



Creating & Maintaining Course Files

Dr. Kaniz Habiba Afrin
Additional Director
IQAC
Varendra University

Course File Checklist

Program	
Course Code	
Course Title	
Lecture Duration	
Semester	
Section(s)	
Course Teacher(s)	

SL	Particulars	Please Check	Remarks																		
1.	Course Outline.	<input checked="" type="checkbox"/>																			
2.	Course Materials.	<input checked="" type="checkbox"/>																			
3.	Attendance Sheet.	<input checked="" type="checkbox"/>																			
4.	Copies -Continuous Internal Assessment Evidence:	<input checked="" type="checkbox"/>																			
	<table border="1"> <thead> <tr> <th>Items</th> <th>Copies of Question papers</th> <th>Scripts- (Best, Mediocre, and Poor)/ Rubrics.</th> </tr> </thead> <tbody> <tr> <td>CT</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Assignment</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Viva</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Presentation</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Others</td> <td></td> <td></td> </tr> </tbody> </table>	Items	Copies of Question papers	Scripts- (Best, Mediocre, and Poor)/ Rubrics.	CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Viva	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Others				
Items	Copies of Question papers	Scripts- (Best, Mediocre, and Poor)/ Rubrics.																			
CT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																			
Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																			
Viva	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																			
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																			
Others																					
5.	Copies - SMEB- Semester Mid & End Examination Assessment Evidence: (Best, Mediocre, and Poor):	<input checked="" type="checkbox"/>																			
	<table border="1"> <thead> <tr> <th>Items</th> <th>Copies of Question papers</th> <th>Scripts- (Best, Mediocre, and Poor)</th> </tr> </thead> <tbody> <tr> <td>Mid Term</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Final</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Items	Copies of Question papers	Scripts- (Best, Mediocre, and Poor)	Mid Term	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Final	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>											
Items	Copies of Question papers	Scripts- (Best, Mediocre, and Poor)																			
Mid Term	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																			
Final	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>																			
6.	Copies of Question papers:	<input checked="" type="checkbox"/>																			
	<table border="1"> <tbody> <tr> <td>Midterm <input checked="" type="checkbox"/></td> <td>Final <input checked="" type="checkbox"/></td> <td>CT <input checked="" type="checkbox"/></td> <td>Assignment <input checked="" type="checkbox"/></td> </tr> <tr> <td>Viva <input checked="" type="checkbox"/></td> <td>Presentation <input checked="" type="checkbox"/></td> <td>Others</td> <td></td> </tr> </tbody> </table>	Midterm <input checked="" type="checkbox"/>	Final <input checked="" type="checkbox"/>	CT <input checked="" type="checkbox"/>	Assignment <input checked="" type="checkbox"/>	Viva <input checked="" type="checkbox"/>	Presentation <input checked="" type="checkbox"/>	Others													
Midterm <input checked="" type="checkbox"/>	Final <input checked="" type="checkbox"/>	CT <input checked="" type="checkbox"/>	Assignment <input checked="" type="checkbox"/>																		
Viva <input checked="" type="checkbox"/>	Presentation <input checked="" type="checkbox"/>	Others																			
7.	Rubric for Assessment	<input checked="" type="checkbox"/>																			
	<table border="1"> <tbody> <tr> <td>7.1</td> <td>Assessment Rubrics</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>7.2</td> <td>CLO/PLO_GA_BT_LOD_Grade sheet</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>7.3</td> <td>Grade Sheet</td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	7.1	Assessment Rubrics	<input checked="" type="checkbox"/>	7.2	CLO/PLO_GA_BT_LOD_Grade sheet	<input checked="" type="checkbox"/>	7.3	Grade Sheet	<input checked="" type="checkbox"/>											
7.1	Assessment Rubrics	<input checked="" type="checkbox"/>																			
7.2	CLO/PLO_GA_BT_LOD_Grade sheet	<input checked="" type="checkbox"/>																			
7.3	Grade Sheet	<input checked="" type="checkbox"/>																			
8.	Course Evaluation by Course Teacher.	<input checked="" type="checkbox"/>																			
9.	Feedback from Students on the Course.	<input checked="" type="checkbox"/>																			
10.	Peer Review.	<input checked="" type="checkbox"/>																			
11.	Evaluation of Attainment of CLOs.	<input checked="" type="checkbox"/>																			
12.	Improvement Plan for Better Attainment of CLOs.	<input checked="" type="checkbox"/>																			

Step 1: Course Outline..

Course Name

Course Code:

Part A- Introduction

1.	Course Code	0311-2102												
2.	Course Title	Macro Economics												
3.	Course Type (GED/Core/Major)	Core Course												
4.	Level/Term and Section	2 nd year 1 st semester												
5.	Academic Session	Spring/Summer												
6.	Course Instructor	Faculty, Business Administration												
7.	Pre-requisite (if any)	N/A												
8.	Credit Value	3												
9.	Class Hours	1 hour 30 minutes (Per Class)												
10.	Total Marks	100												
11.	Course Objective	The objective of this course is to recognize and investigate the connections that exist between the various macroeconomic variables. This course will prepare students to research the relationships between macroeconomic variables comprehensively. The course will prepare students to assist policymakers in developing appropriate macroeconomic policies consistent with a given economy's economic conditions.												
	Course Summary	This course is designed to provide students with an introduction to the fundamentals of macroeconomics. This course introduces fundamental macroeconomic concepts, techniques, and contemporary economic challenges. The study of macroeconomics involves the examination of the aggregate economy, including booms and recessions, the overall production of goods and services by the economy, economic growth and unemployment, money supply and interest rates, fiscal and monetary policy, and foreign currency markets. The application of fundamental financial theory to problems and challenges in the real world will be emphasized throughout this course. This introductory macroeconomics course is designed to assist students in analyzing critical problems using proper techniques.												
12.	Course Learning Outcomes (CLOs)	<table border="1"> <tr> <td>CLO1</td> <td>Understand the fundamental principles and methodologies of macroeconomics.</td> <td>Cognitive</td> </tr> <tr> <td>CLO2</td> <td>Apply the theoretical model to explain the economy's behavior.</td> <td>Cognitive</td> </tr> <tr> <td>CLO3</td> <td>Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall output.</td> <td>Cognitive</td> </tr> <tr> <td>CLO4</td> <td>Evaluate the justification of macroeconomic policies and the corresponding outcomes.</td> <td>Cognitive</td> </tr> </table>	CLO1	Understand the fundamental principles and methodologies of macroeconomics.	Cognitive	CLO2	Apply the theoretical model to explain the economy's behavior.	Cognitive	CLO3	Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall output.	Cognitive	CLO4	Evaluate the justification of macroeconomic policies and the corresponding outcomes.	Cognitive
CLO1	Understand the fundamental principles and methodologies of macroeconomics.	Cognitive												
CLO2	Apply the theoretical model to explain the economy's behavior.	Cognitive												
CLO3	Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall output.	Cognitive												
CLO4	Evaluate the justification of macroeconomic policies and the corresponding outcomes.	Cognitive												

	CLO5	Respond to various global macroeconomic concerns to foster more global thinking.	Affective										
13.	Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)												
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
	CLO1	✓											
	CLO2		✓										
	CLO3						✓				✓		
	CLO4									✓			
	CLO5										✓		✓

Part B- Content of the Course

14.	Course Content	<ul style="list-style-type: none"> Fundamental Concepts of Macro Economics: Macroeconomics and origin of macroeconomics, Topic discussed in macroeconomics, Aggregate Income, Consumption, Savings and Investment, Stock and Flow Variables Statics and Dynamics. National Income Accounting: Concepts and Measurement of GNP, NNP, and GDP - Nominal and Real National Income. Classical Theory of Output, Income and Employment: Simple Graphical and Analytical Exposition of the Theory. Attainment of full Employment. The Keynesian Theory of Income and Employment: A Simple Exposition of Keynesian Structure - Obstacles to Attainment of full Employment- Inflationary and Deflationary Gaps. Simple Concept of Consumption and Savings Functions: Marginal Propensity to Consume - Derivation of the Multiplier, Aggregate Demand and Supply. Simple Concept of Investment Functions: The Interest Rate, The Rate of Return on Investment, and the level of Investment. Money and Inflation: Function of Money, Theory of Money, Inflation, Types of Inflation, Policy to control inflation. Monetary Policy and Fiscal Policy: Detailed discussion of Monetary Policy and Fiscal Policy. 												
15.	Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy	<table border="1"> <thead> <tr> <th>CLOs</th> <th>Description</th> <th>Teaching-Learning Strategy</th> <th>Assessment Strategy</th> </tr> </thead> <tbody> <tr> <td>CLO1</td> <td>Understand the fundamental principles and methodologies of macroeconomics.</td> <td>Lecture with multimedia</td> <td>CT/Assignment/Mid-term/Final/Presentation/Viva</td> </tr> <tr> <td>CLO2</td> <td>Apply the theoretical model to explain the economy's behavior.</td> <td>Lecture with multimedia.</td> <td>CT/Assignment/Mid-term/Final/Presentation/Viva</td> </tr> </tbody> </table>	CLOs	Description	Teaching-Learning Strategy	Assessment Strategy	CLO1	Understand the fundamental principles and methodologies of macroeconomics.	Lecture with multimedia	CT/Assignment/Mid-term/Final/Presentation/Viva	CLO2	Apply the theoretical model to explain the economy's behavior.	Lecture with multimedia.	CT/Assignment/Mid-term/Final/Presentation/Viva
CLOs	Description	Teaching-Learning Strategy	Assessment Strategy											
CLO1	Understand the fundamental principles and methodologies of macroeconomics.	Lecture with multimedia	CT/Assignment/Mid-term/Final/Presentation/Viva											
CLO2	Apply the theoretical model to explain the economy's behavior.	Lecture with multimedia.	CT/Assignment/Mid-term/Final/Presentation/Viva											

Course Outline

		Interactive discussion about the subject contents.	
CLO3	Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall output.	Lecture with multimedia. Interactive discussion about the subject contents.	CT Assignment/Mid-term Final/Presentation/Viva
CLO4	Evaluate the justification of macroeconomic policies and the corresponding outcomes.	Lecture with multimedia. Interactive discussion about the subject contents.	CT Assignment/Mid-term Final/Presentation/Viva
CLO5	Respond to various global macroeconomic concerns to foster more global thinking.	Interactive discussion about the subject contents. Article analysis.	CT Assignment/Mid-term Final/Presentation/Viva

16. Weekly Lesson Plan

Topics	Specific Outcome (s) (KSA)	Time Frame	Suggested Activities	Teaching & Assessment strategy(s)	Alignment to CLO
Overview of Economics	-To understand the fundamental concepts of economics. -To analyze the major trade-offs among the macroeconomics objectives. To demonstrate the major economic problems.	Week 1-2	-Students will give brief introductions about themselves -Course outline will be discussed in detail -Discussion about the subject contents	-Lecture with the aid of multimedia. -Interactive Discussion. -Group Discussion. -White Board Illustration. -Case study.	CLO1, CLO5
Fundamental Concepts of Macro Economics	-To understand the concepts of Micro and Macroeconomics. -To acquire knowledge about the origin, scope, and importance of macroeconomics.	Week 3-4	-Interactive discussion. -Lectures, questions, and answers.	-Lecture with the aid of multimedia. -Collect Feedback & answer.	CLO1, CLO4

	- To analyze Stock and Flow Variables, Statics, and Dynamics.				
National Income	- To understand the basic concept of social accounting, -To evaluate the application of social accounts in closed economy and open economy; - To illustrate the circular-flow diagram of income, - To understand the basic concepts of GDP, GNP, national income, net national product, national income or national income @factor cost, personal income, and disposable income	Week 5-6	-Lectures, questions, and answers. - Problem-solving regarding national income calculation. -Analysis of the budget decision.	-Interactive discussion -Lecture discussion with the aid of multimedia - White Board Illustration. - Collect Feedback & answer.	CLO 1, CLO 2,
Theory of Employment	-To understand the classical theory of employment, Say's Law, Pigou's Modification. -To evaluate the criticism of classical theory & say's law. -To justify the Keynesian Theory of Employment, -To evaluate unemployment and full employment. -To analyze policy for full employment.	Week 7-8	-Discussion about the subject contents with the students -Recap main points -Forward plan -Class test	-Interactive discussion -Lecture discussion with the aid of multimedia -students group work -Library work. -Paperwork.	CLO 3, CLO 4
Consumption Function & Multiplier	-To evaluate the application of the consumption function. -To understand the Keynes' law of consumption, investment & types of investment. -To analyze Multiplier, Employment Multiplier Income, or Investment Multiplier.	Week 9-10	-Lectures, questions, and answers. -Recap main points	-Interactive discussion -Lecture discussion with the aid of multimedia -Students group work	CLO2 CLO4
Money	-To understand the function of Money, the "Federal Reserve System", Open market operation, the money circulation process by the bank, and the quantity theory of money;	Week 11-12	-Discussion about the subject contents with the students -Book Review	-Lecture discussion with the aid of multimedia -Students group work -Assignment preparation.	CLO 3, CLO 5.

Inflation	-To understand the concept and types of Inflation. -To analyze The Process of Measuring Inflation -To analyze the causes of Inflation. -To understand the policy to control inflation.	Week 13-14	-Discussion about the subject contents with the students -Group Study -Recap main points -Forward plan	Lecture discussion with the aid of multimedia -students group work -Collect Feedback & answer.	CLO3 CLO4
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	-----------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-----------

Part C- Assessment and Evaluation

17.	<p>Assessment Strategy:</p> <p>Class tests: Altogether 4 class tests may be taken during the semester, 2 class tests will be taken for midterm and 2 class tests will be taken for final term. Out of these 3 class tests for each term, the average of the best 1 class test will be counted. No makeup class tests will be taken. Students are strongly recommended not to miss any class tests.</p> <p>Assignment: The students will have to form a group of a maximum 5 members. The topic or case studies will be given as assignments in groups during the class which they have to prepare at home or classroom and the final term will be submitted on or before the due date. No late submission of assignments will be accepted.</p> <p>Paper & Presentation: The students will have to form a group of a maximum 5 members. The topic of the final paper will be given as a final group task before the final exam and will be submitted on or before the due date. No late submission of the final paper will be accepted. Students will have to do the group presentation on the given topic as well</p> <p>Classroom Participation: All the students are encouraged to come to class prepared, take part in the classroom discussion, make thoughtful contributions, and participate actively in all classroom activities.</p>																												
18.	<p>Evaluation Policy</p> <p>a) CIE- Continuous Internal Evaluation-50 Marks (40+10 Marks) b) SME- Semester Mid Examination (20 Marks) c) SFE- Semester Final Examination (30 Marks)</p> <table border="1"> <thead> <tr> <th>Bloom's Taxonomy Domain:</th> <th>Class test 10(%)</th> <th>Assignment 10(%)</th> <th>Viva 10(%)</th> <th>Presentation 10(%)</th> <th>Class Attendance (20%)</th> <th>SME SFE (30%) (10%)</th> </tr> </thead> <tbody> <tr> <td>Cognitive Domain</td> <td>C1 Remembering</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>C2 Understanding</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>C3 Applying</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Bloom's Taxonomy Domain:	Class test 10(%)	Assignment 10(%)	Viva 10(%)	Presentation 10(%)	Class Attendance (20%)	SME SFE (30%) (10%)	Cognitive Domain	C1 Remembering							C2 Understanding							C3 Applying					
Bloom's Taxonomy Domain:	Class test 10(%)	Assignment 10(%)	Viva 10(%)	Presentation 10(%)	Class Attendance (20%)	SME SFE (30%) (10%)																							
Cognitive Domain	C1 Remembering																												
	C2 Understanding																												
	C3 Applying																												

	C4 Analyzing				
	C5 Evaluating				
	C6 Creating				
Affective Domain	A1 Receive				
	A2 Respond				
	A3 Value				
	A4 Organize				
	A5 Internalize				
Psychomotor Domain	P1 Imitation				
	P2 Manipulation				
	P3 Precision				
	P4 Articulation				
	P5 Naturalization				

The final grade for this class will be based on the points achieved in the following areas:

d) Grading System

Evaluation Criteria	Marks Distribution
CIE- Continuous Internal Evaluation	40
Midterm Examination	20
Final Semester Assessment	30
Attendance	10
Total	100

19. **Make-up Procedure:**
There will be no makeup of any exam. The extreme situation will be an exception as per the faculty's decision. Faculty may skip this if students bring written permission from the Dean/ Chairman/ Coordinator, of the BBA Program. It is worth mentioning that questions of make-up exams are always harder.

Part D- Learning Resources

Required Textbooks	Other Resources
<ul style="list-style-type: none"> Modern Economic Theory Dr. K.K.Devett, M.H.Navahur Edition 2010. 	<ul style="list-style-type: none"> Principles of Macro Economics (4th edition) N. Gregory Mankiw Macroeconomics Theory and Policy Dr. H. Al-Jabir The Psychology of Money Morgan Housel

See the OBE Curriculum.....

Evaluation Procedure for OBE based Curriculum

Evaluation of students' performance will be based on Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). SEE includes midterm examination and final examination whereas CIE contains class-test, quiz, attendance, presentation and assignments/case study/term paper/project/viva/group work. CIE will cover 50% of the total marks and the remaining 50% are reserved for SEE.

Theory Course:

SEE (Semester End Examination) Summative	Mid Term	20%
	Final	30%
CIE (Continuous Internal Assessment) Formative	Class-test, quiz, attendance , presentation and assignments/case study/term paper/project/viva/group work	40% +10%
	Total	100%

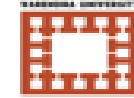
4. Continuous Internal Evaluation (See.....)

VARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION

FIFTH SEMESTER – Assignment (Summer 2025)



Batch: **33rd** Section: **A,B,C** Academic Session: **Summer 2023**



বরেন্দ্র
বিশ্ববিদ্যালয়

Course Code: **0414-3104** Course Title: **Integrated Marketing Communication**

Marks: 10

Sl.	Questions	CLO	Domain (Level)
1.	Cultural Sensitivity in Communication: Redesigning a Global Brand's IMC for Local Markets.	CLO4	Psychomotor (Articulation)

Marks Summary

Category	ID	Name	Section	Understanding the Concepts (1-5)	Critical Thinking & Analysis (1-5)	Structure & Organization (1-5)	Grammar & Mechanics (1-5)	Total Marks (20)	Converted Marks (10)
Best	232411003	<u>Md. Imtiaz Fahad</u>	A	5	5	5	5	20	10
Mediocre	232411078	<u>Asif Alam</u>	A	4	3	3	3	13	7
Poor	231411083	<u>Mahir Asif Parvez</u>	C	4	3	2	3	12	6

VARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION



FIFTH SEMESTER – Poster Presentation (Summer 2025)

Batch: 33rd Section: A,B,C Academic Session: Summer 2023

Course Code: 0414- 3104 Course Title: Integrated Marketing Communication

Marks: 15

Sl.	Questions	CLO	Domain (Level)
1.	✓ Create a short engaging video (1-3 minutes) that capture the vibrant life, facilities, achievements and uniqueness of the BBA department and the campus and present a group presentation.	CLO2	Cognitive (Applying)

Marks Summary
Poster Presentation

Category	ID	Name	Section	Content	Organization	Visual Aids	Delivery Style	Question & Answer session	Total Rubrics Marks	Converted Marks
				(1-5)	(1-5)	(1-5)	(1-5)	(1-5)	(25)	(15)
Best	232411021	Md. <u>Mujahid Hasan Biday</u>	A	4	4	5	5	5	23	14
Mediocre	232411095	<u>Touhidul Islam</u>	B	4	4	4	4	4	20	12
Poor	232411072	Md. <u>Ejaj Ahmed</u>	B	3	3	3	3	3	15	9

YARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION

FIFTH SEMESTER - VIVA (Summer 2023)



Batch: **33rd** Section: **A,B,C** Academic Session: **Summer 2023**

Course Code: **BUS 3104** Course Title: **Integrated Marketing Communication**



Marks: 15

Sl.	Questions	CLD	Domain (Level)
1.	I. Explain how buzz marketing can enhance a marketing communications program. II. Describe guerrilla marketing. III. Describe lifestyle marketing. IV. Explain experiential marketing. V. Describe what caused the growth in the use of alternative media venues, especially video game advertising, in marketing communications programs. VI. Explain how brand communities enhance brand loyalty and devotion. VII. Describe the methods are used to adapt alternative marketing programs to international marketing efforts?	CL03	Cognitive- (Understanding)

Marks Summary

Category	ID	Name	Section	General Knowledge	Critical Thinking & Analysis	Oral Communication	Written Communication	Professionalism	Marks	Marks
				(1-5)	(1-5)	(1-5)	(1-5)	(1-5)	(25)	(15)
Best	232411006	<u>Dr. Jasmin Malik Chauhan</u>	A	5	5	5	5	5	25	15
Mediocre	232411026	<u>Tanzil Islam Akash</u>	A	3.5	3	3.5	3	3.5	16.5	10
Poor	232411091	<u>Parvati Bana</u>	B	2.5	2	2.5	2.5	2	11.5	7

Question Moderation forms.....(See...)

5. Copies - SMEB- Semester Mid & End Examination Assessment Evidence

VARENDRA UNIVERSITY
 DEPARTMENT OF BUSINESS ADMINISTRATION
THIRD SEMESTER MID TERM EXAMINATION (SUMMER 2024)
 Batch: 33rd Section: **A,B,C,D,E** Academic Session: **Summer 2023**
 Course Code: **BUS 2102** Course Title: **Macro Economics**



Time: 1 Hour Marks: 20

(Answer any ONE SET from each of the following Questions)
 The figures in the right margin indicate full marks for the respective question.
 All parts of each set of questions must be answered sequentially.

Question 1						
Set A.	i.	What is an economic problem? Explain the fundamental problems facing an economy.	10			
	ii.	"Society faces a short-run trade-off between inflation & unemployment."-Interpret this statement.				
Set B.	i.	At this moment, Bangladesh is facing severe inflation problem. What are the reasons behind inflation and how the issue could be resolved?	10			
	ii.	What is CPI?				
Question 2						
Set C.	i.	Illustrate the "Circular-Flow Diagram of Income" in two sectors economy.	10			
	ii.	How to calculate GDP of a country using expenditure approach?				
Set D.	i.	From the following data on healthcare vs. educational institution's production possibilities, Graphically present the "PPF".	10			
				Combination	Healthcare	Education Institution
				A	8	12
				B	12	13
				C	13	28
				D	7	7
				E	25	33
				F	33	33
				G	18	5
				H	20	16
				I	18	22
J	30	8				

Notes

Questions	Attained CLO(s)	Domain (Level)
Question 1	CLO-1	Cognitive-Understating
Question 2	CLO-2	Cognitive-Appling

Marks Summary

Category	Marks	Name	ID
<i>Best</i>	18.5	TAHASINA CHOWDHURY	232411019
<i>Mediocre</i>	14	TANVIR ISLAM AKASH	232411026
<i>Poor</i>	8	ANIKA TABASSUM	232411042

VARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION
FIFTH SEMESTER MID TERM EXAMINATION (SUMMER 2023)



Batch: 33rd Section: A,B,C Academic Session: Summer 2023

Course Code: 0414-3104 Course Title: Integrated Marketing Communication

Time: 1 Hour

Marks: 20

(Answer any ONE SET from each of the following Questions)

The figures in the right margin indicate full marks for the respective question.

All parts of each set of questions must be answered sequentially.

Question 1

- Set A. i. Describe what does IMC mean? Discuss the communication process through the diagram and mention five examples of Communication noise. 05
- ii. A new eco-friendly skincare brand is launching in a highly competitive market. The company wants to reach Gen Z and young millennial's, who are known for valuing authenticity, social responsibility, and interactive online experiences. The marketing team has a limited budget but wants to leverage **emerging marketing communication trends** to maximize reach and engagement. If you were the marketing manager, **determine** which five **emerging trends in marketing communications** would you prioritize to promote the brand, and how would you implement them effectively within a limited budget? Justify your choices. 05
- Set B. i. What is a brand? 05
- An eco-friendly cleaning product company, Green Spark, enjoys a strong reputation among environmentally conscious customers. However, when expanding into international markets, the brand's message is misunderstood, and many customers view it as just another cleaning brand with no unique qualities. **Describe** how brand image plays a role from both the company's perspective and the customers' perspective
- ii. **Determine** the following terms with examples: 05
- a) Family brand
 - b) Ingredient branding
 - c) Flanker brand

- Set D. i. What does packaging mean? Suppose, You are the marketing manager for a new premium organic juice brand entering a highly competitive market. While the juice quality is excellent, sales from the first month are lower than expected. Customer feedback shows that many shoppers did not notice your product on the shelf, and some assumed it was just another regular juice. Your packaging currently uses plain bottles with a simple printed label. 05
- Using your knowledge of the **primary purposes of packaging**, **analyze** how you would redesign the packaging to address the problems and improve sales. What elements would you focus on, and why?
- ii. **Evaluate** how does The Evoked set approach and The multi-attribute approach works in the Evaluation of alternative stage. 05

Notes

Questions	Attained CLO(s)
Question 1	CLO -1
Question 2	CLO -1

5. Copies - SMEB- Semester Mid & End Examination Assessment Evidence(2)

YARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION
THIRD SEMESTER FINAL EXAMINATION (SUMMER 2024)

Batch: 33th Section: **A, B, C, D, E** Academic Session: SUMMER 2024

Course Code: BUS 2102 Course Title: Macro Economics



Time: 1 Hour 30 Minutes Marks: 30

(Answer any ONE SET from each of the following questions)
The figures in the right margin indicate full marks for the respective question.
All parts of each question must be answered sequentially.

Question 1		
Set A.	i.	Inflation can be caused by the excessive money supply in the market that creates excessive demand for goods and services. Analyze the reasons behind demand-pull inflation. 10
	ii.	There is an immense influence of inflation on the economy. If the economy fails to reduce inflation, the consequences will be disastrous to the economy. Governments may attempt to regulate inflation by employing fiscal and monetary policies. Analyze the monetary policy instruments that contribute to inflation reduction.
Set B.	i.	Illustrate the "Keynesian" theory of employment. 10
	ii.	"Full Employment" is not a situation where everybody who wants jobs gets jobs. Full employment is actually a situation where there is no cyclical unemployment. Still to create a state of full employment is not an easy job. No simple & straight remedy can be prescribed for the purpose. Some policies can be followed for full employment. Such as: <ul style="list-style-type: none"> • Fiscal policy • Monetary policy • Income policy • Price policy • International measure. Analyze any three policies that can help a nation achieve full employment.
Question 2		
Set C.	i.	Say's Law and the classical theory of employment are not the standard theories for eliminating unemployment. John Maynard Keynes, author of "The General Theory of Employment, Interest and Money" and founder of Keynesian economics, strongly disagreed with the classical employment theory. Determine the negative aspects of the classical theory of employment and Say's law. 10
	ii.	"Aggregate consumption is a function of aggregate disposal income". Justify Keynes' Law of Consumption.
Set D.	i.	Money serves various purposes that have a big impact on the economy. Justify the following functions of money that are given below (any three): 10

		<ul style="list-style-type: none"> ❖ Money serves as a medium of exchange. ❖ Money is used as a store of value. ❖ Money is a standard for measuring values. ❖ Money serves as a standard for deferred payment. ❖ Money has transferred value. ❖ Money has its dynamic function. 																											
	ii.	Justify the "Quantity Theory of Money".																											
Question 3																													
Set E.	i.	Solve the equation " $APC+APS=1$ ". 10																											
	ii.	From the following data, calculate APC, APS, MPC, and MPS:																											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Inco me (Y)</th> <th>Consumption (C)</th> <th>Savings(S)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>32000</td> <td>30000</td> <td>2000</td> </tr> <tr> <td>2</td> <td>?</td> <td>40000</td> <td>10000</td> </tr> <tr> <td>3</td> <td>60000</td> <td>?</td> <td>15000</td> </tr> <tr> <td>4</td> <td>80000</td> <td>60000</td> <td>?</td> </tr> </tbody> </table>	Year	Inco me (Y)	Consumption (C)	Savings(S)	1	32000	30000	2000	2	?	40000	10000	3	60000	?	15000	4	80000	60000	?							
Year	Inco me (Y)	Consumption (C)	Savings(S)																										
1	32000	30000	2000																										
2	?	40000	10000																										
3	60000	?	15000																										
4	80000	60000	?																										
Set F.	i.	Determine the importance of national income. 10																											
	ii.	Calculate National Income(N.I _c) and disposable income from the following data:																											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Particular</th> <th>Amount (\$)</th> </tr> </thead> <tbody> <tr> <td>Gross Domestic Product</td> <td>15000</td> </tr> <tr> <td>Factor income from foreign countries</td> <td>3000</td> </tr> <tr> <td>Factor payment to foreign countries</td> <td>9200</td> </tr> <tr> <td>Subsidies</td> <td>600.</td> </tr> <tr> <td>Indirect tax</td> <td>150.</td> </tr> <tr> <td>Contribution to Social Security</td> <td>200.</td> </tr> <tr> <td>Corporate profit</td> <td>1500.</td> </tr> <tr> <td>Dividend</td> <td>500.</td> </tr> <tr> <td>Corporate income tax</td> <td>150.</td> </tr> <tr> <td>Transfer payment</td> <td>750.</td> </tr> <tr> <td>Personal tax</td> <td>250.</td> </tr> <tr> <td>Depreciation</td> <td>400.</td> </tr> </tbody> </table>	Particular	Amount (\$)	Gross Domestic Product	15000	Factor income from foreign countries	3000	Factor payment to foreign countries	9200	Subsidies	600.	Indirect tax	150.	Contribution to Social Security	200.	Corporate profit	1500.	Dividend	500.	Corporate income tax	150.	Transfer payment	750.	Personal tax	250.	Depreciation	400.	
Particular	Amount (\$)																												
Gross Domestic Product	15000																												
Factor income from foreign countries	3000																												
Factor payment to foreign countries	9200																												
Subsidies	600.																												
Indirect tax	150.																												
Contribution to Social Security	200.																												
Corporate profit	1500.																												
Dividend	500.																												
Corporate income tax	150.																												
Transfer payment	750.																												
Personal tax	250.																												
Depreciation	400.																												

Notes

Questions	Attained CLO(s)	Domain (Level)
Question 1	CLO-3	Cognitive-Analyzing
Question 2	CLO-4	Cognitive-Evaluating
Question 3	CLO-2	Cognitive-Applying

Marks Summary

Category	Marks	Name	ID
Best	29	TAHASINA CHOWDHURY	232411019
Mediocre	21	MASRUR HASAN	232411181
Poor	12	MOST. TISHA KHATUN	232411063

YARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION
FIFTH SEMESTER FINAL EXAMINATION (SUMMER 2023)



Batch: 33rd Section: A,B,C Academic Session: SUMMER 2023

Course Code: 0414-3104 Course Title: Integrated Marketing Communication

Time: 1 Hour 30 Minutes Marks: 30

(Answer any ONE SET from each of the following questions)
The figures in the right margin indicate full marks for the respective question.
All parts of each question must be answered sequentially.

Question 1

- Set A.**
- i. A new brand, Aqua Bloom, plans to launch natural fruit-infused water in a market already dominated by Kinley, Aquafina, and Mium. The company wants to create a unique image before starting its IMC campaign. Based on this situation, illustrate product positioning and explain different types of positioning strategies with examples that a company can use in the IMC planning process. 05
 - ii. The VALS (Values, Attitude and Lifestyles) typology categorizes respondents into eight different groups based on resources and on the extent to which they are action oriented. Present the categories with examples. 05
- Set B.**
- i. Illustrate the diagram that contains all the elements an organization needs for conducting an IMC planning process. 02
 - ii. A new local coffee shop named **Bean Buzz** wants to launch a promotional campaign to attract young professionals. Before developing their IMC plan, the owners need to understand how their target audience perceives local coffee brands and which media channels they prefer. To develop the IMC planning process, the first step we need to conduct is Communication Research. Demonstrate the kind of research you would conduct in this step for Bean Buzz. 04
 - iii. What does Market segmentation mean? Suppose you work in the marketing department of an organization and your supervisor asked you to check a place that can be a new target market for your product. Now define the Tests you would run to Determine if a Particular Market Segment is Viable? 04

Question 2

- Set C.**
- i. What does Advertising Campaign Management mean? We know that The hierarchy of effects model and a means-end chain assist in developing effective campaigns. Present both theories with examples. 05
 - ii. When developing advertising campaigns, there may be unrealistic assumptions concerning the relationship of advertising budgets to effectiveness. For instance, a manager might believe that a direct relationship exists between expenditures on advertising communications and subsequent sales revenues. Present those six factors that the relationship include with examples. 05
- Set D.**
- i. What is guerrilla marketing? Define it with an example. Also Illustrate how it differs from traditional marketing. 05
- Present short notes with examples (Any Two) 05
- I. Experiential Marketing
 - II. In-store marketing
 - III. Product placement

Question 3

- Set E.**
- i. Demonstrate how usage segmentation can be used by a telecommunication company and what kind of advantages they would get if they use this segmentation method. 10
- Set F.**
- i. What does alternative marketing program mean? Illustrate Buzz Marketing, its types, stages and the preconditions we must attain to create a Buzz about a product or service. 08
 - ii. Present six examples of alternative media venues an organization can use for alternative marketing program. 02

Notes

Questions	Attained CLO(s)
Question 1	CLO-3
Question 2	CLO-3
Question 3	CLO-3

6. Copies of Question Papers(Continuous Internal Assessment)

(Planning by a faculty for his/her course at the beginning of the semester)

VARENDRA UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION

CIA (SUMMER 2024)

Batch: Section: Academic Session:

Course Code: Course Title:



Sl.	Questions (Class Test) Marks- 10	CLO	Domain (Level)
1.	I. Determine any two principles of economics. II. Illustrate the production possibility frontier with examples.	CLO2	Cognitive- (Applying)

Sl.	Questions (Assignment) Marks- 10	CLO	Domain (Level)
1.	Present any global economic issue and briefly discuss its consequences.	CLO5	Affective- (Respond)

Sl.	Questions (Viva) Marks-10	CLO	Domain (Level)
1.	I. Justify the classical theory of employment. II. How do Say's laws support employment opportunities? III. How does Professor Pigou relate wages cut to increased employment opportunities? IV. What are the arguments for the classical theory of employment? V. How does Keynesian theory support employment opportunities? VI. Determine structural, seasonal, frictional, and cyclical unemployment. VII. Choose the policies to remove cyclical unemployment.	CLO4	Cognitive- (Evaluating)

Sl.	Questions (Presentation) Marks-10	CLO	Domain (Level)
1.	I. Summarize and present any chapter from the book "Psychology of Money" by Morgan Housel. Contents Listing Introduction: The Greatest Show on Earth 1. No One's Crazy 2. Luck & Risk 3. Never Enough 4. Confounding Compounding 5. Getting Wealthy vs. Staying Wealthy 6. Tails, You Win 7. Freedom 8. Man in the Car Paradox 9. Wealth is What You Don't See 10. Save Money 11. Reasonable > Rational 12. Surprise! 13. Room for Error 14. You'll Change 15. Nothing's Free 16. You & Me 17. The Seduction of Pessimism 18. When You'll Believe Anything 19. All Together Now 20. Confessions	CLO4	Cognitive- (Evaluating)

7. Rubrics for Assessment

(See.....7.1,7.2,7.3

7.2 (CLOs/ PLOs Grade sheet)

Continuous Internal Evaluation (CIE)

CT (10), Presentation (10), VIVA (10),
Assignment (10), Project(10),
Quiz(10),

+

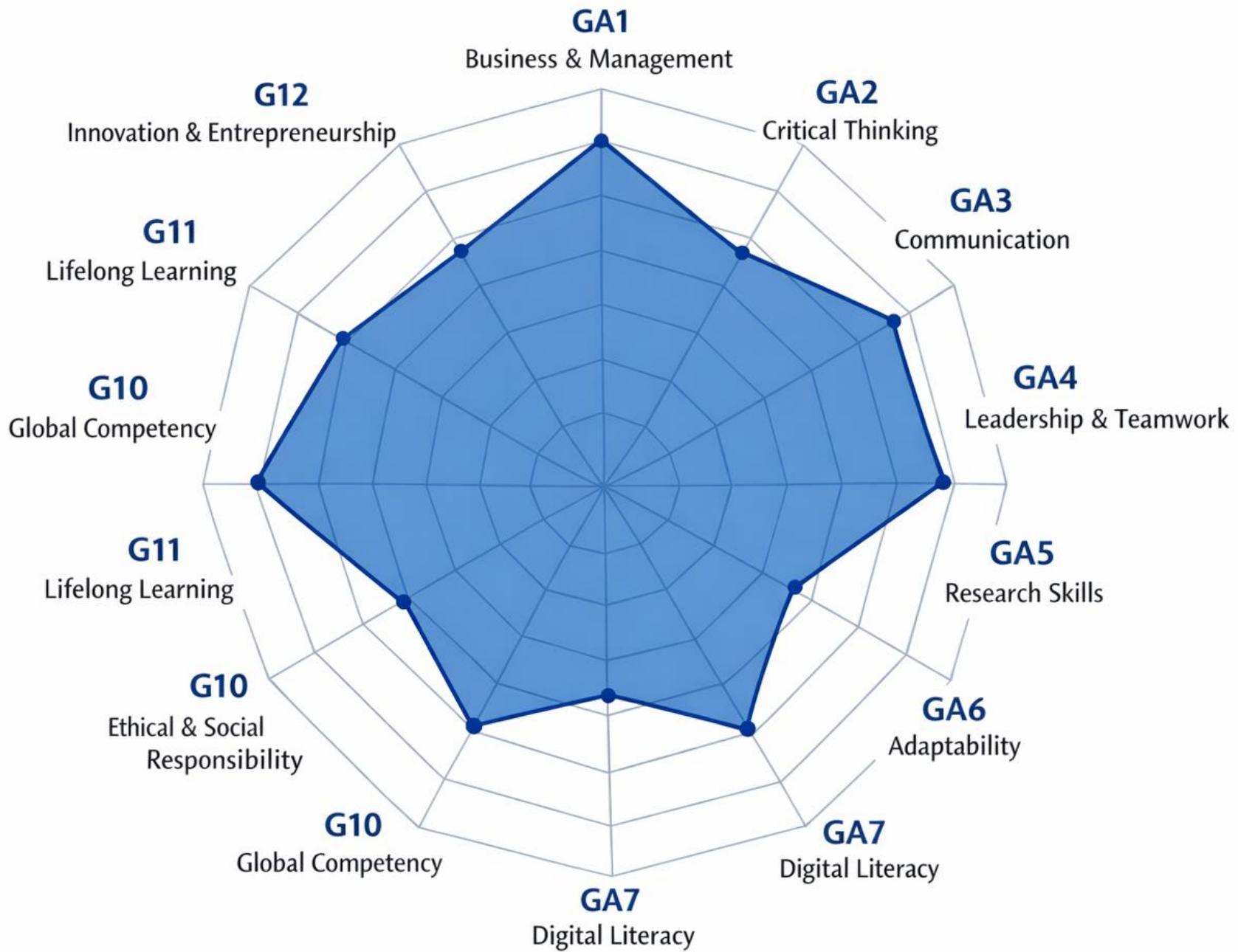
Mid term :Q1,Q2

Final :Q1,Q2,Q3

(Course teacher take one/two/three
...evaluation to achieve the CLOs)

7.2 CLO_PLO Grade sheet

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK								
		<table border="1"> <tr><td>Session: Summer 2024</td></tr> <tr><td>Semester:3rd</td></tr> <tr><td>Course Code: BUS 2102</td></tr> <tr><td>Course Title: Macroeconomics</td></tr> <tr><td>Threshold of CLO-50%</td></tr> </table>		Session: Summer 2024	Semester:3rd	Course Code: BUS 2102	Course Title: Macroeconomics	Threshold of CLO-50%	<table border="1"> <thead> <tr><th colspan="5">COURSE LEARNING OUTCOMES</th><th>DOMAIN</th></tr> </thead> <tbody> <tr><td>CLO 1</td><td>Understand the fundamental principles and methodologies of macroeconomics.</td><td>Cognitive</td></tr> <tr><td>CLO 2</td><td>Apply the theoretical model to explain the economy's behavior.</td><td>Cognitive</td></tr> <tr><td>CLO 3</td><td>Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall</td><td>Cognitive</td></tr> <tr><td>CLO 4</td><td>Evaluate the justification of macroeconomic policies and the corresponding outcomes.</td><td>Cognitive</td></tr> <tr><td>CLO 5</td><td>Respond to various global macroeconomic concerns to foster more global thinking.</td><td>Affective</td></tr> </tbody> </table>													COURSE LEARNING OUTCOMES					DOMAIN	CLO 1	Understand the fundamental principles and methodologies of macroeconomics.	Cognitive	CLO 2	Apply the theoretical model to explain the economy's behavior.	Cognitive	CLO 3	Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall	Cognitive	CLO 4	Evaluate the justification of macroeconomic policies and the corresponding outcomes.	Cognitive	CLO 5	Respond to various global macroeconomic concerns to foster more global thinking.	Affective		
Session: Summer 2024																																												
Semester:3rd																																												
Course Code: BUS 2102																																												
Course Title: Macroeconomics																																												
Threshold of CLO-50%																																												
COURSE LEARNING OUTCOMES					DOMAIN																																							
CLO 1	Understand the fundamental principles and methodologies of macroeconomics.	Cognitive																																										
CLO 2	Apply the theoretical model to explain the economy's behavior.	Cognitive																																										
CLO 3	Analyze the impact of monetary and fiscal policies on changes in the level of prices and overall	Cognitive																																										
CLO 4	Evaluate the justification of macroeconomic policies and the corresponding outcomes.	Cognitive																																										
CLO 5	Respond to various global macroeconomic concerns to foster more global thinking.	Affective																																										
CLO Assessment Matrix												CLO-PLO Mapping																																
CLO	Class Test	Assignment	Viva	Presentati on	Midterm-Q-1	Midterm-Q-2	Final -Q-1	Final -Q-2	Final -Q-3	Total Marks	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12																						
CLO1				10	10					20	✓																																	
CLO2	10					10				30		✓																																
CLO3							10			10						✓					✓																							
CLO4			10					10		20									✓																									
CLO5		10								10											✓		✓																					
SL. No.	Student ID	Student NAME	Class Test (10)		Assignment(10)		VIVA (10)		Presentation(10)		Midterm-Q-1 (10)		Midterm-Q-2 (10)		Final -Q-1(10)		Final-Q -2(10)		Final-Q-3(10)		CLO1		CLO2		CLO3		CLO4		CLO5		PLO1 (%)		PLO2 (%)		PLO6 (%)		PLO9 (%)		PLO 10(%)					
			CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6	CLO-7	CLO-8	CLO-9	CLO-10	CLO-11	CLO-12	CLO-13	CLO-14	CLO-15	CLO-16	CLO-17	CLO-18	CLO-19	Total	%	Attainment Status	Total	%	Attainment Status	Total	%	Attainment Status	Total	%	Attainment Status	Total	%	Attainment Status	Total	%	Attainment Status	Total	%	Attainment Status		
1	232411002	MD. RAHIMUL ISLAM MONDOL	1	7	6	6	1	1	0.5	0.5	0	7	35%	No	2	7%	No	0.5	5%	No	6.5	33%	No	7	70%	Yes	35%	No	7%	No	5%	No	33%	No	38%	No	38%	No	38%	No	38%	No		
2	232411003	MD. IMTIAZ FAHAD	7	8	7	8	4.5	4	2	2	1	12.5	63%	Yes	12	40%	No	2	20%	No	9	45%	No	8	80%	Yes	63%	Yes	40%	No	20%	No	45%	No	50%	Yes	50%	Yes	50%	Yes	50%	Yes		
3	232411005	YASMIN AKTER	ab	7	3	6	2	3	2.5	2	0.5	8	40%	No	3.5	12%	No	2.5	25%	No	5	25%	No	7	70%	Yes	40%	No	12%	No	25%	No	25%	No	48%	No	48%	No	48%	No				
4	232411006	DIL TASMIM MALEK PUSPITA	9.5	8	8	8	7	8	6	9	8.5	15	75%	Yes	26	87%	Yes	6	60%	Yes	17	85%	Yes	8	80%	Yes	75%	Yes	60%	Yes	85%	Yes	70%	Yes	70%	Yes	70%	Yes	70%	Yes	70%	Yes		
5	232411007	MD. NAHIDUL HASAN SAJB	8.5	9	9	10	7.5	7.5	5.5	5	3	17.5	88%	Yes	19	63%	Yes	5.5	55%	Yes	14	70%	Yes	9	90%	Yes	88%	Yes	63%	Yes	55%	Yes	70%	Yes	73%	Yes	73%	Yes	73%	Yes	73%	Yes		
6	232411010	ARUNAVO NEOGI	7.5	10	9	10	8.5	8	8	7	10	18.5	93%	Yes	25.5	95%	Yes	8	80%	Yes	16	80%	Yes	10	100%	Yes	93%	Yes	85%	Yes	80%	Yes	80%	Yes	90%	Yes	90%	Yes	90%	Yes	90%	Yes		
7	232411011	MD. ROKIBUL ISLAM	5	7	6	8	8	9	4.5	3.5	10	16	80%	Yes	24	80%	Yes	4.5	45%	No	9.5	48%	No	7	70%	Yes	80%	Yes	45%	No	48%	No	58%	Yes	58%	Yes	58%	Yes	58%	Yes	58%	Yes		
8	232411012	MDST. TANJILA AKTER RUMU	4	7	5	9	3	8	4	4	8	12	60%	Yes	20	67%	Yes	4	40%	No	9	45%	No	7	70%	Yes	60%	Yes	67%	Yes	40%	No	45%	No	55%	Yes	55%	Yes	55%	Yes	55%	Yes		
9	232411014	NAHIN KHAN	8.5	8	7	9	8	7.5	7	6.5	6.5	17	85%	Yes	22.5	75%	Yes	7	70%	Yes	13.5	68%	Yes	8	80%	Yes	85%	Yes	75%	Yes	68%	Yes	75%	Yes	75%	Yes	75%	Yes	75%	Yes	75%	Yes		
10	232411015	MD. SHARIAR MUGDHO	1	7	3	5	1	1	1	2.5	1	6	30%	No	3	10%	No	1	10%	No	5.5	28%	No	7	70%	Yes	30%	No	10%	No	10%	No	28%	No	40%	No	40%	No	40%	No				
11	232411016	MD. NAJMUS SAKIB RAHAT	4.5	5	4	6	2	0	1	1	ab	8	40%	No	4.5	15%	No	1	10%	No	5	25%	No	5	50%	Yes	40%	No	15%	No	10%	No	25%	No	30%	No	30%	No	30%	No				
12	232411017	MD. SHOFIQUE REZA QURAIISHI	5	8	7	7	2	3	3	1	1	9	45%	No	9	30%	No	3	30%	No	8	40%	No	8	80%	Yes	45%	No	30%	No	40%	No	40%	No	55%	Yes	55%	Yes	55%	Yes	55%	Yes		
13	232411018	MD. ABDULLAH AL NOMAN	1	5	ab	7	0.5	2	2	3	ab	7.5	38%	No	3	10%	No	2	20%	No	3	15%	No	5	50%	Yes	38%	No	10%	No	20%	No	15%	No	35%	No	35%	No	35%	No				
14	232411019	TAHASINA FHOVDHIBRY	7.5	9	9	10	9	9.5	9.5	9.5	10	19	95%	Yes	27	90%	Yes	9.5	95%	Yes	18.5	93%	Yes	9	90%	Yes	95%	Yes	90%	Yes	95%	Yes	93%	Yes	93%	Yes	93%	Yes	93%	Yes				



Course Improvement Plan			
Item	Questions	Comments	
Course Content	Is the course content sufficient?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Is the number of lectures sufficient to complete the course content?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Have the students met the expected course outcomes?	<input checked="" type="checkbox"/> Completely <input type="checkbox"/> Mostly <input type="checkbox"/> Partially <input type="checkbox"/> None	
Teaching Method	Tick on the teaching tools that you have used in the classroom.	<input checked="" type="checkbox"/> Computer with MMP <input checked="" type="checkbox"/> Audio, Video	<input checked="" type="checkbox"/> Whiteboard & marker <input checked="" type="checkbox"/> Others _____
	Teaching materials that you have distributed to students.	<input checked="" type="checkbox"/> Lecture note <input checked="" type="checkbox"/> Internet resource	<input checked="" type="checkbox"/> e-Book <input type="checkbox"/> Journal papers <input checked="" type="checkbox"/> Others _____
	Did you use any online platform to disseminate teaching materials?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify name, if yes <u>What's App and Microsoft Teams</u>
	Comment on the students' responses in the class.	<input type="checkbox"/> <25% <input type="checkbox"/> 25-50% <input type="checkbox"/> 50-75% <input checked="" type="checkbox"/> >75% of the students were responsive in the class.	
	Comment on any group work on students' activity in the class.	<input checked="" type="checkbox"/> The group work in class demonstrated strong teamwork and active participation. Students collaborated effectively, shared ideas openly, and respected each other's perspectives. <input checked="" type="checkbox"/> The discussion was well-organized, with clear task division and mutual support, leading to a productive and engaging learning experience.	
	Comment on the effect of class size on your teaching method.	Class size must be less or equal to 40 for this course.	
Assessment Method	Tick on the appropriate tools that you have used for assessment.	<input type="checkbox"/> Class Tests <input checked="" type="checkbox"/> Mid <input checked="" type="checkbox"/> Final <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Viva Voce <input checked="" type="checkbox"/> Class Performance <input checked="" type="checkbox"/> Presentation Others _____	
	Are assessment tools adequate?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____

	Comment on the effect of class size on your assessment method.	A teaching assistant (TA)/ a Student on Duty (SoD) will help assist with the assessment such as any project work.	
	Comments on the adequacy of the rubrics.	<input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Not Adequate <input type="checkbox"/> No rubric used	
	Comment on the suitability of the assignment/project in this course.	<input checked="" type="checkbox"/> Suitable <input type="checkbox"/> Not Suitable	
Content Knowledge & Skills	Do you engage students in learning activities focusing on real-world issues or problems?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you engage students in reflecting on the connections between what they are learning and what they already know?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you engage students in activities that help them to learn and apply critical thinking skills?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you provide opportunities for students to learn and apply literacy and communication skills?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you involve students in setting positive and safe learning climate expectations?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
Any other recommendations to improve this course?		Understanding the depth of the course requires current knowledge and a solid academic foundation.	
Have your last semester(s) recommendation(s) been implemented?		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not Applicable	
Do you want to take this course next semester?		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not Sure	
Any Other Comment (If necessary)			

Signature - Course Teacher(s)	
-------------------------------	--



Program: BBA
CourseName: Integrated Marketing Communication
Batch: 33rd
Semester: 5th
Section: A, B, C
TeacherName: Md. Sirajum
Monir Proteek

Here,

- 1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Summary of the Feedback from Students on the Course

Criteria	Statements	5	4	3	2	1
CourseContent	The course material was well-organized and easy to follow.	56.8%	36.5%	5.4%	0%	1.4%
	The content of the course was relevant to my academic and career goals.	59.5%	33.8%	4.1%	1.4%	1.4%
	The course challenged me to think critically and understand the subject matter deeply.	59.5%	33.8%	5.4%	0%	1.4%
Instructor Performance	The instructor explained concepts clearly and effectively.	60.8%	31.1%	5.4%	1.4%	1.4%
	The instructor was approachable and available for assistance outside of class.	62.2%	31.1%	5.4%	0%	1.4%
	The instructor provided timely and constructive feedback on assignments and exams.	58.1%	31.1%	6.8%	1.4%	2.7%
Learning Environment	The classroom or online platform was conducive to learning.	62.2%	29.7%	5.4%	1.4%	1.4%
	The class sessions were well-managed and time was used effectively.	62.2%	32.4%	2.7%	1.4%	1.4%
	The learning environment encouraged participation and interaction among students.	60.8%	32.4%	5.4%	0%	1.4%
Assessment and Feedback	The assignments and exams were fair and reflected the course material.	60.8%	33.8%	4.1%	0%	1.4%
	The feedback I received on my work was helpful for my learning and improvement.	62.2%	32.4%	4.1%	0%	1.4%
	The grading criteria and policies were clear and consistently applied.	62.2%	31.1%	5.4%	0%	1.4%
Overall Experience	Overall, I am satisfied with the quality of this course.	62.2%	31.1%	4.1%	0%	1.4%
	I would recommend this course to other students.	50.0%	39.2%	6.8%	2.7%	1.4%

Signature-Course
Teacher(s)

--	--

10. Peer Review



Peer Review Form Department of Business Administration Varendra University

Course Name	
Course Code	
Semester	
Section	
Course Type	
Course Teacher Name(s)	
Peer Reviewer's Name and Affiliation	

Criterion 1: Goals, Content, and Alignment

Statement	1 (Completely Ineffective)	2 (Ineffective)	3 (Neutral)	4 (Effective)	5 (Most Effective)
Appropriate and clear learning goals (outcomes)					✓
Learning goals (outcomes) are aligned with program, curricular and/or institutional expectations					✓
Content is appropriate and aligned with learning goals (outcomes)				✓	

Criterion 2: Assessment Practices

Statement	1 (Completely Ineffective)	2 (Ineffective)	3 (Neutral)	4 (Effective)	5 (Most Effective)
Assessment practices facilitate the achievement of learning outcomes				✓	
Assessments of student learning are relevant, aligned with learning goals (outcomes), transparent, and fair					✓
Feedback to students is prompt and constructive, and at regular intervals throughout the course					✓



Criterion 3: Learning Environment

Statement	1 (Completely Ineffective)	2 (Ineffective)	3 (Neutral)	4 (Effective)	5 (Most Effective)
The learning environment is respectful and inclusive					✓
The learning environment allows for the recognition of, and engagement with, diverse perspectives/ worldviews				✓	
The learning environment fosters student interest, motivation, engagement, and participation				✓	
Educator/Teacher is accessible and responsive to students					✓

Summary and Final Reflections

Reviewer's Feedback/Comments:

- Student engagement and understanding could be enhanced by adding more practical examples and real-world case studies to the otherwise comprehensive and well-structured course content.
- Although the theoretical underpinnings are sound, adding interactive components such as group projects or models could help students understand the complex idea of macroeconomics.
- Having guest lecturers can help students learn more about a certain idea in this course.
- Incorporating current events and practices from around the world will keep the course relevant and up-to-date.

Reviewer(s) signature:

Anonna Ahmed
Lecturer, Department of Business Administration, Varendra University.

Course Teacher's Reflection on Feedback:

The helpful comments made regarding the macroeconomics class are appreciated. Students would better understand the principles if we included different country scenarios and how they built themselves and their economics. Furthermore, to facilitate my goal of making the lesson engaging and beneficial for the students, I intend to include and introduce real-world examples and ideas that are currently popular and intriguing in the class. Also, I'll do my best to arrange for some guest speakers on the subject who can bring fresh perspectives and keep the class interesting and engaging.

Course teacher(s) signature:

11.Evaluation of Attainment of CLOs

**Evaluation of Attainment of CLO, PLO, GA, Bloom's Taxonomy
and Learning Outcomes Domain
Department of Business Administration
Varendra University, Rajshahi**



(Please fill up and submit this form to the department along with the calculation of CLO, PLO, & Rubric achievement)

Course and Teacher(s) Information					
Course Code		Course Title		Section	A, B, C, D, E.
Semester		Teacher Name(s):			
Number of Registered Students:	144	Number of Students in Calculation of CLO-PLO Attainment:	139	Number of Students not Attending Any Assessment:	5

Part A: Attainment of CLO

Course Learning Outcomes (CLOs)	CLO1	CLO2	CLO3	CLO4	CLO5
No. of students achieved CLO	78	69	50	71	128
% of students achieved CLO	56%	50%	36%	51%	92%
CLO attainment Status	Yes	No	No	Yes	Yes

Note: Students not attending any assessment have been excluded from the total number of students.

PART B: Attainment of PLO

Program Learning Outcomes (PLOs)	PLO-1	PLO-2	PLO-6	PLO-9	PLO-10	PLO-12
No. of students achieved PLO	78	69	50	71	99	128
% of students achieved PLO	56%	50%	36%	51%	71%	92%
PLO attainment Status	Yes	No	No	Yes	Yes	Yes

Note: Students not attending any assessment have been excluded from the total number of students.

PART C: Attainment of Graduate Attribute

Graduate Attribute (GA)	GA-1	GA-2	GA-3	GA-4	GA-5	GA-6	GA-7	GA-8	GA-9	GA-10	GA-11	GA-12
No. of students achieved GA	72	90	82	71	107	99	71	81	50	50	107	107
% of students achieved GA	52%	65%	59%	51%	77%	71%	51%	58%	36%	36%	77%	77%
GA attainment Status (Threshold Level: 50%)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes

12.Improvement Plan for Better Attainment of CLOs



Course Improvement Plan by Course Teacher
Department of Business Administration
Varendra University, Rajshahi



Course and Teacher(s) Information			
Course Code	<input type="text"/>	Course Title	<input type="text"/>
Section	<input type="text"/>	A, B, C, D, E.	
Semester	<input type="text"/>	Teacher(s) Name:	<input type="text"/>

Course Improvement Plan		
Item	Questions	Comments
Course Content	Is the course content sufficient?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Specify, if no _____
	Is the number of lectures sufficient to complete the course content?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Specify, if no _____
	Have the students met the expected course outcomes?	<input type="checkbox"/> Completely <input type="checkbox"/> Mostly <input checked="" type="checkbox"/> Partially <input type="checkbox"/> None
Teaching Method	Tick on the teaching tools that you have used in the classroom.	<input checked="" type="checkbox"/> Computer with MMP <input type="checkbox"/> Whiteboard & marker <input checked="" type="checkbox"/> Audio, Video <input type="checkbox"/> Others _____
	Teaching materials that you have distributed to students.	<input checked="" type="checkbox"/> Lecture note <input type="checkbox"/> e-Book <input type="checkbox"/> Journal papers <input checked="" type="checkbox"/> Internet resource <input type="checkbox"/> Others _____
	Did you use any online platform to disseminate teaching materials?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Specify name, if yes <u>What's App and Microsoft Teams</u>
	Comment on the students' responses in the class.	<input type="checkbox"/> <25% <input type="checkbox"/> 25-50% <input type="checkbox"/> 50-75% <input checked="" type="checkbox"/> >75% of the students were responsive in the class.
	Comment on any group work or students' activity in the class.	<input checked="" type="checkbox"/> Every single student is required to show one global economic problem and the implications of that problem. <input checked="" type="checkbox"/> Group work on the book "Psychology of Money" written by Morgan Housel.
	Comment on the effect of class size on your teaching method.	Class size must be less or equal to <u>40</u> for this course.
Assessment Method	Tick on the appropriate tools that you have used for assessment.	<input checked="" type="checkbox"/> Class Tests <input checked="" type="checkbox"/> Mid <input checked="" type="checkbox"/> Final <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Viva Voce <input checked="" type="checkbox"/> Class Performance <input checked="" type="checkbox"/> Presentation <input type="checkbox"/> Others _____
	Are assessment tools adequate?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Specify, if no _____
	Comment on the effect of class size on your assessment method.	A teaching assistant (TA) / a Student on Duty (SoD) will help assist with the assessment such as any project work.
	Comments on the adequacy of the rubrics.	<input checked="" type="checkbox"/> Adequate <input type="checkbox"/> Not Adequate <input type="checkbox"/> No rubric used
	Comment on the suitability of the assignment/project in this course.	<input checked="" type="checkbox"/> Suitable <input type="checkbox"/> Not Suitable

Content Knowledge & Skills	Do you engage students in learning activities focusing on real-world issues or problems?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you engage students in reflecting on the connections between what they are learning and what they already know?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you engage students in activities that help them to learn and apply critical thinking skills?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you provide opportunities for students to learn and apply literacy and communication skills?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
	Do you involve students in setting positive and safe learning climate expectations?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Specify, if no _____
Any other recommendations to improve this course?		Understanding the depth of the course requires current knowledge and a solid academic foundation.	
Have your last semester(s) recommendation(s) been implemented?		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not Applicable	
Do you want to take this course next semester?		<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not Sure	
Any Other Comment (If necessary)		• Having guest lecturers can help students learn more about a certain idea in this course.	

Signature of Teacher(s)	<input type="text"/>
-------------------------	----------------------

Procedure of execution of CLOs/ PLOs

Each Department has their fixed
PLO s

Upon completing the degree successfully, learners will have the ability to: (BA)

A. Fundamental Skills

PLO 1: Develop self-directed learning capabilities by do in-depth study of various notions.

PLO 2: Acquire adequate knowledge of key business areas and affiliated fields via models, principles, and theories.

PLO 3: Demonstrate cross-disciplinary teamwork and leadership abilities to fulfil professional obligations and accomplish organizational and group objectives.

PLO 4: Attain professional or managerial competencies along with up-to-date technological expertise essential for prospering in various roles across diverse business environments.

A. Social Skills

1. Top of Form

PLO 5: Promote ethical and socially responsible behavior through interaction with business communities and society.

PLO 6: Obtain knowledge and comprehension of socio-cultural, legal, economic, and geo-political influences to facilitate informed decision-making.

PLO 7: Apply communication skills effectively and efficiently for social, academic, business and professional purposes associated with contemporary tools in modern organizational operations.

PLO 8: Cultivate global competencies with advanced social skills to prepare for entrepreneurial ventures and employment prospects. Top of Form

A. Thinking Skills

PLO 9: Attain advanced professional knowledge and practical skills in technical and management areas, enabling them to lead and innovate in relevant fields.

PLO 10: Develop research capabilities to critically analyze complex business or social issues for efficient problem-solving and decision-making.

A. Personal Skills

PLO 11: Exhibit social, professional, and ethical values in actions and decisions, encompassing active community engagement to contribute meaningfully to society.

PLO 12: Engage in lifelong learning, encompassing continuous personal and professional development through diverse learning opportunities and adapting to evolving demands in respective fields for ongoing success and fulfilment.

A.19. MAPPING PROGRAM LEARNING OUTCOMES (PLOS) AND GRADUATE ATTRIBUTES (GA)

GA also fixed for all departments

PLOs	GAs	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
PLO 1		✓	✓			✓						✓	
PLO 2		✓							✓				
PLO 3				✓	✓						✓		
PLO 4		✓			✓		✓	✓					
PLO 5										✓			
PLO 6			✓				✓		✓	✓	✓		
PLO 7				✓				✓					
PLO 8				✓	✓						✓		✓
PLO 9		✓		✓	✓			✓	✓				✓
PLO 10			✓	✓		✓			✓			✓	✓

Continuous Internal Evaluation (CIE)

CT (10), Presentation (10), VIVA (10),
Assignment (10), Project(10),
Quiz(10),

+

Mid term :Q1,Q2

Final :Q1,Q2,Q3

(Course teacher take one/two/three
...evaluation to achieve the CLOs)

ANY QUESTION??????????

