

**Department of Marketing  
Comilla University**

**Courses for BBA Program  
Effective from (Session: 2022-2023)**

<b>Year &amp; Semester</b>	<b>ISCED Code</b>	<b>Course Code</b>	<b>Course Title</b>
<b>First Year First Semester</b>	0413	MKT-111	Introduction to Business
	0311	MKT-112	Microeconomics
	0421	MKT-113	Law and Ethics
	0413	MKT-114	Business Communication
	0341	MKT-115	Bangladesh Studies
<b>First Year Second Semester</b>	0311	MKT-121	Macroeconomics
	0411	MKT-122	Financial Accounting
	0541	MKT-123	Business Mathematics-I
	0413	MKT-124	Environment and Sustainability
	0413	MKT-125	Principles of Management
<b>Second Year First Semester</b>	0414	MKT-211	Principles of Marketing-I
	0541	MKT-212	Business Mathematics-II
	0412	MKT-213	Financial Management
	0412	MKT-214	Insurance and Risk Management
	0313	MKT-215	Elementary Psychology
<b>Second Year Second Semester</b>	0414	MKT-221	Principles of Marketing-II
	0413	MKT-222	Human Resource Management
	0542	MKT-223	Business Statistics-I
	0611	MKT-224	Computing and Information systems
	0413	MKT-225	Organizational Behavior
<b>Third Year First Semester</b>	0411	MKT-311	Taxation in Bangladesh
	0542	MKT-312	Business Statistics-II
	0414	MKT-313	Integrated Marketing Communications
	0414	MKT-314	Agricultural and Rural Marketing
	0414	MKT-315	Product Planning and Development
<b>Third Year Second Semester</b>	0413	MKT-321	Operations Management
	0413	MKT-322	Digital Business & Innovation
	0414	MKT-323	Consumer Behavior
	0414	MKT-324	Global Fashion Buying and Merchandising
	0413	MKT-325	Entrepreneurship Development
<b>Fourth Year First Semester</b>	0413	MKT411	Management Information System
	0414	MKT-412	Advertising and Public Relations
	0414	MKT-413	Social-Media Marketing
	0414	MKT-414	Marketing Management
	0414	MKT-415	International Business
	0413	MKT-416	Strategic Management
<b>Fourth Year Second Semester</b>	0414	MKT-421	Marketing Research
	0416	MKT-422	Sales and Retail Management
	0414	MKT-423	Strategic Brand Management
	0414	MKT-424	Supply Chain Management
	0414	MKT-425	Services Marketing
	0414	MKT-426	Competitive Analysis

## First Year First Semester

<b>Course Title</b>	Introduction to Business	<b>Course Code</b>	0413 MKT-111
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	Introduction to Business is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.		
<b>Rationale</b>			
<i>Rationale</i>	Introduction to business course provides basic understanding of business, management, marketing, accounting, and finance to the students. The course is designed to build a strong foundation of business in the students to help them to do better in the higher courses and complete their under-graduation in marketing. With this strong base, students from different disciplines will be able to perform accordingly in the following courses.		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The principal objective of this course is to convey the fundamental knowledge of business to students. The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) have a complete idea of business in a holistic manner;</li> <li>2) be familiar with all of the characteristics and factors of business, as well as the economic environments in which they operate;</li> <li>3) be able to apply what you've learned in real-world situations;</li> <li>4) use examples from current events, as well as more formal case studies, to apply, illustrate, and discuss different aspects of business;</li> </ol>		
<b>Course Learning Outcomes (CLOs)</b>			
<i>Course Learning Outcomes (CLOs)</i>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-		
	CLO1	identify the related environments of business and economic systems, international business, social responsibility, and business ethics	
	CLO2	recognize the different forms of business organizational structure, entrepreneurship, small business, business operations, and marketing concepts.	
	CLO3	explain accounting procedures and information systems, finance, and sources of financing.	



<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1 to 3</b>	The concept of business, Basic functions of Business, the nature and goal of business, The people and activities of business, The economic foundations of the business, Economic Systems, Business Ethics and Social Responsibility, The Role of Ethics in Business, The Nature of Social Responsibility	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
<b>4 to 6</b>	The Role of International Business, International Trade Barriers. Trade Agreements, Alliances, and Organizations, International Business Strategies, Developing Strategies, E-Business and The Nature of E-Business and E-Business Models, Growing a Business	Lecturing and Group discussion	Final exam (Summative)	CLO1
<b>7</b>	The Nature of Entrepreneurship and Small Business, Advantages of Small-Business Ownership, Disadvantages of Small-Business Ownership, Starting a Small Business, Sole Proprietorships, Partnerships, Corporations and Other Types of Ownership, Joint Ventures and S Corporations, Mergers and acquisitions.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO2
<b>8 to 9</b>	R&D, productions and operations, marketing, finance, and HRM.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2
<b>10 to 11</b>	Developing a Marketing Strategy, Buying Behavior, The Marketing Environment, The Marketing Mix and strategies, Promotion Mix	Lecturing and Student Activity	Final exam (Summative)	CLO2
<b>12 to 14</b>	Financing the Enterprise Financial management principles, Operations of financial	Lecturing and Group discussion	Final Exam (Summative)	CLO3

*Course Plan*

	institutions, Securities markets															
<i>Learning Materials</i>	<p><b>Recommended Text:</b></p> <p>McHugh, W. N. (2021). Understanding Business. McGraw-Hill.</p> <p><b>References:</b></p> <p>1. Skinner, S. J., &amp; Ivancevich, J. M. (1992). Business for the 21st century. Homewood: Homewood, IL: R.D. Irwin.</p> <p>2. Joseph T. Straub, R. F. (1985). Introduction to Business. Kent: Kent Publishing Company.</p>															
<i>Teaching Strategy</i>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3,</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO2, CLO3</td> </tr> <tr> <td>• Students activity</td> <td>CLO1, CLO2</td> </tr> <tr> <td>• Group discussion</td> <td>CLO2, CLO3</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO1, CLO2</td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1, CLO2 &amp; CLO3</td> </tr> </table>				• Lecturing	CLO1, CLO2, CLO3,	• Visual Presentation	CLO2, CLO3	• Students activity	CLO1, CLO2	• Group discussion	CLO2, CLO3	• Slide presentation	CLO1, CLO2	• Questioning and answer questioning	CLO1, CLO2 & CLO3
• Lecturing	CLO1, CLO2, CLO3,															
• Visual Presentation	CLO2, CLO3															
• Students activity	CLO1, CLO2															
• Group discussion	CLO2, CLO3															
• Slide presentation	CLO1, CLO2															
• Questioning and answer questioning	CLO1, CLO2 & CLO3															
<i>Assessment and Evaluation</i>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b></p> <p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn; while instruction ensures that they learn it. For this to occur, assessments, learning objectives and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. Formative assessment refers to tools that identify misconceptions,</p>															

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.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

***Make up Procedure***

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

**Instructions for Preparing Questions**

***Questions Setting***

- Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
- Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained automatically.
- Maintain the lower order learning to higher order learning assessment in question paper.

<b><i>Academic Integrity</i></b>	<p>Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.</p>
----------------------------------	--

## First Year First Semester

<b>Course Title</b>	Micro Economics	<b>Course Code</b>	0311 MKT-112
<b>Course Type</b>	GED	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100

<b>Course Description</b>	<p><b>Microeconomics</b> is a compulsory course for the undergraduate students of the BBA program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, group discussion, class presentations, quiz, assignments, two midterms, and comprehensive examinations. This is an elementary-level course for applying the economics concept in the field of business.</p>
---------------------------	--

<b>Rationale</b>	<p>Today microeconomics occupies a very important place in the study of economic theory. It is an important method of economic analysis, which Professor Keynes regards as “a necessary part of one’s apparatus of thought. It is microeconomics that tells us how a free market economy with its millions of consumers and producers work to decide about the allocation of productive resources among the thousands of goods and services.</p>
------------------	--

<b>Course Objectives</b>	<p>The purpose of this course is to provide you with a basic understanding of the principles of microeconomics. At its core, the study of economics deals with the choices and decisions that have to be made in order to manage scarce resources available to us. Microeconomics is the branch of economics that pertains to decisions made at the individual level, i.e. by individual consumers or individual firms, after evaluating resources, costs, and tradeoffs. When we talk about “the economy,” then, we are referring to the marketplace or system in which these choices interact with one another. In this course, we will learn how and why these decisions are made and how they affect one another in the economy. Each of the following units has been designed as a building block, where the concepts you learn in one unit will enable you to understand the material you discover in the next. By the end of this course, you will have a strong grasp on the major issues that face micro economists, including consumer and producer behavior, the nature of supply and demand, the different kinds of markets and how they function, and the welfare outcomes of consumers and producers. You will also be able to apply the formal principles you learn to real world issues.</p>
--------------------------	--

<b>Course Learning Outcomes (CLOs)</b>	Upon successful completion of the course a student will be able to:	
	<b>CLO1</b>	Understand how households (demand) and businesses (supply) interact in various market structures to determine price and quantity of a good produced.
	<b>CLO2</b>	Represent demand, in graphical form, including the downward slope of the demand curve and what shifts the demand curve.
	<b>CLO3</b>	Understand the links between production costs and the economic models of supply.

		Represent supply, in graphical form, including the upward slope of the supply curve and what shifts the supply curve.
	<b>CLO4</b>	Understand the efficiency and equity implications of market interference, including government policy.
	<b>CLO5</b>	Understand how different degrees of competition in a market affect pricing and output and apply economic reasoning to individual and firm behavior.

		<b>Course Contents</b>	<b>Hours</b>	<b>CLOs</b>
<b>Course Contents</b>	<b>1.</b>	<b>The Central Concepts of Economics</b> Why Study Economics? The Three Problem of Economic Organization, Society's Technological Possibilities	<b>3 Hrs.</b>	CLO <sub>1</sub>
	<b>2.</b>	<b>The Modern Mixed Economy</b> The Market Mechanism, Trade, Money, and Capital, The Visible Hand of Government	<b>3 Hrs.</b>	CLO <sub>1</sub>
	<b>3.</b>	<b>Basic Elements of Supply and Demand</b> The Demand Schedule, The Supply Schedule, Equilibrium of Supply and Demand	<b>3 Hrs.</b>	CLO <sub>2</sub>
	<b>4.</b>	<b>Supply and Demand: Elasticity and Applications</b> Price Elasticity of Demand and Supply, Applications to Major Economic Issues	<b>3 Hrs.</b>	CLO <sub>2</sub>
	<b>5.</b>	<b>Demand and Consumer Behavior</b>	<b>3 Hrs.</b>	CLO <sub>2</sub>
	<b>6.</b>	<b>Production and Business Organization</b> Theory of Production and Marginal Products, Business Organizations	<b>3 Hrs.</b>	CLO <sub>3</sub>
	<b>7.</b>	<b>Analysis and costs</b> Economic Analysis of Costs, Economic Costs and Business Accounting, Opportunity Costs	<b>3 Hrs.</b>	CLO <sub>3</sub>
	<b>8.</b>	<b>Analysis of Perfectly Competitive Markets</b> Supply Behavior of the Competitive Firm, Supply Behavior in Competitive Industries, Special Cases of Competitive Markets, Efficiency and Equity of Competitive Markets	<b>9 Hrs.</b>	CLO <sub>5</sub>
	<b>9.</b>	<b>Imperfect Competition and Monopoly</b> Patterns of Imperfect Competition, Monopoly Behavior	<b>3 Hrs.</b>	CLO <sub>5</sub>
	<b>10.</b>	<b>Competition Among The Few</b> Behavior of Imperfect Competitors, Game Theory, Public Policies to Combat Market Power	<b>3 Hrs.</b>	CLO <sub>5</sub>
	<b>11.</b>	<b>The Labor Market</b> Fundamentals of Wage Determination, Labor Market Issues and Policies	<b>3 Hrs.</b>	CLO <sub>4</sub>
	<b>12.</b>	<b>Government Taxation and Expenditure</b> Government	<b>3 Hrs.</b>	CLO <sub>4</sub>

	Control of the Economy, Government Expenditures, Economic Aspects of Taxation		
--	--	--	--

**Mapping of Course Outcome to Program Outcome:**

<i>Alignment of CLOs VS PLOs</i>		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1			√					
	CLO2		√	√					
	CLO3		√						
	CLO4								
	CLO5								

**Detail Course Plan with Teaching-Learning and Assessment Strategy**

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
1	Why Study Economics? The Three Problem of Economic Organization, Society's Technological Possibilities.	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm and Final Exam (Summative)	CLO <sub>1</sub>
2	The Market Mechanism, Trade, Money, and Capital, The Visible Hand of Government	Lecturing and Group discussion	Quiz/Homework (Formative) and Midterm (Summative)	CLO <sub>1</sub>
3	The Demand Schedule, The Supply Schedule, Equilibrium of Supply and Demand	Lecturing and participation	Homework/Assignment and Presentations (Formative) Midterm and Final Exam (Summative)	CLO <sub>2</sub>
4	Price Elasticity of Demand and Supply, Applications to Major Economic Issues	Lecturing and participation	Homework (Formative) and Midterm exam (Summative)	CLO <sub>2</sub>
5	Demand and Consumer Behavior	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO <sub>2</sub>

	6	Theory of Production and Marginal Products, Business Organizations	Lecturing and Student Activity	Final exam (Summative)	CLO <sub>3</sub>
	7	Economic Analysis of Costs, Economic Costs and Business Accounting, Opportunity Costs	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO <sub>3</sub>
	8-10	Supply Behavior of the Competitive Firm, Supply Behavior in Competitive Industries, Special Cases of Competitive Markets, Efficiency and Equity of Competitive Markets	Lecturing and Group discussion	Final exam (Summative)	CLO <sub>5</sub>
	11	Patterns of Imperfect Competition, Monopoly Behavior	Lecturing and Group discussion	Final exam (Summative)	CLO <sub>5</sub>
	12	Behavior of Imperfect Competitors, Game Theory, Public Policies to Combat Market Power	Lecturing and Group discussion	Final exam (Summative)	CLO <sub>5</sub>
	13	Fundamentals of Wage Determination, Labor Market Issues and Policies	Lecturing and Group discussion	Midterm and Final Exam (Summative)	CLO <sub>4</sub>
	14	Government Control of the Economy, Government Expenditures, Economic Aspects of Taxation	Lecturing	Midterm and Final exam (Summative)	CLO <sub>4</sub>

**Learning Materials**

**Recommended Text:**  
Economics, Paul A. Samuelson & William d. Nordhaus, McGraw-Hill.

**References:**

1. Micro Economics: Theory and Applications, e. Mansfield.
2. An Introduction to Microeconomics, P. Wonnacott & R. Wonnacott, McGraw-Hill.
3. Modern Economic Theory, K.K. Dewett, New Delhi.

**Teaching Strategy**

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

• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
• Participation	CLO2, CLO3, CLO5
• Students activity	CLO2, CLO3, CLO5
• Group discussion	CLO2, CLO3, CLO5
• Slide presentation	CLO1, CLO4
• Questioning and answer questioning	CLO2, CLO3, CLO5

### Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows the course teacher to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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 course teacher can consider a variety of ways to combine these approaches.

#### SMEF(Summative) 80%

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2, CL3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

#### FMEF(Formative) 20%

CLO1, CLO2 CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

*Assessment and Evaluation*

**Make up Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

<b>Instructions for Preparing Questions</b>	
<b>Questions Setting</b>	1. Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2. Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3. Maintain the lower order learning to higher order learning assessment in question paper.
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## First Year First Semester

<b>Course Title</b>	Law and Ethics	<b>Course Code</b>	0421 MKT-113						
<b>Course Type</b>	GED	<b>Course Status</b>	Theory						
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0						
<b>Prerequisite</b>		<b>Total Marks</b>	100						
<b>Course Description</b>	<p>The "Ethical and Legal Aspects of Marketing" course explores the critical intersection between marketing practices and ethical considerations as well as legal frameworks. Students will examine the ethical implications of marketing strategies, consumer rights, and societal impact. The course delves into various legal aspects, including advertising regulations, intellectual property rights, and consumer protection laws. Through this 3-credit, 45-hour program, students will develop a comprehensive understanding of ethical decision-making in marketing and navigate the complex legal landscape to ensure responsible and lawful marketing practices.</p>								
<b>Rationale</b>	<p>The course "Ethical and Legal Aspects of Marketing" aims to enhance their understanding of business law and ethics, which are crucial for all stakeholders in the corporate world. With legal issues on the rise in the business arena, it becomes essential for undergraduate students to develop a strong foundation in this area. By taking this course, students will be better equipped to make informed business decisions and actively participate in the decision-making process. Moreover, it will foster an awareness of the legal principles governing economic relationships and business transactions in the context of marketing activities.</p>								
<b>Course Objectives</b>	<p>The "Ethical and Legal Aspects of Marketing" course delves into the comprehensive evaluation of marketing practices through an ethical lens, emphasizing the understanding of legal frameworks governing marketing activities. Students will apply ethical decision-making principles to formulate marketing strategies that align with societal values and consumer rights. Moreover, they will gain insight into consumer protection laws and identify and address the ethical and legal challenges confronting marketers. Throughout this 3-credit, 45-hour program, students will develop a well-rounded understanding of responsible and lawful marketing practices, ensuring their ability to navigate complex ethical and legal considerations in the marketing landscape.</p>								
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">CLO1</td> <td>Understand legal environment and evaluate marketing campaigns and strategies considering ethical implications and their impact on stakeholders and society.</td> </tr> <tr> <td>CLO2</td> <td>Interpret and apply relevant legal principles, regulations, and codes of conduct governing marketing practices.</td> </tr> <tr> <td>CLO3</td> <td>Develop ethical marketing plans that align with societal values and consumer expectations.</td> </tr> </table>			CLO1	Understand legal environment and evaluate marketing campaigns and strategies considering ethical implications and their impact on stakeholders and society.	CLO2	Interpret and apply relevant legal principles, regulations, and codes of conduct governing marketing practices.	CLO3	Develop ethical marketing plans that align with societal values and consumer expectations.
CLO1	Understand legal environment and evaluate marketing campaigns and strategies considering ethical implications and their impact on stakeholders and society.								
CLO2	Interpret and apply relevant legal principles, regulations, and codes of conduct governing marketing practices.								
CLO3	Develop ethical marketing plans that align with societal values and consumer expectations.								

	CLO4	Analyze and design marketing communications that adhere to advertising and intellectual property laws.
	CLO5	Demonstrate an understanding of consumer rights and implement strategies to safeguard consumer interests.
	CLO6	Identify and propose solutions for ethical and legal challenges arising in marketing activities.

--

<i>Course Contents</i>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>Legal Environment and Marketing Overview:</b> Meaning of Legal Environment, Rational for Understanding Legal Environment, The Demand for Legislation, The Demand for Consumer Protection, Law Influencing Marketing Decision, Law against Deceptive Practice, The Purpose of Laws, Design to Prevent Fraudulent, Deception Nature of State Influence, Resorts for Maintaining Legal Framework.	<b>8 Hrs.</b>	CLO1, CLO2.
	<b>2.</b>	<b>Law of Contract:</b> Definition of Contract, Essential of Contract, Offer Acceptance, Consideration, Void and Violable Agreements, Capacity of Parties-free Consent, Contingent Contract, Discharge of A Contract, Quasi Contract, Indemnity and Guaranty, Bailment & Pledge, Law of Agency, Test of Agency, Classes of Agent, Creating Agency, Misrepresentation and Frauds by Agent-subagent-co agent, Agents Right, Personal Responsibility of Agent	<b>9 Hrs.</b>	CLO2, CLO3.
	<b>3.</b>	<b>Law Relating to Sale of Goods:</b> Essential Elements, Transfer of Ownership Conditions and Warranties, Sale and Agreement to sell, Performance of the Contract of Sale.	<b>6 Hrs.</b>	CLO1, CLO2 & CLO4
	<b>4.</b>	<b>Carriage of Goods Act:</b> Carriage by Land, Sea and Air.	<b>2 Hrs.</b>	CLO2, CLO4.
	<b>5.</b>	<b>Company Law:</b> Memorandum of Association and Articles of Association; Registration; Prospectus and winding up.	<b>2 Hrs.</b>	CL01, CLO2.
	<b>6.</b>	<b>Industrial Law:</b> The Factories Act 1965, The Industrial Relation Act 2005, The Payment of Wages Act 1936.	<b>6 Hrs.</b>	CLO1, CLO2.
	<b>7.</b>	<b>Law Relating to Marketing:</b> Bangladesh control of essential commodities act 1956; Pure Food Act 2013; Hats and Bazar Ordinance 1959; Standards of Weights and Measure Ordinance 1982; The Steps and Establishment Act 1965; The Tarde Marks Act 2005; Patent and Design Act 2005.	<b>9 Hrs.</b>	CLO2, CL05 & CLO6.

--

<i>Alignment of CLOs VS PLOs</i>	<b>MAPPING OF CLOs TO PLOs</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	1			2			3	
	CLO2				2			3	
	CLO3							3	
	CLO4							3	
	CLO5				2			3	
	CLO6				2			3	
<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
	<b>Week</b>	<b>Topic</b>			<b>Teaching-Learning Strategy</b>		<b>Assessment Strategy</b>		<b>CLOs</b>
	<b>1-2</b>	Legal environment and marketing overview.			Lecturing and Student activity		Quiz/Homework (Formative) and Midterm and Final exam (Summative)		CLO1 & CLO2
	<b>3-5</b>	Law of contract.			Lecturing and Group discussion		Midterm (Summative)		CLO2 & CLO3
	<b>6-7</b>	Law relating to sales of goods.			Lecturing and Slide presentation		Final exam (Summative)		CLO1, CLO2 & CLO4
	<b>8-9</b>	Carriage of goods act.			Lecturing and Slide presentation		Homework (Formative) and Final exam (Summative)		CLO2 & CLO4
	<b>10.</b>	Company law.			Lecturing and Student Activity		Final exam (Summative)		CLO1 & CLO2
	<b>11.</b>	Industrial law.			Lecturing and Group discussion		Final Exam (Summative)		CLO1 & CLO2
	<b>12-14</b>	Law relating to marketing.			Lecturing and Slide presentation		Presentations (Formative) Final exam (Summative)		CLO2, CLO5 & CLO6

<b>Learning Materials</b>	<b>Text books:</b>	
	i.	Commercial Law by A.K. Sen and J.K. Mitra
	ii.	The Companies Act (Bangladesh), 1994
	iii.	Labor and Industrial Law by A.A. Khan
	iv.	Business Ethics: Ethical Decision Making and Cases by O.C. Ferrell and John Fraedrich.
	<b>Recommended Readings:</b>	
	i.	Company Law by Charleworth and Cain
	ii.	Marketing Ethics by George G. Brenkert
	iii.	The Legal Environment of Business: Text and Cases by Frank B. Cross and Roger LeRoy Miller.
	iv.	Relevant Statutes and Manuals of the Govt. of Bangladesh.
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6.
	• Students' activity	CLO1, CLO2.
	• Group discussion	CLO2, CLO3.
	• Slide presentation	CLO1, CLO2, CLO4, CLO5, CLO6.
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6.
<b>Assessment and Evaluation</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes 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 consist of both formative and summative assessment.</p>	
	<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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</p>	

	instructors can consider a variety of ways to combine these approaches.				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
	CLO3, CLO4 CLO5, CLO6.	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	CLO5, CLO6.	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
	<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained automatically			
	3.	Maintain the lower order learning to higher order learning assessment in question paper			
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## First Year First Semester

<b>Course Title</b>	Business Communication	<b>Course Code</b>	0413 MKT-114				
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory				
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0				
<b>Prerequisite</b>		<b>Total Marks</b>	100				
<b>Course Description</b>	<p><b>Business Communication</b> is a elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>						
<b>Rationale</b>	<p>This course is designed to give students a comprehensive view of communication, its scope and importance in business, and the role of communication in establishing a favorable outside the firm environment, as well as an effective internal communications program. The various types of business communication media are covered. This course also develops an awareness of the importance of succinct written expression to modern business communication. Many of the assignments are to be keyboarded.</p>						
<b>Course Objectives</b>	<p>The principal objective of this course is to convey the fundamental knowledge of business communication to students.</p> <p>The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.</li> <li>2) know the importance of specifying audience and purpose and to select appropriate communication choices.</li> <li>3) understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.</li> <li>4) participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding. Objective</li> <li>5) develop the ability to research and write a documented paper and/or to give an oral presentation.</li> </ol>						
<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p>							
<b>Course Learning Outcomes (CLOs)</b>	<p><b>Course Learning Outcomes:</b></p> <p>Upon successful completion of the course a student will be able to:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;"><b>CLO1</b></td> <td>apply business communication strategies and principles to prepare effective communication for domestic and international business situations.</td> </tr> <tr> <td><b>CLO2</b></td> <td>identify ethical, legal, cultural, and global issues affecting business communication.</td> </tr> </table>			<b>CLO1</b>	apply business communication strategies and principles to prepare effective communication for domestic and international business situations.	<b>CLO2</b>	identify ethical, legal, cultural, and global issues affecting business communication.
<b>CLO1</b>	apply business communication strategies and principles to prepare effective communication for domestic and international business situations.						
<b>CLO2</b>	identify ethical, legal, cultural, and global issues affecting business communication.						

	<b>CLO3</b>	utilize analytical and problem solving skills appropriate to business communication.		
	<b>CLO4</b>	select appropriate organizational formats and channels used in developing and presenting business messages.		
	<b>CLO5</b>	deliver an effective oral business presentation.		
	<b>Course Contents</b>			
<i>Course Contents</i>	<b>1.</b>	<b>Introduction to Communication:</b> Meaning, Importance, Factors affecting Communication, cultural orientation in Communication, Types of Communication, Major Media of Written and oral Communication.	<b>6 Hrs.</b>	CLO1, CLO2
	<b>2.</b>	<b>Fundamentals of Business Writings:</b> Basic Introductory Words; Adaptation and the Selection of words; Construction of Clear Sentences and Paragraphs; Writing for Effect.	<b>6 Hrs.</b>	CLO1
	<b>3.</b>	<b>Pattern of Business Letters:</b> Directness in Initiating Routing Letters: Answering Routine Letters; Indirectness for bad News and persuasion; Memorandums.	<b>3 Hrs.</b>	CLO2, CLO3
	<b>4.</b>	<b>Applications to Specific Letter:</b> Situations: Persuasion in Writing; Pattern Variations in Collections; Strategy in Job Application.	<b>3 Hrs.</b>	CLO2
	<b>5.</b>	<b>Fundamentals of Business Report Writing:</b> Characteristics, Importance and types of Reports, Main body and Back Matters; Preparatory Steps to writing Reports, Purpose and Scope, Determining the Audience, Collecting Data, Organizing materials, Basic of Report Writing; Report Structure, the Shorter Form; Long Formal Reports.	<b>6 Hrs.</b>	CLO2 CLO4
	<b>6.</b>	<b>Standards and Physical Aspects of Communications:</b> Graphic Aids to Communication; Physical Presentation of Reports & Letters; Correctness of Communication, Symbols, Gesture, Nods, Body Language etc.	<b>6 Hrs.</b>	CLO3 CLO4
	<b>7.</b>	<b>Mass Communication:</b> Importance, Media of Mass Communication, Mass communication in the Business Enterprise of Bangladesh.	<b>3 Hrs.</b>	CLO3
	<b>8.</b>	<b>Meeting:</b> Writing notice, Agenda and Minutes, Convening and Conducting Meeting, Points of Information, Points of Order, Motions.	<b>3 Hrs.</b>	CLO2
	<b>9.</b>	<b>The communication Process:</b> Essential Elements, One way versus Two Way Communication, Different Models of Communication Process, Communication Network, Organizational Communication.	<b>3 Hrs.</b>	CLO5
	<b>10.</b>	<b>Other Forms of Business Communication:</b> Public Speaking and Oral Reporting; Different forms of Oral Communication: Importance, Use, Preparation and Delivery Style. Documentation	<b>3 Hrs.</b>	CLO5

	and Bibliography.								
<b>Alignment of CLOs VS PLOs</b>	<b>Mapping of Course Outcome to Program Outcome:</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1			√	√				
	CLO2				√			√	
	CLO3		√						√
	CLO4					√			√
CLO5				√					
<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
	<b>Week</b>	<b>Topic</b>			<b>Teaching-Learning Strategy</b>		<b>Assessment Strategy</b>		<b>CLOs</b>
	<b>1 to 2</b>	Meaning, Importance, Factors affecting Communication, cultural orientation in Communication, Types of Communication, Major Media of Written and oral Communication.			Lecturing, Group discussion and Student activity		Quiz/Homework (Formative) and Midterm (Summative)		CLO1, CLO2
	<b>3 to 5</b>	Basic Introductory Words; Adaptation and the Selection of words; Construction of Clear Sentences and Paragraphs; Writing for Effect.			Lecturing and Group discussion		Final exam (Summative)		CLO1
	<b>6</b>	Directness in Initiating Routing Letters: Answering Routine Letters; Indirectness for bad News and persuasion; Memorandums.			Lecturing and Visual presentation		Assignment and Presentations (Formative) Midterm and Final exam (Summative)		CLO2, CLO3
<b>7</b>	Situations: Persuasion in Writing;			Lecturing and		Homework		CLO2	

		Pattern Variations in Collections; Strategy in Job Application.	Slide presentation	(Formative) and Final exam (Summative)	
	<b>8 to 9</b>	Characteristics, Importance and types of Reports, Main body and Back Matters; Preparatory Steps to writing Reports, Purpose and Scope, Determining the Audience, Collecting Data, Organizing materials, Basic of Report Writing; Report Structure, the Shorter Form; Long Formal Reports.	Lecturing and Student Activity	Final exam (Summative)	CLO2 CLO4
	<b>10 to 11</b>	Graphic Aids to Communication; Physical Presentation of Reports & Letters; Correctness of Communication, Symbols, Gesture, Nods, Body Language etc.	Lecturing and Group discussion	Final Exam (Summative)	CLO3 CLO4
	<b>12</b>	Importance, Media of Mass Communication, Mass communication in the Business Enterprise of Bangladesh.	Lecturing and Group discussion	Final Exam (Summative)	CLO3
	<b>13</b>	Writing notice, Agenda and Minutes, Convening and Conducting Meeting, Points of Information, Points of Order, Motions.	Lecturing and Student Activity	Final Exam (Summative)	CLO2
	<b>14</b>	Essential Elements, One way versus Two Way Communication, Different Models of Communication Process, Communication Network, Organizational Communication.	Lecturing and Student Activity	Final Exam (Summative)	CLO5
<b>Learning Materials</b>	<p><b>Recommended Text:</b> Business Communication, Betty r. Ficks&amp; K.F. Gow.</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>a. Communication for Business &amp; Secretarial Students, L.A. Woolcott&amp; W.R. Unwin, Macmillan.</li> <li>b. “Essentials of Business Communication” Rajendra Pal V.J.S. Korlahali.</li> </ol>				

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing		CLO1, CLO2, CLO3, CLO4, CLO5		
	• Visual Presentation		CLO2, CLO3		
	• Students activity		CLO1, CLO2, CLO4		
	• Group discussion		CLO1, CLO2, CLO3, CLO4		
	• Slide presentation		CLO1, CLO2		
	• Questioning and answer questioning		CLO1, CLO2, CLO3, CLO4 & CLO5		
<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>					
<b>Assessment and Evaluation</b>	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn; while instruction ensures that they learn it. For this to occur, assessments, learning objectives and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF(Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3	Final exam (60%) Midterm exam (20%)	3 hours 60	60 20	Four have to be answered out of six questions 10 per exam. At least two questions in

			minutes		each exam have to be answered
<b>FMEF(Formative) 20%</b>					
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained  Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## First Year First Semester

<b>Course Title</b>	Bangladesh Studies	<b>Course Code</b>	0341 MKT-115						
<b>Course Type</b>	GED	<b>Course Status</b>	Theory						
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0						
<b>Prerequisite</b>	N/A	<b>Total Marks</b>	100						
<b>Course Description</b>									
<i>Course Description</i>	<p><b>Bangladesh Studies</b> is a major/compulsory/core course for the undergraduate students of the Bachelor of Business Administration (BBA) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, class test, case studies, quiz, assignments, two midterms, and comprehensive examinations. This is an elementary-level course for the theory of Bangladesh studies. However, it requires successfully completion of History of Bangladesh, Physical and Natural Resources, Political Administration and Legal Environment, and Socio-Economic Environment of Bangladesh.</p>								
<b>Rationale</b>									
<i>Rationale</i>	<p>As a citizen of Bangladesh, Students should know the glorious past and contemporary issues of the country. This knowledge will make them proud and aware of their country which will further motivate them to work for the country. <b>Bangladesh Studies</b> course intends to equip students with factual knowledge and analytical skills that will enable them to learn and critically appreciate the history, politics, and economy of Bangladesh. It will trace the historical roots of Bangladesh as an independent state focusing on the social, economic, and political developments that have taken place since its independence. It will also identify the major socio-economic, political, environmental, and developmental issues that have arisen during this period, before assessing the progress over time.</p>								
<b>Course Objectives</b>									
<i>Course Objectives</i>	<p>The main purpose of this course is to share a summary of the glorious past of Bengal, its current condition, and future prospects with students. The specific purposes of this course are: To share with the participants the basic history of Bengal from the ancient period to the emergence of independent Bengal; To familiarize the participants with the location, social classes, religion, political parties, population, environment, private sectors and industries of Bangladesh; To make the participants well informed about the challenges and the future prospects that Bangladesh is currently having in its economic development.</p>								
<b>Course Learning Outcomes (CLOs)</b>									
<i>Course Learning Outcomes (CLOs)</i>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">CLO1</td> <td>Recall the key events and developments that characterize the glorious history of Bengal.</td> </tr> <tr> <td>CLO2</td> <td>Understand the contributions of cultural figures in the development of Bengali arts and culture.</td> </tr> <tr> <td>CLO3</td> <td>Apply the knowledge of geography, social classes, religion, political parties, population, environment, urbanization, migration, labor force, and industries of Bangladesh to understand the business prospects.</td> </tr> </table>			CLO1	Recall the key events and developments that characterize the glorious history of Bengal.	CLO2	Understand the contributions of cultural figures in the development of Bengali arts and culture.	CLO3	Apply the knowledge of geography, social classes, religion, political parties, population, environment, urbanization, migration, labor force, and industries of Bangladesh to understand the business prospects.
CLO1	Recall the key events and developments that characterize the glorious history of Bengal.								
CLO2	Understand the contributions of cultural figures in the development of Bengali arts and culture.								
CLO3	Apply the knowledge of geography, social classes, religion, political parties, population, environment, urbanization, migration, labor force, and industries of Bangladesh to understand the business prospects.								

	CLO4	Determine the political system and legal framework of the nation for conducting both domestic and foreign trade.
	CLO5	Evaluate the problems and prospects of the economy to establish Bangladesh as the next economic power in South Asia.

<i>Course Contents</i>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>History of Bangladesh:</b> People of Bangladesh, Origin and Anthropological Identity; Territories of Bangladesh in Ancient Time; Bangladesh during the Muslim Rule; British Colonial Rule in Indian Sub-Continent; The Pakistan Movement and the Birth of Pakistan; Language Movement, 1948-52; Juktafront Elections, 1954 and Six Point Program, 1966; Mass Upsurge of 1969 and Elections, 1970; Liberation War, 1971 and Birth of Bangladesh.	<b>12 Hrs.</b>	CLO1
	<b>2.</b>	<b>Physical and Natural Resources of Bangladesh:</b> Physical Features of Bangladesh; Location, Climate, and major Physiographic Units; Surface Water Inflow and River Systems of Bangladesh; Pattern of Agriculture and types of Forest in Bangladesh; Mineral Resources and Industrial Setup in Bangladesh; Density and Distribution of Population in Bangladesh.	<b>9 Hrs.</b>	CLO2 CLO3
	<b>3.</b>	<b>Political Administration and Legal Environment of Bangladesh:</b> Forms of Government and State Mechanisms (Executive, Legislature, Judiciary) of Bangladesh; Constitution of Bangladesh and its Amendments; administrative Structure of Bangladesh; Political Parties of Bangladesh; Different Political Regimes of Bangladesh; Foreign Policy of Bangladesh.	<b>9 Hrs.</b>	CLO4
	<b>4.</b>	<b>Socio-economic Environment of Bangladesh:</b> Social Structure and Social Stratification in Bangladesh; Population Migration from Rural to Urban areas in Bangladesh; Ethnic Minorities in Bangladesh; Social Problems of Bangladesh; Macroeconomic Trends of Bangladesh Economy: GDP, Savings, Investment and Employment; Thrust Areas of Bangladesh Economy: Poverty Alleviation and Private Sector Development; Blue Economy of Bangladesh: ocean economy, sustainable development, balancing growth and conservation, uniting EEZ and Areas beyond National Jurisdiction (ABNJ), opportunities of blue economy, maritime trade and shipping, food and livelihood, energy, tourism, human resource, maritime surveillance and spatial planning.	<b>12 Hrs.</b>	CLO5

<i>Alignment of CLOs VS PLOs</i>	<b>CLOs/ PLOs</b>	PLO1	PL02	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1			✓	✓				
	CLO2			✓					
	CLO3			✓					
	CLO4							✓	
	CLO5			✓	✓			✓	

--	--

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1</b>	People of Bangladesh, Origin and Anthropological Identity; Territories of Bangladesh in Ancient Time; Bangladesh during the Muslim Rule; British Colonial Rule in Indian Sub-Continent;	Lecturing and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
<b>2 to 4</b>	The Pakistan Movement and the Birth of Pakistan; Language Movement, 1948-52; Juktafront Elections, 1954 and Six Point Program, 1966; Mass Upsurge of 1969 and Elections, 1970; Liberation War, 1971 and Birth of Bangladesh.	Lecturing and Group discussion	Final exam (Summative)	CLO1
<b>5</b>	Physical Features of Bangladesh; Location, Climate, and major Physiographic Units; Surface Water Inflow and River Systems of Bangladesh;	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO2CLO3
<b>6 to 7</b>	Pattern of Agriculture and types of Forest in Bangladesh; Mineral Resources and Industrial Setup in Bangladesh; Density and Distribution of Population in Bangladesh.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2CLO3
<b>8 to 9</b>	Forms of Government and State Mechanisms (Executive, Legislature,	Lecturing and Student Activity	Final exam (Summative)	CLO4

		Judiciary) of Bangladesh; Constitution of Bangladesh and its Amendments;			
	<b>10</b>	Administrative Structure of Bangladesh; Political Parties of Bangladesh; Different Political Regimes of Bangladesh; Foreign Policy of Bangladesh.	Lecturing and Group discussion	Final Exam (Summative)	CLO4
	<b>11 to 12</b>	Social Structure and Social Stratification in Bangladesh; Population Migration from Rural to Urban areas in Bangladesh; Ethnic Minorities in Bangladesh;	Lecturing and Slide presentation	Home Work (Formative)	CLO5
	<b>13</b>	Macroeconomic Trends of Bangladesh Economy: GDP, Savings, Investment and Employment; Thrust Areas of Bangladesh Economy: Poverty Alleviation and Private Sector Development;	Lecturing, Questioning and Answer questioning	Home Work (Formative) and Midterm and Final exam (Summative)	CLO5
	<b>14</b>	Blue Economy of Bangladesh: ocean economy, sustainable development, balancing growth and conservation, uniting EEZ and Areas beyond National Jurisdiction (ABNJ), opportunities of blue economy, maritime trade and shipping, food and livelihood, energy, tourism, human resource, maritime surveillance and spatial planning.	Lecturing and Slide presentation	Final exam (Summative)	CLO5

<b>Learning Materials</b>	<b>Recommended Text:</b>				
	1. Mr. Sirajul Islam, History of Bangladesh: Social and Cultural History, Political History, Economical History.				
	<b>Reference Books:</b>				
	1. Banglapedia: National Encyclopedia of Bangladesh, Edited by Prof. Sirajul Islam. (Latest Edition) (2006).				
	2. Mr. A F Salauddin Ahmed, Bangladesh National Culture and Heritage: An Introductory Reader Edited.				
	3. Sate Owned Enterprises: Power and Energy, Transport and Communication.				

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4 & CLO5
	• Visual Presentation	CLO1, CLO2, CLO3 & CLO4
	• Students activity	CLO1, CLO3 & CLO5
	• Group discussion	CLO1, CLO3, CLO4
	• Slide presentation	CLO1, CLO2, CLO3 & CLO5
	• Questioning and answer questioning	CLO1, CLO4 & CLO5
<b>Assessment and Evaluation</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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, case studies, conversation, and more.</p> <p><b>In contrast, summative</b> 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.</p>	

<b>SMEF (Summative) 80%</b>					
CLOs	Type of evaluation	Time	Marks	Guideline	
CLO1, CLO2 CLO3, CLO4 CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions	
	Midterm exam (20%)	1 hour	20	10 per exam. At least two questions in each exam have to be answered	
<b>FMEF (Formative) 20%</b>					
CLO1, CLO2 CLO3, CLO4 CLO5	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment	
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2	
	Class attendance (5%)	-----	5	-----	
	<b>Total</b>		<b>100</b>		
<b>Make up Procedure</b>					
If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.					

## First Year Second Semester

<b>Course Title</b>	Macroeconomics	<b>Course Code</b>	0311 MKT-121
<b>Course Type</b>	GED	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>	Microeconomics	<b>Total Marks</b>	100
<b>Course Description</b>			
<b>Course Description</b>	<p><b>Macroeconomics</b> is a major/compulsory/core course for the undergraduate students of the Bachelor of Business Administration (BBA) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, class test, case studies, quiz, assignments, two midterms, and comprehensive examinations. This is an elementary-level course for the theory of macroeconomics. However, it requires successfully completion of Macroeconomics Concepts, The Model of the Circular Flow of Income, Concept of National Income Accounting, Theories of Income and Employment, Inflation, Fiscal Policy, Labor Demand, and Open Economy.</p>		
<b>Rationale</b>			
<b>Rationale</b>	<p>Economics deals with the choices and decisions that have to be made in order to manage scarcity. To fulfill the wants how we can allocate resources available to us. Macroeconomics is an introductory-level course that focuses on the study of the economy as a whole, examining aggregate economic variables and their interrelationships. <b>Macroeconomics</b> course delves into fundamental concepts, theories, and policies that help analyze and understand the overall performance of an economy. It explores how factors such as national income, unemployment, inflation, and economic growth are influenced and how governments and policymakers can manage these factors to achieve desirable economic outcomes.</p>		
<b>Course Objectives</b>			
<b>Course Objectives</b>	<p>The main purpose of this course is to share a summary of the glorious past of Bengal, its current condition, and future prospects with students. The specific purposes of this course are: To share with the participants the basic history of Bengal from the ancient period to the emergence of independent Bengal; To familiarize the participants with the location, social classes, religion, political parties, population, environment, private sectors and industries of Bangladesh; To make the participants well informed about the challenges and the future prospects that Bangladesh is currently having in its economic development.</p>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to:			
	<b>CLO1</b>	Analyze the fundamental macroeconomic concepts and economic models, and apply these models to explain and interpret the behavior of key macroeconomic variables.		
	<b>CLO2</b>	Locate and interpret macroeconomic data to identify current economic issues and debates, and apply basic macroeconomic models to analyze and interpret policy issues.		
	<b>CLO3</b>	Understand the operation of an economy and international economy which will help to understand the global business scenario more easily.		
	<b>CLO4</b>	Examine the fundamentals of national income accounting, the origins and effects of business cycles, and the functions of fiscal and monetary policy in battling recessions and inflation to promote or hinder long-term economic progress.		
	<b>CLO5</b>	Recognize alternative ways of measuring a country's economic performance.		
<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>Introduction:</b> Definition of macroeconomics - Meaning of economic models - Goals of economic policy - Definition of macroeconomic variables: inflation, unemployment, Productivity, production capacity, input, output, business cycle-Aggregate demand and aggregate supply. Microeconomics vs. Macroeconomics- Partial vs. General Equilibrium Analysis Static. Comparative Static and Dynamic Analysis – Scope and Subject Matter of Macro Economics.	<b>6 Hrs.</b>	CLO1
	<b>2.</b>	<b>The Model of the Circular Flow of Income:</b> Goods and Money Flows between Households and Firms-Saving-Investment – Foreign Trade-Government Activity.	<b>3 Hrs.</b>	CLO1 CLO2
	<b>3.</b>	<b>National Income Accounting:</b> Measurement and Methods – Concepts of National Income- GDP, GNP, NNP, NI, PI, DI, PPR- Problems of GDP Measurement- National Income Accounting Demand and Accounting System in Bangladesh.	<b>3 Hrs.</b>	CLO1 CLO2 CLO4
	<b>4.</b>	<b>Theories of Income and Employment:</b> Classical theory of income and employment – Keynesian theory of income and employment- Effective demand-Aggregate demand and aggregate supply saving and investment, Multiplier.	<b>3 Hrs.</b>	CLO1 CLO3 CLO4
	<b>5.</b>	<b>Goods and money market:</b> Goods market equilibrium-the derivation of the IS curve-Money market equilibrium-The derivation of the LM curve-Simultaneous Equilibrium of the Goods and Money market-Monetary and fiscal policies for stabilization purposes.	<b>3 Hrs.</b>	CLO1 CLO4
	<b>6.</b>	<b>Consumption and Consumer Expenditure:</b> Consumption function-short-run and long-run-overview of the theories of consumption-absolute income-life cycle-relative income-	<b>3 Hrs.</b>	CLO1 CLO2

		permanent income hypothesis.		CLO4
7.	<b>Investment Demand:</b> Meaning of investment- determinant of investment-present value, Internal rate of return, Marginal efficiency of investment criterion-Accelerator Principle-Interaction between multiplier and accelerator of investment-theory of business cycle.		<b>3 Hrs.</b>	CLO1 CLO3 CLO4
8.	<b>Demand for and Supply of Money:</b> Demand for money-the quantity theory of money-fisher vs. Cambridge version-Keynesian theory of money-the modern quantity theory of money, supply of money-the instruments of monetary policy-the mechanism of monetary expansion- the determinants of money supply.		<b>3 Hrs.</b>	CLO1 CLO2
9.	<b>Inflation:</b> Causes and effects- theories of inflation- anti-inflationary measures.		<b>3 Hrs.</b>	CLO2 CLO3 CLO4
10.	<b>Fiscal Policy:</b> Theory of fiscal policy - Relationship of fiscal policy to monetary policy - Problems in implementing fiscal policy.		<b>3 Hrs.</b>	CLO4
11.	<b>Employment and Unemployment:</b> Labor demand schedule - Real wage rate and aggregate demand for and supply of labor - Inflation and the equilibrium- real wage rate and employment-Impact of market power on employment and prices-The effect of aggregate demand and supply on output and prices, Phillips Curves - Price and wage control-Unemployment and its types - Removing unemployment, Meaning and measurement- cost and causes- alternative policy measures-unemployment in Bangladesh.		<b>6 Hrs.</b>	CLO2 CLO3 CLO5
12.	<b>Open Economy:</b> Exchange rate regimes, Balance of payments, Fiscal and monetary policy.		<b>3 Hrs.</b>	CLO3 CLO4

<i>Alignment of CLOs VS PLOs</i>	CLOs/ PLOs	PLO1	PL02	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1			✓	✓				
	CLO2			✓					
	CLO3			✓	✓				
	CLO4			✓		✓			
	CLO5			✓	✓				

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1 to 2</b>	Definition of macroeconomics - Meaning of economic models - Goals of economic policy - Definition of macroeconomic variables: inflation, unemployment, Productivity, production capacity, input, output, business cycle- Aggregate demand and aggregate supply. Microeconomics vs. Macroeconomics- Partial vs. General Equilibrium Analysis Static. Comparative Static and Dynamic Analysis – Scope and Subject Matter of Macro Economics.	Lecturing and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
<b>3</b>	Goods and Money Flows between Households and Firms-Saving-Investment– Foreign Trade-Government Activity.	Lecturing and Group discussion	Final exam (Summative)	CLO1 CLO2
<b>4</b>	Measurement and Methods – Concepts of National Income - GDP, GNP, NNP, NI, PI, DI, PPR- Problems of GDP Measurement- National Income Accounting Demand and Accounting System in Bangladesh.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO1 CLO2 CLO4
<b>5</b>	Classical theory of income and employment – Keynesian theory of income and employment- Effective demand-Aggregate demand and aggregate supply saving and investment, Multiplier.	Lecturing and Slide presentation	Quiz/Homework (Formative) and Final exam (Summative)	CLO1 CLO3 CLO4
<b>6</b>	Goods market equilibrium-the derivation of the IS curve- Money market equilibrium-The derivation of the LM curve- Simultaneous Equilibrium of the Goods and Money market- Monetary and fiscal policies for stabilization purposes.	Lecturing and Student Activity	Final exam (Summative)	CLO1 CLO4
<b>7</b>	Consumption function-short-run and long-run-overview of the theories of consumption-	Lecturing and Group discussion	Final Exam (Summative)	CLO1

*Course Plan*

	absolute income-life cycle- relative income-permanent income hypothesis.			CLO2 CLO4
<b>8</b>	Meaning of investment- determinant of investment- present value, Internal rate of return, Marginal efficiency of investment criterion- Accelerator Principle- Interaction between multiplier and accelerator of investment- theory of business cycle.	Lecturing and Student activity	Home Work (Formative)	CLO1 CLO3 CLO4
<b>9</b>	Demand for money-the quantity theory of money-fisher vs. Cambridge version- Keynesian theory of money-the modern quantity theory of money, supply of money-the instruments of monetary policy- the mechanism of monetary expansion- the determinants of money supply.	Lecturing and Group discussion	Quiz/Home Work(Formative) and Final exam (Summative)	CLO1 CLO2
<b>10</b>	Causes and effects- theories of inflation- anti-inflationary measures.	Lecturing and Slide presentation	Final exam (Summative)	CLO2 CLO3 CLO4
<b>11</b>	Theory of fiscal policy - Relationship of fiscal policy to monetary policy - Problems in implementing fiscal policy.	Lecturing and Slide presentation	Home Work (Formative)	CLO4
<b>12 to 13</b>	Labor demand schedule - Real wage rate and aggregate demand for and supply of labor - Inflation and the equilibrium - real wage rate and employment-Impact of market power on employment and prices-The effect of aggregate demand and supply on output and prices, Phillips Curves - Price and wage control- Unemployment and its types - Removing unemployment, Meaning and measurement- cost and causes- alternative policy measures- unemployment in Bangladesh.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO2 CLO3 CLO5
<b>14</b>	Exchange rate regimes, Balance of payments, Fiscal and monetary policy.	Lecturing and Group discussion	Final Exam (Summative)	CLO3 CLO4

<b>Learning Materials</b>	<p><b>Recommended Text:</b></p> <ol style="list-style-type: none"> <li>Samuelson P. and W. Nordhaus, Economics, McGraw Hill Book Co., New York, USA. (19th Edition).</li> </ol> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>Modern Economic Theory, K.K. Dewett, New Delhi.</li> <li>R. Dornbusch and S. Fischer. Macro Economics.</li> <li>H.L Ahuja, Modern Macroeconomics, 18th revised Edition.</li> <li>E. Mansfield. Principles of economics</li> <li>Thomas F. Dernburg. Macroeconomics: Concepts, Theories and Polices.</li> <li>William H. Branson. Macroeconomics: Theory and Policy.</li> <li>M.C.Varish, Macroeconomics theory.</li> <li>H.L.Ahuja, Modern Economics.</li> <li>M. Chacholiades, international trade: theory and policy.</li> <li>Bo Sodersten, international economics.</li> </ol>	
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	<ul style="list-style-type: none"> <li>Lecturing</li> </ul>	CLO1, CLO2, CLO3, CLO4 & CLO5
	<ul style="list-style-type: none"> <li>Visual Presentation</li> </ul>	CLO1, CLO2, CLO4 & CLO4
	<ul style="list-style-type: none"> <li>Students activity</li> </ul>	CLO1, CLO3 & CLO4
	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	CLO1,CLO2, CLO3 & CLO4
	<ul style="list-style-type: none"> <li>Slide presentation</li> </ul>	CLO1, CLO2, CLO3 & CLO4
	<ul style="list-style-type: none"> <li>Questioning and answer questioning</li> </ul>	CLO2, CLO3 & CLO5
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
<b>Assessment and Evaluation</b>	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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</p>	

	<p>final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, case studies, conversation, and more.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3, CLO4 CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	1 hour	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3, CLO4 CLO5	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Questions Setting</b>	<b>Instructions for Preparing Questions</b>				
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			

<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.
----------------------------------	---

## First Year Second Semester

<b>Course Title</b>	Financial Accounting	<b>Course Code</b>	0411 MKT-122										
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory										
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0										
<b>Prerequisite</b>		<b>Total Marks</b>	100										
<b>Course Description</b>	<p>The "Financial Accounting" course provides a comprehensive introduction to the fundamental principles and techniques of financial accounting. Students will learn how to record business transactions, apply various depreciation, and stock valuation methods, prepare trial balances, and create financial statements with adjustment entries. Additionally, the course covers bank reconciliation statements, bills of exchange, and consignment accounts, enabling students to develop crucial skills in analyzing and interpreting financial data for decision-making.</p>												
<b>Rationale</b>	<p>Financial Accounting is crucial for managing businesses and non-profits effectively. Enhanced accountancy education has improved economic sector operations. The rising business activities have increased the demand for skilled accounting personnel, making this course vital in the country's human resource development. It enhances numeracy skills and provides a foundation for future business studies. Successful students gain lifelong careers as accountants, auditors, bankers, financial analysts, tax consultants, and more. The syllabus equips undergraduate students for end-of-course exams and prepares them for accounting-related vocations and higher studies.</p>												
<b>Course Objectives</b>	<p>In this course, students will develop a solid understanding of accounting principles and their practical application in recording business transactions. They will learn to apply diverse depreciation methods and stock valuation techniques to assess asset values effectively. Additionally, students will gain proficiency in preparing and analyzing trial balances to identify and resolve discrepancies. The course also focuses on creating and analyzing financial statements with adjustment entries, enabling students to comprehend their significance for decision-making. Moreover, students will demonstrate their skills in handling bank reconciliation statements, bills of exchange, and consignment accounts, ensuring accurate and efficient financial reporting.</p>												
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">CLO1</td> <td>Understand the principles of accounting and its implication in real world.</td> </tr> <tr> <td>CLO2</td> <td>Comprehend and define the accounting principles while recording business transactions in a journal.</td> </tr> <tr> <td>CLO3</td> <td>Utilize diverse depreciation methods and stock valuation techniques.</td> </tr> <tr> <td>CLO4</td> <td>Prepare trial balance and analyze any discrepancies or errors within it.</td> </tr> <tr> <td>CLO5</td> <td>Recognize the importance of preparing financial statements. Create and examine the</td> </tr> </table>			CLO1	Understand the principles of accounting and its implication in real world.	CLO2	Comprehend and define the accounting principles while recording business transactions in a journal.	CLO3	Utilize diverse depreciation methods and stock valuation techniques.	CLO4	Prepare trial balance and analyze any discrepancies or errors within it.	CLO5	Recognize the importance of preparing financial statements. Create and examine the
CLO1	Understand the principles of accounting and its implication in real world.												
CLO2	Comprehend and define the accounting principles while recording business transactions in a journal.												
CLO3	Utilize diverse depreciation methods and stock valuation techniques.												
CLO4	Prepare trial balance and analyze any discrepancies or errors within it.												
CLO5	Recognize the importance of preparing financial statements. Create and examine the												

	financial statements of a business, incorporating adjustment entries.
CLO6	Create and assess the bank reconciliation statement, bills of exchange, and consignment accounts.

<i>Course Contents</i>	Course Contents		Hours	CLOs
	1.	<b>Introduction to Financial Accounting:</b> Background of Accounting Development, Definition, Purpose and Nature of Accounting Information, The Work of Accountants, Branches of Accounting, The Need for Accounting Concepts and Principles, Professional Associations and Accounting Principles, Generally Accepted Accounting Principles (GAAP), Capital and Revenue Receipts & Expenditures, Introduction to International Accounting Standards (IASs) and International Financial Reporting Standards (IFRS) issued by International Accounting Standards Boards (IASB).	9 Hrs.	CLO1
	2.	<b>Accounting Mechanism:</b> Depreciation-Meaning, Causes and Needs Methods of Depreciation – Fixed Installment Method and Diminishing Balance Method Provisions and Reserves Trial Balance, Rectification of Errors Meaning, Definition and Uses of Stock in a Business Valuation of Stock: LIFO, FIFO and Weighted Average Method.	8 Hrs.	CLO3
	3.	<b>Recording Process in Financial Position:</b> Role of Accounting Records, Debit and Credit, the Principles of Double Entry, Journal, Ledger, Coding and Chart of Accounts, posting in the Ledger Accounts, Trial Balance, Proof Offered by Trial Balance, Limitations of Trial Balance, Locating Errors, Adjusting Entries, Closing Entries for Revenue and Expense Accounts, Opening Entries, Rectification of the Errors before and after preparation of Trial Balance.	8 Hrs.	CLO2 & CLO4
	4.	<b>Work Sheet and the Preparation of Financial Statements:</b> Use of Work Sheet, Preparation of Work Sheet, Preparation of Financial Statements, Multiple-step Statement, Single-step Statement, Horizontal and Vertical Arrangement, The Accounting Cycle, Reversing Entries with special referee to Presentations of Financial Statements	9 Hrs.	CLO5
	5.	<b>Bank Reconciliation Statement:</b> Meaning, Need, Specific Steps in Preparing a Bank Reconciliation Statement: Different methods, Reconciliation of the Bank Balance to the Book Balance; Reconciliation of Bank and Book Balances to a Corrected Balance and Four Column Reconciliation.	8 Hrs.	CLO5 & CLO6

<i>Alignment of CLOs VS PLOs</i>	<b>MAPPING OF CLOs TO PLOs</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1				1				3
	CLO2		2						3
	CLO3		3						2
	CLO4		3						2
	CLO5		3		1				3
CLO6		3		1				3	
<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
	<b>Week</b>	<b>Topic</b>			<b>Teaching-Learning Strategy</b>		<b>Assessment Strategy</b>		<b>CLOs</b>
	<b>1-2</b>	Introduction to financial accounting.			Lecturing and group discussion		Quiz/Homework (Formative) and Midterm and Final exam (Summative)		CLO1
	<b>3</b>	Depreciation-Meaning, Causes and Needs Methods of Depreciation – Fixed Installment Method and Diminishing Balance Method.			Lecturing and practice		Final Exam (Summative)		CLO3
	<b>4</b>	Provisions and Reserves Trial Balance, Rectification of Errors Meaning, Definition and Uses of Stock in a Business Valuation of Stock			Lecturing and practice		Final exam (Summative)		CLO3
	<b>5</b>	LIFO, FIFO and Weighted Average Method			Lecturing and practice		Homework (Formative) and Midterm (Formative)		CLO3
	<b>6</b>	Role of Accounting Records, Debit and Credit, the Principles of Double Entry, Journal, Ledger, Coding and Chart of Accounts, posting in the Ledger Accounts.			Lecturing and practice		Final exam (Summative)		CLO2& CLO4
	<b>7-8</b>	Trial Balance, Proof Offered by Trial Balance, Limitations of Trial Balance, Locating Errors, Adjusting Entries, Closing Entries for Revenue			Lecturing and practice		Final Exam (Summative)		CLO2& CLO4

		and Expense Accounts, Opening Entries, Rectification of the Errors before and after preparation of Trial Balance.			
	9	Use of Work Sheet, Preparation of Work Sheet, Preparation of Financial Statements	Lecturing and practice	Midterm (Formative) Final exam (Summative)	CLO5
	10	Multiple-step Statement, Single-step Statement, Horizontal and Vertical Arrangement	Lecturing and practice	Final Exam (Summative)	CLO5
	11	The Accounting Cycle, Reversing Entries with special referee to Presentations of Financial Statements	Lecturing and practice	Presentation and final Exam (Summative)	CLO5
	12	Meaning, Need, Specific Steps in Preparing a Bank Reconciliation Statement	Lecturing	Final Exam (Summative)	CLO5 & CLO6
	13-14	Different methods, Reconciliation of the Bank Balance to the Book Balance; Reconciliation of Bank and Book Balances to a Corrected Balance and Four Column Reconciliation	Lecturing and practice	Final Exam (Summative)	CLO5 & CLO6
<b>Learning Materials</b>	<b>Textbooks:</b>				
	i.	Financial Accounting: Meigs, Williams, Haka and Beltner, McGraw Hill Inc.			
	<b>Recommended Readings:</b>				
	i.	Financial Accounting: Weygand & Keiso			
	ii.	Fundamental Accounting Principle: WilliamW.Oyle and Kermit D. Larson.			
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
		• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6.		
		• Students' activity	CLO1, CLO2.		
		• Group discussion	CLO2, CLO3.		
		• Slide presentation	CLO1, CLO2, CLO4, CLO5, CLO6.		
		• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6.		
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>				
	<b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning				

**Assessment and Evaluation**

objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes 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 consist of both formative and summative assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4 CLO5, CLO6.	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2 CLO3, CLO4 CLO5, CLO6.	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
<b>Total</b>			<b>100</b>	

**Make up Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

<b>Instructions for Preparing Questions</b>	
<b><i>Questions Setting</i></b>	1. Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2. Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained automatically.
	3. Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## First Year Second Semester

<b>Course Title</b>	Business Mathematics-I	<b>Course Code</b>	0541 MKT-123
<b>Course Type</b>	GED	<b>Course Status</b>	Mathematics
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Business Mathematics-I</b> is an elementary course for the undergraduate students of the B. Sc. (Honors) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>		
<b>Rationale</b>			
<i>Rationale</i>	<p>This course will help to review the fundamental mathematical skills such as algebra and other mathematical techniques is urgent and essential in order to solve quantitative problems encountered in business. The rationale of this course is to develop quantitative skills, which help students to extract analytical models from theoretical and empirical studies.</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The purpose of this course is to provide students with basic mathematic skills useful in solving real-life business problems. The course involves concept understanding, problem formulation and solution, quantifying and graphing application in the areas of business mathematics. Specifically, students are to use a teamwork approach, applying mathematical tools to obtain quantitative information that is relevant to business decisions. Hence, the primary objective of Business Mathematics-I is to prepare students for subsequent work in the Business College and for their future careers in business. For this reason, all aspects or the program follow business practices and use common tools of the business world.</p>		
<b>Course Learning Outcomes (CLOs)</b>			
<i>Course Learning Outcomes (CLOs)</i>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-		
	CLO <sub>1</sub>	Demonstrate factual knowledge including the mathematical notation and terminology used in this course.	
	CLO <sub>2</sub>	Develop the prerequisite knowledge and mathematical skills necessary to undertake higher level courses which have a quantitative focus.	
	CLO <sub>3</sub>	Develop knowledge about number system, sets and multiplication problems.	
	CLO <sub>4</sub>	Analyze logarithmic equations, indices and surds and apply into real world problems. Solve business math problems using equations	
CLO <sub>5</sub>	Solve problems regarding permutation counting, apply permutations and combinations to business problems.		

<i>Course Contents</i>	Course Contents		Hours	CLOs
	1.	<b>Introduction:</b> Definition and Etymology of Mathematics, Pure and Applied Mathematics, Fields of Mathematics: Quantity, Structure, Space, Change, Optimization, Combinatorics and Integer Partitions, Importance of Business Mathematics in Marketing.	3	CLO <sub>1</sub> , CLO <sub>2</sub>
	2.	<b>Set Theory:</b> Definition of Sets, Elements of a Set, Methods of Describing a Set, Types of Sets, Definitions, Properties and Theories of Union, Intersection, Complement and Difference of Sets, Duality, Partition of Sets, Number of Elements in Finite Sets, Ordered pair, Cartesian Products, Power Set, Related Problems and Applications of Set Theory.	3	CLO <sub>3</sub>
	3.	<b>Boolean Algebra:</b> Boolean Variables, And, Or, Not Operations, Truth Tables.	3	CLO <sub>1</sub> , CLO <sub>2</sub>
	4.	<b>Natural Number System and Mathematical Induction:</b> Real, Imaginary and Complex Numbers, Rational and Irrational Numbers, Integers and Fractions, Natural Numbers, Compound and Prime Numbers; Modulus of Real Number, Hierarchy of Numbers, Principles of Mathematical Induction.	3	CLO <sub>1</sub> , CLO <sub>2</sub> , CLO <sub>3</sub>
	5.	<b>Indices and Surds:</b> Definition of Indices, Positive and Fractional Indices, Operation with Power Functions, Definition of Surds, Operations on Surd, Rationalization, Root of Mixed Surd.	6	CLO <sub>4</sub>
	6.	<b>Natural and Common Logarithms:</b> Definitions, Natural and Common Log, Rules of Log, Change of Base, Use of Log in Compounding, Depreciation and Annuities.	6	CLO <sub>4</sub>
	7.	<b>Equations:</b> Concepts of Equation and Identities, Degree of An Equation, Straight Line Equation and its Graph, Quadratic Equation and its Graph, Simultaneous Equation, Methods of Solving Quadratic Equations: Factorization and General Root by Completing a Square; Formation of an Equation, Methods of Solving Simultaneous Equations, Applications to Business.	9	CLO <sub>3</sub>
	8.	<b>Permutations and Combinations:</b> Meaning of Combinatorics, Permutations of n Different Things Taken r at a Time, Circular Permutations, Permutations of Things Not All Different, Restricted Permutations, Difference between Permutation and Combination, Complementary Theorems of Combination, Restricted Combinations, Combinations of Things Not All Different, Applications.	9	CLO <sub>5</sub>

<i>Alignment of CLOs VS PLOs</i>	<b>Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO <sub>1</sub>								√
	CLO <sub>2</sub>							√	
	CLO <sub>3</sub>							√	
	CLO <sub>4</sub>	√	√						
CLO <sub>5</sub>	√	√							

  

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1 &amp; 2</b>	Definition and Etymology of Mathematics, Pure and Applied Mathematics, Fields of Mathematics: Quantity, Structure, Space, Change, Optimization, Combinatorics and Integer Partitions, Importance of Business Mathematics in Marketing. Boolean Variables, And, Or, Not Operations, Truth Tables.	Lecturing and Questioning and answer questioning	Final Exam (Summative)	CLO <sub>1</sub> , CLO <sub>2</sub>
<b>3 &amp; 4</b>	Definition of Sets, Elements of a Set, Methods of Describing a Set, Types of Sets, Definitions, Properties and Theories of Union, Intersection, Complement and Difference of Sets, Duality, Partition of Sets, Number of Elements in Finite Sets, Ordered pair, Cartesian Products, Power Set, Related Problems and Applications of Set Theory.	Lecturing, Students' activity and Visual presentation	Midterm and Final exam (Summative)	CLO <sub>1</sub> , CLO <sub>2</sub> , CLO <sub>3</sub>
<b>5 &amp; 6</b>	Definition of Indices, Positive and Fractional Indices, Operation with Power Functions, Definition of Surds, Operations on Surd, Rationalization, Root of Mixed Surd.	Lecturing, group discussion and Visual presentation	Homework, (Formative) Midterm and Final exam (Summative)	CLO <sub>4</sub>
<b>7 &amp; 8</b>	Definitions, Natural and Common Log, Rules of Log, Change of Base, Use of Log in Compounding, Depreciation and Annuities.	Lecturing, group discussion and Visual presentation	Homework, (Formative) Midterm and Final exam (Summative)	CLO <sub>4</sub>
<b>9 to 11</b>	Concepts of Equation and Identities, Degree of An Equation, Straight Line	Lecturing, Students' activity	Homework, Assignment	CLO <sub>3</sub>

		Equation and its Graph, Quadratic Equation and its Graph, Simultaneous Equation, Methods of Solving Quadratic Equations: Factorization and General Root by Completing a Square; Formation of an Equation, Methods of Solving Simultaneous Equations, Applications to Business.	and Slide presentation, Visual presentation	and Presentations (Formative) and Final exam (Summative)	
	12 to 14	Concepts of Equation and Identities, Degree of An Equation, Straight Line Equation and its Graph, Quadratic Equation and its Graph, Simultaneous Equation, Methods of Solving Quadratic Equations: Factorization and General Root by Completing a Square; Formation of an Equation, Methods of Solving Simultaneous Equations, Applications to Business.	Lecturing, Students' activity and Group discussion	Homework, Assignment and Presentations (Formative) and Final exam (Summative)	CLO <sub>4</sub> , CLO <sub>5</sub>
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Business Mathematics: Sancheti, D.C. and Kapoor, V.K.</p> <p><b>Reference Book:</b></p> <p>Mathematics with Application in Management and Economics: Bowen L.K.</p> <p>Business Mathematics: Trivedi and Trivedi.</p>				
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5			
	• Visual Presentation	CLO1, CLO2, CLO4, CLO5			
	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5			
	• Group discussion	CLO4, & CLO5			
	• Slide presentation	CLO3			
	• Questioning and answer questioning	CLO1, CLO2			

### Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy

**Assessment** allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

*Assessment  
and  
Evaluation*

#### SMEF (Summative) 80%

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4 CLO5	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered

#### FMEF (Formative) 20%

CLO1, CLO2 CLO3, CLO4 CLO5	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

<b><i>Make up Procedure</i></b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.	
<b><i>Questions Setting</i></b>	<b>Instructions for Preparing Questions</b>	
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.	

## First Year Second Semester

<b>Course Title</b>	Environment and Sustainability	<b>Course Code</b>	0413 MKT-124										
<b>Course Type</b>	GED	<b>Course Status</b>	Theory										
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0										
<b>Prerequisite</b>		<b>Total Marks</b>	100										
<b>Course Description</b>	<p>The Business Environment course provides students with a comprehensive understanding of the dynamic and complicated business environment. It examines the numerous economic, political, social, technological, and legal elements that influence businesses. Students will obtain a broad understanding of how businesses respond to environmental issues and opportunities. By evaluating case studies from the real world and participating in class discussions, students will obtain vital insights into the dynamic relationship between firms and their environments.</p>												
<b>Rationale</b>	<p>To introduce business and the economic environment within which it operates, which has an increasingly important influence as free market policies are pursued worldwide. Important economic principles will be explained and applied to provide convincing explanations of current economic and business events. The consideration of issues relating to policy towards business will encourage the development of student's judgmental skills. In addition, the concepts and knowledge learnt in this course will provide a firm basis for the study of business strategy in future courses.</p>												
<b>Course Objectives</b>	<p>This course's major purpose is to equip students with the knowledge and analytical abilities required to appreciate the various dynamics that shape the corporate environment. Students should be able to identify the impact of external factors on business operations and develop effective strategies for adapting to and thriving in varied contexts by the end of the course.</p>												
<b>Course Learning Outcomes (CLOs)</b>	<p>At the end of this course, the students will be able to –</p> <table border="1" style="width: 100%;"> <tr> <td><b>CLO1</b></td> <td>Identify and explain the key components of the business environment, including economic, political, social, technological, and legal factors.</td> </tr> <tr> <td><b>CLO2</b></td> <td>Analyze the influence of macroeconomic factors (such as GDP, inflation, and unemployment) on business decisions and performance.</td> </tr> <tr> <td><b>CLO3</b></td> <td>Evaluate the impact of global market dynamics and international trade policies on business operations and expansion strategies.</td> </tr> <tr> <td><b>CLO4</b></td> <td>Interpret the role of government regulations, ethical considerations, and corporate social responsibility in shaping business behavior.</td> </tr> <tr> <td><b>CLO5</b></td> <td>Develop strategic recommendations for businesses to effectively adapt and respond to changes in the business environment.</td> </tr> </table>			<b>CLO1</b>	Identify and explain the key components of the business environment, including economic, political, social, technological, and legal factors.	<b>CLO2</b>	Analyze the influence of macroeconomic factors (such as GDP, inflation, and unemployment) on business decisions and performance.	<b>CLO3</b>	Evaluate the impact of global market dynamics and international trade policies on business operations and expansion strategies.	<b>CLO4</b>	Interpret the role of government regulations, ethical considerations, and corporate social responsibility in shaping business behavior.	<b>CLO5</b>	Develop strategic recommendations for businesses to effectively adapt and respond to changes in the business environment.
<b>CLO1</b>	Identify and explain the key components of the business environment, including economic, political, social, technological, and legal factors.												
<b>CLO2</b>	Analyze the influence of macroeconomic factors (such as GDP, inflation, and unemployment) on business decisions and performance.												
<b>CLO3</b>	Evaluate the impact of global market dynamics and international trade policies on business operations and expansion strategies.												
<b>CLO4</b>	Interpret the role of government regulations, ethical considerations, and corporate social responsibility in shaping business behavior.												
<b>CLO5</b>	Develop strategic recommendations for businesses to effectively adapt and respond to changes in the business environment.												

<b>Course Contents</b>				
	1.	<p><b>Introduction to Business Environment:</b> Understanding the concept and significance of the business environment, Factors influencing the business environment- economic, political, social, technological, and legal.</p> <p><b>Macroeconomic Factors and Business:</b> Analysis of key macroeconomic indicators and their impact on business decisions, Business cycles and their implications for strategic planning.</p>	9	CLO1, CLO2
	2.	<p><b>Globalization and International Trade:</b> Exploring the effects of globalization on businesses, Understanding international trade policies and their influence on business operations.</p> <p><b>Legal and Ethical Dimensions of Business:</b> Government regulations and their impact on business practices, Ethics and corporate social responsibility in business decision-making.</p>	6	CLO3, CLO4
	3.	<p><b>Adapting to the Business Environment:</b> Strategies for businesses to navigate dynamic environments, Case studies of successful and failed adaptations to environmental changes.</p> <p><b>Emerging Technologies and Disruptive Innovation:</b> Analyzing the role of technology in shaping the business landscape, Understanding the impact of disruptive innovation on established industries.</p>	9	CLO1 CLO3, CLO5
	4.	<p><b>Sustainability and Environmental Challenges:</b> Assessing the importance of sustainable practices for businesses, Understanding the challenges posed by environmental factors on business sustainability.</p> <p><b>Business Environment and Stakeholder Analysis:</b> Identifying and analyzing key stakeholders and their influence on business operations, Stakeholder engagement and management strategies.</p> <p><b>Business Scenarios and Strategic Decision-making:</b> Applying knowledge of the business environment to real-world scenarios, Developing strategic recommendations for businesses.</p>	9	CLO1, CLO2, CLO4 CLO5
5.	<p><b>Business Environment in the Digital Age:</b> Exploring the impact of digital transformation on businesses, Strategies for leveraging technology to gain a competitive advantage.</p> <p><b>Wrap-up and Future Trends:</b> Recapitulation of key</p>	9	CLO1, CLO2, CLO3, CLO4,	

		concepts from the course, Discussion on emerging trends likely to shape the future business environment.		CLO5
--	--	--	--	------

--	--	--	--	--

<b>Alignment of CLOs VS PLOs</b>	<b>Mapping of Course Outcome to Program Outcome:</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√							
	CLO2			√					
	CLO3				√				
	CLO4							√	
CLO5					√				

--	--	--	--	--

<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	<b>1 to 3</b>	Understanding the concept and significance of the business environment, Factors influencing the business environment- economic, political, social, technological, and legal, Analysis of key macroeconomic indicators and their impact on business decisions, Business cycles and their implications for strategic planning.	Lecturing, Group discussion and Student activity	Quiz/ Homework (Formative) and Midterm (Summative)	CLO1 CLO2
	<b>4 to 6</b>	Exploring the effects of globalization on businesses, Understanding international trade policies and their influence on business operations, Government regulations and their impact on business practices, Ethics and corporate social responsibility in business decision-making.	Lecturing and Group discussion	Final exam (Summative)	CLO3, CLO4
<b>7</b>	Strategies for businesses to navigate dynamic environments, Case studies of successful and failed adaptations to environmental changes.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and	CLO3	

				Final exam (Summative)	
	<b>8 to 9</b>	Analyzing the role of technology in shaping the business landscape, Understanding the impact of disruptive innovation on established industries.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2
	<b>10 to 11</b>	Assessing the importance of sustainable practices for businesses, Understanding the challenges posed by environmental factors on business sustainability, Identifying and analyzing key stakeholders and their influence on business operations, Stakeholder engagement and management strategies, applying knowledge of the business environment to real-world scenarios, Developing strategic recommendations for businesses.	Lecturing and Student Activity	Final exam (Summative)	CLO1, CLO2, CLO3, CLO4, CLO5
	<b>12 to 14</b>	Exploring the impact of digital transformation on businesses, Strategies for leveraging technology to gain a competitive advantage, Recapitulation of key concepts from the course, Discussion on emerging trends likely to shape the future business environment.	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO3

<b>Learning Materials</b>	<b>Recommended Text:</b>
	"Business Environment: Managing in a Strategic Context" by Francis Cherunilam
<b>Learning Materials</b>	<b>References:</b>
	<ol style="list-style-type: none"> <li>1. Business Environment by Saleem Shaikh, Publisher: Pearson Education.</li> <li>2. Business Environment by Justin Paul, Publisher: The McGraw Hill Companies.</li> </ol>

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO2, CLO3
	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5
	• Group discussion	CLO3, CLO4
	• Slide presentation	CLO1, CLO2
	• Questioning and answer questioning	CLO1, CLO2 & CLO3

### Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

#### SMEF (Summative) 80%

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

#### FMEF (Formative) 20%

CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	----	5	----
	<b>Total</b>		<b>100</b>	

### Assessment and Evaluation

### **Make up Procedure**

If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.

<b>Instructions for Preparing Questions</b>	
<b><i>Questions Setting</i></b>	1. Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2. Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3. Maintain the lower order learning to higher order learning assessment in question paper.
<b>Academic Integrity</b>	
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## First Year Second Semester

<b>Course Title</b>	Principles of Management		<b>Course Code</b>	0413 MKT-125	
<b>Course Type</b>	Elective		<b>Course Status</b>	Theory	
<b>Course Hour</b>	3.0 Hr./Week		<b>Credit Value</b>	3.0	
<b>Prerequisite</b>			<b>Total Marks</b>	100	
<b>Course Description</b>	The Principles of Management course introduces students to the fundamental principles and practices of management in organizations. It explores the essential functions of management, including planning, organizing, leading, and controlling. Through a combination of theoretical frameworks, case studies, and interactive discussions, students will develop a comprehensive understanding of management principles and gain insights into effective leadership techniques for successful organizational performance.				
<b>Rationale</b>	All the citizens should know about the socio-economic context of Bangladesh like historical, ecological, social, economic, political, governmental, financial and development aspects. Especially business student must have knowledge about the country. Having socio-economic factors of the country will help businessmen to make effective business decisions.				
<b>Course Objectives</b>	The primary objective of this course is to provide students with a solid foundation in management principles and practices. By the end of the course, students should be able to comprehend the core functions of management, demonstrate effective leadership skills, and apply management concepts in real-world scenarios.				
<b>Course Learning Outcomes (CLOs)</b>	At the end of this course, the students will be able to –				
	<b>CLO1</b>	Describe the foundational principles and theories of management and their relevance in contemporary business environments.			
	<b>CLO2</b>	Demonstrate an understanding of the essential functions of management, including planning, organizing, leading, and controlling.			
	<b>CLO3</b>	Apply management concepts to make informed decisions and solve real-world business challenges.			
	<b>CLO4</b>	Analyze different leadership styles and approaches for effective organizational performance.			
	<b>CLO5</b>	Collaborate and communicate effectively in a team environment to achieve common goals.			
<b>Course Contents</b>	1.	<b>Meaning and Significance of Management:</b> Definition of Management, Nature, Purpose and Principles of Management, Technique of Management, Difference Between Business Administration and Business Management, Management as a Resource,	9	CLO1, CLO3, CLO4	

		Management as a Profession, Need for Organizations and Managers, Managerial Responsibility, Type of Managers, Management Process, Skills, Managerial Role, Concept of Productivity, Effectiveness and Efficiency, Managerial and Organizational Performance.		
	2.	<b>Management in Business enterprise and Non-Business Entities:</b> Management of Public Sector Enterprises, Role of Management in Harnessing and Using Resources for High Productivity, Management as a Process, Management and Cost-Effective Operation. <b>Environment:</b> Internal and External Environment of Organizations, Components of External Environment, Elements of Direct-Action Environment, Elements of Indirect Action Environment, International Environment, Managing Environment	9	CLO1, CLO2, CLO3
	3.	<b>Planning:</b> Meaning, Importance of Planning, Steps in Setting Strategic Plans, Factors to Be Considered in Formulation of a Sound Plan, Types of Planning, Need for Long-Range Planning, Tools and Techniques for Planning, The Planning Process, Planning by Business and Non-Business firms in Bangladesh, Planning Environment, Managerial Decision Planning. <b>Objectives:</b> Nature of Objects, Management by Objectives (MBO), The Process of MBO, Setting Objectives, Benefits and Weakness of MBO.	9	CLO1, CLO2, CLO3
	4.	<b>Decision Making:</b> Decision Making Process, Problem and Opportunity Finding, Nature of Managerial Decision Making, Organization Structure, Division of Works, Span of Management, Delegation of Authority, Centralization and Decentralization, Coordination, Committee and Group Decision Making, Types of Committees, Organizing practices in Bangladesh. <b>Leading:</b> Nature of Directing and Leading, Features of good Directing, Elements of Consultative Directing and Its Benefits, Leadership Patterns Observed in Business Firms, Leadership Styles Followed by Managers of Bangladesh, Human Factors in Managing, Relevant Theories, Creativity and Innovation, Motivation, Leadership.	9	CLO2, CLO3, CLO4, CLO5
	5.	<b>Controlling:</b> Meaning and Importance of Control, Features of Good Control System, Setting Control Standards, Reporting and Feedback, Budgetary Control System, Budget as Motivation Tool, Types of Control Methods, Control Process, Requirements of Effective Controls, Management Information Systems and Control, Production and Operational Control.	6	CLO2, CLO3

Mapping of Course Outcome to Program Outcome:									
<i>Alignment of CLOs VS PLOs</i>		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1					√			
	CLO2					√			
	CLO3		√			√			

	CLO4					√			
	CLO5				√				

**Detail Course Plan with Teaching-Learning and Assessment Strategy**

<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1 to 3</b>	Definition of Management, Nature, Purpose and Principles of Management, Technique of Management, Difference Between Business Administration and Business Management, Management as a Resource, Management as a Profession, Need for Organizations and Managers, Managerial Responsibility, Type of Managers, Management Process, Skills, Managerial Role, Concept of Productivity, Effectiveness and Efficiency, Managerial and Organizational Performance.	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO3, CLO4
<b>4 to 6</b>	Management of Public Sector Enterprises, Role of Management in Harnessing and Using Resources for High Productivity, Management as a Process, Management and Cost-Effective Operation.  Internal and External Environment of Organizations, Components of External Environment, Elements of Direct-Action Environment, Elements of Indirect Action Environment, International Environment, Managing Environment	Lecturing and Group discussion	Final exam (Summative)	CLO1, CLO2, CLO3
<b>7</b>	Meaning, Importance of Planning, Steps in Setting Strategic Plans, Factors to Be Considered in	Lecturing and Visual presentation	Assignment and Presentations	CLO1,

*Course Plan*

		Formulation of a Sound Plan, Types of Planning, Need for Long-Range Planning, Tools and Techniques for Planning, The Planning Process, Planning by Business and Non-Business firms in Bangladesh, Planning Environment, Managerial Decision Planning.		(Formative) Midterm and Final exam (Summative)	CLO2, CLO3
	<b>8 to 9</b>	Nature of Objects, Management by Objectives (MBO), The Process of MBO, Setting Objectives, Benefits and Weakness of MBO. Decision Making Process, Problem and Opportunity Finding, Nature of Managerial Decision Making, Organization Structure, Division of Works, Span of Management, Delegation of Authority, Centralization and Decentralization, Coordination, Committee and Group Decision Making, Types of Committees, Organizing practices in Bangladesh.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2, CLO3, CLO4
	<b>10 to 11</b>	Nature of Directing and Leading, Features of good Directing, Elements of Consultative Directing and Its Benefits, Leadership Patterns Observed in Business Firms, Leadership Styles Followed by Managers of Bangladesh, Human Factors in Managing, Relevant Theories, Creativity and Innovation, Motivation, Leadership.	Lecturing and Student Activity	Final exam (Summative)	CLO1, CLO2, CLO3, CLO4, CLO5
	<b>12 to 14</b>	Meaning and Importance of Control, Features of Good Control System, Setting Control Standards, Reporting and Feedback, Budgetary Control System, Budget as Motivation Tool, Types of Control Methods, Control Process, Requirements of Effective Controls, Management Information Systems and Control, Production and Operational Control.	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO2, CLO3

<b>Learning Materials</b>	<p><b>Recommended Text:</b></p> <p>Griffin, W. Ricky, "Management" Houghton Miffling Company.</p>				

	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. "Principles of Management" by Fred Luthans</li> <li>2. Harold Koontz Heinz Weihrich, "Management", McGraw Hill Book Company.</li> <li>3. James A F Stonner and R Edward Freeman, "Management", Prentice Hall of India Private Limited, New Delhi.</li> </ol>
--	---

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO2, CLO3
	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5
	• Group discussion	CLO3, CLO4
	• Slide presentation	CLO1, CLO2
	• Questioning and answer questioning	CLO1, CLO2 & CLO3

<b>Assessment and Evaluation</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>	

<b>SMEF (Summative) 80%</b>					
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>	
CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions	
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered	
<b>FMEF (Formative) 20%</b>					
CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment	
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2	
	Class attendance (5%)	-----	5	-----	
	<b>Total</b>		<b>100</b>		
<b>Make up Procedure</b>					
	If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.				
<b>Questions Setting</b>					
	<b>Instructions for Preparing Questions</b>				
1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.				
2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.				
3.	Maintain the lower order learning to higher order learning assessment in question paper.				
<b>Academic Integrity</b>					
	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Second Year First Semester

<b>Course Title</b>	Principles of Marketing-I	<b>Course Code</b>	0414 MKT 211												
<b>Course Type</b>	Core	<b>Course Status</b>	Theory												
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0												
<b>Prerequisite</b>		<b>Total Marks</b>	100												
<b>Course Description</b>	An introduction to the study of the marketing function in the business enterprise. A study is made of market segmentation and the creation of market demand to serve profitably the needs of customers. The key elements in marketing strategy are studies – product planning and promotion – with customers and competitors as dominant reference points.														
<b>Rationale</b>	Principles of Marketing-I provides the knowledge about the actions of consumers display when searching for, evaluating, purchasing, using, and disposing of products and services that meet their needs. This course's main importance is to follow the consumer's motivations and decisions. It will enable students to understand about consumer psychology, sociology and economics are difficult and complex for the marketers														
<b>Course Objectives</b>	<p>The principal objective of this course is to convey the fundamental knowledge of business to students. The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) understand the basic principles, theories, concepts and dynamics of marketing.</li> <li>2) apply these principles and tools in case analysis and to practical business decision making situations.</li> <li>3) integrate the concepts/techniques learned through application in the preparation of a comprehensive marketing plan.</li> <li>4) appreciate and learn more about marketing as a career.</li> </ol>														
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td><b>CLO1</b></td> <td>To develop customer relationships and value through marketing.</td> </tr> <tr> <td><b>CLO2</b></td> <td>To recognize regarding marketing and corporate strategies and define consumer behavior.</td> </tr> <tr> <td><b>CLO3</b></td> <td>To identify market segments and targets.</td> </tr> <tr> <td><b>CLO4</b></td> <td>To understand the concept of product planning and development</td> </tr> <tr> <td><b>CLO5</b></td> <td>To recognize organizational markets and buyer behavior.</td> </tr> <tr> <td><b>CLO6</b></td> <td>To implement interactive and multichannel marketing.</td> </tr> </table>			<b>CLO1</b>	To develop customer relationships and value through marketing.	<b>CLO2</b>	To recognize regarding marketing and corporate strategies and define consumer behavior.	<b>CLO3</b>	To identify market segments and targets.	<b>CLO4</b>	To understand the concept of product planning and development	<b>CLO5</b>	To recognize organizational markets and buyer behavior.	<b>CLO6</b>	To implement interactive and multichannel marketing.
<b>CLO1</b>	To develop customer relationships and value through marketing.														
<b>CLO2</b>	To recognize regarding marketing and corporate strategies and define consumer behavior.														
<b>CLO3</b>	To identify market segments and targets.														
<b>CLO4</b>	To understand the concept of product planning and development														
<b>CLO5</b>	To recognize organizational markets and buyer behavior.														
<b>CLO6</b>	To implement interactive and multichannel marketing.														

SL/NO	Contents	Hrs	CLOs
01	<b>Marketing: Managing profitable customer relationships</b> What is marketing, understanding the market place and customer needs, designing a customer-driven marketing strategy, preparing an integrated marketing plan and program, building customer relationships, capturing value from customers, the new marketing landscape	9 Hrs.	CLO1, CLO2
02	<b>Company and Marketing Strategy: Partnering to build customer relationship</b> Companywide strategic planning: Defining marketing's role, Planning marketing-partnering to build customer relationships, marketing strategy and the marketing mix, managing the marketing effort, measuring and managing return on marketing investment	6 Hrs.	CLO2
03	<b>The Marketing Environment:</b> The company's microenvironment, company's macro-environment, responding to the marketing environment	3 Hrs.	CLO1
04	<b>Managing Marketing Information:</b> Assessing marketing information needs, developing marketing information, marketing research, analyzing marketing information, distributing and using marketing information, other marketing information considerations	3 Hrs.	CLO1
05	<b>Consumer markets and consumer Buyer Behavior:</b> Model of consumer behavior, characteristics affecting consumer behavior, types of buying decision behavior, the buyer decision process, the buyer decision process for new products, consumer behavior across international borders	6 Hrs.	CLO1, CLO5
06	<b>Business markets and Business Buyer Behavior:</b> Business markets, business buyer behavior, institutional and government markets	6 Hrs.	CLO5
07	<b>Customer-Driven Marketing Strategy and Integrated Marketing Mix:</b> Market segmentation, Market targeting, differentiation and positioning	3 Hrs.	CLO3
08	<b>Product, Services and Branding Strategy:</b> What is product, product and services decisions, branding strategy, services marketing	3 Hrs.	CLO1, CLO2
09	<b>New-Product Development and Product Life-Cycle Strategies:</b> New-Product Development Strategy, the New-Product Development process, managing New-Product Development, Product Life-Cycle Strategies, additional Product and service considerations	3 Hrs.	CLO4

Detail Course Plan with Teaching-Learning and Assessment Strategy					
	Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
	1 to 3	<b>Marketing: Managing profitable customer relationships</b>  What is marketing, understanding the market place and customer needs, designing a customer-driven marketing strategy, preparing an integrated marketing plan and	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO2

<i>Course Plan</i>		program, building customer relationships, capturing value from customers, the new marketing landscape			
	<b>4 to 5</b>	<b>Company and Marketing Strategy: Partnering to build customer relationship</b>  Companywide strategic planning: Defining marketing's role, Planning marketing-partnering to build customer relationships, marketing strategy and the marketing mix, managing the marketing effort, measuring and managing return on marketing investment	Lecturing, and Student Activity	Final exam (Summative)	<b>CLO2</b>
	<b>6</b>	<b>The Marketing Environment:</b>  The company's microenvironment, company's macro-environment, responding to the marketing environment	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	<b>CLO1</b>
	<b>7</b>	<b>Managing Marketing Information:</b>  Assessing marketing information needs, developing marketing information, marketing research, analyzing marketing information, distributing and using marketing information, other marketing information considerations	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	<b>CLO1</b>
	<b>8-9</b>	<b>Consumer markets and consumer Buyer Behavior:</b>  Model of consumer behavior, characteristics affecting consumer behavior, types of buying decision behavior, the buyer decision process, the buyer decision process for new products, consumer behavior across international borders	Lecturing and Student Activity	Final exam (Summative)	<b>CLO1, CLO5</b>
	<b>10-11</b>	<b>Business markets and Business Buyer Behavior:</b>  Business markets, business buyer behavior, institutional and government markets	Lecturing and Group discussion	Final Exam (Summative)	<b>CLO5</b>

	<b>12</b>	<b>Customer-Driven Marketing Strategy and Integrated Marketing Mix:</b>  Market segmentation, Market targeting, differentiation and positioning	Lecturing, Group discussion and Student Activity	Quiz/Homework (Formative) and Midterm (Summative)	<b>CLO3</b>
	<b>13</b>	<b>Product, Services and Branding Strategy:</b>  What is product, product and services decisions, branding strategy, services marketing	Lecturing and Group discussion	Homework (Formative) and Final exam (Summative)	<b>CLO1, CLO2</b>
	<b>14</b>	<b>New-Product Development and Product Life-Cycle Strategies:</b>  New-Product Development Strategy, the New-Product Development process, managing New-Product Development, Product Life-Cycle Strategies, additional Product and service considerations	Lecturing, Group discussion and Student Activity	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	<b>CLO4</b>

<b>Alignment of CLOs VS PLOs</b>	<b>Mapping of Course Outcome to Program Outcome:</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√	√				√		
	CLO2	√							
	CLO3					√			
	CLO4			√					
CLO5			√			√			

<b>Learning Materials</b>	Recommended Text:
	Principles of Marketing Philip Kotler & Gary Armstrong
<b>Learning Materials</b>	References:
	<ol style="list-style-type: none"> <li>1. Fundamentals of Marketing, W.J. Stanton, McGraw Hill.</li> <li>2. Essentials of Marketing, E.J. McCarthy &amp; W.D &amp; Perreault, Irwin.</li> </ol>

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO2
	• Students activity	CLO1, CLO2, CLO3, CLO5
	• Group discussion	CLO1, CLO2, CLO3, CLO5

	<ul style="list-style-type: none"> <li>Slide presentation</li> </ul>	CLO1
	<ul style="list-style-type: none"> <li>Questioning and answer questioning</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5

**Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy**

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows you to evaluate students’ performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students’ performance during a course. 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.

*Assessment and Evolution*

<b>SMEF(Summative) 80%</b>				
CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
<b>FMEF(Formative) 20%</b>				
CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10	10	Topic=4, Speech=4, Dress code=2

			minutes		
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.					

## Second Year First Semester

<b>Course Title</b>	Business Mathematics-II	<b>Course Code</b>	0541 MKT 212
<b>Course Type</b>	GED	<b>Course Status</b>	Mathematics
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Business Mathematics-I</b> is an elementary course for the undergraduate students of the B. Sc. (Honors) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>		
<b>Rationale</b>			
<i>Rationale</i>	<p>This course is focused on quantitative literacy in mathematics found in both business and everyday life. Upon successful completion of this course, students will be able to logically formulate mathematical variables and equations to quantitatively create mathematical models representing problems in everyday life, as well as business, so that calculus can be applied to achieve an optimal solution. It will help to analyze business concepts such as co-ordinate geometry and investigate the relationship between variable. Demonstrating knowledge of matrix and determinants to solve financial investment problems and identifying patterns in numeric data to calculate limits and derivatives of functions numerically. It will demonstrate the knowledge of basic functions, including exponentials and logarithms, to solve financial investment problems and justify whether a function is continuous or not using the mathematical definition of continuity.</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<ul style="list-style-type: none"> <li>• Understanding basic terms in the areas of business calculus, matrix, determinants and financial mathematics,</li> <li>• Independently solving of business problems.</li> </ul>		
<b>Course Learning Outcomes (CLOs)</b>			
<i>Course Learning Outcomes (CLOs)</i>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-		
	CLO <sub>1</sub>	Describe the fundamental principles arising from the mathematical ideas associated to business applications.	
	CLO <sub>2</sub>	Recall, Understand and Evaluating the calculus, matrix and determinate.	
	CLO <sub>3</sub>	Analyze and interpret graphically the linear, quadratic functions.	
	CLO <sub>4</sub>	Describe the concept of Trigonometry, Geometry, Arithmetic and Geometric progression.	



<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1</b>	Statement of the Binomial Theorem, Position of Terms Binomial Co-efficient, Binomial Theorem of any Index, Binomial Coefficients and Pascal's Triangle.	Lecturing and Questioning and answer questioning	Final Exam (Summative)	CLO <sub>1</sub>
<b>2 &amp; 3</b>	Definition of Arithmetic Progression, The nth term, Sum of a series in AP, Representation of Terms in AP, Definition of Geometric Progression, Sum of Finite and Infinite Series in GP, Representation of Terms in GP.	Lecturing and Student activity	Midterm and Final exam (Summative)	CLO <sub>4</sub>
<b>4 &amp; 5</b>	Directed Line, Quadrants, Cartesian Coordinates, Mid Points, Distance between Two Points, Dividing Line Segments Internally and Externally, Centroids, Area of Triangles and Quadrilaterals, Slope and Equations of a Straight Line, General Equation of a Straight Line, Equation of Intersecting and Parallel Lines, Perpendicular Distance of a Point from a Line, Equations of a Circle, General Equation of a Circle.	Lecturing and group discussion	Homework, (Formative) Midterm and Final exam (Summative)	CLO <sub>4</sub>
<b>6 &amp; 7</b>	Definition and Types of Functions, Domain and Limit of a Function	Lecturing, group discussion and Visual presentation	Homework, (Formative) Midterm and Final exam (Summative)	CLO <sub>4</sub>
<b>8</b>	Introduction, Definitions, Measurement of Angles, Trigonometric Ratios and Their Relations.	Lecturing and Students' activity	Homework, Assignment (Formative) and Final exam (Summative)	CLO <sub>3</sub>
<b>9 to 12</b>	Concept of Derivative, Finding Derivatives of Different Functions, Maxima and Minima, Applications to Business. Integration, Area Determination, Integrals of Different Functions, Indefinite and Definite Integral, Applications.	Lecturing, Students' activity and Group discussion	Homework, Assignment, Midterm and Final exam (Summative)	CLO <sub>2</sub>
<b>13 &amp; 14</b>	Matrices and Determinants Meaning, Types of Matrices, Addition, Subtraction and Multiplication of Matrices, Matrix Operations,	Lecturing, Students' activity and Group discussion	Homework, Assignment, Midterm and	CLO <sub>2</sub>

*Course Plan*

	Properties of Matrix, Determinants of Square Matrix, Solving Simultaneous Equations Using Cramer's Rule and Sarrus Diagram, Solving Simultaneous Equations Using Determinants, Minors, Cofactors, Adjoint and Inverse of a Matrix; Rank of Matrix, Problems and Applications of Mathematics in Business.		Final exam (Summative)													
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Business Mathematics: Sancheti, D.C. and Kapoor, V.K.</p> <p><b>Reference Book:</b></p> <p>Mathematics with Application in Management and Economics: Bowen L.K.</p> <p>Business Mathematics: Trivedi and Trivedi.</p>															
<b>Teaching Strategy</b>	<p align="center"><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3, CLO4</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO4</td> </tr> <tr> <td>• Students' activity</td> <td>CLO1, CLO2, CLO3, CLO4</td> </tr> <tr> <td>• Group discussion</td> <td>CLO1, CLO2, CLO3, CLO4</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO3</td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1</td> </tr> </table>				• Lecturing	CLO1, CLO2, CLO3, CLO4	• Visual Presentation	CLO4	• Students' activity	CLO1, CLO2, CLO3, CLO4	• Group discussion	CLO1, CLO2, CLO3, CLO4	• Slide presentation	CLO3	• Questioning and answer questioning	CLO1
• Lecturing	CLO1, CLO2, CLO3, CLO4															
• Visual Presentation	CLO4															
• Students' activity	CLO1, CLO2, CLO3, CLO4															
• Group discussion	CLO1, CLO2, CLO3, CLO4															
• Slide presentation	CLO3															
• Questioning and answer questioning	CLO1															
<b>Assessment and Evaluation</b>	<p align="center"><b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b></p> <p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p>															

<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
<b>SMEF (Summative) 80%</b>				
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
CLO1, CLO2 CLO3, CLO4	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered
<b>FMEF (Formative) 20%</b>				
CLO1, CLO2 CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>				
	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.			
<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.		
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained		

		Automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	<p>Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.</p>	

## Second Year First Semester

<b>Course Title</b>	Financial Management	<b>Course Code</b>	0412 MKT 213
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory, Mathematics
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>	Microeconomics	<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Financial Management</b> is a major/compulsory/core course for the undergraduate students of the Bachelor of Business Administration (BBA) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, class test, case studies, quiz, assignments, two midterms, and comprehensive examinations. This is an elementary-level course for the theory and mathematics of Financial Management. However, it requires successfully completion of <b>Financial Management Concepts, Time Value of Money, Risk and Return, Capital Budgeting, Financial Analysis, Short Term Financing Sources, and Valuation of Cost of Capital.</b></p>		
<b>Rationale</b>			
<i>Rationale</i>	<p><b>Financial Management</b> is a fundamental course that equips students with the knowledge and skills required to manage financial resources effectively within an organization. The course focuses on financial decision-making, planning, and analysis to ensure the organization's financial health and achieve its goals. This course studies corporate finance and capital markets, emphasizing the financial aspects of managerial decisions. The course touches on all areas of finance, including the valuation of real and financial assets, risk management and financial derivatives, the trade-off between risk and expected return, and corporate financing and dividend policy. The course draws heavily on empirical research to help guide managerial decisions.</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The objective of this course is to provide students or participants with the knowledge and skills necessary to effectively manage the financial resources of a business or organization. The course typically covers a wide range of topics related to financial decision-making and planning, and it aims to equip individuals with the tools and understanding needed to make sound financial choices that align with the organization's goals and objectives. The specific purposes of this course are: to develop an understanding of the tools that are used to value investment projects and companies (valuation), to develop the basic issues involved in how firms should raise funds for their real investments (financing), and to evaluate how investment and financing decisions are related.</p>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to:	
	CLO 1	Demonstrate a comprehensive understanding of key financial principles, including the time value of money, risk and return, and the concept of value maximization.
	CLO 2	Analyze financial statements to evaluate a company's financial performance, liquidity, and solvency, and make informed decisions based on the findings.
	CLO 3	Apply various capital budgeting techniques to assess investment opportunities and recommend profitable long-term projects for the organization.
	CLO 4	Identify and assess financial risks faced by the organization and design appropriate risk management strategies, such as hedging and insurance.
	CLO 5	Communicate financial information and analysis effectively to various stakeholders, both in written reports and oral presentations.
	CLO 6	Apply critical thinking skills to identify financial issues, analyze complex financial data, and propose effective solutions.

Course Contents		Hours	CLOs
1.	<b>Nature of Financial Management:</b> Scope of Finance Functions, Job of Financial Manager, Financial Decision Making and Financial Goal: Profit Vs. Wealth, Conflict of Goals: Management vs. Owners, Financial Goal and Firm's Objective.	<b>3 Hrs.</b>	CLO1
2.	<b>Time Value of Money:</b> Time Preference for Money, Future of a Lump Sum, Present of a Lump Sum, Compound Value of a Stream Payments, Future Value of an Annuity, Future Value of an Uneven Stream, Present Value of a Stream Payments, Present Value of an Annuity, Present Value of an Uneven Stream, Non-Annual Compounding, Continues Compounding and Discounting.	<b>6 Hrs.</b>	CLO1 CLO2
3.	<b>Risk and Return:</b> Financial and business Risk, Leverage and Risk, Measuring Risk-Probability Distribution, Expected Value, Standard Deviation and Co-efficient of Variation, Risk Premium, Risk and Required Return.	<b>6 Hrs.</b>	CLO1 CLO2 CLO4
4.	<b>Capital Budgeting:</b> Importance of Investment Decisions, Types of Investment Decisions, Investment Evaluation Criteria, Different Methods of Project Evaluation: BP, ARR, NPV, IRR, PI, Incremental Approach.	<b>6 Hrs.</b>	CLO2 CLO3 CLO4
5.	<b>Financial Analysis:</b> Users of Financial Analysis, Type of Ratios and Their Comparison, Utility of Ratio, Cautions in Using Ratio Analysis, Different Problems of Ratio Analysis.	<b>3 Hrs.</b>	CLO2 CLO3 CLO6

<b>Course Contents</b>	<b>6.</b>	<b>Short Term Financing Sources:</b> Trade Credit, Overdraft, Various terms of Sales: Accrued Expenses: Unsecured Loans; Secured loans and other sources; Pledging Accounts Receivables and Factoring, Short-Term Bank Credit, Obtaining funds by Using Current Assets, Working Capital.	<b>3 Hrs.</b>	CLO1 CLO2 CLO4
	<b>7.</b>	<b>Intermediate-Term Financing &amp; Leasing:</b> Types and Uses of Intermediate-Terms Debt. Cost and benefits, revolving credit agreements, Characteristics of Lease Arrangements, Sources of Lease Arrangements, Types of Lease, Reasons for Leasing, Lease vs. Borrow Purchase Analysis. Insurance company term loans; Provisions of loan agreements.	<b>3 Hrs.</b>	CLO1 CLO3 CLO4
	<b>8.</b>	<b>Financial Structure &amp; Leverage:</b> Characteristics of Debt vs. Equity, Factors to consider in Planning Methods of Financing, Evaluation of Determining Factors.	<b>3 Hrs.</b>	CLO1 CLO2
	<b>9.</b>	<b>Long-Term Financing Decisions and Investment Banking:</b> Long-Term Financing: The Capital Structure Problem, Decision Criteria for Long-Term Financing Decisions, Raising Funds from the Capital Market, Institutions Supplying Long-Term Finance in Bangladesh.	<b>3 Hrs.</b>	CLO2 CLO3 CLO4 CLO5
	<b>10.</b>	<b>Valuation of Cost of Capital:</b> Capital Components and their costs; Measures of Value Component, Costs of Debt. and Equity Capital, cost of preferred stock, cost of Common Equity, Cost Retained Earnings, Weighted Average Cost of Capital, and Marginal Cost of Capital.	<b>3 Hrs.</b>	CLO3 CLO4
	<b>11.</b>	<b>Introduction to Capital Market:</b> Shares and Debentures, SEC, Stock Exchange (DSE & CSE) in Bangladesh-Problems and Prospects.	<b>3 Hrs.</b>	CLO3 CLO5 CLO6

<b>Alignment of CLOs VS PLOs</b>	<b>CLOs/ PLOs</b>	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	✓							✓
	CLO2								✓
	CLO3					✓			✓
	CLO4					✓			✓
	CLO5					✓			✓
	CLO6		✓						✓

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1</b>	Scope of Finance Functions, Job of Financial Manager, Financial Decision Making and Financial Goal: Profit Vs. Wealth, Conflict of Goals: Management vs. Owners, Financial Goal and Firm's Objective.	Lecturing and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
<b>2 to 3</b>	Time Preference for Money, Future of a Lump Sum, Present of a Lump Sum, Compound Value of a Steam Payments, Future Value of an Annuity, Future Value of an Uneven Stream, Present Value of a Stream Payments, Present Value of an Annuity, Present Value of an Uneven Stream, Non-Annual Compounding, Continues Compounding and Discounting.	Lecturing and Group discussion	Assignment (Formative) Midterm and Final exam (Summative)	CLO1 CLO2
<b>4 to 5</b>	Financial and business Risk, Leverage and Risk, Measuring Risk-Probability Distribution, Expected Value, Standard Deviation and Co-efficient of Variation, Risk Premium, Risk and Required Return.	Lecturing and Group discussion	Assignment (Formative) Midterm and Final exam (Summative)	CLO1 CLO2 CLO4
<b>6 to 7</b>	Importance of Investment Decisions, Types of Investment Decisions, Investment Evaluation Criteria, Different Methods of Project Evaluation: BP, ARR, NPV, IRR, PI, Incremental Approach.	Lecturing and Group discussion	Assignment (Formative) Midterm and Final exam (Summative)	CLO2 CLO3 CLO4
<b>8</b>	Users of Financial Analysis, Type of Ratios and Their Comparison, Utility of Ratio, Cautions in Using Ratio Analysis, Different Problems of Ratio Analysis.	Lecturing and Visual presentation	Final exam (Summative)	CLO1 CLO4
<b>9</b>	Trade Credit, Overdraft, Various terms of Sales: Accrued Expenses: Unsecured	Lecturing and Student Activity	Final Exam (Summative)	CLO1 CLO2

*Course Plan*

		Loans; Secured loans and other sources; Pledging Accounts Receivables and Factoring, Short-Term Bank Credit, Obtaining funds by Using Current Assets, Working Capital.			CLO4
<b>10</b>		Types and Uses of Intermediate-Terms Debt. Cost and benefits, revolving credit agreements, Characteristics of Lease Arrangements, Sources of Lease Arrangements, Types of Lease, Reasons for Leasing, Lease vs. Borrow Purchase Analysis. Insurance company term loans; Provisions of loan agreements.	Lecturing and Student activity	Home Work (Formative)	CLO1 CLO3 CLO4
<b>11</b>		Characteristics of Debt vs. Equity, Factors to consider in Planning Methods of Financing, Evaluation of Determining Factors.	Lecturing and Group discussion	Quiz/Home Work(Formative) and Final exam (Summative)	CLO1 CLO2
<b>12</b>		Long-Term Financing: The Capital Structure Problem, Decision Criteria for Long-Term Financing Decisions, Raising Funds from the Capital Market, Institutions Supplying Long-Term Finance in Bangladesh.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO2 CLO3 CLO4 CLO5
<b>13</b>		Capital Components and their costs; Measures of Value Component, Costs of Debt. and Equity Capital, cost of preferred stock, cost of Common Equity, Cost Retained Earnings, Weighted Average Cost of Capital, and Marginal Cost of Capital.	Lecturing and Slide presentation	Home Work (Formative)	CLO3 CLO4
<b>14</b>		Shares and Debentures, SEC, Stock Exchange (DSE & CSE) in Bangladesh-Problems and Prospects.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO3 CLO5 CLO6

<b>Learning Materials</b>	<p><b>Recommended Text:</b></p> <p>1. Financial Management, Pandey, Vikas Publishing House Pvt. Ltd.</p> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. An Introduction to Financial Management. Henderson, G.V, Trennepohl, G.L. et al.</li> <li>2. Financial Management, John hen Horna.</li> <li>3. Financial Management, Robert W. Johnson &amp; Ronald W. Melicher.</li> <li>4. Michael C. Ehrhardt and Eugene F. Brigham, Financial Management: Theory and Practice, South-Western Cengage Learning. (15th Edition).</li> </ol>	
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	<ul style="list-style-type: none"> <li>• Lecturing</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5 & CLO6
	<ul style="list-style-type: none"> <li>• Visual Presentation</li> </ul>	CLO1 & CLO4
	<ul style="list-style-type: none"> <li>• Students activity</li> </ul>	CLO1, CLO2, CLO3 & CLO4
	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	CLO1,CLO2, CLO3 & CLO4
	<ul style="list-style-type: none"> <li>• Slide presentation</li> </ul>	CLO1, CLO3 & CLO4
	<ul style="list-style-type: none"> <li>• Questioning and answer questioning</li> </ul>	CLO2, CLO3, CLO4, CLO5 & CLO6
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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</p>	

<b>Assessment and Evaluation</b>	the instructor, through writing, quizzes, case studies, conversation, and more.				
	<b>In contrast, summative</b> 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.				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3, CLO4 CLO5, CLO6	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	1 hour	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3, CLO4 CLO5, CLO6	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>		
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Questions Setting</b>	<b>Instructions for Preparing Questions</b>				
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained  Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			

***Academic  
Integrity***

Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## Second Year First Semester

<b>Course Title</b>	Insurance and Risk Management	<b>Course Code</b>	0412 MKT 214								
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory								
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0								
<b>Prerequisite</b>		<b>Total Marks</b>	100								
<b>Course Description</b>	<p>The Insurance and Risk Management course provides a comprehensive exploration of insurance principles and risk assessment, equipping students with essential insights into various insurance policies and industry operations. Learners will hone their ability to identify and analyze risks faced by financial institutions, corporations, organizations, and individuals, recommending suitable insurance coverage for different scenarios. The course fosters the development of crucial skills in insurance product cost analysis, pricing strategies, marketing techniques, and distribution channels. By the end of the course, participants will be adept at designing effective risk management programs tailored to the specific needs of business organizations.</p>										
<b>Rationale</b>	<p>The Insurance and Risk Management concentration examines the techniques useful to corporations, organizations, and individuals in minimizing the potential financial and nonfinancial losses arising from their exposure to risk. These techniques range from traditional insurance products to recent advances in corporate and insurer risk management (e.g., risk financing and retention, non-insurance risk transfer, catastrophe derivatives). The concentration also encompasses such topics as risk and insurance regulation, global risk management, and related public policy initiatives.</p>										
<b>Course Objectives</b>	<p>To equip students with comprehensive knowledge of insurance policies, industry practices, and risk evaluation, enabling them to design effective risk management programs for businesses and individuals.</p>										
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">CLO1</td> <td>Demonstrate a comprehensive understanding of common insurance policies and the operational aspects of the insurance industry.</td> </tr> <tr> <td>CLO2</td> <td>Evaluate diverse types of risks faced by financial institutions, corporations, organizations, and individuals, and recommend suitable insurance policy coverage accordingly.</td> </tr> <tr> <td>CLO3</td> <td>Develop proficiency in facilitating insurance product cost and pricing, marketing strategies, and distribution channels.</td> </tr> <tr> <td>CLO4</td> <td>Design a comprehensive risk management program tailored to the needs of a business organization.</td> </tr> </table>			CLO1	Demonstrate a comprehensive understanding of common insurance policies and the operational aspects of the insurance industry.	CLO2	Evaluate diverse types of risks faced by financial institutions, corporations, organizations, and individuals, and recommend suitable insurance policy coverage accordingly.	CLO3	Develop proficiency in facilitating insurance product cost and pricing, marketing strategies, and distribution channels.	CLO4	Design a comprehensive risk management program tailored to the needs of a business organization.
CLO1	Demonstrate a comprehensive understanding of common insurance policies and the operational aspects of the insurance industry.										
CLO2	Evaluate diverse types of risks faced by financial institutions, corporations, organizations, and individuals, and recommend suitable insurance policy coverage accordingly.										
CLO3	Develop proficiency in facilitating insurance product cost and pricing, marketing strategies, and distribution channels.										
CLO4	Design a comprehensive risk management program tailored to the needs of a business organization.										

<b>Course Contents</b>	<b>Course Contents</b>					<b>Hours</b>	<b>CLOs</b>		
	1.	<b>Introduction to Insurance:</b> Origin and History-Definition-Nature-Scope-Role-Social and Economic Values of Insurance. Fundamental Principles-Insurance Contract.				<b>8 Hrs.</b>	CLO1		
	2.	<b>Types of Insurance Policies and Industry Operations:</b> Life insurance, Marine insurance, Fire insurance, Miscellaneous insurance, claims management and settlement procedures.				<b>9 Hrs.</b>	CLO2		
	3.	<b>Insurance Product Cost and Pricing:</b> factors influencing insurance product costs, pricing strategies in insurance industry, financial analysis for determining premiums.				<b>4 Hrs.</b>	CLO3		
	4.	<b>Insurance Marketing and Distribution:</b> target market identification and segmentation, designing effective marketing campaigns for insurance products, various distribution channels and their pros and cons.				<b>8 Hrs.</b>	CLO3		
	5.	<b>Risk Management:</b> definition of risk, classification of risk, objectives of risk management, fire hazards, physical and moral hazards, approaches towards risk prevention, peril, understanding risk and its significance in business and personal contexts.				<b>7 Hrs.</b>	CLO4		
	6.	<b>Case Studies and Practical Applications:</b> analyzing real-world insurance and risk management cases, group discussions and problem-solving exercises.				<b>6 Hrs.</b>	CLO4		
<b>Alignment of CLOs VS PLOs</b>	<b>MAPPING OF CLOs TO PLOs</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1					1			3
	CLO2	1				2			2
	CLO3	2							2
	CLO4					2			3
<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
	<b>Week</b>	<b>Topic</b>			<b>Teaching-Learning Strategy</b>		<b>Assessment Strategy</b>		<b>CLOs</b>
	1.	Definition-Nature-Scope-Role-Social and Economic Values of Insurance. Fundamental principles Insurance Contract.			Lecturing, slide presentation and Student activity		Quiz/Homework (Formative) and Midterm (Summative)		CLO1
	2.	Evolution of Insurance, kinds of insurance.			Lecturing, slide presentation and Group discussion		Final exam (Summative)		CLO1
	3.	Life insurance			Lecturing and Slide presentation		Midterm and Final exam		CLO2

				(Summative)	
	4.	Life insurance and annuity, calculation of premium in life insurance.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2
	5.	Marine insurance	Lecturing, slide presentation and Student Activity	Final exam (Summative)	CLO2
	6.	Fire Insurance and Miscellaneous Insurance	Lecturing and Group discussion	Final Exam (Summative)	CLO2
	7 & 8	Insurance product cost and pricing	Lecturing and Slide presentation	Final Exam (Formative)	CLO3
	9 & 10	Insurance marketing	Lecturing, Questioning and Answer questioning	Midterm and Final exam (Summative)	CLO3
	11.	Insurance distribution	Lecturing and Slide presentation	Final exam (Summative)	CLO3
	12.	Definition of risk, classification of risk, objectives of risk management.	Lecturing, Visual presentation, and Group discussion	Final exam (Summative)	CLO4
	13.	Fire hazards, physical and moral hazards, approaches toward risk prevention, peril, understanding risk and its significance in business and personal contexts.	Slide presentation and Lecturing	Final exam (Summative)	CLO4
	14.	Analyzing real-world insurance and risk management cases.	Lecturing and Group discussion	Assignment and Presentations (Formative) Final exam (Summative)	CLO4
<b>Learning Materials</b>	<b>Recommended Readings:</b>				
	i.	Insurance, Principles and Practice by M.N. Misra.			
	ii.	Fundamentals of Risk and Insurance by Emmett J. Vaughan and Therese M. Vaughan			
	<b>Supplementary Readings:</b>				
	i.	Principles of Risk Management and Insurance by George E. Rejda and Michael McNamara.			
	ii.	Insurance: Concepts and Coverage by Marshall Wilson Reavis III.			
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing		CLO1, CLO2, CLO3, CLO4		
	• Visual Presentation		CLO1, CLO2, CLO3		
	• Students' activity		CLO2, CLO3, CLO4,		

	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	CLO3, CLO4
	<ul style="list-style-type: none"> <li>Slide presentation</li> </ul>	CLO1, CLO2, CLO3, CLO4
	<ul style="list-style-type: none"> <li>Questioning and answer questioning</li> </ul>	CLO3

--	--	--

<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>		
--	--	--

**Assessment** allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

<b>SMEF (Summative) 80%</b>				
-----------------------------	--	--	--	--

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4	Final exam (60%)	3 hours	60	Four must be answered out of six questions.
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam must be answered

<b>FMEF (Formative) 20%</b>				
-----------------------------	--	--	--	--

CLO1, CLO2 CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----

	<b>Total</b>		<b>100</b>	
--	--------------	--	------------	--

*Assessment and Evolution*

<b><i>Make up Procedure</i></b>	If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.	
<b><i>Questions Setting</i></b>	<b>Instructions for Preparing Questions</b>	
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.	

## Second Year First Semester

<b>Course Title</b>	Elementary Psychology	<b>Course Code</b>	0313 MKT-215						
<b>Course Type</b>	GED	<b>Course Status</b>	Theory						
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0						
<b>Prerequisite</b>		<b>Total Marks</b>	100						
<b>Course Description</b>	Elementary Psychology is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, sudden test, question asking and answering session and comprehensive examinations.								
<b>Rationale</b>	Elementary Psychology course is needed for formal, focused attention within the business discipline on how to develop human psychology and mentality to improve affect and cognition which influence on surrounding.								
<b>Course Objectives</b>	<p>The principal objective of this course is to convey the fundamental knowledge of human psychology and thinking critically about biological development process. The specific objectives of this course are to:</p> <ul style="list-style-type: none"> <li>5) evaluate attitude towards the objects;</li> <li>6) understand about perception and sensory process;</li> <li>7) generate ideas about learning, motivation, psychopathology and psychotherapy;</li> <li>8) evaluate cognitive power and different types of affecting response;</li> <li>9) measure individual personality of human being.</li> </ul>								
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">CLO1</td> <td>Understand the human psychology, nature of psychology, biological basis of human behavior, approaches, motivation and arousal of motivation</td> </tr> <tr> <td>CLO2</td> <td>Know perception and sensory process and fields of psychology also know how to create conflict, critically evaluate solving capacity of conflict</td> </tr> <tr> <td>CLO3</td> <td>Know how to measure attitude. understand about psychopathology and psychotherapy, understand the learning and learning process, know personality and its assessment</td> </tr> </table>			CLO1	Understand the human psychology, nature of psychology, biological basis of human behavior, approaches, motivation and arousal of motivation	CLO2	Know perception and sensory process and fields of psychology also know how to create conflict, critically evaluate solving capacity of conflict	CLO3	Know how to measure attitude. understand about psychopathology and psychotherapy, understand the learning and learning process, know personality and its assessment
CLO1	Understand the human psychology, nature of psychology, biological basis of human behavior, approaches, motivation and arousal of motivation								
CLO2	Know perception and sensory process and fields of psychology also know how to create conflict, critically evaluate solving capacity of conflict								
CLO3	Know how to measure attitude. understand about psychopathology and psychotherapy, understand the learning and learning process, know personality and its assessment								



<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topics</b>	<b>Teaching-Learning Strategies</b>	<b>Assessment Strategies</b>	<b>CLOs</b>
<b>1 to 2</b>	The basic concept of psychology, conceptual approaches to psychology, applications, scope and fields of psychology, research methods and measurement approaches of psychology	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
<b>3 to 5</b>	Biological basis of human behavior, nervous system, psychological development, factors governing development, cognitive development process, types of affective response	Lecture, asking questions and answering, discussion, visual presentation, assignment, group discussion	Final exam (Summative)	CLO1
<b>6 to 8</b>	Sensory process, definition of perception, elements, dynamic of perception, consumer imagery system, definition of motivation, arousal of motivation, dynamic of motivation, Maslow's need theory	Lecture, asking questions and answering, discussion, visual presentation assignment, group discussion	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO2
<b>9 to 10</b>	Definition of learning, elements of learning, dynamic, cognitive associated learning theory, classical conditioning theory of learning	Lecture, asking questions and answering, discussion, assignment, visual presentation, group discussion	Homework (Formative) Final exam (Summative)	CLO3
<b>11 to 12</b>	Abnormal behavior, neuroses and psychoses, schizophrenia, Psychotherapy disorders, historical background of Psychotherapy, techniques of Psychotherapy	Lecture, asking questions and answering, discussion, assignment, vis	Final exam (Summative)	CLO3

*Curse Plan*

			ual presentation group discussion		
	13 to 14	Frustration, reactions, anxiety, theories of anxiety, defense mechanisms and adjustments.	Lecture, Group discussion, slide presentation	FinalExam (Summative)	CLO2

<i>Learning Materials</i>	<p><b>Text Book:</b></p> <p>Hilgard, E. R., Atkinson, R. T., Atkinson, R.C. Introduction to Psychology</p> <p><b>Reference Books:</b></p> <p>Morgan, T. Clifford and Richard A. King, Introduction to Psychology, McGraw Hill Publishing Co, Ltd.</p>
---------------------------	---

<i>Teaching Strategy</i>	Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy	
	• Lecturing	CLO1, CLO2, CLO3,
	• Visual Presentation	CLO1, CLO2, CLO3
	• Students' activity	CLO1,
	• Group discussion	CLO1, CLO2, CLO3
	• Slide presentation	CLO2
	• Questioning and answering	CLO1, CLO2 & CLO3

<i>Assessment and Evolution</i>	Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p>

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

**Make up Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

**Instructions for Preparing Questions**

**Questions Setting**

- Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
- Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.

	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>		Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## Second Year Second Semester

<b>Course Title</b>	Principles of Marketing -II	<b>Course Code</b>	0414 MKT-221
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	Principles of Marketing II builds upon the foundational concepts covered in Principles of Marketing I and focuses on the strategic aspects of marketing. This course delves into pricing strategies, distribution channels, integrated marketing communications, competitive strategies, and global marketing. Students will develop a deeper understanding of how to attract, retain, and grow customers through effective marketing tactics while considering marketing ethics and social responsibility. Through case studies and real-world examples, students will gain practical insights into implementing successful marketing strategies in diverse business environments.		
<b>Rationale</b>	This course considers the basic concepts of Principles of Marketing, the various activities necessary for marketing planning, the beginning of marketing activities to be conducted by a firm, and relevant issues on strategy and marketing management relevant to expanded global operations.		
<b>Course Objectives</b>	The primary objective of this course is to equip students with the knowledge and skills to develop and implement effective marketing strategies. Students will learn how to apply marketing principles to make strategic decisions on pricing, distribution, communication, and competitive positioning. By the end of the course, students should be able to create comprehensive marketing plans that align with business goals and consider ethical and social implications.		
<b>Course Learning Outcomes (CLOs)</b>	At the end of this course, the students will be able to –		
	CLO1	Analyze pricing considerations, strategies, and approaches to determine optimal pricing for products and services.	
	CLO2	Evaluate distribution channels and apply logistics management principles to enhance product availability and customer satisfaction.	
	CLO3	Develop integrated marketing communications strategies utilizing advertising, sales promotion, public relations, personal selling, and online marketing.	
	CLO4	Formulate competitive marketing strategies to differentiate products and gain a competitive advantage in the marketplace.	
	CLO5	Understand the global marketplace and assess the impact of marketing decisions on social responsibility and ethical considerations.	

<b>Course Contents</b>	1.	Price, Major Pricing Strategies, Customer Value-Based Pricing Cost-Based Pricing, Competition-Based Pricing, Other Internal and External Considerations Affecting Price Decisions, Overall Marketing Strategy, Objectives, and Mix, Organizational Considerations, The Market and Demand, The Economy, Other External Factors. New Product Pricing Strategies, Product Mix Pricing Strategies, Price Adjustment Strategies, Price Changes, Public Policy and Pricing, Pricing within Channel Levels, Pricing across Channel Levels.	9	CLO1
	2.	Supply Chains and the Value Delivery Network, The Nature and Importance of Marketing Channels, Channel Behavior and Organization, Channel Behavior Channel Design Decisions, Channel Management Decisions, Marketing Logistics and Supply Chain Management. Retailing, Retailer Marketing Decisions, Retailing Trends and Developments, Growing Importance of Retail, Technology 409   Green Retailing, Global Expansion of Major Retailers, Wholesaling.	9	CLO2
	3.	The Promotion Mix, Developing Effective Marketing Communication, A View of the Communication Process, Steps in Developing Effective Marketing Communication, Setting the Total Promotion Budget, and Mix. Advertising, Major Advertising Decisions, Setting Advertising Objectives, Budget, Evaluating Advertising Effectiveness and the Return on Advertising Investment, Public Relations, The Role and Impact of PR, Major Public Relations Tools.	6	CLO3
	4.	Managing the Sales Force, The Personal Selling Process, Steps in the Selling Process, Personal Selling and Managing Customer Relationships, Sales Promotion. Direct and Digital Marketing, Forms of Direct and Digital Marketing, Marketing, the Internet, and the Digital Age, Online Marketing, social media and Mobile Marketing, Social Media Marketing, Mobile Marketing, Traditional Direct Marketing Forms.	6	CLO3
	5.	Competitor Analysis, Approaches to Marketing Strategy, Basic Competitive, Strategies, Competitive Positions, Market Leader Strategies, Market Challenger Strategies, Market, Follower Strategies, Market Nicher Strategies, Balancing Customer and Competitor Orientations	3	CLO4
	6.	Global Marketing Today, Deciding How to Enter the Market, deciding on the Global Marketing Program, Deciding on the Global Marketing Organization. Sustainable Marketing, Social Criticisms of Marketing, Consumer Actions to Promote Sustainable Marketing, Business Actions Toward Sustainable Marketing, Marketing Ethics, and the Sustainable Company.	9	CLO5

<b>Alignment of CLOs VS PLOs</b>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√							
	CLO2	√							
	CLO3	√							
	CLO4	√						√	
CLO5									

<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	<b>1 to 3</b>	Price, Major Pricing Strategies, Customer Value-Based Pricing Cost-Based Pricing, Competition-Based Pricing, Other Internal and External Considerations Affecting Price Decisions, Overall Marketing Strategy, Objectives, and Mix, Organizational Considerations, The Market and Demand, The Economy, Other External Factors.  New Product Pricing Strategies, Product Mix Pricing Strategies, Price Adjustment Strategies, Price Changes, Public Policy and Pricing, Pricing within Channel Levels, Pricing across Channel Levels.	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO3, CLO4
	<b>4 to 6</b>	Supply Chains and the Value Delivery Network, The Nature and Importance of Marketing Channels, Channel Behavior and Organization, Channel Behavior Channel Design Decisions, Channel Management Decisions, Marketing Logistics and Supply Chain Management.  Retailing, Retailer Marketing Decisions, Retailing Trends and Developments, Growing Importance	Lecturing and Group discussion	Final exam (Summative)	CLO1, CLO2, CLO3

		of Retail, Technology 409   Green Retailing, Global Expansion of Major Retailers, Wholesaling.			
	<b>7</b>	The Promotion Mix, Developing Effective Marketing Communication, A View of the Communication Process, Steps in Developing Effective Marketing Communication, Setting the Total Promotion Budget, and Mix.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO1, CLO2, CLO3
	<b>8 to 9</b>	Advertising, Major Advertising Decisions, Setting Advertising Objectives, Budget, Evaluating Advertising Effectiveness and the Return on Advertising Investment, Public Relations, The Role and Impact of PR, Major Public Relations Tools.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2, CLO3, CLO4
	<b>10 to 11</b>	Managing the Sales Force, The Personal Selling Process, Steps in the Selling Process, Personal Selling and Managing Customer Relationships, Sales Promotion.  Direct and Digital Marketing, Forms of Direct and Digital Marketing, Marketing, the Internet, and the Digital Age, Online Marketing, social media and Mobile Marketing, Social Media Marketing, Mobile Marketing, Traditional Direct Marketing Forms.	Lecturing and Student Activity	Final exam (Summative)	CLO1, CLO2, CLO3, CLO4, CLO5
	<b>12 to 14</b>	Competitor Analysis, Approaches to Marketing Strategy, Basic Competitive, Strategies, Competitive Positions, Market Leader, Strategies, Market Challenger Strategies, Market, Follower Strategies, Market Nicher Strategies, Balancing Customer and Competitor Orientations.  Global Marketing Today, Deciding How to Enter the Market, deciding on the Global Marketing Program, Deciding on the Global Marketing Organization.  Sustainable Marketing, Social Criticisms of Marketing, Consumer Actions to Promote Sustainable Marketing, Business Actions Toward Sustainable Marketing, Marketing	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO2, CLO3

		Ethics, and the Sustainable Company.																	
<b>Learning Materials</b>	<p>Recommended Text:</p> <ol style="list-style-type: none"> <li>Principles of Marketing, Philip Kotler &amp; Gary Armstrong, Prentice-Hall.</li> </ol> <p>Reference Books:</p> <ol style="list-style-type: none"> <li>Fundamentals of Marketing, W.J. Stanton, McGraw-Hill.</li> <li>Essentials of Marketing, E.J. McCarthy &amp; W.D. Perreault, Irwin.</li> </ol>																		
<b>Teaching Strategy</b>	<table border="1"> <thead> <tr> <th colspan="2">Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</th> </tr> </thead> <tbody> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO2, CLO3</td> </tr> <tr> <td>• Students' activity</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td>• Group discussion</td> <td>CLO3, CLO4</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO1, CLO2</td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1, CLO2 &amp; CLO3</td> </tr> </tbody> </table>					Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy		• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5	• Visual Presentation	CLO2, CLO3	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5	• Group discussion	CLO3, CLO4	• Slide presentation	CLO1, CLO2	• Questioning and answer questioning	CLO1, CLO2 & CLO3
Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy																			
• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5																		
• Visual Presentation	CLO2, CLO3																		
• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5																		
• Group discussion	CLO3, CLO4																		
• Slide presentation	CLO1, CLO2																		
• Questioning and answer questioning	CLO1, CLO2 & CLO3																		
<b>Assessment and Evaluation</b>	<p style="text-align: center;"><b>Q</b></p> <p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> assessments evaluate student learning, knowledge, proficiency, or success at the</p>																		

	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.				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.				
	<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Second Year Second Semester

<b>Course Title</b>	Human Resource Management	<b>Course Code</b>	0413 MKT-222
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>	Principles of Management	<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Human Resource Management</b> is a major/compulsory/core course for the undergraduate students of the Bachelor of Business Administration (BBA) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, class test, case studies, quiz, assignments, two midterms, and comprehensive examinations. This is an elementary-level course for the theory of Human Resource Management (HRM). However, it requires successfully completion of <b>HRM concepts, The Legal and Ethical Context of HRM, Human Resource Planning, Job Analysis, Recruitment, Selection, Developing Human Resources, Performance Measurement and Appraisal, Training and Developing Employees, Career Development, Compensation, Employee Relations, and International HRM.</b></p>		
<b>Rationale</b>			
<i>Rationale</i>	<p><b>Human Resource Management (HRM)</b> is a strategic function that focuses on managing and developing an organization's workforce to achieve its goals and objectives. This course is designed to prepare individuals for careers in HR and to equip them with the necessary knowledge and skills to excel in this field. Human resources management (HRM) is an important avenue under the discipline of general management. The primary focus of this course will be able to contribute the learners in the areas of meaning, human resources management functions, process, such as human resources planning, recruitment, selection, training and employee development, performance appraisals, compensation, employee services, international human resources management, grievance management. As specific attention to the learners the course will open a new window of thinking, form theoretical knowledge and shape their skills to navigate their mindset ahead to acquiring practical knowledge locally and globally.</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The purpose of this course is to develop HR professionals who can effectively manage human resources, contribute to organizational success, and create workplaces that promote employee well-being and growth. By understanding and implementing HR best practices, graduates of HRM programs can make a significant difference in the success and sustainability of the organizations they serve. The Specific aims of this course are: To introduce students to the fundamental concepts and theories of HRM and their role in supporting organizational success; To familiarize students with the key functions of HRM, including talent acquisition, training and development, performance management, and employee relations; To provide insights into the legal, ethical, and diversity considerations in HRM and their impact on organizational practices; To develop students' abilities to analyze HRM challenges and make informed, data-driven decisions to address them; To emphasize the strategic role of HRM in aligning human capital with organizational goals and promoting a positive workplace culture.</p>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to:	
	CLO 1	Gain a comprehensive understanding of the core concepts, theories, and principles that underpin human resource management.
	CLO 2	Understand the legal and ethical dimensions of HRM, including employment laws, labor regulations, and best practices for maintaining ethical standards in HR practices.
	CLO 3	Learn about the processes and techniques involved in attracting, selecting, and hiring qualified candidates for job positions within an organization.
	CLO 4	Understand the processes involved in evaluating and managing employee performance, including performance appraisals and feedback mechanisms.
	CLO 5	Explore strategies and methods to enhance employees' skills, knowledge, and competencies through training and professional development programs.
	CLO 6	Gain insights into managing human resources in a globalized world, including cross-cultural management and international HRM challenges.

<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
<b>1.</b>	<b>Introduction:</b> Definition, HRM functions, Current views of HRM, Importance of HRM, scope and future challenges to HRM, Structure of the HR Department, HR trends and opportunities, HRM in a small business, HRM in a global environment, HR and corporate ethics.	<b>3 Hrs.</b>	CLO1
<b>2.</b>	<b>The Legal and Ethical Context of HRM:</b> Employment Laws- Laws affecting discriminatory practices, Equal Employment Opportunity, Preventing discrimination, HRM in a global environment. Employer and Employee Rights- Current issues regarding employee rights, The employment at- will Doctrine, Discipline and employee rights.	<b>6 Hrs.</b>	CLO2
<b>3.</b>	<b>Human Resource Planning:</b> Definition, Forecasting demand for labor, Internal and external supply of labor, Planning HR programs.	<b>3 Hrs.</b>	CLO2
<b>4.</b>	<b>Job Analysis:</b> An organizational Framework, Linking organizational strategy to Human Resource Planning, The nature of job analysis, Job analysis process, Job description, Job specification, job enlargement, job enrichment.	<b>3 Hrs.</b>	CLO3
<b>5.</b>	<b>Recruitment:</b> Overview of the recruitment process, Strategic issues in recruiting, Internal and external recruiting, The applicants' point of view in recruiting.	<b>3 Hrs.</b>	CLO3
<b>6.</b>	<b>Selection:</b> Definition, Process, Importance, Reliability and validity in selection, Selection tools, Application blanks, Bio-data, Tests, Interviews and other tools.	<b>3 Hrs.</b>	CLO3

	7.	<b>Developing Human Resources:</b> Scope and cost of human resource development, System model of training cycle, Need assessment of HR development, Design and development, Evaluation of development.	3 Hrs.	CLO3
	8.	<b>Performance Measurement and Appraisal:</b> Performance management and performance appraisal, Importance of performance assessment, Criteria of a good assessment system, Methods of appraising performance.	3 Hrs.	CLO4
	9.	<b>Training and Developing Employees:</b> The Outside-Insider Passage, The purpose of new employee Orientation, Employee Training, Employee Development, Organization Development, Evaluating Training and Development Effectiveness, International Training and Development Issues.	3 Hrs.	CLO5
	10.	<b>Career Development:</b> Definition of career, Career development and career planning, Career stages, Making career decision, Reach one's career goals.	3 Hrs.	CLO5
	11.	<b>Compensation:</b> Employee satisfaction and motivational issues in compensation, Establishing pay rates, Legal issues, Incentives and benefits of employees.	3 Hrs.	CLO5
	12.	<b>Employee Relations:</b> Definition, Health issues, Grievances, Employee disciplines, Employee assistance programs, CBA, legal consideration.	3 Hrs.	CLO6
	13.	<b>International HRM:</b> Concepts and aspects of international human resource management.	3 Hrs.	CLO6

<i>Alignment of CLOs VS PLOs</i>	<b>CLOs/ PLOs</b>	PLO1	PL02	PLO3	<b>PLO4</b>	<b>PLO5</b>	PLO6	<b>PLO7</b>	PLO8
	CLO1				✓	✓			
	CLO2					✓		✓	
	CLO3					✓			
	CLO4					✓			
	CLO5				✓	✓			
	CLO6				✓	✓			

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	1	Definition of HRM, HRM functions, Current views of HRM, Importance of HRM,	Lecturing and Student activity	Quiz/Homework (Formative) and Midterm	CLO 1

	scope and future challenges to HRM, Structure of the HR Department, HR trends and opportunities, HRM in a small business, HRM in a global environment, HR and corporate ethics.		(Summative)	
<b>2 to 3</b>	Employment Laws-Laws affecting discriminatory practices, Equal Employment Opportunity, Preventing discrimination, HRM in a global environment. Employer and Employee Rights- Current issues regarding employee rights, The employment at- will Doctrine, Discipline and employee rights.	Lecturing and Group discussion	Final exam (Summative)	CLO 2
<b>4</b>	Definition of Human Resource Planning, Forecasting demand for labor, Internal and external supply of labor, Planning HR programs.	Lecturing and Slide presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO 2
<b>5</b>	Definition of Job Analysis, An organizational Framework, Linking organizational strategy to Human Resource Planning, The nature of job analysis, Job analysis process, Job description, Job specification, job enlargement, job enrichment.	Lecturing and Slide presentation	Quiz/Homework (Formative) and Final exam (Summative)	CLO 3
<b>6</b>	Overview of the recruitment process, Strategic issues in recruiting, Internal and external recruiting, The applicants' point of view in recruiting.	Lecturing and Visual presentation	Final exam (Summative)	CLO 3
<b>7</b>	Definition of selection, Process, Importance, Reliability and validity in selection, Selection tools, Application blanks, Bio-data, Tests, Interviews and other tools.	Lecturing and Visual presentation	Final Exam (Summative)	CLO 3
<b>8</b>	Scope and cost of human resource development, System model of training cycle, Need assessment of HR development,	Lecturing and Group discussion	Home Work (Formative)	CLO 3

		Design and development, Evaluation of development.			
	<b>9</b>	Performance management and performance appraisal, Importance of performance assessment, Criteria of a good assessment system, Methods of appraising performance.	Lecturing and Group discussion	Quiz/Home Work(Formative) and Final exam (Summative)	CLO 4
	<b>10</b>	The Outside-Insider Passage, The purpose of new employee Orientation, Employee Training, Employee Development, Organization Development, Evaluating Training and Development Effectiveness, International Training and Development Issues.	Lecturing and Student Activity	Final exam (Summative)	CLO 5
	<b>11</b>	Definition of career, Career development and career planning, Career stages, Making career decision, Reach one's career goals.	Lecturing and Slide presentation	Home Work (Formative)	CLO 5
	<b>12</b>	Definition of Compensation, Employee satisfaction and motivational issues in compensation, Establishing pay rates, Legal issues, Incentives and benefits of employees.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO 5
	<b>13</b>	Definition of Employee Relations, Health issues, Grievances, Employee disciplines, Employee assistance programs, CBA, legal consideration.	Lecturing and Group discussion	Final Exam (Summative)	CLO 6
	<b>14</b>	Concepts and aspects of international human resource management.	Lecturing, Questioning and Answer questioning; Lecturing and Visual presentation		CLO 6
<b>Learning Materials</b>	<p><b>Recommended Text:</b></p> <p>1. Dessler, Gary. (1998). Human Resource Management. Prentice-Hall of India Ltd. New Delhi.</p>				

	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. DeCenzo, David A. &amp; Robbins, Stephen P (1999). Human Resource Management, John, Wiley &amp; Sons Inc. (Asia), Singapore.</li> <li>2. Akkas, M.A. (2015). Human Resources Management. Sognil Publications. Dhaka.</li> </ol>	
<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	<ul style="list-style-type: none"> <li>• Lecturing</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5 & CLO6
	<ul style="list-style-type: none"> <li>• Visual Presentation</li> </ul>	CLO2, CLO3, CLO6
	<ul style="list-style-type: none"> <li>• Students activity</li> </ul>	CLO1, CLO3 & CLO5
	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	CLO2,CLO3, CLO4 & CLO6
	<ul style="list-style-type: none"> <li>• Slide presentation</li> </ul>	CLO2,CLO3 & CLO5
	<ul style="list-style-type: none"> <li>• Questioning and answer questioning</li> </ul>	CLO3, CLO5 & CLO6
<i>Assessment and Evaluation</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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, case studies, conversation, and more.</p> <p><b>In contrast, summative</b> 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.</p>	

<b>SMEF (Summative) 80%</b>				
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
CLO1, CLO2 CLO3, CLO4 CLO5, CLO6	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	1 hour	20	10 per exam. At least two questions in each exam have to be answered
<b>FMEF (Formative) 20%</b>				
CLO1, CLO2 CLO3, CLO4 CLO5, CLO6	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.			
<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.		
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained  Automatically.		
	3.	Maintain the lower order learning to higher order learning assessment in question paper.		
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.			

## Second Year Second Semester

<b>Course Title</b>	Business Statistics -I	<b>Course Code</b>	0542 MKT-223
<b>Course Type</b>	GED	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	Business Statistics I is an introductory course that provides students with a foundational understanding of statistical concepts and techniques for data analysis in business settings. Students will learn how to summarize and display data, calculate measures of central tendency and dispersion, understand probability and its applications, perform hypothesis testing, and use regression and correlation analysis for making business decisions. Through hands-on exercises and real-world examples, students will develop the skills necessary to analyze data and draw meaningful inferences to support managerial decision-making.		
<b>Rationale</b>	Statistics is a scientific art of collection, organization, presentation, analysis, and interpretation of data to assist in making more effective decisions. Hence, for first-class business managers, statistics is an extremely important science, which uses numbers as well as qualitative information to collect and categorize facts, paving the way to make decisions effectively and efficiently. This course review fundamental statistical techniques related to solve quantitative problems encountered in business.		
<b>Course Objectives</b>	The primary objective of this course is to equip students with the knowledge and skills to apply statistical methods for data analysis and inference in business contexts. By the end of the course, students should be able to interpret and communicate statistical results effectively and use statistical tools to support evidence-based decision-making.		
<b>Course Learning Outcomes (CLOs)</b>	At the end of this course, the students will be able to –		
	CLO1	Understand the fundamental concepts and applications of statistics in business contexts.	
	CLO2	Apply appropriate methods for organizing and displaying data to convey meaningful information.	
	CLO3	Calculate and interpret measures of central tendency and dispersion in frequency distributions.	
	CLO4	Utilize probability concepts to make informed decisions under uncertain conditions.	
	CLO5	Perform hypothesis testing and draw inferences about population parameters using appropriate statistical techniques.	

<b>Course Contents</b>	1.	<b>Understanding Statistics: Introduction to Meaning of Statistics, Users of Statistics, and Subdivisions within Statistics</b> Overview of statistics and its significance in business. Understanding the roles of populations, samples, statistics, and parameters.	6	CLO1,
	2.	<b>Grouping and Displaying Data to Convey Meaning</b> Data organization, arrays, and frequency distributions. Graphical representation of data through tables and graphs.	6	CLO2
	3.	<b>Measures of Central Tendency and Dispersion in Frequency Distributions</b> Calculation and interpretation of measures of central tendency (e.g., mean, median, mode). Understanding measures of dispersion (e.g., standard deviation, coefficient of variation).	9	CLO3
	4.	<b>Probability</b> Introduction to probability concepts and terminology. Application of probability rules and conditional probabilities.	6	CLO4
	5.	<b>Probability Distributions</b> Understanding probability distributions and random variables. Application of binomial and normal distributions in business scenarios.	6	CLO4
	6.	<b>Sample and Sampling Distribution</b> Differentiating between populations and samples. Understanding sampling distributions and the central limit theorem.	3	CLO1 CLO5
	7.	<b>Estimation</b> Point and interval estimation concepts. Calculating confidence intervals and determining sample size in estimation.	3	CLO5
	8.	<b>Regression and Correlation Analysis</b> Introduction to regression analysis and estimation using regression lines. Utilizing correlation analysis to measure relationships between variables.	3	CLO5

<b>Alignment of CLOs VS PLOs</b>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1		√				√		
	CLO2		√						
	CLO3		√						
	CLO4		√						
	CLO5		√						

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1 to 4</b>	<p><b>Understanding Statistics:</b> Introduction Meaning of Statistics, Users of Statistics, History and Subdivisions within Statistic: Population, Sample, Statistic and Parameter.</p> <p><b>Groping and Displaying Data to Convey Meaning:</b> Table and Graphs, Data Arranging, Data Array and the Frequency Distribution, Graphing Frequency Distributions.</p>	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO2
<b>5 to 7</b>	<p><b>Measures of Central Tendency and Dispersion in Frequency Distributions:</b> Summary Statistics, A Measure of Central Tendency: The Arithmetic Mean, The Weighted Mean, The Geometric Mean, The Harmonic Mean, The Median, The Mode, Dispersion: Useful Measures of Dispersion, Average Deviation, Standard Deviation, Relative Dispersion: The C-efficient of Variation.</p>	Lecturing and Group discussion	Final exam (Summative)	CLO3
<b>7 to 10</b>	<p><b>Probability:</b> Introductory Ideas, Odds and Evens, Basic Terminology in Probability, Three Types of Probability, and probability Rules, Probabilities under Conditions of Statistical Independence and Dependence, Revising Prior Estimates of Probabilities: Byes Theorem.</p> <p><b>Probability Distributions:</b> Meaning of Probability Distribution, Random Variables, Use of Expected Value in Decision Making, The Binomial Distribution, The Normal Distribution: A distribution of A Continuous Random Variable, choosing the Correct Probability Distribution.</p>	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO4

*Curse Plan*

	<b>11</b>	<b>Sample and Sampling Distribution</b> Population, Sample and Sampling, Types of Sampling, Classification of Random and Nonrandom Sampling Techniques, Sampling Distribution, Conceptual Basis of Sampling Distributions, Sampling from Normal and Non-normal Distributions, The Central Limit Theorem, Standard Error, its Relationship with the Sample Size, Finite Population Multiplier.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO1, CLO5
	<b>12</b>	<b>Estimation:</b> Introduction, Point Estimates, Interval Estimates: basic Concepts, Interval Estimates and Confidence Intervals, Calculating Interval Estimates of the mean from large Samples, Interval Estimates using the Distribution, Determining the Sample Size in Estimation.	Lecturing and Student Activity	Final exam (Summative)	CLO5
	<b>13 to 14</b>	<b>Regression and Correlation Analysis:</b> Introduction, Estimation Using the Regression Line, Correlation Analysis, Making Inferences about Population Parameters, Using Regression and Correlation Analysis: Limitations, Errors and Caveats. Multiple Regression and its Equation, Making Inferences about Population Parameters, Inferences about Individual Slopes using Computers, Test of Significance of a Variable.	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO5

<b>Learning Materials</b>	Recommended Text:  Statistics for Management & Economics, Lind, Marchal, and Wathen
	Reference Books:  4. "Statistics for Management, Richard I. Levin and David S. Rubin 5. Statistics & Their Application to Commerce, A.L. Buddington

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO2, CLO3

	<ul style="list-style-type: none"> <li>Students' activity</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5	
	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	CLO3, CLO4	
	<ul style="list-style-type: none"> <li>Slide presentation</li> </ul>	CLO1, CLO2	
	<ul style="list-style-type: none"> <li>Questioning and answer questioning</li> </ul>	CLO1, CLO2 & CLO3	

### Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

#### SMEF (Summative) 80%

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

#### FMEF (Formative) 20%

CLO1, CLO2	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
------------	-----------------------------------	------------	---	--

### Assessment and Evaluation

	CLO3	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.					

## Second Year Second Semester

<b>Course Title</b>	Computing and Information Systems	<b>Course Code</b>	0611 MKT-224
<b>Course Type</b>	GED	<b>Course Status</b>	Theory and Practical
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100

<b>Course Description</b>	Computing and Information Systems course will equip students with a wide range of knowledge and skills to meet the current demands of the industry and boost their career prospects. After studying this course, students would be able to be familiar with the basic operations of computer, data base management system, application of software, and the analysis of data which is highly essential to make decisions.
---------------------------	---

<b>Rationale</b>	All the citizens should know about the socio-economic context of Bangladesh like historical, ecological, social, economic, political, governmental, financial and development aspects. Especially business student must have knowledge about the country. Having socio-economic factors of the country will help businessmen to make effective business decisions.
------------------	--

<b>Course Objectives</b>	The primary objective of this course is to equip students with the knowledge and practical skills to comprehend computing and information systems. By the end of the course, students should be able to apply computing concepts, use software tools effectively, and analyze information system requirements.
--------------------------	--

<b>Course Learning Outcomes (CLOs)</b>	At the end of this course, the students will be able to –			
	CLO1	Understand the fundamental concepts and components of computing and information systems.		
	CLO2	Apply problem-solving techniques and programming skills in real-world scenarios.		
	CLO3	Manage data effectively and use databases for information storage and retrieval.		
	CLO4	Analyze system requirements and design solutions using software tools.		
	CLO5	Evaluate the impact of computing and information systems on society, ethics, and security.		

<b>Course Contents</b>	1.	Introduction to Computers, The Internet and World Wide Web	9	CLO1
	2.	Application Software, The Components of the System Unit, Input and Output	9	CLO1
	3.	Storage, Operating system and utility programs, communications,	9	CLO3

		and networks		
	4.	Database management	3	CLO2, CLO3
	5.	Computer security and safety, ethics, and privacy	3	CLO5
	6.	Information system development and programming languages, enterprise computing	3	CLO2, CLO3 CLO4
	7.	Introduction to excel, Introduction to SPSS, Introduction to R	6	CLO1 CLO2, CLO3

<b>Alignment of CLOs VS PLOs</b>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1		√						
	CLO2		√						
	CLO3		√		√	√			
	CLO4		√						
	CLO5							√	

<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	<b>1 to 3</b>	A World of Computers, what is a Computer? (Data and Information), The Components of a Computer (Input Devices, Output devices, System Unit, Storage Devices, Communication Devices), Advantages and Disadvantages of Using Computers, Networks and The Internet, Computer Software (System Software, Application Software, Installing and Running Programs, Software Development), Categories of Computer, Personal Computers (Desktop Computers), Mobile	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1

		Computers and Mobile Devices (Notebook Computers, Mobile Devices), Game Consoles, Servers, Mainframes, Supercomputers, Embedded Computers. Examples of Computer Usage (Home User, Small Office/Home Office User, Mobile User, Power User, Enterprise User), Computer Applications in Society (Education, Finance, Government, Health Care, Science, Publishing, Travel, Manufacturing).				
	<b>4 to 6</b>	The Internet (Connecting to the Internet, Access Providers, How Data and Information Travel the Internet, Internet Addresses), The World Wide Web (Browsing the Web, Web Addresses, Navigating Web Pages, Searching the Web, Types of Web Sites, Evaluating a Web Site, Multimedia on the Web, Web Publishing, E-Commerce), Other Internet Services (E-Mail, Mailing Lists, Instant Messaging, Chat Rooms, VoIP, FTP, Newsgroups and Message Boards). Application Software (The Role of System Software, Working with Application Software), Business Software (Word Processing Software, Developing a Document, Spreadsheet Software, Database Software, Presentation Software, Note Taking Software, Business Software Suite, Project Management Software, Personal Information Manager Software, Business Software for Phones, Accounting Software Document Management Software, Enterprise Computing Software), Graphics and Multimedia Software (Computer-Aided Design, Desktop Publishing Software for the Professional, Paint/Image Editing Software for the Professional, Video and Audio Editing Software for the Professional, Multimedia Authoring Software, Web Page Authoring Software, Software For Home, Personal and Educational Use (Personal Finance Software, Legal Software, Tax Preparation Software,	Lecturing and Group discussion	Final exam (Summative)	CLO1, CLO2	

		Desktop Publishing Software for Personal Use, Paint/Image Editing Software for Personal Use), Clip Art/Image Gallery, Video and Audio Editing Software for Personal Use, Home Design/Landscaping Software, Travel and Mapping Software, Reference and Educational Software, Entertainment Software, Web Applications, Application Software for Communications, Learning Tools for Application Software (Web-Based Training).			
	7	<p>The System Unit (The Motherboard), Processor (The Control Unit, The Arithmetic Logic Unit, Machine Cycle, The System Clock, Comparison of Personal Computer Processors), Data Representation, Memory (Bytes and Addressable Memory, Memory Sizes, Types of Memory, RAM, Cache, ROM, Flash Memory, CMOS, Memory Access Times), Expansion Slots and Adapter Cards (Removable Flash Memory), Ports and Connectors (USB Ports, FireWire Ports, Other Ports, Port Replicators and Docking Stations), Buses, Bays, Power Supply.</p> <p>What is input? Keyboard and Pointing Devices (The keyboard, Mouse, Trackball, Pointing Stick), Touch Screens and Touch-Sensitive pads, Pen Input, Other Types of Input (Other Input for Smart Phones, Game Controllers, Digital Cameras, Voice Input, Video Input, Scanners and Reading Devices, Biometric Input, Terminals), What is Output? Display Devices (LCD Monitors and LCD Screens, Plasma Monitors, CRT Monitors), Printers (Producing Printed Output, Nonimpact Printers, Ink-Jet Printers Photo Printers, Laser Printers, Multifunction Peripherals, Thermal Printers, Mobile Printers, Plotters and Large-Format Printers, Impact Printers), Other Output Devices (Speakers, Headphones and Earbuds, Data Projectors, Interactive Whiteboards), Storage, Hard Disks</p>	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO1, CLO2, CLO3

		(Characteristics of a Hard Disk, RAID, NAS, External and Removable Hard Disks, Miniature Hard Disks, Hard Disk Controllers, Maintaining Data Stored on a Hard Disk), Flash Memory Storage (Solid State Drives, Memory Cards, USB Flash Drives, Express Card Modules), Cloud Storage, Optical Discs (CDs, DVDs and Blu-ray Discs), Other Types of Storage (Tape, Magnetic Stripe Cards and Smart Cards, Microfilm and Microfiche, Enterprise Storage).			
	<b>8 to 9</b>	System Software, Operating Systems, Operating System Functions (Starting and Shutting Down a Computer, Providing a User Interface, Managing Programs, Managing Memory, Coordinating Tasks, Configuring Devices, Establishing an Internet Connection, Monitoring Performance, Providing File Management and Other Utilities, Updating Software Automatically, Controlling a Network, Administering Security), Types Of Operating Systems, Stand-Alone Operating Systems (Windows 13, Mac OS X, UNIX, Linux), Server Operating Systems, Embedded Operating Systems, Utility Programs (File Manager, Search Utility, Uninstaller, Image Viewer, Disk Cleanup, Disk Defragmenter, Backup and Restore Utilities, Screen Saver, Personal Firewall, Antivirus Programs, Spyware and Adware Removers, Internet Filters, File Compression, Media Player, Disc Burning, Personal Computer Maintenance). Communications, Uses Of Computer Communications (Blogs, Chat Rooms, E-Mail, Fax, FTP, Instant Messaging, Internet, Newsgroups, RSS, Video Conferencing, VOIP, Web, Web 2.0, Web Folders and Wikis, Wireless Messaging Services, Wireless Internet Access Points, Cybercafés, Global Positioning Systems, Collaboration, Groupware, Voice	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2, CLO3, CLO4

		<p>Mail, Web Services, Networks (LANs, MANs and WANs, Network Architectures, Network Topologies, Intranets, Network Communications Standards), Communications Software, Communications Over the Telephone Network (Dial-Up Lines, Dedicated Lines), Communications Devices (Dial-Up Modems, Digital Modems: ISDN, DSL and Cable, Wireless Modems, Network Cards, Wireless Access Points, Routers), Home Networks (Wired Home Networks, Wireless Home Networks), Communications Channel, Physical Transmission Media (Twisted-Pair Cable, Coaxial Cable, Fiber-Optic Cable), Wireless Transmission Media (Infrared, Broadcast Radio, Cellular Radio, Microwaves, Communications Satellite).</p>			
	<p><b>10 to 11</b></p>	<p>Databases, Data and Information (Data Integrity, Qualities of Valuable Information), The Hierarchy Of Data (Characters, Fields Records, Files), Maintaining Data (Adding Records, Modifying Records, Deleting Records, Validating Data), File Processing Versus Databases (File Processing Systems, The Database Approach), Database Management Systems (Data Dictionary, File Retrieval and Maintenance, SQL Operations, Data Security, Backup and Recovery), Relational, Object-Oriented and Multidimensional Databases (Relational Databases, Object-Oriented Databases, Multidimensional Databases), Web Databases, Database Administration (Database Design Guidelines, Role of the Database Analysts and Administrators Role of the Employee as a User), Datamining and Data warehouse.</p> <p>Computer Security Risks, Internet and Network Attacks (Computer Viruses, Worms, Trojan Horses and Rootkits, Safeguards against Computer Viruses and Other Malware, Botnets, Denial of Service Attacks, Back Doors, Spoofing,</p>	<p>Lecturing and Student Activity</p>	<p>Final exam (Summative)</p>	<p>CLO1, CLO2, CLO3, CLO4, CLO5</p>

	<p>Safeguards against Botnets, DoS Attacks, Back Doors, Firewalls, Intrusion Detection Software), Unauthorized Access and Use (Safeguards against Unauthorized Access and Use, Identifying and Authenticating Users, Digital Forensics), Hardware Theft and Vandalism (Safeguards against Hardware Theft and Vandalism), Software Theft (Safeguards against Software Theft), Information Theft (Safeguards against Information Theft, Encryption), System Failure (Safeguards against System Failure), Backing Up - the Ultimate Safeguard, Wireless Security, Health Concerns of Computer Use (Computers and Health Risks, Ergonomics and Workplace Design, Computer Addiction), Ethics and Society (Information Accuracy, Intellectual Property Rights, Green Computing), Information Privacy (Electronic Profiles, Cookies, Spyware and Adware, Spam, Phishing, Social Engineering, Privacy Laws, Employee Monitoring, Content Filtering, Computer Security and Safety). System Development (Who Participates in System Development?, Project Management, Feasibility Assessment, Documentation, Data and Information Gathering Techniques, What Initiates System Development?, Planning Phase, Analysis Phase, Design Phase, Implementation Phase, Operation, Support, and Security Phase), Programming Languages And Program Development Tools (Low-Level Languages, Procedural Languages, Object-Oriented Programming Languages and Program, Development Tools, Other Programming Languages and Development Tools, Web Page Development, Multimedia Program Development), Program Development (What Initiates Program Development?, Control Structures).</p>				
	<p><b>12 to 14</b> What Is Enterprise Computing? Information Systems in the</p>	<p>Lecturing, Student Activity and</p>	<p>Final Exam (Summative)</p>	<p>CLO2,</p>	

	Enterprise, Enterprise-Wide Technologies and Methodologies, Virtualization and Cloud Computing, E-Commerce, Enterprise Hardware, High Availability Scalability and Interoperability, Backup Procedures, Basic Excel for the Beginners. What is SPSS? Data Management through SPSS, Creating Graphs and Cross Tables through SPSS. Why R? The Very of the R Interpreter, The Building Blocks, Matrices, Data Frames, Graphics, Programs using R.	Group discussion		CLO3
<b>Learning Materials</b>	<p>Recommended Text:</p> <p>Gary B. Shelly, Misty E. Vermaat, <i>Discovering Computer - Fundamentals</i>, Cengage Learning. (8th Edition)</p> <p>Reference Books:</p> <ol style="list-style-type: none"> <li>6. Peter Haschke, <i>An Introduction to R</i>, or any book.</li> <li>7. Mariya Yao and Adelyn Zhou, <i>Applied Artificial Intelligence - A Handbook for Business Leaders</i>.</li> </ol>			
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>			
	<ul style="list-style-type: none"> <li>• Lecturing</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5		
	<ul style="list-style-type: none"> <li>• Visual Presentation</li> </ul>	CLO2, CLO3		
	<ul style="list-style-type: none"> <li>• Students' activity</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5		
	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	CLO3, CLO4		
	<ul style="list-style-type: none"> <li>• Slide presentation</li> </ul>	CLO1, CLO2		
	<ul style="list-style-type: none"> <li>• Questioning and answer questioning</li> </ul>	CLO1, CLO2 & CLO3		
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>			
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative</p>			

<b>Assessment and Evaluation</b>	assessment.				
	<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>		
<b>Make up Procedure</b>	If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.				
<b>Questions Setting</b>	<b>Instructions for Preparing Questions</b>				
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if			

		students select required questions as if all CLOs are attained Automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.	

## Second Year Second Semester

<b>Course Title</b>	Organizational Behavior	<b>Course Code</b>	0413 MKT-225
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	Organizational Behavior is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.		
<b>Rationale</b>	Organizational behavior uses systematic study to improve human behavior at work in order to increase productivity and employee satisfaction. This course reviews fundamentals of employees' behaviors and their impact on organizations, and helps graduates to develop skills in internal marketing and management. It investigates the impact individuals, groups and organizational structure has on behavior within organizations and the application of this knowledge to improve productivity and job satisfaction. It covers a wide range of theories and applications dealing with such topics as perception, motivation, decision-making, team dynamics, leadership, organizational culture, stress and counselling, and organizational change and development.		
<b>Course Objectives</b>	The objective of this course isto provide students with an understanding of how organizations can be managed more effectively and at the same time enhance employees' work-life and well-being. The focus of this course is to help students develop a conceptual understanding of organizational behavior theories and provide them with skills to apply those theories in real-world cases.		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	<b>CLO1</b>	Understand the fundamental principles and models in organizational behavior and management leading to achieving increased organizational performance.
	<b>CLO2</b>	Demonstrate a sound knowledge of individual and group behavior in organizations as well as the organizational system.
	<b>CLO3</b>	Develop conceptual and human skills, which are needed to diagnose problems, communicate, make effective decisions, motivate, and influence others, manage diversity, stress and counselling, and drive organizational change in order to accomplish organizational goals.
	<b>CLO4</b>	Use organizational behavior models and theories to enlighten managerial issues related to internal marketing and management functioning.
	<b>CLO5</b>	Attain an orientation of change as a desirable outcome for organizations and apply fundamentals of organizational behavior to real-world problems for management to enable effective decision-making and achieve increased organizational performance.

<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	1.	Fundamentals of Organizational Behavior: The Dynamics of the People and Organizations, Models of Organizational Behavior, Managing Communications, Social Systems and Organizational Culture	9	CLO1, CLO2
	2.	Motivation and Reward System: Motivational Basics, Motivational Applications, Appraising and Rewarding Performance.	6	CLO2, CLO3
	3.	Leadership and Empowerment: Leadership, Empowerment and Participation.	6	CLO2, CLO3
	4.	Individual and Interpersonal Behavior: Employee Attitudes and their Effects, Issues between Organizations and Individuals, Interpersonal Behavior.	6	CLO4
	5.	Group Behavior: Informal and Formal Groups, Teams and Team Building.	6	CLO5
	6.	Change and Its Effects: Managing Change, Work Change, Resistance to Change, Implementing Changes Successfully, Organization Development, Understanding Organization Development, OD Approaches to Change, Benefits and Limitations of OD and Counselling.	9	CLO5

Mapping of Course Outcome to Program Outcome:								
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1				√				
CLO2				√				
CLO3				√				
CLO4	√			√	√			
CLO5				√	√	√		
CLO6					√			

  

Detail Course Plan with Teaching-Learning and Assessment Strategy				
Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
1 to 3	Fundamentals of Organizational Behavior: The Dynamics of the People and Organizations, Models of Organizational Behavior, Managing Communications, Social Systems and Organizational Culture	Lecturing, Group discussion and Student activity	Homework (Formative) and Midterm (Summative)	CLO1, CLO2
4 to 5	Motivation and Reward System: Motivational Basics, Motivational Applications, Appraising and Rewarding Performance.	Lecturing and Group discussion	Assig. and Pres. (Formative) Midterm and Final exam (Summative)	CLO2, CLO3
6 to 7	Leadership and Empowerment: Leadership, Empowerment and Participation.	Lecturing and Visual presentation	Final exam (Summative)	CLO2, CLO3
8 to 9	Individual and Interpersonal Behavior: Employee Attitudes and their Effects, Issues between Organizations and Individuals,	Lecturing and Slide presentation	Homework (Formative) and Final exam	CLO4

		Interpersonal Behavior.		(Summative)													
	<b>10 to 11</b>	Group Behavior: Informal and Formal Groups, Teams and Team Building.	Lecturing and Student Activity	Final exam (Summative)	CLO5												
	<b>12 to 14</b>	Change and Its Effects: Managing Change, Work Change, Resistance to Change, Implementing Changes Successfully, Organization Development, Understanding Organization Development, OD Approaches to Change, Benefits and Limitations of OD and Counselling.	Lecturing and student activity	Final exam (Summative)	CLO5												
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Organizational Behavior: Human Behavior at Work, Keith Davis, and John W. Neustrom, Tata McGraw-Hill</p> <p><b>Reference Materials:</b></p> <ol style="list-style-type: none"> <li>1. Stephen P Robbins, Seema Sanghi, Timothy A Judge, Organizational Behavior, Pearson</li> <li>2. Harvard Business Review and Business World Cases</li> <li>3. Research Publications and Notes (@class discussion)</li> </ol>																
<b>Teaching Strategy</b>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO1, CLO2, CLO4,</td> </tr> <tr> <td>• Students activity</td> <td>CLO1, CLO2, CLO3, CLO4</td> </tr> <tr> <td>• Group discussion</td> <td>CLO1, CLO2, CLO3</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO1, CLO2, CLO4</td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> </table>					• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5	• Visual Presentation	CLO1, CLO2, CLO4,	• Students activity	CLO1, CLO2, CLO3, CLO4	• Group discussion	CLO1, CLO2, CLO3	• Slide presentation	CLO1, CLO2, CLO4	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5
• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5																
• Visual Presentation	CLO1, CLO2, CLO4,																
• Students activity	CLO1, CLO2, CLO3, CLO4																
• Group discussion	CLO1, CLO2, CLO3																
• Slide presentation	CLO1, CLO2, CLO4																
• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5																
	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b></p> <p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have</p>																

**Assessment  
and  
Evaluation**

learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2, CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2, CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

**Make up  
Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

<b>Questions Setting</b>		<b>Instructions for Preparing Questions</b>
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.	

## Third Year First Semester

<b>Course Title</b>	Taxation in Bangladesh	<b>Course Code</b>	0411 MKT 311
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory and Practical
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Taxation in Bangladesh</b> is an elementary course for the undergraduate students of the B. Sc. (Honors) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>		
<b>Rationale</b>			
<i>Rationale</i>	<p>This course will enable students to understand the general objectives, ethics and administration of tax. To calculate income tax, national insurance contributions, capital gains tax corporation tax, inheritance tax, and VAT in straightforward scenarios, including an appreciation of international taxation and basic tax planning. This course is designed to teach students to recognize major tax issues inherent in business and financial transactions. Federal taxation acquaints the student with the social and economic policy implications of the Tax Code. The course focuses on fundamental tax concepts, the mastery of which will enable students to incorporate tax factors into business and investment decisions. Taxes motivate people and institutions to engage in certain transactions. The course develops certain income tax principles to maximize an entity or individual's net present value cash flow resulting from a transaction. The student will become acquainted with the social and economic policy implications of the Tax Code as well as explore the question of what constitutes a "good tax."</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>A broad understanding of the tax system and introduces tax law statutes, Income Tax Act etc. It will give an in-depth understanding of the taxation of business and employment income; the ability to identify pertinent tax law problems and provide viable solutions using analytical skills; the ability to analyze complex 'real-world' problem scenarios, in order to give tax advice to taxpayers; the ability to develop well-reasoned arguments as to why a taxpayer is or is not obliged to pay tax in certain scenarios. Tutorials which will provide a context for student collaboration and independent thought. Tutorials will encourage students to communicate effectively with teaching staff and other students. Students will be guided and encouraged to communicate in these tutorials in a professional and ethical manner.</p>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	CLO <sub>1</sub>	Define the Tax structure of Bangladesh, importance of tax for national and economic development and tax provisions for resident and non-resident Bangladeshi.
	CLO <sub>2</sub>	Perform simple tax research exercises and complete a moderately complex Bangladesh Individual Income Tax return.
	CLO <sub>3</sub>	Critically analyze any tax issues or rules in case of personal or corporate tax reporting in ethical manner.
	CLO <sub>4</sub>	Understand the knowledge of taxable income and tax deductibles, Income from salary, interest on securities, income from agriculture and house property and so on according to NBR.
	CLO <sub>5</sub>	Specialized knowledge of the taxation of business and employment income and practical problem-solving skills.

<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>Introduction:</b> Principles of Public Finance, Objectives of Taxation, Types of Taxes in Bangladesh, Incidence, Shifting of Burden.	6	CLO <sub>1</sub>
<b>2.</b>	<b>History of Income Tax Act:</b> Income for Tax Purposes, Characteristics, Classifications of Income and their effects, Exemptions, Income Year and Assessment Year, Assesses, Residential Status of Assesses and Tax Liability, Locales of Income, Determination of Total Income.	9	CLO <sub>1</sub> CLO <sub>3</sub>	
<b>3.</b>	<b>Heads of Income:</b> Methods of Computing Income and Allowable Deductions Under Each Head. Income from salary, interest on securities, income from agriculture and house property	12	CLO <sub>2</sub> CLO <sub>3</sub> CLO <sub>4</sub> CLO <sub>5</sub>	
<b>4.</b>	<b>Assessment Procedure:</b> Tax Return and Assessment of Individuals.	6	CLO <sub>3</sub> CLO <sub>5</sub>	
<b>5.</b>	<b>Income Tax Authorities in Bangladesh:</b> Administrative, Judicial Appeal, Revision, Penalties.	6	CLO <sub>1</sub>	
<b>6.</b>	<b>Wealth Tax, VAT &amp; Custom Duty – Gift Tax.</b>	3	CLO <sub>3</sub>	
<b>7.</b>	<b>Tax Evasion &amp; Avoidance:</b> Methods & Techniques, Preventive Measures.	3	CLO <sub>3</sub>	

<i>Alignment of CLOs VS PLOs</i>	<b>Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO <sub>1</sub>								√
	CLO <sub>2</sub>		√						√
	CLO <sub>3</sub>								√
	CLO <sub>4</sub>		√						√
	CLO <sub>5</sub>		√						√
<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>				
	<b>1 &amp; 2</b>	Principles of Public Finance, Objectives of Taxation, Types of Taxes in Bangladesh, Incidence, Shifting of Burden.	Lecturing and Questioning and answer questioning	Final Exam (Summative)	CLO <sub>1</sub>				
	<b>3 to 5</b>	Income for Tax Purposes, Characteristics, Classifications of Income and their effects, Exemptions, Income Year and Assessment Year, Assesses, Residential Status of Assesses and Tax Liability, Locales of Income, Determination of Total Income.	Lecturing and Student activity	Midterm and Final exam (Summative)	CLO <sub>4</sub>				
	<b>6 to 9</b>	<b>Heads of Income:</b> Methods of Computing Income and Allowable Deductions Under Each Head. Income from salary, interest on securities, income from agriculture and house property	Lecturing and group discussion	Homework, assignment (Formative) Midterm and Final exam (Summative)	CLO <sub>4</sub>				
	<b>10</b>	<b>Assessment Procedure:</b> Tax Return and Assessment of Individuals.	Lecturing, group discussion	Homework, (Formative) Midterm and Final exam (Summative)	CLO <sub>4</sub>				
	<b>11 &amp; 12</b>	<b>Income Tax Authorities in Bangladesh:</b> Administrative, Judicial Appeal, Revision, Penalties.	Lecturing and Questioning and answer questioning	Final exam (Summative)	CLO <sub>3</sub>				
	<b>13</b>	<b>Wealth Tax, VAT &amp; Custom Duty – Gift Tax.</b>	Lecturing, Students' activity and Group discussion	Final exam (Summative)	CLO <sub>2</sub>				

	<b>14</b>	<b>Tax Evasion &amp; Avoidance:</b> Methods & Techniques, Preventive Measures.	Lecturing and Questioning and answer questioning	Final exam (Summative)	CLO2												
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Morshed M &amp; Others : Income –Tax</p> <p><b>Reference Book:</b></p> <p>Income Tax Ordinance 1984 and Finance Acts.</p> <p>Khaja Amjad Sayeed</p> <p>A.H. Shahadatullah</p> <p>M. Nurunnabi : Income – Tax</p> <p>Bangladesh Income Tax- Shil Masud Alam</p>																
<b>Teaching Strategy</b>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td>• Visual Presentation</td> <td></td> </tr> <tr> <td>• Students’ activity</td> <td>CLO1, CLO2, CLO3, CLO4</td> </tr> <tr> <td>• Group discussion</td> <td>CLO1, CLO2, CLO3, CLO4</td> </tr> <tr> <td>• Slide presentation</td> <td></td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1, CLO2, CLO3</td> </tr> </table>					• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5	• Visual Presentation		• Students’ activity	CLO1, CLO2, CLO3, CLO4	• Group discussion	CLO1, CLO2, CLO3, CLO4	• Slide presentation		• Questioning and answer questioning	CLO1, CLO2, CLO3
• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5																
• Visual Presentation																	
• Students’ activity	CLO1, CLO2, CLO3, CLO4																
• Group discussion	CLO1, CLO2, CLO3, CLO4																
• Slide presentation																	
• Questioning and answer questioning	CLO1, CLO2, CLO3																
<b>Assessment and Evaluation</b>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b></p> <p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p>																

	<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
		Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained			

		Automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	<p>Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.</p>	

## Third Year First Semester

<b>Course Title</b>	Business Statistics-II	<b>Course Code</b>	0542 MKT 312						
<b>Course Type</b>	GED	<b>Course Status</b>							
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0						
<b>Prerequisite</b>		<b>Total Marks</b>	100						
<b>Course Description</b>	<p><b>Business Statistics-II</b> is an elementary course for the undergraduate students of the B. Sc. (Honors) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>								
<b>Rationale</b>	<p>In the sequel of statistic knowledge, Business Statistics II will further expand by taking advanced quantitative decisions about any larger set of observation. This course reviews advanced statistical techniques related to solve quantitative problems encountered in business. The basic conception about this technical learning is tremendously important for our today's' business school student because this is the magical blow of statistics that renovate so many business entrepreneurs. Hence, advanced statistics is an extremely important science of upgraded qualitative information and quantitative techniques to collect and categorize facts, paving the way to make decisions effectively and efficiently.</p>								
<b>Course Objectives</b>	<p>The purpose of this course is to provide the advanced statistical tools and techniques required to make informed decisions useful in solving real-life business problems. The course involves concepts that enable students to understand topics such as corporate risk, advanced marketing research and quality control. The emphasis throughout the course is on data summarization and data interpretation, data trend, quantitative models, and decision tree using different advanced analytical methods and techniques.</p>								
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td>CLO<sub>1</sub></td> <td>Understanding hypotheses testing and improve decision making in real life scenario.</td> </tr> <tr> <td>CLO<sub>2</sub></td> <td>Analyzing variance between or among different variables.</td> </tr> <tr> <td>CLO<sub>3</sub></td> <td>Interpreting test of significance of association and strength of association.</td> </tr> </table>			CLO <sub>1</sub>	Understanding hypotheses testing and improve decision making in real life scenario.	CLO <sub>2</sub>	Analyzing variance between or among different variables.	CLO <sub>3</sub>	Interpreting test of significance of association and strength of association.
CLO <sub>1</sub>	Understanding hypotheses testing and improve decision making in real life scenario.								
CLO <sub>2</sub>	Analyzing variance between or among different variables.								
CLO <sub>3</sub>	Interpreting test of significance of association and strength of association.								

	CLO <sub>4</sub>	Forecasting trends among decision variables in real life business problems.		
	CLO <sub>5</sub>	Constructing and using index numbers and decision tree.		
<b>Course Contents</b>				
<i>Course Contents</i>	<b>1.</b>	<b>Testing Hypotheses: One Sample Tests</b> Introduction, Concepts basic to the Hypothesis Testing Procedure, Testing Hypotheses.	6	CLO <sub>1</sub>
	<b>2.</b>	<b>Testing Hypothesis: Two-Sample Tests</b> Hypothesis Testing for Differences Between means and Proportions, Test for Differences Between means, Tests for Differences between Proportions.	9	CLO <sub>1</sub>
	<b>3.</b>	<b>Chi-Square and Analysis of Variances:</b> Introduction, Chi-Square as Test of Independence, Chi-Square as a Test a Goodness of Fit. Testing the Appropriateness of a Distribution, Analysis of Variance, Inferences about a Population variance, Inferences about Two Population Variance.	9	CLO <sub>2</sub> CLO <sub>3</sub>
	<b>4.</b>	<b>Nonparametric Statistics:</b> Difference between Parametric and Nonparametric Statistics, Advantages and Disadvantages of Nonparametric Statistics, Rank-Sum Tests: Solving Problems with Mann-Whitney U-test, Kruskal-Wallis Test, Rank Correlation, the Kolmogorov- Smirnov Test.	3	CLO <sub>3</sub>
	<b>5.</b>	<b>Time Series and Forecasting:</b> Introduction, Variance in Time Series Trend Analysis, Cyclical Variation, Seasonal Variation, Irregular Variation, A Problem Involving All Four Components of a Time Series, Time Series Analysis in Forecasting.	6	CLO <sub>4</sub>
	<b>6.</b>	<b>Index Numbers:</b> Defining an Index Number, Un-weighted Aggregates Index, Weighted Aggregates Index, average of Relatives Methods, Quantity and Value Indices, Issues in Construction and Using Index Number.	6	CLO <sub>5</sub>
	<b>7.</b>	<b>Decision Theory:</b> Decision Environment, Expected Profits Under Uncertainty, Expected Value of Perfect Information, Decision Tree Analysis and Its Uses.	3	CLO <sub>3</sub>

<i>Alignment of CLOs VS PLOs</i>	<b>Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO <sub>1</sub>								√
	CLO <sub>2</sub>		√						√
	CLO <sub>3</sub>								√
	CLO <sub>4</sub>		√						√
	CLO <sub>5</sub>		√						√

  

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
	1 & 2	<b>Testing Hypotheses: One Sample Tests</b>  Introduction, Concepts basic to the Hypothesis Testing Procedure, Testing Hypotheses.	Lecturing and Questioning and answer questioning	Homework, assignment (Formative)  Final Exam and midterm (Summative)	CLO <sub>1</sub>
	3 to 5	<b>Testing Hypothesis: Two-Sample Tests</b>  Hypothesis Testing for Differences Between means and Proportions, Test for Differences Between means, Tests for Differences between Proportions.	Lecturing and Student activity	Homework, assignment (Formative)  Midterm and Final exam (Summative)	CLO <sub>1</sub>
	6 & 7	<b>Index Numbers:</b> Defining an Index Number, Un-weighted Aggregates Index, Weighted Aggregates Index, average of Relatives Methods, Quantity and Value Indices, Issues in Construction and Using Index Number.	Lecturing and group discussion	Homework, assignment (Formative)  Midterm and Final exam (Summative)	CLO <sub>5</sub>
	8 to 10	<b>Chi-Square and Analysis of Variances:</b> Introduction, Chi-Square as Test of Independence, Chi-Square as a Test a Goodness of Fit. Testing the Appropriateness of a Distribution, Analysis of Variance, Inferences about a Population variance, Inferences about Two Population Variance.	Lecturing, group discussion, student's activity	Homework, (Formative) Assignment Midterm and Final exam (Summative)	CLO <sub>2</sub>  CLO <sub>3</sub>

	<b>11 &amp; 12</b>	<b>Time Series and Forecasting:</b> Introduction, Variance in Time Series Trend Analysis, Cyclical Variation, Seasonal Variation, Irregular Variation, A Problem Involving All Four Components of a Time Series, Time Series Analysis in Forecasting.	Lecturing, Students' activity and Group discussion	Final exam (Summative)	CLO <sub>4</sub>
	<b>13</b>	<b>Nonparametric Statistics:</b> Difference between Parametric and Nonparametric Statistics, Advantages and Disadvantages of Nonparametric Statistics, Rank-Sum Tests: Solving Problems with Mann-Whitney U-test, Kruskal-Wallis Test, Rank Correlation, the Kolmogorov-Smirnov Test.	Lecturing and questioning and answer questioning	Final exam (Summative)	CLO <sub>3</sub>
	<b>14</b>	<b>Decision Theory:</b> Decision Environment, Expected Profits Under Uncertainty, Expected Value of Perfect Information, Decision Tree Analysis and Its Uses.	Lecturing and Questioning and answer questioning	Final exam (Summative)	CLO <sub>3</sub>
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Statistics for Management: Richard I. Levin and David S. Rubin</p> <p><b>Reference Book:</b></p> <ol style="list-style-type: none"> <li>1. Statistics for Management &amp; Economics: Lind, Marchal, and Wathen</li> <li>2. Statistics and its Application to Commerce: A.L. Buddington.</li> </ol>				
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5			
	• Visual Presentation				
	• Students' activity	CLO1, CLO2, CLO3, CLO4			
	• Group discussion	CLO1, CLO2, CLO3, CLO4			
	• Slide presentation				
	• Questioning and answer questioning	CLO1, CLO2, CLO3			
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>				
	Assessment allows both instructor and student to monitor progress towards achieving learning				

**Assessment and Evaluation**

objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF (Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF (Formative) 20%**

CLO1, CLO2 CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

**Make up Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

<b>Instructions for Preparing Questions</b>	
<b><i>Questions Setting</i></b>	1. Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2. Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3. Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## Third Year First Semester

<b>Course Title</b>	Integrated Marketing Communications	<b>Course Code</b>	0414 MKT-313
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	<p>Integrated Marketing Communication is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>		
<b>Rationale</b>	<p>Integrated marketing communication (IMC) introduces principles, tools, and practices of marketing communications in an integrated manner and its role in the marketing mix. It emphasizes the role of advertising and other promotional tools in the IMC program (sales promotion, public relations, and direct marketing) to achieve consistent and effective marketing campaigns. The development of an IMC program requires an understanding of the overall marketing process, communications theory and processes, marketing communications tools, consumer behavior, and marketing communications organization structures and operations. IMC helps maximize promotional impact by orchestrating all promotional devices and elements.</p>		
<b>Course Objectives</b>	<p>The objective of this course is to provide students with an understanding of principles and modes of marketing communication tools applicable to strategic marketing communication decisions. The focus is to develop students' abilities to assess the process by which IMC programs are planned, developed, executed, and measured.</p> <p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p>		

<i>Course Learning Outcomes (CLOs)</i>	<b>CLO1</b>	Understand the role of IMC in the marketing process, the underlying principles, and techniques of communications, and how IMC fits into marketing mix decisions.		
	<b>CLO2</b>	Demonstrate a sound knowledge of the process by which integrated marketing communications programs are planned, developed, executed, and measured.		
	<b>CLO3</b>	Use IMC plans and programs, including planning and strategy of advertising and sales promotion, understanding the consumption of media, developing messages for different media including television, radio, print, and websites, the role of public relations, and evaluating corporate programs and ethical practices.		
	<b>CLO4</b>	Develop capabilities to integrate consumer decision-making processes into strategic marketing communication decisions.		
<i>Course Contents</i>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>Integrated Marketing Communication:</b> Communication and IMC Programs, the Communication Process, Barriers to Communication, Integrated Marketing Communication.  <b>Corporate Image and Brand Management:</b> Components of Corporate Image, Role of Corporate Image, Branding, Brand Equity, Brand Extensions, Co-Branding, Private Branding, Branding Management Process	6	CLO1, CLO2,
	<b>2.</b>	<b>Business to Business Buyer Behavior:</b> Business Customer, Business Buying Centers & Factors, Business Sales, Business to Business Buying Process. <b>Promotional Opportunity Analysis:</b> IMC Plan, Communication Market Analysis, IMC Objectives, IMC Budget, Prepare Promotional Strategies, Market Segmentation, Business, GIMC Programs	9	CLO1, CLO2,
	<b>3.</b>	<b>Advertising Management:</b> Role of Advertising in the IMC Process, Company Activities in Advertising MGT, Communication, and Advertising Objectives; <b>Advertising Design:</b> Message Strategies, Cognitive Strategies, Affecting Strategies, Brand Strategies, Exceptional Frameworks, Model of Creating and Advertisement, Advertisement Effectiveness.  <b>Advertising Media Selection:</b> Media Strategy, Media Planning, Media Selection, Media Mix, Media Selection in Business-to-Business Markets	6	CLO3, CLO4,
	<b>4.</b>	<b>Trade Promotion:</b> Nature of trade Promotion, Types of Trade Promotions, Objectives of Trade Promotions; <b>Consumer Promotions:</b> Coupons, Premiums, Bonus Packs, Prices Off.	6	CLO3, CLO4,
	<b>5.</b>	<b>Personal Selling, Database Marketing, and Customer Relationship Management:</b> Personal Selling Service, Telemarketing, Retail Sales Presentations, Database Marketing Steps, Methods of Direct Marketing, Permissions	9	CLO3, CLO4,

	Marketing, Customer Relationship Marketing Steps.  <b>Internet Marketing:</b> Marketing Functions on the Internet, E-Commerce and its Incentives, B2B		
<b>6.</b>	<b>Public Relations and ethical practices:</b> Cause Related Marketing, Green Marketing, Public Relationship Tools, Sponsorship Marketing, Event Marketing, and ethical practices	6	CLO3, CLO4,

--	--	--	--

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√							
	CLO2	√			√				
	CLO3	√			√			√	
	CLO4	√	√						

--	--	--	--	--

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	<b>1 to 3</b>	<b>Integrated Marketing Communication and IMC Programs, the Communication Process, Barriers to Communication, Integrated Marketing Communication.</b>  <b>Corporate Image and Brand Management:</b> Components of Corporate Image, Role of Corporate Image, Branding, Brand Equity, Brand Extensions, Co-Branding, Private Branding, Branding Management Process	Lecturing, Group discussion and Student activity	Homework (Formative) and Midterm (Summative)	CLO1, CLO2,
<b>4 to 5</b>	<b>Business to Business Buyer</b>	Lecturing and	Assig. and	CLO1,	

		<p><b>Behavior:</b> Business Customer, Business Buying Centers &amp; Factors, Business Sales, Business to Business Buying Process.<b>Promotional Opportunity Analysis:</b> IMC Plan, Communication Market Analysis, IMC Objectives, IMC Budget, Prepare Promotional Strategies, Market Segmentation, Business, GIMC Programs</p>	Group discussion	Pres. (Formative) Midterm(Summative)	CLO2,
	6 to 7	<p><b>Advertising Management:</b> Role of Advertising in the IMC Process, Company Activities in Advertising MGT, Communication, and Advertising Objectives;<b>Advertising Design:</b> Message Strategies, Cognitive Strategies, Affecting Strategies, Brand Strategies, Exceptional Frameworks, Model of Creating and Advertisement, Advertisement Effectiveness.</p> <p><b>Advertising Media Selection:</b> Media Strategy, Media Planning, Media Selection, Media Mix, Media Selection in Business-to-Business Markets</p>	Lecturing and Visual presentation	Midterm(Summative)Final exam(Summative)	CLO3, CLO4,
	8 to 9	<p><b>Trade Promotion:</b> Nature of trade Promotion, Types of Trade Promotions, Objectives of Trade Promotions; <b>Consumer Promotions:</b> Coupons, Premiums, Bonus Packs, Prices Off.</p>	Lecturing and Slide presentation	Midterm(Summative)and Final exam (Summative)	CLO3, CLO4,
	10 to 11	<p><b>Personal Selling, Database Marketing, and Customer Relationship Management:</b> Personal Selling Service, Telemarketing, Retail Sales Presentations, Database Marketing Steps, Methods of Direct Marketing, Permissions Marketing, Customer</p>	Lecturing and Student Activity	Final exam (Summative)	CLO3, CLO4,

		Relationship Marketing Steps.  <b>Internet Marketing:</b> Marketing Functions on the Internet, E-Commerce and its Incentives, B2B				
	<b>12 to 14</b>	<b>Public Relations and ethical practices:</b> Cause Related Marketing, Green Marketing, Public Relationship Tools, Sponsorship Marketing, Event Marketing, and ethical practices	Lecturing and student activity	Final exam (Summative)		CLO3, CLO4,
<i>Learning Materials</i>	<p><b>Text Book:</b> Kenneth E. Clow, Donald Baack - Integrated Advertising, Promotion and Marketing Communications (Latest Edition)</p> <p><b>Reference Materials:</b></p> <ol style="list-style-type: none"> <li>George E. Belch and A. Belch, Irwin McGraw Hill, 1998- Advertising &amp; Promotion</li> <li>Workshop on copywriting, and building advertisements</li> <li>Research Publications and Notes (@class discussion)</li> </ol>					
<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>					
	• Lecturing		CLO1, CLO2, CLO3, CLO4			
	• Visual Presentation		CLO1, CLO2, CLO4,			
	• Students activity		CLO1, CLO2, CLO3, CLO4			
	• Group discussion		CLO1, CLO2, CLO3			
	• Slide presentation		CLO1, CLO2, CLO4			
	• Questioning and answer questioning		CLO1, CLO2, CLO3, CLO4			
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>					
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one</p>					

**Assessment and Evolution**

another. 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 assessment.

**Formative** assessment allows you to evaluate students’ performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students’ performance during a course. 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.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2, CLO3, CLO4	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2, CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

**Make up Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

**Questions Setting**

**Instructions for Preparing Questions**

1. Course learning outcomes, teaching learning activities and assessment methods are

		properly aligned in each course of the program.
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained  Automatically.
	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.	

### Third Year First Semester

<b>Course Title</b>	Agricultural and Rural Marketing	<b>Course Code</b>	0414 MKT314
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	Agricultural and Rural Marketing is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.		
<b>Rationale</b>			
<i>Rationale</i>	Agriculture and agribusiness in Bangladesh are vital to people's livelihoods, employment, and contribution to GDP. This course covers basic concepts and economic principles related to markets for agricultural products from the farm to the consumer table. The impact of climate and the environment requires marketers and rural managers to continually consider, evaluate, and reassess (often daily) the numerous changes and types of information that affect their business. A successful marketer understands markets and how to capitalize on market forces to maximize business profit. The course applies basic economic principles to analyze current issues in agricultural and rural marketing. The course includes an overview of current marketing problems faced by farms and agribusinesses, farm and retail price behavior, market structure, food marketing channels, food quality, food safety, rural marketing, and the role of agriculture in the general economy, and considers the implications of consumer preferences at the farm level.		
<b>Course Objectives</b>			
<i>Course Objectives</i>	The objective of this course is to provide a clear understanding of the underlying economic theory of agricultural and rural marketing strategies as well as their application to various agribusiness situations. The focus of this course is to develop students' abilities to analyze and manage marketing problems in an agricultural enterprise.		
On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-			

<b>Course Learning Outcomes (CLOs)</b>	<b>CLO1</b>	Understand key agricultural and rural marketing issues and principles to address management concerns in business.
	<b>CLO2</b>	Demonstrate a sound knowledge of market structure for agricultural and food products, and the roles of institutions and specialized individuals in the food marketing system.
	<b>CLO3</b>	Develop ability and analytical skills to analyze and manage marketing problems faced by agribusiness firms in the agricultural and rural marketing system.
	<b>CLO4</b>	Formulate marketing strategies for an agribusiness product given a hypothetical market situation and apply strategies to manage the marketing of an agribusiness firm.

<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	The Analytical Approach: Agricultural Marketing System, a Framework of Theory for Market Analysis, Agricultural Product and Marketing	6	CLO1
<b>2.</b>	Food Market and Institutions: Food consumption and Marketing, Food Processing and Manufacturing, Food Wholesaling and Retailing, The International Markets for Food.	6	CLO2	
<b>3.</b>	Prices and Marketing Costs: Price Analysis and the Exchange Function, Demand and Supply for Farm Products, Cyclic Movement in Production and Prices, Seasonal Price Movement, Hedging in Future Contracts, Effects of Speculation on Future Contracts.	9	CLO3, CLO4	
<b>4.</b>	Functional and Organizational Issues: Changing Organization of Food Markets, Cooperative Marketing, Market Information, Standardization and Grading, Transportation, Storage	6	CLO3, CLO4	
<b>5.</b>	Government and Agricultural Marketing: Government Price, Income and Marketing Programs, Food Marketing regulation	6	CLO3, CLO4	
<b>6.</b>	Rural Marketing: Definition, Difference between Rural Marketing and Agricultural Marketing, the rural Marketing Mix: Challenges, The Rural Marketing Environment, Rural Consumer Behavior, Segmenting and Targeting Rural Markets, Product, Price, Distribution and Communication Strategies for Rural Markets, Rural Marketing in Bangladesh.	9	CLO1, CLO3, CLO4	

Mapping of Course Outcome to Program Outcome:								
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<i>Alignment of CLOs VS PLOs</i>	CLO1	√				√		
	CLO2		√					
	CLO3	√	√			√	√	
	CLO4	√	√			√	√	

**Detail Course Plan with Teaching-Learning and Assessment Strategy**

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
<b>1 to 3</b>	The Analytical Approach: Agricultural Marketing System, a Framework of Theory for Market Analysis, Agricultural Product and Marketing	Lecturing, Group discussion and Student activity	Homework (Formative) and Midterm (Summative)	CLO1
<b>4 to 5</b>	Food Market and Institutions: Food consumption and Marketing, Food Processing and Manufacturing, Food Wholesaling and Retailing, The International Markets for Food.	Lecturing and Group discussion	Assig. and Pres. (Formative) Midterm and Final exam (Summative)	CLO2
<b>6 to 7</b>	Prices and Marketing Costs: Price Analysis and the Exchange Function, Demand and Supply for Farm Products, Cyclic Movement in Production and Prices, Seasonal Price Movement, Hedging in Future Contracts, Effects of Speculation on Future Contracts.	Lecturing and Visual presentation	Final exam (Summative)	CLO3, CLO4
<b>8 to 9</b>	Functional and Organizational Issues: Changing Organization of Food Markets, Cooperative Marketing, Market Information, Standardization and Grading,	Lecturing and Slide presentation	Midterm (Summative)	CLO3, CLO4

		Transportation, Storage			
	<b>10 to 11</b>	Government and Agricultural Marketing: Government Price, Income and Marketing Programs, Food Marketing regulation	Lecturing and Student Activity	Final exam (Summative)	CLO3, CLO4
	<b>12 to 14</b>	Rural Marketing: Definition, Difference between Rural Marketing and Agricultural Marketing, the rural Marketing Mix: Challenges, The Rural Marketing Environment, Rural Consumer Behavior, Segmenting and Targeting Rural Markets, Product, Price, Distribution and Communication Strategies for Rural Markets, Rural Marketing in Bangladesh.	Lecturing and student activity	Final exam (Summative)	CLO1, CLO3, CLO4
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Marketing of Agricultural Products, Richard L. Kohls&amp; Joseph N. Uhi, Richard Inrwin Inc. <b>Reference Materials:</b></p> <ol style="list-style-type: none"> <li>Marketing Farm Products. Shepherd G.S, Futrell, G.A.</li> <li>Bangladesh agribusiness cases and programs.</li> <li>Research Publications and Notes (@class discussion)</li> </ol>				
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3, CLO4			
	• Visual Presentation	CLO1, CLO2, CLO4,			
	• Students activity	CLO1, CLO2, CLO3, CLO4			
	• Group discussion	CLO1, CLO2, CLO3			
	• Slide presentation	CLO1, CLO2, CLO4			
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4			
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>				
	<b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning				

**Assessment and Evaluation**

objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2, CLO3, CLO4	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2, CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

**Make up Procedure**

If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.

<b>Instructions for Preparing Questions</b>	
<b><i>Questions Setting</i></b>	1. Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2. Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3. Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## Third Year First Semester

<b>Course Title</b>	Product Planning and Development	<b>Course Code</b>	0414 MKT 315
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	The Product Planning and Development course will help students to dive into the intricate processes of conceptualizing, designing, and refining products. They will do opportunity identification, customer needs analysis, concept generation, and architecture establishment. Also, students will equip themselves with the essential skills to contribute to successful product development and gain a comprehensive understanding of the interconnected aspects of product and service design.		
<b>Rationale</b>	In today's competitive business landscape, the ability to create and innovate products is crucial for success. This course provides BBA students with a comprehensive foundation in product planning and development, empowering them with the knowledge and skills necessary to navigate the complexities of bringing successful products to market.		
<b>Course Objectives</b>	By the end of this course, students will be able to analyze and identify business opportunities, critically assess customer needs, employ systematic methods for concept generation and selection, understand the significance of product architecture, and comprehend the nuances of service design within the context of product-service systems. Through practical exercises and real-world case studies, students will develop the expertise to contribute effectively to various stages of product development, thereby enhancing their potential to thrive in the ever-evolving business landscape.		
<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-		
	CLO1	Identify diverse business opportunities and employ effective strategies for recognizing market gaps and innovative possibilities.	
	CLO2	Systematically analyze customer preferences and market demands to create products and services that meet user expectations.	
	CLO3	Generate creative product concepts and make informed decisions on the most viable ideas through structured methods.	
	CLO4	Understand product architecture principles, choose suitable architectural approaches, and optimize design for functionality.	
	CLO5	Master the product development process, from opportunity identification to final specification, gaining a holistic understanding of the journey.	
	CLO6	Differentiate between products and services, grasp service design principles, and effectively integrate service elements into product-service systems.	

<i>Course Contents</i>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	1.	<b>Introduction:</b> product development, characteristics of successful product development, who designs and develops products? duration and cost of product development, the challenges of product development.	6 Hrs.	CLO1
	2.	<b>Development processes and organizations:</b> generic development process, concept development: the front-end process, adapting the generic product development process, product development organizations, choosing an organizational structure.	6 Hrs.	CLO1, CLO2
	3.	<b>Opportunity Identification:</b> what is opportunity? types of opportunities, tournament structure of opportunity identification, effective opportunity tournaments, opportunity identification process.	3 Hrs.	CLO1
	4.	<b>Product planning:</b> four types of product development projects, product planning process.	3 Hrs.	CLO3
	5.	<b>Identifying customer needs:</b> steps in identifying customer needs.	3 Hrs.	CLO2, CLO3
	6.	<b>Product specifications:</b> process of establishing the target specifications, setting final specifications.	3 Hrs.	CLO3
	7.	<b>Concept generation:</b> steps in concept generation method.	3 Hrs.	CLO5
	8.	<b>Concept selection:</b> Methods for choosing a concept, benefits of structured method, overview of methodology, caveats.	6 Hrs.	CLO3, CLO5
	9.	<b>Concept testing:</b> seven-step method for testing product concepts.	3 Hrs.	CLO3, CLO5
	10.	<b>Product architecture:</b> physical elements, chunks, modular architecture, integral architecture, types of modularity, when is the product architecture defined? implications of the architecture, establishing the architecture.	3 Hrs.	CLO4
11.	<b>Design of services:</b> product-service system, differences between products and services, the service design process, the service process diagram, downstream development activities in services.	3 Hrs.	CLO6	

<i>Alignment of CLOs VS PLOs</i>	<b>MAPPING OF CLOs TO PLOs</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1								
	CLO2								
	CLO3								
	CLO4								
	CLO5								
	CLO6								

<i>Curse Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	<b>1 to 2</b>	product development, characteristics of successful product development, who designs and develops products? duration and cost of product development, the challenges of product development.	Lecturing, slide presentation and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	
	<b>3 to 4</b>	generic development process, concept development: the front-end process, adapting the generic product development process, product development organizations, choosing an organizational structure.	Lecturing, slide presentation and Group discussion	Final exam (Summative)	
	<b>5</b>	what is opportunity? types of opportunities, tournament structure of opportunity identification, effective opportunity tournaments, opportunity identification process.	Lecturing and Slide presentation	Midterm and Final exam (Summative)	
	<b>6</b>	four types of product development projects, product planning process.	Lecturing and Slide presentation	Homework (Formative) and	

				Final exam (Summative)	
7	steps in identifying customer needs.	Lecturing, slide presentation and Student Activity		Final exam (Summative)	
8	process of establishing the target specifications, setting final specifications.	Lecturing and Group discussion		Final Exam (Summative)	
9	steps in concept generation method.	Lecturing and Slide presentation		Final Exam (Formative)	
10 to 11	Methods for choosing a concept, benefits of structured method, overview of methodology, caveats.	Lecturing, Questioning and Answer questioning		Midterm and Final exam (Summative)	
12	seven-step method for testing product concepts.	Lecturing and Slide presentation		Final exam (Summative)	
13	physical elements, chunks, modular architecture, integral architecture, types of modularity, when is the product architecture defined? implications of the architecture, establishing the architecture.	Lecturing, Visual presentation, and Group discussion		Final exam (Summative)	
14	product-service system, differences between products and services, the service design process, the service process diagram, downstream development activities in services.	Slide presentation and Lecturing		Final exam (Summative)	

**Learning Materials**

**Recommended Readings:**

i. Karl Ulrich and Steven Eppinger, *Product Design and Development*, McGraw-Hill.

**Teaching Strategy**

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

• Lecturing	CLO1, CLO2, CLO3, CLO4
• Visual Presentation	CLO1, CLO2, CLO3
• Students' activity	CLO2, CLO3, CLO4,
• Group discussion	CLO3, CLO4
• Slide presentation	CLO1, CLO2, CLO3, CLO4

	<ul style="list-style-type: none"> <li>• Questioning and answer questioning</li> </ul>	CLO3
--	--	------

**Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy**

**Assessment** allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

*Assessment and Evolution*

**SMEF (Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4	Final exam (60%)	3 hours	60	Four must be answered out of six questions.
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam must be answered

**FMEF (Formative) 20%**

CLO1, CLO2	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
------------	-----------------------------------	------------	---	--

	CLO3, CLO4	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.					

### Third Year Second Semester

<b>Course Title</b>	Operations Management	<b>Course Code</b>	0413 MKT-321
<b>Course Type</b>	Elective	<b>Course Status</b>	Mathematics
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	<p>Operation Research is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations. This course presents the fundamental principles of programming techniques, problem areas in management science, and mathematical modeling geared toward driving better decision-making and improving business performance. The contents of this course are aligned with the prominent courses, such as “Quantitative Business Analysis,” “Operation/Project Management,” “Management Science,” “Industrial Engineering,” and “Decision Science.”</p>		
<b>Rationale</b>	<p>The main function of managers, marketers, engineers, commanders, and farmers is to make decisions. Some decisions can be made by judgment, but others are uncertain, and depend on vast complex data to analyze, summarize, and provide analytical models to make optimal solutions. The complexities involved in decision-making, especially in the corporate world, require decision-makers to formulate problem structures on which decisions are required. This method considers various alternatives, uncertainties associated with the outcomes, and problem analysis. To overcome these issues in a competitive business environment and explain the decision process effectively, Operation Research provides students with insight into several approaches, such as linear programming, transportation problems, game theory, decision tree, and networking. Operation Research is a field of study that involves mathematical principles to address business problems by deriving optimal solutions for maximizing sales and profits and/or minimizing costs, losses, and risks. Businesses of all sizes and across all industries rely on mathematical equations to solve problems and find an optimal solution.</p>		
<b>Course Objectives</b>	<p>The objective of this course is to provide students with an understanding of quantitative techniques applicable to a wide range of business situations. The focus is to develop students’ ability to comprehend basic principles and techniques of mathematical modeling, formulate problems, perform logical analysis, evaluate results from models, and make appropriate recommendations for managerial decision-making.</p>		

<p><i>Course</i></p> <p><i>Learning Outcomes (CLOs)</i></p>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	<b>CLO1</b>	Understand a variety of management decision problems in business and management.
	<b>CLO2</b>	Demonstrate a sound knowledge of quantitative techniques (operations research methods) applicable to a wide range of business situations.
	<b>CLO3</b>	Develop advanced mathematical and analytical skills for solving managerial decision problems.
	<b>CLO4</b>	Use quantitative techniques, including Linear Programming, Distribution Models, Network Models, and Game Theory, by formulating managerial decision problems as mathematical models.
	<b>CLO5</b>	Obtain solutions of those models and interpret the solutions in taking effective, yet efficient decisions.

--	--	--	--

<p><i>Course Contents</i></p>	Course Contents		Hours	CLOs
	1.	<b>Introduction (Operations Research):</b> Introduction to operations research (OR), Management Science, and QBA. Categories of quantitative techniques. QBA's philosophies. Objectives, Scopes/levels, Phases, Functions/applications, or Problems addressed by OR. Introduce brief history of OR.	6	CLO1, CLO2
	2.	<b>Linear Programming (Formulations, Graphical, and Simplex):</b> Foundations, The Nature of Linear Programming Problems, Formulations, General Formulation and Terminology, The Graphical Method of Solution, Slack and Surplus Variables, The Simplex Method, Special Situations in the Simplex Method, Applications of Linear Programming.	9	CLO3, CLO4, CLO5
	3.	<b>Distribution Models (Assignment and Transportation Problems):</b> The Transportation Problem, Characteristics and Assumptions, The Transportation Method, Applications, The Assignment Problem, degeneracy.	9	CLO3, CLO4, CLO5
	4.	<b>Network Models (CPM and PERT):</b> Introduction to PERT and CPM, Formulation: The Basic Inputs to PERT/CPM, Solving PERT and CPM, Event Analysis, Finding the Probabilities of Completion in PERT (Risk Analysis), The Critical path Method (CPM): Cost-Time relationships.	6	CLO3, CLO4, CLO5
	5.	<b>Utility and Game Theories (Game Theory and Decision Theory):</b> Utility and Decision Theory-Multiple Goals-Game Theory.	6	CLO3, CLO4, CLO5
	6.	<b>Simulation and Decision Tree:</b> Meaning of Simulation, Steps in the Simulation Process, Application of Simulation,	6	CLO3, CLO4,

		Monte Carlo Simulation, Meaning of Decision Tree, Steps involved in Drawing a Decision Tree, Roll-back Technique		CLO5					
Mapping of Course Outcome to Program Outcome:									
<i>Alignment of CLOs VS PLOs</i>		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√	√						
	CLO2	√	√						
	CLO3	√	√						
	CLO4	√	√						
	CLO5	√	√						
<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>									
<i>Course Plan</i>	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>				
	<b>1 to 3</b>	Fundamentals of Organizational Behavior: The Dynamics of the People and Organizations, Models of Organizational Behavior, Managing Communications, Social Systems and Organizational Culture	Lecturing, Group discussion and Student activity	Homework (Formative) and Midterm (Summative)	CLO1, CLO2				
	<b>4 to 5</b>	Motivation and Reward System: Motivational Basics, Motivational Applications, Appraising and Rewarding Performance.	Lecturing and Group discussion	Assig. and Pres. (Formative) Midterm and Final exam (Summative)	CLO2, CLO3				

	<b>6 to 7</b>	Leadership and Empowerment: Leadership, Empowerment and Participation.	Lecturing and Visual presentation	Finalexam(Summative)	CLO2, CLO3				
	<b>8 to 9</b>	Individual and Interpersonal Behavior: Employee Attitudes and their Effects, Issues between Organizations and Individuals, Interpersonal Behavior.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO4				
	<b>10 to 11</b>	Group Behavior: Informal and Formal Groups, Teams and Team Building.	Lecturing and Student Activity	Final exam (Summative)	CLO5				
	<b>12 to 14</b>	Change and Its Effects: Managing Change, Work Change, Resistance to Change, Implementing Changes Successfully, Organization Development, Understanding Organization Development, OD Approaches to Change, Benefits and Limitations of OD and Counselling.	Lecturing and student activity	Final exam (Summative)	CLO5				
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <ol style="list-style-type: none"> <li><i>Quantitative Techniques: Theory &amp; Problems</i> by P. C. Tulsian and Vishal Pandey, 7<sup>th</sup> Impression (792 pages), 2012, Pearson Education Publishing Ltd., India.</li> </ol> <p><b>Reference Materials:</b></p> <ol style="list-style-type: none"> <li><i>An Introduction to Management Science: Quantitative Approaches to Decision Making</i> by Jeffrey D. Camm, James J. Cochran, Michael J. Fry, Jeffrey W. Ohlmann, and David R. Anderson, 16<sup>th</sup> Edition (912 page), 2022, Cengage Learning</li> <li><i>Quantitative Analysis for Management</i> by Barry Render, Ralph M. Stair, Jr Michael E. Hanna, and T.N. Badri, 13<sup>th</sup> Edition (610 pages), 2018, Pearson Education Publishing Ltd., England.</li> <li>Research Publications and Notes (@class discussion)</li> </ol>								
<b>Teaching Strategy</b>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>Lecturing</li> </ul> </td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Visual Presentation</li> </ul> </td> <td>CLO1, CLO2, CLO4,</td> </tr> </table>					<ul style="list-style-type: none"> <li>Lecturing</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5	<ul style="list-style-type: none"> <li>Visual Presentation</li> </ul>	CLO1, CLO2, CLO4,
<ul style="list-style-type: none"> <li>Lecturing</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5								
<ul style="list-style-type: none"> <li>Visual Presentation</li> </ul>	CLO1, CLO2, CLO4,								

	<ul style="list-style-type: none"> <li>Students activity</li> </ul>	CLO1, CLO2, CLO3, CLO4			
	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	CLO1, CLO2, CLO3			
	<ul style="list-style-type: none"> <li>Slide presentation</li> </ul>	CLO1, CLO2, CLO4			
	<ul style="list-style-type: none"> <li>Questioning and answer questioning</li> </ul>	CLO1, CLO2, CLO3, CLO4, CLO5			
<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>					
<b>Assessment and Evaluation</b>	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p>				
	<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p>				
	<p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF(Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2, CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered	
<b>FMEF(Formative) 20%</b>					
CLO1,	Class Test/ Quiz/	30	5	Average of CT/Quiz. Instantly	

	CLO2, CLO3, CLO4, CLO5	Assignment (5%)	minutes		MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b><i>Make up Procedure</i></b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b><i>Questions Setting</i></b>		<b>Instructions for Preparing Questions</b>			
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Third Year Second Semester

<b>Course Title</b>	Digital Business and Innovation	<b>Course Code</b>	0413MKT 322								
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory and Practical								
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0								
<b>Prerequisite</b>		<b>Total Marks</b>	100								
<b>Course Description</b>	<p>The course on Digital Business Management is intended to provide students with the fundamental information and abilities necessary to compete successfully in the fast-paced and digitally driven business environment of the modern era. The intertwined worlds of technology and business are explored in depth throughout this in-depth class, along with the strategies, tools, and best practices that are required to succeed in this environment. Students will investigate the effects that digital technologies have had and continue to have on the management of businesses, consumer habits, marketing strategies, and overall organizational management.</p>										
<b>Rationale</b>	<p>The course "Digital Business &amp; Innovation Management" explores the dynamic intersection of technology, business strategy, and innovation. Students will gain insights into harnessing digital tools and strategies to drive organizational growth, optimize operations, and foster innovation in today's rapidly evolving digital landscape.</p>										
<b>Course Objectives</b>	<p>The course aims to give students the fundamental knowledge and abilities needed to successfully negotiate the dynamic environment of digital business. Students will gain the skills to design efficient digital strategies, make data-driven decisions, optimize business processes, and address legal and ethical issues through thorough exploration of digital marketing, e-commerce, data analytics, and emerging technologies. This will enable them to lead digital transformation and achieve sustainable business growth.</p>										
<b>Course Learning Outcomes (CLOs)</b>	<p>At the end of this course, the students will be able to –</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">CLO1</td> <td>Evaluate the impact of emerging digital technologies on various industries, identifying opportunities and challenges that organizations may encounter in the digital era.</td> </tr> <tr> <td>CLO2</td> <td>Design and implement effective digital marketing campaigns, utilizing a range of digital channels and tools to reach target audiences, increase brand awareness, and drive customer engagement.</td> </tr> <tr> <td>CLO3</td> <td>Apply data analysis techniques to extract meaningful insights from digital data, enabling informed decision-making and data-driven optimization of business strategies.</td> </tr> <tr> <td>CLO4</td> <td>Demonstrate proficiency in setting up and managing e-commerce platforms, including secure payment gateways, inventory management, and customer relationship management, to facilitate seamless online transactions.</td> </tr> </table>			CLO1	Evaluate the impact of emerging digital technologies on various industries, identifying opportunities and challenges that organizations may encounter in the digital era.	CLO2	Design and implement effective digital marketing campaigns, utilizing a range of digital channels and tools to reach target audiences, increase brand awareness, and drive customer engagement.	CLO3	Apply data analysis techniques to extract meaningful insights from digital data, enabling informed decision-making and data-driven optimization of business strategies.	CLO4	Demonstrate proficiency in setting up and managing e-commerce platforms, including secure payment gateways, inventory management, and customer relationship management, to facilitate seamless online transactions.
CLO1	Evaluate the impact of emerging digital technologies on various industries, identifying opportunities and challenges that organizations may encounter in the digital era.										
CLO2	Design and implement effective digital marketing campaigns, utilizing a range of digital channels and tools to reach target audiences, increase brand awareness, and drive customer engagement.										
CLO3	Apply data analysis techniques to extract meaningful insights from digital data, enabling informed decision-making and data-driven optimization of business strategies.										
CLO4	Demonstrate proficiency in setting up and managing e-commerce platforms, including secure payment gateways, inventory management, and customer relationship management, to facilitate seamless online transactions.										

	CLO5	Identify and assess legal and ethical issues related to digital business and propose strategies to ensure compliance with data privacy regulations, intellectual property rights, and ethical considerations in the use of technology.			
<i>Course Contents</i>	<p><b>Introduction to Digital Business Management:</b> Overview of digital business landscape and its significance, Key digital business trends and their impact on industries.</p> <p><b>Digital Marketing Strategies:</b> Understanding the digital marketing ecosystem, social media marketing and content creation strategies, Search Engine Optimization (SEO) and Search Engine Marketing (SEM), Email marketing and customer relationship management (CRM).</p>		9	CLO1, CLO2	
	<p><b>Data Analytics for Digital Business:</b> Fundamentals of data analytics in the context of digital business, Data collection, cleaning, and analysis techniques, Interpreting data to make informed business decisions.</p> <p><b>E-commerce Fundamentals:</b> Introduction to e-commerce models and platforms, setting up and managing online stores, Secure payment gateways and logistics in e-commerce.</p>		9	CLO3, CLO4	
	<p><b>Digital Business and Legal Considerations:</b> Overview of legal and regulatory challenges in the digital space, Data privacy and protection regulations, Intellectual property rights and digital content</p> <p><b>Emerging Technologies in Digital Business:</b> Exploration of cutting-edge technologies such as AI, blockchain, IoT Evaluating their potential impact on businesses.</p> <p><b>User Experience (UX) and Customer-Centric Design:</b> Understanding the importance of UX in digital business, Design principles for enhancing customer experiences.</p>		9	CLO1, CLO2, CLO5	
	<p><b>Digital Transformation:</b> The process of digital transformation for businesses, Identifying challenges and strategies for successful implementation.</p> <p><b>Optimizing Business Processes with Digital Tools:</b> Utilizing project management software, communication tools, and cloud-based solutions, Streamlining business operations for increased efficiency</p>		9	CLO1, CLO4	
	<p><b>Digital Business Strategy Development:</b> Formulating and implementing a comprehensive digital business strategy, Aligning digital initiatives with organizational goals.</p>		6	CLO1, CLO2, CLO3	

<b>Alignment of CLOs VS PLOs</b>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1								
	CLO2	√	√						
	CLO3		√						
	CLO4				√				
CLO5							√		

<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	<b>1 to 3</b>	<p>Overview of digital business landscape and its significance, Key digital business trends and their impact on industries.</p> <p>Understanding the digital marketing ecosystem, social media marketing and content creation strategies, Search Engine Optimization (SEO) and Search Engine Marketing (SEM), Email marketing and customer relationship management (CRM).</p>	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO2
	<b>4 to 6</b>	<p>Fundamentals of data analytics in the context of digital business, Data collection, cleaning, and analysis techniques, Interpreting data to make informed business decisions.</p> <p>Introduction to e-commerce models and platforms, setting up and managing online stores,</p> <p>Secure payment gateways and logistics in e-commerce.</p>	Lecturing and Group discussion	Final exam (Summative)	CLO3, CLO4

	<b>7</b>	Overview of legal and regulatory challenges in the digital space, Data privacy and protection regulations, Intellectual property rights and digital content.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO1, CLO2, CLO5
	<b>8 to 9</b>	Exploration of cutting-edge technologies such as AI, blockchain, IoT Evaluating their potential impact on businesses.  User Experience (UX), Understanding the importance of UX in digital business, Design principles for enhancing customer experiences.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2, CLO3, CLO4
	<b>10 to 11</b>	The process of digital transformation for businesses, Identifying challenges and strategies for successful implementation, Optimizing Business Processes  Utilizing project management software, communication tools, and cloud-based solutions, Streamlining business operations for increased efficiency	Lecturing and Student Activity	Final exam (Summative)	CLO1, CLO4
	<b>12 to 14</b>	Formulating and implementing a comprehensive digital business strategy, Aligning digital initiatives with organizational goals.	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO1, CLO2, CLO3

<b>Learning Materials</b>	Recommended Text:  Griffin, W. Ricky, "Management" Houghton Mifflin Company.
	Reference Books:  8. "Principles of Management" by Fred Luthans 9. Harold Koontz Heinz Wehrich, "Management", McGraw Hill Book Company. 10. James A F Stonner and R Edward Freeman, "Management", Prentice Hall of India Private Limited, New Delhi.

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO2, CLO3
	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5

	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	CLO3, CLO4
	<ul style="list-style-type: none"> <li>Slide presentation</li> </ul>	CLO1, CLO2
	<ul style="list-style-type: none"> <li>Questioning and answer questioning</li> </ul>	CLO1, CLO2 & CLO3

### Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

#### SMEF (Summative) 80%

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

#### FMEF (Formative) 20%

CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10	10	Topic=4, Speech=4, Dress code=2

### Assessment and Evaluation

			minutes		
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.					

### Third Year Second Semester

<b>Course Title</b>	Consumer Behavior	<b>Course Code</b>	0414 MKT-323
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	Consumer Behavior is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.		
<b>Rationale</b>			
<i>Rationale</i>	Understanding consumers and the influences of consumer behavior is crucial for explaining and predicting consumption-related behavior in individuals and organizations alike. Consumer behavior relates to the actions consumers display when searching for, evaluating, purchasing, using, and disposing of products and services that meet their needs. This course's main importance is to follow the consumer's motivations and decisions. Consumer Behavior introduces the fundamental concepts, principles, and theories of consumer behavior and relates them to the practices of marketing. Drawing on psychological and sociological viewpoints, this course covers individual factors, such as motivation and needs, perception, learning, personality and lifestyle attitudes, and external socio-cultural factors such as family, social groups, social class, and culture in the context of consumption.		
<b>Course Objectives</b>			
<i>Course Objectives</i>	The objective of this course is to provide students with an understanding of consumer behavior in the marketing process. The focus is not only to prepare students for making informed decisions about how to manage and respond to the needs and wants of consumers but also to better understand their preferences and buying behavior.		
On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-			
<i>Course Learning Outcomes (CLOs)</i>	<b>CLO1</b>	Understand core concepts of consumer psychology and consumer behavior from a marketing perspective.	
	<b>CLO2</b>	Demonstrate a sound knowledge of factors that influence consumer behavior and how knowledge of consumer behavior can be applied to marketing.	
	<b>CLO3</b>	Develop critical thinking and analytical skills in the area of consumer behavior and improve the ability to analyze consumer behavior for solving the marketing research problem.	
	<b>CLO4</b>	Apply consumer behavior theory and other practical tools to uncover psychological processes and design marketing strategies that affect consumer behavior.	
	<b>CLO5</b>	Extend this knowledge to create products, services, and marketing ideas in ways that encourage consumers toward behavioral intentions.	

<i>Course Contents</i>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	Introduction: Meaning of Consumer Behavior-Core elements of definition-Consumer behavior's role in marketing strategies-Relationship among affect and cognition, Behavior, and environment-Consumer Research-Consumer research process-Ethics in Consumer research.	6	CLO1, CLO2
	<b>2.</b>	Environmental Influence: Culture, Components of Culture, Useful Concepts of Cultural Analysis, Cross-Cultural, Research, and Multinational Marketing Subculture	6	CLO1, CLO2
	<b>3.</b>	Social organization and Reference Groups: Socialization Reference Group Norms and Conformity, Social Change, How Social Trends Will Affect Consumption. Social Class: Social Stratification, Research Models of Social Class, Social Class, and Buying Behavior.Family: Influences of Family Decision Making, using Family Concepts in Marketing.	9	CLO1, CLO2
	<b>4.</b>	Learning: Learning Theory, Behavior Modification in Psychology and Marketing Retention, Advertising Message, Habit Formation, and Brand Loyalty.  Perception: Theories of Perception, Model of Perception, Factors Determining Perception, Features of Perception Affecting Consumer Behavior.	6	CLO3, CLO4,
	<b>5.</b>	Motivation and Personality: Motivation Theory, Motivation Research Methods, The Concepts of Personality.Attitudes: Influence of Attitudes, Attitude Organization, Three-Component Attitude Models, Fluctuations of Attitudes, How Attitudes are Measured? Attitudes Change, Cognitive Dissonance Theory, Multi-attribute Theory.	9	CLO3, CLO4,
	<b>6.</b>	Consumer Purchasing Process and Consumer Decision Process; Product Knowledge: Types of affective responses, Cognitive process, product knowledge, Types of product Knowledge, Means-End-Chains Model.	6	CLO3, CLO4, CLO5

<i>Alignment of CLOs VS PLOs</i>		<b>Mapping of Course Outcome to Program Outcome:</b>								
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		CLO1				√			√	
		CLO2				√			√	
		CLO3	√	√						
		CLO4	√	√				√		
		CLO5	√	√				√		
<i>Course Plan</i>		<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
		<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>				
		<b>1 to 3</b>	Introduction: Meaning of Consumer Behavior-Core elements of definition-Consumer behavior's role in marketing strategies-Relationship among affect and cognition, Behavior, and environment-Consumer Research-Consumer research process-Ethics in Consumer research.	Lecturing, Group discussion and Student activity	Midterm (Summative)	CLO1, CLO2				
		<b>4 to 5</b>	Environmental Influence: Culture, Components of Culture, Useful Concepts of Cultural Analysis, Cross-Cultural, Research, and Multinational Marketing Subculture	Lecturing and Group discussion	Homework(Formative) and Midterm (Summative)	CLO1, CLO2				
		<b>6 to 7</b>	Social organization and Reference Groups: Socialization Reference Group Norms and Conformity, Social Change, How Social Trends Will Affect Consumption. Social Class: Social Stratification, Research Models of Social Class, Social Class, and Buying	Lecturing and Visual presentation	Finalexam(Summative)	CLO1, CLO2				

		Behavior. Family: Influences of Family Decision Making, using Family Concepts in Marketing.			
	<b>8 to 9</b>	Learning: Learning Theory, Behavior Modification in Psychology and Marketing Retention, Advertising Message, Habit Formation, and Brand Loyalty.  Perception: Theories of Perception, Model of Perception, Factors Determining Perception, Features of Perception Affecting Consumer Behavior.	Lecturing and Slide presentation	Assig. and Pres. (Formative) Midterm and Final exam (Summative)	CLO3, CLO4,
	<b>10 to 11</b>	Motivation and Personality: Motivation Theory, Motivation Research Methods, The Concepts of Personality. Attitudes: Influence of Attitudes, Attitude Organization, Three-Component Attitude Models, Fluctuations of Attitudes, How Attitudes are Measured? Attitudes Change, Cognitive Dissonance Theory, Multi-attribute Theory.	Lecturing and Student Activity	Final exam (Summative)	CLO3, CLO4,
	<b>12 to 14</b>	Consumer Purchasing Process and Consumer Decision Process; Product Knowledge: Types of affective responses, Cognitive process, product knowledge, Types of product Knowledge, Means-End-Chains Model.	Lecturing and student activity	Final exam (Summative)	CLO3, CLO4, CLO5
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>Consumer Behavior and Marketing Strategy by J. Paul Peter, Jerry C. Olson, McGraw-Hill/Irwin series in marketing (Latest Edition)</p> <p><b>Reference Materials:</b></p> <p>7. Consumer Behavior (Concept and Strategies), HoroldW Berkmen and Christopher C-Gilson &amp; Kent Publishing Company</p> <p>8. Perspective in Consumer Behavior, Harold H. Kassringian and Thomas S.</p>				

	Robertson & Scott Forceman and Company. 9. Research Publications and Notes (@class discussion)
--	---

<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO1, CLO2, CLO4,
	• Students activity	CLO1, CLO2, CLO3, CLO4
	• Group discussion	CLO1, CLO2, CLO3
	• Slide presentation	CLO1, CLO2, CLO4
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5

<i>Assessment and Evaluation</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>	

<b>SMEF(Summative) 80%</b>				
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
CLO1, CLO2, CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
<b>FMEF(Formative) 20%</b>				
CLO1, CLO2, CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.			
<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.		
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.		
	3.	Maintain the lower order learning to higher order learning assessment in question paper.		
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.			

## Third Year Second Semester

<b>Course Title</b>	Global Fashion Buying and Merchandising	<b>Course Code</b>	0414 MKT 324
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Global Fashion Buying and Merchandising</b> is a compulsory course for the undergraduate students of the BBA program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, group discussion, class presentations, quiz, assignments, two midterms, and comprehensive examinations. This is an elementary-level course for applying the economics concept in the field of business.</p>		
<b>Rationale</b>			
<i>Rationale</i>	<p>This course focuses on the role of the fashion buyer, as well as the numerical and data analysis skills which are essential to fashion buying. Fashion buyers have to work well in a multifunctional team, such as liaising with marketers and merchandisers to understand consumer demand in order to facilitate the flow of stock in the most profitable way, and so the course emphasises collaboration within business. The changing nature of the supply chain, including fast fashion and seasonal buying strategies, is also explored on this course.</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The course is designed to provide students with an appreciation of the creative fashion drivers needed to be a successful fashion buyer, such as the ability to pick out and identify trends, as well as a solid understanding of the business acumen required for the products they buy to be a commercial success. This course requires a strong commercial and analytical foundation. The strong textile science underpinning the course offers students a unique understanding as to the technical performance and construction of the garments.</p>		
<b>Course Learning Outcomes (CLOs)</b>			
<i>Course Learning Outcomes (CLOs)</i>	Upon successful completion of the course a student will be able to:		
	CLO1	Learn the importance of developing fashion awareness and business insight through the analysis of buying and merchandising practice in both established, and new and emerging organizations	
	CLO2	Explore the strategic relationship between a fashion business and its customers	
	CLO3	Learn how businesses can develop through establishing different retail formats	

		and entering new markets
CLO4	Incorporates theoretical, historical and professional study	

--	--	--

	Course Contents		Hours	CLOs
	<i>Course Contents</i>	1.	<b>The roles of fashion buyer and garment technologist:</b> Buying and merchandising – The buying team and office structure model – Role and responsibilities of a buyer – Negotiation skills – Garment technology – The need for integration between buying and technology.	6 Hrs.
2.		<b>The role of merchandising:</b> Definitions – Background to merchandising – Changing structures of merchandising – Merchandiser’s response to change – Main areas of merchandising management activity – Role and responsibilities of merchandiser – Key merchandising competencies – The future for merchandising.	6 Hrs.	CLO <sub>1</sub>
3.		<b>Fashion design:</b> Role and key tasks of a fashion manager – Contribution of fashion design – Designing benefits into fashion garments – Fashion trends – Technological innovations – Importance of shows – Lead-times – Sequence of trade and fashion shows.	6 Hrs.	CLO <sub>2</sub>
4.		<b>Market planning for fashion retailing:</b> Importance – Marketing within fashion retailing – Customers – Season – Fashion seasons and user occasions – Market positioning – Range – Price points – Product options – Strategic development.	3 Hrs.	CLO <sub>2</sub>
5.		<b>Merchandise planning:</b> Planning and profitability – Importance of historic sales patterns – Creating initial season sales plan – Importance of growth and LFL growth – Sales planning and the fashion business.	3 Hrs.	CLO <sub>3</sub>
6.		<b>Sourcing and supply chain management:</b> Sourcing – Different ways of buying a garment – Buyer/Supplier relationship – International sourcing – GATT/MFA – Foreign buying – The changing supplier base – Changes resulting from supply chain management – Measuring performance – Benefits.	3 Hrs.	CLO <sub>3</sub> CLO <sub>2</sub>
7.		<b>Stock management and Distribution:</b> Definitions – Fitting the number of lines to the business – The range plan and initial locations – Rigid control Vs Flexibility – The delivery schedule – Importance of DC.	3 Hrs.	CLO <sub>2</sub>

	8.	<b>Retail formats and Visual merchandising:</b> The ever changing face of fashion retailing – The changing high street – A review of changing fashion retail formats – Mail order Vs Internet buying – Changing consumer expectations and the shopping experience – Fashion retailing.	6 Hrs.	CLO <sub>1</sub> , CLO <sub>3</sub>
	9.	<b>Future trends in buying and merchandising:</b> Background – The changing impact of IT on fashion retailing – The impact of new manufacturing techniques – The fashion buyer of the future – the fashion merchandiser of the future – Future technological impacts on the consumer – Other types of fashion retail competition.	6 Hrs.	CLO <sub>4</sub>

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√		√					
	CLO2			√		√			
	CLO3			√					
	CLO4		√			√			

Detail Course Plan with Teaching-Learning and Assessment Strategy				
Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
1-2	<b>The roles of fashion buyer and garment technologist:</b> Buying and merchandising – The buying team and office structure model – Role and responsibilities of a buyer – Negotiation skills – Garment technology – The need for integration between buying and technology.	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm and Final Exam (Summative)	CLO <sub>1</sub> CLO <sub>2</sub>
3-4	<b>The role of merchandising:</b> Definitions – Background to merchandising – Changing structures of merchandising – Merchandiser's	Lecturing and Group discussion	Quiz/Homework (Formative) and Midterm (Summative)	CLO <sub>1</sub>

		response to change – Main areas of merchandising management activity – Role and responsibilities of merchandiser – Key merchandising competencies – The future for merchandising.			
	5-6	<b>Fashion design:</b> Role and key tasks of a fashion manager – Contribution of fashion design – Designing benefits into fashion garments – Fashion trends – Technological innovations – Importance of shows – Lead-times – Sequence of trade and fashion shows.	Lecturing and participation	Homework/Assignment and Presentations (Formative) Midterm and Final Exam (Summative)	CLO <sub>2</sub>
	7	<b>Market planning for fashion retailing:</b> Importance – Marketing within fashion retailing – Customers – Season – Fashion seasons and user occasions – Market positioning – Range – Price points – Product options – Strategic development.	Lecturing and participation	Homework (Formative) and Midterm exam (Summative)	CLO <sub>2</sub>
	8	<b>Merchandise planning:</b> Planning and profitability – Importance of historic sales patterns – Creating initial season sales plan – Importance of growth and LFL growth – Sales planning and the fashion business.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO <sub>3</sub>
	9	<b>Sourcing and supply chain management:</b> Sourcing – Different ways of buying a garment – Buyer/Supplier relationship – International sourcing – GATT/MFA – Foreign buying -The changing supplier base – Changes resulting from supply chain management – Measuring performance – Benefits.	Lecturing and Student Activity	Final exam (Summative)	CLO <sub>3</sub> CLO <sub>2</sub>

	<b>10</b>	<b>Stock management and Distribution:</b> Definitions – Fitting the number of lines to the business – The range plan and initial locations – Rigid control Vs Flexibility – The delivery schedule – Importance of DC.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO <sub>2</sub>
	<b>11-12</b>	<b>Retail formats and Visual merchandising:</b> The ever changing face of fashion retailing – The changing high street – A review of changing fashion retail formats – Mail order Vs Internet buying – Changing consumer expectations and the shopping experience – Fashion retailing.	Lecturing and Group discussion	Midterm and Final exam (Summative)	CLO <sub>1</sub> CLO <sub>3</sub>
	<b>13-14</b>	<b>Future trends in buying and merchandising:</b> Background – The changing impact of IT on fashion retailing – The impact of new manufacturing techniques – The fashion buyer of the future – the fashion merchandiser of the future – Future technological impacts on the consumer – Other types of fashion retail competition.	Lecturing and Group discussion	Midterm and Final Exam (Summative)	CLO <sub>4</sub>
<b>Learning Materials</b>	<p>Recommended Text:</p> <ul style="list-style-type: none"> <li>➤ Mastering Fashion Buying and Merchandising Management, by David Shaw and Tim Jackson.</li> </ul> <p>References:</p> <ol style="list-style-type: none"> <li>1. Fashion Marketing, Third Edition. Edited by Mike Easey.</li> <li>2. Fashion Marketing – Contemporary Issues, by Tony Hines and Margaret Bruce.</li> </ol>				
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5			
	• Participation	CLO2, CLO3, CLO5			
	• Students activity	CLO2, CLO3, CLO5			

	• Group discussion	CLO2, CLO3,CLO5
	• Slide presentation	CLO1, CLO4
	• Questioning and answer questioning	CLO2, CLO3,CLO5

**Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy**

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows the course teacher to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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 course teacher can consider a variety of ways to combine these approaches.

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2,CL3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF(Formative) 20%**

CLO1, CLO2	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
------------	-----------------------------------	------------	---	--

*Assessment and Evaluation*

	CLO3, CLO4, CLO5	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.					

**Third Year Second Semester**

<b>Course Title</b>	Entrepreneurship Development	<b>Course Code</b>	0413 MKT 325						
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory						
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0						
<b>Prerequisite</b>		<b>Total Marks</b>	100						
<b>Course Description</b>	<p><b>Entrepreneurship Development</b> is an elementary course for the undergraduate students of the B. Sc. (Honors) program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>								
<b>Rationale</b>	<p>This course designed for students to expand their knowledge of business/marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. The development of a business plan related to the students' area of entrepreneurial interest is a course objective.</p>								
<b>Course Objectives</b>	<p>The Entrepreneurship concentration focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, resource acquisition, and entrepreneurial management. Entrepreneurship students will learn to shape entrepreneurial opportunities and assess financial feasibility, while living an entrepreneurial experience.</p>								
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">CLO<sub>1</sub></td> <td>Discuss the attitudes, values, characteristics, behavior, and processes associated with possessing an entrepreneurial mind-set and engaging in successful appropriate entrepreneurial behavior.</td> </tr> <tr> <td>CLO<sub>2</sub></td> <td>Converse what is meant by entrepreneurship and innovation from both a theoretical and practical perspective, and the role of the entrepreneur in the new enterprise creation process.</td> </tr> <tr> <td>CLO<sub>3</sub></td> <td>Describe the ways in which entrepreneurs perceive opportunity, manage risk, organize resources and add value.</td> </tr> </table>			CLO <sub>1</sub>	Discuss the attitudes, values, characteristics, behavior, and processes associated with possessing an entrepreneurial mind-set and engaging in successful appropriate entrepreneurial behavior.	CLO <sub>2</sub>	Converse what is meant by entrepreneurship and innovation from both a theoretical and practical perspective, and the role of the entrepreneur in the new enterprise creation process.	CLO <sub>3</sub>	Describe the ways in which entrepreneurs perceive opportunity, manage risk, organize resources and add value.
CLO <sub>1</sub>	Discuss the attitudes, values, characteristics, behavior, and processes associated with possessing an entrepreneurial mind-set and engaging in successful appropriate entrepreneurial behavior.								
CLO <sub>2</sub>	Converse what is meant by entrepreneurship and innovation from both a theoretical and practical perspective, and the role of the entrepreneur in the new enterprise creation process.								
CLO <sub>3</sub>	Describe the ways in which entrepreneurs perceive opportunity, manage risk, organize resources and add value.								

	CLO <sub>4</sub>	Develop a plan for implementing entrepreneurial activities in a globalized and competitive environment being responsible for the social, ethical and culture issues.
	CLO <sub>5</sub>	Critique a plan for implementing entrepreneurial activities in a globalized and competitive environment being mindful of the social, ethical and culture issues.
	CLO <sub>6</sub>	Engage in a continuing learning process through the interaction with peers in related topics, as individuals and as team members.

--	--	--

<i>Course Contents</i>	Course Contents		Hours	CLOs
	1.	<b>The Foundations of Entrepreneurship:</b> The World of the Entrepreneur, What Is an Entrepreneur, The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: What's Feeding the, Entrepreneurial Fire, The Cultural Diversity of Entrepreneurship, The Power of Small Business, The Ten Deadly Mistakes of Entrepreneurship, Putting Failure into Perspective, How to Avoid the Pitfalls.	6	CLO <sub>1</sub> , CLO <sub>2</sub>
	2.	<b>Inside the Entrepreneurial Mind From Ideas to Reality:</b> Creativity Innovation and Entrepreneurship, Creativity A Necessity for Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Intellectual Property Protecting Your Ideas.	6	CLO <sub>1</sub> , CLO <sub>2</sub>
	3.	<b>Entrepreneurial Motivation:</b> Motivational Theories; Motivating Factors; Achievement Motivation	3	CLO <sub>1</sub>
	4.	<b>Designing a Competitive Business Model and Building a Solid Strategic Plan:</b> Building a Competitive Advantage, The Strategic Management Process, Conclusion.	3	CLO <sub>4</sub>
	5.	<b>Conducting a Feasibility Analysis and Crafting a Winning Business Plan:</b> Conducting a Feasibility Analysis, Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation, Conclusion, and Business Plan Format.	3	CLO <sub>4</sub> , CLO <sub>5</sub>

	6.	<b>The Organizational Plan:</b> Legal Forms of Business- Proprietorship, Partnership and Corporation	3	CLO <sub>3</sub>
	7.	<b>Financing New Ventures:</b> Sources of Capital, Ratio Analysis for Valuating the Venture	3	CLO <sub>3</sub>
	8.	<b>Growth from External Sources:</b> Franchising, Joint Ventures, Acquisitions, Mergers, Leveraged Buyouts	3	CLO <sub>6</sub>
	9.	<b>Ending the Venture:</b> Bankruptcy and Its Types, Warning Signs of Bankruptcy, Turning Bankruptcy into Success, Exit Strategy	3	CLO <sub>3</sub>
	10.	<b>Institutional Support to Entrepreneurs of Bangladesh:</b> Need for Institutional Support, Financial Institutions of Govt. and Non-Govt. of Bangladesh, Supply and Demand side Analysis of Support and Assistance of Bangladesh, Govt. Policy and Programs for Small-Scale Enterprises.	3	CLO <sub>2</sub> , CLO <sub>3</sub>
	11.	<b>Small Business in Entrepreneurship Development:</b> Small Enterprises Characteristics; Rationale; Scope Opportunities for an Entrepreneurial Career, Role of Small Enterprises in Economic Development, Problems of Small Scale Industries	3	CLO <sub>5</sub>
	12.	<b>Rural and Women Entrepreneurship:</b> Concepts, Needs for them, Their Problems and Prospects, Recent Trends and Developments	3	CLO <sub>6</sub>

<i>Alignment of CLOs VS PLOs</i>	<b>Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)</b>								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO <sub>1</sub>			√					
	CLO <sub>2</sub>	√		√				√	
	CLO <sub>3</sub>	√				√			
	CLO <sub>4</sub>				√			√	
	CLO <sub>5</sub>			√	√				
	CLO <sub>6</sub>		√						

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
<b>1 &amp; 2</b>	The World of the Entrepreneur, What Is an Entrepreneur, The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: What's Feeding the, Entrepreneurial Fire, The Cultural Diversity of Entrepreneurship, The Power of Small Business, The Ten Deadly Mistakes of Entrepreneurship, Putting Failure into Perspective, How to Avoid the Pitfalls.	Lecturing and Student activity	Quiz/Home work (Formative) and Midterm (Summative )	CLO <sub>1</sub> , CLO <sub>2</sub>
<b>3 &amp; 4</b>	Creativity Innovation and Entrepreneurship, Creativity A Necessity for Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Intellectual Property Protecting Your Ideas.	Lecturing and Group discussion	Midterm and final exam (Summative )	CLO <sub>1</sub> , CLO <sub>2</sub>
<b>5</b>	Motivational Theories; Motivating Factors; Achievement Motivation	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative )	CLO <sub>1</sub>
<b>6</b>	Building a Competitive Advantage, The Strategic	Lecturing and Slide	Homework (Formative)	CLO <sub>4</sub>

*Course Plan*

	Management Process, Conclusion.	presentation	and Final exam (Summative )	
<b>7</b>	Conducting a Feasibility Analysis, Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation, Conclusion, and Business Plan Format.	Lecturing and Group discussion	Final exam (Summative )	CLO <sub>4</sub> , CLO <sub>5</sub>
<b>8</b>	Legal Forms of Business-Proprietorship, Partnership and Corporation	Lecturing and Group discussion	Final Exam (Summative )	CLO <sub>3</sub>
<b>9</b>	Sources of Capital, Ratio Analysis for Valuating the Venture	Lecturing and Student activity	Final Exam (Summative )	CLO <sub>3</sub>
<b>10</b>	Franchising, Joint Ventures, Acquisitions, Mergers, Leveraged Buyouts	Lecturing, Questioning and Answer questioning	Final Exam (Summative )	CLO <sub>6</sub>
<b>11</b>	Bankruptcy and Its Types, Warning Signs of Bankruptcy, Turning Bankruptcy into Success, Exit Strategy	Lecturing and Group discussion	Final exam (Summative )	CLO <sub>3</sub>
<b>12</b>	Need for Institutional Support, Financial Institutions of Govt. and Non-Govt. of Bangladesh, Supply and Demand side Analysis of Support and Assistance of Bangladesh, Govt. Policy and Programs for Small-Scale Enterprises.	Lecturing, Visual presentation, and Group discussion	Final exam (Summative )	CLO <sub>2</sub> , CLO <sub>3</sub>
<b>13</b>	Small Enterprises Characteristics; Rationale; Scope Opportunities for an Entrepreneurial Career, Role of Small Enterprises in Economic Development, Problems of Small Scale Industries	Slide presentation and Lecturing	Final exam (Summative )	CLO <sub>5</sub>

	<b>14</b>	Concepts, Needs for them, Their Problems and Prospects, Recent Trends and Developments	Lecturing and Group discussion	Final exam (Summative )	CLO <sub>6</sub>
<i>Learning Materials</i>	<p><b>Text Book:</b> Entrepreneurial Development: S.S. Khanka</p> <p><b>Reference Book:</b> Entrepreneurship: Hisrich, Petter and Shepherd Essentials of Entrepreneurship and Small Business Management: Thomas W. Zimm Norman M. Scraborough</p>				
<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6			
	• Visual Presentation	CLO1, CLO2, CLO3,			
	• Students' activity	CLO1, CLO3			
	• Group discussion	CLO1, CLO2, CLO3, CLO4, & CLO6			
	• Slide presentation	CLO4, CLO5,			
	• Questioning and answer questioning	CLO6			
<i>Assessment</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>				
	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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</p>				

**and  
Evaluation**

the level of achievements of the learning outcomes. Assessment methods would be consisted with both formative and summative assessment.

**Formative** assessment allows you to evaluate students’ performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF (Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2	Final exam (60%)	3 hours	60	Five have to be answered out of eight questions
CLO3, CLO4 CLO5, CLO6	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF (Formative) 20%**

CLO1, CLO2 CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
CLO5, CLO6	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----

		<b>Total</b>		<b>100</b>	
<b><i>Make up Procedure</i></b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b><i>Questions Setting</i></b>	<b>Instructions for Preparing Questions</b>				
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained  Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

### Fourth Year First Semester

<b>Course Title</b>	Management Information System	<b>Course Code</b>	0413 MKT 411
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100

<b>Course Description</b>	The Management Information System (MIS) course is designed to provide students with a comprehensive understanding of the role of information technology in modern business management. Students will learn how MIS supports decision-making, enhances business processes, and facilitates communication and collaboration within organizations. Through practical exercises and case studies, students will develop the skills to analyze business requirements, design effective MIS solutions, and leverage technology to optimize organizational performance.													
<b>Rationale</b>	In today's digital age, information technology plays a pivotal role in the functioning of organizations across industries. A sound understanding of Management Information Systems is essential for future business leaders and managers to leverage technology for competitive advantage. This course bridges the gap between technology and management, empowering students to make strategic decisions that drive innovation and efficiency within organizations.													
<b>Course Objectives</b>	The primary objective of this course is to equip students with the knowledge and competencies to understand, develop, and manage Management Information Systems to support managerial decision-making processes. By the end of the course, students should be capable of aligning technology with business needs and using MIS to gain a competitive advantage in diverse organizational settings.													
<b>Course Learning Outcomes (CLOs)</b>	<p>At the end of this course, the students will be able to –</p> <table border="1" data-bbox="300 1160 1490 1518"> <tr> <td data-bbox="300 1160 459 1227">CLO1</td> <td data-bbox="467 1160 1490 1227">Understand the fundamental concepts and components of Management Information Systems.</td> </tr> <tr> <td data-bbox="300 1227 459 1294">CLO2</td> <td data-bbox="467 1227 1490 1294">Analyze organizational information needs and design effective information systems solutions.</td> </tr> <tr> <td data-bbox="300 1294 459 1361">CLO3</td> <td data-bbox="467 1294 1490 1361">Evaluate the impact of information systems on organizational processes and decision-making.</td> </tr> <tr> <td data-bbox="300 1361 459 1429">CLO4</td> <td data-bbox="467 1361 1490 1429">Demonstrate proficiency in selecting and implementing appropriate information technologies to solve business challenges.</td> </tr> <tr> <td data-bbox="300 1429 459 1518">CLO5</td> <td data-bbox="467 1429 1490 1518">Apply ethical considerations and cybersecurity principles in the management of information systems.</td> </tr> </table>				CLO1	Understand the fundamental concepts and components of Management Information Systems.	CLO2	Analyze organizational information needs and design effective information systems solutions.	CLO3	Evaluate the impact of information systems on organizational processes and decision-making.	CLO4	Demonstrate proficiency in selecting and implementing appropriate information technologies to solve business challenges.	CLO5	Apply ethical considerations and cybersecurity principles in the management of information systems.
CLO1	Understand the fundamental concepts and components of Management Information Systems.													
CLO2	Analyze organizational information needs and design effective information systems solutions.													
CLO3	Evaluate the impact of information systems on organizational processes and decision-making.													
CLO4	Demonstrate proficiency in selecting and implementing appropriate information technologies to solve business challenges.													
CLO5	Apply ethical considerations and cybersecurity principles in the management of information systems.													
<b>Course Contents</b>	1.	<b>Introduction to Management Information Systems</b> Definition, role, and importance of MIS in organizations. Components and architecture of information systems. <b>Information Systems Analysis and Design</b> Requirements gathering and modeling for effective system design. Principles of system design and documentation.	9	CLO1, CLO2										
	2.	<b>Database Management Systems</b> Relational database concepts and data modeling. Database design, implementation, and querying.	6	CLO2										
	3.	<b>Business Process Management and Workflow</b> Mapping and optimizing organizational processes. Workflow automation and business process reengineering. <b>Decision Support Systems and Business Intelligence</b>	9	CLO3										

		Introduction to decision support systems and data-driven decision-making. Business intelligence tools, data visualization, and analytics.		
4.		<b>Enterprise Resource Planning (ERP) Systems</b> Overview of ERP systems and integrated business processes. ERP implementation challenges and best practices.	3	CLO4
5.		<b>E-commerce and Digital Business</b> Understanding electronic commerce and online business models. E-commerce platforms, payment systems, and security considerations.	6	CLO4
6.		<b>Cybersecurity and Ethical Considerations</b> Fundamentals of cybersecurity and information protection. Ethical considerations in information system management.	6	CLO5
7.		<b>Emerging Technologies and Future Trends</b> Exploring emerging technologies such as AI, IoT, and blockchain. Predicting future trends in MIS and their impact on organizations.	3	CLO1 CLO4

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1		√						
	CLO2								
	CLO3								
	CLO4			√					
	CLO5							√	

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	1 to 3	<b>Introduction to Management Information Systems:</b> Definition, role, and importance of MIS in organizations, Components and architecture of information systems.  <b>Information Systems Analysis and Design:</b> Requirements gathering and modeling for effective system design, Principles of system design and documentation.	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO2

	<b>4 to 5</b>	<b>Database Management Systems</b>  Relational database concepts and data modeling.  Database design, implementation, and querying.	Lecturing and Group discussion	Final exam (Summative)	CLO2
	<b>6 to 8</b>	<b>Business Process Management and Workflow:</b> Mapping and optimizing organizational processes, Workflow automation and business process reengineering.  <b>Decision Support Systems and Business Intelligence:</b> Introduction to decision support systems and data-driven decision-making, Business intelligence tools, data visualization, and analytics.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO3
	<b>9</b>	<b>Enterprise Resource Planning (ERP) Systems:</b> Overview of ERP systems and integrated business processes, ERP implementation challenges and best practices.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO4
	<b>10 to 11</b>	<b>E-commerce and Digital Business:</b> Understanding electronic commerce and online business models, E-commerce platforms, payment systems, and security considerations.	Lecturing and Student Activity	Final exam (Summative)	CLO4
	<b>12 to 14</b>	<b>Cybersecurity and Ethical Considerations:</b> Fundamentals of cybersecurity and information protection, Ethical considerations in information system management.  <b>Emerging Technologies and Future Trends:</b> Exploring emerging technologies such as AI, IoT, and blockchain.  Predicting future trends in MIS and their impact on organizations.	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO1 CLO4 CLO5

<b>Learning Materials</b>	Recommended Text:
	"Management Information Systems: Managing the Digital Firm" by Kenneth C. Laudon and Jane P. Laudon  Reference Books:  11. "Information Systems for Business and Beyond" by David T. Bourgeois

	12. "Information Technology for Management: Digital Strategies for Insight, Action, and Sustainable Performance" by Efraim Turban, Linda Volonino, et al.
--	---

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO2, CLO3
	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5
	• Group discussion	CLO3, CLO4
	• Slide presentation	CLO1, CLO2
	• Questioning and answer questioning	CLO1, CLO2 & CLO3

<b>Assessment and Evaluation</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>				
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>

	CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>		
<b>Make up Procedure</b>	If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.				
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

### Fourth Year First Semester

<b>Course Title</b>	Advertising and Public Relations	<b>Course Code</b>	0414 MKT412
<b>Course Type</b>	Core	<b>Course Status</b>	Theory&Practical
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100

<b>Course Description</b>	Advertising and Public Relations is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.	
<b>Rationale</b>	Advertising and Public Relations is designed to help students have general overview of advertising and marketing principles as well as how to create and manage media campaigns. The course also focuses on advertising and marketing communications, its role in business, advertising-marketing relationships, strategic planning, creative aspects, media choices, and integration of all elements.	
<b>Course Objectives</b>	The objective of this course isto provide students with an understanding of how advertising and public relations can be managed more effectively. The focus of this course is to help students develop a theoretical and practical understanding of advertising theory and practice and provide them with skills to create advertising using advertising principles and various media strategies.	
<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	<b>CLO1</b>	Understand what advertising is and its role in advertising and brand promotion and the economic effects of advertising.
	<b>CLO2</b>	Demonstrate a sound knowledge in identifying, analyzing, and understanding the advertising environment and market targeting strategies.
	<b>CLO3</b>	Design effective communication for various advertising approaches that combine the use of print, online/digital interactive, and other multimedia communication.
	<b>CLO4</b>	Create and defend the strategy and execution of an ad campaign for a client(s).
<b>CLO5</b>	Develop advertising media buying and planning, and public relations strategies.	

<i>Course Contents</i>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<p><b>The Evolution of Advertising:</b> What Is Advertising? The Role of Advertising in Business, Economics: The Growing Need for Advertising, The Evolution of Advertising as an Economic Tool, Society and Ethics: The Effects of Advertising.</p> <p><b>The Environment of Advertising:</b> The Many Controversies about Advertising, The Economic Impact of Advertising, The Social Impact of Advertising, Social Responsibility and Advertising Ethics, Current Regulatory Issues Affecting U.S. Advertisers, Federal Regulation of Advertising in the United States, State and Local Regulation, Nongovernment Regulation, Government Restraints on International Advertisers, The Ethical and Legal Aspects of Advertising in Perspective.</p>	6	CLO1, CLO2
	<b>2.</b>	<p><b>The Business of Advertising:</b> The Advertising Industry, The Advertisers (Clients), The Advertising Agency, What People in an Agency Do, The Client–Agency Relationship, The Suppliers in Advertising, The Media of Advertising, Current Trends.</p> <p><b>Segmentation, Targeting, and the Marketing Mix:</b> The Larger Marketing Context of Advertising, The Market Segmentation Process, The Target Marketing Process, Advertising and the Product Element, Advertising and the Price Element, Advertising and the Distribution (Place) Element, Advertising and the Promotion (Communication) Element, The Marketing Mix in Perspective.</p>	6	CLO1, CLO2
	<b>3.</b>	<p><b>Communication and Consumer Behavior:</b> Communication: What Makes Advertising Unique, Consumer Behavior: The Key to Advertising Strategy, Psychological Processes in Consumer Behavior, Interpersonal Influences on Consumer Behavior, The Purchase Decision and Post-Purchase Evaluation, Different Responses from Different Products.</p> <p><b>Account Planning and Research:</b> The Account Planner as Consumer Advocate, The Need for Research in Marketing and Advertising, Steps in the Research Process, Important Issues in Advertising Research.</p>	6	CLO1, CLO2
	<b>4.</b>	<p><b>Marketing, Advertising, and IMC Planning:</b> The Marketing Plan, The Importance of Relationship Marketing, Using IMC to Make Relationships Work, The Advertising Plan.</p>	9	CLO3 CLO4

	<p><b>Creating Ads: Strategy and Process:</b> The Creative Team: Originators of Advertising Creativity, Creating Great Advertising, Formulating Creative Strategy: The Key to Great Advertising, How Creativity Enhances Advertising, The Creative Process, The Explorer Role: Gathering Information, The Artist Role: Developing and Implementing the Big Idea, The Judge Role: Decision Time, The Warrior Role: Overcoming Setbacks and Obstacles</p> <p><b>Creative Execution: Art and Copy:</b> Delivering on the Big Idea: The Visual and the Verbal, The Art of Creating Print Advertising, Producing Great Copy in Print Advertising, Creating Great Copy in Electronic Media, The Role of Art in Radio and TV Advertising, Writing for the Web.</p>		
5.	<p><b>Print Advertising:</b> Selecting Media, Print Media, Using Magazines in the Media Mix, How Magazines Are Categorized, Buying Magazine Space, Using Newspapers in the Media Mix, How Advertisers Buy Newspaper Space, Print Media and New Technologies.</p> <p><b>Broadcast, Cable, Digital, and Satellite Media:</b> Television and Radio: The Medium of Television, TV Audience Measurement, Buying Television Time, The Medium of Radio, Buying Radio Time.</p> <p><b>Digital Interactive Media:</b> The Evolution of Digital Interactive Media, Measuring the Digital Audience, Buying Time and Space in Digital Interactive, Types of Digital Interactive Advertising, Problems with Digital Interactive as an Advertising Medium, Using the Digital Interactive in IMC.</p> <p><b>Out of Home, Direct-Mail, and Promotional Products:</b> Outdoor Advertising, Out-of-Home Media, Buying Outdoor Advertising, Transit Advertising, Other Out-of-Home Media, Direct-Mail Advertising: The Addressable Medium, Components of Direct-Mail Advertising, Promotional Products.</p>	9	CLO3, CLO4
6.	<p><b>Media Planning and Buying:</b> Media Planning: Integrating Science with Creativity in Advertising, Defining Media Objectives, Optimizing Reach, Frequency, and Continuity: The Art of Media Planning, Developing a Media Strategy: The Media Mix, Media Tactics: Selecting and Scheduling Media Vehicles, The Role of the Media Buyer.</p>	6	CLO5

Mapping of Course Outcome to Program Outcome:								
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1				√				
CLO2				√				
CLO3				√				
CLO4	√			√	√			
CLO5				√	√	√		
CLO6					√			

Detail Course Plan with Teaching-Learning and Assessment Strategy				
Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
1 to 2	<p><b>The Evolution of Advertising:</b> What Is Advertising? The Role of Advertising in Business, Economics: The Growing Need for Advertising, The Evolution of Advertising as an Economic Tool, Society and Ethics: The Effects of Advertising.</p> <p><b>The Environment of Advertising:</b> The Many Controversies about Advertising, The Economic Impact of Advertising, The Social Impact of Advertising, Social Responsibility and Advertising Ethics, Current Regulatory Issues Affecting U.S. Advertisers, Federal Regulation of Advertising in the United States, State and Local Regulation, Nongovernment Regulation, Government Restraints on</p>	Lecturing, Group discussion and Student activity	Homework (Formative) and Midterm (Summative)	CLO1, CLO2

		International Advertisers, The Ethical and Legal Aspects of Advertising in Perspective.			
	3 to 4	<p><b>The Business of Advertising:</b> The Advertising Industry, The Advertisers (Clients), The Advertising Agency, What People in an Agency Do, The Client–Agency Relationship, The Suppliers in Advertising, The Media of Advertising, Current Trends.</p> <p><b>Segmentation, Targeting, and the Marketing Mix:</b> The Larger Marketing Context of Advertising, The Market Segmentation Process, The Target Marketing Process, Advertising and the Product Element, Advertising and the Price Element, Advertising and the Distribution (Place) Element, Advertising and the Promotion (Communication) Element, The Marketing Mix in Perspective.</p>	Lecturing and Group discussion	Midterm(Summative)	CLO1, CLO2
	5 to 6	<p><b>Communication and Consumer Behavior:</b> Communication: What Makes Advertising Unique, Consumer Behavior: The Key to Advertising Strategy, Psychological Processes in Consumer Behavior, Interpersonal Influences on Consumer Behavior, The Purchase Decision and Post-Purchase Evaluation, Different Responses from Different Products.</p> <p><b>Account Planning and Research:</b> The Account Planner as Consumer Advocate, The Need for Research in Marketing and Advertising, Steps in the Research Process, Important</p>	Lecturing and Visual presentation	Finalexam(Summative)	CLO1, CLO2

		Issues in Advertising Research.			
	7 to 9	<p><b>Marketing, Advertising, and IMC Planning:</b> The Marketing Plan, The Importance of Relationship Marketing, Using IMC to Make Relationships Work, The Advertising Plan.</p> <p><b>Creating Ads: Strategy and Process:</b> The Creative Team: Originators of Advertising Creativity, Creating Great Advertising, Formulating Creative Strategy: The Key to Great Advertising, How Creativity Enhances Advertising, The Creative Process, The Explorer Role: Gathering Information, The Artist Role: Developing and Implementing the Big Idea, The Judge Role: Decision Time, The Warrior Role: Overcoming Setbacks and Obstacles</p> <p><b>Creative Execution: Art and Copy:</b> Delivering on the Big Idea: The Visual and the Verbal, The Art of Creating Print Advertising, Producing Great Copy in Print Advertising, Creating Great Copy in Electronic Media, The Role of Art in Radio and TV Advertising, Writing for the Web.</p>	Lecturing and Slide presentation, practical class activity on creating advertising, Role playing	Assignment on creating advertisement (Formative) and Final exam (Summative)	CLO3 CLO4
	10 to 12	<p><b>Print Advertising:</b> Selecting Media, Print Media, Using Magazines in the Media Mix, How Magazines Are Categorized, Buying Magazine Space, Using Newspapers in the Media Mix, How Advertisers Buy Newspaper Space, Print Media and New Technologies.</p> <p><b>Broadcast, Cable, Digital, and Satellite Media:</b> Television and</p>	Lecturing and Student Activity	Final exam (Summative)	CLO3, CLO4

		<p>Radio: The Medium of Television, TV Audience Measurement, Buying Television Time, The Medium of Radio, Buying Radio Time.</p> <p><b>Digital Interactive Media:</b> The Evolution of Digital Interactive Media, Measuring the Digital Audience, Buying Time and Space in Digital Interactive, Types of Digital Interactive Advertising, Problems with Digital Interactive as an Advertising Medium, Using the Digital Interactive in IMC.</p> <p><b>Out of Home, Direct-Mail, and Promotional Products:</b> Outdoor Advertising, Out-of-Home Media, Buying Outdoor Advertising, Transit Advertising, Other Out-of-Home Media, Direct-Mail Advertising: The Addressable Medium, Components of Direct-Mail Advertising, Promotional Products.</p>				
	<p><b>13 to 14</b></p>	<p><b>Media Planning and Buying:</b> Media Planning: Integrating Science with Creativity in Advertising, Defining Media Objectives, Optimizing Reach, Frequency, and Continuity: The Art of Media Planning, Developing a Media Strategy: The Media Mix, Media Tactics: Selecting and Scheduling Media Vehicles, The Role of the Media Buyer.</p>	<p>Lecturing and student activity</p>	<p>Final exam (Summative)</p>	<p>CLO5</p>	
<p><b>Learning Materials</b></p>	<p><b>Text Book:</b></p> <p>George Belch and Michael Belch, Advertising and Promotion: An Integrated Marketing Communications Perspective, McGraw-Hill Higher Education. (Latest Edition)</p> <p><b>Reference Materials:</b></p> <p>1. Michael F. Weigold and William F. Arens, M: Advertising, McGraw-Hill Higher Education. (3rd</p>					

	Edition) 2.Tuckwell, Keith J., Canadian Advertising in Action, Pearson Canada. (Latest Edition) 3.Research Publications and Notes (@class discussion)
--	---

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO1, CLO2, CLO4,
	• Students activity	CLO1, CLO2, CLO3, CLO4
	• Group discussion	CLO1, CLO2, CLO3
	• Role playing	CLO3, CLO4
	• Slide presentation	CLO1, CLO2, CLO4
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5

<b>Assessment and Evaluation</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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</p>	

	instructors can consider a variety of ways to combine these approaches.				
	<b>SMEF(Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2, CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF(Formative) 20%</b>				
	CLO1, CLO2, CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
	<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Fourth Year First Semester

<b>Course Title</b>	Social Media Marketing	<b>Course Code</b>	0414 MKT 413	
<b>Course Type</b>	Core	<b>Course Status</b>	Theory	
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0	
<b>Prerequisite</b>		<b>Total Marks</b>	100	
<b>Course Description</b>	The Social Media Marketing course provides a comprehensive exploration of the strategies, tactics, and principles underlying successful social media campaigns. Students will gain insights into leveraging various social media platforms to enhance brand presence, engage audiences, and drive business growth. Through real-world case studies and hands-on activities, students will develop the knowledge and skills needed to craft and implement effective social media marketing campaigns.			
<b>Rationale</b>	In today's digital landscape, social media plays a pivotal role in shaping consumer perceptions and driving business outcomes. This course addresses the growing demand for professionals who can effectively harness social media to connect with audiences, strengthen brand identity, and create value for businesses and organizations.			
<b>Course Objectives</b>	The primary objective of this course is to equip students with the knowledge and practical skills to design, execute, and assess social media marketing campaigns that align with organizational goals. By the end of the course, students should be capable of leveraging social media platforms to create impactful online brand presence, foster meaningful engagement, and achieve measurable results.			
<b>Course Learning Outcomes (CLOs)</b>	At the end of this course, the students will be able to –			
	CLO1	Understand the fundamental principles and concepts of social media marketing.		
	CLO2	Develop and implement a comprehensive social media marketing strategy.		
	CLO3	Engage audiences and build brand loyalty through effective social media communication.		
	CLO4	Analyze social media metrics and insights to optimize campaign performance.		
	CLO5	Apply ethical considerations and best practices in social media marketing.		
<b>Course Contents</b>	1.	<b>Introduction to Social Media Marketing</b> Definition, significance, and evolution of social media marketing. Frameworks for understanding social media platforms and their impact. <b>Social Media Marketing Strategy and Planning</b> Setting objectives, target audience, and key performance indicators.	9	CLO1, CLO2

		Developing a social media marketing plan and content calendar.		
	2.	<b>Content Creation and Engagement Strategies</b> Crafting compelling and shareable social media content. Strategies for fostering engagement, interaction, and community building.	6	CLO3
	3.	<b>Platform-specific Strategies: Facebook, Instagram, Twitter, LinkedIn</b> Leveraging each platform's unique features for marketing success. Creating platform-specific content and campaigns.	6	CLO2
	4.	<b>Influencer Marketing and Collaborations</b> Identifying and partnering with influencers for brand promotion. Implementing influencer marketing campaigns and measuring impact. <b>Social Media Advertising and Paid Promotions</b> Understanding social media advertising options and targeting. Planning and executing paid social media campaigns.	9	CLO3 CLO2
	5.	<b>Social Listening and Monitoring</b> Utilizing social listening tools to gather insights and sentiment analysis. Responding to customer feedback and managing online reputation. <b>Analytics and Performance Measurement</b> Identifying key social media metrics and performance indicators. Analyzing data to optimize social media campaigns.	9	CLO4
	6.	<b>Ethical Considerations in Social Media Marketing</b> Addressing ethical issues, transparency, and authenticity. Implementing ethical practices in social media marketing.	3	CLO5

Mapping of Course Outcome to Program Outcome:

<i>Alignment of CLOs VS PLOs</i>		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√							
	CLO2	√							
	CLO3	√							
	CLO4		√						
	CLO5							√	

<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
<b>1 to 3</b>	<p><b>Introduction to Social Media Marketing:</b> Definition, significance, and evolution of social media marketing, Frameworks for understanding social media platforms and their impact.</p> <p><b>Social Media Marketing Strategy and Planning:</b> Setting objectives, target audience, and key performance indicators, developing a social media marketing plan and content calendar.</p>	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO2
<b>4 to 5</b>	<p><b>Content Creation and Engagement:</b>Strategies</p> <p>Crafting compelling and shareable social media content, Strategies for fostering engagement, interaction, and community building.</p>	Lecturing and Group discussion	Final exam (Summative)	CLO3
<b>6 to 7</b>	<p><b>Platform-specific Strategies: Facebook, Instagram, Twitter, LinkedIn:</b> Leveraging each platform's unique features for marketing success, Creating platform-specific content and campaigns.</p>	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO3
<b>8 to 10</b>	<p><b>Influencer Marketing and Collaborations:</b> Identifying and partnering with influencers for brand promotion, implementing influencer marketing campaigns and measuring impact.</p> <p><b>Social Media Advertising and Paid Promotions:</b> Understanding social media advertising options and targeting, Planning and executing paid social media campaigns.</p>	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO3
<b>11 to 13</b>	<p><b>Social Listening and Monitoring:</b> Utilizing social listening tools to gather insights and sentiment analysis, responding to customer feedback and managing online reputation.</p>	Lecturing and Student Activity	Final exam (Summative)	CLO4

*Curse Plan*

			<b>Analytics and Performance Measurement:</b> Identifying key social media metrics and performance indicators, analyzing data to optimize social media campaigns.																
	<b>14</b>		<b>Ethical Considerations in Social Media Marketing:</b> Addressing ethical issues, transparency, and authenticity, Implementing ethical practices in social media marketing.	Lecturing, Student Activity and Group discussion	Final Exam (Summative)	CLO5													
<b>Learning Materials</b>	<p>Recommended Text:</p> <ol style="list-style-type: none"> <li>"Social Media Marketing: Principles and Strategies" by Stephen and Bart.</li> <li>"Social Media Marketing" by William Robert Smith.</li> </ol> <p>Reference Books:</p> <ol style="list-style-type: none"> <li>"The Art of Social Media: Power Tips for Power Users" by Guy Kawasaki and Peg Fitzpatrick.</li> <li>"Jab, Jab, Jab, Right Hook: How to Tell Your Story in a Noisy Social World" by Gary Vaynerchuk.</li> </ol>																		
<b>Teaching Strategy</b>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO2, CLO3</td> </tr> <tr> <td>• Students' activity</td> <td>CLO1, CLO2, CLO3, CLO4, CLO5</td> </tr> <tr> <td>• Group discussion</td> <td>CLO3, CLO4</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO1, CLO2</td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1, CLO2 &amp; CLO3</td> </tr> </table>							• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5	• Visual Presentation	CLO2, CLO3	• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5	• Group discussion	CLO3, CLO4	• Slide presentation	CLO1, CLO2	• Questioning and answer questioning	CLO1, CLO2 & CLO3
• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5																		
• Visual Presentation	CLO2, CLO3																		
• Students' activity	CLO1, CLO2, CLO3, CLO4, CLO5																		
• Group discussion	CLO3, CLO4																		
• Slide presentation	CLO1, CLO2																		
• Questioning and answer questioning	CLO1, CLO2 & CLO3																		
<b>Assessment and Evaluation</b>	<p><b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b></p> <p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.</p>																		

**Formative** assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.

**SMEF (Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

**FMEF (Formative) 20%**

CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	

**Make up Procedure**

If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.

**Instructions for Preparing Questions**

**Questions Setting**

- Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
- Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.

	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	<p>Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.</p>	

## Fourth Year First Semester

<b>Course Title</b>	Marketing Management	<b>Course Code</b>	0414 MKT 414
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	<p><b>Marketing Management</b> is a major course for the undergraduate students of the BBA program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, group discussion, class presentations, quiz, assignments, two midterms, and comprehensive examinations. This is an important and applied course for the students of business administration.</p>		
<b>Rationale</b>	<p>This course provides the interface between the target customer and the firm in which the customer has become pivotal to the success of business activities. The marketer role is to develop an understanding of the customer needs and wants and then use a variety of tools to design, promote and deliver sustainable marketing strategies. To create communicating value new media i.e. digital platforms is influencing consumers and businesses. Relationship building has become a major commitment for many organizations to retain customer loyalties. This course introduces marketing management concepts/terminologies and strategic issues to the students from various perspectives. An opportunity to study several situations in which effective marketing management strategies can be developed and insight is provided through group discussion and case studies. The course is focused on equipping students with ethical marketing concepts with applications in both Bangladesh and global context.</p>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To enable the students to explain different terminologies and concepts related to Marketing Management.</li> <li>• To provide the students an understanding on managerial framework on the marketing practices of an organization in order to achieve the predetermined goals through effective managerial activities.</li> <li>• To sharpen skills for critical analytical thinking, strategy and effective communication.</li> <li>• To introduce students to marketing strategy formulation for building strong brands and to creating and delivering the value for target customers.</li> <li>• To enhance problem solving and decision-making abilities in operational areas of marketing; and to provide students with a forum (both written and verbal) for presenting and defending their own recommendations.</li> <li>• To gain tools and techniques to engage audiences and inspire action in today's complex, multichannel landscape.</li> </ul>		

<b>Course Learning Outcomes (CLOs)</b>	Upon successful completion of the course a student will be able to:	
	CLO1	To understand marketing management concepts and its importance and to analyze the value of marketing for the new realities.
	CLO2	To understand different market segmentation techniques and choosing the most profitable as target market and to understand brand positioning and equity that help for building strong brands.
	CLO3	To understand consumer, business and global markets characteristics that influences the buying behavior and responses.
	CLO4	To understand how a company creates value and communicate this value through IMC, Mass communications, Digital communications and personal communications.
	CLO5	To understand the role of ethics in marketing activities and to know how companies be socially responsible marketers. Students will learn to promote their projects/business, and to develop marketing strategies keeping in mind existing competitive business environment.

<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	1.	<b>Defining Marketing for the New Realities:</b> The Value of Marketing, The Scope of Marketing, Core Marketing Concepts, The New Marketing Realities, Company Orientation toward the Marketplace, Marketing Management Tasks.	3 Hrs.	CLO1
	2.	<b>Developing Marketing Strategies and Plans:</b> Marketing and Customer Value, Corporate and Division Strategic Planning, Business Unit Strategic Planning, The Nature and Contents of a Marketing Plan.	1.5 Hrs.	CLO1
	3.	<b>Creating Long-Term Loyalty Relationships:</b> Building Customer Value, Satisfaction, and Loyalty, Maximizing Customer Lifetime Value, Cultivating Customer Relationships.	1.5 Hrs.	CLO1
	4.	<b>Analyzing Consumer Markets:</b> What Influences Consumer Behavior? Key Psychological Processes, The Buying Decision Process: The Five Stage Model, Behavioral Decision Theory and Behavioral Economics.	1.5 Hrs.	CLO3
	5.	<b>Analyzing Business Markets:</b> What is Organizational Buying, Participants in the Business Buying Process,	1.5 Hrs.	CLO3

	The Purchasing/Procurement Process, Developing Effective Business-to-Business Marketing Programs, Managing Business-to-Business Customer Relationships, Institutional and Government Markets?			
6.	<b>Tapping into Global Markets:</b> Competing on a Global Basis, Deciding Whether to go Abroad, Deciding Which Markets to Enter, Deciding How to Enter the Market, Deciding on the Marketing Program, Country-of-Origin Effects.	1.5 Hrs.	CLO3	
7.	<b>Identifying Market Segments and Targets:</b> Bases for Segmenting Consumer Markets, How Should Business Markets Be Segmented, Effective Segmentation Criteria.	1.5Hrs.	CLO3	
8.	<b>Crafting the Brand Position:</b> Developing a Brand Positioning, Choosing a Competitive Frame of Reference, Establishing a Brand Positioning, Alternative Approaches to Positioning, Positioning and Branding for a Small Business.	3 Hrs.	CLO3	
9.	<b>Creating Brand Equity:</b> How Does Branding Work, Defining Brand Equity, Building Brand Equity, Measuring Brand Equity, Managing Brand Equity, Devising a Branding Strategy, Customer Equity.	3 Hrs.	CLO2	
10.	<b>Addressing Competition and Driving Growth:</b> Growth, Competitive Strategies for Market Leaders, Other Competitive Strategies, Product Life-Cycle Marketing Strategies	3 Hrs.	CLO2	
11.	<b>Setting Product Strategy:</b> Product Characteristics and Classifications, Differentiation, Design, Luxury Products, Environmental Issues, Product and Brand Relationships, Packaging, Labeling, Warranties, and Guarantees.	3 Hrs.	CLO2	
12	<b>Designing and Managing Services:</b> The Nature of Services, The New Services Realities, Achieving Excellence In Services, Managing Services Quality, Managing Product-Support Services.	1.5 Hrs.	CLO2	
13	<b>Introducing New Market Offerings:</b> New-Product Options, Challenges in New-Product Development, Organizational Arrangements, Managing the Development Process, Managing the Development Process, Managing the Development Process, The Consumer-Adoption Process.	3 Hrs.	CLO4	
14	<b>Developing Pricing Strategies and Programs:</b> Understanding Pricing, Setting the Price, Adapting the Price, Initiating and Responding to Price Changes.	1.5 Hrs.	CLO4	
15	<b>Designing and Managing Integrated Marketing</b>	3 Hrs.	CLO4	

		<b>Communications:</b> The Role of Marketing Communications, Marketing Communications Mix, How Do Marketing Communications Work, Developing Effective Communications, Selecting the Marketing Communications Mix, Managing the Integrated Marketing Communications Process?			
	16	<b>Managing Mass Communications: Advertising, Sales Promotions, Events and Experiences, and Public Relations:</b> Developing and Managing an Advertising Program, Sales Promotion, Events and Experiences, Public Relations.	1.5Hrs.	CLO4	
	17	<b>Managing Digital Communications: Online, Social Media, and Mobile:</b> Online Marketing, Social Media, Word of Mouth, Mobile Marketing.	1.5 Hrs.	CLO4	
	18	<b>Managing Personal Communications: Direct and Database Marketing and Personal Selling:</b> Direct Marketing, Customer Databases and Database Marketing, Designing the Sales Force, Managing the Sales Force, Principles of Personal Selling.	1.5 Hrs.	CLO4	
	19	<b>Designing and Managing Integrated Marketing Channels:</b> Marketing Channels and Value Networks, The Role of Marketing Channels, Channel-Design Decisions, Channel-Management Decisions, Channel Integration and Systems, E-Commerce Marketing Practices, M-Commerce Marketing Practices, Conflict, Cooperation, and Competition.	3 Hrs.	CLO4	
	20	<b>Conducting Marketing Responsibly for Long-term Success:</b> Trends in Marketing Practices Internal Marketing, Socially Responsible Marketing, Corporate Social Responsibility, Socially Responsible Business Models, Cause-Related Marketing, Marketing Implementation and Control Marketing Implementation, The Future of Marketing	1.5 Hrs.	CLO5	

<b>Alignment of CLOs VS PLOs</b>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√							
	CLO2				√				
	CLO3					√			
	CLO4								
CLO5							√		

<b>Course Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	1	The Value of Marketing, The Scope of Marketing, Core Marketing Concepts, The New Marketing Realities, Company Orientation toward the Marketplace, Marketing Management Tasks.'s Technological Possibilities.	Lecturing, Group discussion and Student group activity	Quiz/Homework (Formative) and Midterm and Final Exam (Summative)	CLO <sub>1</sub>
	2	Marketing and Customer Value, Corporate and Division Strategic Planning, Business Unit Strategic Planning, The Nature and Contents of a Marketing Plan. Building Customer Value, Satisfaction, and Loyalty, Maximizing Customer Lifetime Value, Cultivating Customer Relationships.	Lecturing and Group discussion	Quiz/Homework (Formative) and Midterm (Summative)	CLO <sub>1</sub>
3	What Influences Consumer Behavior? Key Psychological Processes, The Buying Decision Process: The Five Stage Model, Behavioral Decision Theory and Behavioral Economics. What	Lecturing and participation	Homework/Assignment and Presentations (Formative) Midterm and Final Exam (Summative)	CLO <sub>2</sub>	

	is Organizational Buying, Participants in the Business Buying Process, The Purchasing/Procurement Process, Developing Effective Business-to-Business Marketing Programs, Managing Business-to-Business Customer Relationships, Institutional and Government Markets?			
4	Competing on a Global Basis, Deciding Whether to go Abroad, Deciding Which Markets to Enter, Deciding How to Enter the Market, Deciding on the Marketing Program, Country-of-Origin Effects.Bases for Segmenting Consumer Markets, How Should Business Markets Be Segmented, Effective Segmentation Criteria.	Lecturing and participation	Homework (Formative) and Midterm and Final exam (Summative)	CLO <sub>2</sub>
5	Developing a Brand Positioning, Choosing a Competitive Frame of Reference, Establishing a Brand Positioning, Alternative Approaches to Positioning, Positioning and Branding for a Small Business.	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO <sub>2</sub>
6	How Does Branding Work, Defining Brand Equity, Building Brand Equity, Measuring Brand Equity, Managing Brand Equity, Devising a Branding Strategy, Customer Equity.	Lecturing, Questioning and Answer questioning	Midterm and Final exam (Summative)	CLO <sub>3</sub>
7	Growth, Competitive Strategies for Market Leaders, Other Competitive Strategies, Product Life-Cycle Marketing Strategies	Lecturing, Questioning and Answer questioning	Final exam (Summative)	CLO <sub>3</sub>
8	Product Characteristics and Classifications, Differentiation, Design, Luxury Products, Environmental Issues, Product and Brand Relationships, Packaging, Labeling, Warranties,	Lecturing and participation	Final exam (Summative)	CLO <sub>5</sub>

		and Guarantees.			
	<b>9</b>	The Nature of Services, The New Services Realities, Achieving Excellence In Services, Managing Services Quality, Managing Product-Support Services. Understanding Pricing, Setting the Price, Adapting the Price, Initiating and Responding to Price Changes.	Lecturing and Participation	Final exam (Summative)	CLO <sub>2</sub>
	<b>10</b>	New-Product Options, Challenges in New-Product Development, Organizational Arrangements, Managing the Development Process, Managing the Development Process, Managing the Development Process, The Consumer-Adoption Process.	Lecturing and Group study	Final exam (Summative)	CLO <sub>4</sub>
	<b>11</b>	The Role of Marketing Communications, Marketing Communications Mix, How Do Marketing Communications Work, Developing Effective Communications, Selecting the Marketing Communications Mix, Managing the Integrated Marketing Communications Process?	Lecturing and Group discussion	Final exam (Summative)	CLO <sub>4</sub>
	<b>12</b>	Developing and Managing an Advertising Program, Sales Promotion, Events and Experiences, Public Relations. Online Marketing, Social Media, Word of Mouth, Mobile Marketing.	Lecturing and Group study	Final exam (Summative)	CLO <sub>5</sub>
	<b>13</b>	Marketing Channels and Value Networks, The Role of Marketing Channels, Channel-Design Decisions, Channel-Management Decisions, Channel Integration and Systems, E-Commerce Marketing Practices, M-Commerce Marketing Practices, Conflict, Cooperation, and	Lecturing and Group study	Final exam (Summative)	CLO <sub>5</sub>

		Competition.			
	<b>14</b>	Direct Marketing, Customer Databases and Database Marketing, Designing the Sales Force, Managing the Sales Force, Principles of Personal Selling.Trends in Marketing Practices Internal Marketing, Socially Responsible Marketing, Corporate Social Responsibility, Socially Responsible Business Models, Cause-Related Marketing, Marketing Implementation and Control Marketing Implementation, The Future of Marketing	Lecturing and Group discussion	Midterm and Final Exam (Summative)	CLO <sub>4</sub> , CLO <sub>5</sub>
<b>Learning Materials</b>	<p>Recommended Text:</p> <p>Marketing Management, Philip Kotler and Kevin Lane Keller, Global Edition.</p>				
<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5			
	• Participation	CLO2, CLO4,CLO5			
	• Group study	CLO4, CLO5			
	• Group discussion	CLO2, CLO4,CLO5			
	• Slide presentation	CLO1, CLO2, CLO3, CLO4, CLO5 (Cases)			
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5 (Cases and real life problems)			
	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>				
	<b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives				

<b>Assessment and Evaluation</b>	<p>and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF(Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2,CL3, CLO4, CLO5	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF(Formative) 20%</b>				
	CLO1, CLO2 CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				

<b>Instructions for Preparing Questions</b>	
<b>Questions Setting</b>	1. Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.
	2. Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.
	3. Maintain the lower order learning to higher order learning assessment in question paper.
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## Fourth Year First Semester

<b>Course Title</b>	International Business	<b>Course Code</b>	0414 MKT415										
<b>Course Type</b>	Core	<b>Course Status</b>	Theory										
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0										
<b>Prerequisite</b>		<b>Total Marks</b>	100										
<b>Course Description</b>	<p><b>International Business</b> is a elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>												
<b>Rationale</b>	<p><b>International Business</b> moves progressively through individual, group, organizational level of behavior drawing on concepts and practices from the field of International Business. It enhances ability to communicate and work effectively with others, core skills of leadership. It also helps to strengthen people management skill so anyone can be a successful leader.</p>												
<b>Course Objectives</b>	<p>The principal objective of this course is to convey the fundamental knowledge of international business to the students.</p> <p>The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) understand the basic principles, theories, concepts and dynamics of international business</li> <li>2) apply these principles and tools in case analysis and to practical business decision-making situations.</li> <li>3) integrate the concepts/techniques learned through application in the preparation of a comprehensive marketing plan.</li> <li>4) appreciate and learn more about international business as a career.</li> </ol>												
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td><b>CLO1</b></td> <td>To outline the importance of international entrepreneurship and scan the environment for international business opportunities</td> </tr> <tr> <td><b>CLO2</b></td> <td>To identify the impact of culture on international entrepreneurship and develop a global business plan.</td> </tr> <tr> <td><b>CLO3</b></td> <td>To analyze international business opportunities and determine the readiness of a business organization to enter</td> </tr> <tr> <td><b>CLO4</b></td> <td>To identify international legal and ethical concerns, including political risk, regulations, intellectual property, patents, trademarks, copyrights, licensing, and contracts.</td> </tr> <tr> <td><b>CLO5</b></td> <td>To recommend international entry strategies, including the timing and scale of</td> </tr> </table>			<b>CLO1</b>	To outline the importance of international entrepreneurship and scan the environment for international business opportunities	<b>CLO2</b>	To identify the impact of culture on international entrepreneurship and develop a global business plan.	<b>CLO3</b>	To analyze international business opportunities and determine the readiness of a business organization to enter	<b>CLO4</b>	To identify international legal and ethical concerns, including political risk, regulations, intellectual property, patents, trademarks, copyrights, licensing, and contracts.	<b>CLO5</b>	To recommend international entry strategies, including the timing and scale of
<b>CLO1</b>	To outline the importance of international entrepreneurship and scan the environment for international business opportunities												
<b>CLO2</b>	To identify the impact of culture on international entrepreneurship and develop a global business plan.												
<b>CLO3</b>	To analyze international business opportunities and determine the readiness of a business organization to enter												
<b>CLO4</b>	To identify international legal and ethical concerns, including political risk, regulations, intellectual property, patents, trademarks, copyrights, licensing, and contracts.												
<b>CLO5</b>	To recommend international entry strategies, including the timing and scale of												

		market entry.
	<b>CLO6</b>	To recommend international organization structures and human resource management plans and identifies best practices for implementing and managing a global entrepreneurial strategy.

--	--	--

<i>Course Contents</i>	Course Contents		Hours	CLOs
	1.	<b>Introduction:</b> Globalization, Multinational enterprises, Geography foundations, Countries and regions of the world, Population and geography	6 Hrs.	CLO1, CLO2, CLO3
	2.	<b>Economic development:</b> Economic development and geography, Technology and globalization, Data sources and international research	6 Hrs.	CLO1
	3.	<b>Culture:</b> Elements of culture, Self-reference criterion, Business customs, Business ethics, Religion, Communication, Frameworks for cultural analysis, Hofstede (dimensions of cultural values), Effect of culture on business	6 Hrs.	CLO4
	4.	<b>Political, Economic, and Legal Systems:</b> Sovereignty of nation states, types of political systems, types of economic systems, types of legal systems, treaties, resolution of international business disputes, risk and other impacts of political, economic, and legal systems on business	6 Hrs.	CLO4
	5.	<b>International Trade Theory:</b> Mercantilism, Absolute advantage, Comparative advantage, Ricardo, Factor endowments (Heckscher-Ohlin, Leontief), National competitive advantage (Porter's diamond), Trade theory and business	6 Hrs.	CLO2, CLO3, CLO4, CLO6
	6.	<b>International Trade Policies and Institutions:</b> Tools for trade policy (Tariffs, Subsidies, Quotas, Local content mandates and Others), Purposes of protectionism, Benefits of free trade, Foreign direct investment.  History of world trade, Modern world trade (post WWII)-	6 Hrs.	CLO2, CLO3, CLO4, CLO6

	<p>a) WTO</p> <p>b) Regional economic integration: European Union, Asian trade agreements (Asia Pacific Economic Cooperation, Association of Southeast Asian Nations), African trade agreements, Western hemisphere trade agreements (NAFTA, CAFTA, MERCOSUR, Andean Community) and Other</p>		
	<p><b>7. International Monetary and Financial Issues:</b> Foreign exchange markets, Exchange rates, Relationship between prices and exchange rates (Purchasing power parity, money supply and inflation and Interest rates and exchange rates), International monetary system (The gold standard, Bretton Woods: International Monetary Fund, World Bank, Fixed exchange rates, Floating exchange rates, Effect of exchange rates on business</p>	<b>3 Hrs.</b>	CLO1, CLO2
	<p><b>8. Entering International Markets:</b> Purposes of expanding into global markets, entry strategies : exporting, importing, licensing, franchising, wholly owned subsidiaries, strategic alliances</p>	<b>3 Hrs.</b>	CLO1, CLO2,

**Mapping of Course Outcome to Program Outcome:**

<i>Alignment of CLOs VS PLOs</i>		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√		√				√	
	CLO2	√		√					
	CLO3		√			√			
	CLO4				√	√			
	CLO5						√		
	CLO6							√	

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>

	1 to 2	<b>Introduction:</b> Globalization, Multinational enterprises, Geography foundations, Countries and regions of the world, Population and geography	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1, CLO2, CLO3
	3 to 4	<b>Economic development:</b> Economic development and geography, Technology and globalization, Data sources and international research	Lecturing and Group discussion	Final exam (Summative)	CLO1
	5 to 6	<b>Culture:</b> Elements of culture, Self-reference criterion, Business customs, Business ethics, Religion, Communication, Frameworks for cultural analysis, Hofstede (dimensions of cultural values), Effect of culture on business	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO4
	7 to 8	<b>Political, Economic, and Legal Systems:</b> Sovereignty of nation states, types of political systems, types of economic systems, types of legal systems, treaties, resolution of international business disputes, risk and other impacts of political, economic, and legal systems on business	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO4
	09 to 10	<b>International Trade Theory:</b> Mercantilism, Absolute advantage, Comparative advantage, Ricardo, Factor endowments (Heckscher-Ohlin, Leontief), National competitive advantage (Porter's diamond), Trade theory and business	Lecturing and Student Activity	Final exam (Summative)	CLO2, CLO3, CLO4, CLO6
	11 to 12	<b>International Trade Policies and Institutions:</b> Tools for trade policy (Tariffs, Subsidies, Quotas, Local content mandates and Others), Purposes of protectionism, Benefits of free trade, Foreign direct investment. History of world trade, Modern	Lecturing and student activity	Final exam (Summative)	CLO2, CLO3, CLO4, CLO6

		<p>world trade (post WWII)-</p> <p>b) WTO</p> <p>b) Regional economic integration: European Union, Asian trade agreements (Asia Pacific Economic Cooperation, Association of Southeast Asian Nations), African trade agreements, Western hemisphere trade agreements (NAFTA, CAFTA, MERCOSUR, Andean Community) and Other</p>			
	13	<p><b>International Monetary and Financial Issues:</b> Foreign exchange markets, Exchange rates, Relationship between prices and exchange rates (Purchasing power parity, money supply and inflation and Interest rates and exchange rates), International monetary system (The gold standard, Bretton Woods: International Monetary Fund, World Bank, Fixed exchange rates, Floating exchange rates, Effect of exchange rates on business</p>	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO1, CLO2
	14	<p><b>Entering International Markets:</b> Purposes of expanding into global markets, entry strategies : exporting, importing, licensing, franchising, wholly owned subsidiaries, strategic alliances</p>	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO1, CLO2
<b>Learning Materials</b>	<p>Recommended Text:</p> <p>John Danials, Lee Radebaugh, and Daniel Sullivan, International Business Environments and Operations, Pearson Education, 2011.</p> <p>References:</p> <p>1. International Business Competing in the Global Marketplace written by Charles W. L. Hill</p>				

	2. International Business written by Simon Collinson, Rajneesh Narula & Alan M. Rugman
--	--

<i>Teaching Strategy</i>	Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
	• Visual Presentation	CLO1, CLO2, CLO4,
	• Students activity	CLO1, CLO2, CLO3, CLO4, CLO6
	• Group discussion	CLO1, CLO2, CLO3
	• Slide presentation	CLO1, CLO2, CLO4
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6

<i>Assessment and Evaluation</i>	Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy	
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>	

<b>SMEF(Summative) 80%</b>				
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
<b>FMEF(Formative) 20%</b>				
CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.			
<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.		
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.		
	3.	Maintain the lower order learning to higher order learning assessment in question paper.		
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.			

## Fourth Year First Semester

<b>Course Title</b>	Strategic Management	<b>Course Code</b>	0413 MKT 416						
<b>Course Type</b>	Capstone Course	<b>Course Status</b>	Theory						
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0						
<b>Prerequisite</b>		<b>Total Marks</b>	100						
<b>Course Description</b>									
<i>Course Description</i>	<p><b>Strategic Management</b> is a elementary course for the graduate students of the M. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>								
<b>Rationale</b>									
<i>Rationale</i>	<p>The present business world is very dynamic. Changes in customer taste and preferences, changes in legal and economic conditions are common phenomena. The success of a business requires more emphasis on strategic thinking and adopting strategies at different levels of the organization. Offering strategic management to Masters of Business Administration's (MBA) students is very much rationale for developing their skills in analyzing, formulating and implementing strategies the real-life business circumstances.</p>								
<b>Course Objectives</b>									
<i>Course Objectives</i>	<p>The course's main objective is to give a comprehensive idea about strategic management and make the students familiar with the different levels of strategy (i.e. functional strategy, business-level strategy, corporate-level strategy, and international strategy). The course design introduces students to crucial strategy concepts and aims to help students integrate and apply their prior learning to various business situations. In addition, this course is designed to enhance the knowledge and abilities of students in formulating strategies and strategic plans.</p>								
<b>Course Learning Outcomes (CLOs)</b>									
<i>Course Learning Outcomes (CLOs)</i>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">CLO 1</td> <td>Understand the strategic decisions that organizations make and can engage in strategic planning;</td> </tr> <tr> <td>CLO 2</td> <td>Explain the basic concepts, principles and practices associated with strategy formulation and implementation;</td> </tr> <tr> <td>CLO 3</td> <td>Analyze and evaluate critically real-life company situations and develop creative solutions using a strategic management perspective.</td> </tr> </table>			CLO 1	Understand the strategic decisions that organizations make and can engage in strategic planning;	CLO 2	Explain the basic concepts, principles and practices associated with strategy formulation and implementation;	CLO 3	Analyze and evaluate critically real-life company situations and develop creative solutions using a strategic management perspective.
CLO 1	Understand the strategic decisions that organizations make and can engage in strategic planning;								
CLO 2	Explain the basic concepts, principles and practices associated with strategy formulation and implementation;								
CLO 3	Analyze and evaluate critically real-life company situations and develop creative solutions using a strategic management perspective.								

<i>Course Contents</i>	Course Contents		Hours	CLOs	
	1.	<b>Introduction to Strategic management:</b> Different views of strategic management, Meaning of policy and strategy, Concepts of business goal, Objective, Mission, Mission statement. Competitive advantage, Strategic leadership, Strategic intent, Strategic planning, Strategic decision making, Critical issues of strategic management, Benefits & pitfalls of strategic management.	6 Hrs.	CLO2	
	2.	<b>External Environment Analysis:</b> Analyzing external environment, Macro environment. analyzing industry structure using the 'Five Forces' model. National and global environment, Processes for analyzing the external environment.	6 Hrs.	CLO1, CLO2	
	3.	<b>Internal Environment Analysis:</b> Distinctive competencies, Competitive advantage, Value chain. Generic building blocks of competitive advantage, Business functions. Avoiding failure and sustaining competitive advantage.	3 Hrs.	CLO1	
	4.	<b>Functional level strategy:</b> Achieving superior efficiency, achieving superior quality. achieving superior innovation, Achieving superior customer responsiveness.	6 Hrs.	CLO2	
	5.	<b>Business Level Strategy (BLS):</b> Definition of BLS, Choosing a generic business level strategy. Strategic group and business level strategy, Choosing an investment strategy at the business level. Competitive positioning and BLS.	3 Hrs.	CLO2	
	6.	<b>Strategy in the Global Environment:</b> Increasing profitability through global expansion. Strategic choice for the global environment, Basic entry decisions in the global market. (to be continued to next class) Basic entry decisions in the global market, Global strategic alliances. Strategy in the Global Environment: Increasing profitability through global expansion. Strategic choice for the global environment, Basic entry decisions in the global market. (to be continued to next class) Basic entry decisions in the global market, Global strategic alliances.	6 Hrs.	CLO3	
	7.	<b>Corporate Strategy:</b> Horizontal integration and	3 Hrs.	CLO3	

		vertical integration, Alternative to vertical integration. Expanding beyond a single industry, Increasing profitability through diversification, Types of diversification. Diversification – Restructuring.		
	8	<b>Implementing Strategy:</b> Implementing strategy through organizational structure, Control and culture. Building blocks of organizational structure, Strategic control system. Implementing strategy in a single industry. Managing corporate strategy through multidivisional structure.	3 Hrs.	CLO3,
	9	<b>Corporate performance and Governance:</b> The causes of poor performance, Strategic change improving performance. Governance mechanism, Ethics and strategy.	3 Hrs.	CLO1, CLO2
	10	<b>Case Solving</b>	3 Hrs.	CLO3

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√		√				√	
	CLO2	√	√	√					
	CLO3							√	√

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>
	1 to 2	Introduction to Strategic management: Different views of strategic management, Meaning of policy and strategy, Concepts of business goal, Objective, Mission, Mission statement. Competitive advantage, Strategic leadership, Strategic intent, Strategic planning,	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1

		Strategic decision making, Critical issues of strategic management, Benefits & pitfalls of strategic management.			
<b>3 to 4</b>		External Environment Analysis: Analyzing external environment, Macro environment. analyzing industry structure using the 'Five Forces' model. National and global environment, Processes for analyzing the external environment.	Lecturing and Group discussion	Final exam (Summative)	CLO1
<b>5 to 6</b>		Business Level Strategy (BLS): Definition of BLS, Choosing a generic business level strategy. Strategic group and business level strategy, Choosing an investment strategy at the business level. Competitive positioning and BLS.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO2
<b>6 to 7</b>		Functional level strategy: Achieving superior efficiency, achieving superior quality. achieving superior innovation, Achieving superior customer responsiveness.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2
<b>8 to 9</b>		Strategy in the Global Environment: Increasing profitability through global expansion. Strategic choice for the global environment, Basic entry decisions in the global market. (to be continued to next class) Basic entry decisions in the global market, Global strategic alliances. Strategy in the Global Environment: Increasing profitability through global expansion. Strategic choice for	Lecturing and Student Activity	Final exam (Summative)	CLO2

		the global environment, Basic entry decisions in the global market. (to be continued to next class) Basic entry decisions in the global market, Global strategic alliances.			
	10 to 11	Corporate Strategy: Horizontal integration and vertical integration, Alternative to vertical integration. Expanding beyond a single industry, Increasing profitability through diversification, Types of diversification. Diversification – Restructuring, financial institutions, Securities markets	Lecturing and Group discussion	Final Exam (Summative)	CLO3
	12	Implementing Strategy: Implementing strategy through organizational structure, Control and culture. Building blocks of organizational structure, Strategic control system. Implementing strategy in a single industry. Managing corporate strategy through multidivisional structure.	Lecturing and Group discussion	Final Exam (Summative)	CLO2
	13	Corporate performance and Governance: The causes of poor performance, Strategic change improving performance. Governance mechanism, Ethics and strategy.	Lecturing and Group discussion	Final Exam (Summative)	CLO2, CLO3
	14	Case Solving	Slide presentation & group study	Homework (Formative)	CLO3
<b>Learning Materials</b>	<p>Recommended Text:</p> <p>Dess, G., Eisner, A., Lumpkin, G. T. T., &amp; McNamara, G. (2019). <i>Strategic Management: Creating Competitive Advantages, 9e.</i></p>				

	<p>References:</p> <ol style="list-style-type: none"> <li>1. David, F. R., &amp; David, F. R. (2013). <i>Strategic management: Concepts and cases: A competitive advantage approach</i>. Pearson.</li> <li>2. Hill, C. W. L., Jones, G. R., &amp; Schilling, M. A. (2014). <i>Strategic management: theory: an integrated approach</i>. Cengage Learning.</li> <li>3. Thompson, A., Peteraf, M., Gamble, J., Strickland III, A. J., &amp; Jain, A. K. (2013). <i>Crafting &amp; executing strategy 19/e: The quest for competitive advantage: Concepts and cases</i>. McGraw-Hill Education.</li> </ol>
--	---

<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>													
<b>Teaching Strategy</b>	<table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3,</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO2, CLO3</td> </tr> <tr> <td>• Students activity</td> <td>CLO1, CLO2</td> </tr> <tr> <td>• Group discussion</td> <td>CLO2, CLO3</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO1, CLO2</td> </tr> <tr> <td>• Questioning and answer questioning</td> <td>CLO1, CLO2 &amp; CLO3</td> </tr> </table>	• Lecturing	CLO1, CLO2, CLO3,	• Visual Presentation	CLO2, CLO3	• Students activity	CLO1, CLO2	• Group discussion	CLO2, CLO3	• Slide presentation	CLO1, CLO2	• Questioning and answer questioning	CLO1, CLO2 & CLO3
• Lecturing	CLO1, CLO2, CLO3,												
• Visual Presentation	CLO2, CLO3												
• Students activity	CLO1, CLO2												
• Group discussion	CLO2, CLO3												
• Slide presentation	CLO1, CLO2												
• Questioning and answer questioning	CLO1, CLO2 & CLO3												

<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
<b>Assessment and Evaluation</b>	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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</p>

	<p>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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF (Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF (Formative) 20%</b>				
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Questions Setting</b>		<b>Instructions for Preparing Questions</b>			
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			

	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.	

## Fourth Year Second Semester

<b>Course Title</b>	Marketing Research	<b>Course Code</b>	0414 MKT 421				
<b>Course Type</b>	Core	<b>Course Status</b>	Theory and Practical				
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0				
<b>Prerequisite</b>		<b>Total Marks</b>	100				
<b>Course Description</b>	Marketing Research is a major course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, sudden test, question asking and answering session and comprehensive examinations.						
<b>Rationale</b>	Marketing Research is needed for formal, focused attention within the business discipline on how to organize and conduct research in marketing arena						
<b>Course Objectives</b>	<p>The principal objective of this course is to convey the fundamental knowledge of research and thinking critically about the nature of marketing problems. The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) know about the steps of marketing research process;</li> <li>2) understand about preparing research proposal;</li> <li>3) understand ethical issues arise in conducting marketing research and strategies for resolving them;</li> <li>4) know research report preparation process;</li> <li>5) understand writing style of an article.</li> </ol>						
<b>Course Learning Outcomes (CLOs)</b>	<p>On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">CLO1</td> <td>understand the marketing research, nature of marketing research, users, application, marketing research methods, types of research fields and importance of marketing research</td> </tr> <tr> <td>CLO2</td> <td>identify research problem, formulate research, qualitative research tools, hypothesis and research question/objective, research design formulation, collect data, encoding, analysis techniques, interpret and results</td> </tr> </table>			CLO1	understand the marketing research, nature of marketing research, users, application, marketing research methods, types of research fields and importance of marketing research	CLO2	identify research problem, formulate research, qualitative research tools, hypothesis and research question/objective, research design formulation, collect data, encoding, analysis techniques, interpret and results
CLO1	understand the marketing research, nature of marketing research, users, application, marketing research methods, types of research fields and importance of marketing research						
CLO2	identify research problem, formulate research, qualitative research tools, hypothesis and research question/objective, research design formulation, collect data, encoding, analysis techniques, interpret and results						

	CLO3	understand systematic literature review. sample, population and different sampling methods, estimate sample size, measurement and scaling, questionnaire designing, research proposal preparation, know how to research results critically evaluate or performed by others
--	------	--

--	--	--

<i>Course Contents</i>	Course Contents		Hours	CLOs
	1.	<b>Basic concepts:</b> Definition, nature of marketing research, Steps of marketing research process, importance, users of marketing research, scope, types of research, classification of marketing research methods,	3 Hrs.	CLO1
	2.	<b>Research process:</b> Identification and definition of research problem, Formulation of research problem and hypothesis, objectives/questions of research, research design, data collection, data analysis, interpretation of results and validation of results	6 Hrs.	CLO2
	3.	<b>Sample investigation &amp; Measurement:</b> Methods of sampling-probability and non-probability sampling, determination of sample size, errors in sampling and methods of reducing sampling errors, measurement and scaling techniques, questionnaire design process	6 Hrs.	CLO3
	4.	<b>Qualitative Research Tools:</b> Definition, methods, contrasting qualitative with quantitative, advantages and disadvantages of focus groups, depth interview, projective research techniques	3 Hrs.	CLO2
	5.	<b>Data collection:</b> Primary data-observation, interviews, mail survey, questionnaire design, focus group discussion, participatory rural appraisal; Secondary Data-Internal and external sources of data; precautions in use of secondary data, editing of primary data-coding, classification, and tabulation	6 Hrs.	CLO2
	6.	<b>Analysis of data and Hypothesis Testing:</b> Statistical associated with frequency distribution, introduction to Hypothesis Testing, Hypothesis Testing procedure, cross-tabulation,	6 Hrs.	CLO2

		parametric and non-parametric tests		
	7.	<b>Analysis of Variance &amp; Covariance:</b> Relationship among techniques, Assumptions in analysis of variance, analysis of covariance, repeated measures ANOVA, Nonmetric analysis of variance, multivariate analysis of variance	6 Hrs.	CLO2
	8.	<b>Correlation and Regression:</b> Product movement correlation, Regression analysis, bivariate regression, multiple regression, multicollinearity, cross-validation, regression with dummy variables, analysis of variance and covariance with regression	6 Hrs.	CLO2

--	--	--	--	--

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1		✓	✓					
	CLO2	✓	✓						
	CLO3	✓	✓	✓					

--	--	--	--	--

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topics</b>	<b>Teaching-Learning Strategies</b>	<b>Assessment Strategies</b>	<b>CLOs</b>
	1	Definition, nature of marketing research, Steps of marketing research process, importance, users of marketing research, scope, types of research, classification of marketing research methods	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
	2 to 3	Identification and definition of research problem, Formulation of research problem and hypothesis, objectives/question	Lecture, asking questions and answering, discussion,	Final exam (Summative)	CLO2

		of research, research design, data collection, data analysis, interpretation of results and validation of results	visual presentation, assignment, group discussion		
	<b>4 to 5</b>	Methods of sampling-probability and non-probability sampling, determination of sample size, errors in sampling and methods of reducing sampling errors, measurement and scaling techniques, questionnaire design process	Lecture, asking questions and answering, discussion, visual presentation assignment, group discussion	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO3
	<b>6</b>	Definition of qualitative and quantitative research, methods, contrasting qualitative with quantitative, advantages and disadvantages of focus groups, depth interview, projective research techniques	Lecture, asking questions and answering, discussion, assignment, visual presentation, group discussion	Homework (Formative) Final exam (Summative)	CLO2
	<b>7 to 9</b>	Primary data-observation, interviews, mail survey, questionnaire design, focus group discussion, participatory rural appraisal; Secondary Data-Internal and external sources of data; precautions in use of secondary data, editing of primary data-coding, classification, and tabulation	Lecture, asking questions and answering, discussion, assignment, visual presentation group discussion	Final exam (Summative)	CLO2
	<b>10 to 14</b>	Statistical associated with frequency distribution, introduction to Hypothesis Testing, Hypothesis Testing procedure, cross-tabulation, parametric and non-parametric tests, relationship among techniques, Assumptions in analysis of variance, analysis of covariance, repeated measures ANOVA, Nonmetric	Lecture, Group discussion, slide presentation, questions and answering	Final Exam (Summative)	CLO2

	analysis of variance, multivariate analysis of variance, Product movement correlation, Regression analysis, bivariate regression, multiple regression, multicollinearity, cross-validation, regression with dummy variables, analysis of variance and covariance with regression				
<i>Learning Materials</i>	<p><b>Text Book:</b></p> <p>Boyd, H.W., R. Westfall and S. F. Stasch (1990). Marketing Research. Richard D. Irwin, Inc. Homewood Illinois.</p> <p>Gupta, S. (1993) Research Methodology &amp; Statistical Techniques. Deep &amp; Deep Publications. New Delhi.</p> <p>Punch, K. F. (2005). Introduction to Social Research-Quantitative and Qualitative Approach, 2<sup>nd</sup> ed., Sage Publications Ltd., London.</p> <p>Malhotra, N. K. (2007) Marketing Research, Prentice Hall Inc.</p> <p><b>Reference Books:</b></p> <p>Babbie, E. (2004). The Practice of Social Research, 10<sup>th</sup> ed., Thomson Asis Pte. Ltd., Singapore.</p> <p>Babin, Z. and C. Griffin (2010). Business Research methods, 8<sup>th</sup> ed., Cengage Learning international Office, Canada.</p> <p>William G. Zikmund (2015), Exploring Marketing Research, 11<sup>th</sup> ed.</p>				
<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>				
	• Lecturing	CLO1, CLO2, CLO3,			
	• Visual Presentation	CLO1, CLO2, CLO3			
	• Students' activity	CLO1,			
	• Group discussion	CLO1, CLO2, CLO3			

	• Slide presentation	CLO2
	• Questioning and answering	CLO1, CLO2 & CLO3

**Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy**

**Assessment** allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.

**Formative** assessment allows you to evaluate students’ performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students’ performance during a course. 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.

*Assessment and Evaluation*

**SMEF(Summative) 80%**

CLOs	Type of evaluation	Time	Marks	Guideline
CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered

--	--	--	--	--

<b>FMEF(Formative) 20%</b>					
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Fourth Year Second Semester

<b>Course Title</b>	Sales and Retail Management	<b>Course Code</b>	0416 MKT 422
<b>Course Type</b>	Elective	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	<p>The Sales and Retail Management course equips students with comprehensive knowledge and practical skills to excel in sales-related roles and retail environments. It covers sales management principles, personal selling techniques, and retail strategies. Students will explore various aspects, including setting sales objectives, formulating selling strategies, understanding multichannel retailing, and evaluating retail locations. Additionally, the course delves into merchandising, pricing, and communication in retail settings. Through case studies and real-world examples, students will develop a deep understanding of sales and retail concepts, enabling them to make strategic decisions, enhance customer experiences, and drive business growth.</p>		
<b>Rationale</b>	<p>The Sales and Retail Management course addresses the increasing demand for professionals with specialized knowledge in sales and retail operations. In today's competitive market, businesses require skilled individuals capable of managing sales teams, creating effective retail strategies, and optimizing customer experiences. This course provides students with essential theoretical and practical insights into sales and retail management, preparing them to succeed in dynamic and challenging industry environments.</p>		
<b>Course Objectives</b>	<p>The Sales and Retail Management course aims to equip students with the knowledge and practical skills to excel in sales and retail environments. Students will learn sales management principles, personal selling techniques, retail strategies, and how to optimize customer experiences. By the end of the course, students will be prepared to make strategic decisions, lead sales teams, and contribute to business growth effectively.</p>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	CLO1	Analyze and apply sales management principles to effectively coordinate sales activities and enhance sales team performance.
	CLO2	Demonstrate proficiency in personal selling techniques, including buyer-seller dyads and diverse selling situations, to build successful sales relationships.
	CLO3	Develop the ability to set measurable personal-selling objectives based on market potential analysis and sales forecasting.
	CLO4	Evaluate and implement sales-related marketing policies, such as product, distribution, and pricing strategies, to optimize business success.
	CLO5	Formulate competitive personal-selling strategies aligned with business objectives and market dynamics.
	CLO6	Utilize sales control techniques, such as budgeting, sales analysis, and territory planning, to manage sales efforts efficiently.
	CLO7	Examine the significance of retailing, understand different retail types, and assess multichannel retailing strategies to establish sustainable competitive advantages.
	CLO8	Apply knowledge of retail locations, site selection, and lease negotiation to create successful retail operations that cater to target markets effectively.

<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>Sales Management and the Business Enterprise:</b> Evaluation of the Sales Department Definition and Objectives of Sales Management-Sales Executive as Coordinator-Sales Management and Control.	<b>8 Hrs.</b>	CLO1
	<b>2.</b>	<b>Sales Management, Personal Selling and Salesmanship:</b> Buyer-Seller dyads-Diversity of Personal Selling Situation-of Selling-Prospecting.	<b>9 Hrs.</b>	CLO2
	<b>3.</b>	<b>Setting Personal-Selling Objectives:</b> Types of Personal Selling-Objectives-Analyzing Market Potential-Market Indexes-Sales Potential and Sales Forecasting.	<b>4 Hrs.</b>	CLO3
	<b>4.</b>	<b>Sales Related Marketing Policies:</b> Product Policy-What to Sell, Distribution Policy-Who to Sell, Pricing Policy.	<b>8 Hrs.</b>	CLO3
	<b>5.</b>	<b>Formulating Personal-Selling Strategy:</b> Competitive Selling and Personal Selling Strategy-Sales-Related Marketing Policies--Determining the Size of the Sales Force.	<b>7 Hrs.</b>	CLO4
	<b>6.</b>	<b>The Effective Sales Executive:</b> Nature of Sales Management Positions-Functions & Qualities of the Sales Executive-Relations with Management.	<b>6 Hrs.</b>	CLO4
	<b>7.</b>	<b>Controlling the Sales Effort:</b> The Sales Budget-Quotes-Sales Territories--The Sales Audit-Sales Analysis.		
	<b>8.</b>	<b>The World of Retailing:</b> What is Retailing? Social and Economic Significance of Retailing, Retailing View Socially Responsible Retailers, Structure of Retailing and Distribution Channels Around the world, Opportunities in Retailing, Retailing view Sam Walton Founder of Walmart (1918-1992) , The Retail Management Decision Process.		

	<p><b>9. Types of Retailing:</b> Retailer Characteristics, Retailing View: Rent Some Luxury, Retailing view: ALDI Provides value in the United States, General Merchandise Retailers, Retailing View: Specializing in everything video Games Buy Play Sell, Services Retailing, Types of Ownership, Retailing View Tart Frozen Yogurt The Sweet Franchise.</p>			
<p><b>10. Multichannel Retailing:</b> Retail Channels, Retailing View: Direct Selling in China, Benefits Offered by the Retail Channels, Retailing View: Bass Pro Shops Makes Shopping Fun, Retailing View: Helping Couples Get Ready for the Big Day, Benefits of Multichannel Retailing, Other Multichannel Retailing Issues, Challenges of Effective Multichannel Retailing, Retailing View: The Build-A-Bear Workshop Uses Multiple Channels Enhance Its Image, Multichannel Shopping in the Future.</p>				
<p><b>11. Retail Market Strategy:</b> What is a Retail Strategy, Target Market and Retail Format Building a Sustainable Competitive Advantage, Retailing View: The IKEA Way, Retailing View: The Container Store Building a Competitive Advantage by Selling Product That Make Life Simpler, Growth Strategies, Global Growth Opportunities, Retailing View: The Fashion Mavens are Men in India, The Strategic Retail Planning Process, Retailing View: Hot Topic Emphasizes Its Strength in India Music.</p>				
<p><b>12. Retail Locations:</b> Types of Locations, Unplanned Retail Locations, Retailing View: Gentrified Cleveland, Retailing View: Magic Johnson Brings Retailing to the Inner City, Shopping Centers, Retailing View: Subway Goes to Church, Location and Retail Strategy, Retailing View: Bealls's Locations Support its Strategy, Legal Considerations.</p>				
<p><b>13. Retail Site Location:</b> Evaluating Specific Areas for Locations, Retailing View: Who Needs a Kitchen When You Have Whole Foods or Trade Joe's Downstairs, Number of Stores in an Area, Evaluating a Site for Locating a Retail Store, Retailing View: The Importance of a Right Turn, Trade Area Characteristics, Retailing View: Customer Spotting for Multichannel Retailers, Estimating Potential Sales for a Store Site, Illustration of Site Selection: Edward Beiner Purveyor of Fine Eyewear, Negotiating a Lease.</p>				
<p><b>14. Buying Merchandise:</b> Brand Alternatives, Retailing View: U.K's Asda Loves Private-Label Brands, Retailing View: Only at Kohl's Buying National Brand Merchandise, Developing and Sourcing Private-Label Merchandise, Retailing View: Datang, China, is Sock City, Retailing View: It Isn't Easy to Sell to Walmart, Negotiating with Vendors, Strategic Relationships, Legal, Ethical, and Social Responsibility Issues for Buying Merchandise, Retailing View: Where Did T.J.Maxx Get its Coach Handbags?</p>				
<p><b>15. Retail Pricing:</b> Pricing Strategies, Considerations in Setting Retail Prices, Retailing View: U.K Grocery Chains Battle it Out, Setting Retail Prices, Markdowns, Pricing Techniques</p>				

		for Increasing Sales and Profits, Retailing View: Hey, Wanna Buy a Ticket, Retailing View: Hagglng for a Better Price, Retailing View: Men are Winning the Battle Against Gender Based Pricing, Legal and Ethical Pricing Issues.			
	16.	<b>Retailing Communication Mix:</b> Using Communication Programs to Develop Brand Images and Build Customer Loyalty, Retailing View: Even if You Can't Afford It, You Respect It: J. Crew's Reputation for Quality, Retailing View: L.L Bean Celebrates the Outdoors, Retailing View: You Tube and HSN, Retailing View: Pop Ups Virtual, Retailing View: Neiman Marcus Fantasy Gifts, Planning the Retail Communication Program.			
	17.	<b>Managing The Store:</b> Store Management Responsibilities Recruiting and Selecting Store Employees, Orientation and Training Program for New Store Employees, Retailing View: Transition from Student of Management Trainee, Motivating and managing store Employees, Retailing View: Should Managers Make Them Do It, Retailing View: Motivation Different Generational Cohorts, Evaluating Store Employees and Providing Feedback, Compensating and Rewarding Store Employees, Controlling Costs, Retailing View: Increasing Operating Efficiency, Reducing Inventory Shrinkage.			
	18.	<b>Store Layout Design and Visual Merchandising:</b> Store Design Objectives, Retailing View: Walmart Goes Green and Lowers its Energy Costs, Retailing View: Western Store Designs are not Appealing to Indian Shoppers, Store Design Elements, Space Management, Retailing View: Suggestions for Merchandising a Pet Food Category, Retailing View: Marks & Spencer Automates with Planograms, Visual Merchandising, Creating an Appealing Store Atmosphere, Web Site Design.			

**MAPPING OF CLOs TO PLOs**

<i>Alignment of CLOs VS PLOs</i>		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1			1					3
	CLO2			1					
	CLO3						1		3
	CLO4		1		2		3		3
	CLO5		1		2				3
	CLO6		1		2				3
	CLO7		1		2				3

	CLO8		1		2				3	
	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>									
<i>Curse Plan</i>	<b>Week</b>	<b>Topic</b>	<b>Teaching-Learning Strategy</b>	<b>Assessment Strategy</b>	<b>CLOs</b>					
	1.		Lecturing, slide presentation and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1					
	2.		Lecturing, slide presentation and Group discussion	Final exam (Summative)	CLO1					
	3.		Lecturing and Slide presentation	Midterm and Final exam (Summative)	CLO2					
	4.		Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	CLO2					
	5.		Lecturing, slide presentation and Student Activity	Final exam (Summative)	CLO2					
	6.		Lecturing and Group discussion	Final Exam (Summative)	CLO2					
	7 & 8		Lecturing and Slide presentation	Final Exam (Formative)	CLO3					
	9 & 10		Lecturing, Questioning and Answer questioning	Midterm and Final exam (Summative)	CLO3					
	11.		Lecturing and Slide presentation	Final exam (Summative)	CLO3					
	12.		Lecturing, Visual presentation, and Group discussion	Final exam (Summative)	CLO4					
	13.		Slide presentation and Lecturing	Final exam (Summative)	CLO4					
	14.		Lecturing and Group discussion	Assignment and Presentations (Formative) Final exam (Summative)	CLO4					

<i>Learning Materials</i>	<b>Recommended Readings:</b>	
	i.	
	ii.	
	<b>Supplementary Readings:</b>	
	i.	
	ii.	
<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4
	• Visual Presentation	CLO1, CLO2, CLO3
	• Students' activity	CLO2, CLO3, CLO4,
	• Group discussion	CLO3, CLO4
	• Slide presentation	CLO1, CLO2, CLO3, CLO4
	• Questioning and answer questioning	CLO3
<i>Assessment and Evolution</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both instructor and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 consist of both formative and summative assessment.</p>	
	<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p>	
<p><b>In contrast, summative</b> 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</p>		

	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.				
	<b>SMEF(Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3, CLO4	Final exam (60%)	3 hours	60	Four must be answered out of six questions.
		Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam must be answered
	<b>FMEF(Formative) 20%</b>				
	CLO1, CLO2 CLO3, CLO4	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, the course teacher/instructor will declare the policy before starting the course.				
	<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Fourth Year Second Semester

<b>Course Title</b>	Strategic Brand Management	<b>Course Code</b>	0414 MKT423
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	<p><b>Strategic Brand Management</b> is a elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.</p>		
<b>Rationale</b>			
<i>Rationale</i>	<p><b>Strategic Brand Management</b> helps the students to get knowledge about how to manage brands as strategic assets. They acquire the information and abilities required for building, monitoring, sustaining, and expanding brand equity in a cutthroat industry. Introduction to brands and brand management, defining and establishing brand positioning and values, developing and preserving brand equity, planning and implementing brand marketing initiatives, and measuring and interpreting brand equity are some of the topics covered.</p>		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The main purpose of the course is to provide a comprehensive and up-to-date treatment of the subjects of brands, brand equity, and <i>strategic brand management</i>—the design and implementation of marketing programs and activities to build, measure, and manage brand equity. One of the course’s important goals is to provide managers with concepts and techniques to improve the long-term profitability of their brand strategies. It incorporates current thinking and developments on these topics from both academics and industry participants, and combines a comprehensive theoretical foundation with enough practical insights to assist managers in their day-to-day and long-term brand decisions. The students can address three important questions regarding brand equity like-creating, measuring brand equity and how to maintain the sustainable brand equity to expand business opportunities.</p>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-			
	<b>CLO1</b>	To gain knowledge and understanding about brands and brand management and its challenges and opportunities.		
	<b>CLO2</b>	To learn how to create and to generate the knowledge of developing customer based brand equity by marketer.		
	<b>CLO3</b>	To enable the students to gain capacity of assess and analyze the brand marketing programs design by choosing brand elements, designing IMC and leveraging secondary association		
	<b>CLO4</b>	To enhance the understanding of the students to gain ability of applying analyzing and implementing the most widely used brand marketing programs.		
	<b>CLO5</b>	To apply the techniques of measuring and interpreting brand performance.		
	<b>CLO6</b>	To enable the students to develop skill of growing and sustaining brand equity an ethical way.		
<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	<b>1.</b>	<b>Brands and Brand Management:</b> Brand, objectives, significance, Branding Challenges and Opportunities, the Brand Equity Concept, Strategic Brand Management Process.	<b>6 Hrs.</b>	<b>CLO1, CLO2, CLO3</b>
	<b>2.</b>	<b>Brand Equity and Brand Positioning:</b> Customer-Based Brand Equity, sources of Brand Equity, Identifying and Establishing Brand Positioning, Positioning Guidelines, Defining a Brand Mantra, Brand Mantras.	<b>6 Hrs.</b>	<b>CLO2, CLO5</b>
	<b>3.</b>	<b>Brand Resonance and the Brand Value Chain:</b> Building a Strong Brand, The Four Steps of Brand, The Brand Value Chain, Value Stages.	<b>6 Hrs.</b>	<b>CLO2, CLO5</b>
	<b>4.</b>	<b>Choosing Brand Elements to Build Brand Equity:</b> Criteria for Choosing Brand Elements, Options and Tactics for Brand Elements.	<b>3 Hrs.</b>	<b>CLO3, CLO6</b>
	<b>5.</b>	<b>Designing Marketing Programs to Build Brand Equity:</b> Personalizing Marketing, Reconciling the Different Marketing Approaches, Product Strategy, Consumer Price Perceptions and Setting Prices, Channel Strategy, Channel Design, Indirect Channels, Online Strategies, Challenges in Designing Brand-Building Communications, Role of Multiple Communications, Four Major Marketing Communication Options,	<b>3 Hrs.</b>	<b>CLO1, CLO3</b>

	6.	<b>Leveraging Secondary Brand Associations to Build Brand Equity:</b> the Leveraging Process, Creation of New Brand Associations, Effects on Existing Brand Knowledge, Country of Origin and Other Geographic Areas, Channels of Distribution, Co-Branding, Ingredient Branding, Licensing, Celebrity Endorsement, Social Influencers as the New Celebrities Sporting, Cultural, or Other Events, Third-Party Sources.	6 Hrs.	CLO3, CLO4
	7.	<b>Developing a Brand Equity Measurement and Management System:</b> Conducting Brand Audits, Designing Brand Tracking Studies, Big Data and Marketing Analytics Dashboards, Establishing a Brand Equity Management System.	3 Hrs.	CLO4, CLO6
	8.	<b>Designing and Implementing Brand Architecture Strategies, Brand extensions:</b> Developing a Brand Architecture Strategy, Defining Brand Potential , Specifying Brand Elements for Branding New Products and Services, Brand Portfolios, Brand Hierarchies, Levels of a Brand Hierarchy, Designing a Brand Hierarchy, Brand Architecture Guidelines, Brand Extensions,	3 Hrs.	CLO4
	9.	<b>Managing Brands Over Time in the environmental context:</b> Reinforcing Brands, Revitalizing Brands, and Adjustments to the Brand Portfolio, Regional Market Segments, Demographic and Cultural Segments, Rationale for Going International, Global Brand Strategy, Standardization versus Customization	3 Hrs.	CLO5, CLO6
	10.	<b>Future Brand Priorities:</b> Branding Equation, global exposure of the brand, Strategic Brand Management Guidelines, ethical considerations of strong brand.	3 Hrs.	CLO1, CLO2, CLO3

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcomes to Program Outcomes-								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√	√				√		
	CLO2	√							
	CLO3					√			
	CLO4			√					
	CLO5			√			√		

Detail Course Plan with Teaching-Learning and Assessment Strategy					
Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs	
1.	<b>Brands and Brand Management:</b> Brand, objectives, significance, Branding Challenges and Opportunities, the Brand Equity Concept, Strategic Brand Management Process.	Lecturing and Student activity	Quiz/ Homework (Formative) and Midterm (Summative)	<b>CLO1, CLO2, CLO3</b>	
2.	<b>Brand Equity and Brand Positioning:</b> Customer-Based Brand Equity, sources of Brand Equity, Identifying and Establishing Brand Positioning, Positioning Guidelines, Defining a Brand Mantra, Brand Mantras.	Lecturing and Group discussion	Final exam (Summative)	<b>CLO2, CLO5</b>	
3.	<b>Brand Resonance and the Brand Value Chain:</b> Building a Strong Brand, The Four Steps of Brand, The Brand Value Chain, Value Stages.	Lecturing and Visual presentation	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	<b>CLO2, CLO5</b>	
4.	<b>Choosing Brand Elements to Build Brand Equity:</b> Criteria for Choosing Brand Elements, Options and Tactics for Brand Elements.	Lecturing and Slide presentation	Homework (Formative) and Final exam (Summative)	<b>CLO3, CLO6</b>	
5.	<b>Designing Marketing Programs to Build Brand Equity:</b> Personalizing Marketing, Reconciling the Different	Lecturing and Student Activity	Final exam (Summative)	<b>CLO1, CLO3</b>	

		Marketing Approaches, Product Strategy, Consumer Price Perceptions and Setting Prices, Channel Strategy, Channel Design, Indirect Channels, Online Strategies, Challenges in Designing Brand-Building Communications, Role of Multiple Communications, Four Major Marketing Communication Options,				
	6.	<b>Leveraging Secondary Brand Associations to Build Brand Equity:</b> the Leveraging Process, Creation of New Brand Associations, Effects on Existing Brand Knowledge, Country of Origin and Other Geographic Areas, Channels of Distribution, Co-Branding, Ingredient Branding, Licensing, Celebrity Endorsement, Social Influencers as the New Celebrities Sporting, Cultural, or Other Events, Third-Party Sources.	Lecturing and Group discussion	Final Exam (Summative)	<b>CLO3,</b> <b>CLO4</b>	
	7.	<b>Developing a Brand Equity Measurement and Management System:</b> Conducting Brand Audits, Designing Brand Tracking Studies, Big Data and Marketing Analytics Dashboards, Establishing a Brand Equity Management System.	Lecturing and Slide presentation	Home Work (Formative)	<b>CLO4,</b> <b>CLO6</b>	

	8.	<b>Designing and Implementing Brand Architecture Strategies, Brand extensions:</b> Developing a Brand Architecture Strategy, Defining Brand Potential , Specifying Brand Elements for Branding New Products and Services, Brand Portfolios, Brand Hierarchies, Levels of a Brand Hierarchy, Designing a Brand Hierarchy, Brand Architecture Guidelines, Brand Extensions,	Lecturing, Questioning and Answer questioning	Home Work (Formative) and Midterm and Final exam (Summative)	<b>CLO4</b>
	9.	<b>Managing Brands Over Time in the environmental context:</b> Reinforcing Brands, Revitalizing Brands, and Adjustments to the Brand Portfolio, Regional Market Segments, Demographic and Cultural Segments, Rationale for Going International, Global Brand Strategy, Standardization versus Customization	Lecturing and Slide presentation	Final exam (Summative)	<b>CLO5, CLO6</b>
	10.	<b>Future Brand Priorities:</b> Branding Equation, global exposure of the brand, Strategic Brand Management Guidelines, ethical considerations of strong brand.	Lecturing, Visual presentation, and Group discussion	Final exam (Summative)	<b>CLO1, CLO2, CLO3</b>
<i>Learning Materials</i>	<p><b>Recommended Readings:</b>  <b>Text Book:</b> Keller,K.L &amp; Swaminathan,v..(2008) Strategic Brand Management Building,Measuring and Managing Brand Equity, 5<sup>th</sup> edition, Pearson Education</p> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. The New Strategic Brand Management- Kapfere, Jean-Noel</li> <li>2. Total Brand Management: An Introduction- Chaturvedi, B.M</li> <li>3. Branding Concepts- Pati, Debashish</li> <li>4. Brand Positioning Strategies for Competitive Advantage- SubratoSengupta</li> <li>5. Brand Management Perspectives and Practices- Das, Naveen</li> </ol>				

<i>Teaching Strategy</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
	• Visual Presentation	CLO1, CLO2, CLO3, CLO5
	• Students activity	CLO1, CLO2, CLO3
	• Group discussion	CLO1, CLO2, CLO3, CLO4, CLO5
	• Slide presentation	CLO3, CLO4, CLO5, CLO6
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6
<i>Assessment and Evaluation</i>	<b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b>	
	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p>	
	<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>	

<b>SMEF (Summative) 80%</b>					
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>	
CLO1, CLO2 CLO3, CLO4 CLO5, CLO6	Final exam (60%)	3 hours	60	Four have to be answered out of eight questions	
	Midterm exam (20%)	30 minutes	20	10 per exam. At least two questions in each exam have to be answered	
<b>FMEF (Formative) 20%</b>					
CLO1, CLO2 CLO3, CLO4 CLO5, CLO6	Class Test/ Quiz/ Assignment (5%)	10 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment	
	Presentation (10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2	
	Class attendance (5%)	-----	5	-----	
	<b>Total</b>		<b>100</b>		
<b>Make up Procedure</b>					
If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.					
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			

***Academic  
Integrity***

Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Mathematics and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.

## Fourth Year Second Semester

<b>Course Title</b>	Supply Chain Management	<b>Course Code</b>	0414 MKT424
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	Supply Chain Management is an elementary course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, and comprehensive examinations.		
<b>Rationale</b>	Supply chain management (SCM) denotes the coordination of key business processes from end users through original suppliers to add value for the firm, and its key supply chain members, including customers and other stakeholders. Business competition is now between supply networks rather than individual corporations. Managing the flow of products, information, and revenue across supply chains differentiates the ability of supply networks to fulfill customer needs. Any organization that does not align its overall corporate strategy and its supply chain strategy will struggle to successfully deliver products and services to the market in a form that customers value. This course discusses frameworks for SCM that require cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. It addresses insights, concepts, practical tools, and decision support systems that are important for the effective management of the supply chain, including inventory management, communication, procurement, supply contracting, product and process design, revenue management warehousing, distribution, and facility location. The contents of this course are aligned with Logistic Management or Green Supply Chain Management (GSCM).		
<b>Course Objectives</b>	The objective of this course is to provide students with an understanding of the basic principles of SCM and techniques used to analyze various aspects of supply chain systems. The course also aims to develop students' ability to conceptualize, design, and implement supply chains aligned with product, market, and customer characteristics.		
On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-			

<i>Course Learning Outcomes (CLOs)</i>	<b>CLO1</b>	Understand basic concepts and tools of supply chain management within the broader framework of an organization's overall competitive strategy, and describe key players of supply chain operation and their interrelationship.
	<b>CLO2</b>	Demonstrate knowledge of effective inventory management policy, demand forecasting, collaborative planning, lead time on inventory level and cost, and other international issues on SCM.
	<b>CLO3</b>	Develop analytical skills for solving managerial decision problems on supply chain networks and optimized strategies for supply chain management in manufacturing.
	<b>CLO4</b>	Use supply chain models and techniques, including process management and logistics, digital coordination of decisions and resources, inventory and risk management, procurement, and supply contracting, service response logistics, and supply chain process integration.
	<b>CLO5</b>	Interpret theory into sustainable and resilient global supply chain management practices for real-world problems and obtain solutions of the supply chain models, recommend areas for improvement, and present the logistics/supply chain systems in oral and written presentations.

<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
<b>1.</b>	<p><b>Introduction:</b> Introduction to Supply Chain Management- Introduction, definition, important elements, origins, and future trends in SCM.</p> <p><b>Purchasing Management:</b> Introduction, the role of purchasing, process, sourcing decisions, roles of the supply base, supplier selection, purchasing organization, decentralized purchasing, international purchasing.</p>	6	CLO1, CLO2
<b>2.</b>	<p><b>Creating and Managing Supplier Relationships:</b> Introduction, developing successful partnerships, supplier evolution and certification, supplier development, supplier award, supplier relationships MGT software.</p> <p><b>Strategic Sourcing for Successful Supply Chain Management:</b> Introduction, developing successful sourcing strategies, supply base reduction programs, evaluation and selecting key suppliers, strategic alliance and supplier certification programs, outsourcing programs, supplier management, and alliance.</p>	9	CLO2, CLO3, CLO4, CLO5
<b>3.</b>	<p><b>Demand Forecasting and Collaborative Planning:</b> Forecasting and Replenishment- introduction, matching supply and demand, forecasting techniques, forecast accuracy, collaborative planning, forecasting, and replenishment.</p> <p><b>Aggregate Planning and Inventory Management:</b></p>	9	CLO2, CLO3, CLO4, CLO5

		<p>Introduction, operation planning, aggregate production planning, master production scheduling, materials requirement planning, capacity planning.</p> <p><b>Enterprise Resource Planning Systems:</b> Introduction, the development of legacy materials requirement, planning systems, the development of enterprise resource planning, the rapid growth of enterprise resource planning systems.</p> <p><b>Process Management:</b> Introduction, Jit and TQM Issues, TQM Tools.</p>		
	4.	<p><b>Domestic and International Transportation:</b> Introduction, The impact of transportation on SCM, fundamentals of transportation, warehousing, international transportation issues, transportation Management, e-commerce &amp; transportation.</p> <p><b>Customer Relationship Management:</b> Introduction, roles of CRM, tools, principles.</p> <p><b>Facility location decisions:</b> Introduction, facility location, location strategy, location factors, models.</p> <p><b>Service Response Logistics:</b> Introduction, service operations, SCM in service, and primary concerns.</p>	9	CLO2, CLO3, CLO4, CLO5
	5.	<p><b>Supply chain process integration:</b> Introduction, integration model, obstacles to the process.</p> <p><b>Performance measurement along the supply chain:</b> Introduction, competitive weapon, traditional performance measures, world-class performance measurement.</p> <p><b>Looking to the future of supply chain management:</b> Introduction, expanding SCM, the greening of SCM, reducing SCM costs</p>	9	CLO2, CLO3, CLO4, CLO5

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	√							
	CLO2	√	√		√				
	CLO3	√			√			√	
	CLO4	√	√						
	CLO5				√				

<i>Course Plan</i>	Detail Course Plan with Teaching-Learning and Assessment Strategy				
	Week	Topic	Teaching-Learning Strategy	Assessment Strategy	CLOs
	1 to 2	<p><b>Introduction:</b> Introduction to Supply Chain Management-Introduction, definition, important elements, origins, and future trends in SCM.</p> <p><b>Purchasing Management:</b> Introduction, the role of purchasing, process, sourcing decisions, roles of the supply base, supplier selection, purchasing organization, decentralized purchasing, international purchasing.</p>	Lecturing, Group discussion and Student activity	Homework (Formative) and Midterm (Summative)	CLO1, CLO2
	3 to 5	<p><b>Creating and Managing Supplier Relationships:</b> Introduction, developing successful partnerships, supplier evolution and certification, supplier development, supplier award, supplier relationships MGT software.</p> <p><b>Strategic Sourcing for Successful Supply Chain</b></p>	Lecturing and Group discussion	Midterm(Summative)	CLO2, CLO3, CLO4, CLO5

		<p><b>Management:</b> Introduction, developing successful sourcing strategies, supply base reduction programs, evaluation and selecting key suppliers, strategic alliance and supplier certification programs, outsourcing programs, supplier management, and alliance.</p>			
	6 to 8	<p><b>Demand Forecasting and Collaborative Planning:</b> Forecasting and Replenishment-introduction, matching supply and demand, forecasting techniques, forecast accuracy, collaborative planning, forecasting, and replenishment.</p> <p><b>Aggregate Planning and Inventory Management:</b> Introduction, operation planning, aggregate production planning, master production scheduling, materials requirement planning, capacity planning.</p> <p><b>Enterprise Resource Planning Systems:</b> Introduction, the development of legacy materials requirement, planning systems, the development of enterprise resource planning, the rapid growth of enterprise resource planning systems.</p> <p><b>Process Management:</b> Introduction, Jit and TQM Issues, TQM Tools.</p>	Lecturing and Visual presentation	Midterm(Summative)Final exam(Summative)	CLO2, CLO3, CLO4, CLO5
	9 to 11	<p><b>Domestic and International Transportation:</b> Introduction, The impact of transportation on SCM, fundamentals of transportation, warehousing, international transportation issues, transportation Management, e-commerce</p>	Lecturing and Slide presentation	Assig. and Pres. (Formative) Midterm(Summative)and Final exam (Summative)	CLO2, CLO3, CLO4, CLO5

		<p>&amp;transportation.</p> <p><b>Customer Relationship Management:</b> Introduction, roles of CRM, tools, principles.</p> <p><b>Facility location decisions:</b> Introduction, facility location, location strategy, location factors, models.</p> <p><b>Service Response Logistics:</b> Introduction, service operations, SCM in service, and primary concerns.</p>				
	12 to 14	<p><b>Supply chain process integration:</b> Introduction, integration model, obstacles to the process.</p> <p><b>Performance measurement along the supply chain:</b> Introduction, competitive weapon, traditional performance measures, world-class performance measurement.</p> <p><b>Looking to the future of supply chain management:</b> Introduction, expanding SCM, the greening of SCM, reducing SCM costs</p>	Lecturing and Student Activity	Final exam (Summative)		CLO2, CLO3, CLO4, CLO5
	<p><b>Text Book:</b></p> <p>Joel D. Wisner, G. Keong Leong, Keah-Choon Tan, “Principles of Supply Chain Management, A Balanced Approach” (Latest edition)</p> <p><b>Reference Materials:</b></p> <ol style="list-style-type: none"> <li>1. Ronald H. Ballou, Prentice–Hall, “Business Logistics Management”</li> <li>2. Ronald J. Browsersox and David J. Closs, Tata, McGraw Hill “Logistics Management”</li> <li>3. Research Publications and Notes (@class discussion)</li> </ol>					
<i>Learning Materials</i>						

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3, CLO4, CLO5
	• Visual Presentation	CLO1, CLO2, CLO4, CLO5
	• Students activity	CLO2, CLO3, CLO4
	• Group discussion	CLO3, CLO5
	• Slide presentation	CLO1, CLO2, CLO4, CLO5
	• Questioning and answer questioning	CLO1, CLO2, CLO3, CLO4

**Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy**

<b>Assessment and Evaluation</b>	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
	<b>SMEF(Summative) 80%</b>				
	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2, CLO3,	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60	20	10 per exam. At least two

	CLO4, CLO5		minutes		questions in each exam have to be answered
<b>FMEF(Formative) 20%</b>					
	CLO1, CLO2, CLO3, CLO4, CLO5	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>					
	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Instructions for Preparing Questions</b>					
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>					
	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				

## Fourth Year Second Semester

<b>Course Title</b>	Services Marketing	<b>Course Code</b>	0414 MKT 425
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>			
<i>Course Description</i>	Service Marketing is a major course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, sudden test, question asking and answering session and comprehensive examinations.		
<b>Rationale</b>			
<i>Rationale</i>	Service Marketing is needed for formal, focused attention within the business discipline on how to delivery better and qualityful services for service receivers. This course is designed based on academic requirements to help the students for well understanding about manual and digital services of different service organizations.		
<b>Course Objectives</b>			
<i>Course Objectives</i>	<p>The principal objective of this course is to convey the fundamental knowledge about service sectors and thinking critically about the unique characteristics of service and service gaps. The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) know about the problems and solutions which are generated for different characteristics of services;</li> <li>2) understand about service delivery process;</li> <li>3) understand about ethical misconduct in service sectors;</li> <li>4) know about service mix;</li> <li>5) understand the customer retention in service sectors.</li> </ol>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	CLO1	understand the unique characteristics of service, problems and solutions for unique characteristics of service, different models, service economy, e-services
	CLO2	identify service mix, customers' retention in service sector, ethical practices in service sector, satisfaction measurement of service receiver
	CLO3	Know dimensions of service quality and service failures and recovery efforts

<b>Course Contents</b>			
------------------------	--	--	--

	Course Contents		Hours	CLOs
	1.	<b>Basic concepts:</b> Definition, differences between product and services, importance to study, Servqual model, Molecular model, characteristics of service, marketing problems and solutions for unique characteristics of service	3 Hrs.	CLO1
2.	<b>E-services &amp; Service economy:</b> Meaning, different types of e-services, nature, benefit, problems, different organizations for e-services, service economy, trend in service sector, dynamic service organization	6 Hrs.	CLO1	
3.	<b>Behavior and ethical misconduct in service sector:</b> Decision process, special considerations pertaining to services, issues in service marketing, role of culture in services, ethics in service sector, ethical misconduct in service sector	6 Hrs.	CLO2	
4.	<b>Pricing of Services:</b> perception of services, special considerations of service pricing, service pricing strategies, emerging thought about service pricing	3 Hrs.	CLO2	
5.	<b>Service Delivery Process:</b> Service Delivery system, stages of operational competitiveness, perfect world model, efficiency model to service firm	6 Hrs.	CLO2	
6.	<b>Service communication mix:</b> Meaning, developing communication tools in service sector, communication strategies for service marketing, special problems, general guidelines, special considerations of professional service providers	6 Hrs.	CLO2	
7.	<b>Measuring satisfaction and retention in service sector:</b> Definition of satisfaction dis-	6 Hrs.	CLO2	

	satisfaction, benefits, measurement techniques, satisfaction rating, disconfirmation model, meaning of retention, benefits of retention, tactics of retention, retention programs, defection management		
8.	<b>Measuring service quality and service failures for gaps:</b> Definition, service gaps, factors affecting to service gaps, SERVQUAL Model, quality measurement tools, Holistic concept for service marketing, service failures, complaining behavior, service recovery, recovery efforts	6 Hrs.	CLO3

--	--

<i>Alignment of CLOs VS PLOs</i>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	✓		✓				✓	
	CLO2	✓						✓	
	CLO3	✓		✓				✓	

--	--

<i>Course Plan</i>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>				
	<b>Week</b>	<b>Topics</b>	<b>Teaching-Learning Strategies</b>	<b>Assessment Strategies</b>	<b>CLOs</b>
	1	Definition, differences between product and services, importance to study, Servqual model, Molecular model, characteristics of service, marketing problems and solutions for unique characteristics of service	Lecturing, Group discussion and Student activity	Quiz/Homework (Formative) and Midterm (Summative)	CLO1
	2 to 3	Meaning, different types of e-services, nature, benefit, problems, different organizations for e-services,	Lecture, asking questions and answering, discussion,	Final exam (Summative)	CLO1

	service economy, trend in service sector, dynamic service organization,	visual presentation, assignment, group discussion		
<b>4 to 5</b>	Decision process, special considerations pertaining to services, issues in service marketing, role of culture in services, ethics in service sector, ethical misconduct in service sector	Lecture, asking questions and answering, discussion, visual presentation  assignment, group discussion	Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO2
<b>6 to 9</b>	perception of services, special considerations of service pricing, service pricing strategies, emerging thought about service pricing, service Delivery system, stages of operational competitiveness, perfect world model, efficiency model to service firm, meaning of promotion mix, developing communication tools in service sector, communication strategies for service marketing, special problems, general guidelines, special considerations of professional service providers	Lecture, asking questions and answering, discussion, assignment, visual presentation, group discussion	Homework (Formative) Final exam (Summative)	CLO2
<b>10 to 12</b>	Definition of satisfaction and dissatisfaction, benefits of satisfaction measurement, satisfaction measurement techniques, satisfaction rating, disconfirmation model, meaning of retention, benefits of retention, tactics of retention, retention programs, defection management	Lecture, asking questions and answering, discussion, assignment, visual presentation group discussion	Final exam (Summative)	CLO2
<b>13 to 14</b>	Definition, service gaps, factors affecting to service	Lecture, Group discussion, slide presentation,	Final Exam (Summative)	CLO2

		gaps, SERVQUAL Model, quality measurement tools, Holistic concept for service marketing, service failures, complaining behavior, service recovery, recovery efforts	questions and answering															
<b>Learning Materials</b>	<p><b>Text Book:</b></p> <p>K. Douglas Hoffman &amp; John E. G. Bateson: Essential of Service Marketing</p> <p>Zeithaml and Mary to Bitner: Service Marketing</p> <p><b>Reference Books:</b></p> <p>Christopher H. Lovelock: Service Marketing</p>																	
<b>Teaching Strategy</b>	<p align="center"><b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b></p> <table border="1"> <tr> <td>• Lecturing</td> <td>CLO1, CLO2, CLO3,</td> </tr> <tr> <td>• Visual Presentation</td> <td>CLO1, CLO2, CLO3</td> </tr> <tr> <td>• Students' activity</td> <td>CLO1,</td> </tr> <tr> <td>• Group discussion</td> <td>CLO1, CLO2, CLO3</td> </tr> <tr> <td>• Slide presentation</td> <td>CLO2</td> </tr> <tr> <td>• Questioning and answering</td> <td>CLO1, CLO2 &amp; CLO3</td> </tr> </table>						• Lecturing	CLO1, CLO2, CLO3,	• Visual Presentation	CLO1, CLO2, CLO3	• Students' activity	CLO1,	• Group discussion	CLO1, CLO2, CLO3	• Slide presentation	CLO2	• Questioning and answering	CLO1, CLO2 & CLO3
• Lecturing	CLO1, CLO2, CLO3,																	
• Visual Presentation	CLO1, CLO2, CLO3																	
• Students' activity	CLO1,																	
• Group discussion	CLO1, CLO2, CLO3																	
• Slide presentation	CLO2																	
• Questioning and answering	CLO1, CLO2 & CLO3																	
<b>Assessment and Evaluation</b>	<p align="center"><b>Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy</b></p> <p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p>																	

<p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>				
<b>SMEF(Summative) 80%</b>				
<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
	Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
<b>FMEF(Formative) 20%</b>				
CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
	Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
	Class attendance (5%)	-----	5	-----
	<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.			
<b>Instructions for Preparing Questions</b>				
<b>Questions Setting</b>	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.		
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.		

	3.	Maintain the lower order learning to higher order learning assessment in question paper.
<b><i>Academic Integrity</i></b>	<p>Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.</p>	

## Fourth Year Second Semester

<b>Course Title</b>	Competitive Analysis	<b>Course Code</b>	0414 MKT 426
<b>Course Type</b>	Core	<b>Course Status</b>	Theory
<b>Course Hour</b>	3.0 Hr./Week	<b>Credit Value</b>	3.0
<b>Prerequisite</b>		<b>Total Marks</b>	100
<b>Course Description</b>	Competitive Analysis is a major course for the undergraduate students of the B. B. A program, which carries <b>3 credits</b> and <b>42 hours</b> of effective teaching in 14 weeks. The course grades will be assessed through participation, class presentations, quiz, assignments, two midterms, sudden test, question asking and answering session and comprehensive examinations.		
<b>Rationale</b>	Competitive Analysis course will enable students to increase proficiency and effectiveness in sustainable in the market and meet up competitive situation successfully.		
<b>Course Objectives</b>	<p>The principal objective of this course is to convey the fundamental knowledge of competitive advantage, structural determinants of industry, and especially emphasis on generic strategies of competitors. The specific objectives of this course are to:</p> <ol style="list-style-type: none"> <li>1) evaluate competitive position in the market choice;</li> <li>2) understand about generic strategies and their applications;</li> <li>3) generate ideas about competitive advantages;</li> <li>4) evaluate determinants of industry analysis;</li> <li>5) measure the impact of advance technology on industry structure.</li> </ol>		

<b>Course Learning Outcomes (CLOs)</b>	On satisfying the requirements and successful completion of this course, students will have the knowledge and skills to-	
	CLO1	to know about industry, structural determinants of industry, the nature of competition, buyer needs
	CLO2	to know SBU, select appropriate strategy, strategic group map, improving firm's profitability
	CLO3	to learn how to select appropriate generic strategy, nature of different generic strategies, understand profile market signals, and different types of market signal, value chain activities, technological advanced

--	--	--	--

<b>Course Contents</b>	<b>Course Contents</b>		<b>Hours</b>	<b>CLOs</b>
	1.	<b>Basic concepts:</b> Industry analysis, intensity competition, industry structure and buyer need, industry structure and the supply/demand balance	6 Hrs.	CLO1
	2.	<b>Strategic Business Unit:</b> Dimensions of competitive strategy, strategic business units, firm's profitability. Strategic groups map and as an analytical tool	6 Hrs.	CLO2
	3.	<b>Generic Strategies:</b> Cost leadership, differentiation, cost-focus, differentiation- focus, stuck in the middle, pursuit of more than one generic strategy	3 Hrs.	CLO3
	4.	<b>Market Signal:</b> Components of competitor analysis, competitor response profile market signals, different types of market signals,	3 Hrs.	CLO3
	5.	<b>Value Chain:</b> Value chain activities, linkage within the value chain, types of linkages, buyer value chain, competitive scope, and the value chain	6 Hrs.	CLO3
	6.	<b>Cost Leadership and Value chain:</b> Value chain for cost analysis, assigning cost and cost assets, cost cut analysis of cost behavior, cost dynamics, The relative cost of competitor gaining cost advantages, sustainability of cost advantage	6 Hrs.	CLO3
	7.	<b>Differentiation Strategy:</b> Divers of uniqueness, buyer value and differentiation, buyer purchase criteria, routes to differentiation, sustainability of differentiation	6 Hrs.	CLO3
	8.	<b>Evaluation of Technology:</b> Technology and industry structure, technology strategy, sustainability of the technology lead, technological evolution	6 Hrs.	CLO3

<b>Alignment of CLOs VS PLOs</b>	Mapping of Course Outcome to Program Outcome:								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	CLO1	3						1	
	CLO2	1							
CLO3	1						2		
<b>Curse Plan</b>	<b>Detail Course Plan with Teaching-Learning and Assessment Strategy</b>								
	<b>Week</b>	<b>Topics</b>			<b>Teaching-Learning Strategies</b>		<b>Assessment Strategies</b>	<b>CLOs</b>	
	<b>1 to 2</b>	Industry analysis, intensity competition, industry structure and buyer need, industry structure and the supply/demand balance			Lecturing, Group discussion and Student activity		Quiz/Homework (Formative) and Midterm (Summative)	CLO1	
	<b>3 to 4</b>	Dimensions of competitive strategy, strategic business units, firm's profitability.Strategic groups map and as an analytical tool			Lecture, asking questions and answering, discussion, visual presentation, assignment, group discussion		Final exam (Summative)	CLO2	
	<b>5to7</b>	Cost leadership, differentiation, cost-focus, differentiation- focus, stuck in the middle, pursuit of more than one generic strategy,Value chain for cost analysis, assigning cost and cost assets, cost cut analysis of cost behavior, cost dynamics, The relative cost of competitor gaining cost advantages, sustainability of cost advantage			Lecture, asking questions and answering, discussion, visual presentation assignment, group discussion		Assignment and Presentations (Formative) Midterm and Final exam (Summative)	CLO3	

	<b>8</b>	Components of competitor analysis, competitor response profile market signals, different types of market signals,	Lecture, asking questions and answering, discussion, assignment, visual presentation, group discussion	Homework (Formative) Final exam (Summative)	CLO3
	<b>9 to 10</b>	Value chain activities, linkage within the value chain, types of linkages, buyer value chain, competitive scope, and the value chain	Lecture, asking questions and answering, discussion, assignment, visual presentation group discussion	Final exam (Summative)	CLO3
	<b>11 to 14</b>	Divers of uniqueness, buyer value and differentiation, buyer purchase criteria, routes to differentiation, sustainability of differentiation, technology and industry structure, technology strategy, sustainability of the technology lead, technological evolution	Lecture, Group discussion, slide presentation	FinalExam (Summative)	CLO3

<b>Learning Materials</b>	<b>Text Book:</b> Porter, M. E., Competitive Advantages, The Free Press
	<b>Reference Books:</b> Porter, M. E., Competitive Strategy, The Free Press

<b>Teaching Strategy</b>	<b>Mapping of Course Learning Outcomes (CLOs) with the Teaching-Learning Strategy</b>	
	• Lecturing	CLO1, CLO2, CLO3,
	• Visual Presentation	CLO1, CLO2, CLO3
	• Students' activity	CLO1,
	• Group discussion	CLO1, CLO2, CLO3
	• Slide presentation	CLO2
	• Questioning and answering	CLO1, CLO2 & CLO3

**Mapping of Course Learning Outcomes (CLOs) with the Assessment Strategy**

<b>Assessment and Evaluation</b>	<p><b>Assessment</b> allows both course teacher and student to monitor progress towards achieving learning objectives and can be approached in various ways. Assessments should reveal how well students have learned what we want them to learn, while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies must be closely aligned to reinforce one another. 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 assessment.</p> <p><b>Formative</b> assessment allows you to evaluate students' performance in real time and improve the course content and delivery during the learning process. It makes it easier for teachers to track students' performance during a course. 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.</p> <p><b>In contrast, summative</b> 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.</p>
	<b>SMEF(Summative) 80%</b>

	<b>CLOs</b>	<b>Type of evaluation</b>	<b>Time</b>	<b>Marks</b>	<b>Guideline</b>
	CLO1, CLO2 CLO3	Final exam (60%)	3 hours	60	Four have to be answered out of six questions
		Midterm exam (20%)	60 minutes	20	10 per exam. At least two questions in each exam have to be answered
	<b>FMEF(Formative) 20%</b>				
	CLO1, CLO2 CLO3	Class Test/ Quiz/ Assignment (5%)	30 minutes	5	Average of CT/Quiz. Instantly MCQ/Written/Assignment
		Presentation(10%)	10 minutes	10	Topic=4, Speech=4, Dress code=2
		Class attendance (5%)	-----	5	-----
		<b>Total</b>		<b>100</b>	
<b>Make up Procedure</b>	If any student misses any formative exam, course teacher/instructor will declare the policy before starting the course.				
<b>Questions Setting</b>	<b>Instructions for Preparing Questions</b>				
	1.	Course learning outcomes, teaching learning activities and assessment methods are properly aligned in each course of the program.			
	2.	Cover all topics in CLOs in question paper. Keep in your mind that since there is choice of questions, if students select required questions as if all CLOs are attained Automatically.			
	3.	Maintain the lower order learning to higher order learning assessment in question paper.			
<b>Academic Integrity</b>	Academic integrity will be strongly enforced in this course. Any student caught cheating and misconduct in any assignment, quiz, midterm, and final term exam will be reported to the Department of Marketing and Examination Control Office. Cheating and misconduct are defined in the Comilla University Examination rules. It is strongly suggested that the students read and understand these definitions. We encourage you to work with classmates on assignments, group work, discussions, and idea sharing. However, each student must turn in the original work. No copying will be accepted.				