Student knows most important sustainability and social responsibility related certification systems which are used in the field she/he works at, and is able to evaluate their usefulness in a particular case.

Course Learning Objectives:

Upon completion of this course the student should be able to:

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

Course Learning Outcomes with the Teaching Learning and Assessment strategy

	Course Learning Outcome (CLO)	Teaching Learning strategy	Assessment strategy
CLO 1	Understand the basic concept, origin and historical evolution of Human rights and Judicial Administration and its importance. And recognize the value of human life, dignity and worth	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Know about the process and Functions of relevant stakeholders pertaining to Human Rights.	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	MCQ, short question, discussion group
CLO 3	compare different approaches and identify the suitable one for own interest	<ul style="list-style-type: none"> Lecture Multimedia presentation Brain storming. 	MCQ, short question, assignment.
CLO	Understand the structure of Judicial	<ul style="list-style-type: none"> Lecture 	Diagram

4	administration of Bangladesh and the associated rules and constitutional obligation towards Human Rights,	<ul style="list-style-type: none"> • Multimedia presentation • Brainstorming. 	labelling, MCQ, short question
CLO 5	analyze the Applicability of Human rights underlying in the Judicial Administration of Bangladesh.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Understand the basic concept, origin and historical evolution of Human rights and Judicial Administration and its importance. And recognize the value of human life, dignity and worth	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Know about the process and Functions of relevant stakeholders pertaining to Human Rights.	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labelling, MCQ, short question
CLO 8	compare different approaches and identify the suitable one for own interest	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	•Principles of sustainable development and social responsibility ;	Development: Concepts Dimensions and Indicators. Development Administration: Emergence, Scope, Distinction between Development Administration and Development Management	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<p>-Students will give brief introduction about themselves.</p> <p>-The faculty member will be discussing the course outline details.</p> <p>-Any documents/ storytelling/ video presentation.</p>	CLO-1 Fs1 Understand the basic concept, origin and historical evolution of Human rights and Judicial Administration and its importance
3	•certification systems and standards in sustainability management;	Features of Developed and Developing Countries, Development Planning: Elements of Planning, Planning Approaches.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 Fs1 Understand the basic concept, origin and historical evolution of Human rights and Judicial

					Administration and its importance
4	•planning, implementing and assessing sustainability management in working life or as part of project management.	The External Environment, Social Responsibility and Ethics. Welfare; Equity; Anti-Poverty; Efficiency and Empowerment	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-2 Fs1 Know about the process and Functions of relevant stakeholders pertaining to Human Rights

Part D

16. Learning Resources

William R. Blackburn .The Sustainability Handbook: The Complete Management Guide to Achieving Social, Economic and Environmental Responsibility

Preeta M Banerjee, VanitaShastri. Social Responsibility and Environmental Sustainability in Business: How Organizations Handle Profits and Social Duties (Response Books)

Course Code: 0413 MPA 542

Course Title: Contemporary Learning Theories and Assessment

Credit Hours: 3

Course Rationale:

In this course, the participants will investigate and describe the impact of environment on learning and working culture. They will also explore learning theories, their practical application and gain an understanding of how people learn. The participants will reflect upon the purpose of assessment and the appropriateness of different types of assessment for different levels and types of learning. They will consider the role assessment should play in the learning process and the value of peer and self-assessment.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- describe and evaluate various learning and working environments from the viewpoint of facilitation and students' learning and working culture –
- demonstrate a knowledge of learning theories and how they apply in practice reflect on and analyze their own practical theory for teaching –
- explain how assessment can become a meaningful learning experience –
- explain how to use peer and self-assessment efficiently and effectively

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															✓
CLO2	✓			✓			✓					✓			
CLO3													✓		
CLO4		✓						✓							
CLO5				✓											
CLO6	✓													✓	✓
CLO7						✓			✓			✓			✓
CLO8												✓			

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	CLO1- Develop a new way of viewing concept and principles of Bangladesh public Service Commission and illustrate its underlying dynamics, along with explaining the origin and locate structures of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	CLO1 explain the origin of civil service and locate structures of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	CLO2- Understand the process and procedures and to utilize those knowledge for successful application and recruitment for Governmental Jobs	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	CLO3- Understand the scope for enhancing skill engage in self entrepreneurial way	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	CLO1- explain the origin of civil service and locate structures of it	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	CLO4- know adequate knowledge to manage or lead a team	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	CLO5- Exercise the necessary managerial skill knowing the existing system and its limitation	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	CLO1- explain the origin of civil service and locate structures of it	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	• Learning environments and working culture	Learning and Motivation, importance of learning and motivation.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/storytelling/video presentation.	CLO1- Develop a new way of viewing concept and principles of Bangladesh public Service Commission and illustrate its underlying dynamics, along with explaining the origin and locate structures of it
3	Learning theories, including behaviorism, cognitivism, constructivism, humanistic and connectivism	, Innovation and Development. Theories of motivation, mc Gregory theory of X and Y. behaviorism, cognitivism, constructivism, humanistic and connectivism	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO1 explain the origin of civil service and locate structures of it
4	• Constructive alignment (Biggs et al) of learning and assessment	Understand relation between learning and assessment, importance of assessment.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO2- Understand the process and procedures and to utilize those knowledge for successful application and recruitment for Governmental Jobs
5 & 6	• Strategies for assessment, including SOLO taxonomy, rubrics, and outcome-based	Assessment criteria, effective assessment, significance, dimension of assessment. SOLO taxonomy,	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO3- Understand the scope for enhancing skill engage in self entrepreneurial way

	assessment and grading	rubrics, and outcome-based assessment			
7&8	•Strategies for peer and self-assessment	Assessment types, effective assessment for student, typology of assessment.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO1- explain the origin of civil service and locate structures of it

Part D

16. Learning Resources

Butz, M. V., Sigaud, O., & Gérard, P. (Eds.). (2004). Anticipatory behavior in adaptive learning systems: Foundations, theories, and systems (Vol. 2684). Springer.

University of Illinois (Chicago). Allerton Conference Center. Workshop (2003: Urbana-Champaign). (2011). Theories of learning and studies of instructional practice. T. D. Koschmann (Ed.). New York: Springer.

Course Code: 0413MPA 544

Course Title: Technology Enhanced Learning

Credit Hours: 3

Course Rationale:

In this course, participants will identify and evaluate new technologies that support learning and gain an understanding of the pedagogical foundations for successful and efficient use of these technologies. They will also learn to facilitate online collaboration in different learning environments and apply authentic learning tasks to their own context. They will learn how to develop and promote digital literacy and explore the use of social media in education.

Course Learning Objectives:

Upon completion of this course the student should be able to:

1. critically evaluate technology from the standpoint of its ability to enhance learning –
2. demonstrate an understanding of the pedagogical foundations of successful and efficient learning technologies –
3. develop strategies to enhance the digital literacy of their students –
4. critically examine how social media technologies can be used in education
5. demonstrate the development of their own abilities and skills in the use of educational technology appropriate to their context.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√		√			√				√
CLO8											√				

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	Define basic knowledge of the field along with its significance and Describe the evolution of the principles of this field	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	Summary, Quiz, question, assignment
CLO 2	Underline professional knowledge about required for real world application	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	MCQ, short question, discussion group
CLO 3	Generate coherent body of knowledge required for successful recruitment and for secure employment	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	MCQ, short question, assignment.
CLO 4	Produce complete knowledge about training of civil servants and its importance	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	Diagram labeling, MCQ, short question
CLO 5	Assess and support civil servants	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	Test, illustration, quiz, definition.
CLO 6	Develop a life style plan in accordance with pension scheme	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	Test, illustration, role play.
CLO 7	Plan solution based on knowledge and skill	<ul style="list-style-type: none"> • Diagram • Labeling • MCQ • Short question 	Diagram labeling, MCQ, short question
CLO 8	Define basic knowledge of the field along with its significance and Describe the evolution of the principles of this field	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion • Test • Illustration • Quiz 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	•Historical reflection on the use of technology in education.	Understanding Relation between education and technology. E-governance, Corporate Governance,	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO-1 Define basic knowledge of the field along with its significance
3	•Social constructivist pedagogies, connectivism and the use of education technology.	Effective Communication, Delegation and Acceptance, Receiving Feedback,	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 Describe the evolution of the principles of this field CLO-2 Underline professional knowledge about required for real world application
4	•The impact on pedagogy when technology is used as a tool for delivery of content.	Defining Strategic Leadership, Integrating Leadership and the Strategic Process	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-3 Generate coherent body of knowledge required for successful recruitment and for secure employment
5 & 6	•Use of social media in education.	Reframe the Future, Develop Commitments, Teach and Learn, Build Community, Balance	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-4 Produce complete knowledge about training of civil servants and

		Paradox.			its importance
7&8	•Skills development in the use of both synchronous and asynchronous technology enhanced learning.	, Linking Personal and Organizational Missions and Visions, Characteristics of Ethical Leaders Importance of Ethical Leadership, Role of Power in Ethical Leadership	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-2 Underline professional knowledge about required for real world application
	•Development of digital literacy skills, including both media and information literacies, to ensure	Developing Relationships with Peers and Superiors, Conflict Resolution Strategies, Problem-Solving Skills, Negotiation.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-2 Underline professional knowledge about required for real world application
	•validity and accuracy of information, and advance social and civic responsibility.	Global Governance, Local Governance, Community Governance, NGO Governance.	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-5 Assess and support civil servants

Part D

16. Learning Resources

Tomei, L. A. (Ed.). (2008). Information Communication Technologies for Enhanced Education and Learning: Advanced Applications and Developments: Advanced Applications and Developments. Igi Global.

Lytras, M. D., De Pablos, P. O., Avison, D., Sipior, J., Jin, Q., Leal Filho, W., ...& Horner, D. G. (Eds.). (2010). Technology Enhanced Learning: Quality of Teaching and Educational Reform: 1st International Conference, TECH-EDUCATION 2010, Athens, Greece, May 19-21, 2010. Proceedings (Vol. 73). Springer Science & Business Media.

Course Code: 0413MPA 546
Course Title: Curriculum Design and Implementation
Credit Hours: 3

Course Rationale:

In this course, participants will gain an understanding of the history, nature and types of curriculum used in educational institutions. They will consider curriculum theory and the politics of the curriculum. Participants will examine the management and processes involved in curriculum design before applying these to a curriculum implementation. They will contemplate new trends in curriculum design and the embedding of core skills into a curriculum. The participants will also consider the core skills required by contemporary learners..

Course Learning Objectives:

Upon completion of this course the student should be able to:

1. recognize and discuss the broad history and types of curriculum
2. analyze and discuss curriculum theory and the political frame of the curriculum
3. utilize curriculum processes and management tools to design a curriculum implementation for their own context
4. reflect on and discuss new trends in curriculum design
5. Design and implement the embedding of core skills into a curriculum appropriate to their context.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√		√				√
CLO8											√				

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	Identify the primary knowledge of the principles of security management	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Define professional legal foundation of this discipline	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Practice risk analysis and security survey	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Demonstrate knowledge of using hi-tech digital tools	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Organize and lead a team using professional knowledge	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Apply technical knowledge and tool to manage people and resource	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Identify the primary knowledge of the principles of security management	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Define professional legal foundation of this discipline	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Types of curriculum (recommended, written, supported, tested, hidden)	- Template of Outcome-based Curriculum including; name of program, vision, mission, objective, description. mapping	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO-FS1 Identify the primary knowledge of the principles of security management
3	Learning communities and curriculum.	Structure of the Curriculum Duration of the program: Years: Semesters: Admission Requirements : Total class weeks in a Year/semester: Minimum CGPA requirements for graduation: Maximum academic years of completion:	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-2 PS2 Define professional legal foundation of this discipline
4	Curriculum theories (structure oriented, values oriented, process oriented)	Category of Courses: General Education Courses: (Interdisciplinary courses, Core courses, Elective Courses . Capstone course.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-3 PS2 Practice risk analysis and security survey
5 & 6	The curriculum as change, the emergent curriculum.	Year/Level/Semester/Term wise distribution of courses	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-3 PS2 Practice risk analysis and security survey
7&8	Motivation of	Description of	•Lecture	• MCQ	CLO-4

	staff for implementation and role of continuing professional development.	all courses of the program including the following information for each course: Course Code: Course Title: Rationale of the Course: Course Content:	<ul style="list-style-type: none"> • Group discussion • Role playing. 	<ul style="list-style-type: none"> • Short question • Assignment 	FS6 Demonstrate knowledge of using hi-tech digital tools
	Strategy, implementation and evaluation of curriculum change.	Teaching-Learning Strategy Assessment Strategy, marks and evaluation grades.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-5 TS2 Organize and lead a team using professional knowledge
	Common and core skills in the curriculum.	Fundamental skills, thinking skills, social skills, personal skills	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO-3 PS2 Practice risk analysis and security survey

Part D

16. Learning Resources

Seel, N. M., & Dijkstra, S. (Eds.). (2004). Curriculum, plans, and processes in instructional design: International perspectives. Routledge.

Wiggins, G. P., & McTighe, J. (2011). The understanding by design guide to creating high-quality units. ASCD.

Demarest, A. B. (2014). Place-based curriculum design: Exceeding standards through local investigations. Routledge.

Koh, C. (2015). Motivation, leadership and curriculum design. Singapore: Springer. [https://doi.org/10.1007/978_981\(287\)_230](https://doi.org/10.1007/978_981(287)_230).

Course Code: 0413MPA 547

Course Title: Emerging Trends and Innovation in Education

Credit Hours: 3

Course Rationale:

This course focuses on discussing the future of education in technology rich environments. What are the emerging trends? How are the paradigms of learning changing? What do the future learning environments look like? What is the role of educator? What are our students like, how do they learn? How do the changes in students' living worlds and learning environments affect their cognitive processes and learning?

Course Learning Objectives:

Upon completion of this course the student should be able to:

- recognize and discuss the main emerging trends in education
- reflect upon the changing roles of educators and learners
- critically evaluate emerging changes due to policy, technology, social and economic drivers
- apply the obtained knowledge in planning of learning environments in facilitating students' learning and in assessing their learning outcomes
- Adopt a proactive role in developing their working environment using the obtained knowledge and ideas.

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√					√			
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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	construct a new way of viewing concept and principles and Explain the development of the discipline	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Evaluate different theories and asses their effectiveness	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion gorup
CLO 3	Show global level knowledge about status of countries	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Demonstrate professional knowledge on planning and lead a team	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	act rationally in terms of making decision about utilizing resource	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Calculate interest of society by managing stakeholders	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	construct a new way of viewing concept and principles and Explain the development of the discipline	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Evaluate different theories and asses their effectiveness	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Commercialization and commoditization of education	- Current discourse on innovation in public sector: Neo-liberal logic and the rise of NPM and its linkage with the concept of managing innovation and change in public sector	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO-1 FS1 construct a new way of viewing concept and principles
3	Unbundling of educational institutions and services	Innovations in education Services: What is public service innovation? Why innovation? Drivers of innovation, Types of public sector innovations. Impact of public sector innovations with case studies, Challenges and limits of public service innovation in public services	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 FS1 Explain the development of the discipline
4	Techno-solutionism and the influence of 'Silicon Valley culture' to education.	Virtual learning, Innovative Teaching Methods, Teaching And Learning Process, eLearning	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-2 FS4 Evaluate different theories and assess their effectiveness
5 & 6	Education as an app and the	The Future of Learning. Video-Assisted	<ul style="list-style-type: none"> • Lecture • Multimedia presentation 	<ul style="list-style-type: none"> • MCQ • Short question 	CLO-3 PS3 Show global

	'Uberization' of work.	Learning Learning Analytics	<ul style="list-style-type: none"> Brain storming. 	<ul style="list-style-type: none"> Group discussion 	level knowledge about status of countries
7&8	The use of AI and algorithms to drive educational planning and personalization	Improve Collaborative Teaching. Social Media In Learning Student-led Learning	<ul style="list-style-type: none"> Lecture Group discussion Role playing. 	<ul style="list-style-type: none"> MCQ Short question Assignment 	CLO-4 TS2 Demonstrate professional knowledge on planning and lead a team
	The use of big data and learning analytics in education	Seamless Technology Flipped learning E-Learning	<ul style="list-style-type: none"> Lecture Interactive discussion Multimedia presentation 	<ul style="list-style-type: none"> Summary Quiz Question Assignment 	CLO-5 TS1 act rationally in terms of making decision about utilizing resource
	Open education, OER and MOOCs	Digital Responsibility Innovating Pedagogy Emerging Technologies	<ul style="list-style-type: none"> Lecture Case Studies Interactive discussion. 	<ul style="list-style-type: none"> Diagram Labelin MCQ Short question 	CLO-4 TS2 Demonstrate professional knowledge on planning and lead a team

Part D

16. Learning Resources

Centre pour la recherche et l'innovation dans l'enseignement, Centro para la Investigación e Innovación en la Enseñanza, OECD, OECD Staff, Development (OECD) Staff, Centre for Educational Research, ... & CERI. (2004). Knowledge Management Innovation in the Knowledge Economy: Implications for Education and Learning. Canongate US.

Segers, M., Dochy, F., & Cascallar, E. (Eds.). (2006). Optimising new modes of assessment: In search of qualities and standards (Vol. 1). Springer Science & Business Media.

Course Code: 0413MPA 548
Course Title: Managing Cultural Diversity
Credit Hours: 3

Course Rationale:

In this course, the participants will seek to understand and manage cultural diversity in an Educational context. They will also develop the skills and knowledge to support cultural change within organizations. The participants will apply a synergistic approach to deal with multicultural issues and use a critical frame to evaluate national, organizational, business and family cultures.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- understand the culture from a critical point of view; national, organizational, business and family culture
- describe and explain organizational behaviour across cultures
- demonstrate an understanding of the impact of culture on human and corporate behaviour
- apply a synergistic approach when dealing with multicultural issues
- explain the importance of empathy and culturally lenient attention in a multicultural setting

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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	Develop a way of viewing concept and principles of Land Administration of Bangladesh and explain the growth of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Describe complex structure of stakeholders related to land administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Use knowledge in an employment context	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Apply knowledge and skill to solve land related problems	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labelling, MCQ, short question
CLO 5	Demonstrate knowledge about rights of others and improve society of Bangladesh by paying respect to it	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Develop a way of viewing concept and principles of Land Administration of Bangladesh and explain the growth of it	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Describe complex structure of stakeholders related to land administration	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labelling, MCQ, short question
CLO 8	Use knowledge in an employment context	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	Typology of culture	- Culture: Concept of Culture, Component, Subculture, Cultural Lag, Hofstede's Dimensions of National Culture.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO-1 Fs1 Develop a way of viewing concept and principles of Land Administration of Bangladesh
3	Emergence of culture	Origin of culture. Agents of Socialization, Theories of Development	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 Fs1 explain the growth of it
4	Culture and religion (protestant ethics and capitalism, Islam and Hinduism)	Property, Inheritance, Market and Production	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-2 SS4 Describe complex structure of stakeholders related to land administration
5 & 6	Impact of culture in learning context	Types of Social Interaction, Elements of Social Interaction, Nature of Groups, Functions of Group.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-3 FS2 Use knowledge in an employment context
7&8	Work ethics in different culture	Nature of Social Stratification, Stratification System, Dimension, Theories of Stratification.	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-4 FS3 Apply knowledge and skill to solve land related problems

	Cultural differences and similarities	Political Institutions: Role of Political Institutions in Strengthening Democratic Process in Bangladesh.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO- 4 FS3 Apply knowledge and skill to solve land related problems
	Cultural synergy	: Functional and Dysfunctional side of Deviance, Mechanism of Social Control, Theories of Deviance	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	<ul style="list-style-type: none"> • Diagram • Labelin • MCQ • Short question 	CLO- 4 FS3 Apply knowledge and skill to solve land related problems
	Organizational behavior	Concept, Nature/Types and Functions of Family and Marriage, Religion, Community.	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion • Test • Illustratio • Quiz 	CLO- 5 SS6 Demonstrate knowledge about rights of others and improve society of Bangladesh by paying respect to it
	Cultural change	Social Change: Sources of Social Change, Theories of Social Change.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO- 4 FS3 Apply knowledge and skill to solve land related problems

Part D

16. Learning Resources

Lionel, L. (2012). Managing cultural diversity in technical professions. Routledge.

Syed, J., & Ezbilgin, M. F. (Eds.). (2010). Managing cultural diversity in Asia: A research companion. Edward Elgar Publishing.

Course Code: 0413MPA 549

Course Title: Educational Policy and Practice

Credit Hours: 3

Course Rationale:

This course will examine how educational policy is developed and implemented at the macro level and the relationship between the social, political and economic environments. It will also examine how these policies are enacted at the micro level within educational institutions and classrooms. It will also address the impact of international NGOs and measures on policy development as well as the impact of political ideologies. The relationship between educational research, think tanks and the shaping of educational policies will be examined.

Course Learning Objectives:

Upon completion of this course the student should be able to:

- appraise the various dynamic process in which educational policies are developed, implemented, and evaluated
- evaluate the impact of various stakeholders on the formation and development of educational policy
- critically compare and contrast the design and implementation of educational policy in different contexts
- formulate and justify their own positions with regard to educational policy and practice in their own Context

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√		√			√				√
CLO8											√				

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	Develop a new way of viewing concept and principles of comparative public administration and Describe the Growth	<ul style="list-style-type: none"> • Lecture • Interactive discussion 	Summary, Quiz, question, assignment

	of public administration in different context	<ul style="list-style-type: none"> • Multimedia presentation 	
CLO 2	Evaluate different approaches of public administration and assess their effectiveness	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Describe complex structure of stakeholders related to public administration	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Develop a new way of viewing concept and principles of comparative public administration and Describe the Growth of public administration in different context	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labelling, MCQ, short question
CLO 5	Evaluate different approaches of public administration and assess their effectiveness	<ul style="list-style-type: none"> • Lecture • Group discussion • Role playing. 	Test, illustration, quiz, definition.
CLO 6	Describe complex structure of stakeholders related to public administration	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Develop a new way of viewing concept and principles of comparative public administration and Describe the Growth of public administration in different context	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Evaluate different approaches of public administration and assess their effectiveness	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	A historical reflection on the purpose of education and schooling.	Public policy and educational Administration: the interface, Emergence of public policy as a separate discipline, Definition, Importance and Features of	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any	CLO-1 FS1 Develop a new way of viewing concept and principles of comparative public administration

		public policy, Features of effective policy making.		documents/ storytelling/ video presentation.	
3	The politics of reform and disruption	Designing Public Policy: Policy Cycle: Policy formulation: idea generation, agenda setting, policy frame working, policy implementation, policy evaluation.	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 FS1 Describe the Growth of public administration in different context
4	The problems of implementing education research into practice.	Models/Approaches to Policy Making: Rational, Incremental, Strategic, Stagist Approach, Systems Model, Elite Mass Theory, Public Choice Theory, Society–centered, State-centered Approach, Institutionalism	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-2 FS4 Evaluate different approaches of public administration and asses their effectiveness
5 & 6	The social, historical, political and economic impact of education and educational policy.	Policy Content and Context: What is policy content? Types of policy, Policy context/ policy environment: social, political, economic, cultural and governing context.	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Gorup discussion 	CLO-1 FS1 Develop a new way of viewing concept and principles of comparative public administration
7&8	The challenges and changes facing education in the 21st century and the need for reform.	Policy Actors: Elected officials, Appointed officials, Interest groups, Research organizations, Mass media, Organization of the state, Organization of the society, Organization of the international system, Stakeholder Mapping: A	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-3 SS4 Describe complex structure of stakeholders related to public administration

		practical tool for public sector managers.			
	The impact of traditional stakeholders and the emergence of new drivers for reform.	Policy Implementation: Implementation as a part of policy process, Why 'Perfect Implementation' is unattainable, Models of policy implementation: The Top-Down (Linear model), Bottom-Up (Street-Level Bureaucracy) and Hybrid Theories of Implementation (Advocacy Coalition Framework, Network Approach, Interactive Model).	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 FS1 Develop a new way of viewing concept and principles of comparative public administration

Part D

16. Learning Resources

Fischer, F. Miller, G. J. & Sidney, M. S. 2007. Hand Book of Public Policy- Theory, Politics, and Methods, London, CRC Press, Taylor and Francis Group.

Kingdon, J. W. 2003. Agendas, Alternatives, and Public Policies, New York, Longman.

Mead, L. M. 2004. Government Matters: Welfare Reform in Wisconsin, Princeton, Princeton University Press.

Munger, M. C. 2000. Analyzing Policy: Choices, Conflicts and Practices, Norton, New York.

Howlett, M. & Ramesh, M. 2009. Studying Public Policy: Policy Cycles and Policy Subsystems, 2nd Edition, Toronto, Oxford University Press.

Course Code: 0111 MPA 551
Course Title: Academic Research and Practices
Credit Hours: 3

Course Rationale:

This course familiarizes the participant with the principles and methods of academic research and academic writing at the Master’s level at a university of applied sciences. It provides the participants with a toolbox to transform the initial development work into a well-structured and logical final thesis. The course will introduce participants to the various research paradigms for the discipline. The module will consider the differences between ‘academic’ and ‘practitioner-based’ research and enquiry and the importance of methodology. The course does not aim to develop educational researchers but rather provide educational leaders with an understanding of the relationship between educational research and practice and the knowledge to lead inquiry-based practice.

Course Learning Objectives:

Upon completion of this course the student should be able to:

1. know concepts, nature, rules and ethics of academic research
2. know some most common research approaches and methods
3. analyses academic texts
4. plan the research process effectively
5. build a meaningful structure for their thesis
6. apply concepts of academic research in their own Master’s thesis choose and apply suitable research approaches and methods

Mapping of CLOs with PLOs

CLO	PLO														
	FS						SS				TS		PS		
	FS1	FS2	FS3	FS4	FS5	FS6	SS1	SS2	SS3	SS4	TS1	TS2	PS1	PS2	PS3
CLO1															√
CLO2	√			√			√				√				
CLO3													√		
CLO4		√						√							
CLO5				√											
CLO6	√													√	√
CLO7						√			√			√			√
CLO8												√			

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	Discover the domain of ethics and professionalism pertaining to public administration and Act based on the principles of professionalism in his/her field	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Summary, Quiz, question, assignment
CLO 2	Locate the centre of challenges and promote professionalism thus contributing to the society	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	MCQ, short question, discussion group
CLO 3	Show knowledge on values of professionalism and ethics	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	MCQ, short question, assignment.
CLO 4	Act based on understanding of individual, public, organizational values	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	Diagram labeling, MCQ, short question
CLO 5	Discover the domain of ethics and professionalism pertaining to public administration and Act based on the principles of professionalism in his/her field	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	Test, illustration, quiz, definition.
CLO 6	Locate the center of challenges and promote professionalism thus contributing to the society	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	Test, illustration, role play.
CLO 7	Show knowledge on values of professionalism and ethics	<ul style="list-style-type: none"> • Lecture • Case Studies • Interactive discussion. 	Diagram labeling, MCQ, short question
CLO 8	Act based on understanding of individual, public, organizational values	<ul style="list-style-type: none"> • Lecture • Brainstorming • Interactive discussion. 	Test, illustration, quiz, definition.

Part-B

Week	Topics	Sub topic	Teaching-learning strategy	Assessment strategy	Corresponding CLOs
1 & 2	•Concepts in academic research	Introduction to Applied Research in educational Administration and necessity for Applied Research in educational Administration What Is Applied Research, Differences between Applied Research and Fundamental (Basic) Research,	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	-Students will give brief introduction about themselves. -The faculty member will be discussing the course outline details. -Any documents/ storytelling/ video presentation.	CLO-1 FS1 Discover the domain of ethics and professionalism pertaining to public administration
3	•Most common research approaches and methods	Advantages and Disadvantages of Applied Research, Why Do Applied Research? How is Applied Research Different from Basic Research	<ul style="list-style-type: none"> • Lecture • Interactive discussion • Multimedia presentation 	<ul style="list-style-type: none"> • Summary • Quiz • Question • Assignment 	CLO-1 FS1 Act based on the principles of professionalism in his/her field
4	•Structure of academic research	Prevailing Characteristics of Basic vs. Applied Research, Purpose, initiative, and funding of research, Who does research, Research methods, Evaluation and outlets of research findings,	<ol style="list-style-type: none"> 1. Lecture <ul style="list-style-type: none"> • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question <ol style="list-style-type: none"> 2. Group discussion 	CLO-2 PS4 Locate the center of challenges and promote professionalism thus contributing to the society
5 & 6	•Academic research process	What Accounts for High-Quality Applied Research? ; Validity, Reliability, Effectiveness,	<ul style="list-style-type: none"> • Lecture • Multimedia presentation • Brain storming. 	<ul style="list-style-type: none"> • MCQ • Short question • Group discussion 	CLO-3 PS2 Show knowledge on values of professionalism and ethics

		Efficiency, Feasibility, Relevance, Sufficiency, Validity			
	•Research plan	How to Design and Implement an Applied Research Project: Five Steps of Applied Research, Step I: Clarify Your Research Focus,	<ul style="list-style-type: none"> •Lecture •Group discussion •Role playing. 	<ul style="list-style-type: none"> • MCQ • Short question • Assignment 	CLO-3 PS2 Show knowledge on values of professionalism and ethics

Part D

16. Learning Resources

Aminuzzaman, S. M. 2011. Essentials of Social Research, Dhaka: OSDER Publications, Dhaka.

Bickman, L. & Rog, D. J. (Ed.). 1998. Hand book of Applied Social Research Methods, New Delhi: Sage Publications.

Ghosh, B. N. 1982. Scientific Methods and Social Research, New Delhi: Sterling Publishers.

PartA:
Course Outline (Outcome Based Curriculum)

1. **CourseCode: 0111MPA553**
2. **CourseTitle:**Seminar and viva
3. **CourseType:** (Mandatory/Optional)
4. **Year/Level/Semester:**Final Semester
5. **Academicssession:**20XX-20XX
6. **CourseTeacher/Instructor:**XXXXXXXXX XXX
7. **Pre-requisite(ifany):**
8. **Creditvalue:** 4.0credits
9. **Credithours:** 42hrs (students are expected to engage in self study)
10. **Total marks:100**
11. **Rationale of the course:**

The fourth-year viva is an academic interview at which the examiners will be looking for an understanding of the subject matter of both theor etical and practical courses completed within an academic year. An appreciation of its significance to established knowledge in the field, and an awareness of the breadth of the subject area.

12. Course objectives:

1. To provide students with a broad-based foundation in the basic concepts of Public Administration.
2. To introduce students with the process of social science related to fourth year courses
3. To develop thinking ability of students
4. Introduce students with communication and collaborative approaches

14.Course Learning Outcomes (CLOs) and Mapping CLOs with Program Learning Outcomes (PLOs)

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

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

CourseLearningOutcomes

CLO1	To evaluate their knowledge and thinking capacity as well as pressure handling Capacity.
CLO2	Ability to describe the process of Social science.
CLO3	Ability to communicate and collaborate with other disciplines.

PartB:

14. Course plan specifying content, CLOs, co curricular activities (if any), teaching learning and assessment strategy mapped with CLOs,

Students will prepare themselves all over the year on the content of viva-voce on their own convenience and consult with the course teacher and assigned coordinator of the respective batch.

Part C

Assessment and Evaluation:

Assessment Strategy

Fundamental Skills (50 Marks): Students will be evaluated based on their understanding of basic concepts which they have learned from the courses over the year. Ability to describe the fundamental knowledge about scientific terms and concepts will determine their knowledge.

Social skills (20 Marks): Social skills include their communication, cooperation, social interactions and engagement capacities with the examiners. Competence facilitating interaction with the environment will evaluate their skills.

Thinking skills (20 Marks): *Thinking skills* are intellectual skills, for example, observation, critical thinking and synthesis, organizing and creating information, making plans and decisions as well as problem solving approaches. Students will be tested through different types of critical questions.

Personal skills (10 Marks): Personal skills, also called soft skills, people skills, or interpersonal skills are a person's attributes or traits that relate to social interaction in a variety of ways. This course will not only evaluate but also help them to understand and develop the skills in broad aspect.

Breakdown of total marks (100 Marks)				
Fundamental skills	Social skills	Thinking skills	Personal skills	Total
50 (50%)	20 (20%)	20 (20%)	10 (10%)	100%

Appendix I

15. Assessment and Evaluation:

15.1 Assessment Strategy

Class attendance and participation: In the semester system it is expected that students will attend most of the classes and actively participate in the class during the semester. Students fail to attend >70% classes will not be allowed to sit for Term final examination. Course teachers will keep note of such participation in class and other activities assigned to the students and assess them for class attendance/participation (5 marks).

Class test/Quizzes:

Altogether 3 quizzes/ CTs may be taken during the semester, 2 quizzes/ CTs can be taken before midterm and 2 quizzes/CTs will be taken before final term. Out of these 2 quizzes will be counted for assessment. No makeup quizzes/CTs will be taken. Students are strongly ~~recommended~~ not to miss any quizzes/CTs.

Assignment:

The students can do their assignment either individually or in group as assigned by the course teacher. A group can be formed of 2-4 members based on the type of topic assigned. A topic, case study, review, presentation etc. can be given as assignment individually or in groups during the class which they have to prepare at home and will submit on or before the due date assigned by the course teacher. No late submission of assignments will be accepted.

Mid Term and Semester Final Examination

Mid-term and semester final examination will be conducted as per the academic calendar. These assessments will be written examination or assignments as appropriate for the content of the course and designed in the course plan. Mid-term and semester final examination will carry 30 and 40 marks, respectively. Assessments will focus on the outcomes of the course and the program. Feedback will be provided on the performance of Mid-term examination.

Evaluation Procedures

The performance of a student in any course will be evaluated on the basis of class attendance/performance in course/class test/assessment/presentation/other activities mid-term and semester final examinations.

Grading System

The performance of a student in a given course is made through continuous evaluation that comprises quizzes/ in-course, class participation, attendance, home work/assignment, case study, mid-term and semester final examinations. Letter grades and grade points are used to evaluate the performance of a student in a given course. A+, A, A-, B+, B, B-, C+, C and D are the passing grades while F is the failing grade. Grade 'I' is incomplete and grade 'W' is for withdraw. The numerical grades used in calculating the GPA/CGPA (Cumulative grade point average).

Marks distribution:

CIE- Continuous Internal Assessment/Evaluation (60 Marks)			SA- Summative Assessment (40 Marks)	Total
Attendance/participation	Class test/Assignment/Presentation/group work/other activity	Mid Term examination	Term Final Examination (40)	100 marks
5 (5%)	25 (25%)	30 (30%)	40 (40%)	100%

15.1 Make-up procedure

Make up of any course for Mid-term and semester Final examination student will follow the existing university rules as mentioned in the Outcome Based Curriculum section Part

D. In case of other assessments like class test, assignment etc. Students shall need to take permission from the Chairman of the Department for such make-up.