

## Lesson Plan

Week(s)	Topic(s)	# Classes	CLO(s)	Remarks
1 – 2	1	1 – 4	1	
3 – 5	2	5 – 10	2	
6 – 9	3	11 – 18	1, 2, 3	<i>Class Test 1: (Topics 1 - 2) 11<sup>th</sup> Class</i>
10 – 14	4	19 – 28	2, 3	
15 – 19	5	29 – 38	2, 3	<i>Class Test 2: (Topics 3 - 4) 29<sup>th</sup> Class</i>
20 – 24	6	39 – 48	2, 3, 4	
25 – 28	7	49 – 56	4	<i>Class Test 3: (Topics 5 - 6) 49<sup>th</sup> Class</i>
29 – 30	1 - 7	57 – 60		<i>Review</i>

### Overall Evaluation Policy:

- Continuous Internal Evaluation (CIE): Marks - 00
- Year-End Examination (YEE): Marks - 100

Bloom's Category	Marks (100)
Remember	10
Understand	20
Apply	40
Analyze	10
Evaluate	10
Create	10

- Grading Scheme: *As in Section 19*

### Policy for Make-Up Classes:

- Utilize the open slots in consultation with students
- Swap classes with colleagues

### Basic Texts

- Chiang, A. C., & Wainwright K. (2004). *Fundamental Methods of Mathematical Economics* (4<sup>th</sup> ed.). London: McGraw-Hill.
- Hoy, M., Livernois, J., McKenna, C., Rees, R., & Stengos, T. (2011). *Mathematics for Economics* (3<sup>rd</sup> ed.). Cambridge, Massachusetts; London, England: The MIT Press.

### Recommended References

- Dowling, E. T. (2011). *Schaum's Outline of Theory and Problems of Introduction to Mathematical Economics*. New York: McGraw Hill Professional.
- Jacques, I. (2018). *Mathematics for Economics and Business*. Harlow: Pearson.

### Other Resources

- Online video lectures
- Course-packs
- Handouts

**Course Code:** ECON 104

**Course Title:** Statistics for Economists

**Course Type (GED/Core/Elective):** Core

**Year/Level/Semester/Term:** One Year

**Academic Session:** 2021-22 & 2022-23

**Course Teacher/Instructor:**

**Pre-requisite (if any):** None

**Credit Hours:** 04

**Contact Hours:** 60

**Course Rationale:** Research in the field of economics inevitably involves data analysis which requires a solid grasp of statistical methods and tools. As such it is imperative that economics student learn about the nature, types, sources, collection, organization, presentation and analysis of data in a methodical manner.

**Course Objective:** The main objective of the course is to familiarize students with the basics of statistics. These include sources and analysis of data, presentation of data by graphs, charts and tables, descriptive statistics, probability theory, sampling theory, correlation and simple and regression.

**Course Learning Outcomes:** After successful completion of the course, a student is expected to:

1. have knowledge about basic concepts and views in Statistics;
2. acquire the ability to apply statistical methods for collection, processing and analysis of quantitative and qualitative data, particularly such linked to the field of economics;
3. be able to present results of statistical studies; and
4. have basic understanding of the probability theory.

### CLOs Mapped to PLOs

CLO/PLO	PLO1	PLO2	PLO	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	1	3	2	2	3	2	0	0	2
CLO2	2	3	2	1	2	1	2	3	3
CLO3	2	3	2	2	2	2	3	3	3
CLO4	3	1	1	1	0	0	0	1	2

### Course Contents

Topic	Content Summary	Teaching Strategies/Tools	In-Class Assessment	#Class Hours	CLOs
1	<b>Introduction:</b> Meaning of ‘Statistics’; Descriptive vs. inferential statistics; Sample vs. population; Types of variables; Types and sources of data; Sampling; Sampling methods – simple random sampling, stratified sampling, cluster sampling, Quota sampling; Importance of statistics in economics; Statistics & business forecasting.	<b>Strategies:</b> Verbal and mathematical exposition; Problems solving <b>Tools:</b> Books; Handouts; Multimedia; Online resources	Q&As Quizzes Homework Assignments Presentations Tutorials	8	1
2	<b>Classification and Presentation of Data:</b> Presenting a categorical/qualitative variable – summary table, Bar chart, Pie chart and Pareto diagram. Presenting a numerical/quantitative variable - Frequency and frequency distribution; Histogram; Cumulative frequency distribution. Association between variables - cross-tabulation, Contingency table, Scatter plot and time-series plots.	As above	As above	8	2, 3
3	<b>Measures of Central Tendency:</b> What is central tendency; Measures of central tendency - Mean, median and mode; Relative merits and demerits of the measures of central tendency; Quartiles; Applications.	As above	As above	8	2, 3
4	<b>Measures of Dispersion:</b> What is dispersion; Types of dispersion - Range; Mean deviation; Quartile deviation; Variance; Standard deviation; Coefficient of variation; Z-score; Applications.	As above	As above	8	2, 3

5	<b>Shapes of Distribution:</b> Normal distribution; Moments; Skewness and kurtosis; Applications.	As above	As above	8	2, 3
6	<b>Index Numbers:</b> Meaning and purpose; Problems in construction; Calculation and interpretation of index numbers; Test for index numbers; Chain index; Relative merits and demerits of chain-base and fixed-base methods; Cost of living indices.	As above	As above	8	2, 3
7	<b>Probability Theory:</b> Set operations; Permutations and combinations; Law of probability – conditional, marginal and joint probability distributions; Bayes’ Theorem; Independence; Random variable; Expected value.	As above	As above	8	4

**Class Schedule:**

**Lesson Plan**

Week(s)	Topic(s)	#Classes	CLO(s)	Remarks
1 – 4	1	1 – 8	1	
5 – 8	2	9 – 16	2, 3	
9 – 12	3	17 – 24	2, 3	<b>Class Test 1: (Topics 1 - 2) 17<sup>th</sup> Class</b>
13 – 16	4	25 – 32	2, 3	
17 – 18	5	33 – 40	2, 3	<b>Class Test 2: (Topics 3 - 4) 33<sup>rd</sup> Class</b>
19 – 23	6	41 – 48	2, 3	
24 – 28	7	49 – 56	4	<b>Class Test 3: (Topics 5 - 6) 49<sup>th</sup> Class</b>
29 – 30	1 - 7	57 – 60		<b>Review</b>

**Overall Evaluation Policy:**

- a. **Continuous Internal Evaluation (CIE): Marks - 00**
- b. **Year-End Examination (YEE): Marks - 100**

Bloom’s Category	Marks (100)
<b>Remember</b>	<b>20</b>
<b>Understand</b>	<b>20</b>
<b>Apply</b>	<b>30</b>
<b>Analyze</b>	<b>10</b>
<b>Evaluate</b>	<b>10</b>
<b>Create</b>	<b>10</b>

- c. **Grading Scheme: As in Section 19**

**Policy for Make-Up Classes:**

- Utilize the open slots in consultation with students
- Swap classes with colleagues

**Basic Text**

Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2011). *Statistics for Business and Economics* (11<sup>th</sup> ed.). Mason, Ohio: South-Western Cengage Learning.

**Recommended References**

1. Bangladesh Bureau of Statistics. *Statistical Year Book of Bangladesh* (various issues). Dhaka.
2. Harnett, D. L., & Murphy, J. L. (1993). *Statistical Analysis for Business and Economics* (1<sup>st</sup> Canadian ed.). Don Mills, Ont: Addison-Wesley.
3. Levine, D. M., Stephan, D., & Szabat, K. A. (2021). *Statistics for Managers Using Microsoft Excel*

- (9<sup>th</sup> ed.). Hoboken, NJ: Pearson.
4. Spiegel, M. R. (2014). Schaum's Outline of Statistics. (5<sup>th</sup> ed.). New York: McGraw-Hill.

**Other Resources**

- Online video lectures
- Course-packs
- Handouts

**Course Code: ECON 105 Course Title: Economic History and Development of Bangladesh**

**Course Type (GED/Core/Elective):** Core

**Year/Level/Semester/Term:** 1<sup>st</sup> Year

**Academic Session:** 2021-22 & 2022-23

**Course Teacher/Instructor:**

**Pre-requisite (if any):** None

**Credit Hours:** 04

**Contact Hours:** 60

**Course Rationale:** Knowledge of the historical perspective and the development process of a country acts as a precursor to present and future economic policies. Sound economic policies need a careful study and rigorous analyses of the tradition and culture of a nation besides a close scrutiny of the past economic policies.

**Course Objective:** The principal objective of this course is to familiarize students with the economic history and the structure of the Bangladesh economy such that the students gain comprehensive knowledge of the past and present economic activities. The course also presents and analyzes the macroeconomic indicators of the country in terms of their composition and trends.

**Course Learning Outcomes:** After successful completion of the course, students will be able to:

1. understand various historical aspects of Bangladesh economy;
2. correlate historical events to current socio-economic development of Bangladesh;
3. understand the structure of the Bangladesh economy;
4. gain comprehensive knowledge of the economic activities such as agriculture, manufacturing, service and trade; and
5. identify various sources of finance and constraints of finance in the economy.

**CLOs Mapped to PLOs**

CLO/PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
<b>CLO1</b>	3	1	3	0	0	2	0	0	1
<b>CLO2</b>	3	2	3	2	3	2	0	0	2
<b>CLO3</b>	3	3	3	3	3	3	3	3	2
<b>CLO4</b>	3	3	3	3	3	3	3	3	2
<b>CLO5</b>	1	2	3	2	3	2	0	1	0

**Course Contents**

Topic	Content Summary	Teaching Strategies/Tools	In-Class Assessment	#Class Hours	CLOs
<b>1</b>	<b>Socioeconomic History of Bangladesh:</b> From early till the colonial period; Land, People, Commodities and trade; Formation of statehood of Bengal; Land relations; Rural-urban relations; Class relations; Dynastic changes; Muslim conquest and related socio-economic changes in the daily	<b>Strategies:</b> Verbal exposition <b>Tools:</b> Books; Handouts; Multimedia; Online resources	Q&As Quizzes Homework Assignments Presentations Tutorials	8	1