

Online Workshop on  
'Development of Outcome-Based Self-Learning  
Materials'

October 12-15, 2020

REPORT

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi &  
Bangladesh Open University (BOU), Gazipur

# Introduction

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The Commonwealth Educational Media Centre for Asia (CEMCA) and the Bangladesh Open University (BOU) jointly planned and proposed an Online Workshop on ‘Development of Outcome-Based Self-Learning Materials’ for the faculty members of BOU so that BOU can take forward the ongoing reforms in learning resource development and Open Educational Resources. The initiative augurs well with the open university’s strategic plan and implementation toward more OER-based, vocational and skill-oriented, employability-related, and gender-sensitive sustainable open, distance, online and blended learning in Bangladesh. The 4-day workshop (October 12-15, 2020) was intended to contribute to this initiative in terms of further capacity-building of the faculty on design and development of ‘outcome-based self-learning materials’. The workshop was conducted through CEMCA Zoom and registration was done at [https://zoom.us/meeting/register/tJctceCuqjstGNJh\\_6K3yLsknNunSeSe\\_8Y8](https://zoom.us/meeting/register/tJctceCuqjstGNJh_6K3yLsknNunSeSe_8Y8). The workshop used both synchronous (online presentation and discussion) and asynchronous formats (online individual and group discussions and mentoring support, and individual/ group works on site/ at home).

## Workshop Objectives

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The following objectives were drawn up to be achieved during the workshop duration and during post-workshop mentoring/ facilitation (i.e. October 12-20, 2020).

The participating faculty will be able to:

- Explain the concept and principles of Self-Learning Materials, and describe its characteristics.
- Develop a ‘Concept Map and Media Integration Matrix’ for your Module/ Unit, and describe the processes involved in the development of a Self-Learning Module/ Unit.
- Write learning objectives and learning outcomes for your Module/ Unit.
- Enlist the access-devices used in Self-Learning Materials.
- Demonstrate the features of Self-Activities in Self-Learning Materials.
- Integrate multimedia materials/ OER to Self-Learning Materials/ Module.

# Participants

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The participating faculty were drawn up from the existing full-time teachers and academics of various schools of studies of BOU. A total of 70 faculty members participated in this Online OBL Workshop.

# Schedule and Topics

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The following major topics were presented and discussed during the synchronous workshop:

- Self Learning Materials (SLM): concept, principles, characteristics.
- Module design and media integration.
- Concept mapping: course, module, unit.
- Learning objectives and learning outcomes.
- Writing style, plagiarism, copyright.
- SAQs and activities.
- Media integration (including OER).
- Personal effectiveness.

The detailed schedule is given in Appendix 2.

# Strategy

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The following strategies were adopted for the workshop presentation and interaction:

1. Online presentation by the expert and interaction (forenoon).
2. Participating faculty engagement in various activities relating to the presentation (afternoon).

3. Further focused work by the participating faculty at home, relating to development of an outcome-based self-learning course design and a self-learning unit.
4. The power points used by the resource persons are given at Appendix 3.

The following precise strategies were followed:

- **Synchronous:** 10.30am-12.30pm (Bangladesh Time) and Indian time: 10:00am to 12:00pm via CEMCA ZOOM.
- **Asynchronous:** 2.00pm (Bangladesh Time) onwards via WhatsApp/ mailing Group, facilitated by the resource persons.

The first day started with a welcome address by Dr Manas Ranjan Panigrahi and Prof Mostafa Kamal, the inauguration of the workshop by Prof M. A. Mannan, Vice Chancellor, BOU and an introductory remark by Prof Madhu Parhar, Director, CEMCA. Each day was initiated by Prof Madhu Parhar, Dr Manas Panigrahi and Prof Mostafa Kamal by recapitulating the previous day's work and how to proceed for the current day, followed by presentation and interaction by the resource person, and subsequent home activities by the participating faculty. The last day conclusion session was devoted to experience sharing by the participating faculty, and a closing remark by Director, CEMCA.

## Resource Persons

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1. Professor Marmar Mukhopadhyay, President, Educational Technology and Management Academy, Gurgaon, India.
2. Professor Santosh Panda, Indira Gandhi National Open University, New Delhi, India.

The OBL workshop was coordinated by Dr Manas Ranjan Panigrahi, Senior Programme Specialist, CEMCA and Prof Mostafa Azad Kamal, Dean, School of Management, BOU.

## Resources

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The following literature were used in the workshop. Each participating faculty was provided these resources before and during the conduct of the workshop for reference and utilization in developing an ODL outcome-based course/module/unit.

- *Creating Learning Materials for Open and Distance Learning*, 2005, The Commonwealth of Learning.
- *Media and Technology in Distance Education*, Handbook 7, Santosh Panda, 2006, STRIDE, IGNOU.

- Panda, S. & Baggaley, J. (2010). ‘Adult learning and instructional design’. In T. Belawati & J. Baggaley (eds), *Policy and Practice in Asian Distance Education* (pp 156-166). New Delhi & London: Sage & IDRC.  
<http://www.uk.sagepub.com/books/Book235939/toc>
- Panda, S. (2008) *Handbook on In-House Style for Course Development*. Vancouver: The Commonwealth of Learning & National Open School of Trinidad & Tobago, March, pp45.  
<http://www.colweb/site/pid/5286> ; <http://www.vussc.info/guidebooks-and-handbooks/87-handbook-on-in-house-style-for-course-development->
- Mishra, S. & gaba, A. (2001). How do distance learners use activities in self-learning materials. *Indian Journal of Open Learning*, 10(1), 40-51.
- *Guidelines on Outcome-Based Curriculum Framework*, University Grants Commission, India.
- Pedagogic Design Guidelines for Multimedia Materials: A Call for Collaboration between Practitioners and Researchers, Jack Koumi, *Journal of Visual Literacy*, 2013, Volume 32 Number 2, 85-114.
- Learning outcomes afforded by self-assessed, segmented video–print combinations, Jack Koumi, *Cogent Education*, 2015 (2), 1-27.
- iRubric: Evaluating OER rubric <https://www.rcampus.com/rubricshowc.cfm?code=L9WC6X&sp=yes>.
- OER Evaluation Criteria (Affordable Learning Georgia).
- Identifying, Adopting, and Finding OER <https://courses.lumenlearning.com/suny-oercommunitycourse-understandingoer/chapter/identifying-finding-and-adopting-oer/> .

## Proceedings

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On October 12, 2020, the workshop was inaugurated by the Hon’ble Vice Chancellor of BOU Prof M. A. Mannan. Dr Manas Ranjan Panigrahi, Senior Programme Specialist, CEMCA presented the welcome address, and together with Prof Mostafa Azad Kamal, outlined the workshop objectives, design and intended learning outcomes. Prof Madhu Parhar, Director, CEMCA also welcomed all to the workshop, and specially introduced the two resource persons. In his inaugural address, Prof Mannan expressed great satisfaction with which BOU and CEMCA are collaborating to achieve the strategic plans of BOU; and thanked CEMCA/Col for the facilitation and collaboration in organizing the current 4-day online workshop.

## Day 1: October 12, 2020

On the first day, the resource person presented on the concept and characteristics of SLM, and discussed media design and the media integration matrix which the participating faculty are required to use to design their programme/ course/ module/ lesson. This included content design, design of activities, and integration of various media, including OER. Stress was given on design of integration of learning outcomes-activities-assessment rubric. The participants were provided with the power point, along with relevant literature to facilitate the appreciation of the process and strategies involved in OBL course design. The participating faculty examined their respective programme/course/ lesson against good practices. This was followed by hands-on activities by the participants relating to group discussion and working on OBL course design in their respective disciplines, and facilitative interaction by the resource parson. The design matrix used by all the participating faculty referred to the following:

### Module/ unit design matrix

<b>Course/Module/Lesson</b>	<b>Learning outcomes</b>	<b>Credit hours</b>	<b>Activities</b>	<b>Assignments</b>	<b>Learning resources (P/A/V/F2F)</b>	<b>Assessment rubric/methods</b>
<b>Course</b>						
<b>Module 1</b>						
<b>Module 2</b>						
<b>Module 3</b>						
<b>Unit/Lesson 1</b>						
<b>Unit/Lesson 2</b>						
<b>Unit/Lesson 3</b>						
<b>Unit/Lesson 4</b>						
<b>Unit/Lesson 5</b>						

## **Day 2: October 13, 2020**

Day 2 was devoted to presentation and discussion on concept mapping and learning outcomes. The participants examined the existing programme/ course, and worked on development of concept maps and learning outcomes of their programme/ course. Asynchronous facilitation was provided by the resource person to individuals and groups to give a shape to their programme/ course design matrix. Their work on developing 12 such matrices is given in Appendix 4 for reference. These matrices were further revised by the authors subsequently, facilitated by the resource person.

## **Day 3: October 14, 2020**

Day 3 was devoted to presentation and interaction on writing style, copyright, and plagiarism; development of self-assessment questions and activities; and media integration including OERs. The following design framework was highlighted and further reflected in relation to the design of discipline matrices.

### **Integration**

- **Learning Outcome 1** → **Activities** → **Assessment**
- **Learning Outcome 2** → **Activities**      **Assessment** →
- **Learning Outcome 3** → **Activities**      **Assessment** →

The participating faculty used the various resources listed above, used the power points provided to them (Appendix 3), and worked on to arrive at 12 design matrices (Appendix 4).

## **Day 4: October 15, 2020**

Day 4 was devoted to presentation and discussion by Prof Marmar Mukhopadhyay on 'Personal Effectiveness'.

At the end of the workshop, the participating faculty was given the following test to complete, i.e. identifying which learning design/ concept mapping used for the structuring of the unit was liked by them and why so.

**UNIT / LESSON CONCEPT MAP (Concept map on 'Universe and Earth')**

Three different ways the same concept can be taught/ self-learning material can be developed.

<b>Concept map 1 (functional)</b>	<b>Concept map 2 (abstract to concrete)</b>	<b>Concept map 3 (concrete to abstract) (known to unknown)</b>
<ol style="list-style-type: none"> <li>1. Light year: Unit of distance stars and galaxies</li> <li>2. Universe – Colonies of stars – Galaxies</li> <li>3. Constellation – group of bright stars</li> <li>4. Solar system – part of Milky Way</li> <li>5. Big-bang Hypothesis</li> <li>6. Solar system – Sun+9 planets (earth)</li> <li>7. Earth – Atmosphere, Hydrosphere, Lithosphere</li> <li>8. Rock cycle – three major groups of Rocks</li> <li>9. Earth – Crust, Mantle, Core</li> </ol>	<ol style="list-style-type: none"> <li>1. Universe and its origin               <ol style="list-style-type: none"> <li>1.1. Galaxies and constellations</li> <li>1.2. Light year</li> <li>1.3. Milky way</li> </ol> </li> <li>2. Solar systems</li> <li>3. Earth               <ol style="list-style-type: none"> <li>3.1. Atmosphere</li> <li>3.2. Hydrosphere</li> <li>3.3. Lithosphere (Rocks)</li> <li>3.4. Structure of Earth</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Earth: surface as we know it               <ol style="list-style-type: none"> <li>1.1 Land</li> <li>1.2 Inside the earth Lithosphere – Crust-mantle-core</li> <li>1.3 Outside the earth Hydrosphere – Atmosphere, Biosphere</li> </ol> </li> <li>2. The system earth belongs to               <ol style="list-style-type: none"> <li>2.1 Planets, comets</li> <li>2.2 The sun-solar system</li> </ol> </li> <li>3. The system, the Solar system belongs to               <ol style="list-style-type: none"> <li>3.1 Milky way</li> <li>3.2 Galaxy – types, etc.</li> </ol> </li> <li>4. The system galaxies belong to               <ol style="list-style-type: none"> <li>4.1 Universe</li> <li>4.2 Size of universe (Light Year)</li> </ol> </li> <li>5. How was the universe created               <ol style="list-style-type: none"> <li>5.1 Theory 1</li> <li>5.2 Theory 2</li> </ol> </li> </ol>

**[Task:** Please explain in about 300-500 words which 'concept map/ structuring' of the unit/ lesson you like, and why. [Please give justifications in reference to Learning Outcomes, and Pedagogic Principles.]



The end of the final day also included experience sharing by the participants, chalking out further plan of action, participants reactions/ feedback, and closing remarks by Prof madhu Parhar, Director, CEMCA.

## The 4-day workshop schedule

<b>Pre Workshop Activity: 11 October, 2020</b>				
<ul style="list-style-type: none"> <li>• Reading materials and resources given to the participants.</li> <li>• Keep a complete one Unit materials on your own course.</li> </ul>				
<b>Day 1: 12 October, 2020</b>				
<b>S. No</b>	<b>Time</b>	<b>Activity Session</b>	<b>Resource Person</b>	<b>Outcome &amp; Actions</b>
1	10.30-11.00	<p>Web Starting</p> <p>Welcome Address</p> <p>Address by</p> <p>Address by</p> <p>Introducing Resource Persons</p>	<p>Dr. Manas Ranjan Panigrahi, CEMCA (2min)</p> <p>Prof. Mostafa Azad Kamal, BOU (5min)</p> <p>Prof. Madhu Parhar, CEMCA (10min)</p> <p>Prof. M A Mannan, VC BOU(8min)</p> <p>Prof. Madhu Parhar, CEMCA (5min)</p>	Participants joined web platform.
2	11.00-12.30	<p><b>i) SLM: concept, principles, characteristics.</b></p> <p><b>ii) Module Design and Media Integration.</b></p>	Prof. Santosh Panda, IGNOU, New Delhi, India	<p>Participants:</p> <ul style="list-style-type: none"> <li>• Examine their SLM against good practices.</li> </ul>

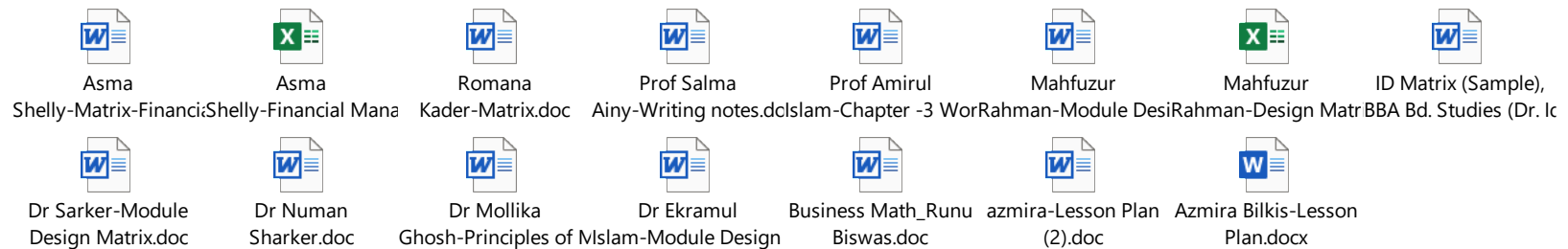
				<ul style="list-style-type: none"> <li>Develop or revisit Module Design Matrix for their course/unit.</li> </ul>
3	14.00-	Support to the participants on the following: <ul style="list-style-type: none"> <li>Discussion on participants queries</li> <li>Sharing of relevant materials</li> <li>Feedback on activities</li> </ul>	Resource Persons <b>(asynchronous facilitation)</b>	Participants engaged on different activities and relevant contents— individual & group.  (As 2. above).
<b>Day 2: 13 October, 2020</b>				
4	10.30-10.35	Recapitulation	Prof. Madhu Parhar and Dr. Manas Ranjan Panigrahi, CEMCA	Refreshed on previous day contents
5	10.35-12.30	<b>1. Concept Mapping (course/module/ unit).</b>  <b>2. Learning Objectives and Learning Outcomes.</b>	Prof. Santosh Panda, IGNOU, New Delhi, India	Participants develop: <ul style="list-style-type: none"> <li>Concept Map of their Module/ Unit.</li> <li>Learning Outcomes of their Unit.</li> </ul>
6	14.00-	Support to the participants on the following: <ul style="list-style-type: none"> <li>Discussion on participants queries</li> <li>Sharing of relevant materials</li> <li>Feedback on activities</li> </ul>	Resource Persons <b>(asynchronous facilitation)</b>	Participants engaged on different activities and relevant contents.  (As 5. above).
<b>Day 3: 14 October, 2020</b>				

7	10.30-10.35	Recapitulation	Prof. Madhu Parhar and Dr. Manas Ranjan Panigrahi, CEMCA	Refreshed on previous day contents
8	10.35-12.30	<p><b>1. Writing style, plagiarism, copyright.</b></p> <p><b>2. SAQs and Activities.</b></p> <p><b>3. Media Integration (including OER).</b></p>	Prof. Santosh Panda, IGNOU, New Delhi, India	<p>Participants:</p> <ul style="list-style-type: none"> <li>• Re-examine their SLM unit in terms of content presentation.</li> <li>• Develop SAQs and Activities for their unit.</li> <li>• Consider integrating OER and other media/ social networks into their module/ unit.</li> </ul>
9	14.00-	<p>Support to the participants on the following:</p> <ul style="list-style-type: none"> <li>• Workshop Feedback through google form</li> <li>• Discussion on participants queries</li> <li>• Sharing of relevant materials</li> <li>• Feedback on activities</li> </ul>	Resource Persons <b>(asynchronous facilitation)</b>	<p>Participants engaged on different activities and relevant contents.</p> <p>(As 8. above)</p>
<b>Day 4: 15 October, 2020</b>				
10	10.30-10.35	Recapitulation	Prof. Madhu Parhar and Dr. Manas Ranjan Panigrahi, CEMCA	Refreshed on previous day contents
11	10.35-12.00	<b>Personal Effectiveness</b>	Prof. Marmar Mukhapadhyay	
12	12.00-12.30	Closing	Experience Sharing by the Participants	

			Remarks by: BOU Closing Remarks by: Prof. Madhu Parhar	
13	14.00-	Support to the participants on the following: <ul style="list-style-type: none"> <li>• Workshop Feedback through google form</li> <li>• Discussion on participants queries</li> <li>• Sharing of relevant materials</li> <li>• Feedback on activities</li> </ul>	Resource Persons <b>(asynchronous facilitation)</b>	Participants engaged on different activities and relevant contents.

# The OBL Course Design/ Modules/ Units development by the participating faculty during the workshop.

The following 12 OBL course/ module design matrices were developed by the participating faculty during the workshop.



Dr Asma Selly

Course/Module/Lesson		Learning outcomes	Credit hours	Activities	Assignments	Learning resources (P/A/V/F2F)	Assessment rubric/ methods
<p><b>Course:</b></p> <p><b>Financial Management</b></p> <p><b>Program:</b></p> <p><b>BBA, School of Business</b></p>		<p>1. Analyze financial statements using standard financial ratios of liquidity, activity, debt, profitability, and market value. 2. Apply techniques to project financial statements for forecasting long-term financial needs. 3. Explain the role of short-term financial management, and the key strategies and techniques used to manage cash, marketable securities, accounts receivable and inventory. 4. Apply future value and present value concepts to single sums, mixed streams, and annuities. 5. Apply time value, risk, and return concepts. Apply valuation techniques to bonds. 6. Apply time value, risk, and return concepts to constant and variable growth models. Apply valuation techniques to stocks. 7. Identify relevant cash flows for capital budgeting projects and apply various methods to analyze projects.</p>	3				

<b>Module (Unit) 1</b>	Capital Budgeting Technique						
Lesson 1:	Introduction to capital budgeting	· understand the concept of capital budgeting;		Quizz		V/F2F	case analysis
		· know the importance of capital budgeting decisions;		MCQ		A/V/F2F	research essay
		recognize the motives for capital expenditure		Forum Discussion		A/V/F2F	case analysis
		· identify the steps of capital budgeting.		Quizz		A/V/F2F	case analysis
Lesson 2	Different Concepts in Capital Budgeting	· identify the difference between capital expenditure and operating expenditure;		Forum Discussion		A/V/F2F	case analysis
		be familiar with different concepts related with capital budgeting		Forum Discussion		A/V/F2F	research essay
Lesson 3	Techniques used in capital budgeting	· be familiar with the techniques used in capital budgeting;		QUIZZ		A/V/F2F	case analysis
		· differentiate between net present value and internal rate of return method;		Forum Discussion		A/V/F2F	Article review

		· make capital budgeting decisions using different techniques.		Group Discussion		A/V/F2F	Article review
<b>Module (Unit) 2</b>	Cost of Capital						
Lesson 1	Concept of cost of capital	· know the concepts of cost of capital & other related costs;		Forum Discussion		A/V/F2F	research essay
		· understand the significance of the cost of capital; and		Forum Discussion		A/V/F2F	case analysis
		· identify the factors influencing the cost of capital.		QUIZZ		A/V/F2F	case analysis
Lesson 2	Determination of costs of specific sources of capital	· understand the techniques of computation of cost of capital;		Forum Discussion		A/V/F2F	case analysis
		· identify the problems involved in determining cost of capital; and		QUIZZ		A/V/F2F	research essay
		· know the methods used in the computation of different sources of cost of capital.		QUIZZ		A/V/F2F	Article review



Dr Azmira Bilkis

<b>Lesson-1</b>				
<b>Course Title -</b> Rural Livelihoods and Rural Development (SOC-203)	<b>Unit-01:</b> Introduction	<b>Lesson 1.1:</b> Definition of Livelihoods <b>Lesson 1.2:</b> The importance of Rural Livelihoods		
<b>Learning Objectives:</b> From Today's lecture students will be able to: <ul style="list-style-type: none"> <li>Interpret the importance of Rural Livelihoods</li> </ul> with practical examples				
<b>Lesson Details</b>				
<b>Contents</b>	<b>Activities</b>	<b>Self-Quizzes</b>	<b>Self-Presentation</b>	<b>Group Presentation</b>
Concept of Rural Livelihoods	Interactive Lecture	N/A	N/A	N/A
Definition of Rural Livelihoods	Interactive Lecture	Quizzes	N/A	N/A
The importance of Rural Livelihoods	Video Demonstration	N/A	Individual Presentation	<b>Group Presentation</b>

**Questions: 1.1.1: What do you understand by the term 'livelihoods'?**

**1.1.2: What is rural development?**

**1.1.3: Discuss the importance of rural livelihoods.**

Dr Ekramul Islam

Course/Module/Lesson	Learning outcomes	Credit hours	Activities	Assignments	Learning resources (P/A/V/F2F)	Assessment rubric/ Methods
Course: Epistemology and Metaphysics (BPH-3302)		3credits				
Module 1: Number of Reality						
Unit/Lesson 1:Pluralism	1.Be able to explain different types of pluralism.		1.Question based(Short answer question/	1.Tutor Marked Assignments(TMA)such as long answer,	P/A/V/Tutorial Support	Quiz/ MCQ/Viva Voce

	2. Be able to judge and analyze the concept of number of primary element.		Fill in the blanks/True-False). 2. Reflective action based (Note after watching TV programme).	short answer, essay type and problem solving questions. 2. Computer Marked Assignments (CMA) such as objective type of question.		
Unit/Lesson 2: Dualism	1. Be able to explain the Absolute Being or the Primal Essence in a dualistic way. 2. Can point out		1. Question based (Short answer question/ Fill in the blanks/True-False). 2. Reflective action based (Note after watching	1. Tutor Marked Assignments (TMA) such as long answer, short answer, essay type and problem solving questions.	P/A/V/Tutorial Support	Quiz/ MCQ/Viva Voce

	the flaws of dualistic views.		TV programme.	2.Computer Marked Assignments(CMA)such as objective type of question.		
Unit/Lesson 3:Monism	1. Be able to explain monism. 2.You can distinguish between Monism, Dualism and Pluralism.		1.Question based(Short answer question/Fill in the blanks/True-False). 2.Reflective action based(Note after watching TV programme.	1.Tutor Marked Assignments(TMA)such as long answer, short answer, essay type and problem solving questions. 2.Computer Marked Assignments(CMA)such as objective type of question.	P/A/V/Tutorial Support	Quiz/ MCQ/Viva Voce

Dr Mollika Ghosh

**Program: BBA, School of Business, Bangladesh Open University**

**Course: Principles of marketing**

**Faculty: Mollika Ghosh**

<b>Module and Units</b>	<b>Course Learning outcomes</b>	<b>Lesson Title and credit hours</b>	<b>Lesson learning outcomes</b>	<b>Assignments</b>	<b>Assessment rubric/ methods</b>	<b>Learning resources (P/A/V/F2F)</b>
<b>Module 1 - Introduction to Marketing</b>	1. To define basic terms and tools to explain marketing, marketing environment and consumer behavior. 2. To apply marketing strategies in contextual problems. 3. To practice new marketing	<b>Lesson 1: Introduction to Marketing and scope</b>  3	1. Definition of Marketing [OER]	1.Short questions,	1. Assignments	P/A/V/F2F
			2.Theories and Core Concepts [OER]	2. MCQ, 3. True False,	2. Advertisement watching	
			3. Identify consumer behavior [situational boundaries]	4.Fill in the blanks	3. Solving case studies	

	techniques and communication strategies in leadership by team work.					
		<b>Lesson 2: Importance of Marketing and Functions</b>  <b>3</b>	1. Differentiating selling and advertising in a marketing problem	1. Case study of successful brands adopted by consumers.	1. Marketing practices [Youtube]	
			2. Separate market, marketing and marketers	2. Analyzing products value in Bangladeshi context and consumers perspective	2. Case studies [Google, newspaper]	
			3. Basic reasons of conducting marketing activities towards consumers.	3. Finding the practical areas for improvisation blending theory implementing practices.	3. Critical thinking of target audience and communicating marketing skills in separate situations [trend analysis]	

Dr Neuman Sarker

**Online Course Design Template for Principle of Epidemiology and Demography Course (MPH 1402)  
of Bangladesh Open University**

Master of Public Health (MPH) Program  
School of Science and Technology  
Bangladesh Open University

**Course Credit: 4 credits**

**Course Description**

Epidemiology often called “the cornerstone” of public health; epidemiology is the study of the distribution and determinants of diseases, health conditions, or events among populations and the application of that study to control health problems. By applying the concepts learned in this course to current public health problems and issues, students will understand the practice of epidemiology as it relates to real life and makes for a better appreciation of public health programs and policies.

The course Demography is designed to introduce students to basic concepts of demographic measurement and modeling used to study changes in population size and composition. The course covers basic measures of mortality, fertility and migration; life table construction; multiple decrement life tables; stable populations; population projections; and age patterns of vital events. Students will learn to apply demographic methods through a series of population projection sets.

<b>Course/Module / Lesson title</b>	<b>Learning outcomes (For each Programme, Course, Module, Lesson)</b>	<b>Credit hours (for Programme, Course, Module, Lesson)</b>	<b>Activities (list the activities relating to each specific learning outcome) (credit hours)</b>	<b>Assignments (list the nature of assignments relating to each specific learning outcome) (credit hours)</b>	<b>Learning resources (P/A/V/F2F) (list printed units/ lessons, audio, video, hands-on, web resource, online module, social technologies/ networks, OER, MOOC to be</b>	<b>Assessment rubric/ methods (specific to each Learning Outcome/ Module)</b>
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					<p><b>developed— Learning outcome-wise)</b></p> <p><b>(mention if media is supplementary, complementary, integrated)</b></p>	
<p>Programme/ Course</p>	<p>The main purpose of the course is to provide students with a broad introduction to the epidemiological foundations and epidemiological tools to study public health and the scientific nature of demography. This course is to convince health care professions on the process of diseases discovery which will have direct implication of public health practice and policies.</p> <p>The course demography will be used for statistical and mathematical study of the size, composition, and spatial distribution of human populations and how these features change over time. This will</p>	<p><b>Course Credit: 4 (60 hours)</b></p> <p>(i) <b>Sync hronous sessions: 15 hours (25%):</b> includes face-to-face sessions at study centres and virtual sessions using technology (such as Face book, Live, BBB and other tools).</p>	<p>Principle of Epidemiology and Demography Course (MPH 1402) support plan comprises:</p> <ul style="list-style-type: none"> <li>• Weekly Face-to-face class-room supports</li> <li>• Online learning management system (LMS) from elearning.bou.edu.bd</li> <li>• BBB</li> <li>• Interactive virtual class supports</li> <li>• Course based scheduled Audio-Video programs.</li> </ul> <p>SD card containing interactive lectures of the courses.</p>	<p>Formative Assessment and/or Online Assessment</p> <p>03 Class test (Quiz, MCQ)</p> <p>03 Assignment (2x10 =20, out of 3)</p>	<p>.1. Course introductory video, preliminary quiz and self introduction in discussion forum (course general area on LMS)</p> <p>2. Lesson1.pdf on Concept of Epidemiology (8 to 10 pages)</p> <p>3. Self-recorded video on concepts of Concept of Epidemiology</p> <p>4.PPT on</p> <ul style="list-style-type: none"> <li>• Epidemiology in the basic science</li> <li>• Epidemiological principles and methods</li> </ul> <p>Modern Epidemiology.</p>	<p>40 % Marks allocated for Formative Assessments</p> <p>60% Marks allocated for Semester final Examination</p>



	<p>also be applied to whole societies or to groups defined by criteria such as education, nationality, religion and ethnicity. Both of the courses focus on the following specific aspects:</p> <p>After successful completion of this course, our learners shall able to:</p> <ul style="list-style-type: none"> <li>• To introduce participates to the principles and methods of epidemiologic research/ studies;</li> <li>• To enable them to design, conduct, analyze, and interpret epidemiologic research;</li> <li>• To develop awareness and knowledge on epidemiology as public health activists;</li> </ul>	<p>(ii) <b>Asynchronous sessions:</b> 45 hours (75%) – self-study through the LMS.</p>	<p>Three minute welcome video from Subject Experts, This course will be facilitated by Dr. Sharker Md. Numan, Professor and Dean, SST, BOU. We will be teaching you Principle of Epidemiology and Demography Course (MPH 1402). The course vastly emphasis one of the aspects of health covering occupational and environmental part which is very much important for our livelihood. Studying this course would strengthen your knowledge regarding occupational and environmental health. Ultimately, you will be able to plan and implement for minimization of occupational and environmental hazards. The course will be run by a balance of face to face and online component. This</p>			
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	<ul style="list-style-type: none"> <li>• To acquire basic knowledge of substantive epidemiology &amp; on broad public health problems;</li> <li>• Enable participants to understand and apply basic techniques of demographic analysis;</li> <li>• Able to acquire knowledge of conducting relevant study of population and health;</li> </ul> <p>To have understand on demographic data, advanced methods and approaches.</p>		<p>course consists of quizzes, assignment, discussion forum and interactive videos.</p>			
Module 1						
Module 2						
Module 3						

Unit/Lesson 1	<p>Lesson1: Concept of Epidemiology</p> <p>Upon completion of the week, learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the concepts of Principle of Epidemiology and Demography Course</li> <li>• explain the differences aspects of epidemiology and demography</li> </ul>		<ul style="list-style-type: none"> <li>• Face-to face class</li> <li>• Online class</li> <li>• Discussion Forum</li> <li>• Interactive learning</li> <li>• Question and Answer Session</li> </ul> <p>.PPT on</p> <ol style="list-style-type: none"> <li>i. Epidemiology in the basic science</li> <li>ii. Epidemiological principles and methods</li> <li>iii. Modern Epidemiology.</li> </ol>		<ol style="list-style-type: none"> <li>1. Course introductory video, preliminary quiz and self introduction in discussion forum (course general area on LMS)</li> <li>2. Lesson1.pdf on Concept of Epidemiology (8 to 10 pages)</li> <li>3. Self recorded video on concepts of Concept of Epidemiology</li> <li>4.PPT on <ul style="list-style-type: none"> <li>• Epidemiology in the basic science</li> <li>• Epidemiological principles and methods</li> </ul> </li> </ol> <p>Modern Epidemiology.</p>	<p><b>Students Activities</b></p> <p>Watching video, Read video script, Reading essential lessons</p> <p>Learning support forum for posting questions related to course content, assignments, quizzes, virtual class sessions, discussion forum and face to face contact classes (LMS course general area).</p>
Unit/Lesson 2	<p>Lesson 2: Objective of the Epidemiology</p> <p>Upon completion of the week 2, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the pattern and magnitude of epidemiology</li> <li>• Use in essential epidemiological data</li> </ul>		<ol style="list-style-type: none"> <li>1. PPT on <ul style="list-style-type: none"> <li>• Distribution of disease occurs;</li> <li>• Disease pattern;</li> <li>• Hypothesis for /Risk;</li> <li>• Descriptive Epidemiology;</li> <li>• Identification of disease causes</li> <li>• Determinants of disease risk factors;</li> </ul> </li> </ol>		<ol style="list-style-type: none"> <li>1. Lesson 2. pdf documents on pattern and magnitude of epidemiology (8 to 10 pages).</li> <li>2. Self-recorded video on introduction to pattern, magnitude and use in essential epidemiological data.</li> <li>3. Case scenario online article on concepts on use</li> </ol>	<p>Watching video,, Read video script, Reading essential lessons</p> <p><b>Quiz-1</b> (MCQ, True/False) on introduction to pattern, magnitude and use in essential epidemiological data. (W.L.O. 2)</p> <p>(Understanding &amp; Evaluating-2 Scenario based question)</p>

			Analytical Epidemiology		<p>in essential epidemiological data for MCQ</p> <p>4. PPT/you tube video on</p> <ul style="list-style-type: none"> <li>+ Distribution of disease occurs;</li> <li>+ Disease pattern;</li> <li>+ Hypothesis for /Risk;</li> <li>+ Descriptive Epidemiology;</li> <li>+ Identification of disease causes</li> <li>+ Determinants of disease risk factors;</li> </ul> <p>Analytical Epidemiology</p>	
Unit/Lesson 3	<p>Lesson 3: Scope of Epidemiology</p> <p>Upon completion of the week 03, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the Causes &amp; Nature of health</li> <li>• Describe Health status</li> </ul> <p>Intervene the health situation</p>		<ul style="list-style-type: none"> <li>• Face-to face class</li> <li>• Online class</li> <li>• Discussion Forum</li> <li>• Interactive learning</li> <li>• Question and Answer Session</li> </ul> <p>.PPT on</p>		<p>1. Lesson 2.pdf environmental pollution (8 to 10 pages).</p> <p>2. Self recorded video on health status and intervene the current situation.</p> <p>3. PPT/you tube video /online article on</p> <ul style="list-style-type: none"> <li>+ Causation of the disease;</li> <li>+ Natural history of the disease;</li> <li>+ Health status of the population;</li> </ul> <p>Evaluation of Interventions</p>	<p>Watching interactive video; Reading essential lessons;</p> <p>Interactive video on classification of environmental pollution</p>

Lesson 4:	<p>Lesson 4: Epidemiological Approach</p> <p>Week 4, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Making Comparisons</li> </ul>		<ul style="list-style-type: none"> <li>• Face-to face class</li> <li>• Online class</li> <li>• Discussion Forum</li> <li>• Interactive learning</li> <li>• Question and Answer Session</li> </ul> <p>.PPT on</p>		<ol style="list-style-type: none"> <li>1. Lesson 4. Pdf document on epidemiological approach (8 to 10 pages).</li> <li>2. Self recorded video on the way to asking questions and making comparisons.</li> <li>3. An article effects of epidemiological approach for assignment-1.</li> <li>4. PPT/you tube video /online article on bad effects on <ul style="list-style-type: none"> <li>✚ question related to health events/Problem;</li> <li>✚ Related to health action &amp; sustainability</li> <li>✚ Find differences and clues</li> </ul> </li> </ol>	<p>Watching video; Reading essential lessons;</p> <p><b>Assignment- 1</b> (critically analyze an article on epidemiological scope)</p> <p>(W.L.O. 2.2)</p> <p>(Analyzing)</p>
Lesson 5:	<p>Lesson 5: Measuring Disease Frequency</p> <p>Week 5, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Explain about Incidence</li> <li>• Describe Prevalence</li> </ul>		<ul style="list-style-type: none"> <li>• Face-to face class</li> <li>• Online class</li> <li>• Discussion Forum</li> <li>• Interactive learning</li> <li>• Question and Answer Session</li> </ul> <p>.PPT on</p>		<ol style="list-style-type: none"> <li>1. Lesson 5.pdf on Measuring disease frequency (8 to 10 pages).</li> <li>2. Self recorded video on different types of incidence and prevalence case studies in Bangladesh.</li> </ol>	<p>Watching video; Reading essential lessons</p> <p><b>BBB session-1 health status of Bangladesh and its epidemiologic</b> (week-3) &amp; approaches (week-4)</p>

					<p>3.PPT/you tube video /online article on  – Concept of incidence and prevalence;  – Relationship between incidence &amp; prevalence;</p> <p>Type and factors influencing the prevalence.</p>	<p>40 minutes session for PPT and 20 minutes for question and answer)</p>
Lesson 6:	<p>Lesson 6: Tools of Measurement and scope in Epidemiology</p> <p>Week 6, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Discussed different tools of measurements;</li> </ul> <p>Explain scope in epidemiology.</p>		<ul style="list-style-type: none"> <li>• Face-to face class</li> <li>• Online class</li> <li>• Discussion Forum</li> <li>• Interactive learning</li> <li>• Question and Answer Session</li> </ul> <p>.PPT on</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<ol style="list-style-type: none"> <li>1. Lesson 6. pdf on different tools of measurements (8 to 10 pages).</li> <li>2. Self-recorded video on scope in epidemiology</li> <li>3. You tube video on Measurement and scope in Epidemiology for discussion forum-1</li> <li>4. PPT/you tube video /online article on bad effects on <ul style="list-style-type: none"> <li>• Numerator and Denominator;</li> <li>• Rate, Ratio and Proportion;</li> <li>• Measurement of mortality, morbidity, disability &amp; natality</li> <li>• Measurement of environmental and other risk factors.</li> </ul> </li> </ol>	<p>Watching video; Reading essential lessons</p> <p><b>Discussion Forum-1</b> (Discuss the pin points of Measurement and scope in Epidemiology)</p> <p>(W.L.O.6.2 )</p> <p>(Understanding)</p>

Dr. Iqbal Husain

**Programme name: Bachelor of Business Administration (BBA-Bangla)**

**Course name** : Bangladesh Studies

**(Our current ID Matrix : Main text is in Bangla. This is Just Sample)**

**UNIT 9: Social Structure and Social Stratification of Bangladesh**

**INTRODUCTION**

.....  
.....



**TIME**

.....  
.....  
.....

**CONTENTS**

9.1 Definition and Characteristics of Social Structure

9.2 Social Structure of Bangladesh

9.3 Social Inequality and Social Stratification

9.4 Class Structure of Bangladesh

9.5 Power Structure of Bangladesh

**Key Words**

**Society, Social structure, Class structure, Power structure,** Social Inequality, Social Stratification.



.....  
**(Not in our practice)**

**HEADING 1**

**Lesson 9.1: Definition and Characteristics of Social Structure**



**OUTCOMES**

(learning objectives)

After going through this lesson, you should be able to:

- speak about meaning of social structure
- write the definition of social structure
- state the characteristics of social structure

**Sub-heading 1.1 : What is social structure**



.....  
**Sub-heading 1.2 : Definition of social structure**  
.....

.....  
**Sub-heading 1.3 : Characteristics of social structure**  
.....

 **Summery**

.....  
**(Normally we write a summary after every lesson within 5-8 sentences)**

 **ACTIVITY 1**

**(In Secondary and Higher Secondary level, we put activity after every lesson discussion. But here we don't put it.)**

 **CASE STUDY**

**(Normally not in our practice)**

 **DISCUSSION**

**(Discussion has been done under sub-heading. Sir, I am little bit confused for this issue)**

**HEADING 2**

## Lesson 9.2: Social Structure of Bangladesh



### OUTCOMES (learning objectives)

After going through this lesson, you should be able to:

- explain the changing social structure of Bangladesh
- identify the changing social structure of Bangladesh

### Sub-heading 2.1 : Changing social structure of Bangladesh

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### ACTIVITY 2

(In Secondary and Higher Secondary level, we put activity after every lesson discussion. But here we don't put it.)



### NOTE IT

(Normally not in practice)

### Sub-heading 2.2 : Present social structure of Bangladesh

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### GROUP ACTIVITY

.....  
**(In very few courses we mention group activity)**

 **Summary**

.....  
.....  
.....

**(Normally we write a summary after every lesson within 5-8 sentences)**

 **HELP**

**(Very exceptional practice)**

 **TIPS**

- .....

**(Very exceptional practice)**

 **ACTIVITY 3**

.....  
**(In our practice, not more than 1 activity in a single lesson)**



TIPS

- .....

(Very exceptional practice)



ACTIVITY 4

.....  
(In our practice, not more than 1 activity in a single lesson)

HEADING 3

### Lesson 9.3: Social Inequality and Stratification



OUTCOMES

(learning objectives)

After going through this lesson, you should be able to:

- talk about social inequality and write its definition
- discuss about the definition of social stratification
- state the types of social stratification
- explain the social stratification of Bangladesh

**Sub-heading 3.1 : Social inequality**

.....

**Sub-heading 3.2 : Social stratification**

.....

**Sub-heading 3.3 : Types of social stratification**

.....

**Sub-heading 3.4 : Social stratification of Bangladesh**



ACTIVITY 5

.....

(In our practice, normally we put 1 activity in every lesson)



REFLECTION

.....

(Not in practice)



Summery

.....  
(Normally we write a summary after every lesson within 5-8 sentences)



READINGS

.....  
(Very exceptional practice)



ASSIGNMENT

.....  
(Very exceptional practice)



TIPS

.....  
(Very exceptional practice)



ASSESSMENT

- .....
- 1) What do you mean by social structure? Discuss the characteristics of Social structure.
  - 2) Define social structure. "Social structure means the major institutions and groups"- Explain.

- 3) What is social structure? Explain the present social structure of Bangladesh.
- 4) State the changing social structure of Bangladesh.
- 5) What is called social inequality? Discuss the social stratification of Bangladesh.
- 6) Define social stratification. Analyze the types of social stratification.

(in some programmes i.e SSC, HSC we put MCQ/Matching/TF etc. after lesson. End of the unite we put some model questions relating to the exam questionnaire/final assessment)