

**MASTER OF SOCIAL SCIENCES (M.S.S)
PROGRAM
IN**

**DEVELOPMENT STUDIES
DEPARTMENT OF DEVELOPMENT
STUDIES AT
UNIVERSITY OF CHITTAGONG**



**4TH FLOOR, SOCIAL SCIENCES BUILDING
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DEPARTMENT OF DEVELOPMENT STUDIES

UNIVERSITY OF CHITTAGONG

PROSPECTUS

(COURSE CURRICULUM AND SYLLABUS)

MASTER OF SOCIAL SCIENCES (MSS) IN

DEVELOPMENT STUDIES PROGRAM

[SESSION – 2021-2022 & 2022-2023]

1. Program Name:

Master of Social Sciences (M.S.S) in Development Studies.

2. Vision:

- To impart specialized and focused knowledge, education and research in the field of Development Studies so that graduates could drive development process through innovative and critical approaches;
- To produce skilled and professional development practitioners and researchers who could lead the nation toward developmental sustainability.

3. Mission:

The mission of M.S.S program is to generate knowledgeable, proficient and competent professionals in the field of development. The program will prepare graduates to understand various aspects of advanced development theories, methodologies and practices. Furthermore, the program will enable graduates to address development issues and apply appropriate tools to resolve development problems in Bangladesh and abroad from multidisciplinary perspectives.

4. Program Objectives:

- To provide students with the theoretical perspectives and process of development around the globe from which they will be able to derive judgment of the forces behind underdevelopment in the third world and develop strategies for accelerated growth and sustainable development;
- To provide students with skills of social science research including writing and designing research project proposals; and research methodologies using both quantitative and qualitative methods;
- To equip students with knowledge and abilities that make them suitable for a professional career within public sector, private sector and idea-driven organizations at international, national and local levels;
- To produce result-oriented development practitioners equipped with ethical, practical, conceptual and analytical skills necessary to deal with the current challenges of achieving sustainable development.

5. Learning Outcomes:

Upon successful completion of this program students will be able to:

- acquire professional competence, practical and analytical skills required for development work;
- carry out successful research projects relating to development studies;
- address common development problems in communities in the developing world and suggest relevant and possible solutions

About the Program:

1. THE NATURE OF DEGREE

The Degree of Master of Social Science in Development Studies will be awarded by the University of Chittagong under the provision of the ordinance of Social Sciences will be called **M.S.S.** and it will be a specialized degree Under Development Studies Subject.

2. DURATION OF THE PROGRAMME OF STUDY

Duration of the M.S.S. programme in Development Studies will be one academic year and shall be completed by a student in not more than 2 (two) academic years.

3. SUBJECTS

There shall be the following subject Development Studies for the degree of M.S.S.

4. QUALIFICATION FOR ADMISSION

The qualification for admission into the M.S.S. programme under Development Studies Subject is four-year B.S.S. (Honours) degree obtained in the same subject from this University. The candidates who have appeared at the 4th year B.S.S. (Honours) examination in Development Studies Subject may be admitted provisionally to the M.S.S. Programme. The confirmation of admission of such students into the M.S.S. Programme in Development Studies is subject to their passing the B.S.S. (Honours) examination in this Subject. Student who has not been admitted within two years after obtaining their four-year B.S.S. (Honours) degree in this subject is not eligible for admission into this programme. The student with a Pass Degree shall not be eligible for admission into Masters Programme.

5. REGISTRATION

- i.** A candidate shall attain studentship of the University on admission into a programme as per rules. S/he shall be required to be registered separately with the University through such processes and on payment of such fees as determined by the University Authority from time to time and it will remain valid for two years.
- ii.** A student shall never take admission in more than one subject other than certificate/diploma courses. If it is so reported/found, his/her studentship and examinations, even if appeared/passed, shall stand cancelled. **If a student is reported to be a full-time service holder, his/her registration shall be cancelled immediately.**

6. GROUPS

This Department currently has two groups, i. General Group and i considering the facilities and the number of teachers in the subject, a limited number of students, on the basis of merit, may be taken in thesis group. Number of students and minimum CGPA (not less than 3.00) for thesis

will be decided by the Academic Committee of the Department in every academic year. Students willing to undertake thesis shall apply to the Chairman through the Supervisor for approval of the Academic Committee of the concerned Department.

7. COURSE IDENTIFICATION SYSTEM

This Department followed by a four digit number starting with **DEVE: 501** for the first course.

8. MARKS AND CORRESPONDING CREDITS

Theoretical/practical/project/thesis/sessional/viva-voce of 25, 50, 75 and 100 marks is equivalent to 1, 2, 3 and 4 credits, respectively.

9. NATURE OF COURSES AND DISTRIBUTION OF MARKS

a. The M.S.S. degree programme in Development Studies shall be carrying a total of **600** marks as distributed below:

Group	Theoretical Marks	Thesis Marks	Sessional, Terminal and Viva-voce marks	Credits	Total marks	Total Credits
General	500	---	50+25+25 = 100	20+4	600	24

b. Sessional means tutorial, class test, class attendance etc., The Academic Committee of the concerned Department will decide the system of conducting tutorial examination.

c. Students have to appear at a terminal examination of two hours duration in all the courses taken together. The Academic Committee of the concerned Development Studies Department will decide the system of conducting terminal examination, if necessary.

d. Practical marks should not be more than 50 per cent of total marks, if applicable. 20% of the practical marks shall be awarded on the basis of class performance during the whole course of study evaluated by the course teacher and the rest 80% on the basis of performance in the examination.

10. CLASS HOURS (45 MINUTES EACH)

Theoretical and practical courses shall be completed in minimum of the following class hours:

a. theoretical course of 25 marks (1 credit) in 15 class hours, 50 marks (2 credits) in 30 class hours, 75 marks (3 credits) in 45 class hours and 100 marks (4 credits) in 60 class hours. **b.** practical course of 25 marks (1 credit) in 8 x 3 class hours, 50 marks (2 credits) in 15 x 3 class hours, 75 marks (3 credits) in 20 x 3 class hours and 100 marks (4 credits) in 30 x 3 class hours.

11. DURATION OF EXAMINATION

Examinations will be held on academic year basis. Time allotted for examinations will be as follows:

i. Theoretical courses: 2 hours for 25 marks, 3 hours for 50 marks and 4 hours for 75 and 100 marks. ii. Practical courses: 4 hours for 25 marks, 6 hours for 50 marks, 9 hours for 75 marks and 12 hours for 100 marks.

12. MEDIUM OF INSTRUCTION AND EXAMINATION

The medium of instruction and answer in the examination scripts shall be either English or Bengali. Mixing of English and Bengali in the answer script of any course shall not be acceptable. **(Students are highly encouraged for the medium of instruction in English)**

13. ELIGIBILITY FOR APPEARING AT THE EXAMINATION

i. In order to be eligible for appearing at the examination, a candidate shall be required to attend on an average not less than **70%** of the lectures. The Academic Committee of the Department may recommend marginal cases of shortage of attendance (not below **40%**) on special ground with documentary evidences. In this case, the candidate shall have to pay the requisite non-collegiate fee as determined by the University Authority as per **General Rules and Regulations No.**

ii. The course teacher will submit the class attendance register and report to the Chairman of the Department before processing the examination entry forms. The Department will verify the eligibility of the candidates and send these to the Provost of the concerned hall for necessary action.

iii. The Provost of the concerned hall and Chairman of the Department shall make necessary verification of the forms and send them to the Comptroller of Accounts for necessary action.

iv. The Controller of Examinations will issue admit card only to the eligible candidates as per rules and send these to the concerned Development Studies Department and the Chairman shall distribute the same to the candidates. If the examination entry forms remain incomplete, admit cards shall not be issued. Each student shall mention his/her registration/ID number with session in the entry form.

14. GRADING SYSTEM.

Letter grades and corresponding grade points shall be awarded as follows:

Numerical grade	Letter grade	Grade Point
80% and above	A+	4.00
75 & to less than 80%	A	3.75
70% to less than 75%	A-	3.50
65% to less than 70%	B+	3.25
60% to less than 65 %	B	3.00
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.50
45% to less than 50%	C	2.25
40% to less than 45%	D	2.00
Less than 40%	F	0.00
Incomplete/Absent	x	x

15. PASS MARKS

Course Marks	100	75	50	25
Pass Marks	40	30	20	10

Syllabus Outline for M.S.S Program (2021-2022 & 2022-2023)

Master of Social Sciences (M.S.S)

In

Development Studies

Total Marks: 600

[Major – 500, Terminal – 25, Tutorial – 50, Viva-voce – 25 Marks]

Course No.	Title of the Course	Marks	Credits
DEVE 501:	Political Economy of Development	100	4
DEVE 502:	Socio-Anthropological Perspectives of Development	100	4
DEVE 503:	Policy and Program Analysis	100	4
DEVE 504:	Natural Resource Management	100	4
DEVE 505:	Internship (Report writing on Internship+ Practical)	50+50	2+2
	Terminal	25	1
	Tutorial	50	2
	Viva-voce	25	1

DEVE 501: Course Title: Political Economy of Development

(Marks: 100

Credit: 4)

Rationale of the Course: This course provides an introduction to contemporary research on the political economy of development. This course also focuses on the inter-relationship between politics and economic development. It will examine both how socio-political factors influence poverty and economic growth, and how economic factors, in turn, shape the political trajectories of developing nations.

Course Objectives:

- To review recent advances in the emerging field of the political economy of institutions and development, with a focus on formal modeling and quantitative studies
- To find out some basic models of democratic politics, focusing on the impact of economic conditions (such as inequality) on political outcomes
- To take a critical look at the role of institutions and consider the possibility of policy persistence

Intended Learning Outcomes:

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

- outline the main theories and concepts in political economy
- select and analyze economic theories relevant for issues in economic development
- summarize and evaluate empirical work in development economics in the context of political environment

Course Contents:

A. Introducing Political Economy: Definition; Existing Policy Initiatives; Structure of World Economy; Perspective on Political Economy; Understanding the Diversity of Economic and Political Structures Among the Developing Countries

B. Theoretical Foundation of Political Economy: Classical Liberal Perspective, Radical Perspective, Conservative Perspective and Modern Perspective-Commonalities and Contrasts

C. Marxian Political Economy: Basic Analysis of Capitalism-the Context; Main Concepts; Capitalism and Commodity Production; Commodity Fetishism; Surplus Value;

D. Imperialism and Neo-Colonialism: Concept and Context Imperialism; Imperialism as the High-Test Stage of Capitalism; Imperialism and The Classes

E. Political Economy and Development Relations: Processes; Institutions, and Policies; Political Economy of North-South Relations; Iteration of the Developed Industrialized World with the Poorer Global South

F. Problems and debates in the field of political economy of development: Contemporary Development Environment with a Focus on the Problems of Debt and Financing for Development

G. Political economy of Bangladesh: Historical Perspective; Periodic Perspectives of Politico-Economic Development in Bangladesh; Political Choices, Political System, Institutional Structures; Recent Development in the Field

H. Political Economy of Key Issues in Bangladesh: Structural Adjustment Reforms, Political Economy of Rural Development Strategies and Rural Development Efforts

Suggested Readings:

1. Besley, T (2004), *The New Political Economy*. Keynes Lecture, British Academy, London School of Economics.
2. Bjorn, H (ed.) (1995), *International Political Economy: Understanding Global Disorder*. Dhaka: University Press Limited.
3. Blood, A. K (2002), *The Cruel Birth of Bangladesh: Memoirs of an American Diplomat*, Dhaka: University Press Limited.
4. Caporaso, J and Levine, D (1992), *Theories of Political Economy*. Cambridge: Cambridge University Press.
5. Chomsky,N(1999), *Profit over People: Neoliberalism and the Global Order*. New York: Seven Stories Press.
6. Clarke, B (1998), *Political Economy: A Comparative Perspective (2nd Edition)*. Westport: Praeger.
7. Gilpin, R (2001), *Global Political Economy: Understanding the International Order*. Princeton: Princeton University Press.
8. Faaland, J and Parkinson, J.R(1976), *Bangladesh: the Test Case for Development*. Dhaka: University Press Limited.
9. Alavy, H, (1971), ‘ Bangladesh and the Crisis of Pakistan’ *Socialist Register*,

10. Ahmed, Muzaffar(1987), State and Development: Essays on Public Enterprise. Dhaka: University Press Limited.
11. Ahmed, S (2005), Transforming Bangladesh into a Middle Income Country. New Delhi: Macmillan.
12. Alamgir, Mohiuddin(1977), Bangladesh: A Case of Below Poverty Level Equilibrium Trap. Dhaka: Bangladesh Institute of Development Studies

DEVE 502: Socio-Anthropological Perspectives of Development
(Marks: 100 Credits: 04)

Rational of the Course:

This course is designed to present an in-depth knowledge of the socio-anthropological perspectives and theories that are pertinent to explain social changes in general and development in particular. The overview of the foundational knowledge of sociology and anthropology will add additional but firm grip to the conventional and non-conventional understanding of development and development discourse. This will provide students with a holistic and critical understanding of how peoples' lives are shaped and transformed by different social relations, culture, power, political economy, history and environment. This course also explains the paradigm shift in development from economic to social domain. In this context, focus will be on the SDGs and its implementation challenges. Students will begin by looking at the ontological, epistemological, and methodological grounding of anthropological and sociological theories and will explore how various social, cultural and philosophical changes provide this discipline a versatile orientation. They will then apply that knowledge in realizing and materializing development initiatives. Pursuing both synchronic and diachronic approaches, as has been done at the graduate level, the course will explore further how critical way of thinking is necessary to leverage possible cases of development disaster. Additionally, initiatives will also be taken to re-visit anthropological theories and their applications in ethnographic field research. The multi-dimensional knowledge about the ongoing development initiatives and discourses, learned through the course curriculum, will be fruitful to evaluate, interpret the complex socio-cultural system and contribute accordingly.

Course Objectives:

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

- ❖ Develop a multidimensional and holistic understanding of the concept of development and rectify biased models;
- ❖ Explore the socio-Anthropological and economic embeddedness of development, poverty, inequality, vulnerability and its relevance in studying social development;

Intended Learning Outcome:

Make sense of the social world in such a way so that students may have better idea about the contested nature of development discourses and the alternative models of development;

Course Contents:

A:Introduction: social theorizing and development-nature and perspectives, arguments and actions, overview of the general nature of social theorizing, analyzing change, the geography of development, development as an economic process, measuring growth and development, criticisms of development measures, human development

B. Socio-cultural dimensions of development, poverty, inequality and development, contentions over development, rethinking development.

C. Conventional theories and perspectives: classical and neoclassical economics, origins of political economy, the British Enlightenment, the classical economists (Adam Smith, Ricardian calculations, Mill's ethical economics, List's skepticism), critique of classical economics, neoclassical economics, critique of neoclassical economics, from Keynesian economics to neo-liberalism, crisis in Keynesian economics, neo-liberalism in economic policy, critique of neoliberal development

D. Development as modernization, naturalism, rationalism, structural functionalism, the Parsonian synthesis, critique of structural functionalism, Weber, rationalism and the Protestant ethic, sociological modernization theory, economic modernization theory, psycho-cultural theories of modernization, historical stages of the growth, critique of the modernization approach, return of modernization, critique of Sachs, critique of modernization.

E: Nonconventional, critical theories and perspectives of development (contemporary theories of development): Marxism, socialism and development, the substantive analysis of capitalism, Marx and Third World development, production as the transformation of nature, production as social relations, mode of production, development as social transformation, structural Marxism, imperialism, dependency theory, world systems theory, regulation theory, criticisms of Marxist and neo-Marxist theories, socialist development in the USSR, development in contention, the legacies of the colonial era, overview of the colonial project, colonization, decolonization and the pursuit of development, post-structuralism, post-colonialism and post-developmentalism,

F. The enlightenment and its crisis, post-enlightenment criticisms, power-truth-knowledge, post-colonialism, intellectual dependency theory, the poststructuralist turn in development studies, encountering development, feminist theories of development, feminist epistemology, feminist criticisms of development theory, women, development, theory, women in development, women and development, gender and development, women, environment and development, ethno-development, knowledge society and postmodern sensibility, postmodernism and development, grassroots development, environment and development theory, transnational networks and global flows, globalization and development.

G: New analysis of complex change: global system interdependence-the new structural analysis of the dynamics of industrial capitalism, the postmodernist theory of the global cultural market place, the reconstruction of global industrial capitalism, agent-centered analysis of the diversity of forms of life, the contribution of social movements, the formal character of a new general approach to development, the decline of the First World theory, the pursuit of the effective nation-statehood, the spontaneous order of the market place, the legacy of dependency theory, restating the modernist project, a new substantive focus- elucidating the dynamics of complex change, changes in development discourses, the formal commitments of the discourse of public sphere, the substantive commitments implied in the discourse of public sphere, the presently discussed changes in the global system.

H: Critical modernism: critical modernism and democratic development, alternatives, ethics, social movements, linkages, radical democracy.

Paradigm shift: Development to Social development, Development and Social development theorizing and relevant arguments and evolving actions, analyzing change;

Suggested Readings:

1. Barnett, T. (2005). *Sociology and development*. Hutchinson.
2. Carter, A. F. (1986). *The Sociology of Development*. Causeway Books.
3. Desai, M. (2013), *The paradigm of international social development: Ideologies, development systems and policy approaches*. Routledge.
4. Frans J Schuurman (1996) edited *Beyond the Impasse, New Directions in Development Theory*, ZED Books (London and New Jersey).
5. George Stathakis and Gianni Vaggi (2006) edited *Economic Development and Social Change, Historical Roots and Modern Perspectives*, Routledge (London and New York).
6. Hulme, D. & Turner, M. (1990). *Sociology and development: Theories, policies and practices*.
7. Harvester Wheatsheaf.
8. Johnson, C. (2009). *Arresting development*. Routledge.
9. John Scott (2006), *Social Theory, Central Issues in Sociology*, SAGE Publications.
10. Katy, G. & Lewis, D. (1996). *Anthropology, development and the post-modern challenge*. Pluto Press.

11. Midgley, J. and Pawar, M. (2017). Future directions in social development(ed.). Palgrave Macmillan.
12. Pawar, M. (2014). Social and Community Development Practice. Sage.
13. Pawar, M. and Cox, D., (eds.) (2010). Social Development: Critical themes and perspectives. Routledge.
14. P.W. Preston (1996), Development Theory, An Introduction, BlackWell Publishers.
15. Peet, R. & Hartwick, E. (2009). Theories of development, contentions, arguments, alternatives.
16. The Guilford Press. Scott, J. (2006). Social theory, central issues in Sociology, SAGE Publications.
17. Sharmin, S. (2010). Inclusive development: Rights of Persons with Disability in Bangladesh. Dhaka University Journal of Development Studies, 1(1), 129-136.
18. Sharmin, S. (2010). Children in the socio-cultural context of Bangladesh. OIDA International Journal of Sustainable Development, 1(4), 39-46.
19. Sharmin, S. (2011). Socio-economic situation and land rights of the indigenous people in Bangladesh. OIDA International Journal of Sustainable Development, 2(11), 85-96.
20. Sharmin, S. (2013). Education in development. Palal Prokashani.
21. Sharmin, S. (2015). A critique on international development agenda. Ganpat University Journal of Applied Research in Social Sciences & Humanities, 3(2) & 4(1), 14-22.
22. Sharmin, S. (2021). Disaster and sustainable development: The experiences of Bangladesh, Palal Prokashani.
23. Tony Barnett (2005), Sociology and Development, Hutchinson (London, Melbourne, Sydney, Auckland, Johannesburg).
24. Willis, K. (2005). Theories and practices of development, Routledge.
25. Wolfgang Sachs (2010) edited The Development Dictionary, A Guide to Knowledge as Power, Zed Books (London and New York).

DEVE 503: Policy and Program Analysis

(Marks: 100 Credits: 04)

Rational of the Course:

This course aims to provide students with a systematic approach to learn tools and techniques of analyzing and evaluating public policy and program text, context and outcomes at national and international level. In this course students learn and apply quantitative methods including cost-benefit analysis; statistical and econometric analysis of policy and program-relevant data; survey design and interpretation; and formal policy models based on decision theory. Similarly, this course will also offer theories and techniques of narrative-critical analysis of policy and public policy including actor-power analysis, critical discourse analysis, critical policy analysis and feminist policy analysis. The course stimulates debates and critical discussion on methods, tools and skills of analyzing, both ex-ante and ex-post, public policies that they need at work.

Course Objective:

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

- Grasp quantitative and qualitative techniques, tools and methods of policy and program analysis.
- Learn how to collect policy-relevant quantitative and qualitative data; survey design and interpretation; FGD and interview analysis, policy models based on decision theory;

Intended Learning Outcome:

Students can analyze roles of the major actors and institutions in the different stages of the policy process; and understand how policy analysis and evaluation contribute to improving the democratic policy process.

Course Contents:

A. Understanding Policy, Public Policy and Program, Policy Analysis as Policy Science, Foundations of Public Policy Analysis, Approaches and Models of Public Policy and Program Analysis

B. Approaches to Public Policy Making: Iron Triangle, Issue-Network, The Advocacy Coalition Framework and explaining the stability of public policies. Social Construction of Public Policy

C. The origin and evolution of Punctuated Equilibrium Theory, Bounded Rationality and Garbage Can, Social Construction and the selection of winners and losers. Policy Sub-Systems and Policy Network

D. The Politics that Pathways Make: How Different Actors Interact within the Policy Process: Identification of Key Actors, explanation of their roles and the process through which these actors interact with each other, the outcome of the interaction.

E: Econometric and Statistical Analysis of Policy or program Relevant data, Cost-Benefit Analysis, Critical Discourse Analysis, Critical Policy Analysis, Feminist Policy Analysis

F: Formative Evaluation & Summative Evaluation (Ex Post), Policy Evaluation and Evaluation Research

G: Policy Evaluation Tools, Evaluation of Terms of Reference (TOR) Evaluation Models or Styles, Underlying Principles of "Logic Modelling", Illustration of Results Based Program Logic Model, Evaluation Research Design and Methods: Quantitative, Qualitative and Mixed Research Method, Evaluation Matrix.

H. Policy Implementation at the street level

Suggested Readings:

1. David P Dolowitz and David Marsh (2000), "Learning from Abroad: The Role of Policy Transfer in Contemporary Policy Making", *Governance*, Vol.13, No.1.
2. Fischer F (1995) *Evaluation Public Policy*, Nelson Hall Publishers, Chicago.
3. Gary Brewer ab Peter Deleon (1983), *The Foundation of Policy Analysis*, Dorsey Press, Homewoo, III.
4. Hajer M A & Wageraar H (2003), *Deliberative Policy Analysis*. Cambrige University Press, Cambrige, UK.
5. J. Boulmetis, & P. Dutwin , (2005), *The ABCs of Evaluation*, San Francisco: Jossey-Bass.
6. Laslie A Pal (2011), "Assessing Incrementalism: Formative Assumptions, Contemporary Realities", *Policy and Society*, Vol.30, No.1
7. M.J. Bamberger, J. Rugh, & L. Mabry, (2006) *Real World Evaluation. Working Under Budget, Time, Data, and Political Constraints*, Thousand Oaks: Sage Publications,
8. Michael Moran, Martin Rein, and Robert Goodin. eds.(2006) *The Oxford Handbook of Public Policy*, Oxford University Press, Oxford.
9. Pearsons, W (1995) *Public Policy*, Cheltenham, UK.
10. Rossie P, Freeman and Lipsey (1999), *Evaluation* Sage Publication, Thousands Oaks. Sabatier P A (2007), *Theories of the Public Policy Process*, Westview Press, Boulder, CO.
11. Stokey, E and Zechauser R (1978), *A Primer for Policy Analysis*, W W Norton & Company, New York.
12. Weimer D and Vining A (2005), *Policy Analysis: Concepts and Practices*, Prentice Hall, Upper Sadle River.

DEVE 504: Natural Resource Management

(Marks: 100

Credits: 04)

Rational of the Course:

The Course equips the students with theoretical and empirical analysis relating to natural resource management. The topics of interest include but are not limited to: analysis of environmental policies, development of valuation techniques and novel applications of valuation techniques to new data sets, study of environmental behavior and responses to regulation, analyses of exhaustible, renewable and non-renewable, resources and resource policy, notably the economics of fisheries, forestry and fossil fuels, analyses of the carbon cycle, accumulating pollutants, such as greenhouse gases, environmental problems in developing countries, such as degradation of natural resources and health problems caused by pollution, energy economics related to the environment and agricultural economics related to the environment. The course emphasizes on existing and future human-nature inter-relationship and interdependence.

Course Objective:

- This course will develop students' understanding about what natural resource management is, how we manage or conserve our natural resources
- And how different man-made activities impact our renewable natural resources.

Intended Learning Outcome:

- The students will also be able to think critically on natural resource management's impact on health, bio-diversity, agriculture, and other ecological services.

Course Contents:

A. Theoretical Interpretation

Understanding Environment and Natural Resources: Our natural resources and boundary, renewable and nonrenewable resources, interaction among major environmental components, different cycles (atmosphere, biosphere and biospheres), other cycles (C- cycle, N-cycle, O-Cycle), earth: materials, process and landscapes.

Natural Resources Management: Right based management (state, private, common, non-property); Community based management, Biodiversity management, management including sustainability principles (reliance on solar energy, biodiversity, nutrient cycling, natural population control), problems of natural resources management in terms of different conditions in Bangladesh.

B . Co-Management: Philosophy and Practice

C. External Policy and Institutional Regime in Bangladesh: Contribution and responsibility of natural resources management authorities in Bangladesh: Ministry of Forestry, ministry of food, UNDP, UNICEF, FAO, WFP, IUCN, CNRS, NECOM, CEGIS and others.

D. The discourse on Climate Change and the associated Response: Definition of discourse in terms of climate change and natural resources, Comprehensive Disaster Management Program(CDMP) in Bangladesh using natural resources management.

E. Core Case studies based on research initiatives for natural resources management :

Water: Major river systems and impact in Bangladesh (the Tista, Ganges and Buriganga), how the management practises are influencing the livelihood of people in Bangladesh, combining management theories to current scenarios and others. (What can dam make problem to the river flow and siltation to the rivers? Harvesting and storing water (also water borne natural products: fish and others) during monsoon and utilize them during spring etc).

Energy: Current energy situation in Bangladesh (renewable & non-renewable, export- import), per capita energy consumption, system analysis (identifying major system losses and improvements), geology and non-renewable minerals in Bangladesh (usage, consumption impact and sustaining probabilities)

F. Waste & Pollution: Different types of waste in Dhaka city area (industrial, households, e-waste and medical waste) and major impact, assessment through LCA, eco-friendly management (waste recycling and bio-fertilizer and paste management), air-water pollution and clean development mechanism with green concept,

Forest and biodiversity: Chittagong Hill-Tracts, the Sundarban, Sylhet: current conditions, ecological services and harvest system, system losses, what can be done to improve (ecosystem based management, preservation& restoration, keeping vigorous biodiversity and natural capital)

G. Tools to learn:

LCA-Life Cycle Analysis for waste & pollution

PEBOSCA Analysis (for ECO-CITY development and management) by UNEP-UN Habitat

POWERSIM (energy and environment chain management) tools (30 days free trial version)

Economic modeling of climate change: Integrated assessment models — DICE, RICE and PAGE models, G-Cubed model

Suggested Readings:

1. Community Based Solid Waste Management through Public-Private-Community Partnerships: Experience of Waste Concern in Bangladesh, www.wasteconcern.org.
2. Gaffron et al. (Ecocities I and II) www.ecoprojects.net
3. Government of Bangladesh (2008), Bangladesh Climate Change Strategy and Action Plan 2008. Hardy J. T. (2003), Climate Change, Causes, Effects and Solution, WILEY
4. Hasan, G.M. J Chowdhury, M, A, I, (2005). Municipal Waste Management and Environmental Hazards in Bangladesh. PJBS, 8(6): 921-928.
5. IGBP (2006) Science Plan and Implementation Strategy International Geosphere Biosphere Program. IGBP Report no 55. IGBP Secretariat, Stockholm
6. Islam, M. A. (1995). Environment Land Use and Natural Hazards in Bangladesh. Dhaka: University of Dhaka.
7. Jahan, R., Salahuddin, K., Islam, M., Banu, N., and Islam, M. (eds.). (1995). Environment and Development: Gender Perspective. Dhaka: Women for Women.
8. Kaushik A. & Kaushik C.P. (2010), Climate Change, Basic Environment and Ecology, New age international publishers.
9. Miller, G. T., and Spoolman, S. (2008). 16th Ed), Living in the Environment: Concepts, Connections, and Solutions. Brooks/ Cole
10. Molles, M. G. (2006). Ecology, Concept and Application., McGrew Hill.
11. Pittock B.A. (2009), Climate change: The Science, Impacts and Solutions, CSIRO Publishing Reay D., (2006), Climate Change Begins at Home, Macmillan.
12. The Comprehensive Disaster Management Programme (series publications on disaster management), Disaster Management and Relief Division, Ministry of Food and Disaster Management, Peoples republic of Bangladesh.

DEVE 505: Internship

(Marks: 50+50=100 Credits: 2+2)

Guidelines on the Internship Scheme for MSS Students:

- ❑ The internship is an important academic program of the Department of Development Studies (DDS) that provides the interns with exposure to real-life situations in various development- oriented organizations. The interns can use their theoretical knowledge in actual situation in real organizations. Moreover, this program provides the interns an opportunity to be assessed by prospective employers as well as enables them to establish and expand their network of contacts;
- ❑ The internship is for a period of 8 to 12 weeks only;
- ❑ The intern is required to choose a faculty of the Dept as his/her Faculty Supervisor (FS). In order to ensure quality of the internship, the Faculty Supervisor may supervise not more than five to eight interns;
- ❑ The intern is required to consult with the Faculty Supervisor regularly and is advised to work out a schedule in this regard. If the Faculty Supervisor is not consulted accordingly, the intern may be penalized with lower score/grade. Without faculty supervision, the internship assignment will not be accepted;
- ❑ The intern will select the organization for internship in consultation with that organization. The project selection has to be approved by the FS. The project may or may not be related to the intern's major area, but it should have some relevance with the course and aims and objectives of the host organization. In the unlikely event of a failure of the intern to secure any placement, the decision of the Department including any choice of placement will be considered as final;
- ❑ The intern will be supervised by an Industry Supervisor (IS) based in the host organization. The intern submits a project proposal to both the FS and IS within two weeks of the start of internship. Upon joint approval of the proposals, the intern starts work on the project. An intern may change the topic or the project with approval of both the Supervisors but this is allowed only during the first four weeks of internship;
- ❑ As a rule, no intern is allowed to change the host organization and do the internship elsewhere but one may do so only if one receives a job offer. A No Objection letter from the host organization is required for this purpose;
- ❑ The intern is required to attend office of the host organization regularly and punctually and perform duties assigned to him/her by the organization. Permission has to be obtained from the Industrial Supervisor for any absence by submitting a leave application with a copy to the Faculty Supervisor;

On completion of the internship, the Industrial Supervisor of the host organization will fill-in the “Intern Evaluation Form”. On return to the Dept, the intern will submit a clearance letter from the host organization on successful completion of the internship program along with the “Intern Evaluation Form” duly filled in by the IS in a sealed envelope;

- ❑ The Departmental standard Examination Committee for the relevant batch/session will also evaluate the performance and output of the interns by conducting a viva-voce examination;
- ❑ Each intern will submit three copies of the internship reports to the Department (two for the Department and one copy for the intern’s host organization);
- ❑ Internship evaluation will be as follows:

Evaluation by Host Organizations (Practical) : 50%

Evaluation By Supervisor Faculty on Report 50%
Writing on Internship :

- ❑ The grading scheme of MSS interns will be as per the University and Departmental standard grading rules;
- ❑ The Faculty Supervisor may optionally wish to visit the host organizations of the interns once during the internship attachment period; and
- ❑ The intern may take a withdrawal from the internship only on specific ground such as serious illness, new job, or a training opportunity etc. The Faculty Supervisor’s recommendation is needed for granting extension of report submission deadline and withdrawal from the internship program. Such withdrawal may not be allowed more than once. Without a formal withdrawal, the intern shall not be allowed to redo the internship at a later date.

