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| **Abstract:** |  |
| Outcome Based Education (OBE) has been adopted as a main instrument in the accreditation process of engineering degrees offered by the institutions of tertiary education worldwide. The assessment and evaluation of students' learning outcomes are the general criteria set by various types of accreditation bodies in different countries of the world. In Bangladesh, the Board of Accreditation for Engineering and Technical Education (BAETE) provides accreditation to engineering programs that are offered by an institution of higher learning in the country approved by an appropriate authority, viz., the University Grants Commission (UGC) or any other appropriate government body of Bangladesh. The program shall be of duration of four years, after twelve years of schooling. This board works under Washington Accord (WA) that was signed in 1989 as a provisional member. Since then all of the signatory countries of the WA moved towards the adoption of OBE for engineering education at tertiary level. BAETE has declared that no program will be accredited without OBE based curriculum since 1st July 2017. Therefore, many engineering degrees offered by most of the public and private universities have been moving towards the OBE based curriculum. To design OBE curriculum, we have to design our course syllabus for every course in the curriculum. In this talk, I will discuss the guidelines for designing the course syllabus of electronics course in detail, i.e., how to select program outcomes (POs), program educational objectives (PEOs), how to write course objectives, course outcomes (COs), choose teaching-learning methodologies, select assessment techniques, set rubrics, evaluate CO attainment and map COs with POs. I will demonstrate these through few examples of course syllabus of Semiconductor Devices course, its class test and examination questions, assignment rubrics, table of specifications (TOs) etc. that are required for OBE based curriculum design activities. | |