

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Information on OBE curriculum - BAC Accreditation

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February,2024

1. History of IIUC

As per application of IUCT and having fulfilled the requirements as laid down in the Private University Act of 1992, Islamic University Chittagong (IUC) started functioning on Feb. 11, 1995 with only three Faculties, e.g., Faculty Shar'iah & Islamic Studies (FSIS), Faculty of Modern Sciences (FMS) & Faculty of Administrative Sciences (FAS).

In the year 2000, IUC was upgraded into IIUC. IIUC framed its own Statutes, Ordinances & Regulations as per the Private University Act, 1992, 1998 and revised Act, 2010.

At present there are 6 Faculties, 14 Departments and 25 PoE at IIUC.

366 teachers, 84 PhD and 38 MPhil holders from Regular Faculty.14,000 students (approx.)

2. OBE Curriculum structure as per UGC

<ol style="list-style-type: none"> 1. Title of the Academic Program 2. Name of the University 3. Vision of the University 4. Mission of the University 5. Name of the PoE (Dept./Faculty) 6. Vision of the PoE 7. Mission of PoE 8. Objectives of the PoE 9. Name of the Degree 10. Description of the Program 11. Graduate Attributes 12. Program Educational Objectives (PEOs) 13. Program Learning Outcomes (PLOs) 14. Mapping Mission of the university with PEOs 15. Mapping PLOs with the PEOs 16. Mapping Course Learning Outcomes (CLOs)with the PLOs 	<ol style="list-style-type: none"> 17. Structure of the Curriculum <ol style="list-style-type: none"> a) Duration of the program: Years: Semesters: b) Admission Requirements: c) Total minimum credit requirement to complete the program: According to BNQF. d) Total class weeks in a Year/semester: e) Minimum CGPA requirements for graduation: f) Maximum academic years of completion: g) Category of Courses: <ol style="list-style-type: none"> i. General Education Courses: (GEd Course): : Arts and Humanities, Social Sciences, ICT, Basic Science/STEM etc. ii. Core courses iii. Elective Courses (within the discipline) iv. Capstone course/Internship/Thesis/ Projects/ 18. i. Grading/Evaluation, ii. Grading Scale iv. Grades v. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA),vi. Course Withdrawal vii. Incomplete (I), viii. Courses retake, x. Grade Improvement, xi. Dropout.
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3. Teaching Method and Policy at IIUC

The teaching-method at IIUC is Bi- Semester Outcom-Based Education(OBE) system, which create a culture of Continuous Quality Improvement (CQI) in education through self-examination and external review. There shall be two semesters in one year and 15 working weeks per semester

The teaching-policy at IIUC is the diffusion of scientific, technical and professional knowledge on the one hand, and building up of character in youth by making religion and ethics an integral part of education on the other.

IIUC provides **Academic Guidance and Counseling Service** by the Student Academic Advisors for different sections of students in each semester. IIUC supports student participation in a **broad array of Co-Curricular and Extra-curricular activities** as an integral component of its commitment to student life and success.

4. OBE implementation at IIUC

As per Private University Act 2010 under section -36, **IQAC-IIUC established at IIUC on March 11, 2014 (Ref: 179th Syndicate).**

OBE is an approach of curriculum design and teaching that focuses on **what students should be able to do (attained) at the end of course /program.** Objective of OBE is to develop a Culture of CQI in Education.

For accreditation of any program from BAETE/UGC/BAC, there should have a CQI mechanism. Therefore, our guiding principle is, *NO OBE-NO CQI*, and *NO CQI- NO Accreditation.*

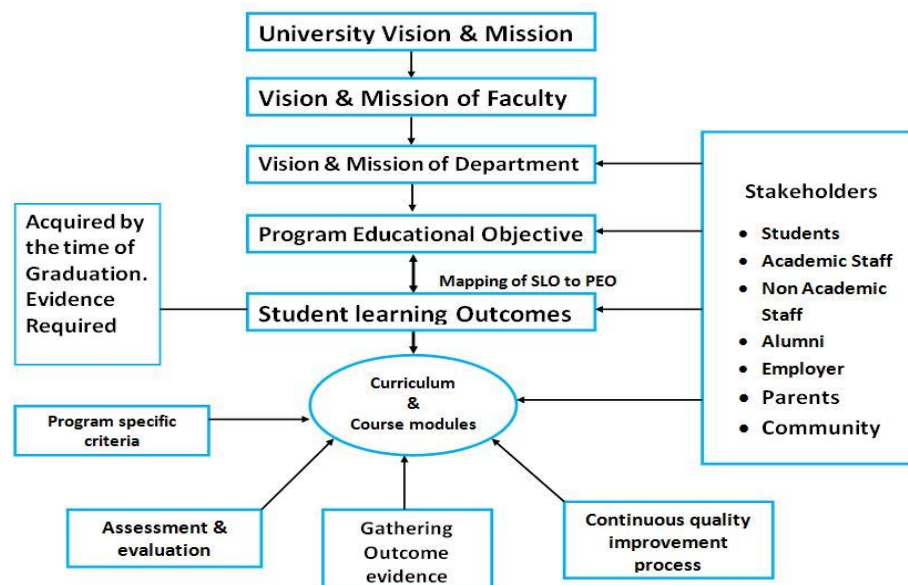
IIUC agreed to implement the OBE from Autumn -2017(Ref. 36th AC Meeting). As per UGC revised OBE-Template, curriculum for the different programs (14 Bachelor programs and 11 Masters and 1 PGDLIS) have been designed and updated with the supervision of IQAC-IIUC. These programs were duly approved in the 242nd Syndicate meeting of IIUC held on 30 July, 2022 and were sent to UGC for necessary approval.

Once the updated syllabus is approved it would be valid for four years. It is one of the important steps among the thousand steps of OBE journey at IIUC.

5. Semester wise Academic Work (OBE)

1. Design & approval of OBE Curriculum
2. Lesson Plan per course :To be provided in the 1st. Lecture,
3. Mappings of CLO to PLO , PLO to PEO, PEO to IIUC Mission
4. Discussion about Semester result for CQI
5. CLO measurements and bench mark achievements
6. % of Higher Order Thinking Skills(HOTS) & Level as Bloom's Taxonomy
7. Course file for CQI
8. Maintenance of Advising file as adviser.
9. Collection of Survey data and analysis, such as, Peer review, Course evaluation, TER, EXIT survey, Alumni, Employer Survey etc. for CQI.
10. SA process and SA report for Accreditation.

6. Process in OBE



7. IIUC Missions

The Missions of the International Islamic University Chittagong (IIUC) are:

- i. to produce through the pursuit of education properly trained up manpower to contribute to socio-economic development & moral upliftment of the society,
- ii. to cultivate in students' expertise as well as ethical sensitivity and intelligence and
- iii. to have an ability to think independently beyond their areas of study, so that they can sustain justice in all walks of life

8. Program Educational Objectives (PEO)

PEOs are broad statements describing the career and professional accomplishments of graduates (usually 3 to 5 years after graduation):

- i. Consistent with the vision and mission of the university/department
- ii. Clear, concise, assessable and realistic within the context of the available resources.
- iii. Supported by a curriculum and teaching-learning processes that lead to the attainment of these objectives
- iv. Objectives are based on needs of constituencies and need to be evaluated periodically.
- v. Evaluation process to demonstrate achievement of the PEOs & to improve the effectiveness of the program.

The PEOs of a program can be assessed by using the following assessment tools:

- i. Report and minute of meeting with Industrial Advisors Panel.
- ii. Report and minute of meeting with External Examiner.
- iii. Alumni survey
- iv. Employer survey

9. Program Learning Outcome (PLO)

Program Learning Outcomes (PLO) are the narrower statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program i.e. graduate skills after completion of graduation.

The program must demonstrate that by the time of graduation the students have attained a certain set of **knowledge, skills and behavioral traits**, at least to some acceptable minimum level.

To address fast growing changes of societal needs **BNQF** adopts four learning outcome domains i.e. Graduate Skills. These are:

- a. **Fundamental** Domain , b. **Social** Domain , c. **Thinking** Domain and d. **Personal** Domain.

PLO will be written **as per job markets**. The PLOs of a program can be assessed by the **exit-survey of outgoing students**.

10. BNQF Learning Domain: BNQF adopts four learning outcome domains significant to Bangladesh:

- i. **Fundamental Domain** : Discipline specific knowledge and application skills, which influence his/ her performance and societal contributions.
- ii. **Social Domain**: Communication and community engagement, ability to coordinate, instruct, negotiate, persuade and have people and environment perceptiveness.
- iii. **Thinking Domain**: Learning to learn, decision-making, problem solving and entrepreneurship. It requires the graduates to be investigative, enterprising, scientific and analytical and have management skills.
- iv. **Personal Domain**: Life-long learning, self-direction, acting with integrity and the development of citizenship, be active listeners, time management, care for others, develop and build teams, perform civic duties and contribute to society.

11. Course Learning Outcomes(CLOs)

CLOs describe what the students will be able to do when they have completed their course or program. It describes a specific task that student is able to perform at a given level of competence under a certain situation. There are three broad types of learning outcomes are:

- i. Disciplinary knowledge ,
- ii. Generic skills and
- iii. Attitudes and values

CLO describe the performances of a student as a result of learning experiences within a course. It must be SMART (**Specific, Measurable, Accessible, Rational, Time bound**). These need to be integrated with Bloom's Taxonomy of three learning domains: **cognitive, affective, and psychomotor** which has six cognitive levels, five affective levels & five psychomotor levels.

The CLOs of a course can be assessed from the collection of information from the course students survey regarding evaluation of the course at the end of the semester.

12. Home work .

Home work			
SLN	Code	Text	Domain
1	Chapter-A	Text of Chapter -A	CLO-B
2	CLO-B	Text of CLO-B	PLO-C
3	PLO-C	Text of PLO-C	PEO-D
4	PEO-D	Text of PEO-D	IIUCMS-E
5	IIUCMS-E	Text of IIUCMS-E	#
# Are A-B-C-D-E maintaining links to each other ?			

13. Common Classification of Education System

The International Standard Classification of Education (ISCED) is a framework for assembling, compiling and analyzing cross-nationally comparable statistics on education. A common classification system for subjects and occupational sectors using the International Standard Classification of Education 2011, UNESCO's definition.

<http://www.uis.unesco.org/Education/Documents/isced-fields-of-education-training-2013.pdf>.

The 10 broad fields of ISCED Codes are:	
00 Generic programmes and qualifications	06 Information and Communication Technologies (ICTs)
01 Education	07 Engineering, manufacturing and construction
02 Arts and humanities	08 Agriculture, forestry, fisheries and veterinary
03 Social sciences, journalism and information	09 Health and welfare
04 Business, administration and law	10 Services
05 Natural sciences, mathematics and statistics	There are narrow field and detailed field for each broad field

Examples

Broad field		Narrow field		Detailed field	
02	Arts and humanities	021		0211	Audio-visual techniques and media production
				0212	Fashion, interior and industrial design
				0213	Fine arts
				0214	Handicrafts
				0215	Music and performing arts
03	Social sciences, journalism and information	031	Social and behavioural sciences	0311	Economics
				0312	Political sciences and civics
				0313	Psychology
				0314	Sociology and cultural studies
		032	Journalism and information	0321	Journalism and reporting
				0322	Library, information and archival studies
05	Natural sciences, mathematics and statistics	054	Mathematics and statistics	0541	Mathematics
				0542	Statistics

14. Single System of Levels

Higher Education Qualifications Levels and Minimum Graduating Credits		
Level	Qualification	Minimum Graduating Credits
	Name	
10	Doctoral	
	• Doctoral by Research	N/A
	• Doctoral by Mixed Mode	30 + Thesis
9	Master's	
	• Master's by Research	N/A
	• Master's Mixed Mode	20 + Dissertation
	• Master's by Coursework	40
8	Postgraduate Diploma	40
	Postgraduate Certificate	30
7	Bachelor's	
	• Bachelor's (5 years)	160
	• Bachelor with Honours/ Bachelor's (4years)	140
	• Bachelor's (3years)	120

15. Credit and Credit hours

Credit: Measurement of students' academic load

Credit hours: Credit hours mean the measuring students' academic load, usually based on the teaching-learning activities in the classroom that lead to the achievement of the learning outcomes.

Learning-teaching activities	Credit hours for 1 credit
Lecture, tutorial, seminar	1 hour per week for 14 weeks
Lab, Studio or Clinical Work	1.5 hour per week for 14
Industrial/Workplace Learning	2 hours per week for 14

16. Calculation of Notional Hours

The thumb rule for calculating notional hours is about two hours of time outside the classroom for every hour in the classroom

For Lecture, Tutorial, Seminar

For average students for every hour in the classroom/face to face need about two hours of learning outside the classroom

Student learning time(SLT) = 1+2 = 3 hours

14 * 3 = 42 hours

40 hours SLT (notional) ~ 1 credit

(14 hours of learning in classroom and 26 hours of learning outside the class room)

17. Student Learning Time (SLT) for 3 Credit Hour (Theory Course)

A. Teaching Learning Activities (Theory Course)		Engagement (Hours)	Notional Hours =120
Face to Face Learning	Lectures & Tutorials	45	
	Experiments	-	
Self- Directed Learning	Non-Face to Face Learning	30	
	Revisions	20	
	Assessments Preparations	20	
Formal Assessment	Quiz	0.5	
	Mid-Term	1.5	
	Class Test	0.5	
	Semester End Examination	2.5	
Total		120	

18. Student Learning Time (SLT) for 1.5 Credit Hour Sessional

B. Teaching Learning Activities (Sessional)		Engagement (Hours)	
Face to Face Learning	Lectures & tutorials	15	Notional Hours =90
	Experiments	30	
Self- Directed Learning	Non-Face to Face Learning	12	
	Preparation of Lab Reports	11	
	Preparation of Lab Exam	14	
Formal Assessment	Lab. Quiz	0.5	
	Presentation	0.5	
	Lab. Examination + lab. viva	2.0	
Total		90	

19. Awarding marks for class attendance

To be eligible as a regular candidate under a course at the Semester End Examinations, a student shall attend at least **70%** of the total number of periods for lectures / tutorials / laboratory classes during the semester. A student whose attendance falls short of **70%** but not below **60%** in any **course** may be allowed to appear at the Semester End Examinations **as non-collegiate student**. In that case, the non-collegiate student shall pay an additional fee as prescribed by the authority. Students having **less than 60% attendance** in lecture/tutorial/ laboratory of any course **will be declared dis-collegiate. They will not be allowed to appear at the Semester End Examinations of that course.** They will get 'F' grade in the semester result. The basis for awarding marks for attendance is as follows:

Attendance	Awarding Marks
90% and above	10
85% to less than 90%	9
80% to less than 85%	8
75% to less than 80%	7
70% to less than 75%	6
65% to less than 70%	5
60% to less than 65%	4
less than 60%	0

20. Grading System:

The Grading System for assessing the performance of a student in a course shall be as follows:

Numerical grade Marks %	Letter Grade (LG)	Grade Point (GP/unit)	Remarks/Status
80-100	A+ (A plus)	4.00	Excellent
75 to less than 80	A (A regular)	3.75	Very good
70 to less than 75	A- (A minus)	3.50	
65 to less than 70	B+ (B plus)	3.25	Good
60 to less than 65	B (B regular)	3.00	
55 to less than 60	B- (B minus)	2.75	Satisfactory
50 to less than 55	C+ (C plus)	2.50	
45 to less than 50	C (C regular)	2.25	Pass
40 to less than 45	D	2.00	
00 to less than 40	F	0.00	Fail

The performance of a student will be evaluated in terms of semester grade point average (GPA) and cumulative grade point average (CGPA) which is the grade average for all semesters. To have **graduation degree a student must obtain CGPA at least 2.5.**

21. Bloom's Taxonomy:

In 1956, Benjamin Bloom (educational psychologists) & his group developed a classification of levels of intellectual behavior important in learning. Purposes of education are to :

- i. to acquire **knowledge**,
- ii. to improve **skills** and
- iii. to develop positive **attitude** with ethics and moral value.

These three components of education are the major domains of Bloom's Taxonomy .

- Knowledge is power
- Attitude is a little thing, but it makes a big difference.
- Skills speaks louder than words

3-component of education are interlinked with one another ; one can supplement the other but cannot complement.

22. Classification of Learning level:

Cognitive (Knowledge)	Affective (Attitude)	Psychomotor (Skills)
6. Creating	5. Characterization	5. Naturalization
5. Evaluating	4. Organizing	4. Articulation
4. Analyzing	3. Valuing	3. Precision
3. Applying	2. Responding	2. Manipulation
2. Understanding	1. Receiving	1. Imitation
1 Remembering	-	-

23. Selection of Teaching Methods-Cognitive Domain

Sub-level of cognitive domain.	Teaching Methods
1. Remembering	Lecture, discussion, demonstration, cooperative learning, study tour, question-answer etc.
2. Understanding	Suggested reading, practices, home assignment, case study, role play
3. Applying	Practice, problem solving, assignment etc.
4. Analyzing	Problem based learning, assignment, case study, brain storming, inquiry-based learning
5. Evaluating	Assignment, discussion, review work,
6. Creating	Debate, assignment, group work, competition

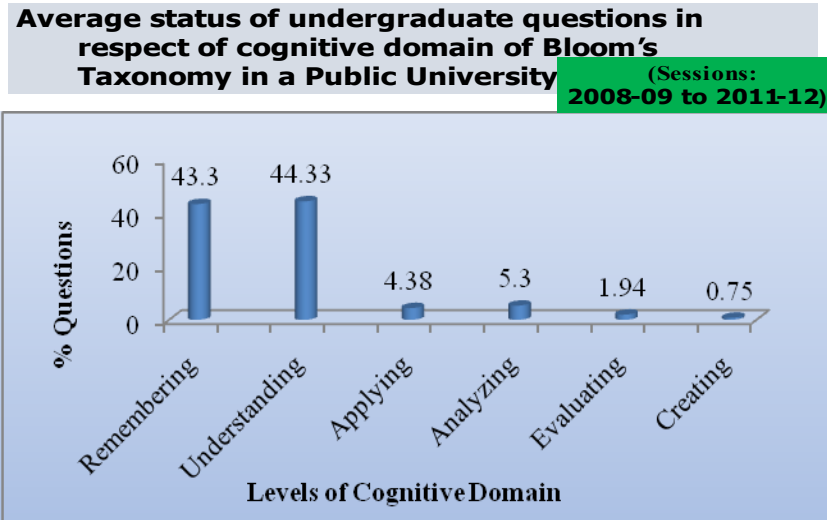
24. Selection of Teaching Methods- Psychomotor Domain

Sub-level of psychomotor domain.	Teaching Methods
Imitation	Observation, Practice, demonstration, video
2. Manipulation	Practice, Do it by yourself, exercise
3. Precision	Practice & practice, feedback, exercise
4. Articulation	Practice, observation, exercise
5. Naturalization	Practice under adverse condition

25. Selection of Teaching Methods-Affective Domain

Sub-level of affective domain.	Teaching Methods
1. Receiving	Lecture, directing reading, group discussion, demonstration, cooperative learning, study tour, question-answer etc.
2. Responding	Lecture, group discussion, cooperative learning, field trip, question-answer, etc.
3. Valuing	Suggested reading, lecture, discussion etc.
4. Organizing	Field trip, discussion, video, Role playing
5. Characterization	Assignment, discussion, review work, practice

26. Average Status of undergraduate questions



14

27. BAC ACCREDITATION

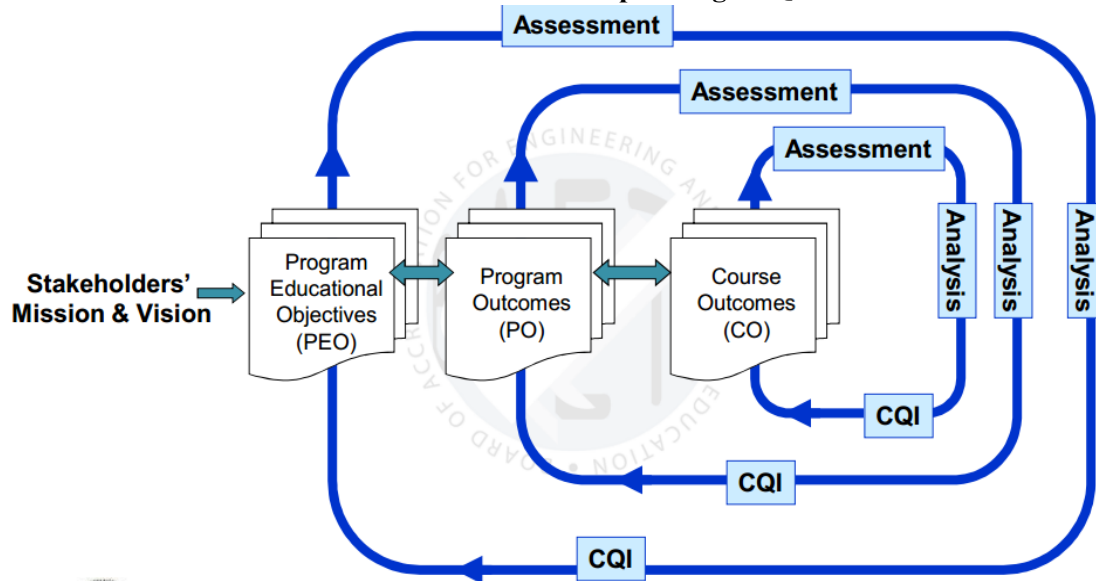
Program Accreditation is a scheme of granting recognition to an education program by an independent body. Accreditation Provides Assurance about Program Quality.

Accreditation provide recognition for professional registration and supports graduate employability .Program being accredited is a prestige .

Continuous quality improvement (CQI) is a necessary criterion for BAC Accreditation.

For BAC accreditation, each PoE shall have to **conduct Self-Assessment(SA)** following the BAC accreditation standards and criteria.

28. Outcome-Based Education Close the Loop through CQI



29. Self-Assessment (SA) Concept

What does the university do to provide education ?

Whether the university does the right things to provide education ?

Whether the university is doing the right thing in the right way ?

Has the university clearly defined goals to achieve ?

Whether the process guiding the university is adequate to achieve the goals ?

Self-Assessment (SA) is the approach that helps to get the answer to these questions based on facts and evidence in a systematic manner. SA identify the **strengths, weaknesses, opportunities & threats** (SWOT) for the purpose of further improvement.

It also provides the basis of strategic planning for continuous improvement of education.

It is a process **not to prove anything but to improve.**

30. Process of Self-Assessment

Self-Assessment consists of systematic collection of information from the stakeholders (**Students, Teachers, Staffs, Alumni, Employer**) using structured questionnaire on the identified quality assurance aspects of good practices to meet the needs of the BAC accreditation.

Information regarding “**Documentation and Evidence**” are available in the following link <https://www.iuc.ac.bd/academic/accreditation-standards>

under the title of Accreditation Standards and Criteria for Academic Program.

31. BAC Standards & Criteria with score

Standards	Number of Criterion	Score
1. Governance	6	40
2. Leadership, Responsibility and Autonomy	3	15
3. Institutional Integrity and Transparency	6	40
4. Curriculum	9	60
5. Teaching Learning & Assessment	9	65
6. Student Admission & Support Services	9	55
7. Faculty & Professional Staff	8	65
8. Facilities & Resources	5	40
9. Research & Scholarly Activities	4	30
10. Monitoring, Evaluation & Continual Improvement	4	30
Total	63	440
70% of 440= 308 is eligible for BAC accreditation certificate. with a minimum of 50% score in each standard separately		

31. Steps to be followed for Accreditation

- i. Organizing for Self-Assessment (yes)
- ii. Formation of Program Self-Assessment Committee (PSAC) (yes)
- iii. Approval of PSAC (yes)
- iv. Self-assessment activity Plan (yes)
- v. Team Building (yes)
- vi. Formation of sub-committees(yes)
- vii. Preparing survey tools (yes)
- viii. Conducting survey (to be started during 1st week of March,2024 Insha'Allah)
- ix. Collection of documents and evidences(to be done during 3rd week of March, Insha'Allah)
- x. Data Entry and analysis (to be done during 3rd and 4th weeks of April, 2024 Insha'Allah)
- xi. Drafting SAR (to be done during 1st & 2nd weeks of May, 2024 Insha'Allah)
- xii. Sharing the survey results (to be done during 3rd week of May,2024 Insha'Allah)
- xiii. Preparing the final SAR (to be done during 4th week of May,2024 Insha'Allah)
- xiv. Submission of SAR for endorsement (to be done during 1st week of June,2024 Insha'Allah)
- xv. Acceptance and endorsement of SAR (to be done during 2nd week of June,2024 Insha'Allah)
- xvi. Preparation of improvement plan/for accreditation

32. Grading in Likert Scale

The survey questionnaires are designed based on rating systems where statements are made and the stakeholders are requested to rate the statements with 1 to 5 where the grades are defined as in Table-A: **5- Strongly agree; 4-Agree; 3- Neutral; 4-Disagree; 1- Strongly disagree.**

Table -A: Grading in Likert scale

Rating	Definition	Average Score	Grade
5	Strongly agree	4.50 to 5.00	A: Excellent
		4.00 to below 4.50	B: Good
4	Agree	3.50 to below 4.00	C: Satisfactory
		3.00 to below 3.50	D: Weak
3	Neutral		
2	Disagree	Less than 3.00	E: Unsatisfactory
1	Strongly Disagree		

33. Survey Questionnaires for the students of IIUC

Questionnaires about the teacher to be answered by the students of a course

Questionnaires about the Course to be answered by the course students.

Questionnaires about the PLOs to be answered by the outgoing students of a program

Standard 1: Governance

Standard 2: Leadership, Responsibility and Autonomy

Standard 3: Institutional Integrity and Transparency

Standard 4: Curriculum

Standard 5: Teaching-Learning & Assessment

Standard 6: Student Admission & Support Services

Standard 8: Facilities & Resources

Standard 10: Monitoring, Evaluation & Continual Improvement Scoring Rubrics

34. Scoring Rubrics

Score	Level of Compliance
100%	The HEI/PoE adopted the criterion and formalized in practice for at least four semesters.
80%	The HEI/PoE adopted the criterion and formalized in practice since last 2 semesters.
60%	The HEI/PoE decided to adopt the criterion and practice is at the early stage.
40%	The HEI/PoE did not adopt the criterion systematically but practicing occasionally/ irregularly.
20%	The HEI/PoE did not adopt the criterion formally but practicing occasionally/irregularly.
0	No initiative/process takes place to adopt and maintain the criterion

35. Process of CQI.

Process of Continuous Quality Improvement (CQI)



36. Conclusion

- The slogan of IIUC is “Combines Quality with morality.”
- Whenever you get the opportunity, please seize the moment to visit Library and to attend class with regularity, seriousness of study.
- Be honest in your academic work, do not write anything on the walls as well on the desks.
- Develop awareness about cleanliness in all respects, developing positive character, getting rid of corruption, and respect towards parents as well as teacher and even visitors to the IIUC.
- Adopt a healthy smoke-free life style with a law-abiding attitude upholding moral standards.
- Develop yourself with a life-long foundation in values, ethics and cultural understanding, which will enable you to hold the positions of leadership for the welfare of the society.



Thank you

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5- Strongly agree; 4-Agree; 3- Neutral; 4-Disagree; 1- Strongly disagree.

Table -A: Grading in Likert scale

Rating	Definition	Average Score	Grade
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		4.00 to below 4.50	B: Good
4	Agree	3.50 to below 4.00	C: Satisfactory
		3.00 to below 3.50	D: Weak
3	Neutral		
2	Disagree	Less than 3.00	E: Unsatisfactory
1	Strongly Disagree		

**The survey questionnaires are designed based on rating systems where statements are made and the stakeholders are requested to rate the statement with 1 to 5 where the grades are defined as in Table-2:
5- Strongly agree; 4-Agree; 3-Neutral, 2- Disagree; 1-Strongly disagree
Table-2: Grading in Likert scale**

Rating	Definition	Average Score	Grade
5	Strongly Agree	4.50 to 5.00	A:Excellent
		4.00 to below 4.50	B: Good
4	Agree	3.50 to below 4.00	C:Satisfactory
		3.00 to below 3.50	D:Weak
3	Neutral		
2	Disagree	Less than 3.00	E:Unsatisfactory
1	Strongly Disagree		