

Template of Outcome Based Education (OBE) Curriculum



বাংলাদেশ
বিশ্ববিদ্যালয় মঞ্জুরী কমিশন

UNIVERSITY GRANTS COMMISSION OF BANGLADESH

DHAKA, BANGLADESH

Preface

The demand for Higher Education and the number of Higher Education Institutes has in recent times increased significantly in Bangladesh. Wider access to higher education has become necessary to address the diversifying demands of the local and global job market. Improving the quality of higher education is considered essential to this process. Improving the quality of higher education entails improving curriculum, faculty, physical resources, academic facilities, and research opportunities. The curriculum of Higher Education study should be outcome based, driven by the goal achievement of bridging the gap between Job market demand and supply of skilled Graduates passing out from the universities. To ensure the target objective, universities should adopt and practice outcome based education model.

Outcome based education (OBE) is an educational theory that bases each part of an educational system on outcome achievement. By the end of the educational experience, each student should have achieved the goal or desired outcome. OBE methods have been adopted in education systems around the world at multiple levels. OBE curriculum ensures clarity through creating a clear expectation of what needs to be accomplished by the end of the course. Students are able to understand what is expected of them and teachers know what they need to teach during the course. OBE provides flexibility in teaching as it is meant to be a student-centered learning model. It involves student in the class room through various student engaging teaching learning methods and continuous assessment. Universities can compare themselves, by checking to see what outcomes they have in common, and find places where they may need to improve, based on the achievement of outcomes at other universities.

These templates on OBE Curriculum will guide the universities to develop their own curriculum, based on the outcome or the desired goal to be achieved by the students as they graduate. Hence, these templates should not be considered as uniform for all the universities but rather as a reasonable standard guideline for educational process. In March 2018, through the initiative of UGC, a committee consisting of seven experts from different fields worked to prepare the templates of OBE. The committee after several meetings among themselves as well as with UGC authority finalized a suitable draft of templates for OBE curriculum, which can be tailored according to the universities requirement. The draft was placed in the 156th meeting of the Full Commission on 24 September 2019 and the Commission decided to receive opinions from public universities before finalization. After receiving the comments and suggestions, a five members' team worked on it and finalized the draft of the OBE Curriculum Templates.

The whole procedure has been coordinated by the Strategic Planning and Quality Assurance (SPQA) Division of UGC and the templates were finally approved in the 157th meeting of the Full Commission of UGC on 06 February 2020.

I wish the successful implementation of OBE Curriculum in the universities.



Professor Dr. Kazi Shahidullah

Chairman

University Grants Commission of Bangladesh

Foreword

Excellence in teaching & learning, research and application of appropriate methodology is very important to achieve desired level of improvement in higher education. Despite phenomenal growth in the higher education of Bangladesh in terms of number of Higher Educational Institutes (HEIs), students, teachers, courses and facilities, the frustration prevails among the end users regarding the quality. Outcome Based Education (OBE) curriculum is a vital component to contribute steady and sustainable growth ensuring the quality culture in the education system at tertiary level. OBE provides a desirable instrument for the development of required skills, knowledge and competencies in a particular discipline and academic level. OBE provides a visible change in the traditional model of education with a new setting of clear standards for observable and measurable outcomes and making students demonstrate that they "know and are able to do".

Bangladesh Accreditation Council (BAC) was established in March 2017 and started functioning from May 2020, with the responsibility to promote and ensure quality assurance in higher education in Bangladesh through implementing qualification framework and accredit the academic programs and higher education institutions. UGC has just formulated the National Qualifications Framework of Bangladesh for Higher Education (NQFBHE), which is an essential tool for BAC to accredit any program and/or institute. The Framework sets national classification of qualifications and levels of learning based on learning outcomes, and prescribes minimum academic load and nomenclatures. As a statutory autonomous body BAC is responsible for governance and management of this Framework.

An academic program will only be accredited if the program is quality assured and fully satisfied all the quality standards in compliance set by BAC or any other agencies. As the curriculum of any program is one of the most important components to such endeavor, UGC has taken initiative in 2018 to prepare a standard template of OBE curriculum for the universities of Bangladesh to prepare the curriculum of ongoing/upcoming programs. After series discussion on the drafted OBE template prepared as guideline by an expert committee in 2019 and opinions/views received from other experts and the faculty members of the universities, this template is finalized and approved by the Full Commission at the beginning of 2020.

I do hope that the universities of Bangladesh will come forward to use this template as a guideline to prepare Outcome Based Education Curriculum for the programs.

I would like to express my gratitude and appreciation to everyone worked directly or indirectly and inspired us for the formulation of this template. Finally, special thanks are due to the all members of the Strategic Planning and Quality Assurance (SPQA) division of UGC for their support to materialize this initiative.



Professor Dr. Muhammed Alamgir
Member

University Grants Commission of Bangladesh

Authority, Expert Members and Officials contributed in preparing the Standard OBE Curriculum Template

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Template of OBE Curriculum

Part A

1. Title of the Academic Program
2. Name of the University
3. Vision of the University
4. Mission of the University
5. Name of the Degree
6. Name of the Faculty offering the program
7. Name of the Department offering the program
8. Vision of the Program
9. Mission of the Program
10. Description of the Program
11. Program Educational Objectives (PEO)
12. Program Learning Outcomes (PLO)
13. Generic Skills/Graduate Profile (based on Need Assessment)
14. Mapping/Alignment University's Mission vs PEO
15. Mapping/Alignment PEO vs PLO

Part B

16. Curriculum Structure

- a. Duration of the program: Years/Semesters
- b. Total minimum credit requirement
- c. **Course Distribution**
 - i. General Course
 1. Arts and Humanities
 2. Social Sciences
 3. ICT
 4. Basic science
 - ii. Core Courses
 1. Major
 2. Minor

- iii. Optional/Elective Courses-
 - 1. Major
 - 2. Minor
- iv. Capstone Course/Internship/Thesis/Projects

17. Semester/Term/Year/Level wise Courses

- a. First Semester/Term/Year/Level courses
- b. Second Semester/Term/Year/Level courses
- c. Third Semester/Term/Year/Level Courses
- d. Fourth Semester/Term/Year/Level courses
- e.(if any)

Part C

18. Description of all Courses/subjects of the program including the following information for each courses/subjects-

- i. Summary of the Course/ Course Description
- ii. Mapping/Alignment PLO vs CLO
- iii. Teaching Strategies
- iv. Mapping/Alignment of Courses vs Teaching Strategy
- v. Mapping/Alignment of CLOs vs Assessment Strategy
- vi. Assessment/Evaluation Procedures

Part D

19. Grading/Evaluation

- 1. Grading Scale
- 2. Grades
- 3. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)
- 4. Course Withdrawal
- 5. Incomplete (I) courses
- 6. Retake
- 7. Grade Improvement
- 8. Course Dropout

Appendix

Template of OBE Course Outline

Part A- Introduction

1. Course No./ Course Code
2. Course Title
3. Course Type (Core Course/Electives/.....)
4. Level/Term and Section
5. Academic Session
6. Course Instructor
7. Pre-requisite (If any)
8. Credit Value
9. Contact Hours
10. Total Marks
11. Course Objectives and Course Summary
12. Course Learning Outcomes (CLO)
13. Mapping/Alignment of CLOs with Program Learning Outcomes(PLO) (Optional)

Part B- Content of the Course

14. Course Content
15. Alignment of topics of the courses with CLOs
16. Class Schedule/Lesson Plan/Weekly plan (Sample format of plan is attached)
17. Teaching-Learning Strategies
18. Assessment Techniques of each topic of the course (.....)

Part C- Assessment and Evaluation

19. Assessment Strategy (Quiz, Mid Term, Assignment, Project, Report, Class Test, Spot Test, Presentation, etc. and Semester Final)
20. Evaluation Policy (Grading System)
21. Make-up Procedures

Part D-Learning Resources

- 22. Text Books
- 23. Reference Books
- 24. Other Resources (Online Resources or others)

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Template of Question Moderation Form for Final Exam/Term Final Examination

Name of the University.....

Faculty of

Course.....

Session: Term/ Semester: Course Teacher.....

Section 1: To be completed by Course Teacher			Section 2: To be completed by Moderator (s)		
No.	Course Learning Outcome	Exam questions Addressing to CLO(s)	Level of Bloom's Taxonomy	Question (s) Addresses the CLO satisfactorily (Yes/No/ NA)	Comments

Checked by:

Date:

[Signature]

[Signature]

[Handwritten mark]

Name of the University

Name of the Program

Academic session:

Department:

Course code, Name

Name of the Course Teacher:

WEEKLY/LESSON PLAN

Date and week Covered:

Topics	Specific Outcome (What students will achieve in terms of Knowledge, Skills and Abilities, KSA)	Teaching Strategies & Suggested Activities (in relation to each topic or lesson)	Teaching Aids/Tools/Materials (Books, Online Resources, Multi Media, Pictures, Reports, Charts, Newspapers, handouts, etc.)	Assessment Technique	Alignment with CLOs
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Name and Signature of the Course Teacher

Checked by (Department Head/Program Coordinator)





APPENDIX A

Outcome Based Education (OBE)

Outcome-based education means starting with a clear picture of what is important for students to be able to do, then organising the *curriculum, instruction* and *assessment* to make sure that this learning ultimately happens (Spady, 1994)

- OBE means clearly focusing and organizing an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences.
- Starting with a clear picture of what is important for students to be able to do and achieve (Knowledge, Skill and Ability) then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens.

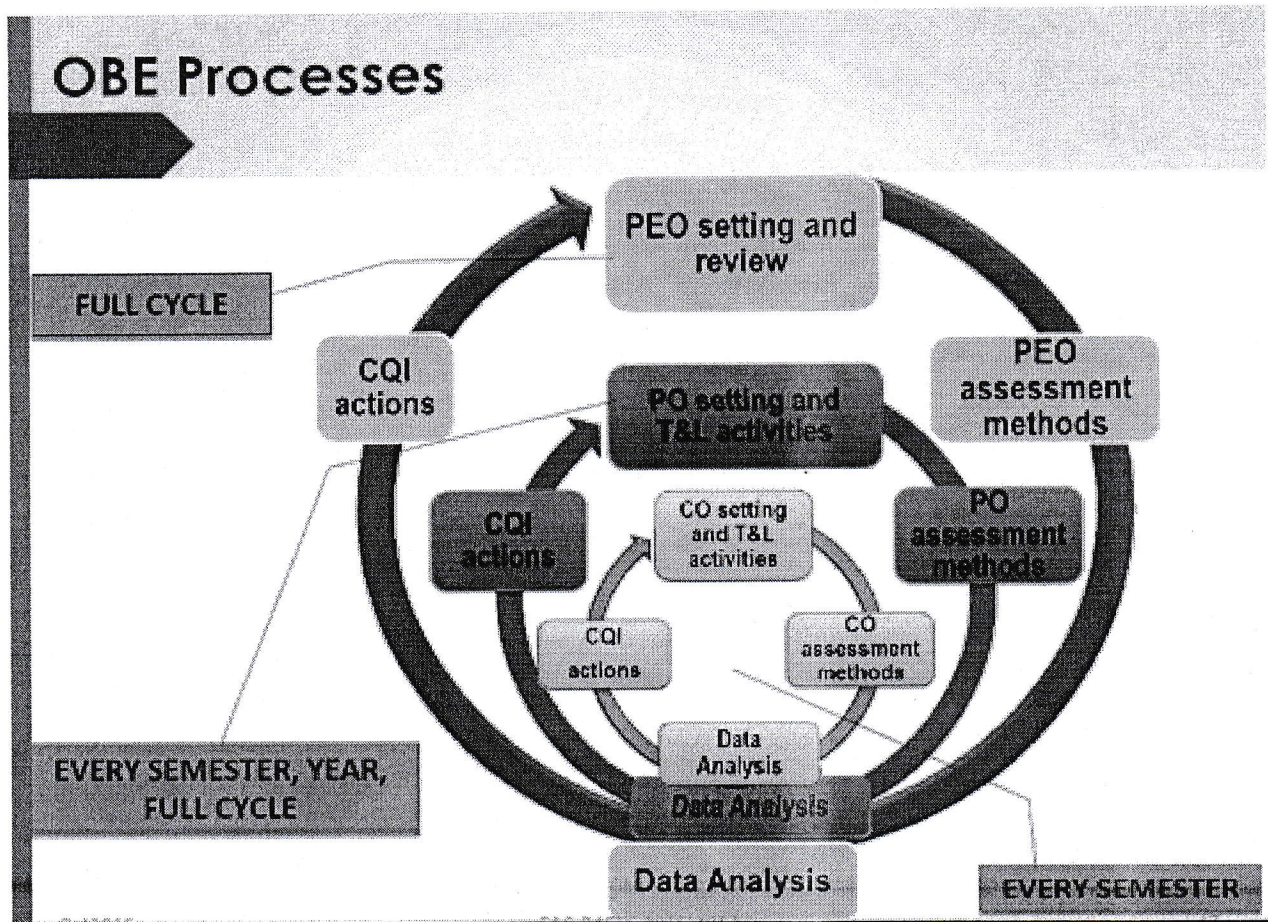


Figure 1: OBE Processes

APPENDIX B

Mapping of Outcomes

- CLO/COs address the Knowledge, Skill and Abilities (KSA) to be attained by students upon completion of a course.
- PLO/POs describe what students are expected to know and be able to perform or attain by the time of graduation
- PEOs address the graduates' attainment 5 years after graduation.

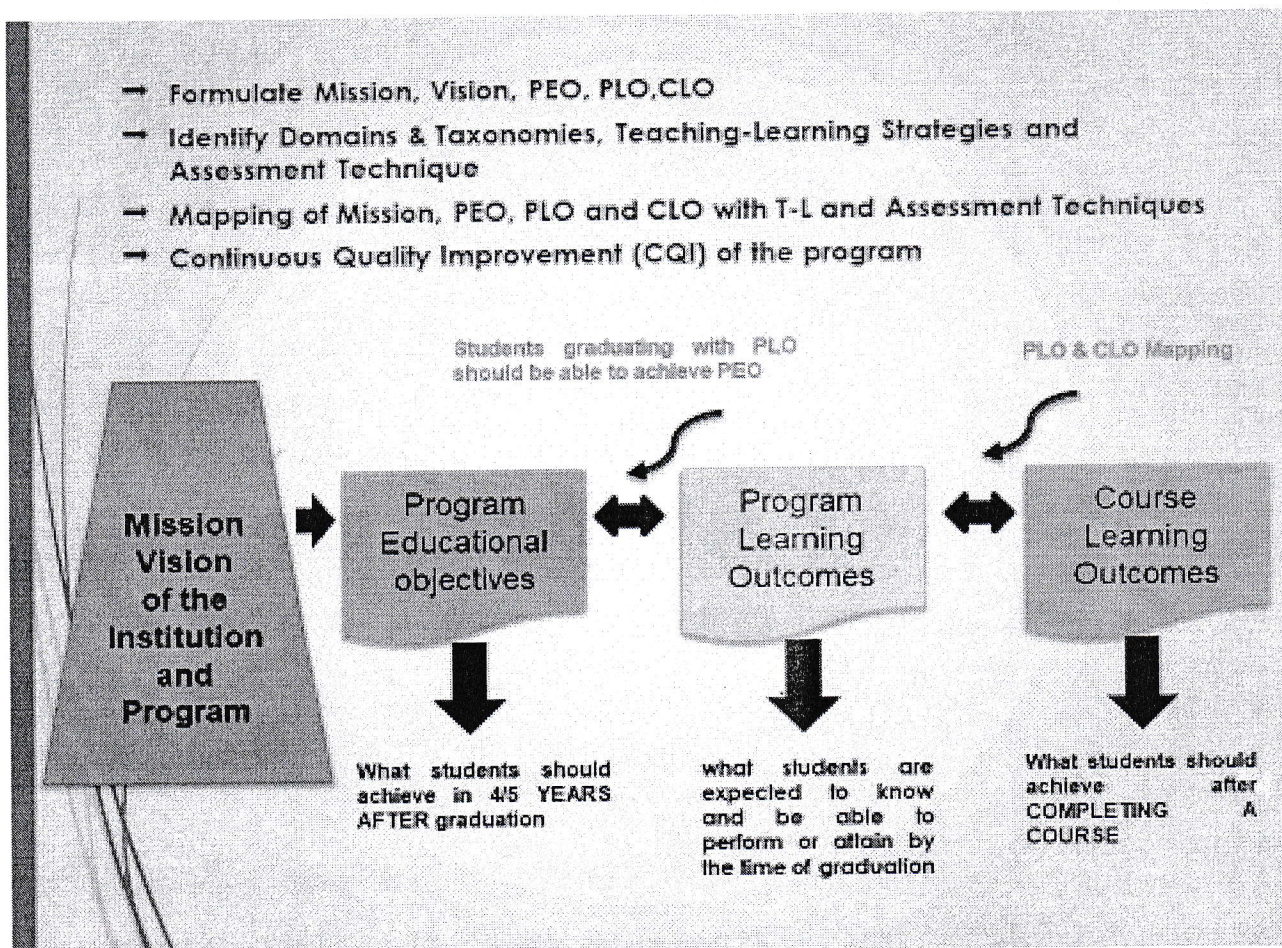


Figure 2: Flowchart on Mapping of Outcomes

Outcome-Based Education (Closing the Loops)

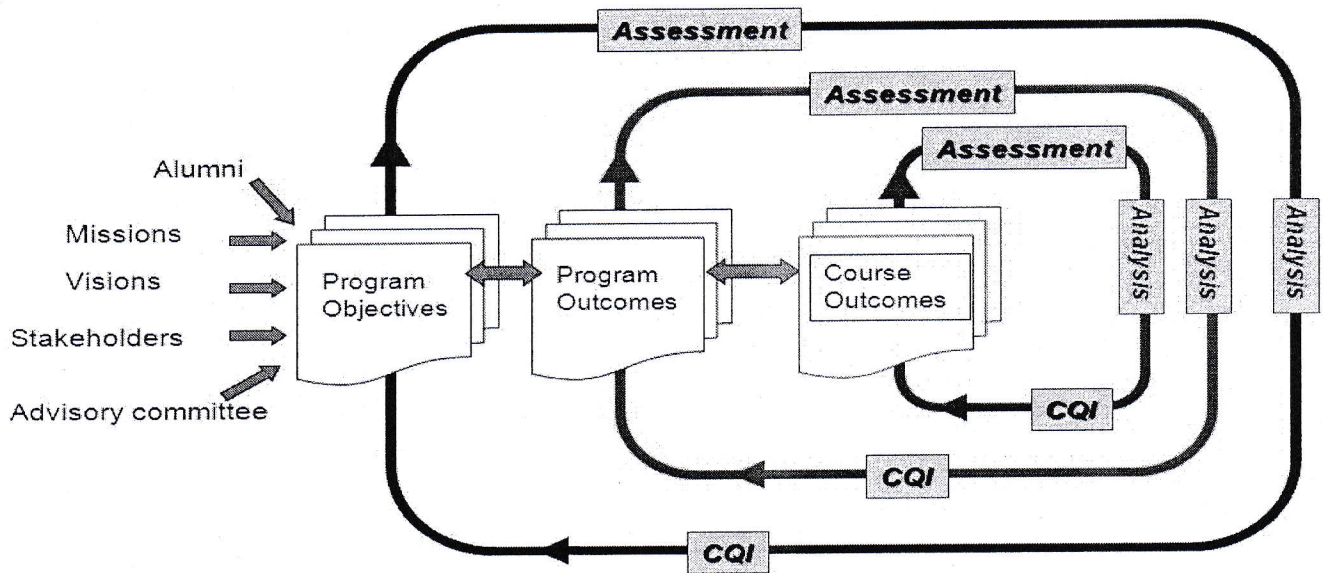


Figure 3: Flowchart on Mapping of Outcomes

Program Educational Objectives (PEO)	Program Objectives (PO)	Course Outcome (CO)
PEOs are specific statements/ goals consistent with the mission and vision of the university, are responsive to the expressed interest of program’s stakeholders, and describe the expected achievements of graduates in their career and professional life a few (3-5) years after graduation. Program Education objective (PEO) are long term goals (e.g.,5 years or more after graduation) describing expected achievements of graduates in their career.	POs describe what students are expected to know and be able to perform or attain by the time of graduation. These relate to the skills, knowledge and behavior that students acquire through the completion.	Course outcomes (CO) address the abilities to be attained by students upon the completion of a subject. These are the statements that describe observable student action that serves as evidence of knowledge, skills and / or attitudes in a course.

Table 1: PEO, PO and CO

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A Model Hierarchy of Out comes

Vision and mission of the institution Program



Program Educational Objectives (PEO)



Program Outcomes (PO)



Course Out comes (CO) of subjects.

Figure 4: Flowchart on Hierarchy of Out comes

APPENDIX C

BLOOM'S TAXONOMY

Bloom's Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's Taxonomy to inform or guide the development of **Assessments** (tests and other evaluations of student learning), **Curriculum** (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

Characteristics of Bloom's Taxonomy

- This system defines different capabilities in a hierarchical fashion that may be developed in students as a result of learning experiences.
- These capabilities are not restricted to any specific subject areas.
- They are described in terms of what the students will be able to do, to prove that they have achieved the various levels of objectives.
- The scheme identifies and classifies the products of learning experiences.

Use of Bloom's Taxonomy in OBE Curriculum

- Setting COURSE OUTCOMES(CO) &PROGRAM OUTCOMES (PO).
- Selecting TEACHING METHODS/STRATEGIES.
- Selecting TEACHING AIDS-MATERIALS.
- Preparation of ASSESSMENT TOOLS.
- Development & review of CURRICULUM.
- Development & review of SYLLABUS.

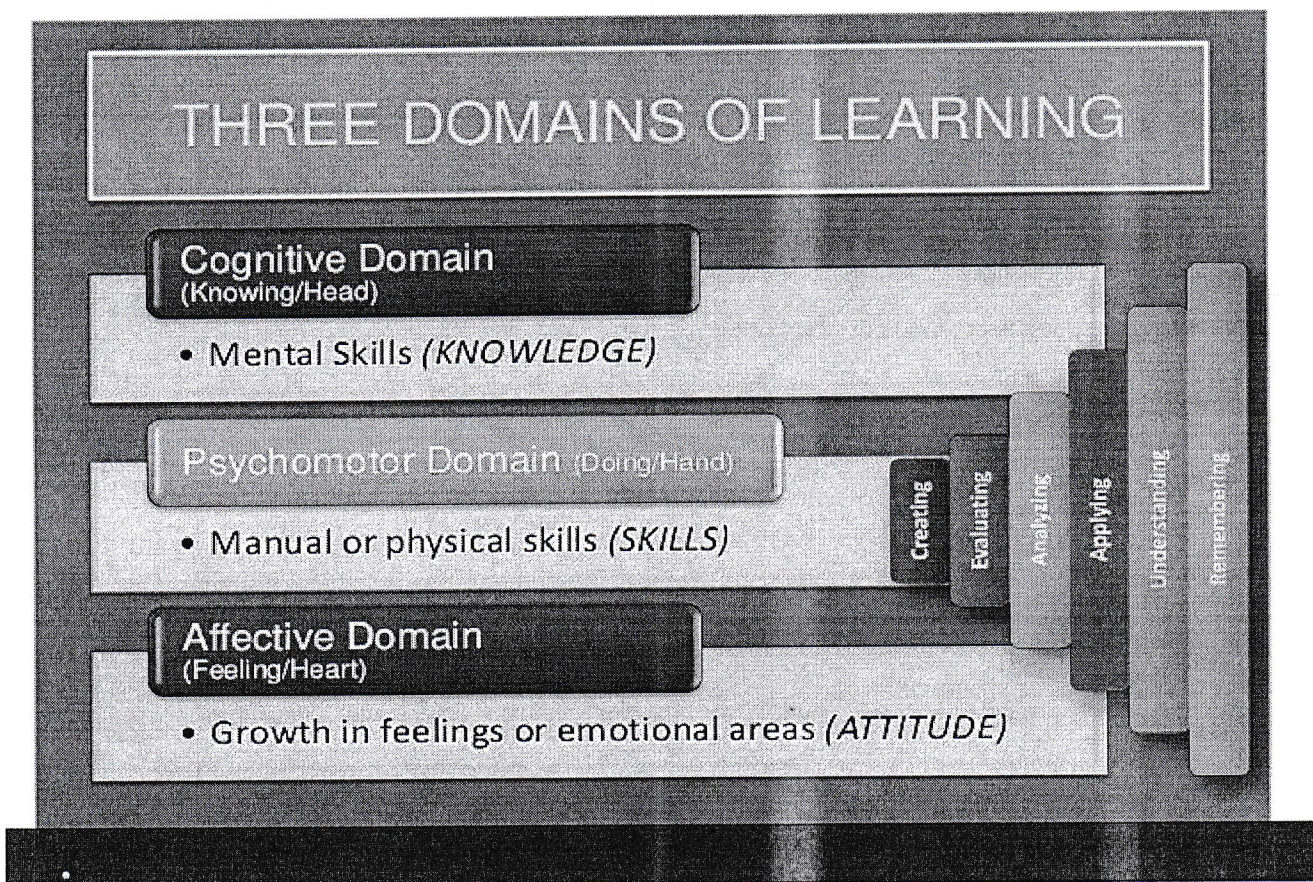


Figure 5: The Learning Domains of Bloom's Taxonomy

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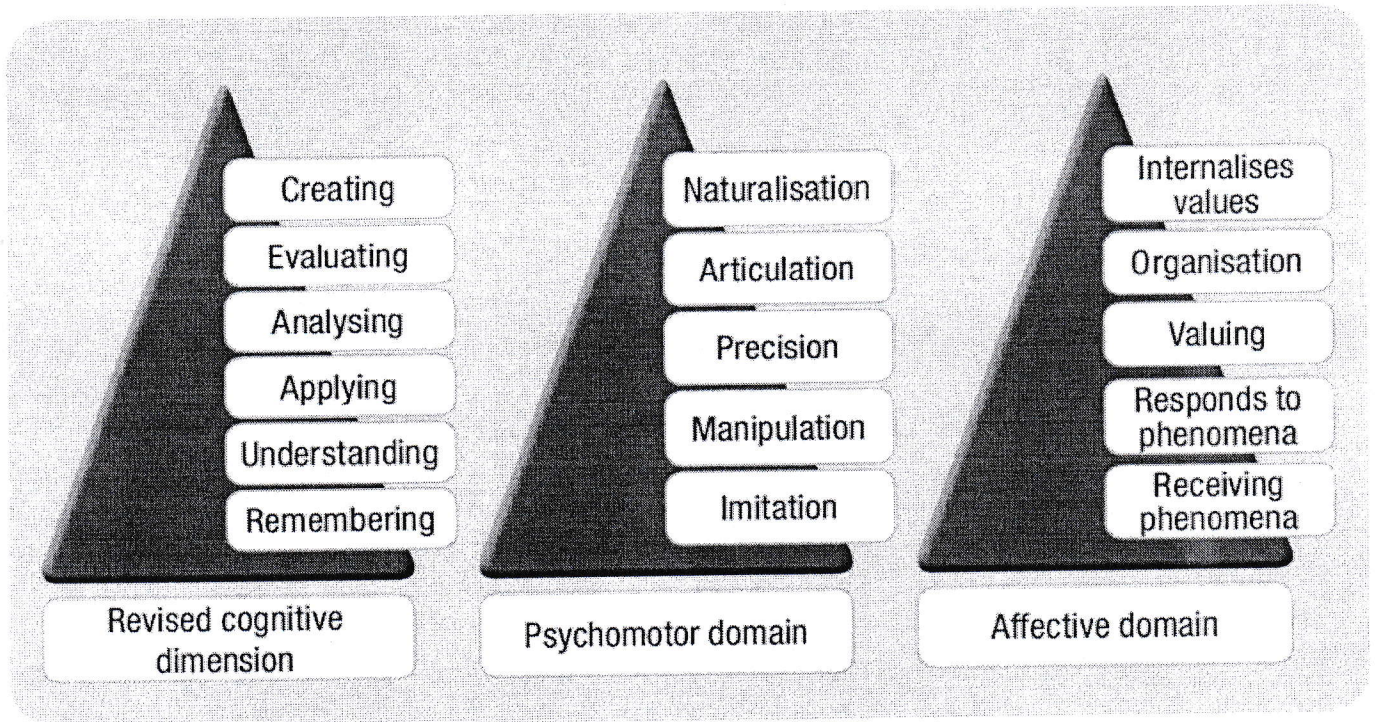


Figure 6: Three Domains of Bloom's Taxonomy

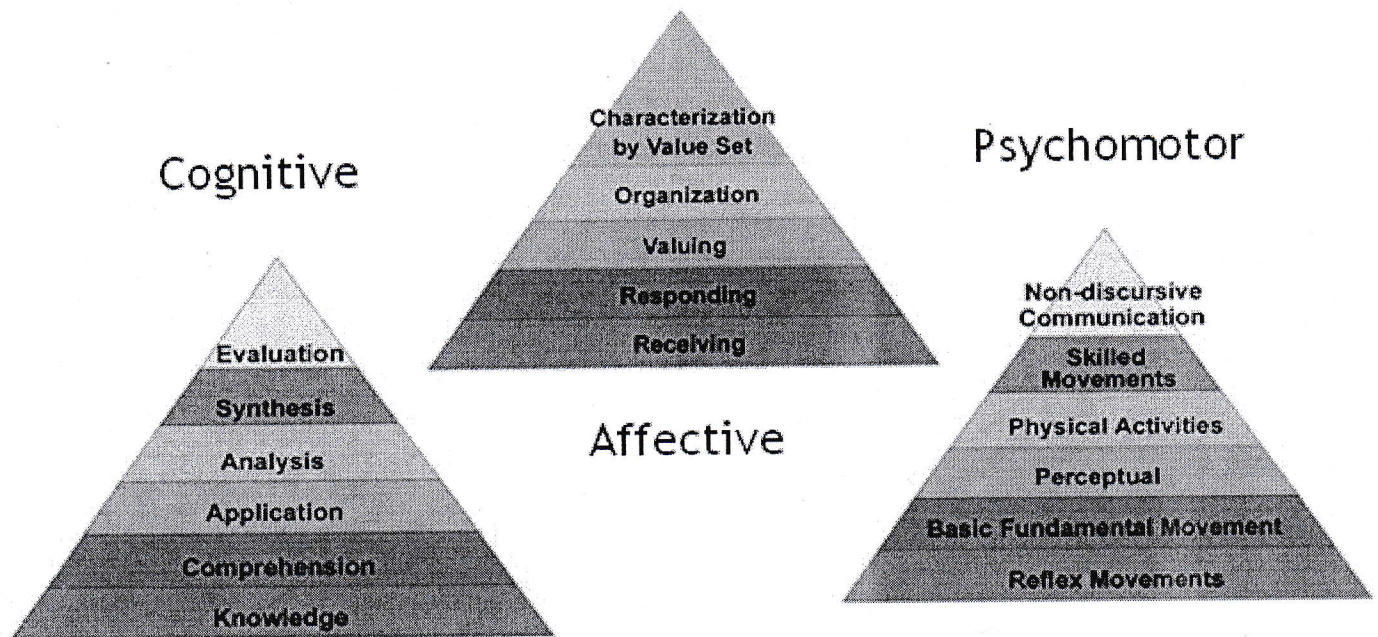


Figure 7: Levels of three Domains of Bloom's Taxonomy

(Figures and Illustrations are adopted from www.google.com)

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APPENDIX D

Performance Rubrics

What are Rubrics? A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

Advantages of using Rubrics- Using a rubric provides several advantages to both instructors and students. Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria. Furthermore, rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. Finally, grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.

Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort. Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly.

Name of the University

Name of the Program.....

Name of the Course.....

Evaluation Rubric: GROUP / INDIVIDUAL CASE STUDY

Name of the Student: _____ Date: _____ Academic session Topic: _____

Criteria	LEVEL 4 (4)	LEVEL 3 (3)	LEVEL 2 (2)	LEVEL 1 (1)	MARK (/4)
a. Identification of the Main issues /Problems	Identifies & understands all of the main issues in the case study	Identifies & understands most of the main issues in the case study	Identifies & understands some of the issues in the case study	Identifies & understands few of the issues in the case study	
b. Analysis of the Issues/Problems	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issue	
c. Comments on effective Solution/Strategies (The solution may be in the case already or proposed by you)	Well documented reasoned and use of appropriate comments about solutions, or proposals for solutions, to most of the issues in the case study	Appropriate well comments about solutions, or proposals solutions to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Like or no action suggested and/or inappropriate solutions to all of the issues in the case study	
d. Links to Reading and Additional Research	Excellent research into the issues with clearly document links (and/or outside) readings.	Good research and document links to the material read	Limited research and documented links to any reading	Incomplete research and links to any reading	
e. Content knowledge about the Theories/ Class Room Discussion	Presented accurate & relevant information, appeared knowledgeable about the case study assigned and the topic discussed.	Presented few accurate & relevant information, appeared average knowledgeable about the case study assigned and the topic discussed.	Presented very less accurate & relevant information, appeared less knowledgeable about the case study assigned and the topic discussed.	Presented no accurate & relevant information, did not appear knowledgeable about the case study assigned and the topic discussed.	
Total Mark					20

Name of the University, Name of the Program, Name of the Course
Evaluation Rubric: Individual Presentation

Academic session:

Date:

Name of the Student:

Topic:

	(Excellent) 5	(Good) 4	(Fair) 3	(Average) 2	(Needs improvement) 1	Mark (/5)
Content	A concise summary of the topic; Convincing justification for choice of topic; Comprehensive and complete coverage of information	A good summary of the topic; Acceptable justification for choice of topic; Most important information covered; Little irrelevant information	Informative but much of the information irrelevant; Confused justification for choice of topic; Coverage of some of the major points	A brief look at the topic; Little justification for choice of topic; Majority of information irrelevant and significant points left out	No look at the topic; No justification for choice of topic; All information irrelevant and significant points left out	
Organization	Clear purpose and subject; Pertinent examples, facts, and/or statistics; Supports conclusions/ideas with evidence	Somewhat clear purpose and subject; Some examples, facts, and/or statistics that support the subject; Some data or evidence that supports conclusions	Attempts to define purpose and subject; Weak examples, facts, and/or statistics not adequately supporting the subject; Very thin data or evidence to support conclusion	Subject and purpose not clearly defined; Weak or no support of subject; Insufficient support for ideas or conclusions	Subject and purpose not defined; No support for subject; no support for ideas or conclusions	
Visual Aids	Information is clear and concise with proper key information in points or phrases; Visually appealing/engaging	Too much information in complete sentences on slides along with proper key information in phrases; Significant visual appeal	Too much information in complete sentences on many slides; Some proper key information; Minimal effort made to make slides appealing	Too much information in complete sentences on slides; No or few proper key information; Repetition of the same information on multiple slides; No visual appeal	Too much information in complete sentences on slides; No proper key information; Repetition of the same information on multiple slides; No visual appeal	
Delivery Style	Regular eye contact; Appropriate speaking volume & body language; Proper pace and diction; Fluent avoidance of repetitions, hesitations, gap fillers	Steady eye contact; Adequate volume and energy; Generally good pace and diction; Few or no distracting gestures; Few repetitions, hesitations, gap fillers	More volume or energy needed at times; Pace too slow or fast; Some distracting gestures or posture; Some repetitions, hesitations, gap fillers	Low volume and energy; Pace too slow or fast; Poor diction; Lots of distracting gestures or posture; Frequent repetitions, hesitations, gap fillers	Very Low volume and energy; Pace is very slow or fast; very Poor diction; Lots of distracting gestures or posture; Frequent repetitions, hesitations, gap fillers	
Question-answer Session	Demonstrates knowledge by answering all types of questions with explanations and elaboration in professional manner	Is at ease with expected answers to all questions without elaboration in somewhat professional manner	Is uncomfortable with information and can answer only rudimentary questions	Does not have grasp of information and cannot answer questions about subject	Cannot answer the questions asked	
Total						25

Sample OBE Curriculum

Name of the University

Name of the Program/Department

Part A- Introduction

VISION OF THE UNIVERSITY

To emerge as an institute of eminence in the fields of engineering, technology business and management in serving the industry and the nation by empowering students with a high degree of technical, managerial and practical competence.

MISSION OF THE UNIVERSITY

To strengthen the theoretical, practical and ethical dimensions of the learning process by fostering a culture of research and innovation among faculty members and students.

To encourage long-term interaction between the academia and industry through the involvement of the industry in the design of the curriculum and its hands-on implementation

To strengthen and mould students in professional, ethical, social and environmental dimensions by encouraging participation in co-curricular and extracurricular activities.

QUALITY POLICY

To provide services of the highest quality both curricular and co-curricular; so that our students can integrate their skills and serve the industry and society equally well at a global level.

DEPARTMENT OF MANAGEMENT STUDIES

VISION

To evolve into a globally integrated Business school contributing towards management education, consultancy, research leadership & corporate excellence.

MISSION

M1	The essence of Department of Management Studies is to constantly strive to provide an In-depth knowledge to its students so that they add value to the existing treasures of business and managerial concepts.
M2	Promote lateral thinking and a spirit of enquiry among our students so that they look from a different angle through a creative approach by which they are able to provide simple solutions to complex business problems.
M3	We owe to deliver through our teaching learning process the richness of entrepreneurship and multidisciplinary knowledge in a way where ethics and social commitments will be the corner stone for our students.

Program Education Objectives (PEO)

PEO1	To make management graduates conceptualize, critically analyze and acquire In-depth knowledge of business and management by imbibing in them the unique ability of synthesizing knowledge towards adding value in the areas of business and management.
PEO2	To promote lateral thinking by way of enabling management graduates to see at the things from different perspectives there by making them to come out with simple solutions for complex managerial problems.
PEO3	To inculcate a spirit of enquiry, so that Management Graduates search for facts and truths by developing methodologies that supports critical analysis and decision making.
PEO4	To ignite the passion for Entrepreneurship in Management graduates by orienting them in the application of Modern tools of management and make them learn to select and apply in complex decision making processes.
PEO5	To inculcate a spirit of Ethics and Social Commitment in the personal and professional life of management graduates so that they add value to the society.

PEO to Mission Statement Mapping

MISSION STATEMENTS	PEO1	PEO2	PEO3	PEO4	PEO5
M1	3	3	2	3	2
M2	2	3	3	3	3
M3	2	2	3	3	3

Correlation: 3- High, 2-Medium, 1-Low

Program Learning Outcome (PLO)

1	PLO1	Apply knowledge of management theories and practices to solve business problems.
2	PLO2	Foster analytical and critical thinking abilities for data-based decision making.
3	PLO3	Ability to develop value based leadership ability.
4	PLO4	Ability to understand, analyze and communicate global, legal and ethical aspects of business.
5	PLO5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
6	PLO6	Management graduates to acquire in-depth knowledge of business management and entrepreneurship embedded with ethics and a sense of social commitment and to strive towards personal victory and value creation to society.
7	PLO7	Students studying management to be passionate about multidisciplinary approach for problem solving, critical analysis and decision making by giving due importance for lateral thinking so that they see things from a perspective which are not just simple but effective.

Mapping of POs TO PEOs

<u>PEO/PLO</u>	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
PEO 1	3	3	2	2	3	2	2
PEO 2	2	3	3	2	3	3	3
PEO 3	2	2	2	3	2	3	2
PEO 4	3	3	3	3	3	3	3
PEO 5	3	2	2	2	2	2	1

3-Strong Correlation 2- Medium Correlation 1- Low Correlation

Part B- Structure
Structure of the Curriculum

Department of Management Studies
FIRST SEMESTER -MBA PROGRAM

Sl. No	Course Code	Course	PoE	Credits	Marks		
					CIE	SEE	Total
1	MBA 11	Management Principles, Concepts and Applications	MBA	4	50	50	100
2	MBA 12	Business Economics and Environment	MBA	4	50	50	100
3	MBA 13	Quantitative Techniques and Research Methodology	MBA	4	50	50	100
4	MBA 14	Accounting for Managers	MBA	4	50	50	100
5	MBA 15	Corporate Governance, Ethics and Society	MBA	4	50	50	100
6	MBA 16	Marketing Management	MBA	4	50	50	100
7	MBA 17	Human Resource Management	MBA	4	50	50	100
8	MBA 18	Managerial Communication –I	MBA	4	25	25	50
Total				32	375	375	750

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Department of Management Studies
SECOND SEMESTER MBA PROGRAM

Sl. NO	Course Code	Course	PoE	Credit Distribution				Over all Credits	Marks		
				L	P	T	S		CIE	SEE	Total
1	MBA 21	Production and Operations Management	MBA	4	0	0	0	4	50	50	100
2	MBA 22	Financial Management	MBA	3	0	1	0	4	50	50	100
3	MBA 23	Business Intelligence and Analytics	MBA	4	0	0	0	4	50	50	100
4	MBA 24	Entrepreneurship Development	MBA	3	0	0	1	4	50	50	100
5	MBA 25	Strategic Management	MBA	4	0	0	0	4	50	50	100
6	MBA 26	Seminar	MBA	0	0	2	0	2	50	50	100
7	MBA27	Managerial Communication – II	MBA	3	0	0	1	4	50	50	100
Total								26	350	350	700

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Part C- Description of all courses

MANAGEMENT PRINCIPLES, CONCEPTS AND APPLICATION

Course Code : MBA11

Credits : 03

CIE Marks : 50

Exam Hours : 03

SEE Marks : 50

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

CLO1	Understand management, functions of a manager, process of planning and the concept of MBO
CLO2	Analyze the organizational structure
CLO3	Remember dynamics of OB, the concept of personality and perception, values and attitude
CLO4	Apply case studies on functions of management and behavioral processes
CLO5	Analyze individual behavior and dynamics of groups and effective team building

Mapping of Course Outcomes to Program Outcomes-

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3			2	2	3	1
CLO2		3				3	1
CLO3	3						2
CLO4	3						3
CLO5	3		3				2

SI NO	COURSE CONTENT (as Summary)	Hrs	CLOs
1	<p>Nature of Management: Management Defined, Nature of Management, Scope of Management, Need for Management, Management and Administration, Management-A Science or an Art, Management Levels.</p> <p>Management Functions : PODSCORB ,Roles and Skills of a manager ,Fayol's fourteen principles of management and recent trends management The Scientific Management Stage, Contribution by F.W. Taylor - Scientific Management, Contribution by Peter F. Drucker – MBO</p>	9	CLO1

SI NO	CONTENT OF COURSE (as Summary)	Hrs	CLOs
2	<p>Planning and organizing: Planning, nature of planning, planning process, objectives, strategies, level of strategies, policies, methods and programs, planning premises, decision making, process of decision making, types of decisions, techniques in decision making</p> <p>Organizing, organization structure, formal Vs informal organizations, principles of organizations-chain of command, span of control, delegation, decentralization Vs Centralization , Types of Organizations, virtual organizations.</p>	9	CLO2
3	<p>Controlling: Controlling Process, Establishing standards, Comparing measured performance with performance standards, Taking Corrective Action, Techniques of Managerial Control, Feed-forward and Feedback Control, Behavioral Implications and Guidelines for Effective Control</p>	9	CLO3, CLO5
4	<p>Organizational Behavior-introduction, definition, fundamental principles of OB, contributing disciplines, challenges and opportunities, Foundations of Individual Behavior.</p> <p>Personality - determinants of personality, traits of personality, MBTI, personality attributes influencing OB. Type A and Type B Personality; Personality Dimensions; Introvert and Extrovert Personalities; Personality Theories.</p> <p>Attitude: attitude and behavior; Emotional intelligence, Motivation and Leadership</p>	9	CLO4, CLO5
5	<p>Dynamics of Group behavior: Definition, types, formation of groups, building effective teams.</p> <p>Inter-Group Relations and Conflict Management: Interdependence of Groups; Nature of Conflict in Organizations; Changing View of Conflict; Types of Conflict Situations; The Causes of Conflict; Conflict Management and Negotiation</p> <p>Power and Politics: Power and Politics-An Introduction; Sources of Power in Organizations-Interpersonal Sources, Organizational Sources; Organizational Politics; Ethics</p> <p>Leadership in organizations: Formal and Informal Leadership; Leadership Styles; Personal Characteristics of Leaders.</p>	9	CLO5

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TEXT BOOKS:

- 1) Management: Text and Cases - VSP Rao, Excel Books ,2009
- 2) MGMT, An Innovative approach to teaching and learning Principles of Management, Chuck Williams, Cenage Publications, 2015
- 3) Management Theory & Practice Text & Cases – Subba Rao P &HimaBindu, Himalaya Publications, 2012
- 4) Organizational behaviour, Stephen P Robbins, Timothy A. Judge, Neharika Vohra, Pearson publications, 14th Edition, 2012.
- 5) Organizational behaviour: A modern approach - Arun Kumar and Meenakshi, Vikas Publishing House, 2011.

REFERENCE BOOKS:

- 1) Management - Ricky W. Griffin Eighth Edition, 2005, Biztantra
- 2) Fundamentals of Management-Stephen P Robbins, Mary Coulter et al, Pearson Publications, 11th edition
- 3) Management-Richard L. Daft, Cengage learning,12th Edition,2016
- 4) Organization Behaviour – Ashwathappa, Himalaya Publication,7th Edition, 2007

ASSESSMENT PATTERN**CIE- Continuous Internal Evaluation (50 Marks)**

Bloom's Category Marks (out of 50)	Tests (25)	Assignments (10)	Quizzes (05)	External Participation in Curricular/Co-Curricular Activities (10)
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

SEE- Semester End Examination (50 Marks)

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

BUSINESS ECONOMICS AND ENVIRONMENT

Course Code : MBA12

Credits : 04

CIE Marks : 50

Exam Hours : 03

SEE Marks : 50

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

CO1	Understand the relative importance of Managerial Economics.
CO2	Analyze to find firm's equilibrium.
CO3	Understand the modern managerial decision rules and optimization techniques.
CO4	Evaluate features of different kinds of markets
CO5	Be equipped with the various tools for analyzing pricing strategies.

Mapping of Course Learning Outcomes to Program Learning Outcomes-

	PLO1	PLO2	PLO3	PLO4	PLO 5	PLO6	PLO7
CLO1	3	2	2	2	2	2	2
CLO2				3	2	2	1
CLO3	3	3					2
CLO4	2					2	2
CLO5	3	2					1

SN	Content of Course	Hrs	CLOs
1	<p>Introduction to Business economics and Demand Analysis: Managerial Economics-Nature, Scope &significance, Role of Managerial Economist in decision making. Fundamental Principles of Managerial Economics: Opportunity Costs, Incremental, Time perspective, Discounting and Equimarginal principles</p> <p>Theory of Consumer Behavior: rationality, revealed preferences and utility, indifference curves, utility maximization, demand functions, substitution and income effects, substitutes and complements, demand elasticity.</p>	9	CLO1
2	<p>Production analysis: Production function with one variable input and two variable inputs – Law of diminishing of returns – iso-quants and iso-cost analysis – Producer Equilibrium – Law of substitution – Production functions and managerial decision making – Equilibrium of a multiproduct business firm – Expansion path.</p>	9	CLO2

3	Cost & Revenue analysis: Kinds of costs – costs in the short run and in the long run and their behavior – Applications of cost analysis in managerial decision making – The relationship between product and cost curves, business planning or envelope curve, economies and Diseconomies of scale. Break Even Analysis- Meaning, Assumptions, Determination of BEA, Limitations and Uses of BEA in Managerial Economics. (Problems on BEP)	9	CLO3
4	Market structure: Perfect Competition: Features, Determination of Price under Perfect Competition - Monopoly: Features, Pricing under Monopoly, Price Discrimination. Oligopoly: Features, Kinked Demand Curve, Cartel, Price Leadership – Monopolistic Competition: Features, Pricing under Monopolistic Competition, Product Differentiation. Pricing strategies and practices: Multi product pricing, price discrimination, transfer pricing, cost plus pricing, incremental / marginal pricing, transfer pricing and peak load pricing.	9	CLO4, CLO5
5	Budget and the Economy: Components of the government budget: The revenue account, the capital account, measures of government deficit, Fiscal policy: changes in government expenditure, changes in taxes and debt. Inflation: Definitions, Types of inflation, Effects of inflation – Measures to control Inflation – Monetary and Fiscal Policies	9	CLO6

Text Books

- 1) Managerial Economics- Theory and Applications, Dr. D.M Mithani, Himalaya Publications.
- 2) Managerial Economics, D.N Dwivedi, 6th ed., Vikas Publication.
- 3) Managerial Economics, H. L Ahuja, S. Chand, 2011
- 4) Indian Economy, K P M Sundharam and Dutt, 64th Edition, S Chand Publication.
- 5) Business Environment Text and Cases by Justin Paul, 3rd Edition, McGraw-Hill Companies.

Reference Books:

- 1) Managerial Economics- Principles and worldwide applications, Dominick Salvatore, Oxford Publication, 6e, 2010
- 2) Managerial Economics, Atmanand, Excel BOOKS, 2/e, 2010
- 3) Managerial Economics, Yogesh Maheshwari, PHI, 2/e, 2011

CIE –Breakup

Bloom's Category Marks (out of 50)	Tests (25)	Assignments (10)	Quizzes (05)	External Participation in Curricular/Co-Curricular Activities (10)
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

SEE- Semester End Examination (50 Marks)

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

QUANTITATIVE TECHNIQUES AND RESEARCH METHODOLOGY**Course Code : MBA13****Credits : 04****CIE Marks : 50****Exam Hours : 03****SEE Marks : 50****Course Learning Outcomes: At the end of the Course, the Student will be able to-**

CLO1	Understand the basic framework of research process
CLO2	Develop a comprehensive research methodology for a research question.
CLO3	Demonstrate a sound knowledge of statistical terms at an introductory level.
CLO4	Develop necessary critical thinking skills in order to apply using descriptive statistics and inferential statistics.
CLO5	To formulate the hypothesis for business problems, Apply various parametric tests to test the hypothesis

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2022

2022

Mapping of Course Learning Outcomes to Program Learning Outcomes-

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	3	2	2	3	3	1
CLO2	3	3	3	3	3	3	2
CLO3	2	2	3	3	3	3	1
CLO4	2	2	3	3	3	3	3
CLO5	3	3	3	2	3	3	1

S N	Content of Course	Hrs	CLOs
1	<p>Introduction: Definition and Meaning of research, Importance and Qualities of Research, Emerging trends in Business research, Steps in Research Process, Formulation of Research Problem – Management Question – research Question, Features of a good research design, Use of a good research design; Qualitative and Quantitative research approaches, Comparison, Exploratory Research Design, Qualitative techniques, Projective Techniques, Depth Interview, Experience Survey, Focus Groups, Observation. Descriptive Research Designs: Concept, types and uses. Experimental Design: Concept of Cause, Causal relationships, Concept of Independent & Dependent variables, concomitant variable, extraneous variable, Treatment, Control group.</p>	9	CLO1
2	<p>Research Design: Concept of Measurement, Need, problems in measurement in management research, levels of measurement – Nominal, Ordinal, Interval, Ratio, Rating Scales viz. Likert Scales, Semantic Differential Scales, Constant Sum Scales, Graphic Rating Scales – Ranking Scales – Paired comparison & Forced Ranking, Types of Data – Primary Data & Secondary Data: Definition, Sources, Characteristics, Searching World Wide Web for data, Issues to be considered for secondary data.</p> <p>Data Collection: Questionnaire Construction – Personal Interviews, Telephonic survey Interviewing, Email/Internet survey, online survey sites. Concepts of Statistical Population, Sample, Sampling errors, Non Sampling errors, Methods to reduce the errors, Sample Size constraints. Probability Sample: Simple Random Sample, Systematic Sample, Stratified Random Sample, Area Sampling & Cluster Sampling. Non Probability Sample: Judgment Sampling, Convenience Sampling, Purposive Sampling, Quota Sampling & Snowballing Sampling methods, Sample size determination. Editing, Coding, Tabular representation of data, frequency tables, Construction of frequency distributions.</p>	9	CLO1, CLO2

3	<p>Descriptive Statistics: Meaning, Importance [Normality Assumption] & Application in Business.</p> <p>Central Measures: Meaning, types, Importance, suitability and properties, Business Application;</p> <p>Variation Measures: Meaning, Types, importance and Characteristics; Business application and Practice.</p> <p>Data Description Measures: Skewness and Kurtosis</p>	9	CLO3
4	<p>Bi-variate Analysis: Correlation and Regression: Meaning, type, assumptions, properties, importance and application in business, relation of Chi-Square test. Analysis of Data in Packages [Excel; SPSS]</p>	9	CLO4, CLO5
5	<p>Probability: Basic Probability Concepts and Rules, Joint, Marginal & Conditional Probabilities – Business Applications.</p> <p>Random Variables: Meaning, types, and Building, Mean & Variance of Discrete R.V. Properties of Expected Values & Variance.</p> <p>General Distributions: Bernoulli, Binomial and Poisson Distributions.</p> <p>Continuous Probability Distribution: Normal Distribution, Area Concept of Probability, applications of the Normal Distribution. Hypothesis Testing: Qualities of a good Hypothesis –Framing Null Hypothesis & Alternative Hypothesis. Concept of Hypothesis Testing – Logic & Importance.</p>	9	CLO4, CLO5,

Text Books:

1. Research Methodology, C R Kothari, New Age International, 2/e, 2015.
2. Business Research Methods by Donald Cooper & Pamela Schindler, TMH, 12/e, 2015.
3. Business Research Methods by Alan Bryman & Emma Bell, Oxford University Press, 4/e, 2015.

Reference books:

1. Business Research Methods by William G. Zikmund, Barry J. Babin, Jon C. Carr, Mitch Griffin, Cengage Learning, 8/e, 2015.
2. Research Methodology: Cases and concepts, Deepak Chawla & Neena Sondhi, S.Chand (G/L) & Company Ltd, 2/e, 2015.

ASSESSMENT PATTERN

CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category Marks (out of 50)	Tests (25)	Assignments (10)	Quizzes (05)	External Participation in Curricular/Co-Curricular Activities (10)
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

SEE- Semester End Examination (50 Marks)

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

al

CORPORATE GOVERNANCE, ETHICS AND SOCIETY

Course Code : MBA15

Credits : 04

CIE Marks : 50

Exam Hours : 03

SEE Marks : 50

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

CLO1	Understand to connect between the corporate, ethics and society.
CLO2	Decide about the appropriateness of various business structures.
CLO3	Understand the need and importance of corporate governance with reference to Environment protection
CLO4	Make the students to understand the Essence of business and how business could be mutually beneficial to the businessman and the society.
CLO5	Make the students understand the fact that a “Business can survive only with the support of the society”.

Mapping of Course Learning Outcomes to Program Learning Outcomes-

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	2					2
CLO2	2	3	2				
CLO3				3			2
CLO4	2	3				2	
CLO5		2	3				2

SN	Content of Course	Hrs	CLOs
1	An introduction to Business, Government, and Society: The Connect between Business, Government, and Society, BGS filed Importance of BGS relationship in management, models of BGS relationships-Market capitalism model, dominance model, countervailing forcer’s model and stakeholder model.	9	CLO1
2	Business structures: Meaning and nature of business structures, types, nature, advantages, limitations and applicability of - single ownership, partnerships, private limited companies, public limited companies, co-operative societies.	9	CLO2
3	Corporate governance: The concept of corporate, the concept of governance, need and importance of corporate governance, benefits of good corporate governance, OECD (Organization for economic co-operation and development) on corporate governance, Theoretical basis for corporate governance, environmental Concerns and Corporations, environmental preservation-role of stakeholders, sustainable development, industrial pollution, role of corporate in environmental management, waste management, pollution control and environmental audit.	9	CLO3,

4	Business Ethics and Corporate Social Responsibility: Meaning of business ethics, need and purpose, importance, approaches to business ethics, roots of unethical behavior, ethical decision making some unethical issues, benefits from managing ethics at workplace. Nature of CSR, arguments for and against CSR, models of CSR, best practices of CSR-Indian examples.	9	CLO5, CLO4
5	Business Laws: A .Law of Contract, 1872: meaning of contract, agreement, essential elements of a valid contract. Meaning of Agency, Bailment and Pledge. B. The companies Act, 2013, provisions related to governance, e-management, compliance and enforcement, disclosure norms, auditors and mergers & acquisitions. C. Environment Protection Act, 1986: Introduction, objectives, scope, powers of the central government, offences and penalties. D. Laws relating to Intellectual property: 1.The Patents Act, 1970, 2.The Copyright Act, 1957, 3.The Trade mark Act, 1999) Meaning, scope and objectives of intellectual property law, law relating to patents, copyrights, and trade mark.	9	CLO6

Text Books:

- 1) Corporate Governance: Principles, policies and Practices by Fernando A.c. Pub: Pearson, 2014.
- 2) Business and Government by Francis Cherunilam, Pub: Himalayan Publishing House.
- 3) Corporate Governance, Ethics & Social Responsibility by Balachandran C.H, Pub: PHI Pvt Ltd, 2015.
- 4) Business Ethics and Corporate Governance: Ghosh B.N., TMH, 2015
- 5) Business Law for manager, Goel P.K, Biztantra, 2014

Reference Books:

- 1) Business Government and Society: A Managerial Perspective, Text and cases by John F. Steiner Pub: Tata Mc-Grahill, 2014.
- 2) Business Ethics and Corporate governance by Ghosh B.N, Pub: Tata McGrahill, 2013.
- 3) Business and Society: Lawrance and Weber, 12/e, TMH, 2013
- 4) Business Law and Management by N. D. Kapoor and Dinkar Pagare, Pub: Sultan Chand and Sons, 2013.
- 5) Company Law And Practice: RatanNolakha; Vikas Publishing, 2015
- 6) Corporate Business Responsibility: A study of CSR practices in Indian Industry, Baxi C.V and Rupamnjari Sinha Ray, Vikas publishing house, 2014

Assessment Pattern

CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category Marks (out of 50)	Tests (25)	Assignments (10)	Quizzes (05)	External Participation in Curricular/Co-Curricular Activities (10)
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

SEE- Semester End Examination (50 Marks)

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

Part D

Grading Policy

1. Grading Scale
2. Grades
3. Grade Point Average (GPA) and its calculation procedures
4. Course Withdrawal
5. Incomplete (I) courses
6. Retaking/back-log courses
7. Grade Change
8. Course Dropout

APPENDIX

Appendix F
Sample OBECourse Outline

Name of the University
Faculty of Business Studies
BBA program

COURSE OUTLINE -Entrepreneurship Development

Part A- Introduction

I. Course Code and Title : BBA-4221 Entrepreneurship Development

II. Credit : 3 credit hours

1. Course Summary

The twenty-first century has dawned with entrepreneurship as a major force shaping the global economy. The future growth of this economy lies in the hand of men and women committed to achieving success through innovative customer-focused new products and services. At the heart of this global movement are entrepreneurs who demonstrate their willingness to assume the risks associated with creating new business venture. The main objective of this course is to make the students acquainted with modern entrepreneurial tools by which an "Entrepreneur" endeavors to solve problems as time best suits. Moreover, at the edge of every chapter, case studies are made obligatory for the students so that they may observe the practical implications of the entrepreneurial tools in various business complexities.

2. Course Objectives

The prime objective of this course is to provide students with an in-depth knowledge of applying advanced approaches of functional areas to develop a business plan. In this course students will be exposed with the real life scenarios through solving relevant cases and interfacing practical situations.

3. Course Learning Outcomes: at the end of the Course, the Student will be able to-

CLO 1	
CLO 2	
CLO 3	
CLO 4	
CLO 5	

Part B- Content of the Course

4. Topics to be covered/Content of the course-

Topics	Specific Outcome(s)	Time Frame	Suggested Activities	Teaching Strategy(s)	Alignment with CLO
Overview of the course	<ul style="list-style-type: none"> -To comprehend the mission and vision of the institution -To acquire general idea about the course entrepreneurship development -To grasp the content and policies for the class 	Week 1	<ul style="list-style-type: none"> - Students will give brief introduction about themselves - Course outline will be discussing in details - Video presentation “Walt Disney” 	<ul style="list-style-type: none"> - socialized recitation - Show video to motivate the students 	<ul style="list-style-type: none"> *developed interest of the students CLO.... *express themselves while introducing themselves CLO....
The foundation of Entrepreneurship	<ul style="list-style-type: none"> - To analyze the entrepreneurial profile - To clarify the forces driving the growth of entrepreneurship - To analyze mistakes of entrepreneurship - To develop ways to avoid the pitfalls - To differentiate entrepreneur, intrapreneur and manager. 	Week 2	<ul style="list-style-type: none"> Student reporting on the “profile of successful entrepreneurs of Bangladesh” Case study analysis “Collegiate entrepreneur” - 	<ul style="list-style-type: none"> - interactive discussion - video presentation - lecture discussion with multi media 	<ul style="list-style-type: none"> *developed interest of the students * developed Critical thinking skills * Analyze the case and answered the question CLO...
Inside The Entrepreneurial Mind: From Ideas To Reality	<ul style="list-style-type: none"> - To discuss creativity and innovation. - To clarify the barriers to creativity - To apply the ways to enhance creativity - To analyze the technique to improve creative process - To discuss the ways to protect the ideas. 	Week 3	<ul style="list-style-type: none"> - Discussions and List of examples were shared 	<ul style="list-style-type: none"> - interactive discussion - video presentation - lecture discussion with multi media - panel discussion 	<ul style="list-style-type: none"> * applied their creativity to develop business idea * instituted cooperation among the students in their group work CLO...
Conducting a Feasibility	<ul style="list-style-type: none"> - To demonstrate the guideline for preparing a business plan 	Week 5	<ul style="list-style-type: none"> - Provide a sample of business plan - Assignment : 	<ul style="list-style-type: none"> - lecture discussion with multi media 	<ul style="list-style-type: none"> * conduct current Industry analysis

Analysis and Crafting a Winning Business Plan			"Business proposal"	-White Board illustration	* Carry out Risk assessment
Designing A Competitive Business Model And Building A Solid Strategic Plan	- To conduct industry analysis to formulate strategy -To define competitive advantage, core competencies and balance score card.	Week 4	- group seat work– "Snow and soda: A profitable mix" - students reporting: "Success in the low end of the market"	- lecture discussion with multi media -video presentation -Quiz 1 will be taken	* develop business practices with emerging strategy * apply the concept SWOT analysis CLO...
Building A Powerful Marketing Plan	-To conduct marketing research. - To differentiate the marketing strategy - To develop marketing mix.	Week 6	- group seat work "The power of little blue and white boxes"	- interactive discussion - lecture discussion with multi media -video presentation -Quiz 2 will be taken	* apply the marketing concepts to build creative marketing strategy CLO...
Exam Review	- To make an overview		Lectures, questions and answers		
MID-TERM EXAMINATION		Week 7			
	Mid-term exam paper discussion and sharing mid-term grades Allocate group final term assignment	Week 8			
Integrated Marketing Communication and Pricing Strategy	- To analyze pricing strategies and tactics - To select the appropriate advertising media - To develop the pricing strategies and technique	Week 8	- student reporting: "Pricing Web Services" - Group seat work "marketing communication plan"	- socialized recitation - Board work	* Apply the different marketing technique * instituted cooperation among the students in their group work CLO...

Creating successful financial plan	a	<ul style="list-style-type: none"> - To define about basic financial statement -To create projected financial statement the cash budget - To analyze breakeven analysis 	Week 10	<ul style="list-style-type: none"> - Prepare basic financial statement for the idea generated by the students - CW "startup expense" 	<ul style="list-style-type: none"> - white Board illustration - lecture discussion with multi media - Quiz 3 will be taken 	* Generate Financial report CLO...
Managing Cash flow		<ul style="list-style-type: none"> - To discuss the cash flow, cash management of business - To explain how to avoid the cash crisis. - To prepare a cash budget 	Week 11	<ul style="list-style-type: none"> - CW "Cash cash who's got the cash" - board work 	<ul style="list-style-type: none"> - white Board illustration - lecture discussion with multi media 	* solved the problem given by the teacher and found in the book * Analyze the case and answered the question
Factors Affecting Entrepreneurial Growth		<ul style="list-style-type: none"> - To analyze the factors affecting the entrepreneurial growth and the importance of entrepreneurship in the economic development of a country. 	Week 12	<ul style="list-style-type: none"> - Discussion based on Bangladeshi context. - student reporting "Three women who made it" 	<ul style="list-style-type: none"> - Panel discussion 	* Inculcate the appreciation of the topic or event CLO...
Forms of Business Ownership		<ul style="list-style-type: none"> -To Discuss different forms of business - To analyze different forms of franchising. 	Week 9	<ul style="list-style-type: none"> - Interactive Discussions with List of examples 	<ul style="list-style-type: none"> - lecture discussion with multi media 	* Decide the appropriate forms for the business CLO...
Presentation & exhibition		<ul style="list-style-type: none"> - Power Pt Presentation/ models/ poster/ prototype of the business idea 	Week 13	<ul style="list-style-type: none"> Poster making competition 	<ul style="list-style-type: none"> - Evaluation of Business idea using rubric 	* present the business idea CLO...
Exam Review		<ul style="list-style-type: none"> - To make an overview 		<ul style="list-style-type: none"> Lectures, questions and answers 	<ul style="list-style-type: none"> Quiz 4 will be taken 	
FINAL EXAMINATION			Week 14			

Part C- Assessment and Evaluation

5. ASSESSMENT PATTERN

Quizzes:

Altogether 4 quizzes may be taken during the semester, 2 quizzes will be taken for midterm and 2 quizzes will be taken for final term. Out of this 2 quiz for each term best 1 quiz will be counted. No makeup quizzes will be taken. Students are strongly recommended not to miss any quizzes.

Assignment:

The students will have to form a group of maximum 4 members. The topic or case studies will be given as assignment in groups during the class which they have to prepare at home and will submit on or before the due date. No late submission of assignments will be accepted. Students will have to do the presentation on the given topic as assignment

Business plan:

In preparation of the *Business Plan*, the students will research current, state of the art best practices in business world. The business plan will be done in teams of 4 students at the maximum per group. The team will produce a short written business plan (Guidelines for writing the business plan or project report will be discussed in the class). It is the responsibility of individual students that there is no free riding in the team and convinces the instructor of that. Each student will individually prepare and present along with their team, a 4-minute summary of the findings of their portion of the report to the class in the last week before the term exam. This should be a PowerPoint presentation with descriptive notes. These will be submitted in both hardcopy and electronically to the course teacher.

CIE- Continuous Internal Evaluation (50 Marks)

Bloom's Category Marks (out of 50)	Tests (25)	Assignments (10)	Quizzes (05)	External Participation in Curricular/Co-Curricular Activities (10)
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

SMEE- Semester Mid & End Examination (50 Marks)

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

6. Assessment and Evaluation:

Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following criteria with respective weights.

1. Quizzes	20%
2. Group Assignments	20%
3. Class Participation	10%
4. Term Examination	50%
Total	100%

Part D-Learning Resources**7. Textbook**

1. Arora, Renu and Sood S.K, Fundamentals of Entrepreneurship and Small Business, 1st Edition (2003), Kalyani Publishers, New Delhi, India.

Reference Books & Materials:

2. Barringer, Bruce R. and Ireland Duane R., Entrepreneurship Successfully Lanching New Ventures, 3rd Edition (2010) Pearson Education Inc., New Delhi, India
3. Forbat, John, Entrepreneurship the Seed of Success, 1st Edition (2008), New Age International Publishers, New Delhi, India
4. Hisrich, Robert, D, Peters, Michael, P and Shepherd, Dean, A, Entrepreneurship, 6th Edition (2008), Tata McGraw-Hill Publishing Company Limited, New Delhi, India.
5. Islam, Nazrul and Mamun, Muhammad, Z, Entrepreneurship Development An operational Approach Text & Case with Special Reference to Bangladesh, 1st Edition (2000), the University Press Limited, Dhaka, Bangladesh

6. Khanka, S.S, Entrepreneurial Development, 1st Edition (2009), S. Chand & Company Ltd, New Delhi, India.
7. Khan, A R, Entrepreneurship Small Business and Lives of Successful Entrepreneurs, 2nd Edition (2009), Decent Book House, Dhaka, Bangladesh
8. Timmons, Jeffry A. and Spinelli, Stephen Jr., New Venture Creation Entrepreneurship for the 21st Century, 6th Edition (2004), McGraw-Hill/Irwin, New York, America
9. Zimmerer, Thomas, W. and Scarborough, Norman, M, Essentials of Entrepreneurship and Small Business Management, 4th Edition (2005), Prentice Hall, India.
10. <http://www.cipe.org/sites/default/files/publication-docs/SituationAnalysis.pdf>
11. http://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID1682186_code1544266.pdf?abstractid=1682186&mirid=1
12. <http://smallbiztrends.com/2011/06/tips-and-tools-for-entrepreneurs.html>