



In the name of Allah, The Most Beneficent The Most Merciful.

الجامعة الإسلامية العالمية شيتاغونغ
International Islamic University Chittagong

Notes on Course file (Autumn-19) and Lesson Plan (Spring-20)

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Dear Colleague
Assalamu Alikum Wa Rahmatullah Wa Barkathu

I hope that by the grace of Almighty Allah(swt) all of you are in safe condition with your family during this global COVID-19 pandemic. We seek mercy of Allah (swt) to save us. Because of COVID-19, the undergraduate examination of Autumn 2019 and classes of Spring-2020 of IIUC are going to be conducted on online process. Whatever the process (online) used during examination and conducting classes at IIUC, in OBE system, maintenance of **course file** and use of **lesson plan** are mandatory as well as for Accreditation of a program, OBE is compulsory. Therefore a course teacher must maintain these two important files for Outcome Based Education (OBE) system in each semester:

- i. **Course File**
- ii. **Lesson Plan**

The **Course File** to be completed after publication of course GPA of Autumn-2019 Semester and the **Lesson Plan**- handout to be distributed to the students at the beginning of the first lecture of spring-2020 semester.

Over the few years, University Grants Commission (UGC) in Bangladesh has stressed the importance of emerging the Outcome-Based Education (OBE). Accordingly, in the 36th AC Meeting held on April 15, 2017, IIUC agreed to implement the Outcome Based Education (OBE) from Autumn -2017. Implementation of OBE is an important issue for the students and teachers of IIUC in their academic tasks. In order to obtain **Accreditation** from the Higher Education Authorities in Bangladesh, such as (a) University Grants Commission of Bangladesh (**UGC**), (b) Board of Accreditation of Engineering and Technical Education (**BAETE**) and (c) Bangladesh Accreditation Board (**BAB**), OBE has become a critical aspect of any program at IIUC. OBE can be considered as a reform of the traditional education system. I hope that this brief notes on **Course file and Lesson Plan** shall benefits to IIUC **teachers and students**. These files are the important components to develop Continuous Quality Improvement (CQI) culture at IIUC. In this regard, Chairmen of the Departments and Director of CENURC are requested to take necessary steps to prepare **Course file and Lesson Plan** for each course in each semester by the respective course teacher as well as to preserve these files in the respective Chairman office for visiting team for **Accreditation**.

OBE advocates about the students' achievement in high order learning and the mastery of cognitive thinking skills. It focuses on what students should be able to do at the end of course /program. Ensuring that all learners are equipped with the knowledge, competence and qualities needed to be successful after they exit their educational system. Objective of OBE is to develop a Culture of **Continuous Quality**

Improvement (CQI) in Education. Within an institution, OBE implementation requires restructuring of the educational program, courses, curriculum, assessment and reporting systems. The key features of the OBE system are: **i.** developing a clear set of learning outcomes around which all of the system's components can be focused and **ii.** establishing the conditions and opportunities that encourage all students to achieve those essential outcomes.

Teachers of IIUC are now learning to utilize the OBE component such as **Lesson Plan**, Mission & Vision of IIUC, Mission and Vision of the Faculty/Program, Course Outcome(CO), Student Learning Outcome (SLO), Program Outcome (PO), Program Educational Outcome (PEO), Mapping of SLO to PEO, PEO to Mission, PO to PEO, **Maintenance of Course file** and etc. Accordingly assessments processes (direct and indirect method) are practicing for CO/PO/PEO measurements/assessments. Using of **Bloom's taxonomy**, mapping between CO to PO, PEO as per OBE are performing. Teachers, students and stakeholders familiarization for the OBE processes implementation at IIUC, helps to develop **CQI** culture for **Accreditation** of the program(s) of the respective department at IIUC. Course file and Lesson Plan of each course of the program to be checked by the **Accreditation Team** during their visit.

i. Course file for each Course:

Course files are the main source of **Continuous Quality Improvement (CQI)**, therefore, in regard to OBE process department must maintain course file for each course. Course files of each course of the program must be kept ready for **Accreditation Team** during their visit. Following items shall be available in a course file:

- Lecture plan (including *Course-profile & assessment tools for each course outcome, and grading policy).
- Questions and three representative examples responses (one excellent, one average, one marginal pass) for each exam, class test and quiz (for theory courses)
- Laboratory sheet and three representative examples of laboratory reports (for laboratory courses)
- Assessment criteria or rubrics for assignment/project reports. Three representative examples for each assignment and project report
- Final grade assigned to each student
- Assessment and analysis of outcome achievement
- The course instructor's recommendations for Continuous Quality Improvement (CQI) i.e. **Recommendation for closing the CQI loop.**

***Course profile:** Each course should contain the following components.

- i. Course Code
- ii. Course Title
- iii. Course Pre-requisite(s)
- iv. Course Content(Course Syllabus)
- v. Course Rational (why student will take this course / goal / intent / objective)
- vi. Course Outcomes (COs)
- vii. CO-PO mapping

Course file naming: *It is better to be a unique file naming structure for each course in each semester for easy retrieval of any file. The following file naming scheme may be followed:*

Course folder name: EEEXXXX_N_XX20YY -> XXXX is the course number, N is the section number, XX is Sp (spring), Au (Autumn). YY is the last two digits of the year.

Example: *EEE1011_2_Sp2018*

Example: Course instructor's recommendations for Continuous Quality Improvement (CQI)
i.e. **Recommendation for closing the CQI loop.**

In the OBE system, Instructor's recommendations (i.e. Feedback) for each course is mandatory, an example of a course of EEE, B.Sc program is given below: **Course Code-EEE-1101(Electric Circuit-1)**

Degree Offering Entity: IIUC		Program: B.Sc Engineering				Subject: EEE				
Course Code : EEE-1101		Course Title: Electrical Circuits-1				Credit Hours: 3				
Contact Hours:3		Prerequisite: x								
Course Section-A		Number of Student registered the Course: 40								
Year/Level:1 st Semester, Spring-2019		Number of Student dropped the Course:								
Number of assigned periods: 45		Number of lectures delivered: 44								
Course Outcomes (COs)	CO number	Description of CO								
	CO-1	Apply the knowledge of Physics and Mathematics to understand fundamentals and details of electrical circuits.								
	CO-2	Identify various circuit laws, network theorems for solving dc circuits.								
	CO-3	Design an electrical circuit to solve a problem that meet the specified needs for public health and safety, societal and environmental concerns.								
Program Outcomes (POs) related to the course	PO number	Description of PO								
	PO-1	Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems								
	PO-2	Problem Analysis: Identify, formulate, research the literature and analyze complex engineering problems and reach substantiated conclusions using first principles of mathematics, the natural sciences and the engineering sciences.								
	PO-3	Design/Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety as well as cultural, societal and environmental concerns.								
CO-PO Mapping	CO number	PO-1			PO-2			PO-3		
	CO-1	√								
	CO-2				√					
	CO-3							√		
Grade Distribution	A+	A	A-	B+	B	B-	C+	C	D	F
Number										
Percentage %										
Average Grade										

CO Achievement			
	Course Outcome	Achievement %	Achievement status (Y/N)
CO1	Apply the knowledge of Physics and Mathematics to understand fundamentals and details of electrical circuits.		
CO2	Identify various circuit laws, network theorems for solving dc circuits.		
CO3	Design an electrical circuit to solve problems that meet the specified needs for public health and safety, societal and environmental concerns.		

PO Achievement			
	Program Outcome	Achievement %	Achievement status (Y/N)
PO1	Engineering Knowledge		
PO2	Problem Analysis		
PO3	Design/Development of Solutions		

Teachers' Reflection about the assigned Course		
Item	Questions	Comment
Course Content	Is the course material sufficient?	Yes
	Is the time sufficient to complete the course material?	Yes
	Have the students met the desired outcomes?	They didn't meet all COs
	Any other suggestion on the course content.	No.
Teaching and learning methods	Please list the teaching tools that you have used.	White board/markers, multimedia projector with computer
	Please comment on the use of e-learning (if any)	None
	Any other assignments	Homework
	Comment on the effect of class size on your teaching method	35 is good.
Student assessment	Please list the assessment method used	Attendance, Assignments, Class tests, mid-term and final exam,
	Please provide mark distribution of assessment tools in the lecture plan	Attendance 10%, Assignments/ Class tests 10%, mid-term 30% and final exam 50%
	Please mention the best assessment tool in terms of students' achievement	Class test
	Does the number of students in your class affect the students' achievement?	NO
Lab(if applicable)	Comment on the suitability of the prescriptive labs	Lab was conducted by another teacher.
	Comment on the suitability of the projects/ assignments	
Facilities and teaching materials	Indicate whether or not the facilities for learning and teaching materials are adequate.	Quality MMP to be provided
	If there are any inadequate, identify them	AC and Sound system to be installed.
Recommendation for closing the CQI loop	<p>As this is the first core course for the students of EEE, most of the students experiencing circuit practice for the first time. Throughout the semester, it is observed that students do not consult about course materials except just before any exam. Also many of them could not understand the tasks they were assigned due to lack of English proficiency and inability to comprehend a topic from a written text from the book. Students performed poorly in solving electrical circuit problems. Their overall performances as a team are very good. Students should be encouraged to discuss about class materials with respective faculty in office hours when they face any difficulty. Also it might be better if there are more quizzes but in shorter length. In that case, they will study the topic in a more regular basis.</p> <p>In the next semester, course project on simple DC circuits can be introduced, which will help students to better understanding about the behavior of simple DC circuits and analyze them for complex applications. The faculty member should give emphasis on the understanding and circuit based problem solving to achieve COs.</p>	
Name of the course teacher	Mr. XYZ	Date:
Signature of the course teacher		

ii. Lesson Plan: Lesson Plan is one of the major component of OBE system. A lesson plan is a neat logical sequence of the key points of a lesson and a tool for directing the lesson towards achieving a desired destination. It tells us what, when and how to do things in the classroom. A teacher without a lesson plan in the class room is like a boatman having no oar. Use of lesson plan is a growing practice in teaching and learning internationally. Lesson Plan is a **Lecture Blueprint** for a particular class period. It specifies the learning objectives of the subject matter to be taught and assessment of that learning for each and every class. It helps a teacher to conduct his/ her lesson systematically and allows students to know what they are going to learn under the syllabus of a course. Students also expect lessons in a logical sequence. A good lesson plan increases confidence of the teacher. Planning detailed lessons can help teachers avoid or minimize problems in the class.

Without a lesson plan it will be difficult to finish the topics timely, Foreign elements appear frequently, Sometime teacher becomes lost where to start, what, when and how to do things in the classroom. Session is likely to be unattractive and difficult for motivating students.

Where as in the lesson plan, there should be proper mention of applicable Teaching methods (say, lecture, demonstration, discussion, question-answer etc) and Teaching aids (such as, white board, chalk board, multimedia projector, video clip, flip chart, real objects etc). Time allocated for each section of the deliberation should also be clearly indicated.

Course teachers , everyday in his lecture should include welcome, establishment of rapport, bridging, overview of the session, justification of the importance of the session, pre-assessment i.e. prior knowledge level of the students can be checked. Success or failure mostly depends on the logical arrangements of the key points of the session. Care should be given to make an effective development process. At the time of conclusion, there shall be quick recap of the main points, students feedback, assessment of students learning outcome, references/ suggested reading, and forward planning for next lecture to start. In this moment teacher can understand how far his/her objectives have been achieved and identify the weaknesses. From that viewpoint, this end is very important for future improvement.

Course teachers at IIUC discuss about the syllabus of their assigned course(s) at the beginning of the first lecture along with a handout of Lesson Plan with following information as shown below under the title - **Contents of the Lesson Plan** . Course Plan for each Course to be prepared by each course teacher at the beginning of the Semester. It is mandatory for all teachers of IIUC. Lesson plan of each course of the program to be checked by the **Accreditation Team** during their visit.

Contents of the Lesson Plan points are given below.

Introduction:Name of Course, Course Code, Course title, Credit Hour, Contact Hour , Pre-requisites (*if any*)
Name (s) of the Course Teacher(s), Status (Major/Minor) . Student Learning time, Semester duration (15 weeks)

1. **Mission, Vision, Motto** of the University/ Objectives of Faculty&/Program in brief (Bullet)
2. **Course learning Objectives:**
3. **Course learning Outcomes (COs) :** (At least 3 but not more than 5)
 - i. After completing this course, the student will be able to:
 - ii. Upon completion of this course, students will acquire knowledge about:
4. **Following questions to be addressed:**
 - a. What role does this course play within the major?
 - b. How is the course unique or different from other courses?
 - c. Why should/do students take this course?
 - d. What essential knowledge or skills should they gain from this experience?
 - e. What knowledge or skills from this course will students need to have mastered to perform well in future classes or jobs?
 - f. Why is this course important for students to take?
5. **Course Synopsis and total learning time.**

6. **Mode of Delivery:** Lecture, PPP, Class Discussion, Assignment etc.
7. **Assessment methods and type:**
 a. Evaluation Scheme: [i. Quizzes; ii. Tests; iii. Mid-Term & Final Examination; iv. Assignments ; v. Projects; vii. Lab Experiments, vii. Viva-Voce; viii. Attendance(Consequences of non-collegiate and dis- collegiate); Idea about Question's format (lower order and higher order learning, Bloom's action Verbs]b. Marks Distribution: Course Outcomes (COs)
9. **Course Outcomes (COs);**CO with Assessment Methods; Mapping of CO-PO with the information of Bloom's Taxonomy Domain and Assessment tools.
10. Course Plan (very important):

Content outline of the course				
Week	Topics/Chapter	Learning Hours	Task/Reading/date of test etc	Outcome
1& 2	One	6	Test-1/ assignment	Able to

11. **List of Text books & references** in standard format/ Websites / Journals / Others:
 Title, Name of the Author, Publishers and year of publication and Edition.
12. Process of CO-Measurements
13. Course teachers may add more relevant information (such as class schedule.)
14. **Outcome-based Common Teaching Methods :**

<ul style="list-style-type: none"> • Lecture (Chalk &Board /Multimedia Projector) • Discussion • Demonstration • Case studies • Cooperative learning • Brain storming • Question-answer 	<ul style="list-style-type: none"> • Assignment/Project work • Practice exercise • Debate • Problem solving learning • Inquiry-based learning • Role playing/Video • Study Tour/ Industry visit
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Conclusion:

Accreditation Provides Assurance about Program Quality. **Continuous quality improvement (CQI)** is a necessary criterion for **accreditation**. **OBE** system has a **CQI** mechanism. To accreditation of any program from **BAETE/UGC/BAB**, the program should have a CQI. So, we should develop step-by-step a culture of CQI. **Course files and Lesson Plans** are the important component of CQI culture. As per Accreditation Board , NO OBE means NO CQI and therefore **NO ACCREDITATION**.

How to Complete the CQI Processes? : To complete CQI processes following Data to be collected & analyze as per prescribed Forms (Forms are available in IIUC web panel as well as IQAC office and SA manual of UGC):

1.Course Specifications Form	8.Survey Questionnaire for exit students
2.Class Room Teaching Observation Form	9.Survey Questionnaire for Employer
3.Teacher Evaluation Form	10.Survey Questionnaire for Alumni
4.Faculty Course Review Report	11.Survey Questionnaire for Students
5.Student Course Evaluation Form	12.Survey Questionnaire for Non-Academics
6.Annual Course report.	13.Survey Questionnaire for Academics
7.Faculty/Department Quality Assurance Report	
*Chairmen of the departments are requested to process OBE system by the respective SA Committee of the Department to develop CQI culture to achieve Accreditation of their program.	

Whatever approach to teaching we use, it is important to keep the following points in mind:

- Our main focus should be on **Learning** rather than teaching.
- Students cannot learn if they do not **Think about the problem**.
- Thinking is facilitated and encouraged by the **Processes** that we use to engage students with the content, as well as by the **Content** itself.
- Our subject does not exist in isolation—we have to help students make **Links** to other subjects.
- We have a responsibility to help students **Learning— How to Learn**.

Learners are responsible for their own learning and progress: In this process both **Students and Teachers** know what they are expected to do, and what will be the outcome.

If teachers want to succeed with **OBE**, they need to adopt the position that —there is no such thing as failure, only feedback and results; success depends on how well we process the feedback we get regarding our efforts.

I hope, this note would encourage faculty members of IIUC to recognize the benefits of an OBE and encourage them to initiate, develop and implement an OBE process. Response to OBE is: first **understand** it, then **try** it, then **criticize** it. No system of education is perfect, and no system will “work” unless **teachers are committed** to it. **Our weakest link: Documentation to be improved.** However, a process to be developed.

At the end, as Dean of FS&E and Director of IQAC, I am grateful to all the faculty members of IIUC, for their whole hearted support to design and develop a curriculum, also other important works to process OBE system for CQI culture to achieve **Accreditation** of their program. I am thankful to the teachers of IIUC for their hard work and necessary steps for the preparation of taking online examinations and conducting online classes due to COVID-19 pandemic. May Allah (s.w.t) bestow us all with best of Tawfique.

Prof. Dr M Deawer Hossain
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