Department of Management Studies
Comilla University, Cumilla-3506
Bangladesh
Bachelor of Business Administration (BBA) in Management Studies

Outcome-Based Curriculum
(Session: 2026-27, 2027-28 & 2028-29)

INTRODUCTION

The Comilla University (Bangla: কুমিল্লা বিশ্ববিদ্যালয়, কুমিল্লা-3506) is a public university located at Kotbari, Comilla, Bangladesh. The university was constructed on 244.19 acres of land at Shalban Vihara, Moynamoti. Comilla University is affiliated by University Grants Commission, Bangladesh.

Golam Mowlah is the founder vice-chancellor of Comilla University who served until he was removed on 30 July 2008. Zulfikar Ali, a professor of mathematics, was given the charge as acting vice-chancellor. The next vice-chancellor of Comilla University, A.K.M. Zehadul Karim declared his resignation on 7 October 2009. Amir Hossen Khan, a professor of Physics department of Jahangirnagar University, was appointed as Vice-Chancellor on 22 November 2009. After expiration of the duration of Amir Hossen Khan then Dr. Ali Ashraf, a professor of Economics department and Ex-President of Chittagong University Teachers Association has been appointed as the 5th Vice-Chancellor of Comilla University. He joined the university on 3 December 201. Professor Dr. Emran Kabir Chowdhury on Wednesday, Jan 31, 2018 joined as the 6th Vice Chancellor of Comilla University. Professor Dr. A F M Abdul Moyeen, the 7th Vice Chancellor has been working in Comilla University since 31st January, 2022.

It started with 7 functional departments. Now there are a total of 19 departments Under 6 faculties including Management Studies, Accounting & Information Systems, Marketing, Finance and Banking, Information & Communication Technology, Computer Science & Engineering, Pharmacy, Physics, Chemistry, Statistics, Mathematics, Mass Communication & Journalism, Law, Economics, Public Administration, Archeology, Anthropology, Bengali, and English.

TITLE OF THE ACADEMIC PROGRAM

BBA in Management Studies

NAME OF THE UNIVERSITY

Comilla University, Cumilla-3506

VISION OF THE UNIVERSITY

Comilla University is committed to empowering society, advancing development, promoting human welfare and sustainable planet.

MISSION

MIS-1: To educate a wide variety of students through effective teaching-learning to achieve academic excellence.
MIS-2: To create an ambience for creative and innovative academic exercise through high quality research.
MIS-3: To undertake actions regarding collaboration which entails opportunities for long-term interaction with academia and industry for producing competent graduate at workplace.
MIS-4: To develop human potential to its fullest extent so that intellectually capable and socially responsible leaders can emerge in a range of profession.

CORE VALUES

Comilla University is committed to nurture:

Integrity: The highest level of sincerity and moral, ethical, and professional conducts.
Intellectual Curiosity: Insatiable thirst for knowledge to expand intellectual horizon, go beyond the comfort zone, and bring back wonders for development.

NAME OF THE PROGRAM OFFERING ENTITY

Department of Management Studies, Comilla University

VISION OF THE DEPARTMENT OF MANAGEMENT STUDIES

To be a centre of excellence of Management education by creating the business leaders for the nation and the globe.

MISSION OF THE DEPARTMENT OF MANAGEMENT STUDIES

Mission-1: Inculcating skills- To inculcate managerial and entrepreneurial skills with zeal to attain excellence in business studies;

Mission-2: Motivating to gain professional competence- To motivate students gain professional competence through constant knowledge update, empathetic leadership qualities, and fostering strategic relationships with the industry and practitioners;

Mission-3: Cultivating values- To cultivate personal integrity, ethical consciousness, care for environment and society among future managers.

Mission-4: Sustainability- To practice the business activity by maintaining the environmental and socio-economic sustainability.

OBJECTIVES OF THE DEPARTMENT OF MANAGEMENT STUDIES

The main objective of BBA program is to create efficient and effective graduates with the special reference to the intellectual and behavioral competencies in the context of competition throughout the world leading to the future personal and professional development and success. It, therefore, aims at providing the students with generic skills and business knowledge for their development so as to enable them to undertake further studies in business with a view to meeting the requirements and challenges of the business workplace at professional level locally and globally. Finally, the objective of the department is to produce the graduates that will be highly responsive to the needs of hyper-competitive global environment of the 21st century.

NAME OF THE DEGREE

Bachelor of Business Administration (BBA) in Management Studies

DESCRIPTION OF THE PROGRAM

Comilla University is one of the premier public universities of Bangladesh. It is a Public University established in 2006 and located in Cumilla district at Kotbari. Comilla University is the 26th Public University in Bangladesh. Everybody might have known Kotbari is considered as Education Zone in Cumilla. The campus is purpose built and compact to provide excellent facilities-communication and interaction. The campus is surrounded by hills and excellent natural beauty. It is constantly updating its academic curriculum in response to changing demands.

Management education offers all the necessary tools to equip one with the essential techniques for successfully handling various business and management-related issues. In the real world of business, only some people can be expected to solve a problem themselves. The value of multiple inputs in reaching a better solution is widely recognized. And management education enhances managerial skills by sharing ideas, accepting others' ideas and having many healthy discussions.

Graduates need to plan to differentiate themselves in the marketplace. A critical element of this differentiation involves a commitment to continuous learning and a willingness to accept personal challenges. Considering the importance of management studies, Comilla University started the Department of Management Studies in its initial journey in the year 2006. The Department is placed under the Faculty of Management and Business Administration from 2006-2007 session, subsequently the name of Faculty was changed as Faculty of Business Studies. Now four departments are functioning under this faculty: Department of Management Studies, Department of Accounting and Information Systems, Department of Marketing and Department of Finance & Banking.

In line with the changing domestic and global demands the Department of Management Studies of CoU introduced 4-year BBA in Management (Bachelor of Business Administration in Management) at undergraduate program with having 138 credits and a 1.5-year MBA in Management (Master of Business Administration in Management) at postgraduate program with having 45 credits. Additionally, the Department is offering MBA (Weekend) program having 54 credits. There is a fundamental change in course curriculum based on the experience and knowledge gained over a period of time by the faculty members. In MBA Program, the students have the opportunity to enroll them in major of Human Resource Management and International Management. The introduction of four-year undergraduate program makes it compatible with the international requirement of 16 years study for graduation. Department of Management Studies is continuously providing a learning environment which enables students who will guide future competitive advantage to access knowledge and skills that will keep them at the forefront of management theory and practice. We hope that this program would be able to play a pivotal role in the development of a new generation of managers, researchers corporate leaders, innovators and entrepreneurs.

Professional management experts must have excellent interpersonal skills, including leadership, teamwork, negotiation, decision-making, and more. Effective communication is vital for the success of any business. In management, student must establish strong streams of communication. Department of Management Studies provides several opportunities for students to come out of their shells to develop these skills through conducting class, seminars, workshops, skill development programs, and extra-curricular activities.

The total 138 credits in the BBA program are distributed as follows:

42 courses of 3 credits each	126 credits
4 viva-voce of 1.5 credits each	6 credits
Internship report preparation	4 credits
Internship defense	2 credits
Total	**138 credits**

GRADUATE ATTRIBUTES

Comilla University is committed to lead through providing effective teaching, research and culturally enriched educational experience that will transform the lives of its students. Aspiration of the university is to produce graduate through developing knowledge, skill and attitudes to equip them to promote growth and welfare of the rapidly changing world.

In addition, to their subject specific expertise (Mastery of Subject Knowledge) the university graduates will have the following attributes?

- Critical thinking, authentic learning, innovation, creativity and sustainability;
- Communication-Language Proficiency and & Digital Literacy;
- Professionalism and Ethical;
- Entrepreneurial and Leadership;
- Community Engagement and Social responsibility-Cross cultural Communication;
- Lifelong learning.

DURATION AND YEAR-WISE CREDIT DISTRIBUTION

BBA Program will be of 4 (four) year duration divided into 8 (eight) semesters. Every semester will be of 18 (eighteen) weeks of which 14 (fourteen) weeks for class teaching- at least 1(one) week for preparatory leave and 3(three) weeks for holding the semester final examinations. Semester duration: 06 months.

The program will include teaching of 42 (Forty Two) course units distributed as follows:

Year	Semester	Courses	Total Credit Hours
First	First	05	15
First	Second	05	15

Viva-voce	Second	01	1.5
First Year's Total		**11**	**31.5**
Second	First	05	15
Second	Second	05	15
Viva-voce	Second	01	1.5
Second Year's Total		**11**	**31.5**
Third	First	05	15
Third	Second	05	15
Viva-voce	Second	01	1.5
Third Year's Total		**11**	**31.5**
Fourth	First	06	18
Fourth	Second	06	18
Viva-voce	Second	01	1.5
Internship (Report writing)	Second	01	04
Defense	Second	01	02
Fourth Year's Total		**15**	**43.5**
Grand Total		**48**	**138**

PROGRAM EDUCATIONAL OBJECTIVES (PEO)

PEO-1: Application of Managerial Knowledge and Skills: To nurture the managerial skills, integrate and apply the conceptual knowledge in areas of business;
PEO-2: Developing Traits and Communication Skills: To develop the managerial traits and effective communication skills among the budding managers;
PEO-3: Efficiency in Business Decision-making: To encourage efficient use of strategic analysis and decision making skills, supported by appropriate quantitative & qualitative methods and computing skills;
PEO-4: Corporate Governance & Responsibility: To provide a holistic view of present day business, and practice Corporate Governance & Social Responsibility;
PEO-5: Professional Development: To gain strategic relationships with industry as a means of providing professional development and training opportunities.
PEO-6: Out-come Based: To provide students with outcome-based management education to help them understand real life managerial situations and acquire the ability to handle different challenges both in the national and international scenarios.
PEO-7: Competitive Advantage: To develop students' capability for producing sustainable organizational competitive advantages.

PROGRAM LEARNING OUTCOMES (PLO)

1. **PLO-1**: Develop the understating of the role of management in achieving sustainable competitive advantage in the context of increasing uncertainty in local and global business environment.
2. **PLO-2**: Develop the capacity of future managers in identifying sources of business growth and performance, build and strength resources, competencies and leadership skills for gaining and sustaining competitiveness.
3. **PLO-3**: Apply theoretical knowledge within diverse environmental context to build business capacity for its success and growth.

4. **PLO-4**: Adapt and apply management knowledge and skills in diverse and novel organizational settings.
5. **PLO-5**: Integrate ethical, social, environmental and entrepreneurial perspective into the organizational management practices.
6. **PLO-6**: Appreciate the need for continuous authentic learning and innovation in order to maintain up- to-date skills and knowledge.
7. **PLO-7**: Apply knowledge of management theories and practices to solve business problem.
8. **PLO-8**: Foster, analysis and critical thinking for business decision making.

MAPPING MISSION OF THE UNIVERSITY WITH PEOs

PEOs	MIS-1	MIS-2	MIS-3	MIS-4	Remarks
PEO-1	3	2	-	-	
PEO-2	-	2	2	-	
PEO-3	2	-	-	-	
PEO-4	-	-	3	-	
PEO-5	-	3	2	-	
PEO-6	-	3	-	3	
PEO-7	3	-	-	2	

MIS= Mission; 1= Less connected; 2= Moderate connected; 3= More connected.

MAPPING PLOs WITH THE PEOs

PLOs	PEO-1	PEO-2	PEO-3	PEO-4	PEO-5	PEO-6	PEO-7	Remarks
PLO-1	3	-	1	-	-	-	2	
PLO-2	-	-	3	2	2	-	-	
PLO-3	-	2	-	-	-	-	-	
PLO-4	3	-	3	-	-	3	-	
PLO-5	3	-	-	-	-	-	-	
PLO-6	3	-	-	-	2	-	-	
PLO-7	3	-	2	-	-	2	2	
PLO-8	-	2	3	-	-	-	2	

MAPPING COURSES WITH THE PLOs

Courses		Credit	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
1st Year 1st Sem.	0413 MGT 111	3		2	-	3		3		2
	0413 MGT 112	3		-	3	2	3	-	2	
	0413 MGT 113	3	2	3	-	-	-	2	-	3
	0413	3			-	-	-	-	2	3

	MGT 114									
	0413 MGT 115	3	-	-	2	3	-	-	-	-
1st Year 2nd Sem.	0413 MGT 121	3	-	2	2	-	-	-	-	2
	0413 MGT 122	3	-	2	2	-	-	2	2	-
	0413 MGT 123	3	3	3	-	-	-	-	-	2
	0413 MGT 124	3	-	-	-	3		-	-	-
	0413 MGT 125	3	1	3	3	-	-	-	-	3
2nd Year 1st Sem.	0413 MGT 211	3	2	3	-	-	-	-	-	3
	0413 MGT 212	3	-	-	-	3	-	2	2	-
	0413 MGT 213	3	1	3	-	-	-	-	-	2
	0413 MGT 214	3	1	-	-	3	-	-	-	3
	0413 MGT 215	3	-	-	-	2	3	3	-	2
2nd Year 2nd Sem.	0413 MGT 221	3	-	2	-	3	-	-	-	2
	0413 MGT 222	3	1	-	-	3	-	-	-	2
	0413 MGT 223	3	3	-	2	-	-	-	2	-
	0413 MGT 224	3	-	-	-	2	2	-	1	2
	0413 MGT	3	-	3	3	-	-	-	1	2

	225									
3rd Year 1st Sem.	0413 MGT 311	3	-	-	2	-	2	2	-	1
	0413 MGT 312	3	-	3	-	3	-	-	-	-
	0413 MGT 313	3	-	-	-	3	1	-	-	-
	0413 MGT 314	3	-	3	-	-	-	-	-	2
	0413 MGT 315	3	-	2	-	2	-	-	1	-
3rd Year 2nd Sem.	0413 MGT 321	3	-	-	3	-	1	1	-	-
	0413 MGT 322	3	-	-	-	3	-	2	2	-
	0413 MGT 323	3	-	3	-	2	-	-	-	3
	0413 MGT 324	3	-	2	-	3	2	-	-	-
	0413 MGT 325	3	-	3	-	3	-	-	-	3
4th Year 1st Sem.	0413 MGT 411	3	3	-	3	-	2	-	-	3
	0413 MGT 412	3	-	3	-	3	-	3	-	-
	0413 MGT 413	3	2	-	-	3	-	-	-	2
	0413 MGT 414	3		2	-	3	2	2	-	2
	0413 MGT 415	3	-	2		3	-	2	-	2
	0413 MGT 416	3		2						3

4th Year 2nd Sem.	0413 MGT 421	3	-	-	-	3	2	3	-	-
	0413 MGT 422	3	-	2	-	2	2	-	-	-
	0413 MGT 423	3	3	-	2	2	-	-	2	-
	0413 MGT 424	3	-		-	3	-	3	-	2
	0413 MGT 425	3		-	3	-	3	-	-	2
	0413 MGT 426	3			2	2	2			3

COURSE STRUCTURE

Program Duration	: 4 Years
Number of Semester	: 8 (Eight)
Duration of Each Semester	: 18 Weeks [Class: 14 Weeks, Break before Semester Final Examination: 1 Week, Examination: 3 Weeks]
Credit hours to be earned	: 138 Credits
Class hour per course per week	: 3 Hours
Total class hours per course	: 42 Hours
Total credit per course	: 3 (Three)

SEMESTER WISE COURSE OUTLINE

Semester	Course No.	Course Title	Credit
BBA 1st Year 1st Semester	0413 MGT 111	Introduction to Business	3
	0413 MGT 112	Fundamentals of Management	3
	0413 MGT 113	Mathematics for Decision Making	3
	0413 MGT 114	Fundamentals of Accounting	3
	0413 MGT 115	Essentials of Communication	3
BBA 1st Year 2nd Semester	0413 MGT 121	Fundamentals of Information Technology	3
	0413 MGT 122	Fundamentals of Marketing	3
	0413 MGT 123	Fundaments of Finance	3
	0413 MGT 124	General Science & Environment	3
	0413 MGT 125	Fundamentals of Statistics	3
		Viva-voce	1.5
BBA 2nd Year 1st	0413 MGT 211	Microeconomics	3

Semester	0413 MGT 212	Business Law	3
	0413 MGT 213	Business Analytics	3
	0413 MGT 214	Financial and Investment Management	3
	0413 MGT 215	Entrepreneurship Development	3
BBA 2nd Year 2nd Semester	0413 MGT 221	Macroeconomics	3
	0413 MGT 222	Bank Management	3
	0413 MGT 223	Bangladesh Studies	3
	0413MGT 224	Marketing Management	3
	0413 MGT 225	Labor Law and Compliance	3
		Viva-voce	1.5
BBA 3rd Year 1st Semester	0413 MGT 311	Human Resource Management	3
	0413 MGT 312	Management Science	3
	0413 MGT 313	Organizational Behavior	3
	0413 MGT 314	Insurance and Risk Management	3
	0413 MGT 315	Taxation and Auditing	3
BBA 3rd Year 2nd Semester	0413 MGT 321	Operations Management	3
	0413 MGT 322	Business Ethics and CSR	3
	0413 MGT 323	Total Quality Management	3
	0413 MGT 324	International Business	3
	0413 MGT 325	Business Research Methods	3
		Viva-voce	1.5
BBA 4th Year 1st Semester	0413 MGT 411	Project Management	3
	0413 MGT 412	Public Administration	3
	0413 MGT 413	Supply Chain Management	3
	0413 MGT 414	Industrial Relations	3
	0413 MGT 415	Cost and Management Accounting	3
	0413 MGT 416	Management Information Systems	3
BBA 4th Year 2nd Semester	0413 MGT 421	Management Thought	3
	0413 MGT 422	Sustainable Development	3
	0413 MGT 423	Business Model Innovation	3
	0413 MGT 424	Industrial Psychology	3
	0413 MGT 425	Corporate Governance	3
	0413 MGT 426	Strategic Management	3
		Viva-voce	1.5
		Internship Report	4
		Internship Defense	2
Total Credit of the Program			**138**

TEACHING, LEARNING AND STUDENTS' ASSESSMENT STRATEGY

Class lecture
Individual presentation
Group presentation
Case study presentation
Internal evaluation
Quiz test, assignment and examination
Class room discussion

Collaborating
Debriefing
Group Discussion
Field Work/Industry Visit/Excursion

CATEGORY OF COURSES

Category	Year	Name of Course	Total Courses
GED Courses	1st Year 1st Sem.	Mathematics for Decision Making, Functional English	2
	1st Year 2nd Sem.	History of the Emergence of Bangladesh,	1
	2nd Year 1st Sem.	Microeconomics	1
	2nd Year 2nd Sem.	Macroeconomics	1
	3rd Year 1st Sem.	Taxation and Auditing	1
	3rd Year 2nd Sem.	Operations Management	1
	4th Year 1st Sem.	Bangladesh Economy, Business Research Methods	2
	4th Year 2nd Sem.	Sustainability Management	1
Total			**10**
Core Courses	1st Year 1st Sem.	Introduction to Business, Fundamentals of Management, Fundamentals of Accounting	3
	1st Year 2nd Sem.	Fundamentals of Marketing, Fundamentals of Finance, Business Communication, Business Statistics	4
	2nd Year 1st Sem.	Financial Accounting, Business Law, Applied Business Statistics, Entrepreneurship Development and SME Management	4
	2nd Year 2nd Sem.	Bank Management, E-Business, Marketing Management, Financial Management	4
	3rd Year 1st Sem.	Human Resource Management, Management Science, Labor Law, Insurance and Risk Management	4
	3rd Year 2nd Sem.	Organizational Behavior, Quality Management, International Business, Cost and Management Accounting	4
	4th Year 1st Sem.	Advanced Management, Project Management, Supply Chain Management, Management Information Systems	4
	4th Year 2nd Sem.	Principles for Responsible Management Education, Cross Cultural Management, Investment Analysis & Portfolio Management, Corporate Governance, Strategic Management	5
Total			32
Grand Total			**42**

Course Outline :(Outcome-Based Curriculum)

Part: A - Introduction

1.	Course Code	: 0413 MGT 111
2.	Course Title	: Introduction to Business
3.	Course Type (Ged/ Core Course/ Electives/……)	: Core Course
4.	Year/Level/ Semester/Term	: BBA 1st Year 1st Semester
5.	Academic Session	: 2026-2027
6.	Course Teacher	: To be appointed
7.	Pre-requisite (If any)	:
8.	Credit Value	: 3
9.	Contact Hours	: 42
10.	Total Marks	: 100

11. **Rationale of the Course:**

This is an introductory business course designed to prepare the students with the basic concepts of business and business-related activities to provide them with a solid foundation for advanced business courses by covering traditional and emerging business organizations at present and the trends to be considered in the future.

12. **Course Objectives:**
The main objective of the course is to understand the basic concepts of business and business-related activities practiced in Bangladesh. It also emphasizes on business environment, the formation, management, marketing, and financing of a sole proprietorship, partnership, joint stock companies, state enterprise, joint venture, and cooperative organizations. It will also help the students learn about the import, export, industrial, and commercial policies of the country.

13. **Course Learning Outcomes (CLOs):**
After completion of the course, the students will able to–

CLOs	**LT**	**LD**	**Learning Outcomes Statements**
CLO1	**C2**	**FS**	Articulate the concept, features, objectives, principles, origin and evolution, elements, functions, significance, the scope of business, its branches and prerequisites of a successful business, problems, and prospects of business in Bangladesh, Is business a profession or occupation?
CLO2	**C4**	**FS**	Explore the various economic systems of the world, their characteristics, foundations, benefits, history, and implications on the economy, ethics, business ethics, and social responsibility, its features and significance, principles, areas of social responsibility, approaches, managing systems and

			arguments for and against social responsibility.
CLO3	**C2** **C3** **C4**	**FS & TS**	Demonstrate the various forms of business such as sole proprietorship, partnership, cooperative societies, joint-stock companies, and state enterprises, their characteristics, advantages, disadvantages, reasons for survival in the societies, rules, and regulations for their establishment, and differences between various forms of businesses.
CLO4	**C2** **C5**	**FS**	Explain the different business combinations, commercial policies, industrial policies, and export and import policy of Bangladesh.
CLO5	**C2**	**FS**	Present the different institutions for the promotion of business in Bangladesh and the globalization of business.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	1		3			6		8
CLO 2		2						
CLO 3			3	4	5		7	8
CLO 4								
CLO 5		2			5		7	8

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. **Course plan:**

Week	Topic	Teaching learning strategy	Assessment Strategy	Corresponding CLOs

1	**L-1:**Introduction to the Course: Concept, features, objectives, principles, elements of the business. **L-2:** Scope ofbusiness, Prerequisites of a successful business, Is business a profession or occupation? problems and prospects of the business in Bangladesh.	Lecturing and Group Discussion	Feedback Formative And Summative (Mid-1 and Final Exam)	CLO 1 CLO 3
2	**L-3:**Various economic Systems of the world, their origin, features, and implications on the economy **L-4:**Environment of business, components of the environment, the impact of environmental elements of business. **L-5:** Ethics, business ethics, and social responsibility, features	Lecturing, Demonstration, and Group Discussion	Assignment and presentation Feedback and Mid-1 (Formative Assessment)	CLO 2 CLO 2
3	of business ethics, its code of conduct, and the significance of business ethics. **L-6:** Areas of social responsibility,its approaches, arguments	Lecturing and Group Discussion	Feedback (Formative)	CLO 2

	for and arguments against social responsibility.	Demonstration With Slide presentation	Feedback Quiz (Formative)	CLO 2
4	**L-7:**Sole Proprietorship, Its characteristics, advantages, disadvantages, etc. **L-8:** Partnership – Definition, Characteristics, main elements, Contract is the essence of the partnership business.	Lecturing and Discussion Lecturing and Discussion and Demonstration	Feedback (Formative)	CLO 3
5	**L-9& L 10:** Partnership deed, Classification of the partnership business, Types of partners, Partner by holding out, partner by estoppels, Rights of partners, Duties, and liabilities of partners. Result of non-registration of firm, modes of dissolution of a firm	Lecturing, Discussion And Demonstration	Assignment and presentation	CLO 3
6	**L-11:** Definition of a joint stock company, essential elements of a joint stock company, Features of a joint stock company, Is company treated as a person by	Lecturing and Discussion and Demonstration	Assignment and presentation Summative(Final Exam)	CLO 1 CLO 3

	law? Advantages and disadvantages of a joint stock company, Classification of a joint stock company, The distinction between private and public Ltd. companies, the superiority of joint stock companies over other forms of business. **L-12:**Methods of forming a joint stock company, memorandum of association, article of association, objectives, and contents of an article of association, their differences, objectives of a prospectus, Management of a joint stock company.	Lecturing and Discussion		

7	**L-13& 14:** Cooperative society – definition and features, objectives and principles, the historical development of evaluation of cooperative society, Significance of cooperative society in Bangladesh, by laws of cooperative society **L-14:** Historical background of state enterprise, the definition of state enterprise, its features and objectives, arguments in favor and against state enterprise, classification of state enterprise. Difference between a statutory corporation and Govt. joint stock company.	Learning and discussion Lecturing and Group Discussion	Quiz exam (Formative Assessment)	CLO 3
8	**L-15:** Definition of the business combination, objectives, causes of forming a business combination, advantages and disadvantages of the business combination. **L-16:**Classification of thebusiness combination, Conditions of combination in Bangladesh	Lecturing and Discussion and Demonstration	Assignment and Presentation Mid-2 (Formative Assessment)	CLO 4

9	**L-17:** What is a horizontal combination? Features and objectives, what is vertical combination? Its characteristics, differences between horizontal and vertical combination. What is a circular and lateral combination? **L-18:**Definition of pool,Classify the various types of pools, definition of cartel and trust, their characteristics, what is a holding company? types of holding company, comparison between trust, cartel, and holding company.	Lecturing and Group Discussion	Assignment and Presentation	CLO 4
10	**L-19:**The commercial policy of Bangladesh,Objectives of commercial policy of Bangladesh, Definition	Lecturing and Discussion and Demonstration	Assignment and Presentation (Formative Assessment)	CLO 4

	of foreign trade, factors or causes of foreign trade in Bangladesh, features of foreign trade in Bangladesh. Differences between domestic trade and foreign trade. **L-20:** export and Import trade, export and import procedures in Bangladesh, Goals and objectives of export and import policy of Bangladesh, problems of export and import trade in Bangladesh.		Summative (Final Exam)	
11	**L-21:**Different business support organizations, The chamber of commerce and industries, characteristics of the chamber of commerce, objectives of the chamber of commerce. **L-22:** Functions of the chamber of commerce, The Role of the chamber of commerce is the development of industry and commerce of the country	Lecturing and Discussion	Quiz Exam Summative (Final exam)	CLO 5 CLO 5

12	**L-23:**Trading Corporation of Bangladesh, management, and organization of, objectives of TCB. **L-24:** Functions of TCB,Role of TCB, and the export and import of TCB	Lecturing and Discussion	Summative (Final exam)	CLO 5
13	**L-25:** What is an export promotion bureau? Formation of EPB, Management and administration of EPB, the functional structure of EPB, objectives of EPB, Role of EPB **L-26:** What is an Export Processing Zone? Characteristics of EPZ, objectives of EPZ, functions of a trade association, port authority, and their functions, types of ports in Bangladesh.	Lecturing and Discussion and Demonstration	Assignment & Presentation	CLO5
14	**L-27:**What is international business? Characteristics of international business, Approachesto being	Lecturing and Group Discussion	Assignment and Presentation Summative (Final exam)	CLO5

	involved in international business, the definition of globalization, features of globalization, causes and the effect of globalization, criticism of globalization **L-28:** International Monetary Fund (IMF), its objectives, assistance, and contribution of IMF, special drawing rights (SDRS), World Bank, EU, WTO, NAFTA, SAFTA,SAPTA, ASEAN, APEC, and OPEC.			

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would consistof both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning,and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	**40%**
i) Quiz (Formative Assessment)	05
ii) Assignment (Formative Assessment)	05
iii) Term-paper Presentation	05
iv) Class Attendance	05
v) Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	**60%**
Summative Assessment	60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ		Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ	Q1			
CLO3		FEQ	Q2			
CLO4	Midterm-2	FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for a re-take of an in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close relative, etc.).

Part: D

16. Learning Materials:

Text Book:

- Introduction to Business, Dr. M. Ataur Rahman & Md. Rabiul Islam, University Publications.

Reference Book:

- Business for 21st Century, Skinner & Ivancevich, IRWIN Publication.

Course Outline: (Outcome-Based Curriculum)

<u>Part: A – Introduction</u>

1. **Course Code** : 0413 MGT 112
2. **Course Title** : Fundamentals of Management
3. **Course Type (GEd/Core Course/Electives/…)** : Core Course
4. **Year/Semester** : BBA 1st Year 1st Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

Management Principles is a comprehensive introductory course on the management process from a manager's perspective, with particular emphasis on the skills, competencies, techniques and knowledge needed to successfully manage an organization. This course explores the basic concepts and processes of management. Students will examine the fundamental roles and processes of planning, leading, organizing and controlling that comprise the managers' role. It focuses on the entire organization from both a short and long-term perspective for strategic vision, setting objectives, crafting a strategy and then implementing it.

12. Course Objectives:

- To understand the basic concepts, principles and techniques of management;
- To learn different functions and approaches to management;
- To identify the environmental forces in managing the organization;
- To know how to work efficiently and effectively as a manager of a team; and
- To create the bases for learning the advanced management courses.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO-1	C2	FS	Interpret the basic concepts, characteristics, functions, levels, principles, techniques, approaches, contemporary issues of management.

CLO-2	C2	FS	Explain forces (Like social, political, legal and economic) involved in managing a diverse workforce of the society.
CLO-3	C3	FS	Recognize the planning, organizing, staffing, leading, motivation and controlling processes in managing the organization.
CLO-4	C2,C5	FS	Describe various theories related to the development of leadership skills, motivation techniques, teamwork and effective communication, direction & decision making.
CLO-5	C2	FS	Demonstrate the concept of efficiency and effectiveness through group assignments, project, case analysis etc.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill,

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO-1			3	2	-	-	-	-
CLO-2	-	-	3	-	-	-	-	2
CLO-3	-	-	-	-	3	-	2	
CLO-4	-	-	-	2	-	-	3	2
CLO-5	-	-	3	-	-	-	2	-

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	**Topics**	**Teaching-Learning Strategy**	**Assessment Strategy**	**Corresponding CLOs**
1&2	**L-1&2:** **Introduction:** Definition, Nature, Purpose, Scope, Importance, Principles and Functions of Management; Management Process; Managerial Skills and Roles; Concepts of Productivity, Effectiveness and Efficiency.	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 4
	L-3&4: **Approaches to Management:** Role of Theory of Management; History of Management; Classical Management	Lecturing and Group Discussion	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2

	Perspective; New-classical Management Perspective; Behavioral Management Perspective; Quantitative Management Perspective; Contemporary Management issues & challenges.			
3&4	**L-5,6,7&8:** **The Environmental Context of Management:** Environment and Organizational Environment; External Environment and Internal Environment; Organization and Environment Relationship; Environment and Organizational Effectiveness.	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2
3&4	**L-5,6,7&8:** **Planning:** Meaning, Nature, Types and Process of Planning; Tools and Techniques for Planning; Basic Elements of Planning; Organizational Goals and Planning; Tactical Planning; Operational Planning; Strategic Planning; and Traditional Planning versus Strategic Planning.	Lecturing and Demonstration	Formative and Summative (Mid-2 and Final Exam)	CLO 3
5 &6	**L-9,10,11&12:** **Organizing:** Organizational Design and Structure; Elements of Organizational Design; Division of Works; Span of Management; Departmentation; Delegation of Authority; Centralization and Decentralization; Coordination; Committee; Different Types of Organizations.	Lecturing and Demonstration	Assignment, Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4
7&8	**L-13,14,15&16:** **Staffing:** Meaning; Nature, Objectives, Importance and System Approach to Staffing; Basic Principles of Staffing; Recruitment, Selection, Placement, Training, Performance Appraisal, Promotion and Career Planning.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4

9	**L-17&18:** **Leading:** Meaning, Nature, Scope, Objectives and Importance of Leading and Leadership; Theories and Models; Creativity, Innovation and Communication in Leadership.	Lecturing	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4
	L-17&18: **Motivation:** Meaning, Types, Nature and Importance of Motivation in Managing and Leading; Motivated Behavior; and Theories and Models of Motivation.	Lecturing	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO 3
10	**L-19&20:** **Direction:** Meaning, Nature, Scope, Objectives and Importance of direction; Consultative Direction and its Advantages and Disadvantages.	Demonstration with Slide Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4
11	**L-21&22:** **Mid-Term 1 Exam** **Mid-Term 2 Exam**		Summative Assessment	CLO 2 CLO 3
12	**L-23&24:** **Decision Making:** Decision Making Process; Problems and Opportunity finding; Nature of Managerial Decision Making; Factors to be Considered in Decision Making; Decision Support Systems; and Models of Decision Making.	Demonstration with Slide Presentation	Formative and Summative (Mid- 2 and Final Exam)	CLO 4 CLO 5
13	**L-25&26:** **Controlling:** Meaning, Types and Importance of Control; Control Process; Requirements for being an Effective Control; and Information Systems and Control.	Slide Presentation	Formative and Summative (Mid- 2 and Final Exam)	CLO 3 CLO 4
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

Part: C

15. <u>Assessment and Evaluation:</u>

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

c) Continuous Assessment (Formative): **40%**

- vi) Quiz (Formative Assessment) 05
- vii) Assignment (Formative Assessment) 05
- viii) Term-paper Presentation 05
- ix) Class Attendance 05
- x) Mid-Semester (Summative Assessment) (10+10) 20

d) Semester Final Examination: **60%**

Summative Assessment 60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ	Q3			Presentation
CLO5		FEQ				Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

Text Books

1. James A. F. Stoner, R. Edward Freeman and Daniel R. Gilbert Jr, Management, Prentice-Hall of India Private Limited, India (Latest Edition).
2. Ricky W.Griffin, Management, AITBS Publishers & Distribution, India (Latest Edition).
3. Harold Koontz & Heinz Weihrichand, Essentials of Management, Tata McGraw Hill Education, India.

References

1. George R. Terry andStephen G. Franklin, Principles of Management.
2. Donnelly Gibson, &Ivancevich, Fundamentals of Management.
3. Louis E. Boone, &David L.Kurtz, Management.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** **:** 0413 MGT 113
2. **Course Title** **:** Mathematics for Decision Making
3. **Course Type (GEd/Core Course/Electives/…):** GED
4. **Year/Semester** **:** BBA 1st Year 1st Semester
5. **Academic Session** **:** 2026-27
6. **Course Teacher** **:** To be appointed
7. **Pre-requisite (If any)** **:**
8. **Credit Value** **:** 3
9. **Contact Hours** **:** 42
10. **Total Marks** **:** 100

11. Rationale of the Course:

Business Mathematics is an important part of managing business. Business and mathematics go hand in hand this is because business deals with money and money encompasses everything in itself. There is a need for everyone to manage money as some point or the other to take decisions which requires everyone to know mathematics. Business mathematics is used by commercial enterprises to record and manage business operations. Commercial organizations use mathematics in accounting, inventory management, marketing, sales forecasting, and financial analysis. It helps you know the financial formulas, fractions; measurements involved in interest calculation, hire rates, salary calculation, tax calculation etc. which help complete business tasks efficiently. Business Mathematics provides tools and techniques to analyze business data, which is crucial for making informed decisions. Business mathematics also includes statistics and provides solution to business problems. Business math is important because it helps students and practitioners understand and use mathematical concepts in real-world situations. Without business math, many business decisions would be made without a true understanding of the numbers involved or the potential consequences of important business decisions.

12. Course Objectives:

- This course helps students develop strong analytical skills that are essential for analyzing complex business problems and making informed decisions.
- This course can help students advance their career by providing them with specialized knowledge and skills that are in demand in the job market.
- Students learn how to approach problems systematically, break them down into smaller components, and solve those using mathematical models and techniques.
- It can give students a competitive edge over other candidates and open up opportunities for higher-paying and more rewarding positions.
- This course is directly applicable to real-world business scenarios, providing students with practical skills that can be immediately applied in the workplace.
- You learn how to use mathematical models and techniques to analyze data, manage risks, plan finances, and optimize operations.
- Business Mathematics provides students with tools to make informed decisions based on data analysis and modeling, which can lead to improved business outcomes.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Students will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2 C3 C4	FS TS	Perform strong analytical skills and analyze complex business problems and making informed decisions.
CLO2	C3	FS	Advance their career by providing them with specialized knowledge and skills that are in demand in the job market.
CLO3	C4	FS	Approach problems systematically, break them down into smaller components, and solve those using mathematical models and techniques.
CLO4	C3 C5	FS	Compete with other candidates and open up opportunities for higher-paying and more rewarding positions.
CLO5	C3	TS	Enter into the real-world business scenariosandapply practical skills

			that can be immediately applied in the workplace.
CLO6	C3 C4 C6	TS	Use mathematical models and techniques to analyze data, manage risks, plan finances, and optimize operations.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	**3**	3	1	2	-	-	2	**3**
CLO2	**3**	3	1	1	1	**1**	2	2
CLO3	3	**3**	**2**	1	-	-	3	3
CLO4	-	3	-	**3**	-	1	**-**	3
CLO5	3	3	-	3	-	-	2	1
CLO6	1	3	1	2	-	-	2	2

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

<u>Part: B</u>

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1: - Chapter 1:Introduction to Business Mathematics:** Explanation of Course Outline, Origin and Concepts of Number System; Classification and Properties of Number; Fraction; Exponents.	Lecturing and Group Discussion	Feedback (Formative)	CLO2 CLO4
	L-2:Chapter 1:Introduction to Business Mathematics: Equations; Factoring; Polynomials; Ordered Pairs; Relations; Functions; and Types of Functions; andGraphing of Mathematical Functions.	Lecturing and Group Discussion	Feedback (Formative Assessment)	CLO 2 CLO 4

2	**L-3 & 4:Chapter 2:Set Theory:** Sets, Set Notation, Operations with Sets, Laws of Set Operations, Venn Diagrams and Application of Set Theory.	Lecturing and Demonstration	Quiz (Formative Assessment)	CLO 2 CLO 4 CLO 5
3	**L-5 & 6:Chapter 2:Set Theory:** Solving problems using set formulas and Venn Diagrams.	Lecturing and Students' participation	Formative and Summative (Mid - 1 and Final Exam)	CLO 2 CLO 3 CLO 4 CLO 5
4	**L-7 & 8:Chapter 3: Matrix:** Definition, Types, Inverse, matrix, solving linear equations with inverse matrix,	Lecturing and Group Discussion	Formative and Summative (Mid-1 and Final Exam)	CLO 5 CLO6
5	**L-9 & 10: Chapter 3: Matrix:** Cramer's rule for matrix solution, Application problems.	Lecturing and Students' participation	Formative and Summative (Mid-1 and Final Exam)	CLO 5 CLO 6
6	**L-11 & 12: Chapter 4: Co-ordinate Geometry:** System, Distance between two points, Calculation of Equations, Passing through two points, Perpendicular & Parallel lines, Quadrant & coordinates.	Lecturing and Visual Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2 CLO 3
7	**L-13 &Chapter 4 : Co-ordinate Geometry:** Co-ordinate of Mid points, Section Formula, Locus of a point, Straight line, Slope of a line, Different forms of Straight line, Business Application.	Lecturing and Students' participation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2 CLO 3
8	**L-15 & 16: Chapter 5: Linear Equation and Functions:** Concept of linear equations, coordinates, independent and dependent variables, slopes, intercepts, Parallel and perpendicular lines, revenue cost and profit functions,	Lecturing and Students' participation	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO3 CLO 4
9	**L-17 &18:Chapter 6:Introduction to the Mathematics of Finance:**	Lecturing and Demonstration	Summative (Final Exam)	CLO 1 CLO 2 CLO 4

	Simple interest and future value, Effective rate: simple interest, Compound interest rate and the future value, the conversion period,			CLO 5 CLO 6
10	**L-19 & 20: Chapter 6 : Introduction to the Mathematics of Finance:** Compound discount: present value, effective rate: compound interest, Ordinary annuities Present values and future values,	Lecturing, Demonstration and Students' participation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2 CLO 4 CLO 5 CLO 6
11	**L-21 & 22: Chapter 6 : Introduction to the Mathematics of Finance:** Sinking fund payment, Amortization payment; Deferred annuity	Lecturing and Students' participation	Summative (Final Exam)	CLO 1 CLO 2 CLO 4 CLO 5 CLO 6
12	**L-23 & 24: Chapter 7: Indices and Surds:** Indices, Laws of Indices and Uses of Indices; Rules for Logarithms, Common Logarithms,	Lecturing and Students' participation	Summative (Final Exam)	CLO 2 CLO 3
13	**L-25: Chapter 8: Logarithm:** Calculation of Logarithm of a Number and Natural Logarithm;Uses of Log-Table, Antilogarithm, Exponential & Logarithmic series and Bionomical theorem.	Demonstration and Case Base Study	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 3 CLO 6
	L-26: Chapter 9: Permutations and Combinations: Fundamental Rules of Counting; Permutations of 'n' different Things; Circular Permutations; Permutations of Things not all different; and Restricted Permutations; Complementary Theorems; Combinations of Things not all different; Applications of Permutations and Combinations to Business Problems.	Demonstration and Case Base Study	Summative (Final Exam)	CLO 2 CLO 4 CLO 5
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 2 CLO 4

				CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 2 CLO 4 CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.In contrast,

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative): **40%**
- i) Quiz (Formative Assessment) 05
- ii) Assignment (Formative Assessment) 05
- iii) Term-paper Presentation 05
- iv) Class Attendance 05
- v) Mid-Semester (Summative Assessment) (10+10) 20

b) Semester Final Examination: **60%**
Summative Assessment 60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignme	Class	

CLO2		FEQ		nts	Attendance Marks, Based on 28 Classes.	
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

17. Learning Materials:

Text Book

- P. C. Sancheti& V. K. Kappor, Business Mathematics.

(a) Reference Books

- E.W. Martin Jr., Mathematics for Decisions Making;
- Frank S. Bundwick, Applied Mathematics for Business, Economics and Social Sciences;
- C.A. Bush & Y. J. E. Yound, Foundation of Mathematics with Application to Social & Management Science;
- Helen B. Siner, Marcia BrenerSorkin, Roslyn R. Attinson, & Gordon A. Dipaolo, “Mathematics for Decisions; and
- Kazi Zameeruddin, Business Mathematics.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 114
2. **Course Title** : Fundamentals of Accounting
3. **Course Type** : Core Course
4. **Year/Semester** : BBA 1st Year 1st Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

The Fundamentals of Accounting course is designed to provide a comprehensive understanding of the basic concepts and practices of financial accounting. The main objective of this course is to equip students with the necessary knowledge and skills to record, classify, and summarize financial transactions, and to prepare financial statements that are accurate and comply with generally accepted accounting principles (GAAP).The course covers various topics such as the accounting cycle, financial statements, adjusting entries, and the use of accounting software. Additionally, students learn about important accounting concepts such as the matching principle, accrual accounting, and the double-entry accounting system.Throughout the course, students develop critical thinking skills by analyzing and interpreting financial information, and using it to make informed decisions. This helps them to understand the significance of financial information in business operations and decision making.

12. Course Objectives:

- ☐ To provide students with a comprehensive understanding of the basic concepts and practices of financial accounting.
- ☐ To teach students how to record, classify, and summarize financial transactions in accordance with generally accepted accounting principles (GAAP).
- ☐ To equip students with the skills to prepare accurate financial statements, including the balance sheet, income statement, and statement of cash flows.
- ☐ To develop students' critical thinking skills by analyzing and interpreting financial information and using it to make informed decisions.
- ☐ To introduce students to the use of accounting software and technology in the accounting process.
- ☐ To help students understand the importance of ethical behavior and professional responsibility in the accounting field.
- ☐ To provide students with a foundation for further study in accounting and related fields, such as finance and business management.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C1	FS	Recall and define fundamental accounting concepts such as the accounting equation, double-entry system, and Generally Accepted Accounting Principles (GAAP).
CLO2	C2	FS	Explain the basic concepts of financial accounting, such as the purpose of financial statements, the difference between accrual and cash accounting, and the role of ethics in accounting.

CLO3	C3	FS	Apply the principles of double-entry accounting to record and classify various business transactions accurately.
CLO4	C4	FS	Analyze financial transactions and their impact on financial statements, demonstrating the ability to recognize relationships and patterns in financial data.
CLO5	C5	FS	Evaluate the accuracy and reliability of financial statements, applying critical thinking to assess the financial health and performance of a business.
CLO6	C6	TS	Create and generate financial statements, including income statements, balance sheets, and statements of cash flows, ensuring proper classification and presentation.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6 Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	**1**	**3**	**-**	**-**	**-**	**-**	**-**	**-**
CLO2	**-**	**-**	**-**	**-**	**-**	**-**	**3**	**3**
CLO3	**3**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
CLO4	**-**	**-**	**-**	**3**	**-**	**-**	**2**	**2**
CLO5	**-**	**-**	**-**	**-**	**5**	**2**	**-**	**-**
CLO6	**1**		**2**					**3**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Contents	Teaching Strategy(s)	Assessment Strategy	Alignment with CLO
1	**Introduction to Accounting** **L-1& 2:**Understanding Accounting, Accounting Principles and Concepts, Accountancy as a Profession, Need for Accounting, Understanding Accounting Equation, Understanding Financial Transaction and their Effect on Financial Position, Solutions of Problems.	Lecturing and Group Discussion	Quiz	***CLO1***

2	**Financial Accounting Process** **L-3 & 4:**Understanding Accounting Equation; Understanding Financial Transition and their Effect on Financial Position; and Solution of the Problems.	Lecturing and Group Discussion	Mid-term I Summative (Final Exam)	***CLO1***
3	**Processing Accounting Data** **L-5 & 6:**Understanding Accounting Statements, Various Kinds of Vouchers, The Process of Recording Business Transactions, Various Kinds of Journals, Solution of Problems.	Lecturing and Group Discussion	Mid-term I Summative (Final Exam)	***CLO1***
4	**The Ledger** **L-7 & 8:**Concept, Need of Ledger, Posting Mechanism, T Account and their Balances.	Lecturing and Demonstration	Mid-termI Summative (Final Exam)	**CLO1 CLO2**
5	**The Trial Balance** **L-10 & 11:**Understanding Trial Balance, Trial Balance and Accounting Accuracy, Preparation of Trial Balance.	Lecturing and Demonstration	Mid-term I Summative (Final Exam)	***CLO3 CLO4***
6	**Accounting System** **L-12 & 13:**Subsidy and Controlling Accounts, Purchase and Sales Journal.	Lecturing and Demonstration	Quiz	***CLO1 CLO4***
7	**Adjusting the Accounts** **L-13 & 14:**Explain the time period assumption, Explain the accrual basis of accounting, Explain the reasons for adjusting entries, Identify the major types of adjustingentries.	Lecturing and Demonstration	Mid-term II Summative (Final Exam)	***CLO1 CLO4***
8	**Adjusting the Accounts** **L-15 & 16:** Adjusting entries for deferrals, adjusting entries for accruals, the nature and purpose of anadjusted trial balance.	Lecturing and Demonstration	Mid-term II Summative (Final Exam)	***CLO1 CLO4***

9	**Final Accounts** **L-17 & 18:**Understanding Worksheet, Preparation of Worksheet, Adjusting and Closing Entries, Classified Income Statement and Balance Sheet.	Lecture, Class Exercise	Mid-term II Summative (Final Exam)	**CLO4CLO6**
10	**Final Accounts** **L-19 & 20:**Understanding Worksheet, Preparation of Worksheet, Adjusting and Closing Entries, Classified Income Statement and Balance Sheet.	Lecture, Class Exercise	Mid-term II Summative (Final Exam)	**CLO5** **CLO6**
11	**Accounting for Assets** **L-21& 22:**Accounting for Cash, Accounting for Receivable, Accounting for Fixed Assets.	Lecture, Class Exercise	Assignment	**CLO4** **CLO6**
12	**Accounting for Liabilities** **L-23 & 24:**Accounting for Short-term and Long-term Liabilities, Accounting for Owners’ Equity.	Lecture, Class Exercise	Assignment	***CLO4 CLO5***
13	**Accounting for Partnership** **L-25 & 26:**General Principles, Admission, Retirement, Liquidation.	Lecture, Class Exercise	Summative (Final Exam)	**CLO4** **CLO5**
14	**L-27: Presentation-I** **L-28: Presentation-II**	Student Activity and Group Discussion	Formative Assessment (Presentation)	

<u>Part: C</u>

15. <u>Assessment and Evaluation:</u>

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a)	Continuous Assessment (Formative):		**40%**
i)	Quiz (Formative Assessment)		05
ii)	Assignment (Formative Assessment)		05
iii)	Term-paper Presentation		05
iv)	Class Attendance		05
v)	Mid-Semester (Summative Assessment)	(10+10)	20
b)	Semester Final Examination:		**60%**
	Summative Assessment		60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

<u>Part: D</u>

16. <u>Learning Materials:</u>

Text Books

- **a)** Accounting Principles, *Jerry J. Weygandt, Wisconsin Paul D. Kimmel, Wisconsin Donald E. Kieso,* Wiley.
- **b)** Fundamentals Accounting Principles, *William W. Pyle and Kermit D. Larson,* Richard D. Irwin, Inc. Illinois.
- **c)** Financial Accounting, *R H Hermanson, J D Edwards and L G Rayburn,* Business Publications, Inc., Dallas.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	**Course Code**	**:** 0413 MGT 115
2.	**Course Title**	**:** Essentials of Communication
2.	**Course Type (GEd/Core Course/Electives/…)**	**:** Core Course
3.	**Year/Semester**	**:** BBA 1 Year 2nd Semester
4.	**Academic Session**	**:** 2026-27
5.	**Course Teacher**	**:** To be appointed
6.	**Pre-requisite (If any)**	**:**
7.	**Credit Value**	**:** 3
8.	**Contact Hours**	**:** 42
9.	**Total Marks**	**:** 100

10. Rationale of the Course:

Communication is the heart of management and effective communication is at the core of every successful business. This course is designed to prepare the students with effective tools and techniques of internal and external communication in business and social organizations to provide them with a solid foundation for the advanced communication technology suitable for the 21st century.

11. Course Objectives:

- To understand the basic concepts of business and social communication;
- To learn about fundamentals of business writings;
- To introduce with the pattern of business letters;
- To explore the fundamentals of business report writing and its presentation;
- To know about formal and informal organizational communication within and outside the organization;
- To correct their communication in symbols, gesture, nods and body language and
- To learn about public speaking, oral reporting, delivery style etc.

12. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements

CLO1	C2	FS	Demonstrate the use of basic and advanced concepts of business and socialcommunication.
CLO2	C2	FS	Discover the fundamentals of business writing and introduction of the pattern of a business letter.
CLO3	C2 C3	FS TS	Explore business report writing fundamentals and fundamentals of market reports.
CLO4	C3 C4 C5	FS TS	Effective learning of communication symbols, gestures, nods, and etiquette alsotheir implications.
CLO5	C5 C6	TS	Produce clear and concise written business documents.
CLO6	C6	TS	Delivering effective presentations of business reports and documents.
CLO7	C6	TS	Plan and conduct company reports and effective meetings.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	**-**	**-**	**-**	**3**	**2**	**-**	**-**	**2**
CLO2	**-**	**3**	**-**	**3**	**1**	**2**	**-**	**2**
CLO3	**-**	**3**	**2**	**3**	**-**	**2**	**2**	**2**
CLO4	**-**	**3**	**-**	**3**	**-**	**2**	**1**	**1**
CLO5	**-**	**3**	**3**	**3**	**-**	**2**	**3**	**2**
CLO6	**-**	**3**	**-**	**3**	**-**	**2**	**3**	**2**
CLO7	**-**	**3**	**3**	**3**	**-**	**-**	**3**	**3**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

13. Course Plan:

Week	**Topics**	**Teachin g- Learnin**	**Assessmen t Strategy**	**Correspondi ng CLOs**

		g Strateg y		
1	**L-1:** - To acquire general idea about the course Business Communication. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1
	L2&L3:Chapter1:Introduction: Meaning, Nature, Scope, Types, Importance, Principles, and Barriers of Communication; Background and Theory of Human Communication; Business and Social Communication; Factors Affecting Communication; Hierarchy of Communication Levels; Cultural Orientation in Communication, Use of Language in Communication; Major Media of Written and Oral Communication.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1
2	**L-4&5:Chapter2: Fundamentals of Business Writings:** Basic Introductory Words, Adaptation and the Selection of Words; Construction of Clear Sentences and Paragraphs; and Writing for Effect.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 2 CLO 5
3	**L-6, L-7 & 8 :Chapter 3: The Pattern of Business Letter** Directness in Initiating Routine Letters; Answering Routine Letters; Indirectness for Bad News and Persuasion; and Office Order, Circular, Notes, and Memo.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO 2 CLO 5
4	**L-9&10:Chapter 4: Application to Specific Letter** Situations and Persuasion in Purchase and Sales Writings; Pattern Variations in Collections; Work Order and Customer Complains; Filing and Indexing; and Strategy in Job Application	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2

5	**L-11,12&13: Chapter 5: Standard and Physical Aspects of Communication:** Graphic Aids to Communication; Physical Presentation of Reports & Letters; Correctness of Communication, Symbols, Gesture, Nods, Body Language, etc.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO3 CLO 4
6	**L-14 , 16& 15:Chapter 6: Organizational Communication** Tools of Internal Communication-Office Order, Office Circular, Office Notes, and Office Memos; Inter-organizational Communication-Business and Job Letters, Forwarding Letters, and Preparation of CV.	Lecturing and Visual Presentation	Summative (Final Exam)	CLO 1 CLO 2 CLO 3 CLO4 CLO5 CLO 6
7	**L-17,18 19 :Chapter 7: Other Forms of Business Communication:** Public Speaking and Oral Reporting; Different Forms of Oral Communication; Importance, Use, Preparation, Delivery Style; Documentation and Bibliography.	Lecturing and Demonstration		CLO 1 CLO 4 CLO 5 CLO 6
8	**L-20 21 22: Chapter 8 Fundamentals of Writing Business Reports** Definition**,** Characteristics, Purpose, Scope, Types, Importance of Reports; Main Body and Back Matters; Preparatory Steps in Writing Reports; Collecting Data and Organizing Materials for Writing a Report; Basics of Report Writing; Report Structure: the Shorter Form and Long Formal Reports.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 1 CLO 3 CLO6 CLO7
9	**L-23 24: Chapter 9: CompanyReports** Meaning, Nature, Purpose, Scope, and Importance of Company Reports; The Statutory Report; The Annual Report; The Director's Report; and The Auditor's Report.	Lecturing and Demonstration	Summative (Final Exam)	CLO 3 CLO 7

10	**L-25 26: Chapter 10 : Market Reports** Meaning, Nature, Purpose, Scope, and Importance of Company Reports; The Statutory Report; The Annual Report; The Director's Report; and The Auditor's Report.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3
11	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5 CLO 6
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5 CLO 6

Part: C

14. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

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Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):		**40%**
i) Quiz (Formative Assessment)		05
ii) Assignment (Formative Assessment)		05
iii) Term-paper Presentation		05
iv) Class Attendance		05
v) Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:		**60%**

Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1 & Midterm-2	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3		FEQ	Q2			
CLO4		FEQ				
CLO5		FEQ	Q3			Presentation
CLO 6		FEQ		Assignments		Presentation
CLO7		FEQ				

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16.Learning Materials:

Text Books

1. Raymond V. Lesiker, Basic Business Communication; and
2. Rajendra Pal & J.S. Korlahali, Essentials of Business Communication.

References

1. William C. Himstreet&WagneMurlinBaty, Business Communication Principles and Methods;
2. Peter Padget, Cassel, Communication Reports;
3. Sue Smithson, Business Communication Today;
4. M. Mario, Kenneth Stewart and R. Lyn Clark, Business English and Communication;
5. Betty R. Ricks and Day F. Gow, Business Communication, Systems and Application;
6. Bovee, Thill and Schatzman, Business Communication Today; and

7. L .A. Woolcott& W. R. Macmillan, Communication for Business & Secretarial Students;
8. William C. Himstreet&WagneMurlinBaty, Business Communication Principles and Methods; and
9. Sue Smithson, Business Communication Today.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

2. **Course Code** : 0413 MGT 121
3. **Course Title** : Fundamentals of Information Technology
4. **Course Type (GEd/Core Course/Electives/…):**GED
5. **Year/Semester** : BBA 1st Year 2nd Semester
6. **Academic Session** : 2026-27

Course Outline: (Outcome-Based Curriculum)

<u>Part: A – Introduction</u>

1. **Course Code** : 0413 MGT 122
2. **Course Title** : Fundamentals of Marketing
3. **Course Type** : Core Course
4. **Year/Semester** : BBA 1^{st} Year 2^{nd} Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

As consumers, we create demand, evaluate alternatives, make purchases, and experience satisfaction or dissatisfaction. This makes marketing a particularly stimulating subject for teachers and learners since its practical application is visible every day. Old rules of marketing are no longer useful to those who want to influence these new consumer's choices. Our course will lead the exploration of the leading edge of this paradigm shift that is now underway. It introduces students to the concepts and processes of marketing and takes them deeper into the work of marketing.

12. Course Objectives:

- To gain fundamental knowledge regarding marketing like, concept of customer, consumer, market, marketing environment.
- To know the behavior pattern of customer and buyer, strategy related to product, price, distribution, and communication.
-

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

No.	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Understand the basic principles and concepts of marketing
CLO2	C3	TS	Demonstrate knowledge of marketing strategies and tactics
CLO3	C3	FS	Identify and analyze target markets
CLO4	C6	TS	Develop skills in market research and analysis
CLO5	C3	FS	Understand and apply the marketing mix (product, price, place, and promotion

CLO-6	C4	TS	Analyze consumer behavior and purchasing decisions
CLO-7	C6	TS	Develop effective marketing communication strategies
CLO-8	C2	FS	Understand the role of ethics and social responsibility in marketing
CLO-9	C3	TS	Apply marketing concepts and theories to real-world situations

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create,
LD: Learning Domain: **FS**-Fundamental Skill; **TS**-Technical Skill

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO-1	2	-	-	-	-	-	-	-	-	-
CLO-2	-	-	-	-	-	-	-	2	-	-
CLO-3	-	-	-	-	-	3	-	-	-	-
CLO-4	-	2	-	-	-	-	-	-	-	-
CLO-5	-	-	-	-	-	2	-	-	-	-
CLO-6	-	-	-	-	-	-	1	-	-	-
CLO-7	-	-	-	2	-	-	-	-	-	-
CLO-8	-	-	-	3	-	-	-	-	-	-
CLO-9	1	-	-	-	-	-	-	-	2	-

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Fundamentals of Marketing. To grasp the content of the course and	Lecturing and Group Discussion	Feedback (Formative)	CLO-1

	policies for the class.			
2	**L-2 & L-3 Chapter 1: Introduction:** definition-Marketing, process definition-Customer needs, wants and demands-Market offerings – goods, services, experiencesCustomer value and satisfaction-Exchanges and relationships-Markets	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO-1
3	**L-4 & L-5**: Marketing management orientations-Customer relationship management, definition-Creating customer loyalty and retentionGrowing market and revenue share-Building customer equityMarketing mix, a brief introduction			
4	**L-6 & L-7: Chapter 2: Analyzing the Marketing Environment:** The microenvironment: The company Suppliers-Marketing intermediaries-Competitors and market structuresPublics-Customers-The microenvironment: The demographic environment-The economic environment-The natural environment-The technological environment-The political and legal environment-The social environment-The cultural environment	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO-2

5	**L-8 & L-9: Chapter 3: Customer Insights:** Marketing Information: Internal data, introductionCompetitive market intelligence, introduction-Marketing ResearchMarketing research process-Defining the problem and research objectives	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO-3
6	**L-10 & L-11: Chapter 4: Buyer Behavior:** Consumer buying behavior-Characteristics affecting consumer buying behavior	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO-4
7	**L-12 & L-13**: Types of buying decision behaviorConsumer buyer decision process-Post purchase behavior-Business buying behavior			
8	**L-14 – L-15: Chapter 5: Market Segmentation and Targeting:** Segmentation-Segmenting consumer markets-Segmenting business markets-Segmenting international markets-Requirements for effective segmentation-Market Targeting-Evaluating market segments-Selecting target market segments-Positioning strategy	Lecturing and Group Discussion	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO-5
9	**L-16 & L-17: Chapter 6: Product Strategy:** Goods, services and brands-Goods and service classifications-Product line decisions-Product mix decisions-Brand equity-Building strong brands-The new product development processProduct life-cycle strategies	Lecturing and Visual Presentation	Summative (Final Exam)	CLO -6

10	**L-18, L-19, & L-20: Chapter 7: Pricing Strategy**: Pricing – definition-Price elasticity of demand-Major pricing strategies-New product pricing-Market-skimming pricingMarket-penetration pricing-Product mix pricing-Price adjustments	Lecturing and Demonstration		CLO-6
11	**L-21 & L-22: Chapter 8: Distribution Strategy:** Nature and importance of channels-Channel behavior Vertical-Marketing logistics-Nature and importance of marketing logistics-Retailing-Wholesaling	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO-6
12	**L-23 & L-24: Chapter 9: Communications Strategy:** The promotion / communication mixAdvertising Public relations- Personal selling-Sales promotion- Direct marketingDigital and online technology	Lecturing and Demonstration	Summative (Final Exam)	CLO-7
13	**L-25 & L-26: Chapter 10 : Marketing and Society:** Social criticisms of marketing- Consumer action- Marketing ethics	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO-8
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO-1 CLO-9
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO-1 CLO-9

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

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2) Marks Distribution:

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i) Quiz (Formative Assessment)	05
ii) Assignment (Formative Assessment)	05
ii) Term-paper Presentation	05
iv) Class Attendance	05
v) Mid-Semester (Summative Assessment)(10+10)	20
b) Semester Final Examination:	**60%**
Summative Assessment	60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

(a) Text Book:

- Philip Kotler, Gary Armstrong and Marc Oliver Opresnik, Principles of Marketing (Latest Edition), Pearson Education Limited.

(b) Reference Book:

- Edward Russell, Fundamentals of Marketing (Latest Edition), AVA Publishing

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 123
2. **Course Title** : Fundamentals of Finance
3. **Course Type** : Core Course
4. **Year/Semester** : BBA 1st Year 2nd Semester
5. **Academic Session** : 2026-2027
6. **Course Teacher** : To be appointed
7. **Pre-requisite** (If any) :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

This is an introductory financial management course designed to deal with an understanding of finance theory and working knowledge of the financial environment in which the firm operates in order to develop appropriate financial strategies

12. Course Objectives

- To develop the students with the basic finance concepts, economic and financial environment, financial statement analysis, risk analysis, the valuation process.
- To understand different financial analytical tools and cash flow management techniques.
- To gain an understanding of how businesses raise capital, manage debt, and build equity.
- To become familiar with different financial analysis procedures such as capital budgeting, capital structure and dividend policy.
- To get an overview of managerial finance in the corporate world.

13. Course Learning Outcomes (CLOs)

On successful completion of the course, it is expected to get the following outcomes:

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2 C3	FS	to describe common financial markets and financial institutions
CLO2	C3	FS	to develop discounted cash flow models for using financial decisions
CLO3	C4	TS	to describe and analyse bond and stock evaluations
CLO4	C4 C5	FS	to integrate the concept of risk into valuation models and rates of return
CLO5	C3, C6	TS	to forecast future financial requirements; and the results of operations
CLO6	C6	TS	to estimate cash flow requirements and financial leverage
CLO7	C3,C4		to evaluate the use of long-term debts, stockholders' equity and hybrid financial instruments
CLO8	C5,C6		to analyse and evaluate the effect of current liability financing options on profitability and risk

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	**3**	**-**	**-**	**-**	**-**	**-**	**2**	**-**
CLO2		**3**	**-**	**2**	**-**	**-**	**-**	**-**
CLO3	**-**	**-**	**-**	**-**	**3**	**-**	**-**	**-**
CLO4	**3**	**-**	**-**	**2**	**-**	**-**	**-**	**-**
CLO5	**-**	**2**	**-**	**-**	**2**			**3**
CLO6	**-**	**3**	**-**	**-**	**-**	**-**	**-**	**-**
CLO7	**-**	**-**	**3**	**-**	**-**	**2**	**-**	**-**
CLO8		**3**	**-**	**3**	**-**	**-**	**-**	**2**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part-B:

14. Course Plan

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
1	L-1: To acquire general idea about the basics of Finance. To grasp the content of the course and policies for the class.	Lecturering and Discussion	Feedback Quiz (Formative) Test)	CLO 1
	L-2: **Introduction:** Meaning of Finance, Nature, Scope, Types of Finance, Functions of finance			
2	L-3: Goals, Principles and Importance of Finance; Financial Managers and their Roles and Duties	Lecturing and Discussion	Feedback Quiz (Formative Assessment)	CLO 1
	L-4: Different types of Financial Decisions, Factors Influencing the Financial Decisions and impact of financial decisions			
3	L-5:**Financial Environment:** Financial Markets; Primary versus Secondary Markets; Types of Financial Institutions; Financial Instruments	Lecturing and Demonstration	Quiz (Formative) and Summative (Final Exam)	CLO 2
	L-6: Fiscal Policy of Bangladesh; The Cost of Money; Interest Rates Levels			
4	L-7: The Determinants of Market Interest Rates, Application of different interest rates and Business Decisions	Lecturing and Discussion	Summative (MidSemester -1)	CLO3 &CLO 4
	L-8:**Time Value of Money:** Basic Concepts of Time Value of Money and its Applications			

5	L-9: Computing Present and Future Values	Calculating and Discussion	Formative and Summative (Final Exam)	CLO 3
	L-10: **Risk and Returns:** Basic Concepts of Financial Risk and Return; Measurement of Risk; Adjusted Rate of Return; Financial Risk and Business Risk			
6	L-11: Leverage; Expected Value; Standard Deviation and Co-efficient Variation; Portfolio Risk; Relationship between Risk and Rate of Return	Lecturing	Summative (Midterm and Final Exam)	CLO 6
	L-12: Risk management, Process of Risk Management and Calculation of Risks			
7	L- 13: **Short-Term Financing:** Sources of Short Term Financing; Accruals; Trade Credit (Accounts Payable); Short-Term Bank Loans	Lecturing and Discussion	Summative (Final Exam)	CLO 3& CLO 5
	L-14 : Accounts Receivable Financing; Inventory Financing; and Advantages and Disadvantages of Short-term Financing			
8	L-15: **Long-term Financing:** Equity Common Shares; Balance Sheet Accounts; Legal Rights and Privileges of Common Shareholders	Lecturing and Discussion	Assignment and Presentation (Formative Assessment)	CLO7
	L-16: Evaluation of Common Shares as a Source of Funds; Market for Common Shares; Types of Preference Shares			

9	L- 17: Evaluation of Preferred Shares as a Source of Fund; Investments Banking Process; Traditional Debt Instruments; Evaluation of Long Term Debt as a Source of Fund; Equity versus Debt Finance L-18: **Lease Financing:** Nature, Types and Importance of Lease Finance; Purchase versus Leasing	Lecturing and Discussion	Summative (Quiz and Semester Final)	CLO6 & CLO 8
10	L-19: Computing different lease financing L-20: **Dividend Policy:** Meaning of dividend and dividend policy, Objectives of dividend policy, Forms of dividend, Types of dividend policy	Calculating and Discussion	Summative (Final Exam)	CLO 8
11	L- 21 : Stock split and its reasons, Reverse stock split, Stock repurchase, Theories of dividend policy L-22: Computing Mathematical problems	Calculating and Discussion	Summative (Semester Final)	CLO 4& CLO 6
12	L-23: **Financial Institutions in Bangladesh:** Need for Financial Supports; Financial Institutions at the Government and Non- Government Levels of Bangladesh; Supply and Demand side Analysis of Support and Assistance in Bangladesh L-24: Forms, Functions and Problems of Financing Institutions like Bangladesh Development Bank (BDB), Investment Corporation of Bangladesh (ICB), World Bank, IMF, Asian Development Bank, Islamic Development Bank etc.	Lecturing and Demonstrati on	Summative (Final Exam)	CLO7, CLO5
13	L-25: Review of the course	Response to Student's query and	Tutorial Performance (Formative	CLO1- CLO8

	L-26: Solve Class	discussion	Assessment)	
14	L-27: Presentation-I L-28: Presentation session –I1	Evaluate student's presentation	Formative Assessment (Presentation)	CLO3-CLO8

Part-C

15. Assessment and Evaluation

1. Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2. Marks distribution:

Assessment Techniques	**Marks (100)**
a) ***Continuous Assessment (Formative)***	**40%**
(i) Quiz (Formative Assessment)	05
(ii) Assignment/Presentation	10

(iii)Class Attendance	05
(iv)Mid-Semester (Summative Assessment)	20
(b)**Summative Assessment**	**60%**
Semester Final Examination	60

Course Learning Outcomes (CLOs)		Evaluation				
		SMEF(Summative) 80% CA(Formative) 20%				
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO 1	Midterm -1	FEQ		assignment	Class Attendance Marks, Based on 28 Classes.	
CLO 2		FEQ	Quiz 1			
CLO 3	Midterm -2	FEQ				
CLO 4		FEQ	Quiz 2			Presentation
CLO 5		FEQ				
CLO 6		FEQ				
CLO 7		FEQ				Presentation
CLO 8		FEQ				

(3) **Make-up Procedures:**

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.)

<u>**Part-D**</u>

16. Learning Materials

(a) Text Books:

15. L. J. Gutaman: Principles of Managerial Finance; and
16. I. M. Pandey, Financial Management.

(b)Reference Books:

1. SCH Besly& E. F. Brigham, Essentials of Managerial Finance;
2. S. B. Bloke & G.A. Hirt, Foundation of Financial Management;
3. Eugene F. Brigham, Fundamentals of Financial Management;
4. R. L. Johnson: Financial Decision Making;
5. Vanhorn, J. C., Fundamentals of Financial Management;
6. Weston and Brigham, Managerial Finance;
7. B.D. Bird and Perison, Business finance;
8. Brealey and Myers, Principles of Corporate Finance;and
9. Charled W. Haley and Schall J.T. Auth, Introduction to Financial Management.

Course Outline: (Outcome-Based Curriculum)

<u>**Part: A – Introduction**</u>

1.	**Course Code**	**:** 0413 MGT 124
2.	**Course Title**	**:** General Science & Environment

Course Outline:(Outcome-Based Curriculum)

Part: A - Introduction

1. Course Code : 0413 MGT 125
2. Course Title : Fundamentals of Statistics
3. Course Type (Ged/ Core Course/ Electives/……) : Core Course
4. Year/Level/ Semester/Term : BBA 1stYear 2nd Semester
5. Academic Session : 2026-2027
6. Course Teacher : To be appointed
7. Pre-requisite (If any) :
8. Credit Value : 3
9. Contact Hours : 42
10. Total Marks : 100

11. Rationale of the Course:

This is an introductory statistical course designed to deal with the basic statistical tools, techniques, and methods common in business applications for providing a solid foundation for the advanced courses of statistics, business research, and the different surveys of social research.

12. Course Objectives:

The main objective of the course is to develop the students with basic statistical tools, techniques, and processes and thus to apply the statistical concepts in business and social research in such a way as to enhance their ability to interpret data in managerial decision-making.

13. Course Learning Outcomes (CLOs):

After completion of the course, the students will able to–

CLOs	LT	LD	Learning Outcomes Statements
CLO1	**C2**	**FS**	Articulatewhat is statistics? And describe information using a range of numerical and graphical procedures.
CLO2	**C2**	**FS**	Explore sample information and apply the scientific process to arrive at portable conclusions about population values.
CLO3	**C4**	**TS**	Analyze central tendency, dispersion, standard deviation, variance etc.
CLO4	**C3**	**TS**	Demonstrate statistical relationships between variables in data sets and predict values of strategic variables using correlations and regression analysis a basic understanding of product and service design and competitive priorities.

CLO5	**C3**	**TS**	Present the index number and measure the standard of living.
CLO6	**C2**	**FS**	Identify the statistical findings published by the media, research agencies, and the government to validate and verify their accuracy

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive;
P: Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	3							8
CLO 2								
CLO 3		2	3					8
CLO 4								
CLO 5					5			8
CLO 6				4			7	8

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course plan:

Week	Topic	Teaching learning strategy	Assessment Strategy	Corresponding CLOs
1	**L-1Introduction:** Meaning and definition, nature and scope, functions, of Statistics. **L-2:**Is Statistics Art or	Lecturing and Group Discussion	Feedback (Formative and Summative Assessment Mid-1 and Final	CLO 1

	Science? Users of Statistics, History, and Subdivision within Statistics.		Exam)	
2	**L-3 Collection of Data:**Primary data, secondary data, its advantages and disadvantages methods of collecting primary data, sources of secondary data. **L-4:** Designing a questionnaire, structured and unstructured questionnaire, selection of appropriate method, processing of data. **L-5 Presentation of Data:**Classification of data, types of classification, formation of a frequency distribution,	Lecturing, Demonstration, and Group Discussion	Assignment and presentation Feedback Quiz Exam (Formative Assessment)	CLO 2 CLO 2
3	classification according to class interval. **L-6:** Tabulation of data, charting data, types of diagram, choice of a suitable diagram, line graphs, graphs of frequency distribution.	Lecturing and Group Discussion	Feedback (Formative)	CLO 2
4	**L-7 Measures of Central Tendency:**Concept of Central Tendency, Its uses, advantages, and	Lecturing and Discussion	Feedback Quiz (Formative Assessment)	CLO 3

5	disadvantages, the objective of average, and features of a good average. **L-8:** Determination of Arithmetic mean. Median and Mode, Geometric mean, Harmonic mean, General limitations of an average. **L-9 Measures of Dispersion:** Significance of measuring dispersion, Properties of a good measure of variation, methods of studying variation, Absolute and Relative measures of variation, Range. **L-10:** Quartile Deviation, The Average Deviation, Standard Deviation, Lorenz Curve.	Lecturing and Discussion	Summative Assessment (Final Exam)	CLO 3

6	**L-11 Skewness, Moments, and Kurtosis:**Concept of Skewness, its use, measurement of Skewness. **L-12:** Differences between Variation and Skewness, Moments, Kurtosis, Measures of Kurtosis	Lecturing and Group Discussion	Assignment and presentation	CLO 3
7	**L-13 CorrelationAnalysis:** Concept of correlation, Its use, characteristics, coefficient of correlation, the significance of the correlation, types. **L-14:**Scatter Diagram Method, Karl Pearson's Coefficient of correlation	Lecturing and Discussion and Demonstration	Summative Assessment (Final Exam)	CLO 4
8	**L-15:** Karl Pearson's Coefficient of Correlation. **L-16:** Least Square Method	Discussion and Demonstration	Formative &Summative Assessment (Mid-2 and Final Exam)	CLO 4
9	**L-17 Regression Analysis:** Concept of	Learning and discussion	Assignment (Summative	CLO 4

	Regression, Difference between Correlation and Regression, The Linear Bivariate Regression model. **L-18:**Regression lines, Regression Equation, Regression Equation Y on X and **Equation** X on Y		Assessment)	
10	**L-19:** Deviations taken from Arithmetic Means of X and Y, Deviations taken fromAssumed Mean **L-20:** Regression Coefficients and Coefficients of Determination.	Lecturing and Discussion	Assignment (Summative Assessment)	CLO 4
11	**L-21Chi-Square and Analysis of Variance:** Introduction to Chi-Square as a test of Independence. **L-22:** Chi-Square as a Test of Goodness of Fit.	Lecturing and Discussion	Summative Assessment (Final Exam)	CLO 4
12	**L-23:** Testing the Appropriateness of a Distribution. **L-24:**Analysis of Variance, Inference about Population	Lecturing and Discussion	Summative Assessment (Final Exam)	CLO4

	Variance, and Inferences about Two Population Variance.			
13	**L-25Index Number:** Concept of Index Number, its use and characteristics, Purpose of the Index. **L-26:**Computation of Price Index	Lecturing and Discussion	Quiz Exam (Formative Assessment)	CLO 5
14	**L-27:**Different Methods of Index Numbers. **L-28:**The Family Budget Method	Lecturing, Group Discussion and Demonstration	Quiz Exam (Formative Assessment)	CLO5

Part: C

16. Assessment and Evaluation:

4) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would consistof both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning,and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

5) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i)	Quiz (Formative Assessment)		05
ii)	Assignment (Formative Assessment)		05
iii)	Term-paper Presentation		05
iv)	Class Attendance		05
v)	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ		Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ	Q1			
CLO3		FEQ	Q2			
CLO4	Midterm-2	FEQ				Presentation
CLO5		FEQ	Q3			Presentation

6) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for a re-take of an in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close relative, etc.).

Part: D

17. Learning Materials:

a. Text Book:

- An Introduction to Statistics, Mohammad Ali Mian and M. Alimullah Miyan, Ideal Books.

  b. Reference Book:
- Business Statistics, S.P. Gupta and M.P. Gupta

Course Outline: (Outcome-Based Curriculum)

<u>Part: A – Introduction</u>

1. Course Code	**:** 0413 MGT 211
2. Course Title	**:** Microeconomics
3. Course Type (GEd/Core Course/Electives/…)	**:** GED
4. Year/Semester	**:** BBA 2nd Year1st Semester.
5. Academic Session	**:**
6. Course Teacher	**:** To be appointed
7. Pre-requisite (If any)	**:**
8. **Credit Value**	**:** 3
9. Contact Hours	: 42
10. Total Marks	**:** 100
11. Rationales of the course	**:**

Microeconomics is an introductory economic course to deal with the choices and decisions that must be made to manage scarce resources available in the organization. This course introduces basic economic concepts and analysis, supply and demand analysis, firm and individual behavior theory, competition, and welfare economics. In this course, students will learn how and why these decisions are made and how they affect one another in the economy.

12. Course objectives

The course's main objective is to provide ideas about choice, decisions, and scarcity of resources at the level of an individual firm. It will deal with basic economic concepts and analysis, supply and demand analysis, theory of firm and individual behavior.

13. Course learning outcomes: After the successful completion of this course, students will be ableto

CLOs	**LT**	**LD**	**Learning outcome statement**
CLO1	C2	FC	Develop a solid understanding of the fundamental principles and concepts of microeconomics and apply microeconomic principles to real-world scenarios.
CLO2	C4	FG	Analyze market structures, such as perfect competition, monopolistic competition, oligopoly, and monopoly, and understand their implications for pricing, output, and market behavior.
CLO3	C5	TC	Illustrate consumer decision-making processes, factors affecting demand, and how utility theory informs consumer choices.

CLO4	C3	TC	Predict production costs, revenue concepts, and profit maximization strategies for firms operating in different market structures.
CLO5	C3	TC	Calculate and interpret price and income elasticities to assess the responsiveness of consumers and producers to changes in prices and incomes.
CLO6	C5	FC	Analyze short-run and long-run production decisions, cost structures, and economies of scale for firms in various market structures.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	2	1		3				
CLO2		2		3				1
CLO3		1	2	3				
CLO4		3	2					1
CLO5		2	3					1
CLO6	1			3				2

14. Course plan

Week	Topic	Teaching-Learning Strategy	**Assessment Strategy**	Corresponding CLOs
1	**Introduction:** Definition, Nature, and Scope of Economics; Definition of Microeconomics and Macroeconomics; Microeconomics Vs. Macroeconomics; Basic (Central) Problems of Economics.Basic concepts and characteristics of Market Economics, Socialist Economics, and Mixed Economics.	Lecture, discussion, problem-solving.	Quiz (Formative)	CLO1

2	Microeconomics theories; Scope of Economic Theories. Some Basic Concepts: Product, Commodity, Need-Want-Demand, Utility, and Consumption.	Lecture,visual presentation,	Quiz (Formative)	CLO1
3	**Theories of Demand and Supply:** Basic Elements of Supply and Demand; Supply and Demand in Individual Market; Demand Functions; Law of Demand, Determinants of Demands for a Commodity Markets; Demand Curve; Supply Functions; Supply Curve; Determinants of Supply.	Lecture, Individual, paired, and small-group exercises.	Quiz and Class test (Formative)	CLO2, CLO3
4	The elasticity of Demand and Supply; Price elasticity; Income elasticity; Cross elasticity; and Demand and Supply Equilibrium. **Concepts of Markets:** Market Structure; types of Market Structure; Competitive and None-Competitive Markets; Perfect and Imperfect Markets.	Lecture, Individual, paired, and small-group exercises.	Quiz and Class test (Formative)	CLO2, CLO3, CLO4, CLO5
5	**Perfect competition:** Definition, characteristics, advantages, and disadvantages; price determination under a perfectly competitive market. **Monopoly:** Definition, characteristics, advantages, and disadvantages; price determination under a monopoly market.	Lecture, Demonstration	Quiz (Formative)	CLO2, CLO4

6	Oligopoly: Definition, characteristics, advantages, and disadvantages. Duopoly, Monopolistic Competition; Definition, characteristics, advantages, and disadvantages Uncertainty and Game Theory in Economic Behavior.	Lecture, Demonstration, visual presentation.	Quiz (Formative), Midterm, and Final exam (Summative)	CLO2, CLO4
7	Marginal Revenue and Monopoly; Factors of Production; Market, and Government in a Modern Economy; Law of Diminishing Returns	Lecture, Demonstration, visual presentation	Quiz (Formative), Midterm, and Final exam (Summative)	CLO2, CLO4,
8	**Theory of Production:** Production and Production Functions; Total, Average, and Marginal Products; Production Isoquants.	Lecture, Demonstration, visual presentation	Quiz and Class test (Formative)	CLO1, CLO2, CLO4
9	Factors of Production; Marginal Rate of Technical Substitution; Cost Ratios and Optimization of Production Level. Long-run Production Functions; Short-run Production Functions.	Lecture, Demonstration, problem-solving	Midterm, and Final exam (Summative)	CLO1, CLO4
10	Economies and Diseconomies of Scale (Internal and External); the Law of Variable Proportion. Law of Returns to Scale: Increasing, Decreasing, and Constant Return to Scales, Production-Possibility Curve.	Lecture, Demonstration, problem-solving	Midterm, and Final exam (Summative)	CLO1, CLO4
11	**Theory of Distributions:** The Distribution of Incomes, Wages, Rents, and Profits; Income and the Pricing of Factors of	Lecture,Individual, paired, and small-group exercises.	Quiz and Class test (Formative)	CLO1, CLO4, CLO6

	Production. Wages and the Labor Market; Labor Unions and Collective Bargaining, Land, Natural Resources and Capital.			
12	**Theory of Costs:** Short-Run Cost; Long-Run Cost; Derivation of Long-Run Cost from Short-Run Cost; Opportunity cost.Fixed Cost, Variable Cost, Total Cost, Marginal Cost; Law of Variable Proportions; Calculation of cost.	Lecture,Individual, paired, and small-group exercises.	Midterm, and Final exam (Summative)	CLO3, CLO4, CLO6
13	**Theory of Consumer Behavior:** Utility Analysis; total utility, marginal utility, average utility, Law of Diminishing Marginal Utility.Equilibrium; Types of equilibrium; Indifference Curve Analysis; Budget line and its properties.	Lecture,Individual, paired, and small-group exercises.	Case-study. (Formative), Midterm, and Final exam (Summative)	CLO3, CLO4, CLO6
14	Effects of Price and Income Change on Consumer Equilibrium;Consumer Surplus; Producer Surplus; and Engel Curve and its Application.	Lecture,Individual, paired, and small-group exercises.	Case-study. (Formative), Midterm, and Final exam (Summative)	CLO1, CLO3

15. Assessment and Evaluation

1) Assessment strategy

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gaina pass mark. the use of grades or classifications, such as credit, merit, and distinction, are indicative of the level of achievement of the learning outcomes. Assessment methods would be of both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. it includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversations, and more.

In contrast, summative assessment evaluates student learning knowledge, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

- Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution

a) Continuous assessment (Formative) : 40%

i. Quiz/ Assignment (Formative Assessment) 05
ii. Term-paper Presentation 10
iii. Attendance 05
iv. Mid-term (Summative Assessment) 10+10 20

b) Summative assessment: 60%

Course Learning Outcome (CLOs)	**Assessment**				
	SMEF (Summative) 80%		CA(Formative) 20%		
	Midterm (20%)	Final Examination (60%)	Quiz (10%)	Assignment (5%)	Presentation (5%)
CLO1	Midterm	FEQ			
CLO2		FEQ	Quiz		
CLO3	Midterm	FEQ			
CLO4		FEQ	Quiz		
CLO5		FEQ		Assignment	Presentation
CLO6		FEQ		Assignment	Presentation
CLO7		FEQ			

16. Learning material

a. Text Book:

K.K. Dewett, Modern Economic Theory.

b. Reference Books:

Paul A Samuelson & William D. Nordhaus, Economics;
E. Mansfield, Microeconomics: Theory and Applications;
K.R. Dovett, Modern Economic Theory;
R.A. Bilas, Microeconomic Theory;
Dominick Salvatore, Theory and Problems of Microeconomics; and
P. Wonnacott& R. Wonnacott, An Introduction to Microeconomics.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code	**:** 0413 MGT 212
2. Course Title	**:** Business Law
3. Course Type	**:** Core Course
4. Year/Semester	: BBA 2nd Year 1st Semester
5. Academic Session	**:**2026-2027
6. Course Teacher	**:** To be appointed
7. Pre-requisite (If any)	:
8. Credit Value	**:** 3
9. Contact Hours	**:** 42
10. Total Marks	**:**100

11. Rationale of the Course:

This is an introductory law course designed to deal with an understanding of laws relating to business arena with a view to making the students effective for decision making in contemporary issues of laws.

12. Course Objectives

- To develop awareness of legal principles involved in economic and business transactions
- To familiarize students with the legal terminology used in business and to enable them to read provisions of law.
- Identify the sources of law and describe their effects.
- To develop habit of analytical thinking and logical reasoning as a technique of decision making in the students.
- To understandand applyacceptable attitudes and viewpoints with respect to legal / ethical issues in practical business contexts.

13. Course Learning Outcomes (CLOs)

On successful completion of the course, it is expected to get the following outcomes:

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2 C3	FS	Explain, characterize, and classify the business law.Be able to understand the general meaning of Law & Ethics and the legal system of different business in Bangladesh including the Judicial system and sources of Law.
CLO2	C3	FS	Be able to understand the different types of contractual obligations and business associations in Bangladesh.
CLO3	C4	TS	Be able to understand and differentiate between Trademarks, Copyrights and Patents and the concept of intellectual Property protection.
CLO4	C4 C5	FS	Identify, formulate and solve the problems related to business law.
CLO5	C3, C6	TS	Apply basic legal knowledge to business transactions after Communicating effectively using standard business and legal terminology
CLO6	C6	TS	Ability to hold a discussion and form educated strategies/policies on issues involving legal risks, ethical issues and liabilities

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	**3**	**-**	**-**	**-**	**-**	**-**	**2**
CLO2		**3**	**-**	**2**	**-**	**-**	**-**
CLO3	**-**	**-**	**2**	**-**	**3**	**-**	**-**
CLO4	**-**	**-**	**-**	**2**	**-**	**3**	**-**
CLO5	**-**	**2**	**-**	**-**	**2**		
CLO6	**-**	**3**	**-**	**-**	**-**	**-**	**2**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part-B:

14. Course Plan

Week	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
1	L-1: To acquire general idea about the course business law. To grasp the content of the course and policies for the class. L-2: **Law of Contract:** Definition and Essential Elements of a Contract; Offer and Acceptance	Lecturering and Discussion	Feedback Quiz (Formative) Test)	CLO 1
2	L-3: Consideration; Void and Voidable Agreements; Free Consent Performance of Contracts; L-4: Termination and Discharge of Contracts; Bailment Pledge; and Remedies for Breach of Contracts.	Lecturing and Group Discussion	Feedback Quiz (Formative Assessment)	CLO 1
3	L-5:**Partnership Act:** Definition, Formation and Essential Elements of Partnership L-6:Relations of Partners and their Powers, Rights and Duties	Lecturing and Demonstration	Quiz (Formative) and Summative (Final Exam)	CLO 2
4	L-7: Dissolution of Partnership and its Consequence. L-8: **Company Act:** Definition, Types and Formation of Company; Prospectus	Demonstration with Slide Presentation	Summative (Final Exam)	CLO 4

5	L-9: Memorandum of Association and Articles of Association; Management of Company-Power, Duties and Responsibilities of Chairman	Demonstration with Slide Presentation	Formative and Summative (MidSemester-2 and Final Exam)	CLO 3
	L-10: Managing Director, Director and Secretary of the Company; and Winding up of the Company.			
6	L-11: **Negotiable Instrument Act:** Definition, Nature and Types of Negotiable Instruments	Lecturing	Summative (Midterm and Final Exam)	CLO 3
	L-12:Rights and Liabilities of different Parties of Negotiable Instruments; and Dishonor of Negotiable Instruments.			
7	L- 13: Midterm 1	Lecturing and Discussion	Summative (Final Exam)	CLO 3
	L-14 : **Sale of Goods Act:** Definition of Buyer, Seller, Good and Agreement to Sale			
8	L-15: Essential Elements; Transfer of Ownership; and Performance of Contract of Sale.	Lecturing and Discussion	Assignment and Presentation (Formative Assessment)	CLO4
	L-16: **Carriage of Goods Act:** Definition and Explanation of Rules and Regulations relating to Carriage Goods by Land.			

9	L- 17: Regulations relating to Carriage Goods by Sea and Air. L-18: Definition of insurance, Characteristics of insurance.	Lecturing and Discussion	Summative (Semester Final)	CLO3 & CLO 4
10	L-19: Types of insurance, duties and rights of a policy holder. L-20: Surprise quiz test based on some practical cases	Lecturing and Discussion	Summative (Final Exam) Case Study Report (Formative Assessment)	CLO 5
11	L- 21 : Case solution class L-22: Case solution class	Lecturing and Discussion	Summative (Semester Final)	CLO 5 & CLO 6
12	L-23: Quiz 2 L-24: Techniques of Practical Case solution	Demonstrati on and Case Base Study	Summative (Final Exam) Case Study Report (Formative Assessment)	CLO3, CLO4
13	L-25: Review of the course L-26: Solve Class	Response to Student's query and Discussion	Tutorial Performance (Formative Assessment)	CLO1-CLO5

14	**L-27:** Presentation-I	Evaluate student's presentation	Formative Assessment (Presentation)	CLO1-CLO5
	L-28: Presentation session –I1			

<u>**Part-C**</u>

15. Assessment and Evaluation

1. Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2. Marks distribution:

Assessment Techniques	**Marks (100)**
a) ***Continuous Assessment (Formative)***	**40%**
(v) Quiz (Formative Assessment)	05
(vi) Assignment/Presentation	10

(vii) Class Attendance	05
(viii) Mid-Semester (Summative Assessment)	20
(b)**Summative Assessment**	**60%**
Semester Final Examination	60

Course Learning Outcomes (CLOs)		Evaluation					
		SMEF(Summative) 80% CA(Formative) 20%					
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	**Attendance (5%)**	Presentation (5%)
CLO 1	Midterm-1	FEQ		assignment	Class Attendance Marks, Based on 28 Classes.	
CLO 2		FEQ	Quiz 1			
CLO 3	Midterm-2	FEQ				
CLO 4		FEQ	Quiz 2			Presentation
CLO 5		FEQ				Presentation

(3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.)

Part-D

16. Learning Materials

(a) Text Books:

1. A.K. Sen and J.K. Mitra, Commercial Law; and

2. M.C. Shukla, A Manual of Mercantile Law.

(b) Reference Books:

1. M.C. Kuchhal, Mercantile Law;
3. Charleworth and Cain, Company Law;
4. A. A. Khan, Labor and Industrial Law.
5. Law of Contract;
6. Partnership Act 1932;
7. Company Act 1991 & 1994;
8. Bangladesh Labor Code, 2006; and
9. Relevant Statutes, Manuals and Amendments.

Course Outline :(Outcome-Based Curriculum)

Part: A - Introduction

1.	Course Code	: 0413 MGT 213
2.	Course Title	: Business Analytics
3.	Course Type (Ged/ Core Course/ Electives/……)	: Core Course
4.	Year/Level/ Semester/Term	: BBA 2ndYear 1stSemester
5.	Academic Session	: 2026-2027

Course Outlines

Part A- Introduction

17. Course Code : 0413 MGT 214

Course Title : Financial and Investment Management

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	**Course Code**	**:** 0413 MGT 215
2.	**Course Title**	**:** Entrepreneurship Development
3.	**Course Type (GEd/Core Course/Electives/…)**	**:** Core Course
4.	**Year/Semester**	**:** BBA 2nd Year 1st Semester
5.	**Academic Session**	**:** 2026-27
6.	**Course Teacher**	**:** To be appointed
7.	**Pre-requisite (If any)**	**:**
8.	**Credit Value**	**:** 3
9.	**Contact Hours**	**:** 42
10.	**Total Marks**	**:** 100

11. Rationale of the Course:

This course has been designed to make the students understand about the concept, theories, practices and importance of entrepreneurship. In order to do so; it is consisting of different learning material which include both prominent theories and concepts and also real life examples of best practices in diversified parts of the world. Through comprehensive and multidimensional learning episodes, students will be able to know about: historical development of the field of entrepreneurship, theories of entrepreneurship, what are really needed to be an entrepreneur, benefits of becoming an entrepreneur for an individual and also for the country etc.

12. Course Objectives:

- To articulate the characteristics of good entrepreneur;
- Make students acquainted with entrepreneurship, and the entrepreneurial challenges of starting new ventures;
- Enable students to investigate, understand and internalize the process of setting up an enterprise;
- to analyzed different theories and models to the development of entrepreneurship;
- to create value through recognition of business opportunities.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C2 C4	FS	Gain better understanding of the entrepreneurial qualities and environment of being an entrepreneur.
CLO2	C3	FS	Get enthusiasm through knowing the roadmap followed by successful national and international entrepreneurs.
CLO3	C3	TS	Apply acquired knowledge that can help them in practical life.

CLO4	C5 C6	FS	Examine the potential of small businesses in Bangladesh and explore the role of government in creating the business environment.
CLO5	C6	C	Develop business plan to run small business focusing women.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	**3**	-	-	-	1		-	**-**	-	-
CLO2	**3**	-	-	1	-		-	2	-	-
CLO3	1	**3**	**3**	-	-	-	3	-	-	-
CLO4	-	-	-	**-**	-	-	**2**	-	-	-
CLO5	-	2	-	2	-	1	1	-	**-**	**-**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Entrepreneurship Development and SME Management. To grasp the content of the course and policies for the class			CLO1
2	**L-2, 3, 4 & 5:** - **Introduction:** Entrepreneurship: Definition, Historical Background of Entrepreneurship in Bangladesh, Characteristics, Functions, Roles, Classification, Entrepreneurship and Economic Development, Entrepreneurship as a Critical Resource - Entrepreneur: Definition, Features, Qualities,	Lecturing and Group Discussion	Feedback (Formative)	CLO 1 CLO2 CLO3

	Classification, Differentiate Mangers from Entrepreneur; Intrapreneurship versus entrepreneurship; Concept, Features and Difference from Entrepreneurship; Ethics and Social Responsibility of Entrepreneurs.			
3	**L-6, 7,& 8 : Chapte2: Theories o f Entrepreneurship Development:** Psychological or personal theory; Achievement motivation theory; Motive acquisition theory; Risk-taking theory; Internal-external locus of control theory; Background factor theory; Innovation theory.	Lecturing and Demonstration	Mid-1 (Formative Assessment)	CLO 4
4	**L-9, 10, 11& 12 : Chapter 3: Environment of Entrepreneurship:** Factors Affecting Entrepreneurial Environment-Classification of Business Environment: Political, Legal, Economic and Technical Aspects; Main Characteristics and Salient Features of Industrial Policy; and Assessing Entrepreneurial Environment.	Lecturing and Demonstration with video presentation	Formative and Summative	CLO 1 CLO4

5	**L-13, 14, 15 & 16: Chapter 4: Women and other Social Entrepreneurship**: Women Entrepreneurship and Economic Development; Problems, Prospects and Success Factors of Women Entrepreneurship in Bangladesh; Background, Characteristics, Basic Concepts, Principles and Models of Social Entrepreneurship and Social Business; and Cases of Successful Entrepreneurs.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 5
6	**L-17, &18: Chapter 5: Small Business in Bangladesh:** Role and problems of small business; Business practice in Bangladesh; MIDAS and its MIDI program; Role of SME foundation; BSCIC and other organizations under the entrepreneurship and small business development in Bangladesh; Women entrepreneurship in Bangladesh; SME policy strategies in Bangladesh.	Lecturing	Formative and Summative)	CLO 2 CLO 4
7	**L-6:Chapter 19, & 20: Introduction to SMEs:** Concept ofSMEs in different Countries; Role and Features of SMEs: Comparison with Large Business; Fields of SMEs; Government Policies and Support of SMEs Development in Bangladesh; Problems of SMEs; and Current Status of SMEs in Bangladesh.	Lecturing	Summative (Final Exam)	CLO 2 CLO 4

8	**L-21 & 22: Chapter 7: Management of SMEs:** Understanding various Aspects of Small Business Management; Marketing of Small Business; Financial Management of Small Business; and Legal Aspects of Small Business.	Lecturing	Formative and Summative	CLO 2 CLO 4
9	**L-23, & 24: Chapter 8: Business Plan:** Business Plan: Concept, necessity, elements; Detailed outline of a business plan; Writing a winning business plan; Reasons for failing business plan; Case studies on generating business ideas and identifying problems and opportunities.	Lecturing	Formative and Summative	CLO 1 CLO 2 CLO3
10	**L-25 & 26: Chapter 9: Government Role:** Promoting entrepreneurship with various incentives, subsidies, and grants – with special reference to 'Export-oriented units'.	Lecturing	Formative and Summative	CLO2 CLO4
11	**L-27:** Presentation-I	Student Activity and Group Discussion Presentation	Assignment and Presentation (Formative Assessment)	
12	**L-28:** Presentation-I	Student Activity and Group Discussion Presentation	Assignment and Presentation (Formative Assessment)	

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment

Formative assessment

2) Marks Distribution:

a) Continuous Assessment (Formative): **40%**

- i) Assignment (Formative Assessment) 05
- ii) Term-paper Presentation 10
- iii) Class Attendance 05

iv) Mid-Semester (Summative Assessment) (10+10)20

b) Semester Final Examination: **60%**

Summative Assessment 60

Course Learning Outcomes (CLOs)	**SMEF(Summative) 80%**				
	Midterm (20%)	**Final Examination (60%)**	**Assignment (5%)**	**Attendance (5%)**	Term-paper **Presentation (10%)**
CLO1	Midterm-1	FEQ	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ			
CLO3	Midterm-2	FEQ			
CLO4		FEQ			Presentation
CLO5		FEQ			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a.Text Books:

- Thomas W. Zimmerer and Norman M. Scarborough, Essentials of Entrepreneurship and Small Business Management; and
- Thomas W. Zimmerer and Norman M. Scarborough,and Robert D. Hisrich and Michael P. Peters, Essentials ofEntrepreneurship and Small Business Management, Latest Edition, Published byAmazon.com.

b. Reference Books:

- TahlilAzim**,** Entrepreneurship Development in Bangladesh**,** Latest Edition, Published by the University Grants Commission of *Bangladesh* S.S. Khanka, Entrepreneurial Development;
- Muhammad Mohiuddin, Entrepreneurship Development;
- Volkmann, Christine k.-Tokarski, kim Oliver & Ernst- kati, social entrepreneurship and social business: an introduction anddiscussion with case studies;
- Chao Guo and wolfgang Bielefeld, Social Entrepreneurship : An Evidence-Based Approach to Creating Social Value;

- S. R. Sondeno : Small Business Management Principles;
- John G Burch, Entrepreneurship;

Course Outline: (Outcome-Based Curriculum)

<u>Part: A – Introduction</u>

1. Course Code	**:** 0413 MGT 221
Course Title	**:** Microeconomics
2. Course Type (GEd/Core Course/Electives/…)	**:** GED
3. Year/Semester	**:** BBA 2nd Year1st Semester.
4. Academic Session	**:**
5. Course Teacher	**:** To be appointed
6. Pre-requisite (If any)	**:**
7. **Credit Value**	**:** 3
8. Contact Hours	: 42
9. Total Marks	**:** 100
10. Rationales of the course	**:**

Microeconomics is an introductory economic course to deal with the choices and decisions that must be made to manage scarce resources available in the organization. This course introduces basic economic concepts and analysis, supply and demand analysis, firm and individual behavior theory, competition, and welfare economics. In this course, students will learn how and why these decisions are made and how they affect one another in the economy.

11. Course objectives

The course's main objective is to provide ideas about choice, decisions, and scarcity of resources at the level of an individual firm. It will deal with basic economic concepts and analysis, supply and demand analysis, theory of firm and individual behavior.

12. Course learning outcomes: After the successful completion of this course, students will be ableto

CLOs	LT	LD	Learning outcome statement
CLO1	C2	FC	Develop a solid understanding of the fundamental principles and concepts of microeconomics and apply microeconomic principles to real-world scenarios.
CLO2	C4	FG	Analyze market structures, such as perfect competition, monopolistic competition, oligopoly, and monopoly, and understand their implications for pricing, output, and market behavior.
CLO3	C5	TC	Illustrate consumer decision-making processes, factors affecting demand, and how utility theory informs consumer choices.
CLO4	C3	TC	Predict production costs, revenue concepts, and profit maximization strategies for firms operating in different market structures.

CLO5	C3	TC	Calculate and interpret price and income elasticities to assess the responsiveness of consumers and producers to changes in prices and incomes.
CLO6	C5	FC	Analyze short-run and long-run production decisions, cost structures, and economies of scale for firms in various market structures.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	2	1		3				
CLO2		2		3				1
CLO3		1	2	3				
CLO4		3	2					1
CLO5		2	3					1
CLO6	1			3				2

13. Course plan

Week	Topic	Teaching-Learning Strategy	**Assessment Strategy**	Corresponding CLOs
1	**Introduction:** Definition, Nature, and Scope of Economics; Definition of Microeconomics and Macroeconomics; Microeconomics Vs. Macroeconomics; Basic (Central) Problems of Economics.Basic concepts and characteristics of Market Economics, Socialist Economics, and Mixed Economics.	Lecture, discussion, problem-solving.	Quiz (Formative)	CLO1
2	Microeconomics theories; Scope of Economic Theories. Some Basic Concepts: Product,	Lecture,visual presentation,	Quiz (Formative)	CLO1

	Commodity, Need-Want-Demand, Utility, and Consumption.			
3	**Theories of Demand and Supply:** Basic Elements of Supply and Demand; Supply and Demand in Individual Market; Demand Functions; Law of Demand, Determinants of Demands for a Commodity Markets; Demand Curve; Supply Functions; Supply Curve; Determinants of Supply.	Lecture, Individual, paired, and small-group exercises.	Quiz and Class test (Formative)	CLO2, CLO3
4	The elasticity of Demand and Supply; Price elasticity; Income elasticity; Cross elasticity; and Demand and Supply Equilibrium. **Concepts of Markets:** Market Structure; types of Market Structure; Competitive and None-Competitive Markets; Perfect and Imperfect Markets.	Lecture, Individual, paired, and small-group exercises.	Quiz and Class test (Formative)	CLO2, CLO3, CLO4, CLO5
5	**Perfect competition:** Definition, characteristics, advantages, and disadvantages; price determination under a perfectly competitive market. **Monopoly:** Definition, characteristics, advantages, and disadvantages; price determination under a monopoly market.	Lecture, Demonstration	Quiz (Formative)	CLO2, CLO4
6	Oligopoly: Definition, characteristics, advantages, and disadvantages. Duopoly, Monopolistic	Lecture, Demonstration, visual presentation.	Quiz (Formative), Midterm, and Final exam	CLO2, CLO4

	Competition; Definition, characteristics, advantages, and disadvantages Uncertainty and Game Theory in Economic Behavior.		(Summative)	
7	Marginal Revenue and Monopoly; Factors of Production; Market, and Government in a Modern Economy; Law of Diminishing Returns	Lecture, Demonstration, visual presentation	Quiz (Formative), Midterm, and Final exam (Summative)	CLO2, CLO4,
8	**Theory of Production:** Production and Production Functions; Total, Average, and Marginal Products; Production Isoquants.	Lecture, Demonstration, visual presentation	Quiz and Class test (Formative)	CLO1, CLO2, CLO4
9	Factors of Production; Marginal Rate of Technical Substitution; Cost Ratios and Optimization of Production Level. Long-run Production Functions; Short-run Production Functions.	Lecture, Demonstration, problem-solving	Midterm, and Final exam (Summative)	CLO1, CLO4
10	Economies and Diseconomies of Scale (Internal and External); the Law of Variable Proportion. Law of Returns to Scale: Increasing, Decreasing, and Constant Return to Scales, Production-Possibility Curve.	Lecture, Demonstration, problem-solving	Midterm, and Final exam (Summative)	CLO1, CLO4
11	**Theory of Distributions:** The Distribution of Incomes, Wages, Rents, and Profits; Income and the Pricing of Factors of Production. Wages and the Labor Market; Labor Unions and Collective Bargaining, Land, Natural	Lecture,Individual, paired, and small-group exercises.	Quiz and Class test (Formative)	CLO1, CLO4, CLO6

	Resources and Capital.			
12	**Theory of Costs:** Short-Run Cost; Long-Run Cost; Derivation of Long-Run Cost from Short-Run Cost; Opportunity cost.Fixed Cost, Variable Cost, Total Cost, Marginal Cost; Law of Variable Proportions; Calculation of cost.	Lecture,Individual, paired, and small-group exercises.	Midterm, and Final exam (Summative)	CLO3, CLO4, CLO6
13	**Theory of Consumer Behavior:** Utility Analysis; total utility, marginal utility, average utility, Law of Diminishing Marginal Utility.Equilibrium; Types of equilibrium; Indifference Curve Analysis; Budget line and its properties.	Lecture,Individual, paired, and small-group exercises.	Case-study. (Formative), Midterm, and Final exam (Summative)	CLO3, CLO4, CLO6
14	Effects of Price and Income Change on Consumer Equilibrium;Consumer Surplus; Producer Surplus; and Engel Curve and its Application.	Lecture,Individual, paired, and small-group exercises.	Case-study. (Formative), Midterm, and Final exam (Summative)	CLO1, CLO3

14. Assessment and Evaluation

1) Assessment strategy

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gaina pass mark. the use of grades or classifications, such as credit, merit, and distinction, are indicative of the level of achievement of the learning outcomes. Assessment methods would be of both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. it includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversations, and more.

In contrast, summative assessment evaluates student learning knowledge, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

- Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution

c) Continuous assessment (Formative) : 40%

v.	Quiz/ Assignment (Formative Assessment)	05
vi.	Term-paper Presentation	10
vii.	Attendance	05
viii.	Mid-term (Summative Assessment) 10+10	20

d) Summative assessment: 60%

Course Learning Outcome (CLOs)	**Assessment**				
	SMEF (Summative) 80%		CA(Formative) 20%		
	Midterm (20%)	Final Examination (60%)	Quiz (10%)	Assignment (5%)	Presentation (5%)
CLO1	Midterm	FEQ			
CLO2		FEQ	Quiz		
CLO3	Midterm	FEQ			
CLO4		FEQ	Quiz		
CLO5		FEQ		Assignment	Presentation
CLO6		FEQ		Assignment	Presentation
CLO7		FEQ			

15. Learning material

c. Text Book:

K.K. Dewett, Modern Economic Theory.

d. Reference Books:

Paul A Samuelson & William D. Nordhaus, Economics;
E. Mansfield, Microeconomics: Theory and Applications;
K.R. Dovett, Modern Economic Theory;
R.A. Bilas, Microeconomic Theory;
Dominick Salvatore, Theory and Problems of Microeconomics; and
P. Wonnacott& R. Wonnacott, An Introduction to Microeconomics.

Course Outline: (Outcome-Based Curriculum)

<u>Part: A – Introduction</u>

1. Course Code	**:** 0413 MGT 222
2. Course Title	**:** Bank Management
3. Course Type (GEd/Core Course/Electives/…)	**:** Core Course
4. Year/Semester	**:** BBA 2nd Year 2nd Semester
5. Academic Session	**:** 2026-27
6. Course Teacher	**:** To be appointed
7. Pre-requisite (If any)	**:**
8. Credit Value	**:** 3
9. Contact Hours	**:** 42
10. Total Marks	**:** 100

Rationale of the Course:
This course is to provide students in building their career in the profession of banking. Efforts are made to cover the key issues like management of bank administration, environment, fund, capital, deposit, liquidity, reserve, loan etc. Risk management and recent developments in banking are also brought into consideration.

11. Course Objectives:

- to articulate the roles of banking in the economic development of a country;
- to understand the administrative management of a bank;
- to know how to manage the environment within and outside of a bank;
- to collect funds and utilization of that funds;
- to enhance the efficiency in the management of capital, deposit, liquidity, reserve, loans etc.; and
- to handle the risk in investment and management as well.

12. Course Learning Outcomes (CLOs):
After completion of the Course, the Student will be able to –

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C2	FS	Explain key functions of banks with a particular emphasis on the bank management practices, liquidity risks, capital adequacy, investment/loan management and liability and liquidity management.

CLO2	C2	FS	Demonstrate skills in the management of lending/investment and credit risk
CLO3	C3	FS	Apply and critically evaluate different financial activities and related analysis of bank.
CLO4	C2 C4	TS	Demonstrate an understanding and analyze of new developments in banking technology
CLO5	C5	C	Develop knowledge on banking policies both local and international

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	**1**	-	-	3	-	-	2	-	-	-
CLO2	-	-	3	2	-	-		-	-	-
CLO3	-		**3**	2	-	-	2	3	-	-
CLO4	-	-	-	-	-	2	-	-	-	-
CLO5	-	2	-	3	2	-	-	-	-	-

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

13. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course bank management. To grasp the content of the course and policies for the class			CLO1

2	**L-2, 3: Chapter1 - Introduction:** Meaning, Definition, Nature and Types of Bank, Banking, Bankers and Bank Management; Banking System in Bangladesh; Management of Commercial Banks; Importance of Bank Management; Banking Issues in the 21st Century; Banking Systems Around the World; and New Technology and Innovations Around the World.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1 CLO4
	L-4, 5:Chapter 2 **Bank Administrative Management:** Components of Bank Management; Constitution of Board of Directors; Executive Committee of the Board of Directors; Audit Committee of Board of Directors; Qualification, Election and Authority of Directors; Functional Responsibilities and Liabilities of Bank Directors; Authorities and Responsibilities of Chairman and Managing Director; Guidelines of Bangladesh Bank and Corporate Governance.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 2
3	**L-6, 7 :Chapter 3: Bank Environment Management:** Need for the Study of Bank Environment Management; Factors influencing the Bank Environment Management; Internal Factors to be considered in Bank Environment Management; External Factors to be considered in Bank Environment Management and Managerial Problems of the Banks and Bankers	Lecturing and Demonstration	Feedback (Formative Assessment)	CLO 2 CLO 5

	caused by Uncontrollable Environmental Factors.			
4	**L-8, 9:Chapter 4:** **Bank Fund Management:** Meaning, Sources and Uses of Bank Funds; Functions as Collector of Bank Funds; Functions as a User of Bank Funds; Performance Evaluation of Banks In Context of Funds; CAMEL Rating and Bank Success or Failure in the Context of Funds.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO 2 CLO 3
5	**L-10, 11 :Chapter 5** **Capital Management:** Meaning, Nature and Types of Capital and Capital Management; Instruments of Raising Bank Capital; Functions of Bank Capital; Bank Capital Planning Process; Measurement of Capital Adequacy; Tests of Capital Adequacy; Safety of Bank Capital; Basel Agreements: Basel-I, II & III.	Lecturing and Group Discussion	Lecturing and Group Discussion	CLO 1 CLO 4
6	**L-12, 13: Chapter 6:** **Deposit Management:** Definition, Objectives and Types of Bank Deposits and Deposit Accounts; Deposit Processing; Deposit Mix; Factors Determining the Level of Deposits; Deposit Scheme; Deposit Insurance and Insurance Scheme.	Lecturing	Lecturing and Group Discussion	CLO 2 CLO 3

7	**L- 14,15 :Chapter 7: Liquidity Management:** Meaning, Types and Nature of Bank Liquidity and Profitability; Liquid Assets of a Bank; Demand and Supply of Bank Liquidity; Measurement of Liquidity; Strategies for Liquidity Management; Estimating Bank Liquidity Needs; Bank Liquidity Crisis and Liquidity Management Theories.	Lecturing	Lecturing and Group Discussion	CLO 1 CLO 3
8	**L-16,17: Chapter 8: Reserve Management:** Meaning of Reserve; Concepts relating to Reserve; Types of Reserves; Definition, Types, Constituents and Functions of Primary Reserve; Factors Determining Legal and Working Reserves; Secondary Reserve, Its Functions and Factors Determining Secondary Reserve; Primary Reserve Versus Secondary Reserve and Statutory Liquidity Reserve (SLR).	Lecturing and Demonstration	Lecturing and Group Discussion	CLO 1 CLO 3
9	**L-18,19: Chapter 9: Loan Management:** Meaning, Characteristics, Classification, Functions, Sources and Importance of Bank Loans; Methods, Principles and Considerations of Loan Pricing; Bank Loan Policy; Loan Administration and Operation; Credit Analysis; Documentation and Supervision Loans; Credit Information; Credit Rating; Review and Identification of Problem Loans; Considerations for Loan Review; Credit Derivatives; Causes of Problem Loans; Guidelines for Handling Problem Loans in Bangladesh; Rescheduling of Loans.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 2 CLO 4

10	**L-20,21: Chapter 10: Investment Management:** Meaning, Features, Objectives, Functions of Investment and Investment Management; Principles of Sound Investment; Bank Investment Policy; Considerations in Selecting Investment Portfolio; Investment Strategies and Grading of Investable Securities.	Lecturing and Demonstration	Summative (Final Exam)	CLO 2
11	**L-22, 23: Chapter 11 : Bank Risk Management:** Meaning, Definition, Scope, Classification and Nature Of Risk and Risk Management; Financial Derivatives and Risk Management; Guidelines in Managing Core Risks in Banking.	Demonstration with Slide Presentation	(Formative Assessment) Summative (Final Exam)	CLO 2 CLO 5
12	**L- 24,25 : Chapter 12: Recent Development in Banking and Bank Management:** Electronic Banking and Its Management – Its Objectives, Structure, Types, ATM, Debit Card, Credit Card, Internet Banking and Risk in Electronic Banking; Islamic Banking and its Management – Meaning, Definition, Nature, Sources Of Fund and Its Utilization and Separation from Traditional Banking.	Lecturing and Group discussion	Summative (Final Lecturing and Group Discussion	CLO 2 CLO 4 CLO5
13	**L-26:** **Review class**	Demonstration and Case Base Study Group discussion	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2 CLO 3
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

Part: C

15. <u>Assessment and Evaluation:</u>

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative): **40%**

- i) Assignment (Formative Assessment) 05
- ii) Term-paper Presentation 10
- iii) Class Attendance 05
- iv) Mid-Semester (Summative Assessment) (10+10) 20

b) Semester Final Examination: **60%**

- Summative Assessment 60

Course Learning Outcomes (CLOs)	**SMEF(Summative) 80%**				
	Midterm (20%)	**Final Examination (60%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (10%)**
CLO1	Midterm-1	FEQ	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ			
CLO3	Midterm-2	FEQ			
CLO4		FEQ			Presentation
CLO5		FEQ			Presentation

16. Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a. Text Books:

1. A R. Khan, Bank Management, Latest edition,Brothers' Publications.
2. A.A. Qureshi, Higher Management in Banks, Latest edition, Publisher: Bangladesh Institution of Bank Management

b. Reference Books:

1. T.T. Sethi, Money Banking and International Trade, Latest edition,Publisher: Lakshmi Narain Agarwal
2. Peter Rose and Hudgins, Bank Management and Financial Services;
3. Peter S. Rose, Commercial Bank Management;
4. M. RadhaSwamy and S.V. Vasydevan, A Text Book of Banking; and
5. GOB, The Bangladesh Bank Order, 1972.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 223
2. **Course Title** : Bangladesh Studies

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 224
2. **Course Title** : Marketing Management
3. **Course Type (GEd/Core Course/Electives):** Core Course
4. **Year/Semester** : BBA 2nd Year 2ndSemester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** : Fundamentals of Marketing
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

3. Rationale of the Course:

This course is designed to deal with the management of marketing activities, strategic planning in marketing, understanding marketing mix and marketing environment, marketing research etc. This course will help students to evaluate the consumer behavior, marketing services, marketing efforts and responses in the changes of the society.

4. Course Objectives:

- To make the students understand different marketing management activities and the concept of strategic planning;
- To elucidate marketing information system to know the consumer behavior and trend in the market;
- To craft strategies of marketing mix- product, price, place and promotion;
- Explore marketing environment in the context of socio-cultural environment.

5. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Understand the management of marketing activities and the concept of strategic planning;
CLO2	C4	TS	Elucidate marketing information system to know the consumer behavior and trend in the market;
CLO3	C6	FS	Craft strategies of marketing mix- product, price, place and promotion;
CLO4	C2	FS	Explore marketing environment in the context of socio-cultural environment; and;
CLO5	C2	TS	Identify marketing responses in the changing conditions of the society.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: **FS**-Fundamental Skill; **TS**-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	**3**	**-**	**-**	**2**	**-**	**-**	**-**	**-**
CLO2	**-**	**-**	**-**	**-**	**-**	**2**	**-**	**-**
CLO3	**-**	**-**	**-**	**-**	**-**	**-**	**3**	**-**
CLO4		**-**	**3**	**-**	**-**	**-**		**3**
CLO5	**2**	**1**	**-**	**-**	**3**	**-**	**-**	**-**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

<u>Part: B</u>

6. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - Introduction of the course- its content and policies for the class. **L-2: Marketing Management and Strategic Planning:** Definition, Scope, Goals and Functions of Marketing Management;	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 5
2	**L-3 & 4: Ch 01: Marketing Management and Strategic Planning:** Strategic Planning; Analyzing Marketing opportunities; Developing Marketing Strategies; and Planning Marketing Tactics.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 5
3	**L-5& 6Ch 02: Marketing Information System:** Assessing Information Needs; Developing and Distributing Information; Marketing Decision Support Systems; and Marketing	Lecturing and Demonstration	Feedback and Mid-1 (Formative Assessment)	CLO 2

	Research.			
4	**L-7& 8 Ch 03: Consumer Behavior:** Mode of Behavior; Role of Buying Behavior in Marketing; Consumer Decision Making Process; Steps to be taken in Marketing Decision Making Process; and Models of Consumer and Organizational Buying Behavior.	Lecturing and Demonstration	Feedback and Class test (Formative Assessment)	CLO 2
5	**L-9 & 10: Chapter 04: Marketing Environment:** Micro Environment, Economic Environment; Technological Environment and Socio-cultural Environment.	Lecturing and Demonstration	Feedback (Formative Assessment) Summative (Final Exam)	CLO 4
6	**L-11 & 12:** **Chapter 05: Marketing Mix:** Product Strategy, Promotion Strategy, Pricing Strategy and Distribution Strategy.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO 3
7	**L-13 & 14: Chapter 06: Marketing of Service:** Innovation in Service marketing; Marketing Intermediaries in Distribution of Services; and Implications for Service Marketing.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3

8	**L-15 & 16: Chapter 7: Marketing Efforts:** Market Measurement and Forecasting; Planning and Implementation; Marketing Development Organizations; and Marketing Control.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 3
9	**L-17 & 18: Ch 08 Marketing Response to a Changing Society:** Social Responsibility of Marketing; Marketing Ethics; and Consumerism.	Lecturing and Visual Presentation	Summative (Final Exam)	CLO 5
10	**L-19 & 20: Ch 09 Analyzing Business Market:** Organizational Buying, Participants in the Business Buying, The Purchasing/Procurement Process, Stages in the Buying Process, Managing Business-to-Business Customer Relationships.	Lecturing and Group Discussion	Summative (Final Exam)	CLO 5
10	**L-21 & 22: Ch 08: Building Strong Brand-** Creating Brand Equity, Crafting brand positioning, Competitive dynamics.	Lecturing and Demonstration	Summative (Final Exam)	CLO 1
11	**L-23 & 24: Ch 09: Delivering value -** Designing and Managing Integrated Marketing Channels, Managing Retailing, Wholesaling, and Logistics.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 1
12	**L-25 & 26: Ch 10: Communicating value-** Designing and Managing Integrated Marketing Communications, Managing Mass Communications: Advertising, Sales Promotions, Events and Experiences, and Public	Lecturing and Demonstration	Summative (Final Exam)	CLO 2 CLO 3

	Relations, Managing Personal Communications: Direct and Interactive Marketing, Word of Mouth, and Personal Selling			
14	**L-27 & 28: Chapter 12: Successful long- term growth -** Introducing New Market Offerings, Tapping into Global Markets, Managing a Holistic Marketing Organization for the Long Run.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4

Part: C

7. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks. It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

Course	**Assessment**

Learning Outcomes (CLOs)	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

8. Learning Materials:

a. Text Book:

Kotler, P., & Keller, K. L. Marketing Management, Latest edition, Pearson.

b. Reference Book:

Peter, P., & H Donnelly, J. Marketing management: Knowledge and skills. Latest edition, McGraw-Hill.

Course Outlines

1. Course Code : 0413 MGT 225
2. Course Title : Labor Law and Compliance

3. **3. Course Type** : Core Course
4. **4. Year/Semester** : BBA 3rd Year 1st Semester
5. **5. Academic Session** : 2022-23
6. **6. Course Teacher** : To be appointed
7. **7. Pre-requisite (If any)** :
8. **8. Credit Value** : 3
9. **9. Contact Hours** : 42
10. **10. Total Marks** : 100
11. **11. Rational of the Course**: This course is designed to familiarize the students with rules and regulations applied in managing the workers or laborers of an industry with a view to maintaining a congenial working environment within the industry and outside the industry. It will help make the students effective in decision-making in contemporary issues of labor laws.

12.
13.
14. **12.Course Objectives**
15. The main objective of the course is to familiarize the students with the Bangladesh Labor Act, 2006, Industrial Relations Ordinance 1969, Factories Act 1965, Payment of Wages Act 1936, and Workmen’s Compensation Act 1923.
16. To learn to draft an employment contract and how to terminate an employment contract;
17. To know how employment legislation affects the relationship between employers and employees.
18. To identify the remedies for workers with injuries/grievances.

19. To predict where to begin an employment law grievance;
20. To examine different provisions to protect the health and safety of workers;
21. **13. Course Learning Outcomes (CLOs)**
22. After completion of the Course, the Student will be able to –

CLOs			Learning Outcome Statements
CLO1			Demonstrate different provisions relating to wage payments, health, hygiene, safety, and the amount of compensation due to fatal accidents and injury at work.
CLO2			Determine the minimum wage rates, compensations, and other financial benefits, provident funds, etc employees are entitled to.
CLO3			Apply working hours, leaves, first aid, and all types of working environment facilities declared in Acts for the factories.
CLO4			Analyze the nature of industrial disputes that may arise in the factory.
CLO5			Evaluate the compensations paid to the worker among different types of industries
CLO6			Predict the properties of trade unions, collective bargaining agents, and workers' associations that could be existed in different types of factories.

23. LT: Learning Taxonomy (Appendix-1); LD: Learning Domain (Appendix-2)
24.

25. **Mapping of CLOs with Program Learning Outcomes (PLOs)**

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**
CLO1	3	-	-	-	-	-	-
CLO2	3	-	3	-	-	-	-
CLO3	3	-	-	-	-	-	-
CLO4	3	-	-	3	-	-	-
CLO5	3	-	-	2	-	-	-
CLO6	-	-	2	-	2	-	-

26.

27. **Part B**

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

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	The Bangladesh Labor Code 2006: Preliminary Section (1 to 75)	Lecturing and Student Activity	Quiz (Formative)	CLO1
2	Employment and conditions of service Section(3 to 44)	Lecturing and Discussion		CLO1
3	Provisions regarding maternity benefits and maternity health Section(45 to 60)	Lecturing and Discussion	Quiz (Formative) (Midterm and Final Exam)	CLO2
4	Provisions relating to health, hygiene, and safety Section(61 to 88)	Lecturing and Discussion	Midterm and Final Exam	CLO2
5	Provisions relating to welfare measures, working hours, leave, wages and payments, wage board, and compensation for accidents. Section(89 to174)	Lecturing and Visual Presentation	Midterm and Final Exam	CLO4
6	Trade union and industrial relations, Section(175 to 208)	Lecturing and Visual Presentation	Quiz (Formative) Midterm and Final Exam	CLO3
7	Settlement of industrial disputes Section(209 to 231)	Lecturing and Discussion	Midterm and Final Exam	CLO4
8	Worker's participation in Companies' profits Section(232 to 252)	Lecturing and Discussion	(Final Exam)	CLO3
9	Regulation of employment and safety of dock workers Section(253 to 263)	Paired tutorial	Midterm and Final Exam	CLO6
9	Provident funds for workers Section(264 to 273)	Lecturing and Discussion	Midterm and Final Exam	CLO1 CLO2 CLO3
10	Apprenticeship, Offence, penalties, and procedure Section(274 to 316)	Lecturing and Discussion	Semester Final	CLO1 CLO2 CLO3

11	Administration, inspection, and miscellaneous Section(317 to 354)	Lecturing and Discussion	Semester Final	CLO5, CLO6
12	Industrial Relations Act 2004 The EPZ Workers Association Unfair practices, agreements,, etc. Conciliation and arbitration Section(1 to 54)	Student Activity and Group Discussion	(Midterm)	CLO4, CLO5
13	EPZ Labor tribunal, Appellate Tribunal, etc Penalties and procedure. Section(55 to 97)	Student Activity and Group Discussion	Semester Final	CLO4 CLO5
14	The Factories Act. 1965 Section(1 to 116)	Student Activity and Group Discussion	Presentation	CLO1-CLO4

29.

30. **Part-C**

31. **15. <u>Assessment and Evaluation</u>**
32. 1) Assessment Strategy:
33. Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gain a pass mark. The use of grades or classifications, such as credit, merit, and distinction is indicative of the level of achievement of the learning outcomes. Assessment methods would consist of both formative and summative assessments.
34. Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.
35. In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).
36. Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
37. 2) Marks distribution:
38. a) Continuous Assessment: 40%
39. (i) Quiz (Formative Assessment) 10
40. (ii) Assignment/Presentation 05
41. (iii) Attendance 05

42. (iv) Midterm (Summative Assess.) 20
43.
44. b) Semester Final Examination (Summative): 60%
45.

Course Learning Outcomes (CLOs)	Assessment				
	SMEF(Summative) 80%		**CA(Formative) 20%**		
	Midterm (20%)	**Final Examination (60%)**	**Quiz (10%)**	**Assignment (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1		
CLO2		FEQ	Q2		
CLO3		FEQ			
CLO4	Midterm-2	FEQ	Q3	Assignment-1	
CLO5	Midterm-2	FEQ		Assignment-2	Presentation
CLO6		FEQ		Assignment-3	Presentation

46.

47. **Part-D**

48. **16. Learning Materials**
49.
50. Text Book
51. 1. Prof. A.A. Khan, Bangladesh Labor and Industrial Law, Published by Shirajulislam, Udayan. (Latest edition).
52.
53. Reference Books:
54. 1. Factories Act 1965;
55. 2. Employment of Labor Act 1965;
56. 3. Payment of Wages Act 1936;
57. 4. Workmen Compensation Act 1923; and
58. 5. Labor Code 2006.
59. 6. Nirmal Chandra Paul, The Bangladesh Labour Code 2006 & other related laws, Shams publication (Latest Edition)

Course Outline

Part A- Introduction

1. Course Code : 0413 MGT 311
2. Course Title : Human Resource Management
3. Course Type : Core Course
4. Year/Semester : BBA 3rd Year 1st Semester
5. Academic Session : 2026-27

6. Course Teacher : To be appointed
7. Pre-requisite (If any) :
8. Credit Value : 3
9. Contact Hours : 42
10. Total Marks : 100

11. Rationale of the Course

Human resources are the main operators of all other resources available in the organization. All other resources are useless without the touch of human resources. Hence, Human Resource Management (HRM) always remains at the focal point of the organization. This course is designed for forthcoming managers with a full and practical introduction to HRM concepts, principles and techniques, with focus on how to use those techniques to improve performance, productivity and profitability at work.

12. Course Objectives

- To help achieving organizational goals;
- To maintain working environment or culture;
- To uphold team integration;
- To train employees in the development of the organization;
- To energize employees through empowerment and motivation; and
- To comply with necessary standards and retention.

13. Course Learning Outcomes (CLOs)

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

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C1	FS	learn the concepts, principles, techniques and models of HRM
CLO2	C2	TS	understand HR planning and job analysis
CLO3	C3	FS	explain the recruitment and selection processes of an organization
CLO4	C4	TS	analyze the training, development and career planning of employees
CLO5	C5	TS	discuss performance appraisal management in the organization
CLO6	C6	TS	maintain congenial employee workplace and their relations
CLO7	C3	TS	ensure proper practices of HRM at home and abroad

IT: Learning Taxonomy and LD: Learning Domain

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

CLO 1	2	-	-	-	-	1	3	-
CLO 2	1	3	-	2	-	-	-	-
CLO 3	-	1	-	-	2	-	-	3
CLO 4	-	-	-	2	-	1	-	3
CLO 5	-	3	-	1	-	-	2	-
CLO 6	-	-	2	-	3	-	-	1
CLO 7	-	-	-	-	1	-	3	2

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

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**Introduction:** Nature, meaning, objectives, scope, significance and principles of Human Resource Management (HRM); HRM in a changing environment; and Understanding equal employment opportunity.	Lecturing and Student Activities	Quiz (Formative)	CLO1
2	**Introduction:** Employee motivation and designing jobs; Early stages of development of HRM; Contemporary development of HRM; Models of HRM and HRM as a profession.	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO1
3	**Human Resource Planning:** Nature, significance, objectives, process of Human Resource (HR) planning; Demand and Supply of human resources;	Lecturing and Visual Presentation	Quiz (Formative) and Final Exam (Summative)	CLO2

	Environmental influence on HR planning; and Problems in HR planning.			
4	**Job Analysis:** Nature, importance, objectives, methods, Uses of job analysis; Job description, job specifications, job enlargement and job enrichment.	Lecturing and Question-Answer Session	Midterm and Final Exam (Summative)	CLO2
5	**Recruitment:** Meaning and definition of recruitment, internal and external sources of recruitment and their merits and demerits.	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO3
6	**Selection:** Selection and the process of selection, employment tests and interviews; Reaching a selection decision; and effective selection devices.	Lecturing and Question-Answer Session	Quiz (Formative) and Final Exam (Summative)	ClO3
7	**Employee Training:** Meaning, definition and purpose of training; Identification of training needs; Training programs; Types of Training.	Student Activity and Group Discussion	Midterm and Final Exam (Summative)	CLO4
8	**Executive Development:** Management development; Orientation, evaluation and socialization, and development of employees.	Presentation and Lecturing	Midterm and Final Exam (Summative)	CLO4
9	**Career Planning:** Career planning and phases of a career development	Lecturing and Question-Answer Session	Quiz (Formative) and Final Exam	CLO4

	program; and personal career development.		(Summative)	
10	**Performance Appraisal Management:** Nature, significance and objectives of appraisal; Methods of and problems associated with performance appraisal; Evaluating employee performance and establishing rewards and pay plans; and Employee benefits, compensation and incentive pay systems.	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO5
11	**Employee Relations:** Employee rights, safety and health programs; Promotion, transfer, absenteeism, labor turnover, lay-off and job satisfaction; Morale and productivity	Presentation and Lecturing	Midterm and Final Exam (Summative)	CLO6
12	**Workplace Disputes Settlement:** Discipline and grievance handling; Effective HRM communications; trade unionism and collective bargaining.	Student Activity and Group Discussion	Quiz (Formative) and Final Exam (Summative)	CLO6
13	**HRM practices in Bangladesh:** HRM practices in Bangladesh and its challenges and prospects at home	Lecturing and Question-Answer Session	Midterm and Final Exam (Summative)	CLO7
14	**HRM practices in international arena:** HRM practices in international arena and its challenges and prospects	Lecturing and Discussion	Final Exam (Summative)	ClO7

	abroad.			

15. Assessment and Evaluation

1) Assessment Strategy

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gain a pass mark. The use of grades or classifications, such as credit, merit and distinction are indicative of the level of achievements of the learning outcomes. Assessment methods would be consisted with both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation and more.

In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution

a) Continuous Assessment: 40%

(i) Quiz/Class Test (Formative) 05%

(ii) Assignment and its presentation 10%

(iii) Attendance 05%

(iv) Mid-terms (Summative) 10+10 20%

b) Semester Final Examination (Summative): 60%

Course Learning Outcomes	Assessment					
	CA (Formative): 20%				SMEF (Summative): 80%	
	Attendance	Quiz	Assignment	Presentation	Midterm	Final Exam
	05%	05%	05%	05%	20%	60%
CLO1	0.72%	Q1	Assign..1	Present..1	Midterm1	FEQ

CLO2	0.72%					FEQ
ClO3	0.72%	Q2	Assign..2	Present..2		FEQ
CLO4	1.05%				Midterm2	FEQ
CLO5	0.35%	Q3	Assign..3	Present..3		FEQ
CLO6	0.72%					FEQ
CLO7	0.72%					FEQ

16. Learning Materials

1) **Text Books:**
    - David A. DeCenzo & Stephen P. Robbins, Human Resource Management, Latest Edition, John Wiley & Sons Inc. USA; and
    - Grey Dessler & Biju Varkkey, Human Resources Management, Latest Edition, Pearson Education Inc. USA.
2) **Reference Books:**
    - Harold Thomas Graham & Roger Bennet, Human Resources Management, Latest Edition, Pitman, USA.
    - Michael Beer, Paul R. Lawrence & Richard E. Walton, Human Resources Management, Latest Edition, Free Press, USA;
    - R.S. Dwivedi, Management of Human Resources, Latest Edition, Vikas Publishing House Private Limited, India.
    - Wendell French, Human Resources Management, Latest Edition, Houghton Mifflin, USA
    - William B.Werther and Keith Davis, Human Resource and Personnel Management, Latest Edition, McGraw-Hill, USA.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

17. Course Code : MGT 312
18. Course Title : Management Science
19. Course Type (GEd/Core Course/Electives/…) : Core Course
20. Year/Semester : BBA 3rd Year 1st Semester
21. Academic Session : 2026-27
22. Course Teacher : To be appointed
23. Pre-requisite (If any) : Mathematics for Decision Making
24. Credit Value : 3
25. Contact Hours : 42
26. Total Marks : 100

27. Rationale of the Course:

Management science is the study of problem-solving and decision-making in organizations. You can think of it as applying the scientific method to management, enabling managers to make decisions for an organization and improve its performance. Management science is important because it helps organizations identify issues they must solve, streamline management efforts, use resources more effectively, and develop roadmaps for achieving goals. Management science is a wide and interdisciplinary study of solving complex problems and making strategic decisions as it pertains to institutions, corporations, governments and other types of organizational entities. It is closely related to management, economics, business, engineering, management consulting, and other fields. It uses various scientific research based principles, strategies, and analytical methods including mathematical modeling, statistics and numerical algorithms and aims to improve an organization's ability to enact rational and accurate management decisions by arriving at optimal or near optimal solutions to complex decision problems.

Management science looks to help businesses achieve goals using a number of scientific methods. The field was initially an outgrowth of applied mathematics, where early challenges were problems relating to the optimization of systems which could be modeled linearly, i.e., determining the optima of some objective function. Today, the discipline of management science may encompass a diverse range of managerial and organizational activity as it regards to a problem which is structured in mathematical or other quantitative form in order to derive managerially relevant insights and solutions

28. Course Objectives:

- This course helps students develop strong analytical skills that are essential for analyzing complex business problems and making informed decisions.
- Students learn how to approach problems systematically, break them down into smaller components, and solve those using mathematical models and techniques.
- This course is directly applicable to real-world business scenarios, providing students with practical skills that can be immediately applied in the workplace.
- You learn how to use mathematical models and techniques to analyze data, manage risks, plan finances, and optimize operations.
- Business Mathematics provides students with tools to make informed decisions based on data analysis and modeling, which can lead to improved business outcomes.

29. Course Learning Outcomes (CLOs):

After completion of the Course, the Students will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Perform strong analytical skills and analyze complex business problems and making informed decisions.

	C3 C4	TS	
CLO2	C4	FS	Approach problems systematically, break them down into smaller components, and solve those using mathematical models and techniques.
CLO3	C3	TS	Enter into the real-world business scenarios and apply practical skills that can be immediately applied in the workplace.
CLO4	C3 C4 C6	TS	Use mathematical models and techniques to analyze data, manage risks, plan finances, and optimize operations.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	**3**	3	-	2	-	-	-	**3**	-	-
CLO3	3	**3**	**2**	-	-	-	3	3	-	-
CLO5	3	3	-	3	-	-	-	-	**2**	**3**
CLO6	-	3	-	2	-	-	-	-	**2**	**-**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

30. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1: - Chapter 1: Introduction**: Origin, Characteristics, Scope of Management Science;	Lecturing and Group Discussion	Feedback (Formative)	CLO1 CLO2

	L-2: Chapter 1: Introduction Application of Management Science; Techniques in Business; The Methodology Management Science; and Models in Management Science and types of Models.	Lecturing and Group Discussion	Feedback (Formative Assessment)	CLO 1 CLO 2
2	**L-3 & 4: Chapter 1: Introduction:** Application of Management Science Techniques in Business; The Methodology Management Science; and Models in Management Science and types of Models.	Lecturing and Demonstration	Quiz (Formative Assessment)	CLO 1 CLO 2
3	**L-5 & 6: Chapter 2: Linear Programming and Post-Optimality Analysis**: Introduction, Model Building, Graphic Method, Simplex Method;	Lecturing and Students' participation	Formative and Summative (Mid - 1 and Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4
4	**L-7 & 8:Chapter 2: Linear Programming and Post-Optimality Analysis**: Sensitivity Analysis: Range of Feasibility, Range of Optimality and Range of Insignificance.	Lecturing and Group Discussion	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4
5	**L-9 & 10: Chapter 3: Transportation Model**: Introduction North-West Corner Rule, Lest Cost Method,	Lecturing and Students' participation	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4
6	**L-11 & 12: Chapter 3: Transportation Model**: Vogel's Approximation Method, Stopping Stone Method, Modified Distribution Method and Transshipment.	Lecturing and Visual Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2 CLO 3
7	**L-13 & Chapter 4 : Decision Theory:** Introduction**,** Characteristicsof Decision Model, Decision; Marking Conditions:	Lecturing and Students' participation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3 CLO 4

8	**L-15 & 16: Chapter 4: Decision Theory:** Decision Making Under Certainty, Under complete Uncertainty and Decision Making Under Risk; Decision Theory Approaches: Payoff Table; Decision Trees;	Lecturing and Students' participation	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO3 CLO 4
9	**L-17 & 18: Chapter 4: Decision Theory:** Expected Values of Perfect Information (EVPI); and Expected Values of Sample Information (EVSI).	Lecturing and Demonstration	Summative (Final Exam)	CLO 1 CLO 2 CLO 4
10	**L-19 & 20: Chapter 5 : PERT, CPM and Other Networks:** Introduction to PERT and CPM, Formulation: The Basic Inputs to PERT/CPM	Lecturing, Demonstration and Students' participation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2 CLO 4
11	**L-21 & 22: Chapter 5: PERT, CPM and Other Networks:** Solving PERT and CPM, Event Analysis, Activity Analysis and Application.	Lecturing and Students' participation	Summative (Final Exam)	CLO 1 CLO 2 CLO 4
12	**L-23 & 24: Chapter 7: Markov Analysis**: Markov Process; Components of Markov Process; Methods of Markov Analysis; Tree Diagram, Matrix Multiplication, Steady-State Probability and Cyclical and Absorbing System.	Lecturing and Students' participation	Summative (Final Exam)	CLO 2 CLO 3
13	**L-25: Chapter 8: Theory of Games:** Introduction, Pay-off Matrix, Two-Person Zero-sum Game, Pure Strategy, Mixed Strategy, Rule of Dominance and Modified Rule of Dominance.	Demonstration and Case Base Study	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 3 CLO 4
	L-26: Chapter9: Waiting Line Model: Introduction, Basic Definitions and Notations, Properties of Waiting Line Model, Limitations of Waiting Line Model, Erlang Method: Waiting Line Models with Finite and Infinite Calling	Demonstration and Case Base Study	Summative (Final Exam)	CLO 2 CLO 4

	Population; and Economic Analysis of Waiting Lines.			
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 2 CLO 4
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 2 CLO 4

Part: C

31. Assessment and Evaluation:

4) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more. In contrast,

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

5) Marks Distribution:

e) Continuous Assessment (Formative): **40%**

xi) Quiz (Formative Assessment) 05

xii) Assignment (Formative Assessment) 05

xiii) Term-paper Presentation 05

xiv) Class Attendance 05

xv) Mid-Semester (Summative Assessment) (10+10) 20

f) Semester Final Examination: **60%**

Summative Assessment 60

Course Learning Outcom	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm	**Final Examination**	**Quiz (5%)**	**Assignment**	**Attendance**	**Presentation (5%)**

es (CLOs)	(20%)	(60%)		(5%)	(5%)	
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

6) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

32. Learning Materials:

a.Text Book:

- P. C. Sancheti & V. K. Kappor, Business Mathematics.

b.Reference Books

- E.W. Martin Jr., Mathematics for Decisions Making;
- Frank S. Bundwick, Applied Mathematics for Business, Economics and Social Sciences;
- C.A. Bush & Y. J. E. Yound, Foundation of Mathematics with Application to Social & Management Science;
- Helen B. Siner, Marcia BrenerSorkin, Roslyn R. Attinson, & Gordon A. Dipaolo, "Mathematics for Decisions; and
- Kazi Zameeruddin, Business Mathematics.

Course Outline

Part A- Introduction

1. **Course Code** : 0413 MGT 313
2. **Course Title** : Organizational Behavior
3. **Course Type (GEd/Core Course/Electives/…)** : Core Course
4. **Year/Semester** : BBA 3rd Year 2ndSemester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** : Human Resource Management

8. **Credit Value** **:** 3
9. **Contact Hours** **:** 42
10. **Total Marks** **:** 100

11. Rationale of the Course:

This course is designed to introduce the students with individual, group and organizational behavioral issues in gathering knowledge about people in work settings for managing change and organizational development in the context of real-life situations.

12. Course Objectives:

- To familiarize the students with individual, group and organizational behavior;
- to gather knowledge about people at work;
- To introduce them with the organization, and organizational leadership & motivational behavior;
- To analyze the organizational conflicts, and to show the ways of remedy;
- To explain the ways of empowerment, participation, stress, counseling and communication for managing change and organizational development in the context of real-life situations.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C2	FS	Understand the individual, group and organizational behavioral issues;
CLO2	C3	FS	Explain the organization, and organizational leadership and motivational behavior in managing a diverse workforce of the society;
CLO3	C3	FS	Apply the organizational conflicts in constructive ways for the betterment of the organization;
CLO4	C2	FS	Describe various theories and models related to the development of leadership skills, motivation techniques, teamwork and effective communication and decision making; and
CLO5	C2	TS	Explain the ways of empowerment, participation, stress and counseling for managing change and organizational development in the context of real-life situations.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	**2**	**-**	**-**	**-**	**5**	**-**	**-**	**-**
CLO2	**-**	**-**	**3**	**2**	**-**	**-**	**-**	**-**

CLO3	**-**			**-**	**-**	**2**	**-**	**3**
CLO4	**-**	**2**	**-**	**3**	**-**	**-**	**3**	**-**
CLO5	**-**	**-**	**-**	**-**	**-**	**-**	**2**	**-**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessmet Strategy	Corresponding CLOs
1	**L-1:** - Introduction of the course- its content and policies for the class. **L-2: Ch 01: Fundamentals of Organizational Behavior (OB):** Definition, Nature and Fundamental Concepts of Organization and Organizational Behavior; Forces of Organizational Behavior; and Working with People, Social Systems, and Organization Culture.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1
2	**L-3 & 4: Ch 01: Fundamentals of Organizational Behavior (OB):** Forces of Organizational Behavior; and Working with People, Social Systems, and Organization Culture.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1
	L-5 & 6Ch 02: Diversity in Organizations: Diversity, Biographical Characteristics, Intellectual Abilities, Physical Abilities, The Role of Disabilities, Implementing Diversity Management Strategies.	Lecturing and Group Discussion	Feedback and Class test (Formative Assessment)	CLO 4

4	**L-7& 8 Ch 03: Leadership Behavior**: Leadership Traits; Determinants of Leadership Behavior; Leadership Styles; The Leadership Role; and Various Studies and Theories of Leadership.	Lecturing and Group Discussion	Feedback (Formative Assessment) Summative (Final Exam)	CLO 4
5	**L-9 & 10: Ch 04: Personality and Values:** Personality, Myers-Briggs Type Indicator, The Big Five Personality Model, Other Personality Traits Relevant to OB, Values, Importance of Values, Terminal versus Instrumental, Values Generational Values, Linking an Individual's Personality and Values to the Workplace.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 2
6	**L-11 & 12: Ch 05: Motivated Behavior:** Definition and Characteristics of Motivation and Motivational Behavior; Importance and Factors Affecting the Motivational Behavior; and Theories of Motivation.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO 2 CLO 4
7	**L-13 & 14: Chapter 06: Managing Change & Stress:** Definition of Change; Sources of Pressures for Change; Work Change, Organizational Change Techniques; Force Field Analysis; Behavior Modification Model; Resistance to Change; Ways of Overcoming Resistance to change; and Implementing Change Successfully, Meaning, Nature, Types, Causes, Model and Remedies of	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 5

	Stress; and Counseling, its Types and Consequences.			
8	**L-15 & 16: Ch 07: Perception and Individual Decision Making:** Perception, Factors that Influence Perception, Attribution Theory, Common Shortcuts in Judging Others, Specific Applications of Shortcuts in Organizations, The Link Between Perception and Individual Decision Making, Decision Making in Organizations The Rational Model, Bounded Rationality and Intuition, Common Biases and Errors in Decision Making.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 4
9	**L-17 & 18: Ch 09: Attitude and Job satisfaction:** Components of Attitudes, Major Job Attitudes, Measuring Job Satisfaction, Causes Job Satisfaction, Impact of Satisfied and Dissatisfied Employees on the Workplace.	Lecturing and Visual Presentation	Summative (Final Exam)	CLO 3
10	**L-19 & 20: Ch 10 Emotions and mood:** The Basic Emotions, The Basic Moods: Positive and Negative Affect, Function of Emotions, Sources of Emotions and Moods, OB Applications of Emotions and Moods	Lecturing and Demonstration	Summative (Final Exam)	CLO 1
11	**L-21 & 22: Ch 11** Foundations of Group	Demonstration with Slide	Assignment and Presentation	CLO 2 CLO 3

	Behavior: Stages of Group Development, Group Properties, Groups versus the Individual, Groupthink and Group shift, Group Decision-Making Techniques, work team, Creating Effective Teams, Turning Individuals into Team Players.	Presentation	(Formative Assessment)	
13	**L-23 & 24: Ch 12: Power & Politics:** Bases of Power, The Key to Power, Unequal Power in the Workplace, Politics, Causes and Consequences of Political Behavior, The Ethics of Behaving Politically.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4
14	**L-23 & 24: Ch 12 Conflict, Negotiation & Communication:** Different views of Conflict, Conflict process, Bargaining strategies, Negotiation Process, Communication process, directions of communication, interpersonal communication.	Lecturing and Group discussion	Summative (Final Exam)	CLO 2 CLO 3

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative): **40%**

- **i.** Quiz (Formative Assessment) 05
- **ii.** Assignment (Formative Assessment) 05
- **iii.** Term-paper Presentation 05
- **iv.** Class Attendance 05
- **v.** Mid-Semester (Summative Assessment) (10+10) 20

b) Semester Final Examination: **60%**

Summative Assessment 60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 314
2. **Course Title** :Insurance and Risk Management
3. **Course Type (GEd/Core Course/Electives/…)** : Core Course
4. **Year/Semester** : BBA 3rd Year 1st Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed

7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

This course aims at giving multi faceted world of risk management and reflects the growing interplay among insurance, risk management and financial services. It can also allow students the opportunity to learn a diverse range of new skills, including claims analysis, adjusting, underwriting, risk transfer, auditing and compliance management.

12. Course Objectives:

- To know about the major issues related to risk and insurance business;
- To gather knowledge about fundamental principles, features as well as essentials of insurance and insurance contract;
- To know about the business risk and its classification, insurance as a device for handling risk;
- To know about various insurance offering, like life insurance, fire insurance, marine insurance and other miscellaneous insurance; and
- To know about the overview of insurance business in Bangladesh.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Able to understanding of major issues related to risk and insurance business. Articulate the importance of insurance and the terminologies related to insurance.
CLO2	C4 C6	FS	Able to know about various risks in business and ways to mitigate these risks.
CLO3	C3 C5	FS TS	Explore the appropriate methods to calculate premium and claim settlement.
CLO4	C4 C5	FS	Evaluate the growth, development of Insurance Business and its prospects too.
CLO5	C4 C6	FS	Disseminate and communicate effectively on risk and insurance offerings, strategies, applications, and recommendations in oral, written, and visual forms through real-world case analysis.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	3	2	-	-	-	-	-	-
CLO2	-	-	3	2	-	-	-	-
CLO3	-	-	1	-	-	-	3	-
CLO4	-	1	-	-	2	1	-	-
CLO5	-	-	-	-	-	-	3	2

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assesment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Risk and Insurance Management. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1 CLO 4
	L-2, 3 & 4: Chapter 1: Introduction: Meaning, Evaluation of Insurance, Functions of Insurance, Nature of Insurance; Kinds of Insurance from the risk point of view; Fundamental Principles of Insurance; Social and Economic Values of Insurance; **The role and importance of insurance;** Problems and the ways of overcoming the Problems of Insurance; and Prospects of insurance business in Bangladesh.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1 CLO 3
2	**L-5 & 6: Chapter 2: Insurance Contracts:** Essentials and Principles of Insurance Contract; Elements of general Contract; Conditions for indemnity Principles; Essentials of doctrine of subrogation; Wagering and insurance, Reinsurance, Types of Reinsurance, Double insurance; and Return of premium; and Agent, Agency and Law of Contract.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 2 CLO 5
3	**L-7, 08 & 09: Chapter 3: Risk Management:** Risk and Risk	Lecturing and Demonstration with	Feedback and Mid-1	

	Management; Risk & Uncertainty; Classification of Risk; Insurance as a Device for Handling Risk; Objectives of Risk Management; Risk Management Strategies and Processes; and Risk management approaches.	video presentation	(Formative Assessment)	
4	**L-10 & 11: Chapter 4: Life Insurance:** Meaning, Nature and Kinds of Policies; Annuities and Mortality Table; Claims and Settlement of Plans; Surrender Value; Loan against Life Policy; and Math Problems Calculation of NSP for term and endowment policy, NAP for term and endowment policy, NSP and NAP for term policy, NSP and NAP for endowment policy.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -1 and Final Exam)	CLO 3 CLO 5
5	**L- 12, 13 & 14 Chapter 5: Fire Insurance:** Meaning, Essentials Elements of the fire insurance Contract; Classification of Fire Insurance; Classification of Fire Risk; Material Loss Insurance and Consequential Loss Insurance; Fire Hazards, Moral Hazard; Extent of loss by Fire in Bangladesh; Management Problems of Fire Insurance; and Math Solutions.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3
6	**L- 15, 16 & 17: Chapter 6: Marine Insurance:** Meaning, Features of Marine Insurance; Importance of Marine Insurance; Warranties of Marine Insurance Contract; Types of Marine Insurance; Difference between Hull and Cargo Insurance; Marine Perils; Clauses of Marine Policy; Claims and Settlement; and Difference between Fire & Marine Insurance; and Math Solutions.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 2 CLO 3
7	**L-18, 19 & 20: Chapter 7: Miscellaneous Insurance:** Group Insurance and its Features; Difference between Joint and Group Insurance; Postal	Lecturing and Demonstration	Summative (Final Exam)	CLO 2 CLO 3

	Insurance; Accident Insurance; Automobile Insurance, Crop Insurance, Cattle Insurance, Civil Aviation Insurance, Export Credit Guarantee Insurance, Bank deposit Insurance.			
8	**L- 21 & 22: Chapter 10 : Insurance Business in Bangladesh:** Present Pattern of Insurance Business; Contribution of Insurance to National Development; Causes of Nationalization of Insurance companies in Bangladesh; Jiban Bima Corporation and Sadharan Bima Corporation; American Life Insurance Company and other Private Insurance Companies of Bangladesh; Insurance Business in Bangladesh and Problems and Prospects of Insurance Business in Bangladesh.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4
9	**L-27:** Presentation-III	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-IV	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program.

Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).
Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a.Text Book:

- Strategic Human Resources Planning, Monica Belcourt, 5th Edition.

b. Reference Books:

- Human Resource Planning, Dipak Kumar Bhattacharyya, 2nd Edition, Excel Books, New Delhi, 2002.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code	**:** 0413 MGT 315
2. Course Title	**:** Taxation and Auditing
3. Course Type (GEd/Core Course/Electives/…)	**:** GEd
4. Year/Semester	**:** BBA 3rd Year 1st Semester
5. Academic Session	**:** 2026-27
6. Course Teacher	**:** To be appointed
7. Pre-requisite (If any)	**:**
8. Credit Value	**:** 3
9. Contact Hours	**:** 42
10. Total Marks	**:** 100

11. Rationale of the Course:

The main source of government revenues are taxes and other receives. The government collects revenues from the citizens and spends them on the overall development of the country. At the same time, organizations conduct audits to examine a business process and evaluate the process's compliance with internal and external requirements. This course is designed to develop students with knowledge of both taxation and auditing for making them aware of public finance and effective in making decisions in this regard.

12. Course Objectives:

- To identify the sources of income;
- To understand the assessment of various heads of income;
- To know the process of submitting income tax return;
- To understand the tax structure of Bangladesh:
- To be professional income tax advisers;
- To understand auditing approach;
- To learn the technical aspects of auditing;
- To apply standard auditing procedure; and
- To understand the contemporary research oriented issues of auditing

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Describe definitions and other aspects of tax and tax-related terminologies.

CLO2	C2	FS	Explore sources of income and understand the assessment of various heads of income and exploring the tax structure of Bangladesh
CLO3	C2 C3	FS	Understanding the fundamentals of auditing and the auditing approach.
CLO4	C3 C4 C5	FS TS	Demonstrate the technical aspects of auditing.
CLO5	C5 C6	TS	Explicit knowledge about the procedures of assessment, submission, and recovery of income tax and employ standard and effective auditing procedure.

LT: Learning Taxonomy: **C2**-Understand; **C3**-Apply; **C4**-Analyze; **C5**-Evaluate; **C6**-Create, (Appendix-1); **LD:** Learning Domain: **FS**-Fundamental Skill; **TS**-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	-	1	-	-	-	-	-	-
CLO2	1	2	-	1	-	-	-	-
CLO3	-	2	-	-	-	-	-	-
CLO4	-	3	3	2	-	-	2	2
CLO5	-	2	3	3	-	-	3	3

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Taxation and Auditing. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1

	L2&L3:Chapter1: Taxation-Income Tax: Definition of Income and Income Tax; Characteristics of Income; Total Income and Total World Income; Income year and Assessment year; Role of Income Tax Law in Industrial Development of Bangladesh	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1
2	**L-4&5:Chapter2: Classification of Income:** Assessable and Non-assessable Income,Assesses, Classification and Residential Status	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO2
3	**L-6, L-7 & 8 :Chapter 3: Heads of Income** Income from Salary-Income from Interest on Securities; Income from House Property; Income from Agriculture; Income from Business and Profession; Capital Gains; Income from Other Sources.	Lecturing and Demonstration with video presentation	Formative and Summati ve (Mid - 2 and Final Exam)	CLO 2
4	**L-9&10:Chapter 4: Tax Assessment and Recovery**Assessment Procedures; Appeal, Revision, Recovery, Refund, and Penalties; Income Tax Authorities; Assessment of Individuals, Partnerships, and Public Limited Companies	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2 CLO5
5	**L-11,12&13: Chapter 5:Value Added Tax (VAT):** Introduction: Assessment and Payment of Tax-Valuation; Accounting, Refunds, and Drawback; Calculation of VAT-Controlling Evasion of VAT.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2 CLO 5

6	**L-14 , 16& 15:Chapter 6: Auditing-Introduction:** Definition, Objectives, Advantages, and Different classes of audit	Lecturing and Visual Presentation	Summative (Final Exam)	CLO 3
7	**L-17,18 19 :Chapter 7:Internal Check or Control:** Definition and Purpose; Internal Cheque and Internal Audit; Auditor's Duty regarding Internal Cheque; andAuditProgram.	Lecturing and Demonstration		CLO 3 CLO4 CLO 5
8	**L-20 21: Chapter 8Vouching:** Meaning and Importance; Vouching of Cash Transactions; Vouching of Trading Transactions	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 3 CLO 4 CLO 5
9	**L-22, 23: Chapter 9: Audit of Impersonal Ledger**	Lecturing and Demonstration	Summative (Final Exam)	CLO 3 CLO 4
10	**L-24, 25: Chapter 10 : Verification and Valuation of Assets and Liabilities:** Principles and Methods of Verification and Valuation; Duties and Liabilities of an Auditor about Valuation and Verification	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO4 CLO 5
11	**L- 26: The Audit of Limited Companies:** Qualifications, Appointment, and Removal of Auditor; Rights, Powers, and Duties of Auditors; Forms of Income Statement and Balance Sheet; and Auditor's Report.			CLO 3 CLO 4 CLO 5
11	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 4 CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 4 CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

<table>
<tr><th rowspan="3">Course Learning Outcomes (CLOs)</th><th colspan="6">Assessment</th></tr>
<tr><th colspan="2">SMEF(Summative) 80%</th><th colspan="4">CA(Formative) 20%</th></tr>
<tr><th>Midterm (20%)</th><th>Final Examination (60%)</th><th>Quiz (5%)</th><th>Assignment (5%)</th><th>Attendance (5%)</th><th>Presentation (5%)</th></tr>
<tr><td>CLO1</td><td rowspan="5">Midterm-1 & Midterm-2</td><td>FEQ</td><td>Q1</td><td rowspan="5">Assignments</td><td rowspan="5">Class Attendance Marks, Based on 28 Classes.</td><td></td></tr>
<tr><td>CLO2</td><td>FEQ</td><td></td><td></td></tr>
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<tr><td>CLO5</td><td>FEQ</td><td>Q3</td><td>Presentation</td></tr>
</table>

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

Text Books:

1. Alvin A. Arens, James L. Loebbecke, Auditing-An Integrated Approach; and
2. Robertson and Smieliauskas, Auditing: an International Approach.

Reference Books:

1. The Institute of Chartered Accountants of Bangladesh, Bangladesh Standards on Auditing (BSA), and Bangladesh Auditing Practice Statements (BAPS);
2. Tandon, B.N., A Handbook of Practical Auditing;
3. FazlulHaque, Akkas&Ashif, Three Direct Taxes of Bangladesh;
4. M. A. Baree, Law, and Practice of Bangladesh Income Tax;
5. Government of Bangladesh, The Income Tax Ordinance, 1984;
6. Government of Bangladesh, Value Added Tax Act, 1991;
7. The Institute of Chartered Accountants of Bangladesh, Study Manual on Taxation;
8. Government of Bangladesh, Wealth Tax Act, 1963;
9. Government of Bangladesh, Gift Tax Act, 1990; and
10. Government of Bangladesh, Customs Act, 1969.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	Course Code	: 0413 MGT 321
2.	Course Title	: Operations Management
3.	Course Type (Ged/ Core Course/ Electives/……)	: GED
4.	Year/Level/ Semester/Term	: BBA 3rdYear 2nd Semester
5.	Academic Session	: 2026-2027
6.	Course Teacher	: To be appointed
7.	Pre-requisite (If any)	:
8.	Credit Value	: 3
9.	Contact Hours	: 42
10.	Total Marks	: 100

11. Rationale of the Course:

This course is designed to deal with the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organizations. The topics are integrated for a better understanding using a system model of the operations of an organization.

12. Course Objectives:

The objectives of the course are to improve students understanding of the concepts, principles, problems, and practices of operations management. In fact, it will deal with the operations strategy, process, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management.

13. Course Learning Outcomes (CLOs):

After completion of the course, the students will able to–

CLOs	LT	LD	Learning Outcomes Statements
CLO1	**C2**	**FS**	Articulate an overview of the decision-making process as it relates to the major areas of operations management.
CLO2	**C2**	**FS**	Explore the operations strategy for both manufacturing and service-oriented organizations.
CLO3	**C3**	**FS**	Demonstrate a basic understanding of product and service design and competitive priorities.
CLO4	**C5**	**TS**	Analyze the process of quality management and identify the technique of managing quality control.
CLO5	**C4**	**TS**	Present the work measurement and layout analysis.
CLO6	**C4**	**FS**	Explain the capacity decision, operations planning, and location analysis.
CLO7	**C5**	**TS**	Demonstrate a basic understanding of the problems involved in inventory management.
CLO8	**C5**	**TS**	Explore an understanding of the principles underlying materials requirements planning.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive;
P: Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

CLO 1	1		3			6		8
CLO 2		2			5			8
CLO 3							7	
CLO 4	1		3					8
CLO 5							7	
CLO 6	1							8
CLO 7								
CLO 8				4				8

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course plan:

Week	Topic	Teaching learning strategy	Assessment Strategy	Corresponding CLOs
1	**L-1**Introduction: Definition, functions, and transformation process of operations management, historical development, the difference between manufacturing and services **L-2:** Scope of operations management, trends in operations management, corporate and operations strategies, and different operations systems.	Lecturing, Group Discussion and Demonstration	Feedback (Formative Assessment Mid-1 exam)	CLO 1

2	**L-3:**Comparison between different types of operations systems **L-4 Operations Strategy:** Different strategies of operations management, Functional strategies, business strategies, corporate strategies, competitiveness **L-5& 6 Product and service design:** Product and service planning, competitive priorities, positioning strategies	Lecturing, Demonstration, and Group Discussion	Assignment and presentation (Formative Assessment) Feedback (Summative Assessment Final Exam) Feedback Quiz	CLO 1 CLO 2
3		Lecturing and Group Discussion	(Formative Assessment)	CLO 3
4	**L-7 & 8 Process Design:**Process design, facets of process design, process analysis and workforce management	Lecturing and Discussion	Assignment (Formative Assessment)	CLO 3
5	**L-9& 10 Work Measurement:**Work standard, methods of work measurements, learning curves, and managerial	Lecturing and Discussion	Assignment and presentation (Formative Assessment)	CLO5

	consideration.			
6	**L-11 & 12 Capacity Decision:**Measuring Capacity, Economic of scale, focused facilities, Capacity strategy and systematic approaches to capacity planning.	Lecturing and Discussion and Demonstration	Quiz Exam (Formative Assessment)	CLO 6
7	**L-13 & 14 Operations Planning:**Aggregate planning, resource planning. Liner programming, Schedulingand forecasting.	Lecturing andDiscussion	Assignment	CLO 8
8	**L-15& 16:**Lean production systems	Learning and discussion	Formative Assessment Mid-2	CLO2
9	**L-17 & 18 Location Analysis:**Factors affecting location decisions, Locating a single facility, locating within a network of facilities, and globalization	Lecturing and Group Discussion	Presentation (Formative Assessment)	CLO 6
10	**L-19 & 20 Layout Analysis:** Layout planning, Strategic	Learning and discussion	Quiz Exam (Summative	CLO 5

	issues, hybrid layouts, designing. process layouts.		Assessment)	
11	**L-21 Layout Analysis:** Process layouts Product Layouts etc.	Learning and discussion	Quiz Exam (Summative Assessment)	CLO 5
	L-22 Inventory Management: Meaning, scope, significance, limitations, objectives. Inventory costs etc.	Lecturing and Discussion	Summative Assessment (Final Exam)	CLO 7
12	L-23& 24: Basic Economic Order Quantity model, Its assumptions, Economic Production Quantity, Quantity Discount	Demonstration	Summative Assessment (Final Exam)	CLO 7
13	L-25 & 26: Aggregate planning, Intermediate planning in perspective, Overview of Aggregate planning, Techniques for aggregate planning	Lecturing and Discussion	Summative Assessment (Final Exam)	CLO 8
14	L-27 & 28: Overview of MRP, MRP inputs, MRP Processing, MRP outputs, MRP in services, Benefits, and Requirements of MRP, MRP II,	Lecturing and Discussion	Summative Assessment (Final Exam)	CLO 8

	Closed-Loop MRP.			

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would consistof both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning,and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

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2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
Summative Assessment			60

Course Learning	**Assessment**	
	SMEF(Summative) 80%	**CA(Formative) 20%**

Outcomes (CLOs)	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1 Midterm-2	FEQ		Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3		FEQ	Q1			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation
CLO6			Q3			

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for a re-take of an in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close relative, etc.).

Part: D

16. Learning Materials:

a. Text Book:

- Operations Management, William J. Stevenson, McGraw Hill Publication

b. Reference Book:

- Production and Operations Management, Chase and Aquilano, IRWIN

Course Outline:(Outcome-Based Curriculum)

Part: A - Introduction

1. Course Code : 0413 MGT 322
2. Course Title : Business Ethics and CSR

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	**Course Code**	**:** 0413 MGT 323
2.	**Course Title**	**:** Total Quality Management
3.	**Course Type**	**:** Core Course
4.	**Year/Semester**	**:** BBA 3rd Year 2ndSemester
5.	**Academic Session**	**:** 2026-27
6.	**Course Teacher**	**:** To be appointed
7.	**Pre-requisite (If any)**	**:**
8.	**Credit Value**	**:** 3
9.	**Contact Hours**	**:** 42
10.	**Total Marks**	**:** 100

11. Rationale of the Course:

Modern businesses and organizations have recognized the importance of quality management in improving their business functions in its day-to-day operations. A primary focus of Quality Management is to improve customer satisfaction by having a customer focus and consistently meeting customer expectations and also build relationships with the suppliers to smooth running their operations. It emphasizes the need for the business to clearly communicate to the customers exactly what it will deliver to avoid misunderstandings.

12. Course Objectives:

- To discuss the areas related to ensure the quality of product or services of an organization.
- To explore how customers, suppliers and employees are involved with enhancing and ensuring the quality of a product or services.
- To discuss how organization can ensure or control their quality by using different types of tools.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

No.	Learning Outcome Statements
CLO1	Understand the principles and fundamentals of Quality management
CLO2	Identify the key components and elements of Quality Management
CLO3	Discuss the importance of quality in organizations and how it affects overall performance
CLO4	Demonstrate knowledge of different quality management tools and techniques

CLO5	Develop skills in analyzing and improving processes to enhance quality
CLO-6	Understand the role of leadership in driving a culture of quality in an organization
CLO-7	Acquire knowledge of quality standards and certifications
CLO-8	Apply QM principles to solve real-world quality management challenges.
CLO-9	Develop skills in measuring and monitoring quality performance

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO-1	2	-	-	-	-	-	-	-	-	1
CLO-2	1	-	-	-	-	-	-	-	1	-
CLO-3	-	3	2	-	1	-	-	-	1	-
CLO-4	-	-	-	-	-	-	2	-	1	-
CLO-5	-	-	-	-	-	-	2	-	-	1
CLO-6	-	-	2	-	-	-	-	-	-	-
CLO-7	1	-	-	-	-	-	-	-	1	-
CLO-8	1	-	1	-	-	-	-	-	1	1
CLO-9	-	-	-	2	-	-	-	-	-	1

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Quality Management. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO-1
2	**L-2 & L-3 Chapter 1: The Total Quality Approach to Quality Management**: Achieving Organizational Excellence	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO-1
3	**L-4 & L-5:Chapter 2: Quality as a Strategic Decision:** Meaning of Strategy and Strategic Quality Management, Mission and Vision	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO-3

	Statements, Quality Policy,			
4	**L-6 & L-7:**Quality Objectives, Strategic Planning and Implementation, McKinsey 7s Model, Competitive Analysis, Management Commitment to Quality	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO-3
5	**L-8& L-9:Chapter 3: Customer Focus:** Meaning of Customer and Customer Focus, Classification of customers, Customer Focus, Customer Perception of Quality	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO-5
6	**L-10 & L-11:**Factors affecting customer perception, Customer Requirements, Meeting Customer Needs and Expectations, Customer Satisfaction and Customer Delight, Handling Customer Complaints	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO-5
7	**L-12 & L-13:Chapter 4: Employee Involvement and Team Building:** Importance of Employee Involvement, Empowerment, Motivation &Theories of Motivation,Recognition and Reward, Suggestion System, Teams in Organizations.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO-5 CLO-4

8	**L-14&L-15: Chapter 5: Continuous process improvement:** Process Concept, Meaning and Importance of Continuous Improvement Process, Elements of Continuous Improvement, Juran Trilogy, Kaizen, PDSA Cycle and Other Improvement Strategies, Business Process Reengineering	Lecturing and Group Discussion	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO-5 CLO-4
9	**L-16 & L-17:Chapter 6: Supplier Relations:** Principles of Supplier Relations/Supplier Relationship Development, Togetherness, Types of Suppliers, Outsourcingstrategy, Partnering, Goals of partnership, Building successful partnership, Supplier Selection and Rating, Establishing due process, Criteria for supplier selection, Supplier rating, Sourcing, Supplier certification	Lecturing and Visual Presentation	Summative (Final Exam)	CLO -9
10	**L-18 & L-19: Chapter 7:Quality Control Tools:** Check Sheet, Histogram, Shapes of histogram, Drawing a histogram, Pareto Chart, Drawing a Pareto chart, Cause & Effect Diagram, Scatter Diagram, Control charts	Lecturing and Demonstration	Summative (Final Exam)	CLO-4
11	**L-20, L-21, &L-22: Chapter 8: Statistical Quality Control:** Defining Statistical Quality Control, Understanding the Process, Variations and Causes of Variations, Acceptable Sampling, Sampling methods, Probability based sampling, Non-probability based sampling, Acceptance sampling plans, Control Charts, Process Capability, Process Capability Index, Six Sigma	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO-9

12	**L-23&L-24: Chapter 9: Benchmarking:** Definition of Benchmarking, Reasons for Benchmarking, Types of Benchmarking, Benchmarking Process, Advantages of Benchmarking, Limitations of Benchmarking	Lecturing and Demonstration	Summative (Final Exam)	CLO-8
13	**L-25& L-26: Chapter 10 : Quality Management Systems:** Quality Management System, Quality Management Principles, ISO 9001 Structure, Quality Audits, ISO Registration, Requirements, Benefits of ISO registration, Examples of ISO Standard Application	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO-7
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO-1 CLO-3
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO-1 CLO-3

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative): **40%**

- **i.** Quiz (Formative Assessment) 05
- **ii.** Assignment (Formative Assessment) 05
- **iii.** Term-paper Presentation 05
- **iv.** Class Attendance 05
- **v.** Mid-Semester (Summative Assessment) (10+10) 20

b) Semester Final Examination: **60%**

Summative Assessment 60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

<u>Part: D</u>

16. <u>Learning Materials:</u>

a.Text Book:

- Besterfield, D, Total Quality Management (Latest Edition), Pearson Education India

(a) Reference Book:

- Knowles, G, Quality Management (Latest Edition),bookboon.

Part A- Introduction

1. **Course Code**: 0413 MGT 324
2. **Course Title**: International Business
3. **Course Type:** Core Course
4. **Year/Semester**: BBA 3rd Year 2nd Semester
5. **Academic Session**: 2026-27
6. **Course Teacher**: To be appointed
7. **Pre-requisite (If any)**: Introduction to Business
8. **Credit Value**: 3
9. **Contact Hours**: 42
10. **Total Marks**: 100
11. **Rational of the Course**:

Rationale: This course is designed to introduce the students to international business and its global linkages. It will help students to know cultural diversity, financial scenarios, operational issues, and the investment environment of global business. They will also understand the strategies relating to export-import, cross-cultural communication, negotiation, global marketing, etc.

12. **Course Objectives**

- The main objective of the course is to familiarize the students with international business and its global linkages.
- To study the nature of the market, cultural differences, and value-creation activities by which the international business could be operated.
- To Identify and demonstrate the different types of entry modes into international markets

- To predict and understand the properties of globalization, its changes, and customers changing demands to customize the products, product differentiation, and import-export process based on the latest formulated policy by global business partners.

- To examine different cultural contexts of international business, the global business and investment environment, world financial environment, cross-cultural communication and negotiation, the strategy and structure of international business, export and import strategies, and other operational issues of international business.

13. **Course Learning Outcomes (CLOs)**

After completion of the Course, the Student will be able to –

CLOs			Learning Outcome Statements
CLO1			Demonstrate the exporting, importing, and countertrade, Foreign exchange market,Regional economic integration,Foreign direct investment and Globalization.
CLO2			Determine the difference in culture, Foreign exchange market Regional economic integration,Foreign direct investment, and National differences in political economy and assess their special features.
CLO3			Apply Foreign exchange market theories,Regional economic integration,Foreign direct investment and to predict the properties.
CLO4			Analyze the nature of exporting, importing, and countertrade,The political

			economy of international trade,International trade theory, and Ethics involved in international business.
CLO5			Evaluate the various entry strategies and strategic alliances which are applied to foreign business.
CLO6			Predict the properties of entry strategy and strategic alliances.

LT: Learning Taxonomy (Appendix-1); LD: Learning Domain (Appendix-2)

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	-	-	-	-	-	-
CLO2	3	-	3	-	-	-	-
CLO3	3	-	-	-	-	-	-
CLO4	3	-	-	3	-	-	-
CLO5	3	-	-	2	-	-	-
CLO6	-	-	2	-	2	-	-

Part B

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

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction and overview	Lecturing and Student Activity	Quiz (Formative)	CLO1
2	Globalization	Lecturing and Discussion		CLO1
3	National differences in political economy	Lecturing and Discussion	Quiz (Formative) (Midterm and Final Exam)	CLO2
4	Difference in culture	Lecturing and Discussion	Midterm and Final Exam	CLO2
5	Ethics in international business	Lecturing and Visual Presentation	Midterm and Final Exam	CLO4
6	International trade theory	Lecturing and Visual Presentation	Quiz (Formative) Midterm and	CLO4

			Final Exam	
7	The political economy of international trade	Lecturing and Discussion	Midterm and Final Exam	CLO4
8	Foreign direct investment	Lecturing and Discussion	(Final Exam)	CLO1 CLO2 CLO3
9	Regional economic integration	Lecturing and Discussion	Midterm and Final Exam	CLO1 CLO2 CLO3
10	Foreign exchange market	Lecturing and Discussion	Semester Final	CLO1 CLO2 CLO3
11	The strategy of international business	Lecturing and Discussion	Semester Final	CLO5, CLO6
12	The organization of international business	Student Activity and Group Discussion	(Midterm	CLO4, CLO6
13	Entry strategy and strategic alliances	Student Activity and Group Discussion	Semester Final	CLO5, CLO6
14	Exporting, importing, and countertrade	Student Activity and Group Discussion	Presentation	CLO1-CLO4

Part-C

15. Assessment and Evaluation

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gain a pass mark. The use of grades or classifications, such as credit, merit, and distinction is indicative of the level of achievement of the learning outcomes. Assessment methods would have consisted of both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

 Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks distribution:

a) Continuous Assessment: 40%

(i) Quiz (Formative Assessment) 10

(ii) Assignment/Presentation 05

(iii) Attendance 05

(iv) Midterm (Summative Assess.) 20

b) Semester Final Examination (Summative): 60%

Course Learning Outcomes (CLOs)	Assessment				
	SMEF(Summative) 80%		CA(Formative) 20%		
	Midterm (20%)	Final Examination (60%)	Quiz (10%)	Assignment (5%)	Presentation (5%)
CLO1:	Midterm-1	FEQ	Q1		
CLO2		FEQ	Q2		
CLO3		FEQ			
CLO4	Midterm-2	FEQ	Q3	Assignment-1	
CLO5	Midterm-2	FEQ		Assignment-2	Presentation
CLO6		FEQ		Assignment-3	Presentation

Part-D

16. Learning Materials

TEXT: a.Charles W. L. Hill (2007), International Business: Competing in the Global Marketplace;

Text Books:

1) Rakesh Mohan Joshi, International Business, Oxford University Press, New Delhi.(Latest edition)
2) Michael R. Czinkota, IIkka A. Ronkainen& Michael H. Moffett, International Business, cengage learning India private LTD. (Latest edition)

Reference Books:

a.Ricky W. Griffin, International Business: A Managerial Perspective; and

b,.Joha D. Danials, Lee H. Radebaugh, Daniel P. Sullivan (2006), International Business.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 325
2. **Course Title** : Business Research Methods
3. **Course Type (GEd/Core Course/Electives/…):** GED
4. **Year/Semester** : BBA 4th Year 1st Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

Research methodology is a way of explaining how a researcher intends to carry out their research. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. It encompasses what data they're going to collect and where from, as well as how it's being collected and analyzed. A research methodology gives research legitimacy and provides scientifically sound findings. It also provides a detailed plan that helps to keep researchers on track, making the process smooth, effective and manageable. A researcher's methodology allows the reader to understand the approach and methods used to reach conclusions.

This course is designed to create a practical base of doing research in business and social arena. It helps students in creating new knowledge in the light of the research done in the old areas of knowledge. Business research always remains at the focal point of creating new products and services. Thus understanding research methodology will help students in doing academic research in the social interest as well as business research in the interest of producing new products and services.

The course is an introduction to the principles and methods of business research. Hence it will mostly focus on: securing respondents, making a test investigation, sampling, collecting data, identifying types and errors of collected data, tabulating and analyzing data, interpreting the findings and stating the conclusion. Through class projects and exercises, a more practical experience is offered to the students on how research techniques are applied to the solution of business problems. This book reflects a thoughtful revision of a market standard. Students and professors will find thorough, current coverage of all business research topics presented with a balance of theory and practical application. The authors use managerial decision-making as the theme of Business Research Methods and they provide the content and structure to ensure students' grasp of the business research function. This textbook also encourages and supports the completion of an in-depth business research project, if desired, by the professor.

12. Course Objectives:

The main objective of the course is to introduce students with the basic methodology of doing research in business and social arena and to

- Understand some basic concepts of research and its methodologies.
- Identify appropriate research topics
- Select and define appropriate research problem and parameters

- Prepare a project proposal (to undertake a project)
- Organize and conduct research (advanced project) in a more appropriate manner
- Write a research report and thesis
- Write a research proposal (grants)

13. Course Learning Outcomes (CLOs):
After completion of the Course, the Students will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Understand the methodology of doing research in business and social arena.
CLO2	C4 C5	FS	Identify the research problem in the vast area of the society.
CLO3	C3	TS	Do various surveys on different problems of the society in collecting new data.
CLO4	C3 C4 C5	TS FS	Know the measurement and scaling techniques in research.
CLO5	C2 C3 C4 C5	TS FS	Understand different methods of data collection, processing, analysis and interpretation.
CLO6	C4 C5	TS FS	Test the hypotheses with the help of statistical formula.
CLO7	C6	TS FS	Prepare and present the research reports.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		3	2	1	1	2	2	**3**
CLO2	2	**3**	**2**	1	1	2	2	3
CLO3	1	3	3	2	2	1	-1	2
CLO4	-	1	2	1	1	-	2	3
CLO5	1	1	2	1	1	2	3	2
CLO6	1	3	1	2	2	2	-	3
CLO7	1	2	-	-	2	-	3	2

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1: - Chapter 1: Introduction to Business Research:** Understand what business research is and how it differs from decision support systems and business intelligence systems.	Lecturing and Group Discussion	Feedback (Formative)	CLO1 CLO2
	L-2: Chapter 1: Introduction to Business Research: Understand the trends affecting business research and the emerging hierarchy of research-based decision makers. Explain the different types of research studies used in business. Explain the nature of the research process.	Lecturing and Group Discussion	Feedback (Formative Assessment)	CLO 1 CLO 2
2	**L-3 & 4: Chapter 2: Thinking Like a Researcher:** Understand the terminology used by professional researchers employing scientific thinking. Describe what you need to formulate a solid research hypothesis. Explain the need for sound reasoning to enhance business research results. You need to formulate a solid research hypothesis.	Lecturing and Demonstration	Quiz (Formative Assessment)	CLO 1 CLO 2
3	**L-5 & 6: Chapter 3: Literature Review:** Understand the concept of literature review. Describe why the researchers use literature review. Understand referencing and plagiarism.	Lecturing and Students' participation	Formative and Summative (Mid - 1 and Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4
4	**L-7 & 8: Chapter 4: The Business Research Process:** An Overview: Understand how research is decision and dilemma-centered. Understand how	Lecturing and Group Discussion	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4

	the clarified research question is the result of careful exploration and analysis and sets the direction for the research project.			
5	**L-9 & 10: Chapter 4: The Business Research Process:** Describe how value assessments and budgeting influence the process for proposing research and, ultimately, research design. Explain what is included in research design, data collection, data analysis, and reporting. Describe research process problems to avoid.	Lecturing and Students' participation	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4
6	**L-11 & 12: Chapter 5: Research Design: An Overview:** Understand the basic stages of research design. Explain the major descriptors of research design. Describe the major types of research designs. Understand he relationships that exist between variables in research design and the steps for evaluating those relationships.	Lecturing and Visual Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2 CLO 3
7	**L-13 &14: Chapter 5: Research Design: An Overview:** Understand the basic stages of research design. Explain the major descriptors of research design. Describe the major types of research designs. Understand he relationships that exist between variables in research design and the steps for evaluating those relationships.	Lecturing and Students' participation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3 CLO 4

8	**L-15 & 16: Chapter 6: Qualitative Research:** Describe how qualitative methods differ from quantitative methods. Explain the controversy surrounding qualitative research. Explain the types of decisions that use qualitative methods. Describe the variety of qualitative research methods.	Lecturing and Students' participation	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO3 CLO 4
9	**L-17 & 18: Chapter 6 : Qualitative Research:** Explain the controversy surrounding qualitative research. Explain the types of decisions that use qualitative methods. Describe the variety of qualitative research methods.	Lecturing and Demonstration	Summative (Final Exam)	CLO 1 CLO 2 CLO 4
10	**L-19 & 20: Chapter 7: Observation Studies** Explain when observation studies are most useful. Describe the distinctions between monitoring nonbehavioral and behavioral activities. Explain the strengths and weaknesses of the observation approach in research design.	Lecturing, Demonstration and Students' participation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2 CLO 4
11	**L-21 & 22: Chapter 7: Observation Studies** Understand the three perspectives from which the observer–participant relationship may be viewed in observation studies. Explain the various designs	Lecturing and Students' participation	Summative (Final Exam)	CLO 1 CLO 2 CLO 4

	of observation studies.			
12	**L-23 & 24: Chapter 8: Surveys:** Describe the process for selecting the appropriate and optimal communication approach. Describe what factors affect participation in communication studies. Understand the major sources of error in communication studies and how to minimize them. Explain the major advantages and disadvantages of the three communication approaches.	Lecturing and Students' participation	Summative (Final Exam)	CLO 2 CLO 3
13	**L-25: Chapter 9: Surveys:** Describe the process for selecting the appropriate and optimal communication approach. Describe what factors affect participation in communication studies. Understand the major sources of error in communication studies and how to minimize them. Explain the major advantages and disadvantages of the three communication approaches.	Demonstration and Case Base Study	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 3 CLO 4
	L-26: Chapter 10: Hypothesis, its Formulation and Testing: Understand the two premises on which sampling theory is based. Explain the characteristics of accuracy and precision for measuring sample validity. Describe the two categories of sampling techniques and the variety of sampling techniques within each category. Understand the various sampling techniques and when each is used.	Demonstration and Case Base Study	Summative (Final Exam)	CLO 2 CLO 4

14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 2 CLO 4
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 2 CLO 4

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more. In contrast,

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):		**40%**
i.	Quiz (Formative Assessment)	05
ii.	Assignment (Formative Assessment)	05
iii.	Term-paper Presentation	05
iv.	Class Attendance	05
v.	Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:		**60%**
Summative Assessment		60

Course Learning Outcom	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm	**Final Examination**	**Quiz (5%)**	**Assignment**	**Attendance**	**Presentation (5%)**

es (CLOs)	(20%)	(60%)		(5%)	(5%)	
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

Textbooks:

1. Cooper, D. R. and Schindler, S. S., **Business Research Methods** *(11th Ed)* McGraw-Hill: New York.

2. Sen, D.K., **An Introduction To Research Methodology & Dissertation Writing** (1st Ed) Dikdarshan Prokashoni Ltd: Dhaka

Text Books:

Coakes, S. J. And Steed, L. G, **SPSS v.12: Analysis without Anguish** John Wiley & Sons Australia Ltd. Brisbane.

Field, A., **Discovering Statistics Using SPSS** *(3rd)* SAGE Publications Ltd. London

Jahangir, N., **Perceptions of Power: A Cognitive Perspective of Nationalized Commercial Banks of Bangladesh Center for Social Studies**, Dhaka.

Hair, J. F., Black, W. C., Babin, B. J. and Anderson, R. E., **Multivariate Data Analysis** *(7th)*. Prentice-Hall, New Delhi

Part A- Introduction

1. **Course Code** : 0413 MGT 411
2. **Course Title** : Project Management
3. **Course Type (GEd/Core Course/Electives/…)** : Core Course
4. **Year/Semester** : BBA 4th year 1st Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

This course is designed to explore the stages of managing a project, including project initiation, planning, scheduling, implementation and control, using quantitative and qualitative methods. This course will also focus on how to state the goal of the project, document the objectives of the projects, defining the criteria for project success. Defining the project scope statement and outlining specific project deliverables will also be easily made after completion of this course. Following this course, students could work towards the project management professional manager.

12. Course Objectives:

- to understand the concepts of project, project proposal and its execution;
- to handle the complex task of time estimation and project scheduling, including PERT and CPM;
- to develop competencies in project costing, budgeting and financial appraisal;
- to recognize issues in a realistic project scenario;
- to employ work breakdown structures (WBS) in a project application; and
- to demonstrate the use of appropriate network scheduling techniques.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Understand the basic concepts of project and the context of project management. Articulate the importance of Project Management and the terminologies related to Project Management.
CLO2	C4 C5	FS	Explore the appropriate methods to initiate, plan, execute, control and close projects and to manage the project successfully.
CLO3	C4	FS TS	Apply project management tools and techniques and also to analyze risk regarding project and appraisal of the project.

CLO4	C4 C6	FS	Achieve project goals within the estimated time by allocating necessary resources to meet project goal.
CLO5	C4 C5 C6	FS	Disseminate and communicate effectively on project and project management, strategies, applications, and recommendations in oral, written, and visual forms through real-world case analysis.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	3	-	-	-	-	-	1	-
CLO2	-	-	2	2	-	-	-	-
CLO3	-	-	3	1	-	-	-	-
CLO4	-	1	-	2	-	1	-	-
CLO5	-	-	-	-	-	-	2	3

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assesment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Project Management. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1 CLO 4
	L-2, 3 & 4: Chapter 1: Introduction: Project and Project Management; Program Vs. Project; Project Life Cycle; Current Drivers of Project Management; Characteristics and Objectives of Project; Project Management versus Operations Management; Critical Factors in the way of Project Success; Role of Project Manager; Social, Institutional and Organizational Framework of Project; Project Selection Criteria; and BCG Matrix.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1 CLO 3

2	**L-5 & 6: Chapter 2: Project Initiation and Formulation**: Idea Development; Developing Logical Framework; and Objectives based Primary Planning. Concepts of Project Formulation; Stages of Project Formulation, Factors Affecting the Selection of Location; Factors Affecting the Selection of Technology.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 2 CLO 5
3	**L-7, 08 & 09: Chapter 3: Risk Analysis in Single and Multiple Projects:** Project risk and risk management; Risk & Uncertainty; Classification of Risk; Risk Identification; Techniques for Measuring Risk; The necessary steps to manage risk; Risk Management Strategies and Processes; and Risk management approaches; PRAM (Project Risk Analysis & Management); and Features of PRAM; The Phases / steps of PRAM.	Lecturing and Demonstration with video presentation	Feedback and Mid-1 (Formative Assessment)	
4	**L-10 & 11: Chapter 4: Cost Estimation & Budgeting:** Factors Influencing the Quality of Estimates, Estimating Guidelines for Times, Costs and Resources, Cost Management; Costs should be estimated for developing a project; Types of costs; Project Budget; How to make a project budget.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -1 and Final Exam)	CLO 3 CLO 5
5	**L- 12, 13 & 14 Chapter 5: Project Appraisal & Developing a project plan:** Project appraisal (Market appraisal, Technical appraisal, Financial Appraisal and Economic Appraisal); Developing the Project Network; Types and Symbols used in Network Techniques; Rules for constructing Network; Constructing a Project Network; Network Computation Process, Practical Considerations, Network Logic Errors, Activity Numbering.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3
6	**L- 15, 16 & 17: Chapter 6:**	Demonstration with	Assignment	CLO 2

	Project Scheduling: Meaning and Features of scheduling; Steps in scheduling; Why Scheduling; Project Scheduling Method: Resource Scheduling Problem, Types of Resource Constraints, Work Break Down Structure (WBS); Time Scheduling (PERT); and Cost Estimation (CPM); and Mathematical Problems.	Slide Presentation	and Presentation (Formative Assessment)	CLO 3
7	**L-18, 19 & 20: Chapter 7: Project Monitoring and Implementation:** Monitoring and Information System; Designing for Monitoring System; Information Need and Reporting Process; Methods of Monitoring, Guidelines for Effective Monitoring; Impediments of Successful Monitoring; Monitoring versus Controlling; Project control-Elements of Control, Control Purposes, Control Process and Types of Control Process; and Designing Control System.	Lecturing and Demonstration	Summative (Final Exam)	CLO 2 CLO 3
8	**L- 21 & 22: Chapter 10 : Human Aspects in Project Management:** Forms of Project Organizations; Advantages and Limitations of different forms of Project Organizations; Benefits of Project Organizations; Roles and Traits of a Project Manager; Project Leaderships; and Change Management.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4
9	**L-23 & 24: Chapter 10: Project Evaluation and Termination:** Evaluation: Project Audit, its Construction and Audit Life Cycle; Termination-Causes of Termination, Varieties of Termination and Termination Process.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4
10	**L-25 & 26: Chapter 10 : Project Management in Bangladesh:** Project Processing; Managerial Procedure related to Industrial Project in the Public Sector; Organizations involved with Project Processing in the Public	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4

	Sector; Monitoring and Evaluation System in the Management of Project; Problems of Project Management in Bangladesh and their Probable Remedies.			
	L-27: Presentation-III	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-IV	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

Course Learnin	**Assessment**	
	SMEF(Summative) 80%	**CA(Formative) 20%**

g Outcomes (CLOs)	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a.Text Book:

- Strategic Human Resources Planning, Monica Belcourt, 5th Edition.

b. Reference Book:

- Human Resource Planning, Dipak Kumar Bhattacharyya, 2nd Edition, Excel Books, New Delhi, 2002.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	**Course Code**	: 0413 MGT 412
2.	**Course Title**	: Public Administration
3.	**Course Type (GEd/Core Course/Electives/…)**	: Core Course
4.	**Year/Semester**	: BBA 4th year 1st Semester
5.	**Academic Session**	: 2026-27
6.	**Course Teacher**	: To be appointed
7.	**Pre-requisite (If any)**	:
8.	**Credit Value**	: 3
9.	**Contact Hours**	: 42
10.	**Total Marks**	: 100

Rationale

Government activities have not only grown in size, but they have also grown in complexity. And such complexity demands different types of expertise for various activities. If individuals in government have the time and energy to carry out all their functions, they will not have among themselves alone the necessary expertise to handle their specialized activities. As a result, they need a variety of experts who will be found in the public administration. At the same time, without the knowledge of public Administration, the government will not be able to generate, implement, impact-assess, and manage government policy. Public Administration envisions to become a key provider of high-quality organizational, functional, and human resource support to the Bangladesh public service with a view to ensuring efficient, professional, transparent, and responsive public service delivery. It also contributes to the development of a competent and accountable public service system by attracting, developing, engaging, and managing an efficient and innovative organizational, functional human resources support system.

Objectives

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

Learning Outcomes

a. Students will be able to understand the definition and meaning of public administration and its scope
b. Will be able to differentiate between public and private administration and their objective
c. Explain Paradigm, Necessity of Paradigm, Different Paradigms, and their Applicability.
d. Will get clear knowledge about different branches of the government, like the Legislature, Executive, and Judiciary
e. Will also get knowledge about Central and Field Administration, Local Government, Corporations, and Autonomous Bodies
f. Students will be able to learn about the ecology and legacy of public administration in Bangladesh.
g. Will be able to understand and explain the intricacies of Bangladesh's public administration and the way it works in the context of Bangladesh

Course Contents

1. **Public Administration**: Meaning, Definition, Nature, Scope & Importance of Public Administration, Difference between Public Administration & Private Administration, Relationship of Public Administration with Other Disciplines.
2. **Growth and Development of Public Administration:** Different Paradigms of Public Administration, New Public Administration, New Public Management, Governance
3. **Selected Classical Administrative Thinkers:** Max Weber, F. W. Taylor, Henry Fayol, Chester I. Bernard, Mary Parker Follett, and Chris Argyris.
4. **Concepts of Public Administration:** Power and Authority; Hierarchy; Division of Work; Co-ordination; Span of Control; Unity of Command; Line and Staff; Departmentalization.
5. **Basic Process of Public Administration:** Public Policy Making, Policy Execution, Decision Making Process, Leadership in Public Administration: Public Leadership, Functions of Leadership, Approaches to Leadership, Types and Styles of Leadership, Communication in Public Administration, Centralization and Decentralization.
6. **Public Control and Accountability:** Concept of Public Accountability, Ways and Means of Ensuring Public Accountability.
7. **Constitutional Framework of Bangladesh and Its Administration:** Working of Political Executive, President-Prime Minister and Cabinet or Ministers, Rules of Business.
8. **Field Administration in Bangladesh**: Role of Divisional Commissioner, Deputy Commissioner, Upazila Nirbahi Officer with reference to Development Administration.
9. **Selected Issues of Bangladesh Civil Service:** Nature and Problems, Recruitment, Classification of Services-Training, Promotions and Transfer, Relationship between Generalists and Specialists in Bangladesh; Bureaucracy and Politics, Women in Bangladesh Administration.
10. 8. **Administrative Accountability** (a) Ministerial Control (b) Parliamentary Control (c) Judicial Control (d) Extralegal Control (e) Ombudsman in Bangladesh.

Recommended Books:

1. Henry, N. (1999). *Public Administration and Public Affairs* (7th Edition). UK: Prentice-Hall International.
2. Shafritz, J. M. (1999). *Introducing Public Administration* (2nd Edition). USA: Longman, New York.
3. Ali, S. A. M. M. (2007). *Civil Service Management in Bangladesh*. Dhaka: UPL.
4. Bhattacharya, M. (1999). *Public Administration-Structure, Process and Behavior.* Calcutta: World Press.
5. Nigro, F. A. & Nigro, L. G. (1989). *Modern Public Administration*. New York: Harper Collins Publishers.

6. Robbins, S. P. (1995). *Essentials of Organizational Behavior (4thEdn*). New Delhi: Prentice-Hall of India, Private Ltd.
7. Rosenbloom, D. H. (1989). *Public Administration*. New York: McGraw-Hill Book Company.
8. Hicks & Gullet (1975). *Organizations: Theory and Behavior*. Singapore: McGraw-Hill Book Company.
9. Bhagwan, V. & Bhushan, V. (1998). *Public Administration*. New Delhi: S. Chand & Company Ltd.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	**Course Code**	**:** 0413 MGT 413
2.	**Course Title**	**:** Supply Chain Management
3.	**Course Type (GEd/Core Course/Electives/…)**	**:** GED
4.	**Year/Semester**	**:** BBA 4th Year 1st Semester
5.	**Academic Session**	**:** 2026-27
6.	**Course Teacher**	**:** To be appointed
7.	**Pre-requisite (If any)**	**:**
8.	**Credit Value**	**:** 3
9.	**Contact Hours**	**:** 42
10.	**Total Marks**	**:** 100

11. Rationale of the Course:

The Supply Chain Management course is designed in response to the increasingly pivotal role that efficient supply chain operations play in today's complex business landscape. With businesses spanning the globe, the course addresses the intricacies of managing global supply chains, navigating international regulations, and fostering effective collaboration among diverse stakeholders. Students learn to streamline processes, integrate cutting-edge technologies like data analytics, and develop risk mitigation strategies to ensure business continuity in the face of disruptions. Moreover, the course emphasizes ethical and sustainable practices, reflecting the growing demand for socially responsible supply chain management. By combining theoretical foundations with hands-on case studies, the course equips students with the skills needed to make informed strategic decisions that optimize resource utilization, enhance customer satisfaction, and contribute to overall organizational success.

12. Course Objectives:

- ☐ To define supply chain management and describe its role in modern business operations.
- ☐ To identify and explain the key components and stakeholders within a supply chain.
- ☐ To analyze the flow of materials, information, and financial resources in a supply chain.
- ☐ To apply basic principles of demand forecasting to predict future customer needs.
- ☐ To evaluate the importance of inventory management and its impact on supply chain efficiency.
- ☐ To explain the significance of collaboration and communication among supply chain partners.
- ☐ To discuss ethical and sustainability considerations in supply chain decision-making.
- ☐ To solve basic supply chain problems and make recommendations based on case studies and scenarios.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C1	FS	Recall and define key components of supply chain management, such as its definition, objectives, and decision phases.
CLO2	C2	FS	Understand the challenges associated with achieving and maintaining strategic fit in supply chain management.
CLO3	C3	FS	Apply financial measures of performance and identify drivers of supply chain performance, including facilities, inventory, transportation, information, sourcing, and pricing.
CLO4	C4	FS	Analyze the role of distribution in the supply chain and factors influencing distribution network design.
CLO5	C5	FS	Evaluate the role of network design in the supply chain, network design decisions, and models for facility location and capacity allocation.
CLO6	C6	FS	Create and evaluate global supply chain networks, considering the impact of globalization, offshoring decisions, and decision-making under uncertainty.

LT: Learning Taxonomy: C1- Remember; C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6 Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1	**-**	**2**	**-**	**-**	**1**	**-**	**-**	**3**
CLO2	**-**	**3**	**-**	**-**	**-**		**-**	**2**
CLO3	**-**	**3**	**2**	**-**	**-**	**-**	**-**	**-**
CLO4	**-**	**-**	**-**	**3**	**-**	**-**	**2**	**-**
CLO5	**-**	**-**	**-**	**-**	**-**	**2**	**-**	**-**
CLO6	**-**	**3**	**-**	**-**	**-**	**2**	**-**	**-**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Contents	Teaching Strategy(s)	Assessment Strategy	Alignment with CLO

1	**Understanding the Supply Chain** **L- 1 & 2:** Definition, The Objective of a Supply Chain, The Importance of Supply Chain Decisions, Decision Phases in a Supply Chain, Process Views of a Supply Chain, Examples of Supply Chains.	Lecture, Interactive Discussion, Case Study	Feedback (Formative)	**CLO1**
2	**Achieving Strategic Fit and Scope** **L-3 & 4:** Competitive and Supply Chain Strategies, Achieving Strategic Fit, Challenges to Achieving and Maintaining Strategic Fit.	Lecture, Interactive Discussion,	Feedback and Mid-1 (Formative Assessment)	**CLO1** **CLO2**
3	**Supply Chain Drivers and Metrics** **L- 5 & 6:** Financial Measures of Performance, Drivers of Supply Chain Performance, Facilities, Inventory, Transportation, Information, Sourcing, Pricing.	Lecture, Constructive Discussion	Quiz and Mid-1 (Formative Assessment)	**CLO1** **CLO2**
4	**Supply Chain Drivers and Metrics** **L- 7&8:** Financial Measures of Performance, Drivers of Supply Chain Performance, Facilities, Inventory, Transportation, Information, Sourcing, Pricing.	Lecture, Constructive Discussion	Mid-1 (Formative Assessment)	**CLO1** **CLO2**
5	**Designing Distribution Networks and Applications to Online Sales** **L-9&10:** The Role of Distribution in the Supply Chain, Factors Influencing Distribution Network Design, Online Sales and the Distribution Network, Distribution Networks in Practice.	Lecture, Case Study	Formative and Summative (Mid -2 and Final Exam)	**CLO5**
6	**Designing Distribution Networks and Applications to Online Sales** **L 11&12:** The Role of Distribution in the Supply Chain, Factors Influencing Distribution Network Design, Online Sales and the Distribution Network, Distribution Networks in Practice.	Lecture, Case Study	Formative and Summative (Mid -2 and Final Exam)	**CLO5**
7	**Network Design in the Supply Chain** **L 13& 14:** The Role of Network Design in the Supply Chain, Network Design Decisions, Framework for Network Design Decisions, Models for Facility Location & Capacity Allocation, Making Network Design Decisions in Practice.	Lecture	Formative and Summative (Mid -2 and Final Exam)	**CLO3**

8	**Designing Global Supply Chain Networks** **L15& 16:** The Impact of Globalization on Supply Chain Networks, The Offshoring Decision, Total Cost, Risk Management in Global Supply Chains, Discounted Cash Flows, Evaluating Network Design Decisions Using Decision Trees, To Onshore or Offshore, Evaluation of Global Supply Chain Design Decisions Under Uncertainty, Making Global Supply Chain Design Decisions Under Uncertainty in Practice.	Lecture, Case Study, Article Review	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	**CLO3**
9	**Demand Forecasting in Supply Chain** **L 17& 18:** The role of forecasting for both an enterprise and a supply chain, Identifying the components of a demand forecast, Forecasting demand in a supply chain given historical demand data using time-series methodologies, Analyzing demand forecasts to estimate forecast error	Lecture, Constructive Discussion	Assignment and Summative (Final Exam)	**CLO2** **CLO3**
10	**Demand Forecasting in Supply Chain** **L- 19&20:** The role of forecasting for both an enterprise and a supply chain, Identifying the components of a demand forecast, Forecasting demand in a supply chain given historical demand data using time-series methodologies, Analyzing demand forecasts to estimate forecast error	Lecture, Constructive Discussion	Assignment, Summative (Final Exam)	**CLO5**
11	**Sourcing Decisions in a Supply Chain** **L-21 &22:** The Role of Sourcing in a Supply Chain, In-House or Outsource? Successful Third-Party Suppliers, Total Cost of Ownership, Sharing Risk and Reward in the Supply Chain, Tailored Sourcing, Making Sourcing Decisions in Practice.	Lecture, Case Study	Assignment, Summative (Final Exam)	**CLO3**
12	**Sourcing Decisions in a Supply Chain** **L-23&24:** The Role of Sourcing in a Supply Chain, In-House or Outsource? Successful Third-Party Suppliers, Total Cost of Ownership, Sharing Risk and Reward in the Supply Chain, Tailored Sourcing, Making Sourcing Decisions in Practice.	Lecture, Case Study	Assignment, Summative (Final Exam)	**CLO6**

13	**Sustainability and the Supply Chain** **L-25&26:** Importance of Sustainability in a Supply Chain, Challenge to Sustainability Posed by the Tragedy of The Commons, Key Metrics Used To Measure Sustainability for a Supply Chain, Opportunities for Improved Sustainability in Various Supply Chain Drivers.	Lecture, Article Review	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	**CLO6**
14	**L-27:** Presentation-I **L-28:** Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	**CLO5**

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a. **Text Book:** Sunil Chopra & Peter Meindl, Supply Chain Management Strategy, Planning, and Operation, Pearson Publications.

b. **Reference Book:** Joel D. Wisner, Keah-Choon Tan & G. Keong Leong, Principles of Supply Chain Management- A Balanced Approach.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

17. Course Code	: 0413 MGT 414
18. Course Title	: Industrial Relations
19. Course Type	: Core Course
20. Year/Semester	: BBA 4th Year 1st Semester
21. Academic Session	: 2026-27
22. Course Teacher	: To be appointed
23. Pre-requisite (If any)	:
24. Credit Value	: 3
25. Contact Hours	: 42
26. Total Marks	: 100

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 415
2. **Course Title** : Cost and Management Accounting
3. **Course Type (GEd/Core Course/Electives/…)** : Core Course
4. **Year/Semester** : BBA 3rd Year 2nd Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100
11. **Rationale of the Course:**

This course is designed to involve students in costing and pricing of goods and services for enabling them to make organizational operating and strategic plans and decisions. It helps students in planning, monitoring and controlling the cost and price of goods and services as well as understanding a company's internal operations.

12. Course Objectives:

- To understand the basic concepts, principles and techniques of cost and management accounting;
- To know the cost and pricing policy of an organization;
- To learn different functions and approaches to cost and management accounting;
- To gather the clear concept on cost-volume profit and profit planning;
- To apply the knowledge in formulating strategic plan and decision making.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO-1	C2	FS	Define and illustrate various cost terms and concepts and to evaluate their relevancy for various decision makings;
CLO-2	C3	TS	Prepare the schedule of cost of goods manufactured, cost of goods sold, income statements, analysis of material, labor and overheads
CLO-3	C4	TS	Analyze cost and elements of production, conduct cost-volume-profit analysis, conduct process costing, classify joint product & by-product and standard costing;
CLO-4	C3	TS	Apply the knowledge to prepare different budget and profit planning;

CLO-5	C6	TS	Evaluate the responsibility accounting system.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: **FS**-Fundamental Skill; **TS**-Technical Skill,

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO-1	-		-	-	-	-	3	3
CLO-2	-	2	-	-	-	2	-	-
CLO-3	-		-	-	-	-	2	3
CLO-4	-		-	2	-	-	-	3
CLO-5	-	2	-	-	-	-	-	3

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** **Introduction:** Definition of Cost Accounting, Difference from Financial Accounting & Cost Accounting, Methods of Costing System; Definition of Management Accounting, Functions and Principles of Management Accounting.	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1
	L-2: **Managerial Accounting and the Business Environment:** The Work of Management and the Need for Managerial Accounting Information; Comparison of Management Accounting and Cost and Financial accounting; Organization Structure; The Changing Business Environment; Code of Conduct for Management Accountants.	Lecturing and Group Discussion	Formative and Summative (Mid-1 and Final Exam)	CLO 1
2	**L-3&4:** **Element of cost and cost sheet: Cost Terms, Concepts and Classifications; work-out problems,** Product Costs versus Period Costs; Cost	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2

	Classifications on Financial Statements; Product Cost Flows; Cost Classifications for Predicting Cost Behavior; Cost Classifications for Assessing Costs to Cost Objects; Cost Classifications for Decision Making; Element of Production; Work-out problems.			
3	**L-5&6:** **Materials:** Introduction, material control, control on purchase of material, centralized Vs. Decentralized purchase; store routine, level of stock; ABC system; EOQ, store ledger, bin card, stock verification; pricing the issue of materials; FIFO; LIFO, Average method; material analysis; Work-out problems	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2
4	**L-7&8:** **Labor:** Introduction; Recruitment of workers, Retrenchment of workers; Time keeping; Working time and Time booked; Idle time; Labor turnover; Job evaluation; Workers' remuneration; Factors considered before selecting a method of remuneration; Group bonus plan; Other incentive schemes; Pay-roll or wages sheet; Accounting for wages; work-out problems	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2
5	**L-9&10:** **Overhead:** Introduction; Classification of overhead; Production or factory overhead; Collection of factory overhead; Distribution of factory overhead to production and service departments; Recovery of overhead; Over and under absorption of overhead; Administration overhead,	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2

	Selling and distribution overhead; work-out problems.			
6&7	**L-11,12,13&14:** **Process Costing, Budget and Profit planning: -** Comparison of Job; Order and Process Costing, a Perspective of Process Cost Flows, Equivalent Units of Production, Production Report; Weighted Average Method and Operation Costing; Cash Budget, Flexible Budget, Sales Budget, Master Budget and Profit Planning; Work-out problems	Lecturing and Demonstration	Assignment, Formative and Summative (Mid- 2 and Final Exam)	CLO 3 CLO 4
8	**L-15&16:** **Cost-Volume-Profit Relationships:** The Basics of Cost-Volume-Profit (CPV) Analysis, Break-Even Analysis, Computations of Break-even Points, CPV Considerations in Choosing a Cost Structure, The Concept of Sales Mix, Assumptions and Uses of Cost-Volume-Profit Analysis, Work-out problems	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 3
9	**L-17&18:** **Activity Based Costing:** A Tool to Aid Decision Making: How Costs are Treated under Activity-Based Costing, Designing an Activity-Based Costing (ABC) System, The Mechanics of Activity-Based Costing, Comparison of Traditional and ABC Product Costs, Targeting Process Improvements, Activity-Based Costing and External Reports, The Limitations of Activity-Based Costing.	Lecturing	Formative and Summative (Mid-2 and Final Exam)	CLO 3

10	**L-19&20:** **Profit Planning:** The Basic Framework of Budgeting; Preparing the Master Budget, Flexible & Cash Budget; The Budgeted Income Statement and Balance Sheet.	Lecturing	Formative and Summative (Mid-2 and Final Exam)	CLO 4
11	**L-21&22:** **Standard Costs and the Balanced Scorecard:** Standard Costs-Management by Exception; Setting Standard Costs; a General Model for Variance Analysis; Using Standard Costs: Direct Materials Variances, Direct Labor Variances, Variable Manufacturing Overhead Variances; Balanced Scorecard.	Demonstration with Slide Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 3
12	**L-23&24:** **Mid-Term 1 Exam & Mid-term 2 Exam**		Summative Assessment	CLO 2 CLO 3
13	**L-25&26:** **Relevant Costs for Decision Making:** Cost Concepts for Decision Making; Adding and Dropping Product Lines and Other Segments; Make or Buy Decision-Opportunity Cost; Special Orders Utilization of a Constrained Resources; Joint Product Costs and Contribution Approach Activity-Based Costing versus Relevant Costs.	Demonstration with Slide Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 4
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

<u>Part: C</u>

15. <u>Assessment and Evaluation:</u>

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

<table>
<tr><th rowspan="3">Course Learning Outcomes (CLOs)</th><th colspan="6">Assessment</th></tr>
<tr><th colspan="2">SMEF(Summative) 80%</th><th colspan="4">CA(Formative) 20%</th></tr>
<tr><th>Midterm (20%)</th><th>Final Examination (60%)</th><th>Quiz (5%)</th><th>Assignment (5%)</th><th>Attendance (5%)</th><th>Presentation (5%)</th></tr>
<tr><td>CLO1</td><td rowspan="2">Midterm-1</td><td>FEQ</td><td>Q1</td><td rowspan="5">Assignments</td><td rowspan="5">Class Attendance Marks, Based on 28 Classes.</td><td rowspan="3"></td></tr>
<tr><td>CLO2</td><td>FEQ</td><td></td></tr>
<tr><td>CLO3</td><td rowspan="2">Midterm-2</td><td>FEQ</td><td>Q2</td></tr>
<tr><td>CLO4</td><td>FEQ</td><td>Q3</td><td>Presentation</td></tr>
<tr><td>CLO5</td><td></td><td>FEQ</td><td></td><td>Presentation</td></tr>
</table>

FEQ = Final Examination Question

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

Text Books:

1. Basu & Das, Theory and Practice of Costing, Rabinda Library, Kolkata, India (Latest Edition)
2. Ray H. Garrison , Eric W. Noreen and Peter C. Brewer, Managerial Accounting; and
3. C.T. Horngren, G. Fosterand & S.M. Dtar, Cost Accounting: A Managerial Emphasis.

Reference Books:

1. Matz and Usry, Cost Accounting;
2. Prasad, N. K. Principles and Practice of Cost Accounting;
3. Ashish K. Bhattacheryya, Principles and Practice of Cost Accounting;
4. Ronald W. Hilton, Managerial Accounting: Creating Value in a Dynamic Business Environment.
5. HrikeshChakroborty, Principles of Management Accounting; and

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** **:** 0413 MGT 416
2. **Course Title** **:**Management Information Systems
3. **Course Type (GEd/Core Course/Electives/…)** **:** Core Course
4. **Year/Semester** **:** BBA 4th Year 1st Semester.
5. **Academic Session** **:** 2026-27
6. **Course Teacher** **:** To be appointed
7. **Pre-requisite (If any)** **:**
8. **Credit Value** **:** 3
9. **Contact Hours** **:** 42
10. **Total Marks** **:** 100

11. Rationale of the Course:

This course is designed to make reports and comprehensive overviews that help managers conduct performance reviews and make a wide range of decisions, such as an in-depth analysis of operational concerns. It provides internal reports that are presented in an easily understandable format. Information collected by MIS is either financial or operational depending on the needs of management

12. Course Objectives:

1. To identify and analyze requirements for information systems;

2. To understand and apply design principles in information systems;
3. To apply development principles in information systems;
4. To effectively solve problems in an MIS context;
5. To effectively communicate to both business and IT professionals;
6. To identify the role of non-MIS managers in areas, such as MIS strategic planning, end-user liaison support, customer facing systems and Decision Support System (DSS);
7. To define and analyze various MIS management responsibilities including planning, budgeting, project management and personnel management; and to discuss critical ethical and social issues in information systems ;

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C2	FS	Discover the fundamentals of information systems, information technology, and management information systems.
CLO2	C2 C3	FS	Explore the fundamentals of database design and organizational support system management.
CLO3	C3 C4	FS TS	Explore the needs and roles of information systems, organizational support systems, and enterprise business systems in an organization.
CLO4	C4 C5	FS TS	Effective learning of technical aspects of information systems like hardware, software, and networking.
CLO5	C5	TS	Produce and deliver an effective presentation on the management of information systems in an organization.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**
CLO1	**2**	**3**	**1**	**2**	**-**	**-**	**-**	**-**
CLO2	**-**	**3**	**-**	**2**	**-**	**1**	**-**	**2**
CLO3	**3**	**3**	**-**	**2**	**2**	**1**	**2**	**2**
CLO4	**-**	**3**	**3**	**2**	**-**	**1**	**-**	**2**
CLO5	**-**	**3**	**2**	**3**	**-**	**1**	**3**	**3**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** - To acquire general idea about the course Management information system. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1
	L2,L3,L4:Chapter1:Introduction: Meaning, nature, goals and characteristics of data, information, Information System(IS), Information Technology(IT) and Management Information System (MIS); Significance and Challenges of MIS; , Services of MIS; MIS Structure based on Hierarchy level of Management Activity; Organizational System Approach to MIS; Urgency and Roles of IS and IT in Business; Managing Information Resources and its Principles; and Benefits of using Network Computers.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1 CLO 3
2	**L-5, 6, 7:Chapter2: Fundamentals of Information System (IS):** The Concepts of Information System (IS), Information Technology (IT); IS Vs IT; Activities of an IS; IS resources; IS and Organizational Structure; Necessity of Information System in an Organization; and Potential Risks of Information System.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 2 CLO 5
3	**L-8, 9:Chapter 3: Technical Foundation of Information Technology (IT)Computer Hardware:** Computer System Concept; CPU; Micro Computer System; Minicomputer System; Main Frame Systems; Computer Peripherals Input Output and Storage Technologies; **System Software:** Overview; Operating System; Network Management Program; System	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO 2 CLO 5

	Support Programs; Programming Languages; Programming Packages; Application Software; **Telecommunication and Networking:** Components and Functions of Telecommunication and Telecommunication Network; Network Model; Network Protocol; Telecommunication Software; Communication Channel Characteristics; and Information Superhighway; Network Topology; Internet, Internet Benefits to an Organization and Problems in the Internet.			
4	**L-10,11: Chapter 3: Technical Foundation of Information Technology (IT)** **Computer Hardware:** Computer System Concept; CPU; Micro Computer System; Minicomputer System; Main Frame Systems; Computer Peripherals Input Output and Storage Technologies; **System Software:** Overview; Operating System; Network Management Program; System Support Programs; Programming Languages; Programming Packages; Application Software; **Telecommunication and Networking:** Components and Functions of Telecommunication and Telecommunication Network; Network Model; Network Protocol; Telecommunication Software; Communication Channel Characteristics; and Information Superhighway; Network Topology; Internet, Internet Benefits to an	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2 CLO3

	Organization and Problems in the Internet.			
5	**L-12,13 : Chapter 3: Technical Foundation of Information Technology (IT)** **Computer Hardware:** Computer System Concept; CPU; Micro Computer System; Minicomputer System; Main Frame Systems; Computer Peripherals Input Output and Storage Technologies; **System Software:** Overview; Operating System; Network Management Program; System Support Programs; Programming Languages; Programming Packages; Application Software; **Telecommunication and Networking:** Components and Functions of Telecommunication and Telecommunication Network; Network Model; Network Protocol; Telecommunication Software; Communication Channel Characteristics; and Information Superhighway; Network Topology; Internet, Internet Benefits to an Organization and Problems in the Internet.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO2 CLO3 CLO 4

6	**L-14, 15: Chapter 4: Database Design and Management:** Concept of Database, Data Hierarchy, Method of Organizing Data in File, Database Management System, Components of Database Management System, Principles of Data Base Management System; and Models of Database.	Lecturing and Visual Presentation	Summative (Final Exam)	CLO 1 CLO 2 CLO 3 CLO4
7	**L-16, 17 : Chapter 4: Database Design and Management:** Concept of Database, Data Hierarchy, Method of Organizing Data in File, Database Management System, Components of Database Management System, Principles of Data Base Management System; and Models of Database.	Lecturing and Demonstratio n		CLO 1 CLO2 CLO 3 CLO 4
8	**L-18, 19, 20: Chapter 5; Management and Organizational Support System:** Decision Support System (DSS), Types of Managerial Decision Making, Functions and Components of DSS, Executive Information System (EIS), Functions of EIS, Characteristics of DSS & EIS, Critical Success Factors for DSS & EIS, Difference between MIS, DSS and EIS; Knowledge Work System, Artificial Intelligence and Expert System.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 1 CLO 2 CLO 3 CLO 5
9	**L-21, 22; Chapter5 Management and Organizational Support System:** Decision Support System (DSS), Types of Managerial Decision Making, Functions and Components of DSS, Executive Information System (EIS), Functions of EIS, Characteristics of DSS & EIS, Critical Success Factors for DSS & EIS, Difference between MIS, DSS and EIS; Knowledge Work System, Artificial Intelligence and Expert System.	Lecturing and Demonstration	Summative (Final Exam)	CLO 1 CLO2 CLO 3 CLO5
10	**L-23, 24, 25, 26: Chapter 6:Enterprise Business System:** Electronic Business System,	Demonstration with Slide Presentation	Assignment and Presentation (Formative	CLO 1 CLO2 CLO 3

	Marketing Information System, Manufacturing Information System, Human Resource Information System, Accounting Information System, Financial Information System, Strategic Information System, Customer Relationship Management (CRM), Supply Chain Management.		Assessment) Summative (Final Exam)	CLO5
11	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 4 CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 4 CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative): **40%**

i.	Quiz (Formative Assessment)	05
ii.	Assignment (Formative Assessment)	05
iii.	Term-paper Presentation	05

iv. Class Attendance 05

v. Mid-Semester (Summative Assessment) (10+10) 20

b) Semester Final Examination: **60%**

Summative Assessment 60

Course Learning Outcomes (CLOs)	**Assessment**					
	SMEF(Summative) 80%		**CA(Formative) 20%**			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1 & Midterm-2	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3		FEQ	Q2			
CLO4		FEQ				
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

Text Books:

1. Uma G. Gupta, Management Information System: A Managerial Perspective; and
1. Kenneth C. Laudon and Jane P. Laudon, Management Information System.

Reference Books:

1. James A. O’Brien, Management Information System;
2. David M. Kroenke& Randall J. Boyle, Using MIS; and
3. Hossein Bidgoli, MIS.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 421
2. **Course Title** : Management Thought
3. **Course Type (GEd/Core Course/Electives/…):** Core Course
4. **Year/Semester** : BBA 4th Year 2nd Semester
5. **Academic Session** : 2026-27
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

Course Outlines

Part A- Introduction

1. Course Code	**:** 0413 MGT 422
2. Course Title	**:** Sustainable Development
3. Course Type (GEd/Core Course/Electives/…)	**:** Core Course
4. Year/Semester	**:** BBA 4th Year 2nd Semester
5. **Academic Session**	**:** 2026-27
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	**:** Fundamentals of Management, Advanced Management
8. **Credit Value**	**:** 3
9. **Contact Hours**	**:** 42
10. Total Marks	**:** 100

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1.	**Course Code**	: 0413 MGT 423
2.	**Course Title**	**:** Business Model Innovation
3.	**Course Type (GEd/Core Course/Electives/…)**	**:** GED
4.	**Year/Semester**	**:** BBA 4th Year 2nd Semester
5.	**Academic Session**	**:** 2026-27
6.	**Course Teacher**	**:** To be appointed
7.	**Pre-requisite (If any)**	**:**
8.	**Credit Value**	**:** 3
9.	**Contact Hours**	**:** 42
10.	**Total Marks**	**:** 60

Course Outline: (Outcome-Based Curriculum)

Part: A - Introduction

1. Course Code : 0413 MGT 424
2. Course Title : Industrial Psychology
3. Course Type (Ged/ Core Course/ Electives/……) : Core Course
4. Year/Level/ Semester/Term : BBA 4th Year 2nd Semester
5. Academic Session : 2026-2027
6. Course Teacher : To be appointed
7. Pre-requisite (If any) :
8. Credit Value : 3
9. Contact Hours : 42
10. Total Marks : 100

Course Outline :(Outcome-Based Curriculum)

Part: A - Introduction

1. Course Code : 0413 MGT 425
2. Course Title :Corporate Governance
3. Course Type (Ged/ Core Course/ Electives/……) : Core Course
4. Year/Level/ Semester/Term : BBA 4th Year 2nd Semester
5. Academic Session : 2026-2027
6. Course Teacher : To be appointed
7. Pre-requisite (If any) : No
8. Credit Value : 3.0
9. Contact Hours : 42
10. Total Marks : 100

11. **Rationale of the Course:** Corporate governance is an evolving subject. A lot of thought has gone into evolving the present structure of corporate governance. It is, basically, all about promoting corporate fairness, integrity, transparency, accountability and responsibility. It builds an environment of trust, encourages full disclosure, stays clear of conflicting interest and shows absolute transparency, explores ethical behavior and goes beyond compliance of laws that one calls ethical guidelines. Hence, corporate governance always remains at the focal point of the organization. This course is designed to develop an understanding of policy, practices, theory and doctrine concerning the governance of business corporations
12. **Course Objectives:**
The objectives of the course are to improve students understanding of the concepts, principles, problems, and practices of operations management. In fact, it will deal with the operations strategy, process, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management.

13. **Course Learning Outcomes (CLOs):**
After completion of the course, the students will able to–

CLOs	LT	LD	Learning Outcomes Statements
CLO 1	FS	C2	To explain the concepts, structure, and principles of corporate governance.
CLO 2	TS	C2	To explore the mechanism, theories, impact of good and bad governance, and obligations to employees, investors, customers, and above all society.
CLO 3	FS	C4	To present roles, duties, and responsibilities of auditors and the institutions in corporate governance.
CLO	FS	C5	To identify the accountability, transparency, legal and regulatory

4			interventions.
CLO 5	FS	C2	To articulate corporate governance scenarios in the emerging economy.
CLO 6	FS	C3	To demonstrate at corporate governance reforms in Bangladesh from time to time.
CLO 7	FS	C2	To analyze international corporate governance throughout the world.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6- Create, (Appendix-1);
LD: Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive;
P: Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	3									
CLO 2		3								
CLO 3			3							
CLO 4				3	3		3			
CLO 5						3				
CLO6										
CLO7								3	3	2

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course plan:

Week	Topic	Teaching learning strategy	Assessment Strategy	Corresponding CLOs

1	LT-1& LT-2: Definition of governance and corporate governance, historical background, perspectives and issues of corporate governance, and basic principles of corporate governance	Lecturing and Discussion	Feedback (Formative Assessment Mid 1)	CLO1
2	LT-3 and LT- 4: Theories and practices of corporate governance – Basic concepts and theories of corporate governance, corporate governance mechanism, systems, models, impacts of good and bad corporate governance, and obligations to society, investors, employees, and customers.	Lecturing and Group Discussion	Assignment and Presentation (Formative Assessment)	CLO2
3	LT -5 and LT -6: Agents and institutions in corporate governance – Rights and obligations of shareholders and other stakeholders, maintenance, and protections of corporate governance in the organization	Lecturing and Discussion	Feedback Quiz Exam (Formative Assessment)	CLO 4
4	LT-7 and LT-8: Accountability, transparency, legal and regulatory interventions, Accountability,	Lecturing and Discussion	Assignment and presentation	CLO 4

	transparency, rules, regulations, and guidelines of corporate governance.			
5	LT -9 & LT-10: Corporate governance scenario in the emerging economy – Challenges and opportunities of corporate governance in emerging economies, a framework of effective corporate governance and current corporate governance settings in transition economies.	Lecturing and Discussion and Demonstration	Feedback Quiz Exam (Formative Assessment)	CLO 5
6	LT-11 & LT-12: Corporate governance reforms in Bangladesh: History and regulatory framework of corporate governance in Bangladesh, corporate governance notification 2006, audit committee guidelines by Bangladesh Bank, Code of corporate governance for Bangladesh, and scope and limitations of corporate government regulation in Bangladesh.	Learning and discussion	Summative Assessment Final Exam	CLO 6
7	LT-13 & LT-14 Continuation of LT 11 and LT 12.	Lecturing and Group Discussion	Summative Assessment Final Exam	CLO 6

8	LT-15& LT-16: International corporate governance: United States of America (USA), United Kingdom (UK), Japan, India, European Union	Lecturing and Discussion and Demonstration	Summative Assessment Final exam	CLO 7
9	LT-17& LT-18: Government inference on corporate culture - Inference of governance on corporate cultures and strategies, particularly in response to the effects of deepening integration in the world economy.	Lecturing and Discussion	Assignment and Presentation Formative Assessment	CLO 4
10	LT-19 & LT-20: Continuation of LT-17 & LT-18	Lecturing and Discussion and Demonstration	Assignment and Presentation Formative Assessment	CLO 4
11	LT-21 & LT-22:	Lecturing and Discussion		
12		Lecturing and Discussion		
13	LT-25& LT-26: Aspects of corporate governance systems – Corporate governance systems have special significance for the management of economic policies as globalization continues.	Lecturing and Discussion	Presentation	CLO 2
	LT-27 & LT-28:	Lecturing and	Summative	

14		Discussion	Assessment Final Exam	

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

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2) Marks Distribution:

a) Continuous Assessment (Formative):		**40%**
i. Quiz (Formative Assessment)		05
ii. Assignment (Formative Assessment)		05
iii. Term-paper Presentation		05
iv. Class Attendance		05
v. Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:		**60%**
Summative Assessment		60

Course	**Assessment**

Learning Outcomes (CLOs)	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	**Final Examination (60%)**	**Quiz (5%)**	**Assignment (5%)**	**Attendance (5%)**	**Presentation (5%)**
CLO1	Midterm-1	FEQ		Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2	Midterm-2	FEQ				
CLO3		FEQ	Q1			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation
CLO6			Q3			

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for a re-take of an in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close relative, etc.).

Part: D

16. Learning Materials:

a. **Text Books:**

•

b. **Reference Books:**

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** : 0413 MGT 426
2. **Course Title** : Strategic Management
3. **Course Type (GEd/Core Course/Electives/…)** : Core Course
4. **Year/Semester** : BBA 4^{th} Year 2^{nd} Semester
5. **Academic Session** : 2022-23
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** : Fundamentals of Management

8. **Credit Value** **:** 3
9. **Contact Hours** **:** 42
10. **Total Marks** **:** 100

11. Rationale of the Course:

This course introduces students to the principles, concepts, and frameworks of strategic management, focusing on the development and implementation of effective strategies to achieve organizational goals and gain a competitive advantage. Emphasis is placed on understanding the strategic planning process, analyzing the external and internal business environment, and making strategic decisions.

12. Course Objectives:

- To understand the fundamental concepts of strategic management and its importance in organizations;
- To analyze the external and internal factors influencing strategic decision-making;
- Todevelop and evaluate strategic alternatives to address organizational challenges;
- Toformulate and implement effective strategies that align with organizational goals;
- Toidentify and address ethical and global considerations in strategic management;
- Toapply strategic thinking and problem-solving skills to real-world business scenarios.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	**LT**	**LD**	**Learning Outcome Statements**
CLO1	C2	FS	Interpret the basic concepts, principles and practices associated with Strategic Management.
CLO2	C3	FS	Apply Strategic Management concepts and theories to hypothetical situations (or real-world cases) and clarify interrelationships.
CLO3	C4	FS	Evaluate strategic alternatives and recommend solutions that are conducive to gain competitive advantage.
CLO4	C6	TS	Communicate strategic information, analysis, and recommendations to the receiver/audience in oral, written, and visual forms along with appropriate IT applications.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: **FS**-Fundamental Skill; **TS-**Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	**PLO2**	**PLO3**	**PLO4**	**PLO5**	**PLO6**	**PLO7**	**PLO8**

CLO1	**-**	**2**	**-**	**2**	**-**	**-**	**-**	**-**
CLO2	**2**	**-**	**-**	**-**	**3**	**-**	**-**	**2**
CLO3	**-**	**-**	**2**	**-**	**-**	**-**	**-**	**3**
CLO4	**-**	**-**	**-**	**-**	**-**	**-**	**2**	**3**

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	**L-1:** **Orientation & Course Overview** • Understand the founding basics of the university and the department. • Comprehend the nature of the course: **Strategic Management**. • Grasp the flow of contents, policies, teaching methods, and assessments for this course.	Lecturing and Demonstration	Feedback (Formative)	CLO 1 CLO 4
	L-2: **Chapter 1: Strategic Management and Strategic Competitiveness** **Contents:** Strategy, strategic competitiveness, competitive advantage, above-average returns, globalization, technical changes, and competitive landscape	Lecturing and Group Discussion	Mid-Semester-1 (Formative Assessment)	CLO 1 CLO 2
2	**L-3:** **Chapter 1: Strategic Management and Strategic Competitiveness** **Contents:** Vision, mission, I/O model, Resource-based model, the strategic management process, chapter opening case	Lecturing and Demonstration	Assignment, Mid-Semester-1 (Formative Assessment) and Summative (Final Exam)	CLO 1 CLO 2

	L-4: **Chapter 2: The External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis** **Contents:** External environment, four parts of external environment, general environment component, industry concept.	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 2
3	**L-5:** **Chapter 2: The External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis** **Contents:** Policy formulation and implementation and their link with external environment assessment**.**		Assignment, Formative and Summative (Mid- 1 and Final Exam)	CLO 1 CLO 2
	L-6: **Chapter 2: The External Environment: Opportunities, Threats, Industry Competition, and Competitor Analysis** **Contents:** Industry, strategic groups, bargaining power of suppliers, bargaining power of buyers, entry barriers, threat of new entrants, intensity of competitive rivalry in an industry.	Lecturing and Group Discussion	Formative and Summative (Mid - 1 and Final Exam)	CLO 1 CLO 2
4	**L-7:** **Chapter 3: Internal Analysis: Resources and Competitive Advantage** **Contents:**Internal Analysis, Internal Analysis: Strengths and Weaknesses, Competitive Advantage, The Roots of competitive advantage, Resources, Capabilities.	Lecturing	Mid- 1 (Formative Assessment)	CLO 1 CLO 2

	L-8: **Chapter 3: Internal Analysis: Resources and Competitive Advantage** **Contents:**Resources, capabilities and competencies, The role of strategy, Strategy, Resources, Capabilities, and CompetenciesCompetitive Advantage. Value Creation, and Profitability, Value Creation per Unit, Value Creation and Pricing Options.	Lecturing	Mid -1 (Formative Assessment)	CLO 2 CLO 3
5	**L-9:** **Chapter 3: Internal Analysis: Resources and Competitive Advantage** **Contents:** Value Creation, and Profitability, Value Creation per Unit, Value Creation and Pricing Options, Value Chain, competitive advantage and profitability, drivers of profitability, why companies fail, avoiding failure.	Demonstration with Slide Presentation	Mid- 1 (Formative Assessment)	CLO 2 CLO 3
	L-10: **Mid-Term 1 Exam**		Summative Assessment	CLO 2 CLO 3
6	**L-11:** **Chapter 4: Competitive Advantage through Functional Level Strategies** **Contents:**Functional-Level Strategies, Achieving Superior Efficiency, Economies and Diseconomies of Scale, Flexible Manufacturing and Mass Customization.	Demonstration with Slide Presentation	Formative and Summative (Mid- 2 and Final Exam)	CLO 1 CLO 2
	L-12: **Chapter 4: Competitive Advantage through Functional Level Strategies** **Contents:**Marketing, Materials Management and Supply Chain, Human Resource Strategies, Achieving Superior Quality, Improving Quality as Reliability, Deming’s Steps in a Quality Improvement	Slide Presentation	Formative and Summative (Mid- 2 and Final Exam)	CLO 1 CLO 2

	Program.			
7	**L-13:** **Chapter 4: Competitive Advantage through Functional Level Strategies** **Contents:** Achieving Superior Innovation, Building Competencies in Innovation, The Development Funnel.	Slide Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2
	L-14: **Chapter 4: Competitive Advantage through Functional Level Strategies** **Contents:** Sequential and Partly Parallel Development Processes, Achieving Superior Responsiveness to Customers, Focusing on the customer satisfying needs, The High Failure Rate of Innovation.	Demonstration with Slide Presentation	Assignment and Presentation Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 2
8	**L-15:** **Chapter 5: Business Level Strategies** **Contents:** Define business level strategy, The purpose of a business level strategy, Types of a business level strategies, Cost leadership strategy, Porter five factor model, Competitive risks of the cost leadership strategy, Differentiation strategy.	Lecturing and Demonstration	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3
	L-16: **Chapter 5: Business Level Strategies** **Contents:**Competitive risks of focus strategies, Integrated cost leadership / Differentiation strategy, Relationship between integrated strategy and average returns.	Lecturing and Group discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3
9	**L-17:** **Chapter 5: Business Level Strategies** **Contents:**Competitive risks of focus strategies, Integrated cost leadership/Differentiation strategy, Relationship between integrated strategy	Lecturing and Group discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3

	and average returns.			
	L-18: **Chapter 6: Competitive Rivalry and Competitive Dynamics** **Contents:** Competitor, competitive rivalry, competitive behavior, competitive dynamics, market	Demonstration and Case Base Study	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO 3
10	**L-19:** **Mid-Term 2 Exam**		Summative Assessment	CLO 2 CLO 3
	L-20: **Strategic Alliances and Partnerships** Types and Benefits of Strategic Alliances Managing Strategic Alliances	Lecturing and Demonstration	Presentation (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 4
	L-21: **Mergers and Acquisitions** M&A Process and Strategies Challenges and Integration	Lecturing and Demonstration	Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 4
	L-22: International Strategy Entry Modes and Global Expansion	Lecturing and Demonstration	Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2
	L-23: International Strategy Adapting Strategy to International Markets	Lecturing and Group discussion	Presentation (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 4
	L-24: Strategy Evaluation and Control: Strategic Control The Balanced Scorecard	Lecturing and Demonstration	Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 3
	L-25:Strategy Evaluation and Control: Challenges in Strategy Implementation	Lecturing and Group Discussion	Presentation (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 3
	L-26: **Review all the lectures.**	Lecturing	Summative (Final Exam)	CLO 1 CLO 2 CLO 3 CLO 4
14	**L-27:** Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 4

	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 4

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shapelearning, and can even bolster students' abilities to take ownership of their learning when theyunderstand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013).It can include students assessing themselves, peers, or even the instructor, through writing,quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summativeassessments are almost always formally graded and often heavily weighted (though they do notneed to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):			**40%**
i.	Quiz (Formative Assessment)		05
ii.	Assignment (Formative Assessment)		05
iii.	Term-paper Presentation		05
iv.	Class Attendance		05
v.	Mid-Semester (Summative Assessment)	(10+10)	20
b) Semester Final Examination:			**60%**
	Summative Assessment		60

<table>
<tr><th rowspan="3">Course Learning Outcomes (CLOs)</th><th colspan="6">Assessment</th></tr>
<tr><th colspan="2">SMEF(Summative) 80%</th><th colspan="4">CA(Formative) 20%</th></tr>
<tr><th>Midterm (20%)</th><th>Final Examination (60%)</th><th>Quiz (5%)</th><th>Assignment (5%)</th><th>Attendance (5%)</th><th>Presentation (5%)</th></tr>
<tr><td>CLO1</td><td rowspan="2">Midterm-1</td><td>FEQ</td><td>Q1</td><td rowspan="2">Assignments</td><td rowspan="2">Class Attendance</td><td></td></tr>
<tr><td>CLO2</td><td>FEQ</td><td></td><td></td></tr>
</table>

CLO3	Midterm-2	FEQ	Q2		Marks, Based on 28 Classes.	Presentation
CLO4		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a. Text Books:

- Strategic Management: Competitiveness and Globalization, Concepts and Cases; Hitt, Michael A., Ireland, R. Duane, and Hoskisson, Robert E. [H.I.H] 12th Edition; South-Western Cengage Learning.
- Theory of Strategic Management with Cases; Hill, Charles W. L., Jones, Gareth R., Schilling, Melissa A.; 12th edition; South-Western Cengage Learning.

b. Reference Book:

- Strategic Management: Concepts and Cases; David, Fred R and David, Forest R.; 15th edition; Pearson Education, Inc.