

Course Outline of Master of Education Program

1. **Course Number: ED 501**

Course Title: Education in Global Perspective

2. **Credit Hours: 4**

3. **Course Description**

The course has been designed to help develop the understanding, insights, and competency of the learners in a global perspective, by acquainting them with successful education practices, contemporary educational events, trends and issues, challenges and education system of selected countries. This course will assist learners to conduct comparative analysis of educational practices and the achievements from global contexts. Through this course, the learners will be able to develop skills and generate ideas to adopt pragmatic changes ensuring quality education in Bangladesh.

4. **Course Objectives**

The objectives are to help learners to

- a. acquaint with the contemporary educational events, trends, reforms, and innovations across the globe.
- b. recognize the diversity of educational development and challenges in the world.
- c. acquire the skills to adapt successful practices in andragogy, pedagogy, management, curriculum, and assessment.
- d. introduce to the educational activities of some selected organizations locally and globally.
- e. acquaint with the current education systems and developments through a comparative analysis in the field of education of some selected countries.
- f. acquire the skills to collect and compile information, prepare and present reports, and search out the lessons to be learned from other practices.

5. **Course Contents**

Contact Hours

Unit 1: Conceptualizing Educational Change in Global Perspective

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept of global change
- b. explain the relationship between global change and education
- c. analyze the implications of recent trends of global change into education

Content

- Chronological development of global education (pre-modern, modernism, colonialism, postmodernism, globalization)
- Relationship between global change and education
- Globalization and neoliberalism: Network governance and global education, international education

Unit 2: Global Declarations and National Commitments

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different international declarations on education
- b. review different global and national declarations
- c. critically examine implications of global and national commitments in Bangladesh context

Content

- UN-UHRC, UN-CRC, EFA, DFA, CEDAW, Salamanca, UNCRPD, Delor's Commission, SDGs, Incheon Declaration
- Constitution of Bangladesh, Education Commissions (from 1972 to 2010), 5-year Plans, CPEA, Draft Education Act, NEP 2010, Child Policy, Gender Policy, Person with Disabilities Right and Protection Act, NDD Act, Vision 2041, Delta plan
- Policy-travelling, borrowing and critical examination of its implication in the national context

Unit 3: Global and National Progress in Education

5

Learning Outcomes

At the end of this unit learners will be able to

- a. identify and describe Global and National Progress Indicators in Education
- b. compare and contrast between global and national education progress

Content

- International educational progress review: UNESCO-GMR, MICS, WB's Report, ADB's Report, UNDP-HDI Report, SGD's Progress Report, OECD (PISA), TIMSS, UNICEF-WCR, SAARC, GCED and ESD
- Global Citizenship Education (GCED): Values, principles, implementation strategies of GCED through Education for Sustainable Development (ESD) approaches
- Internationalization of education: Concept, criteria, politics
- Higher Education Ranking: Ranking organizations, criteria, impact, politics and status of education in Bangladesh and challenges, Higher Education Strategic Plan in Bangladesh
- National educational progress: Review of various reports (ASPR, BANBEIS, Planning Commission, PEDP, SESIP, CAMPE-Education Watch, CPD, TIB), current status of education in Bangladesh, competencies and skills framework, National curriculum framework

Unit 4: Paradigm Shift in Educational Practices

5

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze the recent trends of educational changes
- b. identify change factors that can be replicated in the Bangladesh context
- c. analyze gaps between policy, strategy and practice in Bangladesh context
- d. understanding responses to Education in Emergency (EiE) and refugee education situation

Content

- Shift in pedagogy and andragogy, Inclusive Pedagogy, Blended Pedagogy
- Shift in T-L: Participatory and interactive teaching-learning, education management (PBM, PMM), assessment, personalized learning

- Monitoring to mentoring
- Redefining Quality indicators of Education: concept, indicators, qualification framework, status, challenges
- 21st century framework
- Education in Emergency (i.e. COVID 19, Climate change, refugee/politically displaced nationals)
- Refugee education in Global perspective, refugee education policy (UNHCR), INEE minimum standard

Unit 5: Organizational Approaches to the Global Education

5

Learning Outcomes

At the end of this unit learners will be able to

- describe and compare operational models of different leading organizations working in the field of education
- identify good and best practices that can be scaled up in the Bangladesh context

Content

- UN: UNICEF, UNESCO, UNHCR
- Development agencies: DfID, JICA, USAid, AusAid, ILO, EU, CIDA, SIDA,
- International agencies: Plan Bangladesh, Save the Children, British Council, INEE, GCSE

Unit 6: Successful education practices in selected countries

5

Learning Outcomes

At the end of this unit learners will be able to

- describe and compare the education system of different countries
- identify unique model/s for adaptation in Bangladesh

Content

- Asia: India, Bhutan, Singapore, Sri Lanka, Japan, Hong Kong, Malaysia, China, Vietnam
- Europe: UK, Finland, Norway, Germany
- North America: USA, Canada, Mexico
- Latin America: Brazil
- Africa: South Africa
- Australia: Australia, New Zealand

Unit 7: Global connections in education

5

Learning Outcomes

At the end of this unit learners will be able to

- conduct research in a collaborative approach
- find suitable scholarship and research fund
- network through ICT and professional forum

Content

- Career education, entrepreneurship, and freelancing
- HE scholarships and fund
- Ethical issues of collaboration for educational changes
- Networking through ICT (LinkedIn, FB, Youtube, Academia, Research Gate etc.)

6. Instructional Strategies

- Lecture
- Group work
- Organization visit
- Document review
- Presentation
- Online, offline, distance mode learning activities

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
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Total 100	

8. Recommended Books, Journals and Reports

- Ahsan, M. T. & Mullick, J. (2013). The journey towards inclusive education in Bangladesh: Lessons Learned. *Prospects*, 43(2), 151-164. DOI 10.1007/s11125-013-9270-1.
- Ahsan, M., & Malak, M. (2020). Teaching efficacy and inclusive practices in Asian countries. In *Oxford Research Encyclopedia of Education*. Oxford University Press. DOI: 10.1093/acrefore/9780190264093.013.1227.
- Ainscow, M. (1997). Towards inclusive schooling. *British Journal of Special Education*, 24(1), 3–6.
- Ainscow, M., & Miles, S. (2008). Making education for all inclusive: Where next? *Prospects*, 38 (1), 15-34.
- Carnoy, M (1999), Globalisation and education reform: What planners need to know, UNESCO/IIEP, Paris.
- Cumming, W,K, McGinn, N.F. (1997), *International Handbook of Education and Developments: Preparing School, Students and Nations for the 21st Century*, Oxford (UK): Pergamon.
- NCTB (2021 in press). *National Curriculum Framework*, Dhaka: NCTB.
- NCTB (2018). *Adolescent Skill Framework*. Dhaka: NCTB.
- Sen, A. (2006). *Identity and Violence: Illusion of Destiny*, Penguin Group.
- Reports of different organizations on Educational Practices.
- UNDP, *Human Resource Development Report* (latest).
- UNESCO (1996), *Learning: The Treasure Within*, Report of the International, Commission on Education for the Twenty-first Century, Paris.
- UNESCO (2000), *শিখন: অন্তর্নিহিত সম্পদ, একবিংশ শতাব্দীর শিক্ষা বিষয়ে ইউনেস্কোর আন্তর্জাতিক কমিশনের প্রতিবেদনের বাংলা অনুবাদ*, ঢাকা।
- UNICEF, *The State of the World Children* (latest issue), Unicef House, USA.
- UNESCO, *education for all: The Quality Imperative* (latest), Paris.
- UNESCO, *World Education Reports*.
- UNESCO, *Education for all: The Quality Imperative*, 2004. IIEP/ Paris..
- UNESCO, *Global Monitoring Report Education for all*, UNESCO/IIEP, Paris.
- United Nations-21st century skills framework.
- UNESCO, *GCED Documents*.
- World Bank, *Reports on Education and World Development Reports*.
- এম তারিক আহসান ও ম, মাহবুবুর রহমান (২০২২), *কোভিড পরবর্তী শিক্ষা ও শিখন কৌশল*, ঢাকা: লিপিকার।
- শিক্ষা মন্ত্রণালয় (২০১০) *জাতীয় শিক্ষানীতি*, ঢাকা-২০১০।

1. Course Number: ED 502

Course Title: Policy, Strategy and Leadership in Education

2. Credit Hours: 4

3. Course Description

The course is designed to provide students comprehensive knowledge about policies, strategies and leadership in education. This course deals with the development of education policies, alignment between the policies and strategies, and practices of strategies required for quality education. Therefore, theories, concepts, styles, values of leadership, leadership and teambuilding have been highlighted in the course. Emphasis has been given on the making of leaders for effectively managing education sector.

4. Course Objectives

The objectives are to help learners to

- a. obtain critical understanding of key concepts of policy, strategy and leadership.
- b. gain deeper knowledge about challenges and issues influencing policies and strategies.
- c. identify the role of stake-holders and their influence in shaping the educational policies and strategies.
- d. gain comprehensive knowledge and thorough understanding about leadership, styles and competencies.
- e. develop effective leadership skills for managing and leading different fields in the sector of education: pre-primary to tertiary, madrasa, technical and vocational education.
- f. gain the ability to apply leadership skills in implementing educational policies, programs at institutional and national level.

5. Course Contents

Contact Hours

Unit 1: Introduction to Policies in Education

10

Learning Outcomes

At the end of this unit learners will be able to

- a. explain basic concepts of policy and their relation to decision making in education
- b. describe ecology and jurisdiction of education policy
- c. identify and assess the impact of various factors and role of actors in policy making
- d. describe the policy making and implementing process in education in Bangladesh
- e. relate education policy, context and globalisation

Content

- Meaning, definition and concept, relation between policy & decisions
- Ecology of educational policy
- Jurisdiction of policy making in education
- Factors, actors and stake-holders in policy and policy making process in education
- Agencies and institutions responsible for policy formulation (Govt. agencies, Parliament, Assigned agency/Body)
- Development of educational policy making process and implementation in Bangladesh
- Globalisation and the educational policy context

Unit 2: Strategies in Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. define organisation, policy, strategy, tactics and interrelationships
- b. apply strategic planning and management in education
- c. develop a strategic plan and action plan for an educational institution

Content

- Meaning, concept and definition; relation among strategy, tactics and policy
- Organisation, policy and strategy, strategic planning & strategic management
- Strategic planning in education & the school Improvement Program
- Different strategies to expand and improve the education system: Access, participation, completion (year and cycle), promotion, transition, inclusion, gender, diversity and quality in education
- Strengths and weaknesses of different strategies

Unit 3: Key Aspects of Leadership

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe key aspects of leadership
- b. explain leadership theories
- c. identify leadership styles in education
- d. demonstrate leadership skills and qualities
- e. compare gender differences in leadership styles

Content

- Meaning, definition and different ideas about leadership
- Nature and importance of leadership
- Theories and styles of leadership
- Skills of leadership and qualities of leaders
- Gender differences in leadership styles

Unit 4: Making of Educational Leaders

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the personality traits of an effective leader
- b. evaluate the importance of skill development in leadership
- c. play role as a leader

Content

- Personality traits of an inclusive and effective leader
- Skill development in leadership
- Leadership development through motives, self-awareness, self-discipline, education & training, experience & mentoring
- Leadership skill building exercises

Unit 5: Policy, Strategy & the Roles of Leaders in Education in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- analyse the role of leaders in implementing policies, strategies at the organisational/institutional and national levels
- formulate plans and strategies to manage oneself as leader in organisations
- build teams and execute team building purposes
- motivate teams, manage and coordinate team's efforts in achieving organisational/institutional goals
- develop and apply communication skills
- apply leadership skills for conflict management

Content

- Role of leaders in implementing education policies: organizational/institutional & national level
- Leadership and managing self in organizations
- Leadership and teambuilding
- Motivation and people management
- Communication and conflict management

6. Instructional Strategies

- Lecture/ Discussion
- Panel/ Forum Discussion
- Case study and Role play
- Reading, Assignment & Report/PPT Presentation
- Library work and students participation in the class
- Seminar/ Debates/ Group presentation

7. Assessment

Marks (%)

- | | |
|---|----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals and Reports

- Arlestig, H., Day, C., & Johansson, O. (2016). *A decade of research on school principals: Cases from 24 countries*. Springer.
- Ball, S. J. (1995). *Politics and policy-making in Education: Explorations in sociology*. Routledge.
- Bell, L. & Stevenson, H. (2006). *Education policy: Process, themes and impact*. Routledge.
- Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. Sage.
- Ben-Peretz, M. (2009). *Policy-making in education: A holistic approach in response to global changes*. Rowman & Little field Education.
- Bush, T. & Burnham, J.W. (1994). *The Principles of Educational Management*. Longman.

- Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership & management*. Sage
- Davies, B. (2011). *Leading the strategically focused school: Success and sustainability* (2nd ed.). Sage.
- Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. Sage.
- Goel, S. L. & Goel, A. (1994). *Educational policy & administration*. Deep Publishers.
- Gronn, P. (1999). *The making of educational leaders*. Cassel.
- Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. Springer.
- Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. McGraw-Hill Education.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. Routledge.
- Jones, B. A. (2000). *Educational leadership: Policy dimensions in the 21st century*. Ablex.
- Northouse, P. G. (2018). *Leadership: Theory and practice*. Sage publications.
- Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Sage Publications.
- Robinson, V. M., Hohepa, M. K., Lloyd, C., & New Zealand Ministry of Education. (2009). *School leadership and student outcomes: Identifying what works and why: Best evidence synthesis iteration (BES)*. Ministry of Education.
- Salahuddin, A. (2016). *Making a Door: A case study of the leadership and change practices of a principal in Bangladesh* (Doctoral dissertation, The University of Canterbury).
- Salahuddin, A. (2011). *Perceptions of effective leadership in Bangladesh secondary schools: Moving towards distributed leadership?* (Masters thesis, The University of Canterbury)
- Sloan, J. (2013). *Learning to think strategically* (2nd ed.). Taylor and Francis.
- Thomas, N. (2004). *The John Adair handbook of management and leadership*. Thorogood.
- Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer.
- Trowler, P. (2003). *Education Policy*. Routledge.
- UNESCO, (1995). *Learning the Treasure Within*
- UNESCO, World Declaration on Education: Education For All and Frame work for Action to Meet Basic Learning Needs, EFA Forum.
- Whitty, G. (2002). *Making sense of education policy: Studies in the sociology and politics of education*. Sage.
- শিক্ষা মন্ত্রণালয় (২০১০), জাতীয় শিক্ষানীতি-২০১০, ঢাকা।
- Relevant Govt. Documents & Reports, Acts, Regulations.
- Related Journal articles & Websites.

1. Course Number: ED 503

Course Title: Information and Communication Technology in Education

2. Credit Hour: 4

3. Course Description

This is a basic course on use of ICT (Information and Communication Technology) in educational purposes. The course contains introductory knowledge on ICT in education, technology in education, educational provisions through internet, ethics and laws of ICTE and related understandings for educational purposes. During the course students will be encouraged to develop knowledge on global and local perspective of ICT in education and its applications in Education. Instructional strategies of the course are lectures, demonstrations, discussions and hands-on practices.

In the lab classes teacher will demonstrate the work and then students will explore and practice themselves, teacher will help them as a facilitator or guide.

4. Course Objectives

The objectives are to help learners to

- a. develop a clear understanding of the concept and importance of ICTE and interrelationship among data, information, communication and education.
- b. help the students to understand the social, ethical and legal issues related with ICTE.
- c. develop an attitude for using technology and the internet in teaching-learning and professional development.
- d. acquire skills in preparing lesson based tutorial with the help of ICT.
- e. identify the facilities and possibilities of ICTE in Bangladesh, in compare with global perspective.

5. Course Contents

Contact Hours

Unit 1: ICT Today: An Overview

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the basic concepts of ICT in the 21st century perspective
- b. describe the effective use of ICT across the disciplines

Content

Concepts of IT, ICT, ICTE, Information literacy, Blended learning, Concepts of TPACK model, Basics of E-Education, Scope and challenges of ICT integration in Education, Mobile Learning

Unit 2: ICTE in Bangladesh

5

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze local and global perspective of ICTE
- b. synchronize the relationship between ICTE curriculum and instructions

Content

- ICTE in local and global Perspective, Review of national policies regarding ICT integration in Education, Current practices of ICTE by GoB and NGOs, Future modalities of ICTE in Bangladesh

Unit 3: Internet and Technology Assisted Learning in Education **6**

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the use of technology as a tool in education
- b. clarify the scope and challenges of digital media

Content

- Distance/Cloud in learning and teaching, Educational provisions through internet (i.e. Google Classroom, Flipped learning, Web 3.0, OER etc.), Challenges of digital divide

Unit 4: Educational Management Information System (EMIS) **5**

Learning Outcomes

At the end of this unit learners will be able to

- a. explicate the concept of MIS in education institution
- b. practice MIS in education institution

Content

- Introduction to EMIS, Information gathering techniques, Information processing cycle, Information storage/retrieval structure of educational institutions in Bangladesh, Integrity and security of automated education system

Unit 5: Ethics and Laws of ICTE **3**

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the social and ethical issues related to ICTE
- b. recognize the legal issues related to ICTE

Content

- E-Ethics: Viruses, Intellectual Property Rights, Plagiarism, Technology addiction, Digital Crime, Cyber bullying, Censorship and Privacy in digital communication, ICT Acts and Laws: Bangladesh and Global perspective

Unit 6: Practical

Learning Outcomes

After successful completion of the unit, students will be able to

- a. develop hands-on tutorial
- b. apply educational software for teaching and professional development
- c. develop educational websites

Lab 1: Internet in Education **4**

Google Classroom, Google Forms

Lab 2: Interactive Tutorial Development **4**

Lesson based Tutorial Development using application software (ActivePresenter/OBS Studio/ScreenFaceCam/ Debut)

Lab 3: Software in Teaching-Learning and Professional Development **3**

UNESCO Toolkit, Gamification (Kahoot), Online Courses (Coursera/Udemy/edX)

Lab 4: Educational Website Development**5**

Basic website development using web programming (Python/WordPress/HTML/PHP)

6. Instructional Strategies

- a. Lecture
- b. Question-Answer
- c. Demonstration
- d. Investigation in individually and group.
- e. Assignment

7. Assessment**Marks (%)**

- | | |
|--|----------|
| a. One In-course Examination | 10×1= 10 |
| b. Course Final Examination (MCQ + Essay Type) | 10+30=40 |
| c. Assignment/ Project | 10 |
| d. Practical | 40 |

8. Recommended Books, Journals and Reports

Awad, E. M. (1999). *Systems Analysis and Design*. Galgotia Publications (p) Ltd.
Banu, S. (2000). *Computer and Internet: their Educational Uses*. Papyrus.
Curtin, D. P., Sen, K. & Morin, C. (1998). *Information Technology*. McGraw Hill.
Rahman, M, L. & Hossain, M.A. (1998). *Computer Fundamentals*. Systech Publication.
Salam, M. A. (2019). *Information Communication Technology in Education: Today and Tomorrow*. SAM Press and Publications.

Standard Books will be followed on both Theory and Lab Classes. There are several books and interactive CDs on ICT and their implementation in Education, Database and Multimedia Systems, Internet, E-Mail, and Web designing. So, students are advised to collect and read as many books as they can. Here is given a list of some standard books for collection.

1. Course Number: ED 504

Course Title: Methods and Techniques of Educational Research

2. Credit Hour: 4

3. Course Description

This course is designed to assist learners for expanding their knowledge and skills in educational research with an in-depth understanding and practical experiences. The course discusses well-known theories and practices related to researching educational problems. This facilitates students' ability for selecting appropriate research problem, developing research tools, selecting appropriate strategies for collecting, processing, analyzing and interpreting findings. The out of classroom activities include designing and conducting a small-scale study followed by a report preparation.

4. Course Objectives

The objectives are to help learners to

- a. assist students in understanding the terminology and methodology of educational research.
- b. help students appreciate the importance of carefully planned, well executed, and systematically conducted educational research.
- c. provide students with experiences necessary for developing skills in the various aspects of collecting, interpreting and reporting data following quantitative and qualitative approaches.
- d. provide students experiences necessary for carrying out a study independently in a particular field of education.
- e. help them acquiring skills for writing research report.

5. Course Contents

Contact Hours

Unit 1: Philosophical Worldviews in Research

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. identify the nature of philosophical views of research
- b. select appropriate philosophical views for their study

Content

- Major philosophical worldviews/research paradigms: (i) Positivism/ Post-positivism; (ii) Interpretivism/constructivism; (iii) Advocacy/participatory and (iv) Pragmatism
- Essential elements of a worldview: ontology; epistemology, axiology and so on
- Role of worldviews in educational research
- Applying worldviews for selecting educational research designs

Unit 2: Developing Theoretical and Conceptual Framework of a Research

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. identify the theoretical and conceptual framework of a study
- b. develop any theoretical and conceptual framework for their study

Content

- Meaning of Theoretical and Conceptual framework
- Importance and use of Theoretical and Conceptual framework
- Examples from real world research

Unit 3: Selecting Appropriate Research Design

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. identify a researchable problem in education
- b. select appropriate research design for their study with justification

Content

- Recapitulate research designs
- Identify real world educational problem
- Select appropriate research design with justification
- Complexity in selecting research design

Unit 4: Sample and Sampling Designs

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. estimate appropriate sample size for their study
- b. use appropriate sampling technique for selecting a sample

Content

- Recapitulate the concept of sample and sampling
- Sample size estimation with using statistical formula
- Select appropriate sampling techniques (for quantitative and qualitative research) with justification
- Complexity in selecting sampling techniques

Unit 5: Constructing Research Tools

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. select appropriate data collection tool/s for quantitative data
- b. select appropriate data collection tool/s for qualitative data

Content

- Questionnaire: Nature, types, purpose, construction, scopes and limitations
- Interview: Nature, types, purpose, construction, scopes and limitations
- Observation: Nature, types, purpose, construction, scopes and limitations
- Scales: Nature, types, purpose, construction, scopes and limitations
 - Likert Scales
 - Thurston Scales
- Psychological tests: Nature, types, purpose, construction, scopes and limitations
- Focus Group Discussion: Nature, purpose, construction, scopes and limitations, conduction
- Sociometry: Nature, purpose, construction, scopes and limitations
- Validity, reliability and usefulness of tools

Unit 6: Validity and Reliability of Research Outcomes

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. measure validity and reliability of quantitative data
- b. measure validity and reliability of qualitative data

Content

- Validity issues in the research design
- Causal relationships
- Internal and External validity for quantitative, qualitative and mixed research

Unit 7: Data Analysis: Descriptive and Inferential Statistics

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. analyze quantitative data using statistical techniques
- b. test hypothesis using appropriate test

Content

- Concept of analysis with examples from practical data
 - Univariate: Types, scope and computation
 - Bivariate: Types, scope and computation
 - Multivariate: Types, scope and computation
- Use of descriptive statistics: frequency distribution; measures of central tendency and variation; shape of distribution- symmetric and asymmetric
- Bivariate data analysis: simple correlation, scatter plot-displaying correlation between two variables; product moment method
- Simple and multiple linear regression analysis: concept and use
- Regression model: concept and use
- Use of inferential statistics: (a) Point estimation (hypothesis testing) and (b) interval estimation
 - (a) Test of hypothesis: (i) Parametric tests: t-test, Z-test, F-test; (ii) Non-parametric test: Chi-Square test and others
 - (b) Confidence interval: concept and use

Unit 8: Data Interpretation

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. interpret quantitative results
- b. interpret qualitative results

Content

- Concept of data interpretation and its importance
- Quantitative data interpretation with examples
- Qualitative data interpretation with examples

Unit 9: Writing Research Report

5

Learning Outcomes

At the end of this unit the learners will be able to

- a. format a research report following particular style
- b. evaluate a research report

Content

- Importance of reporting research results
- Format of research report: (i) Various aspects of a report, (ii) Different chapters, (iii) Pagination, (iv) Tables and figures, (v) Writing style and language, (vi) Referencing
- Evaluating a research report: Purpose of evaluation; Guidelines and checklist for evaluating a research report

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group discussion
- c. Guided study: Read and evaluate research articles
- d. Case studies
- e. Field work
- f. Library work and students participation in the class

7. Assessment

Marks (%)

- | | |
|---|----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals and Reports

- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). California: Wadsworth.
- Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
- Best, J. W., & Kahn, J. V. (2006), *Research in Education*, New Delhi: Prentice Hall.
- Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
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Master of Education in Pre-Primary and Primary Education (PPE)

1. Course Number: PPE 511

Course Title: Early Childhood Education (ECE)

2. Credit Hours: 4

3. Course Description

This course is designed to prepare learners with the basic concepts, principles and theories of growth and development during early childhood. The special emphasis has been given to understand the childhood as the foundation period of life. Moreover, the course deals with the comprehensive knowledge of curriculum materials and teaching-learning strategies for early childhood education. The learners will be able to demonstrate specific skills in planning, designing and managing early childhood education in practical life.

4. Course Objectives

The objectives are to help learners to

- a. accountant with concept, historical development and various commissions recommendation for ECE.
- b. understand the nature, importance and important skills to be learned in early childhood education.
- c. understand about children's emotions & socialization and how they differ from those of adults.
- d. acquaint what usually causes heightened emotionality in children, how it affects children, and how it can best be dealt with or prevented.
- e. realise the sequence of intellectual development and how it can best be guided.
- f. acquaint with roles different pre-schools and their importance for accelerating school readiness, development and socialization process.
- g. acquire knowledge about the planning, management and organization of a preschool.
- h. acquaint with the teaching-learning strategies for early childhood education.
- i. be aware of the many benefits of play and understand why activities play should be varied and balanced.
- j. realise some common problems of childhood and know the ways how they can be prevented or corrected.
- k. understand the importance of education, reward, and punishment as basic elements of discipline.

5. Course Contents

Contact Hours

Unit 1: Introduction of Early Childhood Education (ECE)

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the necessity of pre-primary and Early Childhood Education (ECE)
- b. describe different issues and historical development of ECE
- c. analyze different recommendations of various committees and commissions and roles played by different organizations for ECE

Content

- Concept, aims and objectives and significance of pre-primary and Early Childhood Education

- Historical development and issues of Early Childhood Education
- Present status of ECE in Bangladesh and recommendations of various committees and commissions; Major organizations working for ECE

Unit 2: Early Childhood-Growth and Development

3

Learning Outcomes

At the end of this unit learners will be able to

- explain the critical period of development of ECE
- describe meaning and characteristics of ECE
- explain factors affecting development and essential learning skills in ECE

Content

- Critical period of development: Principles governing child development, variations caused by heredity and environment
- Meaning and characteristics of early and later childhood, Motor Development
- Factors affecting development: heredity, poor nutrition, emotional stress, sex, body build, intelligence, health, teething, body proportions, Illness of early childhood, physical defects, ECE as foundation age for development
- Essential learning skills in early childhood: Self-help skills i.e. self-bathing, self-dressing, self-feeding, self-grooming, stair climbing, Toileting, Social-help skills, play-skills, work skills

Unit 3: Emotional and Social Development of the Child

3

Learning Outcomes

At the end of this unit learners will be able to

- explain emotional development and their application in teaching the child emotional control, emotional tolerance
- explain importance of socialization, unsocial behavior in childhood, foundation for leadership

Content

- Emotion: Importance of emotion, emotions developing; role of learning in children's emotions: learning by imitation, conditioning, training, cause and effect of heightened emotionality. some common emotions of childhood
- Teaching the child emotional control, emotional tolerance
- Social development: peer group, factors that influence socialization, guidance in social development
- The importance of companionship, common forms of unsocial behavior in childhood, foundation for leadership & followers

Unit 4: Intellectual Development of the Child

6

Learning Outcomes

At the end of this unit learners will be able to

- explain imaginary experience and creativity in early childhood
- explain development process for guiding children's intellectuality
- explain nature and characteristics, stages in learning language and guiding children's language development
- explain some positive personality traits, environmental effects on the personality pattern, and attractive personality

Content

- Imaginary experience in early childhood: Intellectual abilities, Piaget's and Bruner's stages of mental development. Creativity and conditions affecting the development of creativity. Guiding children's intellectual development
- Language development: Nature and characteristics, stages in learning language, guiding children's language development
- Personality development: Meaning of personality and personality pattern, how personality pattern develop some positive personality traits, Environmental effects on the personality pattern, and attractive personality

Unit 5: Pre-School and School Readiness

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe roles of day-care centre, nursery and kindergartens, pre-schooling and their importance for accelerating school readiness and development
- b. explain educational implications of communication skills and socialization process

Content

- Types of pre-schooling facilities: Bangladesh and global
- Role and functions: Day-care centre, nursery and kindergartens, Pre-school as a linkage for primary stage
- Importance of pre-school for accelerating school readiness: personal and social readiness; psychomotor and academic readiness: reading, writing and numeracy skills
- Development of pre-academic skills: pre-reading, pre-writing and number
- Communication skills and socialization process; educational implications

Unit 6: Early Learning Development Standard (ELDS)

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe milestones of development and domains of learning
- b. explain learning continuum of Pre-primary Education

Content

- Milestones of development and domains of learning
- Spheres of Development of ELDS: Domains of Learning for Curriculum
- Learning Continuum of Pre-primary Education: Achievable Competencies, Planned Activities/ Teaching-Learning Strategies and Guidelines for Developing Teaching-Learning Materials

Unit 7: Development and Organization of Pre-schools

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the planning, management and organization of preschools
- b. explain curriculum matrix for preschools
- c. describe teachers qualities of preschools and their training program
- d. suggest for improving the situation of preschools in Bangladesh

Content

- Planning, management and organization of preschools: Construction, equipment and furniture, classroom organisation; design of an ideal preschool
- Qualities of teachers
- Teacher training program

Unit 8: Teaching-learning strategies in ECE

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain approaches and innovative teaching methods followed in pre-schools
- b. explain methods of learning for development of skills
- c. explain basic elements of education for reward and punishment and discipline

Content

- various approaches and techniques followed in pre-schools: Rousseau, Pestalozzi, Froebel, Montessori, Dewey Piagetian, Vygotsky model
- Innovative teaching methods; Role playing, MWTL, CLE, participatory teaching-learning, learning by playing
- Methods of learning: Self-initiated learning-Trial and Error learning, learning by imitation, learning by identification; Outer-directed learning: Authoritarian, democratic, permissive
- Maintain discipline: significance, reward and punishment as basic elements of discipline
- Assessment Strategy and method

Unit 9: Play and Playthings in Childhood

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the need and values of play
- b. explain different types of play
- c. describe play equipment, playthings that stimulate development for children

Content

- Need and values of play; Essential features of play; variety and balance in play activities; common causes of imbalance in play in early childhood
- Types of play: Active play, exploratory play, construction, Dramatic play Family games, neighborhood games; Amusements- Watching others, Looking at pictures, Listening to stories, looking at comics, Listening to music, Watching television
- Play equipment for children, playthings with appeal, playthings that stimulate development, equipment that is right for young children

Unit 10: Behavior Problems in Early Childhood

3

Learning Outcomes

At the end of this unit learners will be able to

- a. describe some common problems
- b. learn prevention of correction of childhood problems

Content

- Some common problems: Fears, Bed Wetting, eating problems, Sleep problems, Accidents, Awkwardness, Dawdling, Unsocial behavior, Tamper Tantrums, etc.
- Prevention of correction of childhood problems

6. Instructional Strategies	
a. Lecture-demonstration	
b. Group discussion	
c. Questions-answer	
d. School visit	
e. Participatory teaching approaches	
7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
<hr/>	
Total 100	

8. Recommended Books, Journals and Reports

- Berk, L. E. (2013). *Child Development* (9th ed.). Boston: Pearson.
- Bukatko, D., & Daehler, M. W. (2004). *Child Development: A thematic approach* (5th ed.). Boston: Houghton Mifflin.
- Early childhood care and education for development (2000). *Bangladesh Education Sector Review*. Vol. II, Dhaka: The University Press Limited.
- Haque, S. (2002). *Early Childhood Care, Education and Development in Bangladesh*. Dhaka: Bangladesh.
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- UNESCO (2006). *Education for All Global Monitoring Report, Strong Foundations, Early Childhood Care and Education*, France: UNESCO.
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- Wong, H. K. & Wong R. T. (2004). *How to be and Effective Teacher: The First Days of School*. North Shoreline Boulevard: Harry K. Wong Publications. Inc.
- Yang, S. J. (2005). *The Importance of Early Childhood Development in Bangladesh*, Dhaka: American International School.
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, (২০১১) প্রাক-প্রাথমিক শিক্ষাক্রম, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, জুন ২০১১, সহায়তায়: ইউনিসেফ।
- শাহীন আহমেদ, (২০০৬) শিশু বর্ধন, বিকাশ পরিচালনা ও পারিবারিক সম্পর্ক, ঢাকা আইডিয়াল লাইব্রেরি।
- সুবর্ণ বন্দ্যোপাধ্যায়, (২০০০) শিশুর বিকাশ ও শিক্ষা, কলিকাতা: জেনারেল প্রিন্টার্স এন্ড পাবলিশার্স লিমিটেড।
- Related Websites.

1. Course Number: PPE 512

Course Title: Primary Education in National and International Perspective

2. Credit Hours: 4

3. Course Description

The course deals with the historical development and principles of Primary Education of Bangladesh with a view to identifying its issues and problems. It also includes organizational structure, roles and responsibilities at different management level of primary education, its curriculum in Bangladesh and four other countries. The recent development projects undertaken by the Government of Bangladesh will also be discussed.

4. Course Objectives

The objectives are to help learners to

- a. develop knowledge of historical development of primary education in Bangladesh.
- b. identify the major issues and problems of primary education in Bangladesh.
- c. acquaint with the principles and policies of primary education as well as its curriculum in Bangladesh and some other countries.
- d. provide knowledge about Government's plans, policies and programmes for successful implementation of universal primary education in the country and let them know about the latest developments in this field.
- e. acquire knowledge about administrative structures and supervisory systems of primary education in Bangladesh and other countries.
- f. understand different projects and development works undertaken by the Government of Bangladesh.

5. Course Contents

Contact Hours

Unit 1: Historical Development of Primary Education in Bangladesh

12

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the history of primary education
- b. be acquainted with the development stages as well as the various education policy report
- c. compare the ancient knowledge with the present status of primary education
- d. be acquainted the current issues and problems of the primary education
- e. familiar with the concept of Education in Emergencies (EiE) and Refugee education along with its minimum standards

Content

- Condition of Primary Education in British & Pakistan Period (Before 1947-1970)
- Development of Primary Education in Bangladesh (From 1971-to date) with reference to legal and constitutional provision of primary education
- Recommendations of various education commissions regarding primary education
- Issues and problems of Primary Education in Bangladesh: non-enrollment, drop out and repetition, completion rate, absence, large class size, teacher quality, poor learning, poor physical conditions, inadequate funding, Education in Emergency (EiE), Refugee Education etc.

Unit 2: Administration and Management of Primary Education in Bangladesh

10

Learning Outcomes

At the end of this unit learners will be able to

- identify the roles and responsibilities of the different organizations and agencies related to primary education sector in Bangladesh
- explain the administration and management of primary education system in Bangladesh
- familiar with the supervision and monitoring system of primary education in Bangladesh

Content

- Organizational and administrative structure of primary education in Bangladesh
- Roles and responsibilities at different management level: MoPME, DPE, DD, DPEO, UEO/TEO, URC/TRC, SMC, Head Teacher etc.
- MIS in Primary Education
- Role and function of NAPE, PTI and URC
- Supervision & monitoring system of primary education in Bangladesh

Unit 3: Primary School and Teacher Education Curriculum in Bangladesh

6

Learning Outcomes

At the end of this unit learners will be able to

- know the present primary teacher education structure and status as well as teacher training in Bangladesh
- analyze the primary teacher education curriculum

Content

- Review of present primary school curriculum and orientation with different components of primary curriculum: Aims, Objectives, Contents & Evaluation procedure
- Primary Teacher Education Curriculum: Aims and objectives, Contents, Instructional strategies and Assessment process
- In Service Training: Sub-cluster, subject based and others
- Review of primary teacher education curriculum

Unit 4: Developmental Works and Different Projects undertaken by the Government of Bangladesh

6

Learning Outcomes

At the end of this unit learners will be able to

- identify the development programs undertaken by the government of Bangladesh (PEDP-III/PEDP-IV)
- know the benefit from this project to the primary education of Bangladesh as a whole

Content

- Provisions related to primary education in the Five Years Plans of Bangladesh
- Some recent important development projects on primary education

Unit 5: Primary Education System in India, Sri Lanka, Japan, Norway and England

6

Learning Outcomes

At the end of this unit learners will be able to

- integrate the knowledge of primary education system of some other countries like UK, Norway, Japan, India and Sri Lanka to the development of Bangladeshi Primary education
- apply this knowledge in development of primary education in Bangladesh perspective

Content

- Aims and objectives of Primary Education
- Principles & Policies of Primary Education
- Primary School Curriculum structure
- Administration and Management of Primary Education
- Problems and issues
- Orientation with teacher education program

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Self-reading & library work
- d. Students participation in the classroom activities

7. Assessment

- | | Marks (%) |
|---|-----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals and Reports

- Ahmad, M. (2003), *Essays on Education in Bangladesh*, Dhaka: Ekeshy Publication Ltd.
- Antoninis, M and M. Ahmadullah (2012). *Bangladesh Country Study: Global Initiative on Out of School Children*. UNICEF, Dhaka.
- Bangladesh Bureau of Statistics (BBS): *Statistical Yearbook of Bangladesh*, Dhaka.
- Bangladesh primary education annual sector performance report (2020). Monitoring and Evaluation Division, Directorate of Primary Education Government of the People's Republic of Bangladesh.
- Bangladesh primary education annual sector performance report (2020). Monitoring and Evaluation Division, Directorate of Primary Education Government of the People's Republic of Bangladesh.
- Bangladesh Education Sector Review, Vol. 1, II, III (2000). Dhaka: The University Press Limited.
- CAMPE (2009). *State of primary education in Bangladesh: Progress made, challenges remained [Education Watch 2008]*, Campaign for Popular Education.
- Chowdhury, A. M. R., Chowdhury, R. K., Nath, S. R., Ahmed, M., and Alam, M. (2001). *A Question of Quality: State of Primary Education in Bangladesh (Education Watch Report)*, Dhaka: The University Press Limited.
- Directorate of Primary Education (June 2011), *Main document, implementation guide and annexes: Third primary education development program (PEDP3)*, Dhaka: DPE.
- Govt. of the People's Republic of Bangladesh, Bangladesh Education Commission Reports 1973, 1988 and 2000-2010, Dhaka.
- Government of the People's Republic of Bangladesh, The First Five Year Plans. Government of the People's Republic of Bangladesh National Curriculum and Syllabus Committee: Report Part I, 1976.

- Govt. of Bangladesh (1997), Report of the National Committee on Primary Education, Dhaka: Ministry of Education, GOB.
- Jalaluddin, A. K. and Chowdhury, A.M.R. (Eds.). (1997), *Getting Started-Universalizing Quality Primary Education in Bangladesh, Incorporating the Report of the Conference on Universal Primary Education in Bangladesh*, Dhaka: The University Press Limited.
- Khatun, Dr. Sharifa (1992). *Development of Primary Education Policy in Bangladesh*, Dhaka: The University Press of Bangladesh.
- Ministry of Primary and Mass Education (2003), *National Plan of Action*.
- National Education Policy (2010). *Ministry of Education, People's Republic of Bangladesh*.
- ROSC (2010). *ROSC progress report and future plans*, April–September 2011.
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- Sharafuddin Abdullah Al-Muti (1968), *Education for All*, QuaziJahanAra Khan, East Pakistan
- UNESCO (2004). *EFA Global Monitoring Report: Education for all- the Quality Imperative*, Paris: UNESCO Publishing. Retrieved from http://www.unesco.org/education/gmr_download/chapter1.pdf.
- আজহার আলী ও হোসেন আরা বেগম (১৯৯৩), *প্রাথমিক শিক্ষা*, ঢাকা: বাংলা একাডেমী।
- আব্দুল মালেক, মরিয়ম বেগম, ফখরুল ইসলাম ও শেখ শাহবাজ রিয়াদ (২০০৯), *শিক্ষাবিজ্ঞান ও বাংলাদেশে শিক্ষা*, ঢাকা।
- কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা: ইউনিক প্রেস এন্ড পাবলিকেশন্স।
- দেলোয়ার হোসেন শেখ (২০১৩), *শিক্ষা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রুতি*, ঢাকা: হাক্কানী পাবলিশার্স।
- ড. মো: আবুল এহসান (১৯৯৭), *শিক্ষাক্রম উন্নয়ন: নীতি ও পদ্ধতি*, ঢাকা: ছাত্রবন্ধু লাইব্রেরী।
- প্রাথমিক শিক্ষা অধিদপ্তর (২০১৪), *ইউআরসি কর্মকর্তাদের জন্য প্রণীত তথ্যপুস্তক পেশাগত দক্ষতা উন্নয়নে উচ্চতর প্রশিক্ষণ*, ঢাকা: তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি।
- প্রাথমিক শিক্ষা অধিদপ্তর (২০১৪), *প্রধান শিক্ষকদের লিডারশীপ প্রশিক্ষণ ম্যানুয়েল*, ঢাকা: তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি।
- বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।
- মোঃ ইলিয়াস আলী (১৯৯৯), *যুগে যুগে শিক্ষা কমিশন ও শিক্ষার উত্তরণ*, ঢাকা: জাগরণী প্রকাশনী।
- মু: শামস-উল-হক (১৯৮৭), *বিকাশমান সমাজ ও শিক্ষা*, ঢাকা: বাংলা একাডেমী।
- রওশন আরা চৌধুরী (১৯৮৭), *প্রাথমিক শিক্ষা প্রশাসন*, ঢাকা।
- সালমা আখতার, ড. তাপস কুমার বিশ্বাস ও মোঃ আশরাফুজ্জামান (২০২২), *প্রাক-প্রাথমিক ও প্রাথমিক শিক্ষা*, ঢাকা: গৌরব প্রকাশনী।
- সুশীল রায় (২০০৫), *শিক্ষণ ও শিক্ষা প্রসঙ্গ*, কলিকাতা: সোমা বুক এজেন্সী।

1. Course Number: PPE 513

Course Title: Curriculum in Primary Education

2. Credit Hours: 4

3. Course Description

The course provides understanding of the evolving definitions of curriculum and a theoretical framework for curriculum development process. It also deals with the principles and process of selecting and organizing various elements of curriculum. This course further introduces students with various aspects and developments of the primary curriculum in Bangladesh. Moreover, the course is designed in such a way so that learners can demonstrate the skills of developing and evaluating a school curriculum in order to improve its quality.

4. Course Objectives

The objectives are to help learners to

- a. identify a working definition of curriculum.
- b. develop a theoretical framework of curriculum development process.
- c. Select and organize various elements of curriculum.
- d. acquaint with the various aspects and characteristics of primary curriculum in Bangladesh.
- e. state the terminal competencies of primary education in Bangladesh.
- f. demonstrate the skills of evaluating primary curriculum in order to locate its strengths and weaknesses.
- g. demonstrate skills of developing criteria for textbook evaluation.
- h. acquaint with the principles and strategies of curriculum change, dissemination and implementation.

5. Course Contents

Contact Hours

Unit 1: Meaning and Working Definition of Curriculum

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the evolution of the definitions of curriculum and its critical analysis

Content

- The evolution of the definitions of curriculum and its critical analysis
- Developing a working definition of curriculum

Unit 2: Theoretical Framework for Curriculum Development Process

4

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze of various models of curriculum process
- b. identify major elements of curriculum to be considered during development process
- c. explain situational analysis and needs assessment

Content

- Analysis of various models of curriculum process proposed by Tyler, Taba, Wheeler, KERR, Walker and others
- Identifying major elements of curriculum to be considered during development process
- Situational analysis and needs assessment

Unit 3: Formulating Aims and Objectives of Curriculum

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain Philosophical, psychological, sociological and political basis of aims and objectives
- b. explain the principles and procedures for identifying objectives
- c. translate of general aims and objectives into specific behavioral objectives
- d. identify merits and demerits of behavioral objectives

Content

- Philosophical, psychological, sociological and political basis of aims and objectives
- Principles and procedures for identifying objectives: Document analysis, Opinion Survey, Taxonomy of educational objectives various criteria etc.
- Translation of general aims and objectives into specific behavioral objectives
- Merits and demerits of behavioral objectives

Unit 4: Selection and Organization of Content

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the principles and criteria for selection of contents
- b. articulate the various sequence of contents integration, continuity, reiteration

Content

- Selection of contents: Principles and criteria for selection
- Organization of contents: Historical and logical sequence, vertical and horizontal sequence, concentric or spiral sequence, integration, continuity, reiteration, sequence etc.

Unit 5: Selection of Teaching Methods and Evaluation Techniques

4

Learning Outcomes

At the end of this unit learners will be able to

- a. select methods of teaching & tools of evaluation in teaching-learning processes
- b. identify teaching-learning strategies according to the nature & scope of curriculum contents
- c. identify tools and techniques of assessment according to nature of topics

Content

- Principles for selecting methods of teaching & tools of evaluation
- Identifying teaching-learning strategies according to the nature & scope of curriculum contents with reference to primary curriculum
- Identifying tools and techniques of assessment and evaluation according to nature of topics with reference to primary curriculum

Unit 6: Curriculum Change, Dissemination and Implementation

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the terms of innovation, dissemination and implementation
- b. explain the strategies of curriculum change, dissemination and implementation processes
- c. identify problems and issues in curriculum implementation

Content

- Meaning of some terms: Innovation, dissemination and implementation
- Strategies for curriculum change: Power-coercive, Normative/ re-educative, Empirical-rational
- Strategies for dissemination: R.D and D, Social-interaction, problem-solving: A comprehensive dissemination plan
- Principles, strategies and procedures of curriculum implementation
- Problems and issues in curriculum implementation
- Follow up and monitoring, quality control

Unit 7: Pre-Primary Curriculum of Bangladesh

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe historical development of Pre-primary curriculum
- b. explain curriculum structure and special characteristics
- c. explain pre- primary curriculum matrix

Content

- Historical development of Pre-primary Education: Background, rationale, procedure & strategies
- Views on some committees, curriculum structure and special characteristics of Pre-primary curriculum
- Pre-primary curriculum matrix
- Aims and objectives of primary education
- Critical analysis of Pre-primary curriculum

Unit 8: Primary Curriculum of Bangladesh

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe origin, background and historical development
- b. explain curriculum structure and special characteristics
- c. explain modification and renewal of primary curriculum
- d. analyses of modified and renewed primary curriculum

Content

- Origin, background and historical development
- Introducing National Curriculum and Syllabus committee Report (1976), curriculum structure and special characteristics of primary curriculum according to this report, critical analysis of this curriculum (1976)
- Modification and renewal of primary curriculum: Background, rationale, procedure & Strategies
- Renewed aims and objectives of primary education
- Terminal competencies of primary education: Essential learning continua, learning outcomes major content areas
- Critical analysis of modified and renewed primary curriculum (2011)

Unit 9: Curriculum Evaluation

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain Various ways of defining and conceptualizing curriculum evaluation
- b. explain various models of evaluation
- c. explain role and function of curriculum evaluators

Content

- Various ways of defining and conceptualizing curriculum evaluation
- Models of evaluation: Tyler, Seriven, Stakes, Stufflebeam, CERI, Lewy, Cronbach etc.
- Role and function of curriculum evaluators

Unit 10: Instructional Materials

3

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different types of instructional materials
- b. explain characteristics for good instructional materials and development procedures
- c. explain importance of textbooks and criteria for good textbook
- d. explain types of evaluation of textbook and procedure of evaluation

Content

- Types of instructional materials: Textbooks, Teachers' guides or edition, Workbooks, Charts, Maps, Models, Films, Video Cassette, Slides etc.
- Characteristics for good instructional materials
- Development of Instructional Materials: Need, rationale, principles, strategies and procedures
- Textbooks: Importance of textbooks, criteria for good textbook, quality of authors, selection of authors
- Textbook evaluation: Types of evaluation, identifying criteria of evaluation, developing tools for evaluation, procedure of evaluation

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Library work and students participation in class

7. Assessment

Marks (%)

- a) One In-course Examination 10
- b) Students' analytical and reflective work (combination of at least 20+20=40
any two of the tasks from (i) assignment, (ii) project, (iii) term
paper, (iv) presentation, (v) review paper (vi) field-work) etc. 10+40=50
- c) Course Final Examination (MCQ + Essay)

Total 100

8. Recommended Books, Journals and Reports

- Allan C.O. & Francis. P.H (2018), *Curriculum, Foundations, Principles and Issues*, Pearson Education Limited.
- Lawton, Denis (1983). *Curriculum, Students and Educational Planning*. London:Edward Arnold.
- Lewy, A. (1977). *Handbook of Curriculum:Valuation*. Paris: UNESCO.
- Marsh, C. J. & Stafford. K. (1988). *Curriculum, Practices and Issues*. Sydney: McGraw Hill.
- Marsh, Colin J (1997). *Perspectives: Key Concepts for Understanding Curriculum I*, London: The Falmer Press.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*, New York: Harcourt, Brace, Jovanivich. Inc.

Wheeler, D.K. (1967). *Curriculum a Process*, London: University of London Press Ltd.

এন.সি.টি.বি. (২০১২). *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি প্রণয়ন কমিটি রিপোর্ট : প্রাথমিক স্তর*. ঢাকা: এন.সি.টি.বি. মাধ্যমিক ও উচ্চ মাধ্যমিক শিক্ষা অধিদপ্তর, শিক্ষা মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

এন.সি.টি.বি. (২০১১). *আবশ্যকীয় শিক্ষাক্রম (প্রাথমিক শিক্ষা)*. ঢাকা: এন.সি.টি.বি., গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

এন.সি.টি.বি. (১৯৮৮). *আবশ্যকীয় শিক্ষাক্রম (প্রাথমিক শিক্ষা)*. ঢাকা: এন.সি.টি.বি., শিক্ষা মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

এন.সি.টি.বি. (১৯৭৬). *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি প্রণয়ন কমিটি রিপোর্ট (প্রথম খন্ড): প্রাথমিক স্তর*. ঢাকা: এন.সি.টি.বি., শিক্ষা মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

এহসান, মোঃ আবুল. (১৯৯৭). *শিক্ষাক্রম উন্নয়ন: নীতি ও পদ্ধতি*. ঢাকা : ছাত্রবন্ধু লাইব্রেরী।

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (২০১১) *প্রাক-প্রাথমিক শিক্ষাক্রম*, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, জুন ২০১১, সহায়তায়: ইউনিসেফ।

মালেক, মোঃ আব্দুল. বেগম, মরিয়ম. ইসলাম, ফখরুল. ও রিয়াদ, শেখ শাহবাজ, (২০০৯), *শিক্ষাবিজ্ঞান ও বাংলাদেশে শিক্ষা*. ঢাকা: বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।

বেগম, কামরুন্নেসা. ও আখতার, সালমা. (২০০০). *প্রাথমিক শিক্ষা: বাংলাদেশ*. ঢাকা: ইউনিক প্রেস এন্ড পাবলিকেশন্স।

রায়, সুশীল. (২০০৫). *শিক্ষণ ও শিক্ষা প্রসঙ্গ*. কলিকাতা: সোমা বুক এজেন্সী।

লতিফ, আবু হামিদ. (২০১৪). *শিক্ষা শিখন শিক্ষণ প্রশিক্ষণ*. ঢাকা. আবু হামিদ লতিফ।

Related Website.

1. Course Number: PPE 514

Course Title: Planning and Management in Primary Education

2. Credit Hours: 4

3. Course Description

The course is designed to provide basic knowledge and understanding of the various concepts, principles and theories of educational planning and management. However, particular emphasis has been given on strategic management in primary schools, as well as on team-building, managing professional development and finance. It also deals with leadership role, work motivation and its relevance to management. The course further focuses on education management information systems and their scopes.

4. Course Objectives

The objectives are to help learners to

- a. explain the meaning and scope of educational planning and management.
- b. elucidate the strategic planning process and the three-stage strategic management model applicable to primary school.
- c. understand various principles and theories of educational management.
- d. outline organizational structures and roles of educational administration and management in primary education in Bangladesh.
- e. comprehend the prevalent constraints on formulating and implementing educational plans in primary schools.
- f. demonstrate knowledge of leadership roles and theories with special reference to primary schools.
- g. expound knowledge of managing with teams, professional development and finance.
- h. understand work motivation and managing motivation.
- i. understand the nature, objectives and scopes of education management information systems (EMIS).
- j. identify basic interface of an EMIS platform such as Open EMIS.

5. Course Contents

Contact Hours

Unit 1: Meaning and Scope of Education Planning

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain educational planning and where educational planning stands vis-à-vis conventional planning
- b. distinguish what parts of educational planning are disparate in educational planning for pre-primary and primary establishments
- c. construct a rational framework from the underpinning ideas and determine their inter relationship in conjunction with various approaches and types of educational planning

Content

- Meaning of 'Planning' and 'Educational Planning'
- Nature of educational planning; need for and importance of educational planning
- Planning of primary education in contrast to planning of education; relationship between educational planning and economic/development planning

- Various approaches and types of educational planning: the social demand approach, the manpower approach, rate of return approach, centralised and decentralised approach, macro and micro planning, rolling plan, strategic planning, and indicative/participative planning

Unit 2: Strategy, Policy and Strategic Planning

5

Learning Outcomes

At the end of this unit learners will be able to

- a. analyse the terms educational strategy, educational planning and education policy and demonstrate their correlated scopes
- b. explain how to go about strategic planning in a primary school and identify the principles that guide strategic planning and can formulate the necessary substructures and activities that bring about a successful school-based planning

Content

- Defining the terms: Strategy, Policy, Planning, Educational Planning
- The strategic planning process, Guiding principles in strategic planning
- Scope of policy, conceptual framework for policy planning process
- Educational Planning Approach and Action Plan
- School-based planning: Meaning and importance; Strategies of school-based planning Annual action plan; Time table

Unit 3: Management in Primary Education

5

Learning Outcomes

At the end of this unit learners will be able to

- a. appraise the tenets of educational management and how they translate in different spheres of the school system
- b. analyse strategies to manage a primary school employing different models and can sort these models by their suitability to a corresponding situation
- c. graphically demonstrate and explain the management of primary education in a national context and evaluate their officialdom, reality and efficacy
- d. identify the process by which curricula and their multitude of mechanisms are disseminated in the context of educational management

Content

- Defining educational management and administration; definition of School Based Management (SBM), decentralization in SBM, why we need SBM
- Theories in educational management: Bureaucratic, Collegial, Political, Subjective and Ambiguity perspectives
- Strategic management in primary schools: the nature of strategic management; the strategic management model
- Strategic analysis: internal, external; macro/national, micro/local, SWOT analysis, product portfolio analysis, life cycle analysis
- Total Quality Management (TQM), quality in school management
- Organizational structures of educational administration and management in primary education of Bangladesh
- Positive organisational culture; overcoming common constraints on formulating and implementing educational plans in primary schools
- Roles and functions of management at different levels
- Managing curriculum implementation, examination, tests and records keeping

Unit 4: Leadership in Education Management

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe a leadership model in a primary school setting
- b. explain components of quality leadership and how the leader influences the school effectiveness and improvement
- c. classify professional practices as well as trainings that can lead to a better educational leadership

Content

- Leadership in school; teachers as professional; the dual role model of leadership; the importance of mission/vision; educational values- the moral dimension
- Leadership and links with school effectiveness and school improvement; the components of quality leadership
- External pressure on educational leaders
- Training and development for educational leaders
- Managing school meeting

Unit 5: Managing with Teams

5

Learning Outcomes

At the end of this unit learners will be able to

- a. identify how teamwork can improve school management and what are the nuances that the leadership needs to take into account to augment efficiency

Content

- Stages in team maturity, what a leader has to do
- Teams in primary schools
- Process of developing effective teams; explicit and shared values, situational leadership, pride in the team, clear task, review, openness, lateral communication, collaboration, action
- The benefits and weakness of teamwork

Unit 6: Motivation, Professional Development and Application

6

Learning Outcomes

At the end of this unit learners will be able to

- a. define how teachers handle job stress and how they are motivated to pursue teaching
- b. identify the concepts, interrelationship and interdependence that play behind teaching as a profession and how a Head Teacher can alleviate adverse conditions and motivate
- c. recommend skills that the teachers as well as the supporting staff at the primary school can adopt to improve professional environment

Content

- Meaning of motivation, concepts related to stress, job satisfaction and morale
- Role of Head Teacher in motivating teachers
- Role of Head Teacher for professional development of teachers
- Personnel management
- Conflict management
- Interpersonal communication and its importance; medium and strategies, communication cycle

Unit 7: Supervision, Monitoring and Quality Assurance

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify strategies how a primary school or more specifically, a classroom can be supervised by a Head Teacher and educational officials
- b. assess the significance of monitoring as well as performance monitoring and their favourable effects on realising a better teaching-learning environment

Content

- Defining the terms: supervision and monitoring
- Role of Head Teacher as supervisor
- Strategies for class room supervision
- Supervisor's role at different levels of management
- School supervision: preparation of supervision checklist
- Importance of monitoring; strategies for performance monitoring

Unit 8: School Finance Management

2

Learning Outcomes

At the end of this unit learners will be able to

- a. appraise the financial supporting structure of a primary school as well as how the school maintains it
- b. dissect the budget to specify the numerical data such as funding, income and expenditure as well as far-reaching data such as improvement plans and principles
- c. create and operate an annual school budget

Content

- General financial rules
- Maintenance of cash book and other registers
- Delegation of financial powers
- Responsibilities of drawing and disbursing officers
- School budget; preparation and implementation of annual budget

Unit 9: Education Management Information System (EMIS)

2

Learning Outcomes

At the end of this unit learners will be able to

- a. articulate a management information system that works with and for education
- b. defend the necessity of introducing EMIS in the existing primary education system by emphasising on, among others, various indicators, and how the information from the indicators can help lawmakers and stakeholders to take better decisions in educational planning and management
- c. identify how programmes like Access to Information (a2i) facilitate sharing of teaching-learning experience, real-life examples in classrooms and schools and finally, information that are localised and grounded

Content

- Defining EMIS
- Objective of EMIS; life cycle of EMIS
- Key indicators
- How better data translates to better education
- Introduction to platforms like Open EMIS
- Access to Information (a2i)

6. Instructional Strategies

- Lecture
- Group discussion
- Article Reading
- Library work and participatory activities in the class
- Guest speakers
- Internet-assisted electronic resources

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- Abu-Duhou, T. (1999). *School Based Management: Fundamentals of Educational Planning*. UNESCO.
- Bush, T. & West-Burham, J. (1994). *The Principles of Educational Management*, England: Longman.
- Coombs, H. P. (1970). *What is Education Planning*. UNESCO.
- Dean, J. (1995). *Managing the Primary Schools*, London: Routledge.
- DoSERT (2012). *Planning, Organization & Management of School/Classroom Process*, Bengaluru: Directorate of State Education, Research and Training.
- Fiore, D. J. (2013). *Introduction to Educational Administration: Standards, Theories, and Practice* (2nd ed.) New York, NY: Taylor & Francis.
- Haddad, D. W. (1999). *Educational Policy & Planning Process: An Applied Framework*. Fundamentals of Educational Planning (64).UNESCO.
- Manichander, T. (2016). *Educational Management*. Solapur: Lulu Press and Laxmi Book Publication.
- McGinn, N., & Welsh, T. (1999). *Decentralization of Education: Why, When, What and How*. Fundamentals of Educational Planning (64).UNESCO.
- West-Burnham, J. (1997), *Managing Quality in Schools*, U.K.: Longman Group.
- আবু হামিদ লতিফ (২০০৩), *শিক্ষা উন্নয়ন পরিকল্পনা*, ঢাকা।
- আব্দুল মালেক, বেগম মরিয়ম, ইসলাম ফখরুল ও রিয়াদ শেখ শাহবাজ (২০০৯), *শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা*, ঢাকা: বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।
- কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা: ইউনিক প্রেস এন্ড পাবলিকেশন্স।
- তথ্য পুস্তক (২০১৪, জুন), *ইউআরসি কর্মকর্তাদের জন্য প্রণীত, পেশাগত দক্ষতা উন্নয়নে উচ্চতর প্রশিক্ষণ, তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি*, মিরপুর, ঢাকা: প্রাথমিক শিক্ষা অধিদপ্তর।
- নেপ (প্রকাশকাল অনুলিখিত), *প্রাথমিক শিক্ষক শিক্ষা- ডিপিএড: পিটিআই ম্যানেজমেন্ট হ্যান্ডবুক* (সুপারিনটেনডেন্টদের ব্যবহারের জন্য), ময়মনসিংহ: জাতীয় প্রাথমিক শিক্ষা একাডেমি
- নায়েম (১৯৯৫), *স্কুল আরো ভাল কীভাবে করা যায়: মাধ্যমিক স্কুল প্রধানদের প্রশিক্ষণ ম্যানুয়েল*, ঢাকা: নায়েম।
- প্রাথমিক শিক্ষা অধিদপ্তর (১৯৯৭), *হিসাব ব্যবস্থাপনা: তথ্য পুস্তিকা*, ঢাকা: প্রাথমিক শিক্ষা অধিদপ্তর।
- প্রাথমিক শিক্ষা অধিদপ্তর (১৯৯৭), *প্রাথমিক শিক্ষার গুণগতমান উন্নয়নে বিদ্যালয় ব্যবস্থাপনা প্রশিক্ষণ ম্যানুয়াল*, ঢাকা: প্রাথমিক শিক্ষা অধিদপ্তর।
- প্রাথমিক শিক্ষা অধিদপ্তর (২০১৪), *প্রধান শিক্ষকদের লিডারশীপ প্রশিক্ষণ ম্যানুয়েল, তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি*, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।
- শাহিদুল ইসলাম (২০০৮), *প্রাথমিক শিক্ষা প্রশাসন ও ব্যবস্থাপনা: সমস্যা ও প্রতিকারের উপায়*, ঢাকা: টিআইবি।
- হোসেন আরা বেগম ও জাকির হোসেন (১৯৯৮), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, ঢাকা।
- Related Websites.

1. Course Number: PPE 515

Course Title: Child Care and Development

1. Credit Hours: 4

2. Course Description

The course is designed to prepare learners with the basic concepts, principles and the theories of growth and development during prenatal, newborn and childhood stage. The special emphasis has been given to the birth process and its effect on child. Moreover, the course deals with the exceptional children. The students will be able to demonstrate specific skills in planning, designing and managing about child care and development in practical life.

4. Course Objectives

The objectives are to help learners to

- a. acquire knowledge about child development.
- b. understand the importance of prenatal stage.
- c. acquire knowledge about prenatal development.
- d. realize about different factors which are influencing on the development of the child.
- e. acquire knowledge about the birth process.
- f. understand the newborn life process.
- g. find solutions of some problems of newborn child.
- h. acquire knowledge of physical and motor development of child.
- i. acquire knowledge about speech and emotional development of child.
- j. acquire knowledge about the three principles of child development.
- k. be able to deal with the exceptional children.

5. Course Contents

Contact Hours

Unit 1: Child Development

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the meaning and characteristics of child development
- b. be acquainted with the different stages as well as principles of development

Content

- Meaning of development, stages of development, principles of development, characteristics of development

Unit 2: The Prenatal Development

4

Learning Outcomes

At the end of this unit learners will be able to

- a. demonstrate the prenatal development and its different stages
- b. identify the genetic and environmental factors on child development

Content

- Beginning of life, prenatal environment, unfavorable conditions in prenatal environment, stages in prenatal development, timetable of prenatal development, genetic factors-heredity and environment controversy factors influencing development of the child, development irregularities

Unit 3: Birth Process and its Impact

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the different types of birth process and its impact on development

Content

- Adjustments to birth, types of adjustment, variation in adjustment, birth trauma, prematurity, effects of prematurity, effects on birth on child development

Unit 4: The Newborn

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the characteristics of newborn
- b. identify the reflexes and care of a child and its impact on development

Content

- Characteristics of newborn, newborn life process, newborn reflexes, care of newborn, some problems of newborn child and their remedy

Unit 5: Physical and Motor Development of Child

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the different types of physical and motor development
- b. describe the characteristics of physical and motor development and its differences

Content

- Normal and deviant physical development, development in body, muscle, teeth, nervous system, pattern of physical growth & development, growth measurements by head, chest, height and weight, curves of normal growth, characteristics of motor development, skills, common skills in babyhood, physical defects, sequence of motor development, awkwardness

Unit 6: Speech and Emotional Development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. identify with the importance of speech development
- b. familiar with the different types child emotions and its impact on development

Content

- Importance of speech, crying, explosive sound and bubbling, learning of speaking, major tasks in speech development, development of emotions, causes of development, characteristics of child's emotions, common emotional patterns of childhood

Unit 7: Theories of Child Development

8

Learning Outcomes

At the end of this unit learners will be able to

- a. be familiar with the child development theories
- b. apply the theoretical knowledge to the practical aspects in real life situations
- c. compare with the theories with each other

Content

Introduction to the theories: Freud's Psychosexual Developmental Theory, Erikson's Psychosocial Developmental Theory, Piaget's Cognitive Developmental Theory, Bandura's Social Learning Theory, Vygotsky's Socio-cultural Theory

Unit 8: Dealing with the Exceptional

5

Learning Outcomes

At the end of this unit learners will be able to

- identify the different types of learners
- compare with normal child and the exceptional ones and its appropriate dealings

Content

- The exceptional child in different types, the gifted child, the slow learners, speech defectives, the physical handicapped, mentally retarded

6. Instructional Strategies

- Lecture
- Group discussion
- Article Reading
- Library work and participatory activities in the class
- Guest speakers
- Internet-assisted electronic resources

7. Assessment

Marks (%)

- One In-course Examination 10
- Students' analytical and reflective work (combination of at least any two of the tasks (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper, (vi) field-work) 20+20=40
- Course Final Examination 10+40=50

Total 100

8. Recommended Books, Journals and Reports

- Berk, L.E (2013). *Child Development* (9th ed.). Boston: Pearson.
- Bukatko, D., & Daehler, M. W. (2004). *Child Development: A thematic approach* (5th ed.). Boston: Houghton Mifflin.
- Early childhood care and education for development (2000), Bangladesh Education Sector Review, Vol. II, Dhaka: The University Press Limited.
- Haque, S. (2002), *Early Childhood Care, Education and Development in Bangladesh*, Dhaka: Bangladesh.
- Hurlock, E.B. (1997). *Child Development* (6th ed.). New Delhi: Tata McGraw-Hill Education Private Limited.
- Jahan, M. (2005), *Early Childhood Care and Education Programmes in Bangladesh*, Strengths and Challenges, Dhaka: UNESCO.
- Jahan, M. & Latif, S. (2006), *A Policy Brief on Early Childhood Care Education and Development in Bangladesh*, PPRC, Dhaka: Kail.
- Santrock, J. W. (2011). *Child development: An introduction* (13th ed.). New York: McGrawHill.
- Steinberg, L. D., Vandell, D., & Bornstein, M. H. (2011). *Development: Infancy through adolescence*. Canada: Wadsworth.
- Stone, J. L., and Joseph, C. (1968), *Childhood and Adolescence*, New York: Random House, Inc.,
- Shaila, M. (2009), *Early Childhood Education in Bangladesh: Some Factors that requires farther development*, Teacher's World, Vol. 33-34, 219-227
- UNESCO (2006), *Education for All Global Monitoring Report, Strong Foundations, Early Childhood Care and Education*, UNESCO, France.
- Wong, H.K. & Wong R.T. (2004). *How to be an Effective Teacher: The First Days of School*. North Shoreline Boulevard: Harry K. Wong Publications, Inc.
- Yang, S.J. (2005), *The Importance of Early Childhood Development in Bangladesh*, Dhaka: American International School.

শাহীন আহমেদ (২০০৬) শিশুবর্ধন, বিকাশ পরিচালনা ও পারিবারিক সম্পর্ক, ঢাকা: আইডিয়াল লাইব্রেরী।

1. **Course Number: PPE 516**

Course Title: Improvement in Teaching Language Arts

2. **ক্রেডিট ঘণ্টা: ৪**

3. **কোর্সের বর্ণনা**

এই কোর্সের মাধ্যমে শিক্ষার্থীরা ভাষা ও সমাজ এবং ভাষা উদ্ভবের পিছনে সামাজিক, রাষ্ট্রীয় ও অর্থনৈতিক উপাদানের গুরুত্ব সম্পর্কে ধারণা পাবে। শিক্ষার্থীরা প্রাথমিক স্তরে ভাষা ও সাহিত্য বিষয়ক কোর্স পরিকল্পনা এবং শিক্ষাক্রম, পাঠ্যসূচি ও পাঠ্যপুস্তক প্রণয়ন পদ্ধতি ইত্যাদি পর্যালোচনা করতে সক্ষম হবে। এছাড়া তারা ভাষা শিক্ষায় পরিকল্পনা গ্রহণে ভূমিকা রাখার পাশাপাশি ইংরেজি ভাষা শিক্ষা কার্যের বিভিন্ন বিষয়ে জ্ঞান ও দক্ষতা অর্জন করবে।

4. **কোর্সের উদ্দেশ্য**

শিক্ষার্থীদের

১. ভাষার সাথে সভ্যতা ও সমাজের গভীর সম্পর্ক সমন্ধে ধারণা প্রদান।
২. বাংলা ও ইংরেজি ভাষা শিক্ষাদানের ইতিহাস সম্পর্কে ধারণা প্রদান।
৩. প্রাথমিক বিদ্যালয়ে ভাষা বিষয়ক শিক্ষাক্রম, পাঠ্যসূচি ও পাঠ্যপুস্তক প্রণয়ন ও পর্যালোচনা করার দক্ষতা অর্জন।
৪. ভাষা আয়ত্বকরণ সম্পর্কে ধারণা প্রদান।
৫. বাংলা ও ইংরেজি বিষয়ে বার্ষিক ও দৈনিক পাঠপরিকল্পনা প্রণয়নে দক্ষতা অর্জন।
৬. প্রাথমিক বিদ্যালয়ে শ্রেণীকক্ষ পর্যবেক্ষণ, তত্ত্বাবধান ও পরীক্ষণ কার্যে দক্ষতা অর্জন।
৭. ভাষা শিক্ষা পরিকল্পনা গঠনের উদ্দেশ্য তৈরি করা।
৮. ইংরেজি ভাষা শিক্ষার ক্ষেত্রে শিক্ষক ও শিক্ষার্থীদের সমস্যা সনাক্তকরণ এবং তাদেরকে সমাধান বের করার দক্ষতা অর্জনে প্রস্তুত করা।

5. **কোর্সের বিষয়বস্তু**

শিক্ষণ ঘণ্টা

ইউনিট ১: মানব সমাজে ভাষার প্রভাব ও বৈচিত্র্য

৬

শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা

- ক. সমাজ ও অঞ্চল ভেদে ভাষার বৈচিত্র্য সম্পর্কে পার্থক্য করতে পারবে
- খ. মানব, সমাজ ও সভ্যতার বিকাশে ভাষার ভূমিকা ও গুরুত্ব ব্যাখ্যা করতে পারবে
- গ. ভাষার উপর প্রাকৃতিক পরিবেশের বিভিন্ন উপাদানের প্রভাব বিশ্লেষণ করতে পারবে
- ঘ. গ্রাম ও শহরের ভাষার মধ্যে তুলনামূলক পার্থক্য করতে পারবে
- ঙ. ভাষার উপর আর্থ-সামাজিক শ্রেণি ও সামাজিক বিধি-নিষেধ এর প্রভাব বর্ণনা করতে পারবে

বিষয়বস্তু

- ভাষা ও সমাজ
- মানব বিকাশ ও ভাষা পরিচর্যা
- মানব জীবনে ভাষার গুরুত্ব
- সভ্যতার বিকাশে ভাষার ভূমিকা
- ভাষা ও প্রাকৃতিক পরিবেশ
- গ্রাম ও শহরের ভাষা বৈচিত্র্য
- ভাষা ও আর্থ-সামাজিক শ্রেণি, সামাজিক বিধি-নিষেধ

ইউনিট ২: প্রাথমিক বিদ্যালয়ে বাংলা ভাষা শিক্ষাক্রম এবং শিখন-শেখানো পদ্ধতি উন্নয়ন

৫

শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা

- ক. প্রাথমিক বিদ্যালয়ে বাংলা ভাষা বিষয়ের শিক্ষাক্রম, পাঠ্যসূচি এবং পাঠ্যপুস্তক প্রণয়ন কৌশল ও পদ্ধতি বর্ণনা করতে পারবে
- খ. বাংলা ভাষা শিখন-শেখানোর বিভিন্ন পদ্ধতি পর্যালোচনা ও প্রয়োগ করতে পারবে

বিষয়বস্তু

- বাংলা ভাষা পাঠদানের উদ্দেশ্য ও শ্রেণি ভিত্তিক অর্জন উপযোগি যোগ্যতা
- প্রাথমিক স্তরে বাংলা ভাষার শিক্ষাক্রম, পাঠ্যসূচি ও পাঠ্যপুস্তক প্রণয়ন পদ্ধতি ও কৌশল পর্যালোচনা
- বাংলা ভাষা শিখন-শেখানোর বিভিন্ন পদ্ধতি পর্যালোচনা এবং উন্নয়ন (MWTL, CLE, Role Play, Peers & Groups, Brain Storming, etc.)

ইউনিট ৩: ভাষা আয়ত্ত্বকরণ (Language Acquisition)

৬

শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা

ক. ভাষা আয়ত্ত্বকরণ ও এর বিভিন্ন তত্ত্ব বিশ্লেষণ ও প্রয়োগ করতে পারবে

বিষয়বস্তু

- ভূমিকা, আয়ত্ত্বকরণ তত্ত্ব, আয়ত্ত্বকরণ শিক্ষা (LAD)
- ভাষা আয়ত্ত্বকরণ ও অসংগতি
 - (i) বাক সঞ্চালন
 - (ii) ধ্বনিতাত্ত্বিক / ধ্বনিতত্ত্ব
 - (iii) স্বর
 - (iv) স্নায়ু-সঞ্চালক বাচনিক

ইউনিট ৪: ভাষা শিক্ষায় সমস্যা

৫

শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা

ক. ভাষা শিক্ষায় শিক্ষক ও শিক্ষার্থীদের বিভিন্ন সমস্যা সনাক্ত করতে পারবে

খ. ভাষা শিক্ষায় শিক্ষক ও শিক্ষার্থীদের বিভিন্ন সমস্যা সমাধানের দক্ষতা অর্জন করতে পারবে

বিষয়বস্তু

- ভাষা শিক্ষায় সমস্যা, সমস্যা চিহ্নিতকরণ ও সমস্যার ব্যাপকতা
- ভাষা সমস্যার ব্যাকরণিক কাঠামো (Grammatical Framework)
- ভাষা সমস্যার শোধনাগত কাঠামো (Correction Framework)
- ভাষা শিক্ষার ক্ষেত্রে শিক্ষক ও শিক্ষার্থীদের সমস্যা চিহ্নিতকরণ ও সমস্যার সমাধান

ইউনিট ৫: পাঠ-পরিকল্পনা প্রণয়ন, তত্ত্বাবধান ও পরিবীক্ষণ

৬

শিখনফল

এই পাঠ শেষে শিক্ষার্থীরা

ক. শ্রেণি পর্যবেক্ষণ, তত্ত্বাবধান, পরিবীক্ষণ ও পাঠ-পরিকল্পনা প্রণয়ন করতে পারবে

খ. তত্ত্বাবধান ও পরিবীক্ষণের বিভিন্ন সমস্যা সমাধান করতে পারবে

বিষয়বস্তু

- পাঠ-পরিকল্পনা ও প্রকারভেদ
- বার্ষিক ও দৈনিকপাঠ-পরিকল্পনা ও প্রণয়ন
- প্রাথমিক বিদ্যালয়ে শ্রেণি পর্যবেক্ষণ, তত্ত্বাবধান ও পরিবীক্ষণ করার প্রয়োজনীয়তা
- কার্যকরী পর্যবেক্ষণ তত্ত্বাবধান ও পরিবীক্ষণ পদ্ধতি প্রণয়ন
- তত্ত্বাবধান ও পরিবীক্ষণের বিভিন্ন সমস্যা ও সমাধান

Unit 6: English Language Curriculum and Improvement of Teaching-Learning Strategies 6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the importance of English in our daily lives
- b. analyze the objectives and competencies of English language curriculum, textbooks and teachers guide
- c. develop and Apply the teaching learning strategies in the classroom
- d. identify and solve the problems of teaching learning process in English class

Content

- Importance of English in our daily lives
- Review of objectives and competencies of Primary English Curriculum, textbooks and teacher's guide
- Improving various teaching-learning strategies
- Identifying problems faced by teachers in teaching English
- Identifying difficulties faced by children in learning English and adopting remedial measure for those who faces such difficulties

Unit 7: Quality Improvement of Supervision and Monitoring for English Teaching 6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the importance of supervision and monitoring of English teaching
- b. develop effective supervision and monitoring system for assessing English program
- c. identify and solve the problems of supervision and monitoring

Content

- Need for school supervision and monitoring of English teaching in the primary school
- Developing an effective supervision and monitoring system for assessing English program successfully
- Identifying problems and solutions of supervision and monitoring

6. Instructional Strategies

- a. Lecture/ Demonstration
- b. Group Discussion
- c. Article Reading
- d. Library work and students participation in the class.

7. Assessment

a) One In-course Examination	Marks (%) 10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50

Total 100

8. Recommended Books, Journals and Reports

- Kennedy, C. (1983). *Language Planning and Language Education*. London, England: George Allen & Unwin.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford, England: Oxford University Press.
- Slauch. M. (1967). *Language and the Study of Languages Today*. Oxford, England: Oxford University Press.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford, England: Oxford University Press.
- জাতীয় শিক্ষাক্রম ও টেক্সটবুক বোর্ড (২০১২), জাতীয় শিক্ষাক্রম ২০১২ (প্রাথমিক শিক্ষাক্রম ও পাঠ্যসূচি), ঢাকা: জাতীয় শিক্ষাক্রম ও টেক্সটবুক বোর্ড।
- জাতীয় শিক্ষাক্রম ও টেক্সটবুক বোর্ড (২০১২), প্রাথমিক বিদ্যালয়ে প্রচলিত বাংলা ও ইংরেজি বিষয়ের পাঠ্যপুস্তকসমূহ, ঢাকা: জাতীয় শিক্ষাক্রম ও টেক্সটবুক বোর্ড।
- দিলরুবা কবির (২০০৯), পাঠ্যক্রমে সৃজনশীল কাজ, ঢাকা: শব্দ প্রকাশ।
- পবিত্র সরকার (১৯৮৫), ভাষা দেশ কাল, কলকাতা: জি.এ.ই. পাবলিশার্স।
- মনসুর মুসা (২০০২), ভাষা চিন্তা: প্রসঙ্গ ও পরিধি, ঢাকা: বাংলা একাডেমি।
- মনসুর মুসা (১৯৮৪), ভাষা পরিকল্পনা ও অন্যান্য প্রবন্ধ, ঢাকা: মুক্তধারা।
- রাজীব হুমায়ূন (১৯৯৩), সমাজ ভাষাবিজ্ঞান, ঢাকা: দ্বীপ প্রকাশনা।

1. Course Number: PPE 517

Course Title: Improvement of Teaching Environmental Studies

2. Credit Hours: 4

3. Course Description

This is an advanced course on quality improvement in teaching environment studies (ES-Primary Science) in the primary schools. The course would provide students with advanced knowledge about modern teaching-learning process, use of teaching aids, construction of achievement tests, role of academic supervision, monitoring and evaluation of learner's progress in ES-Primary Science. It is assumed that when the students would apply this knowledge in actual classroom situation, the instruction in ES primary science would certainly be improved further. This course also puts due emphases on classroom supervision and action research in ES science.

4. Course Objectives

To objectives are to help learners to

- a. understand the meaning of the 'environment', 'environment education', 'science', 'process of science' and explain the importance of science in the school curriculum.
- b. state the competencies and learning outcomes for teaching ES science in the primary schools of Bangladesh.
- c. acquaint with the contents of ES- science for classes III to V.
- d. acquaint with some innovative international science curriculum projects with a view to gaining experience and improving our own programmes.
- e. apply the knowledge of different learning theories during teaching-learning in science.
- f. demonstrate the ability to use child-centered, participatory and group-oriented methods of teaching ES Science.
- g. involve the community or parents in the classroom with a view to improving the teaching learning process.
- h. use various teaching aids and instructional media for effective science teaching.
- i. demonstrate the ability to develop unit plan, lesson plan and yearly action plan for teaching science effectively.
- j. construct achievement tests for evaluating child's performance in science.
- k. prepare a research proposal for conducting action research in ES primary science.

5. Course Contents

Contact Hours

Unit 1: Nature of Environmental Studies and Quality in Education

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify different concept of environment education
- b. differentiate between natural environment science and environment education

Content

- Various ways of defining and conceptualizing natural environment and environmental education
- The nature and definition of science; the process of science, the scope of environmental studies science
- Quality and context, 'quality and relevance', Differing perspectives on quality; Indicators of quality in education

Unit 2: Primary Science Curriculum Programmes

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the various aspects of incorporation science in the primary schools
- b. demonstrate the teaching learning strategies for implementing science curriculum

Content

- Importance of science in the school curriculum: intellectual value, utilitarian value, vocational value, cultural value, moral value and aesthetic value
- Competencies and learning outcomes of teaching ES Science in the primary schools of Bangladesh
- Introducing the contents of ES for classes III to V
- Introducing some innovative science curriculum projects

Unit 3: Quality Improvement in Science Teaching-Learning Process

10

Learning Outcomes

At the end of this unit learners will be able to

- a. demonstrate the different theories and methods on science teaching
- b. apply the theoretical knowledge into practical aspects in our daily life
- c. identify the community as well as parental roles and responsibilities in improving science in the primary schools

Content

- The impact of learning theories (Piaget, Bruner, Skinner etc.) in science teaching
- Some child-centered, participatory and group oriented methods (e.g. Inquiry approach, discovery learning, MWTL, project, problem-solving etc.) and their application to ES science content
- Guiding principles for choosing appropriate teaching-learning process as a method of teaching science
- Community and/or parental involvement in teaching-learning process as a means of improving the quality
- Use of various teaching aids and instructional media: local environment, real objects, models, maps, charts, diagrams and picture, improvised apparatus, overhead projector, textbook, teacher's guide etc.
- Co-curricular activities in science-science corner, science fair, science club and hobbies

Unit 4: Quality Improvement in Planning, Supervision, Monitoring and Evaluation

10

Learning Outcomes

At the end of this unit learners will be able to

- a. demonstrate the art of teaching science and making the lesson plan
- b. carry out the action plan in different time span and dimension
- c. apply the assessment proper criterion for the science teaching learning activities

Content

- Unit planning and lesson plan
- Preparing yearly action plan related to teaching-learning activities in ES science
- Construction of achievement tests for evaluating student's performance in ES science
- Preparing an observation checklist for ES science teaching-learning in classroom
- Characteristics for a good science teacher
- Supervisory role of head teachers, AUEOs and ATEOs with a view to monitoring performance
- The role of computers and MIS in promoting efficiency of monitoring evaluation

Unit 5: Action Research in ES Science

8

Learning Outcomes

At the end of this unit learners will be able to

- act upon the research activities and making reach proposal on primary science
- perform the action research activities for further improvement of teaching learning activities of primary science

Content

- Meaning of action research
- Principles of selecting research problems in ES Science
- Review of research studies in science
- Preparing a proposal for conducting action research in ES Science

6. Instructional Strategies

- Lecture
- Group discussion
- Self-reading & library work
- Students participation in the classroom activities

7. Assessment

- One In-course Examination
- Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

Carian, A., Sund, R.N. (1989), *Teaching Science Through Discovery*, Columbus, Ohio: Charles E. Merrill Publishing Company.

Handbook of Science Teachers (1980), Paris: UNESCO

H. Millant Clements, William R. Fielder & B. Robert Tabachnick (1966), *Social Study Inquiring in Elementary Classrooms*, New York, The Bobbs-Merrill Company, INC.

National Curriculum for Elementary Education (2011), Dhaka: National Curriculum and Textbook Board

Primary School Science Textbooks Class I-V (2018), Dhaka: National Curriculum and Textbook Board

Primary School Science Curriculum (1976-2018), Dhaka: National Curriculum and Textbook Board

Teachers Guide for Teaching Science in the Primary School (2018), Dhaka: National Curriculum and Textbook Board

Textbook for Environmental Studies (Science & Social Science) (2018), Dhaka: National Curriculum and Textbook Board

Yadav. M.S. (1992), *Teaching of Science*, New Delhi. Annual Publications.

আবশ্যকীয় শিখনক্রম (প্রাথমিক শিক্ষা) (১৯৮৮), ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।

প্রাথমিক শিক্ষক-শিক্ষা, ডিপিএড, বিজ্ঞান (বিষয়জ্ঞান ও শিক্ষণ বিজ্ঞান) (২০১৩), ময়মনসিংহ: নেপ।

বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি প্রণয়ন কমিটি রিপোর্ট, প্রথম খণ্ড, প্রাথমিক স্তর (২০১৮), ঢাকা: বাংলাদেশ শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।

বহুমুখী শিখন পদ্ধতি: ধারণা ও প্রয়োগ কৌশল (২০১৮), ঢাকা: বাংলাদেশ শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।

শ্রী কমলকৃষ্ণ দে (১৯৮৯), ভৌত বিজ্ঞানে শিক্ষক-শিক্ষার্থী, কলিকাতা: সোমা বুক এজেন্সী।

সুব্রত কুমার সাহা (২০০৭), পরিবেশ বিজ্ঞান, ঢাকা: বাংলা একাডেমী।

1. Course Number: PPE 518

Course Title: Improving of Teaching Elementary Mathematics

2. Credit Hour: 4

3. Course Description

This is advanced course on quality improvement in Teaching Elementary Mathematics. The course would provide learners with advanced knowledge about modern teaching-learning process, method and materials of teaching mathematics, construction of achievement tests, role of academic supervision, monitoring and evaluating students' progress. Learners are also guided to study curriculum materials of elementary mathematics. This course also puts due emphases on classroom supervision and action research in ES science.

4. Course Objectives

The objectives are to help learners to

- a. acquaint the students with the important role of mathematics in their lives and in every aspect of civilization.
- b. acquaint the students with the national curriculum for teaching mathematics in the primary school.
- c. acquaint the students with the planning and organizing content materials for improving teaching-learning mathematics in the classroom.
- d. develop in the pupils an interest in practical work, research/experiments in the field of primary mathematics.
- e. provide studies with the required knowledge and help him gain confidence for writing curriculum material for primary school mathematics.

5. Course Contents

Contact Hours

Unit 1: Gathering of Background Information

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the importance of elementary mathematics in daily lives, social development and development of world civilization
- b. describe the historical development of teaching Elementary mathematics in Bangladesh
- c. identify Problem of teaching elementary mathematics for Solving the future direction

Content

- Importance of mathematics in daily lives, social development and development of world civilization
- Historical Review of Development of teaching Elementary mathematics in Bangladesh
- Present situation of teaching elementary mathematics: Problem and Solution
- Role of elementary Math for modern living in the world

Unit 2: Different Number System

4

Learning Outcomes

At the end of this unit learners will be able to

- a. classify the chronological development of different number system like Roman number system, Egyptian number system, Babylonian number system and Hindu-Arabian number system
- b. identify the notation, weight and measures and use this in Computer

Content

- The Roman number system
- The Egyptian number system
- The Babylonian number system
- The Hindu- Arabian number system
- Historical Review of Developments: Notation, weight and measures
- Computer mathematics

Unit 3: Some Concepts of Elementary Mathematics

4

Learning Outcomes

At the end of this unit learners will be able to

- a. distinguish the special feature of modern Mathematics
- b. explain sets and its operation for Teaching Mathematics
- c. interpret ten base and other than ten base of number system

Content

- Special feature of new/modern Mathematics
- Teaching Mathematics in using Sets
- Set Operation, Venn Diagram
- Ten base and other than ten base Number system

Unit 4: Elementary Mathematics Curriculum

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different approach to curriculum and different terminologies of elementary Mathematics
- b. determine the flexibility in the curriculum to organize and revise

Content

- The Dynamic approach to curriculum
- The Teacher's concern in curriculum construction
- Objectives of Curriculum, Terminal Competency
- Class wise achievable competencies
- Curriculum as a means to an end
- Flexibility in the curriculum
- Why revision of the Present curriculum in Mathematics
- Who should organize and revise?
- principles Governing curriculum construction

Unit 5: Quality Improvement of Teaching-Learning Mathematics in the Primary School

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different factors for improving of teaching-learning mathematics
- b. evaluate children's achievement of teaching Mathematics
- c. identify the difficulties faced by children in learning mathematics
- d. provide remedial instruction for those who faces such difficulties

Content

- Different stages of cognitive development of children and their implication in teaching-learning mathematics
- Methods of teaching mathematics
- Preparing collecting and using teaching aids
- Evaluation children's achievement
- Difficulties faced by children in learning mathematics
- Remedial instruction for those who faces such difficulties

Unit 6: Quality Improvement in Planning, Supervision, Monitoring and Evaluation

3

Learning Outcomes

At the end of this unit learners will be able to

- a. draw short and long time plan for preparation of teaching mathematics
- b. determine effective supervision and monitoring system for successful mathematics programme
- c. construct different types of tests for different ways of evaluation

Content

- Preparation of plan for teaching mathematics for short and long time plan for a day, a week, a month, three months, six months, a year
- Need for school supervision and monitoring
- Developing effective supervision and monitoring system for successful mathematics programme for primary school
- Different ways of evaluation: oral, written, action oriented continuous and periodic evaluation
- Constructing different types of tests

Unit 7: Enriching Mathematics Curriculum

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the meaning and purpose of Enriching Mathematics Curriculum
- b. analyze the importance of preparing, collecting and discovering different Riddle, Pattern and Magic Square of Mathematics

Content

- Meaning of Enriching Mathematics Curriculum
- Purpose of Enriching Mathematics Curriculum
- Preparing or Collecting Mathematical puzzle
- Discovering Different Pattern in Mathematics
- Using Mental Arithmetic, Magic Square for fun

Unit 8: Mathematics Teachers: Defects in Teaching and possible Remedies

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe prerequisite qualifications, professional training and selective academic training
- b. explain supervised practice of teaching, in-service training, professional activities, School Activities
- c. interpret role of Mathematical organizations, departmental activities, administrative duties, community activities
- d. explain the role of teachers for using syllabus, text-books, library and different teaching approach

Content

- Prerequisite Qualifications, Professional Training , Selective Academic Training
- Supervised Practice of Teaching, In-Service Training, Professional Activities, School Activities
- Mathematical Organizations, Departmental Activities, Administrative Duties, Community Activities
- Burden, salary, attitude, lack of purpose, lack of equipment, Rigour in Study, Large classes
- Syllabus, Text-Books, Students, library
- Method of teaching, Child-Centre Approach, Short-Cut Method
- Examination

Unit 9: Action Research in Primary School Mathematics

4

Learning Outcomes

At the end of this unit learners will be able to

- a. conduct research for assessing the effectiveness of mathematics programme
- b. assess the achievement level of pupils for diagnosing pupils problem

Content

- Research work for assessing the effectiveness of mathematics programme
- Assessing the achievement level of students for diagnosing student's problem and obstacle etc.

6. Instructional Strategies

- a. Lecture-demonstration
- b. Group discussion
- c. Question-answer
- d. Participatory Teaching Method

7. Assessment

Marks (%)

- | | |
|---|----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals and Reports

- Halim M. A. and Rahman, M.(2018). Games on Students' Effects of Instructional Mathematics Achievement at Primary Level in Bangladesh. The Primary Education Journal.
- Halim M. A.and Tanny, S. (2018) Group work practices in Mathematics Classroom at primary level. Teacher's World(Journal of Education and Research), Vol. 1, 42-49.
- Halim M. A. (2007). Barriers in In-service Training Programme: Reflection of Mathematics teachers and Academic Supervisors, Teacher's World (Journal of Education and Research), Vol. 30-31, pp. 205-210.
- Halim M. A. (2007).Mathematics Teaching at Primary Level in Socio-Cultural Context: Reflection of Primary Teachers, The Primary Education Journal, Vol. 1, No.1, pp. 29-34.

- Halim M.A. (2006).A study of Vertical Organization of the Contents of Elementary Mathematics Curriculum, Social Science Review. Vol.23, Number 1, pp. 111-116.
- Halim M.A. (2005). Evaluation of Mathematics Textbooks for Standard I to V Published by National Curriculum and Textbook Board, Dhaka University Studies, Journal of the Faculty of Arts, Vol.62, No.2, pp. 119-128.
- Halim M. A. (2004).Essential Learning Continua Based Approach for Teaching of mathematics, The Primary Teacher, Vol.29, No.3-4, pp. 20-26.
- Heimer, R. T. and Trueblood, C.R. (1977). *Strategies for Teaching Children Mathematics*. Reading Massachusetts: Addison Wesley Publishing Co.
- Williams Elizabeth & Hilary Shurred (1970), *Primary Mathematics Today*, Longman.
- NCTB (2020), *Primary School Mathematics Textbooks Class I-V*. National Curriculum and Textbook Board.
- NCTB(2016)*Teachers Guide for Teaching Mathematics in the Primary School*, National Curriculum and Textbook Board.
- NCTB (2011).Primary Curriculum, Dhaka: National Curriculum and Textbook Board.
- Thorpe, Cheata B. (1982), *Teaching Elementary Arithmetic*, New York, Harper dand Bothers publication.
- Tyagi, S. K.(2004).Teaching of Arithmetic, New Delhi: Commonwealth publishers.
- কামরুন্নেসা বেগম (১৯৭৭), *প্রাথমিক বিদ্যালয়ে গণিত শিক্ষাদান*, ঢাকা: বাংলা একাডেমী।
- প্রাথমিক ও গণশিক্ষা মন্ত্রণালয় (২০১৮), *ডিপিএড প্রাথমিক গণিত শিক্ষা (বিষয়জ্ঞান ও শিক্ষাবিজ্ঞান)*, সহযোগিতায়: আইইআর, ঢাকা বিশ্ববিদ্যালয় ও নেপ।
- মু. আনওয়ার আলী, সত্যব্রত রায়, হামিদা বানু ও জামাল উদ্দিন (১৯৯৭), *গণিত*, গাজীপুর: বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়।
- মো: আব্দুল হালিম (২০০৩), সংখ্যা: উৎপত্তি, উৎপত্তি ও বর্তমান স্বরূপ, *ঢাকা বিশ্ববিদ্যালয় পত্রিকা*, সংখ্যা ৭৫, ফেব্রুয়ারি ২০০৩, পৃষ্ঠা ৯৫-১১২।
- মো: আব্দুল হালিম (২০০৩), বাংলাদেশের প্রাথমিক গণিত শিক্ষাক্রম: একটি বিশ্লেষণ, *ঢাকা বিশ্ববিদ্যালয় পত্রিকা*, সংখ্যা ৬৮, অক্টোবর ২০০০, পৃষ্ঠা ২২১-২৩৪।
- Related Website.

Master of Education in Language Education (LE)

1. Course Number: LE 519

Course Title: Research in Language Education

2. Credit Hours: 4

3. Course Description

This is a Research related Language course for the students of Language Education. This course comprises a brief history of the development of Language Research. It also focuses on the contemporary ICT tools used in language teaching-learning and language research highlighting the skills of language.

4. Course Objectives

The objectives are to help learners to

- a. understand the concept of language research.
- b. comprehend the relevant theories and policies for language research.
- c. develop knowledge to identify scopes and conduct language research.

5. Course Contents

Contact Hours

Unit 1: Language Research: An overview

6

Learning Outcomes

At the end of this unit, learners will be able to

- a. define language research and its areas, scopes, and variations
- b. explain the importance of language research
- c. describe history of language research
- d. project future trends of language research

Content

- Language research: definition, areas, scopes, and variations
- Importance of language research
- History of language research
- Future trends of language research

Unit 2: Theories and Policies

6

Learning Outcomes

At the end of this unit, learners will be able to

- a. explain theories for language research
- b. explain policies for language research

Content

- theories for language research
- policies for language research

Unit 3: Tools for Language Research

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain tools for language research
- b. explain the use tools in language research

Content

- Tools for language research
- Use of tools for language research
 - Mobile learning
 - Cloud computing
 - One-to-One computing
 - Ubiquitous learning
 - Gaming
 - Personalized learning
 - Redefinition of learning spaces
 - Teacher-generated open content
 - Portfolio assessment
 - Teacher assistants
 - Social networking platforms

Unit 4: Scope of Language Research

8

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the scope of research in language education
- b. explain the different areas of language research

Content

- Scope of Language Research
- Different Areas
 - Language skills
 - 21st century skills
 - Sociolinguistics, psycholinguistics, applied linguistics
 - Teaching language through literature
 - First language
 - Second language
 - Foreign language
 - e-learning/blended learning

Unit 5: Designing Language Research with ICT

12

Learning Outcomes

At the end of this unit learners will be able to

- a. narrate the core aspects of language research with ICT
- b. apply the understanding to plan, design, and conduct language research with ICT

Content

- Core aspects of language research with ICT
- Planning, designing, and conducting language research with ICT
 - problem identification
 - literature review
 - sampling, instrument, and data analysis
 - generating implications

6. Instructional Strategies

- a. Lecture
- b. Group Discussion
- c. Reading
- d. PowerPoint presentation
- e. Library work and students Participation in the classroom

7. Assessment

Marks (%)

- a) One In-course Examination 10
- b) Students' analytical and reflective work (combination of at least 20+20=40
any two of the tasks from (i) assignment, (ii) project, (iii) term
paper, (iv) presentation, (v) review paper (vi) field-work) etc. 10+40=50
- c) Course Final Examination (MCQ + Essay)

Total 100

8. Recommended Books, Journals and Reports

- Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D.J., and Demers, K. E. (2008). *Handbook of research on teacher education enduring questions in changing contexts (3rd Edition)*. Routledge.
- Laap, D., Fisher, D. (2011). *Handbook of research on teaching the English language arts (3rd Ed.)*. Routledge.
- Lankshear, C., Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. Open University Press.
- Lodico, M. G., Spaulding, D.T., and Voegtle, K.H. (2006). *Methods in educational research*. Jossey-Bass.
- Mackey, A., and Gass, S. M. (2005). *Second language research: Methodology and design*. Lawrence Erlbaum Associate Publishers.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R., and Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. Jossey-Bass.
- Verschuren, P and Doorewaard, H. (2010). *Designing a research project (2nd Ed.)*. Eleven International Publishing.

1. Course Number: LE 520

Course Title: Curriculum, Material Development and Language Education

2. Credit Hours: 4

3. Course Description

This is a curriculum related language course for the students of language education. This course comprises of a detailed discussion of curriculum relating to language education at various levels. In addition, course will provide knowledge of different models of curriculum and enable learners to develop and evaluate the materials to facilitate language classroom. It also highlights contemporary curriculum styles used in language teaching-learning highlighting four skills of language.

4. Course Objectives

The objectives are to help learners to

- a. comprehend the relation of curriculum and language studies.
- b. understand the necessity of curriculum in language education.
- c. analyze different models of curriculum.
- d. develop knowledge of contemporary curriculum design practice in language education.
- e. develop a reflective understanding of Knowledge, Skills and Attitude (KSA) applicable in developing curriculum for language teaching-learning.
- f. plan and design curriculum in the field of language teaching and learning.
- g. plan and design material in the field of language teaching and learning.

5. Course Contents

Contact Hours

Unit 1: Curriculum and Language Education

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of curriculum and language education
- b. explain the key features of language curriculum
- c. analyze the scope and focus of curriculum and language education

Content

- Concept of language education curriculum
- Theoretical aspects of language education curriculum
- Scope and focus of language education curriculum

Unit 2: Approach, Models and Needs Analysis of Curriculum Design

6

Learning outcomes

At the end of this unit, learners will be able to

- a. explain various approaches and models of the curriculum
- b. identify the needs of the learners in the language classroom
- c. categorize different types of curriculum
- d. analyze various models of curriculum design
- e. evaluate different type of curriculum and their features used for language education
- f. innovate a systematic approach for designing curriculum

Content

- Approaches and procedures of curriculum design
- The situational approach of the curriculum model

- Variation of language education curriculum
 - Notional
 - Functional
 - Product based
 - Process based
- Advancement of language education: Need based curriculum
- The models of language curriculum
 - Problem-solving model
 - Social interactional model
 - Innovative model
 - Systematic model for curriculum

Unit 3: KSA in Language Education: History, Concept, Theory, Application, Pros and Cons 6

Learning Outcomes

At the end of this unit learners will be able to

- a. correlate KSA and the curriculum of language education
- b. explain the importance of KSA in developing the curriculum of language education
- c. analyze the context of KSA within the country and in global perspective in the curriculum of language education
- d. discuss the implementation of KSA in developing the curriculum of language education
- e. implement KSA in developing the curriculum of language education

Content

- History of applying KSA in language education
- Development of KSA in language education
- Context of KSA within the country and in global perspective
- Implementation of knowledge in language education
- Implementation of skill in language education
- Implementation of attitude in language education

Unit 4: Developing Curriculum of Primary, Secondary and Tertiary Level Language Education 12

Learning Outcomes

At the end of this unit learners will be able to

- a. compare and contrast competency-based curriculum and KSA in language education
- b. explain the scope and focus of KSA in the curriculum of primary level education for listening, speaking, reading and writing
- c. correlate the existing curriculum for language education at the secondary level and KSA in language education
- d. analyze the features of KSA in the curriculum of secondary level education for listening, speaking, reading and writing
- e. explore and discuss the dimensions of the existing curriculum for language education at the tertiary level and KSA in language education
- f. explain the scope and focus of KSA in the curriculum of tertiary level education for listening, speaking, reading and writing

Content

- Competency based curriculum and KSA
- KSA in curriculum of primary level education for listening, speaking, reading and writing

- Curriculum for language education in secondary level
- KSA in curriculum of secondary level education for listening, speaking, reading and writing
- Dimensions of curriculum for language education in tertiary level
- KSA in Curriculum of tertiary level education for listening, speaking, reading and writing

Unit 5: Curriculum and 21st Century Skills: LE Perspective

6

Learning Outcomes

At the end of this unit learners will be able to

- explain curriculum and language education in 21st century from LE perspective
- explore the trending need of the curriculum of language education in 21st century
- analyze the relationship of critical thinking, creative thinking, and language education
- correlate collaborative learning to the curriculum of language education
- discuss unique features of communication and information literacy used for language education from 21st century LE perspective

Content

- Language education curriculum in 21st century: LE perspective
- Critical thinking and problem solving
- Creativity and imagination
- Communication & collaboration
- Digital literacy
- Leadership and professional development

Unit 6: Material Development

6

Learning Outcomes

At the end of this unit learners will be able to

- identify skill based materials
- explain the process of combining skills, ICT, and process for material development
- develop materials for language education
- use different types of materials for language education
- develop a framework for textbooks
- evaluate materials

Content

- Skill based materials
- ICT based materials
- Process and product based materials
- Combining skills, ICT, and process for material development
- Materials in action: use of different types of materials
- Designing and developing textbooks
- Developing modules, teacher guides, training manuals
- Materials adaptation
- Material evaluation: internal and external
- Authentic materials for ELT classroom

6. Instructional Strategies

- Lecture
- Group Discussion
- Reading
- Library work and students Participation in the classroom

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Adams and S. Brindley (Eds) (2007). *"Teaching secondary English with ICT" in learning and teaching with information and communications technology*. The Open University.
- Hampel, R. (2015). *Developing online language teaching: Research-based pedagogies and reflective practices*. Springer.
- Monteith. Moira (Eds) (2007). *"Teaching Secondary English with ICT" in learning and teaching with information and communications technology*. The Open University.
- Organization for Economic Co-operation and Development Report (2001). *Schooling for tomorrow, learning to change: ICT in schools, centre for educational research and innovation*.
- Tinio. Victoria L. (2002). *ICT in education*. United Nations Development Programme, Bureau for Development Policy.
- Tobin, T. J., Mandernach, B. J., & Taylor, A. H. (2015). *Evaluating online teaching: Implementing best practices*. John Wiley & Sons.

১. **Course Number: LE 521**

Course Title: Language Education and First Language Acquisition

২. **ক্রেডিট ঘণ্টা: ৪**

৩. **কোর্সের বর্ণনা**

এই কোর্সে ভাষাশিক্ষা, শিক্ষা-ভাষাবিজ্ঞান, ভাষাশিক্ষার সাথে ভাষাবিজ্ঞানের বিভিন্ন শাখার সম্পর্ক, ভাষা আয়ত্তীকরণের বিভিন্ন তত্ত্ব ও পদ্ধতি এবং ভাষা-আয়ত্তীকরণের সমস্যা সম্পর্কে আলোচনা করা হয়েছে।

৪. **কোর্সের উদ্দেশ্য**

শিক্ষার্থীদের

ক. ভাষা আয়ত্তীকরণের ধারণা প্রদান করা।

খ. ভাষাশিক্ষার সাথে ভাষাবিজ্ঞানের বিভিন্ন শাখার সম্পর্ক নিরূপণ করা।

গ. প্রথম ভাষা আয়ত্তীকরণের বিভিন্ন তত্ত্ব ও পদ্ধতির সাথে পরিচিত করা।

ঘ. প্রথম ভাষা আয়ত্তীকরণে বিভিন্ন অসঙ্গতি ও প্রতিকার সম্পর্কে ধারণা প্রদান করা।

৫. **কোর্সের বিষয়বস্তু**

শিক্ষণ ঘণ্টা

ইউনিট ১: ভাষাশিক্ষা পরিচিতি (Introduction to Language Education)

৮

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

ক. ভাষাশিক্ষার ধারণা ও বৈশিষ্ট্য ব্যাখ্যা করতে পারবে

খ. ভাষা আয়ত্তীকরণ, শিখন এবং শিক্ষণের তুলনামূলক আলোচনা করতে পারবে

গ. ভাষাশিক্ষা ও শিক্ষা ভাষাবিজ্ঞানের ধারণা ও পরিধি ব্যাখ্যা করতে পারবে

বিষয়বস্তু

- ভাষাশিক্ষা: ধারণা ও বৈশিষ্ট্য (Language Education: Concept and Characteristics)
- ভাষা আয়ত্তীকরণ, ভাষাশিখন ও ভাষাশিক্ষণ (Language Acquisitions, Language Learning and Language Teaching)
- ভাষাবিজ্ঞান ও শিক্ষা-ভাষাবিজ্ঞান: ধারণা ও পরিধি (Linguistics and Educational Linguistics: Concept and Scope)

ইউনিট ২: ভাষাবিজ্ঞানের ক্রমবিকাশ এবং শাখাসমূহ (Development of Linguistics and its Branches)

৬

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

ক. ভাষাবিজ্ঞানের ক্রমবিকাশ বর্ণনা করতে পারবে

খ. ভাষাবিজ্ঞানের শাখাসমূহ ব্যাখ্যা করতে পারবে

বিষয়বস্তু

- ভাষাবিজ্ঞানের ক্রমবিকাশ (Development of Linguistics)
- প্রধান শাখাসমূহ: ধ্বনিতত্ত্ব, রূপতত্ত্ব, বাক্যতত্ত্ব ও অর্থতত্ত্ব (Main Branches: Phonology, Morphology, Syntax and Semantics)
- অন্যান্য শাখাসমূহ: ভৌগোলিক ভাষাতত্ত্ব, অভিধানবিজ্ঞান, লিপিবিজ্ঞান, শৈলীবিজ্ঞান, উপভাষাবিজ্ঞান, সমাজ-ভাষাবিজ্ঞান, মনো-ভাষাবিজ্ঞান, ফলিত-ভাষাবিজ্ঞান (Other Branches: Geo-linguistics, Lexicography, Graphics, Stylistics, Dialectology, Sociolinguistics, Psycholinguistics and Applied Linguistics)
- ধারণা ও বৈশিষ্ট্য (Concept and Characteristics)

ইউনিট ৩: প্রথম ভাষা আয়ত্তীকরণ (First Language Acquisition)

৯

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- ক. প্রথম ভাষা আয়ত্তীকরণের তত্ত্বসমূহ ব্যাখ্যা করতে পারবে
- খ. প্রথম ভাষা আয়ত্তীকরণের পদ্ধতি ও কৌশলসমূহ বিশ্লেষণ করতে পারবে

বিষয়বস্তু

- প্রথম ভাষা আয়ত্তীকরণ তত্ত্ব ও এ্যাপ্রোচ (Theories & Approaches to First Language Acquisitions)
 - আচরণিক এ্যাপ্রোচ (Behaviouristic Approach)
 - দেশজ এ্যাপ্রোচ (Nativist Approach)
 - জ্ঞান এবং ভাষাবিকাশ (Cognition and Language Development)
 - সামাজিক মিথস্ক্রিয়া ও ভাষাবিকাশ (Social Interaction and Language Development)
 - সংযোগবাদ (Connectivism)
- প্রথম ভাষা আয়ত্তীকরণের পদ্ধতি ও কৌশলসমূহ
 - পুনরাবৃত্তি (Repetition)
 - অভ্যাস (Habit)
 - অনুশীলন (Drill)
 - অনুকরণ (Imitation)
 - স্মৃতি সংরক্ষণ (Memorisation)
 - দলীয় কাজ (Group Work)
 - জোড়ায় কাজ (Pair Work)
 - কম্পিউটার এ্যাসিসটেড ল্যাংগুয়েজ লার্নিং (CALL)
 - মোবাইল এ্যাসিসটেড ল্যাংগুয়েজ লার্নিং (MALL)

ইউনিট ৪: প্রথম ভাষা আয়ত্তীকরণে বিবেচ্য বিষয় (First Language Acquisition and its Considerations)

৮

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- ক. প্রথম ভাষা আয়ত্তীকরণের বিবেচ্য বিষয়সমূহ চিহ্নিত করতে পারবে
- খ. প্রথম ভাষা আয়ত্তীকরণের সাথে বিবেচ্য বিষয়সমূহের সম্পর্ক ব্যাখ্যা করতে পারবে

বিষয়বস্তু

- সামর্থ্য ও পারদর্শিতা (Competence and Performance)
- উপলব্ধি ও উৎপাদন (Competence and Production)
- ভাষাবিশ্বজনীনতা (Universals)
- প্রণালীবদ্ধতা ও বৈচিত্র্য (Systematic and Variability)
- ভাষা ও মস্তিষ্ক (Language and Brain)
- ভাষা ও চিন্তন (Language and Thought)

ইউনিট ৫: ভাষা আয়ত্তীকরণে অসঙ্গতি ও প্রতিকার (Disorders in Language Acquisition and Intervention)

৯

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- ক. ভাষা আয়ত্তীকরণের অসঙ্গতিসমূহ উদাহরণসহ ব্যাখ্যা করতে পারবে
- খ. ভাষা আয়ত্তীকরণের অসঙ্গতিগুলোর প্রথাগত এবং নতুন প্রতিকার ব্যবস্থা প্রয়োগ করতে পারবে

বিষয়বস্তু

- ভাষা আয়ত্তীকরণে অসঙ্গতি
 - বাক-সঞ্চালন অসঙ্গতি (Motor Speech Disorders)
 - ধ্বনিতাত্ত্বিক অসঙ্গতি (Phonological Disorders)
 - কণ্ঠস্বর অসঙ্গতি (Voice Disorders)

- ভোতলামি সমস্যা (Stuttering Disorders)
- স্নায়ু-সঙ্গলন বাচনিক অসঙ্গতি (Neuromotor Speech Disorders)
- স্মৃতিলোপ সম্পর্কিত অসঙ্গতি (Aphasia and Related Disorders)
- প্রতিকারমূলক ব্যবস্থা (Intervention Procedures)
 - কথন ও ভাষাগত থেরাপি (Speech Language Therapy)
 - কথন ও প্রশিক্ষণ (Speech Training)
 - ধ্বনিতাত্ত্বিক সংশোধন (Phonetic Correction)
 - বিকল্প যোগাযোগ কৌশল (Alternative Communication Techniques)

৬. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. library work and students' participation in the class

৭. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
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Total 100	

৮. সহায়ক গ্রন্থ

- Brown, H. D., (2000). *Principles of language learning and teaching*. State University.
- Canale, M. & Swain, M., (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1, 1-47.
- Dornyei, Z. (2009). *The psychology of second language acquisition*: Oxford University Press.
- Dubin, F. & Olshtain, E., (1986). *Course design*. Cambridge University Press.
- Ellis, R., (1994). *The Study of second language acquisition*. Oxford University Press.
- Hymes, D., (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). *Sociolinguistics* (pp. 269-293). Harmonds worth: Penguin. (3).
- Ingram, D., (1989). *First language acquisition: Method, description and explanation*. Cambridge University Press.
- Larsen-Freeman, D., (2000). *Techniques and principles in language teaching*. Oxford University.
- Larsen-Freeman, D., (1990). *Techniques and principles language teaching*. Oxford University Press.
- Stern, H. H., (1990), *Issues and options in language teaching*. Oxford University Press.
- Widdorson, H.G., (1990), *Aspects of language teaching*, Oxford University Press.
- ড. রামেশ্বরশ (২০০৪), সাধারণ ভাষাবিজ্ঞান ও বাংলা ভাষা, কলকাতা: পুস্তক বিপনী।
- মনসুর মুসা (১৯৮৪), ভাষাচিন্তা প্রসঙ্গ ও পরিধি, ঢাকা: বাংলা একাডেমি।
- রাজিব হুমায়ূন (২০১৬), সমাজ ভাষাবিজ্ঞান, ঢাকা: আগামী প্রকাশনী।
- রফিকুল ইসলাম ও পবিত্র সরকার (সম্পাদিত) (২০১২), প্রমিত বাংলা ভাষার ব্যাকরণ (প্রথম ও দ্বিতীয় খন্ড), ঢাকা: বাংলা একাডেমি।

১. **Course Number: LE 522**

Course Title: Language Education in Bangladesh: Status, Policy and Planning

২. **ক্রেডিট ঘণ্টা: ৪**

৩. **কোর্সের বর্ণনা**

বাংলাদেশে ভাষাশিক্ষা পরিস্থিতি, ভাষা নীতি ও পরিকল্পনা এবং শিক্ষায় বাংলা ভাষার ব্যবহার নিয়ে কোর্সটি গঠিত। বাংলা ভাষা বিতর্ক, ভাষা আন্দোলন এবং বিভিন্ন ক্ষেত্রে বাংলা ভাষা ও ব্যবহার সম্পর্কে কোর্সটিতে আলোচনা করা হয়েছে।

৪. **কোর্সের উদ্দেশ্য**

শিক্ষার্থীদের

- ক. বাংলাদেশের ভাষাশিক্ষা-পরিস্থিতি সম্পর্কে অবহিত করা।
- খ. ভাষা পরিকল্পনা ও বাংলাদেশে বাংলা ভাষার অবস্থা সম্পর্কে অবহিত করা।
- গ. বাংলাদেশের শিক্ষা ব্যবস্থায় বাংলা ভাষার গুরুত্ব সম্পর্কে ধারণা প্রদান করা।
- ঘ. বাংলাদেশে বিদেশি ভাষা চর্চার প্রকৃতি সম্পর্কে অবহিত করা।

৫. **কোর্সের বিষয়বস্তু**

শিক্ষণ ঘণ্টা

ইউনিট ১: বাংলাদেশে ভাষা পরিস্থিতি (Language Status in Bangladesh)

১০

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- ক. বাংলাদেশে স্বাধীনতা-পূর্ব এবং পরবর্তী ভাষা পরিস্থিতির তুলনামূলক আলোচনা করতে পারবে
- খ. বিভিন্ন প্রেক্ষাপটে বাংলাদেশে ভাষা বিতর্কের কারণ এবং তার সমাধান বিশ্লেষণ করতে পারবে
- গ. রাষ্ট্রভাষা যে বাংলা ভাষার উত্থানে ভাষা-আন্দোলনের গুরুত্ব ব্যাখ্যা করতে পারবে
- ঘ. সরকারি ও বেসরকারি প্রতিষ্ঠানে বাংলা ভাষা ব্যবহারের গুরুত্ব এবং গৃহীত পদক্ষেপসমূহ আলোচনা করতে পারবে

বিষয়বস্তু

- স্বাধীনতা-পূর্ব ভাষা পরিস্থিতি (Status of Bangla Language Before Independence)
- স্বাধীনতা-উত্তর ভাষা পরিস্থিতি (Status of Bangla Language after Independence)
- বাংলাদেশে ভাষা বিতর্ক: অর্থনৈতিক, সামাজিক, রাজনৈতিক ও সাংস্কৃতিক (Language Controversies in Bangladesh: Economic, Social, Political and Cultural)
- ভাষা-আন্দোলন ও বাংলাভাষা (Language Movement and Bangla Language)
- রাষ্ট্রভাষা হিসেবে বাংলা (Bangla as a State Language)
- বাংলা ভাষা: সরকারি ও বেসরকারি পদক্ষেপসমূহ (Bangla Language: Government and Non-government Steps)
- সর্বস্তরে বাংলা ভাষার ব্যবহার প্রসঙ্গ (Use of Bangla Language at all Levels)

ইউনিট ২: ভাষা পরিকল্পনা (Language Planning)

১০

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- ক. ভাষা পরিকল্পনার প্রয়োজনীয়তা ব্যাখ্যা করতে পারবে
- খ. ভাষা পরিকল্পনায় মাতৃভাষা, দ্বিতীয় ভাষা, রাষ্ট্রভাষা ও বিদেশি ভাষার অবস্থান তুলে ধরতে পারবে
- গ. একভাষিক, বহুভাষিক ও বিদেশি প্রভাবযুক্ত রাষ্ট্রে ভাষা-পরিকল্পনার বিভিন্নতা আলোচনা করতে পারবে
- ঘ. উন্নয়নশীল দেশে ভাষা পরিকল্পনার স্বরূপ আলোচনা করতে পারবে

বিষয়বস্তু

- ভাষা-পরিকল্পনা: ধারণা ও গুরুত্ব (Language Planning: Concept and Importance)
- ভাষা-পরিকল্পনা ও মাতৃভাষা (Language Planning and Native Language)
- একভাষিক ও বহুভাষিক রাষ্ট্রে ভাষা পরিকল্পনা (Language Planning in Monolingual and Multi-Lingual State)

- বিদেশি ভাষার প্রভাবযুক্ত রাষ্ট্রে ভাষা পরিকল্পনা (Language Planning in the State Influenced by foreign Languages)
- উন্নয়নশীল দেশে ভাষা পরিকল্পনা (Language Planning in Developing Country)
- ভাষা পরিকল্পনা ও বাংলা ভাষা (Language Planning and Bangla Language)

ইউনিট ৩: বাংলাদেশের শিক্ষা ব্যবস্থায় বাংলা ভাষা (Bangla Language in the Education System of Bangladesh) ১০

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- বাংলাদেশের শিক্ষার বিভিন্ন স্তরে বাংলা শিক্ষাক্রমের উপাদান ও প্রক্রিয়াসমূহ ব্যাখ্যা করতে পারবে
- শিক্ষাক্রমে বাংলা ভাষা ও সাহিত্য সংযোজন করে কোর্স ডিজাইনের পদ্ধতি প্রয়োগ করতে পারবে
- জাতীয় শিক্ষানীতি ও জাতীয় শিক্ষা কমিশন রিপোর্টে বাংলা ভাষার অবস্থান বিশ্লেষণ করতে পারবে
- শিক্ষার মাধ্যম হিসেবে বাংলা ভাষা ব্যবহারের সুবিধা ও অসুবিধাসমূহ চিহ্নিত করতে পারবে
- শিক্ষাক্ষেত্রে পরিভাষা ব্যবহার সংক্রান্ত সমস্যা আলোচনা করে সমাধান প্রস্তুত করতে পারবে

বিষয়বস্তু

- শিক্ষার বিভিন্ন স্তরে বাংলা ভাষা ও সাহিত্যের শিক্ষাক্রম (Curricula of Bangla Language and Literature in Different Levels of Education)
- কোর্স ডিজাইন: শিক্ষাক্রমে বাংলা ভাষা ও সাহিত্য (Course Design: Bangla Language and Literature in Curriculum)
- জাতীয় শিক্ষানীতিতে বাংলা ভাষা (Bangla Language in National Education Policy)
- জাতীয় শিক্ষা কমিশন রিপোর্টে বাংলা ভাষা (Bangla Language in National Education Commission Report)
- শিক্ষার মাধ্যম হিসেবে বাংলা ভাষার অবস্থান: সুবিধা ও অসুবিধা (Status of Bangla Language as a Medium of Instruction: Advantages and Disadvantages)
- মাতৃভাষাভিত্তিক বহুভাষা শিক্ষা (Mother Tongue Based Multi-Lingual Education, MTB-MLE)
- শিক্ষাক্ষেত্রে পরিভাষা: সমস্যা ও সমাধান (Terminology in Education: Problems and solutions)

ইউনিট ৪: বাংলাদেশে বিদেশি ভাষা চর্চা (Foreign Language practices in Bangladesh) ১০

শিখনফল

এই ইউনিট শেষে শিক্ষার্থীরা

- বাংলাদেশে বিদেশি ভাষাশিক্ষার অবস্থা বিশ্লেষণ করতে পারবে
- বিশ্ব-শ্রম বাজার এবং অর্থনীতি বিবেচনায় বিদেশি ভাষা শিখনের প্রয়োজনীয়তা ব্যাখ্যা করতে পারবে
- বিদেশি ভাষার সাংস্কৃতিক প্রভাব বিশ্লেষণ করতে পারবে

বিষয়বস্তু

- শিক্ষা ব্যবস্থা ও বিদেশি ভাষার অবস্থা (Education and Foreign Languages)
- বিশ্ব-শ্রমবাজার ও বাংলাদেশে বিদেশি ভাষা শিখন (Labour Market and Current language Situation in Bangladesh)
- বাংলা ভাষায় বিদেশি ভাষাসমূহের প্রভাব (Influence of Foreign Languages on Bangla Language)
- সাংস্কৃতিক পরিবর্তন ও বাংলা ভাষার ভবিষ্যৎ (Cultural Change and Prospect of Bangla)

৬. Instructional Strategies

- Lecture
- Group Discussion
- Reading
- Assignment
- Library work and students Participation in the classroom

৭.	Assessment	Marks (%)
	a) One In-course Examination	10
	b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
	c) Course Final Examination (MCQ + Essay)	10+40=50
		<hr/> Total 100

৮. **সহায়ক গ্রন্থ**

ACTFL. (1997). *National standards in foreign language education*. Yonkers: American Council on the Teaching of Foreign Languages.

আহমদ শরীফ (১৯৮৬), *বাংলা ভাষা সংস্কার আন্দোলন*, ঢাকা: বাংলাদেশ ভাষা সমিতি।

মনসুর মুসা (১৯৮৪), *ভাষা পরিকল্পনা ও অন্যান্য প্রবন্ধ*, ঢাকা: মুক্তধারা।

মনসুর মুসা (১৯৯৫), *বাঙলা পরিভাষা: ইতিহাস ও সমস্যা*, ঢাকা: বাংলা একাডেমি।

মনসুর মুসা (১৯৯৫), *বাংলাদেশের রাষ্ট্রভাষা*, ঢাকা: বাংলা একাডেমি।

রাজিব হুমায়ূন (২০১৬), *সমাজ ভাষাবিজ্ঞান*, ঢাকা: আগামী প্রকাশনী।

1. Course Number: LE 523

Course Title: Bangla as a Second and Foreign Language

2. Credit Hours: 4

3. Course Description

This is a Bangla Language course for the students of Language Education. This course comprises of the key concepts of Bangla Language as a second and foreign language, the status of Bangla in the global world, the necessity of Bangla language both within and outside the country, and also raises the necessary research questions regarding the core concept.

4. Course Objectives

The objectives are to help learners to

- a. understand the status of Bangla as a second language within the country.
- b. comprehend the status of Bangla as a foreign language in the global world.
- c. conceptualize the second language acquisition theories and their application in acquiring Bangla as a second language.
- d. conceptualize the foreign language learning theories and their application in learning Bangla as a foreign language.
- e. be able to critically analyze the needs for Bangla as a second and foreign language.

5. Course Contents

Contact Hours

Unit 1: Bangla as a Second Language

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the situation and status of Bangla as a second language within and beyond the country
- b. exchange ideas of the importance of Bangla as a second language within the country
- c. explain the importance of standard colloquial Bangla throughout the geographic span of Bangladesh
- d. relate International Mother Language Day and Bangla language from second language perspective
- e. analyze the impact of Bangla language and Language Movement in celebration of International Mother Language Day

Content

- Different languages spoken by the population in Bangladesh
- Standard colloquial Bangla, regional language, local language, dialects of Bangladesh
- Tribal and indigenous languages in Bangladesh
- International Mother Language Day and Bangla
- Contribution of Bangla language and Bangali people in the celebration of International Mother Language Day

Unit 2: Bangla as a Foreign Language

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the situation and status of Bangla is a world language in global context
- b. analyze the importance and prospect of Bangla language in the world economy
- c. co-relate and explain the status of Bangla language in an international organization to maintain an international relationship

- d. relate International Mother Language Day and Bangla language from foreign language perspective

Content

- Bangla and the globalized world and status of Bangla in world language
- Importance of Bangla in the world economy and international trade
- Bangla language learning and booming economy of Bangladesh
- International relationship and Bangla
- Status of Bangla in the UN and other world organizations
- International Mother Language Day and Bangla as a foreign language

Unit 3: Necessity of Bangla as Second and Foreign Language

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the nature and origin of learning Bangla as a second language
- b. analyze and synthesize the need and content of Bangla as a foreign language
- c. explain the constitution and policy related to Bangla as a second or foreign language

Content

- Needs analysis of Bangla as a second language
- Needs analysis of Bangla as a foreign language
- Constitutional issues regarding Bangla as a second or foreign language
- Policy related to Bangla as a second or foreign language

Unit 4: Issues in Learning Bangla as a Second and Foreign Language

8

Learning Outcomes

At the end of this unit learners will be able to

- a. compare and contrast between learning Bangla as a second and foreign language
- b. explain the relation of Bangla language acquisition, learning and teaching
- c. analyze competence, performance and the important aspect of second or foreign language learning

Content

- Learning Bangla as a second and foreign language: compare and contrast
- Bangla language acquisition, learning and teaching competence and performance in Bangla as a second and foreign language
- Accuracy and fluency in Bangla as a second and foreign language
- Comprehension and production of Bangla as a second and foreign language
- Imitation and practice in Bangla as a second and foreign language

Unit 5: Challenges of Bangla as a Second or Foreign Language

8

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze different challenges of Bangla as a second language
- b. analyze different challenges of Bangla as a foreign language
- c. conduct mini-research to prescribe a solution to problems
- d. analyze the need of developing policy for teaching Bangla to the speakers of other languages

Content

- Challenges faced by learners groups of Bangla as a second language
- Challenges faced by learners groups of Bangla as a foreign language
- Possible areas of research
- Possible solution to the challenges
- Researching and disseminating the history and glory of the Bangla language globally
- Researching the need of developing policy and formal education for "Teaching Bangla to The Speakers of Other Languages"

6. Instructional Strategies

- a. Lecture
- b. Group Discussion
- c. Reading
- d. Library work and students Participation in the classroom

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Brown, H. D. (2000). *Principles of language learning and teaching*. San Francisco State University.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Dubin, F. & Olshtain, E. (1986). *Course design*. Cambridge University Press.
- Douglas Broun, H. (2000). *Principles of language learning and teaching*. San Francisco State University.
- Dornyei, Z. (2009). *The psychology of second language acquisition*. Oxford University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). *Sociolinguistics* (PP. 269-293). Penguin.
- Ingram, D. (1989). *First language acquisition: Method, description and explanation*. Cambridge University Press.
- Lersen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University Press.
- Lersen-Freeman, D. (1990). *Techniques and principles language teaching*. Oxford University Press.
- Stern, H. H. (1990). *Issues and options in language teaching*. Oxford University Press.
- Widdorson, H.G. (1990). *Aspects of language teaching*. Oxford University Press.

১. **Course Number: LE 524**

Course Title: Practicing Research: Mother Language and Literature

২. **ক্রেডিট ঘণ্টা: ৪**

৩. **কোর্সের বর্ণনা**

এটি ভাষা শিক্ষা বিভাগের 'নন-থিসিস' গ্রুপের জন্য পরিকল্পিত/তৈরিকৃত একটি কোর্স। এই কোর্সে শিক্ষার্থীরা স্বল্প পরিসরে মাতৃভাষা ও সাহিত্যের উপর একটি গবেষণাকার্য সমাধানের মাধ্যমে অর্জিত গবেষণা জ্ঞান প্রয়োগ করবে।

৪. **কোর্সের উদ্দেশ্য**

শিক্ষার্থীদের

- স্বল্প পরিসরে ভাষা ও সাহিত্যে গবেষণাকার্য পরিচালনা করবার জন্য দক্ষ করে তোলা।

৫. **শিক্ষকের নির্দেশনা অনুযায়ী মাতৃভাষা ও সাহিত্য সম্পর্কিত সুনির্দিষ্ট বিষয়ে শিক্ষার্থীরা গবেষণাকার্য সম্পন্ন করবে।**

৬. **Assessment**

Marks (%)

a. Report writing

80

b. Viva-Voce

20

Master of Education in Teaching English to Speakers of Other Languages (MEd in TESOL)

1. Course Number: TESOL 525

Course Title: English Language Teaching (ELT) in Bangladesh: From Theory to Practice

2. Credit Hour: 4

3. Course Description

This course is designed to give concepts to the learners about the global and local spread of English and ELT, English language paradigms, and their impact on ELT. This course will also provide an understanding of different models of communication competence, use of CLT and ELT in the post-method era. Moreover, the course focuses on ELT practice in some selected countries and Bangladesh.

4. Course Objectives

The objectives are to help learners to

- a. be acquainted with the ideas of the Global spread of English.
- b. comprehend the paradigms of English and its pedagogical aspects.
- c. understand different models of communicative competence.
- d. develop ideas about ELT from a local and global perspective.

5. Course Contents

Contact Hours

Unit 1: Spread of English and ELT

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the reasons for spreading of English in the global context
- b. explain different key concepts related to ELT into practice
- c. project the future of English language teaching

Content

- The global spread of English, its reasons and consequences
- The critical analysis of the spread of English: socio-political and cultural analysis (e.g., cultural politics, colonialism, linguistic imperialism)
- The ownership of English
- The future of English
- The development of ELT: EMT, ESL, EFL, EOP, ESP, EAP, ESOL

Unit 2: Paradigms of English for Global Communication and Teaching

12

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the emergence of English language paradigms
- b. analyse the challenges of ELT from different perspectives

Content

- The emergence of English language paradigms, politics, and importance
- English as an international language (EIL): conceptual debates, features, native speakers, EIL politics in ELT, EIL pedagogy, challenges, native English and teaching English in Bangladesh
- English as a global language (EGL): concepts, features, factors making a language global, necessity, pedagogy, danger, teaching policy and practice, EGL and teaching English in Bangladesh

- English as a lingua franca (ELF): concepts, features, settings of ELF, ELF and teaching English in Bangladesh, issues
- ELT paradigm: EMT, ESL, EFL

Unit 3: Models of Communicative Competence, CLT and Post-Method Era

12

Learning Outcomes

At the end of this unit learners will be able to

- explain the concept of communicative competence, its origin, and development
- analyse various models of communicative competence
- analyse the background, approach, and objectives of CLT
- evaluate pros and cons of different ELT methods and approaches

Content

- Concept of communicative competence, its origin, and development
- Models of communicative competence: Canale and Swain, Celce-Murcia, and Dörnyei
- Dominating methods and approaches of ELT in past and present
- Communicative Language Teaching: background, approach, objectives, teaching and learning activities, the role of teachers and learners, criticisms and challenges
- ELT methods and approaches in the post-method era

Unit 4: ELT in Different Countries and Local Contexts

8

Learning Outcomes

At the end of this unit learners will be able to

- explain the situation of ELT in some Asian countries
- analyse current practices of ELT in Bangladesh

Content

- ELT in India, Japan, Singapore, Malaysia and China
- ELT in Post-independent Bangladesh
- Issues and challenges in ELT in Bangladesh

6. Instructional Strategies

- Lecture
- Group discussions
- Reading

7. Assessment

Marks (%)

- One In-course Examination 10
- Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. 20+20=40
- Course Final Examination (MCQ + Essay) 10+40=50

Total 100

8. Recommended Books, Journals, and Reports

- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56 (1), 57-64.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In C. R. Jack & W. S. Richard (Eds.). *Language and communication* (pp. 2-28). Longman.

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in applied linguistics*, 6(2).
- Crystal, D. (2003). *English as a global language* (Second ed.). Cambridge University Press.
- Dudley-Evans, T., & John, M. J. S. (1998). *Developments in English for specific purposes*. Cambridge University Press.
- Erling, E. J. (2005). The many names of English. *English today*, 21(1), 40-44.
- Fishman, J. A. (1987). The spread of English. *World Englishes*, 6(2), 169-170.
- Graddol, D. (1997). *The future of English?* The British Council.
- Holliday, A. (2006). *The struggle to teach English as an international language*. Oxford University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes a learning centred approach*. Cambridge University Press.
- Imam, S. R. (2005). English as a global language and the question of nation-building education in Bangladesh. *Comparative education*, pp. 471-486.
- Jenkins, J., & Leung, C. (2014). *English as a lingua franca*. Wiley Online Library.
- Kirkpatrick, A. (2011). English as an Asian lingua franca and the multilingual model of ELT. *Language teaching*, 44(02), 212-224.
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59-81.
- McArthur, T. (2004). Is it world or international or global English, and does it matter? *English today*, 20(03), 3-15.
- McKay, S. L. (2003, a). EIL curriculum development. *RELC journal*, 34(1), 31-47.
- McKay, S. L. (2003, b). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International journal of applied linguistics*, 13(1), 1-22.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. Longman.
- Pennycook, A. (2007). ELT and colonialism. In J. Cummins & C. Davison (Eds.). *International handbook of English language teaching: Part one* (Vol. 15, pp. 13- 27). Springer.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Roshid, M. M. (2014), Pragmatic strategies of ELF speakers: A case study in international business communication, In Chowdhury, R. & Marlina, R.(Eds), *Enacting English across borders: Critical studies in the Asia Pacific*, Cambridge Scholars Publishing.
- Roshid, M. M., Chowdhury, R., & Webb, S. (2018), English as a business lingua franca: A discursive analysis of business emails, *International Journal of Business Communication*. <https://doi.org/10.1177/2329488418808040>
- Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice texts and contexts in second language learning*. Reading, Massachusetts Addison-Wesley Publishing Company.
- Seidlhofer, B. (2003). *A concept of International English and related issues: from real English' to 'realistic English'? : Language Policy Division, DG-IV-Directorate of School, Out-of-School and Higher Education*. Council of Europe.
- Sifakis, N. C., & Sougari, A. (2005). Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers' beliefs. *TESOL quarterly*, 39(3), 467-488.
- Sultana, S., Roshid, M. M., Kabir, M. M. N., Haider, Z.M., & Khan, M. H. (2021). *Routledge international handbook of English language education in Bangladesh*. Routledge.

1. **Course Number: TESOL 526**
Course Title: Second Language Acquisition (SLA)
2. **Credit Hours: 4**
3. **Course Description**
This course is designed for the Master's level students to make the learners acquainted with the various key aspects of second language acquisition especially the applications of theories of second language acquisition.
4. **Course Objectives**
The objectives are to help learners to
 - a. acquire knowledge and understand SLA & FLA.
 - b. gain an in-depth understanding of the various aspects of SLA.
 - c. be acquainted with the process and strategies of inter-language.
 - d. compare SLA & FLA.
 - e. know about different types of human learning.
5. **Course Contents** **Contact Hours**
Unit 1: Key concepts of Language Acquisition **3**
Learning outcomes
 At the end of this unit learners will be able to
 - a. explain the terms SLA, FLA, acquisition, and learning
 - b. compare between competence and performance, accuracy and fluency in SLA**Content**
 - Acquisition vs learning
 - First language, second language, and foreign language
 - Competence vs performance
 - Accuracy vs fluency
 - Nature vs nurture
 - Error vs mistakes
 - Universal grammar**Unit 2: Language Learning Process** **3**
Learning Outcomes
 At the end of this unit learners will be able to
 - a. describe stages of child and adult language learning
 - b. explain the role of input in formal instructional materials**Content**
 - Pre-lingual stage babbling, one-word stage, two-word stage, phrasal stage/ telegraphic stage, sentence level stage
 - Role of input and formal instructional materials**Unit 3: Theories of SLA** **15**
Learning Outcomes
 At the end of this unit learners will be able to
 - a. explain various theories of SLA
 - b. analyze critically SLA hypothesis

Content

- Behaviourism
- Nativist theory
- Cognitivism
- Sociocultural theory
- Krashen's hypothesis: acquisition learning hypothesis, the monitor hypothesis, natural order hypothesis, affective filter hypothesis, input hypothesis
- Critical period hypothesis

Unit 4: Inter-Language: Process and Strategies

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of inter-language
- b. describe different types of variability

Content

- Variation
- Systematic variation
- Social context relating to nature of language
- Inter-language pragmatics
- Stages of inter-language development

Unit 5: Comparing and Contrasting First and Second Language Acquisition

5

Learning Outcomes

At the end of this unit learners will be able to

- a. compare between first and second language
- b. explain the role of contrastive analysis, error analysis, and transfer, interference, and over generalisation in second language acquisition

Content

- Types of comparison and contrast
- Contrastive analysis (CA)
- Error analysis (EA)
- Transfer, interference and overgeneralization

Unit 6: Human Language Acquisition

10

Learning Outcomes

At the end of this unit learners will be able to

- a. describe neurological, biological, affective, linguistic, and psychological consideration

Content

- Neurological consideration
- Biological consideration
- Affective consideration
- Linguistic consideration
- Psychological consideration

6. Instructional Strategies

- a. Lecture
- b. Group discussions
- c. Presentation

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals, and Reports

- Adamson, H. D. (1988). *Variation theory and second language acquisition*. Georgetown University Press.
- Altman, G. (1990). Cognitive models of speech processing: An introduction. In G. Altman (Ed). *Cognitive models of speech processing: Psycholinguistic and computational perspectives*, (pp.1-23). MA, MIT Press.
- Brown, H. D. (2000). *Principles of language learning and teaching*. San Francisco State University.
- Ellis, R. (1989). *Understanding second language acquisition* (Vol. 31). Oxford University Press.
- Gass, S. M. (2013). *Second language acquisition: An introductory course*. Routledge.
- Kachru, B. B. (Ed.). (1992). *The other tongue: English across cultures*. University of Illinois Press.
- Larsen-Freeman, D., & Long, M. H. (2014). *An introduction to second language acquisition research*. Routledge.

1. Course Number: TESOL 527

Course Title: Testing and Assessment in ELT

2. Credit Hours: 4

3. Course Description

This course is designed to make learners acquainted with various aspects of measurement and evaluation of the English language, its global and local practices, issues, and challenges. Through this course, the learners will develop their understanding as well as skill in assessment. They will develop their skill in preparation of different types of tests and their effective administration. In addition to that, the course includes both theoretical and practical aspects of assessment tools, their characteristics, and their role in learning English.

4. Course Objectives

The objectives are to help learners to

- a. develop an understanding of the concepts of evaluation, measurement, and assessment.
- b. comprehend the differences among the related concepts.
- c. acquire thorough knowledge about different approaches of assessment in the English language.
- d. establish relationships among teaching-learning and assessment.
- e. develop good test items, and questions for learning and of learning.

5. Course Contents

Contact Hours

Unit 1: General Concepts in Assessments

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain different concepts of measurement, assessment, and evaluation
- b. explain the need for tests, types of tests
- c. analyze factors that influence the assessment

Content

- Concept of test, measurement, assessment, and evaluation
- Importance of testing and assessment in ELT
- Types of tests and testing used in ELT
- Factors that influence the assessment of English language learners

Unit 2: Quality of a Good Test in ELT

7

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different types of validity of tests
- b. measure validity, reliability, objectivity, and practicality of tests
- c. analyse backwash effects of tests

Content

- Validity: types, testing validity
- Reliability: types of reliability, testing reliability of a test, scoring reliability
- Objectivity
- Practicality
- Wash-back: concepts, impact on test-takers, teachers and society and education system

Unit 3: Stages of Tests Development in ELT

8

Learning Outcomes

At the end of this unit learners will be able to

- a. develop tests maintaining procedures and principles of test construction
- b. develop rubrics for tests
- c. evaluate tasks

Content

- Test construction: procedures and principles
- Developing the assessment specifications
- Developing test items and scoring criteria
- Developing rubrics for language tests
- External reviews of test materials
- Evaluating the tasks through try-outs
- Scoring constructed-response items

Unit 4: Testing and Assessment for Language Skills and Competence

7

Learning Outcomes

At the end of this unit learners will be able to

- a. test all the basic skills of language
- b. prepare appropriate tests for grammar and vocabulary

Content

- Competence: general and communicative, intercultural
- Listening skills
- Speaking skills
- Reading skills
- Writing skills
- Grammar
- Vocabulary

Unit 5: Assessment in ELT in Global and Local Contexts

7

Learning Outcomes

At the end of this unit learners will be able to

- a. describe global theories and practice of assessment
- b. identify the challenges and issues in ELT
- c. explain studies conducted in ELT

Content

- Global theories and practice of assessment, and assessment framework in ELT
- Assessment from past to present in the curriculum of Bangladesh
- Assessment and feedback practice in the classroom
- Challenges and issues in ELT assessment
- Research in ELT assessment

Unit 6: Test Administration

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain what is rubrics, write rubrics for tests
- b. maintain the security of tests
- c. develop multiple-choice items and creative questions
- d. develop tests for disabled learners

Content

- Developing test item, writing, and review, item banking, preparation
- Dispatch, printing, and duplication
- Recordkeeping, delivery systems
- Environment security, scoring systems, challenges
- Looking at authentic learners' errors, classifying them, using a correction code, producing remedial exercise, feedback, improving own practice
- Test administration for disabled learners

6. Instructional Strategies

- Lecture
- Group discussions
- Reading
- Presentation

7. Assessment

Marks (%)

- | | |
|---|----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals, and Reports

- Bailey, K. M. (1999). *Washback in language testing: Educational testing service*. Princeton, NJ.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: An advanced resource book*. Routledge.
- Fulcher, G. (2014). *Testing second language speaking*. Routledge.
- Hughes, A. (2007). *Testing for language teachers*. Ernest Klett Sprachen.
- Morrow, C. K. (2018). Communicative language testing. *The TESOL encyclopaedia of English language teaching*, 1-7.
- Taylor, L. (2005). Washback and impact. *ELT journal*, 59(2), 154-155.

1. Course Number: TESOL 528

Course Title: Curriculum Design and Material Development in ELT

2. Credit Hour: 4

3. Course Description

This course is designed to give concepts to the learners about specific issues on curriculum design and material development in ELT. This course will also provide understanding about different models of curriculum and help learners to develop and evaluate the materials for use in the language classroom.

4. Course Objectives

The objectives are to help learners to

- a. develop ideas about designing a language curriculum.
- b. understand various models of curriculum.
- c. develop varieties of language materials.
- d. evaluate and adapt materials in a language classroom.

4. Course Contents

**Contact Hours
16**

Unit 1: Approach, Models and Needs Analysis of Curriculum Design

Learning Outcomes

At the end of this unit learners will be able to

- a. explain various approaches and models of the curriculum
- b. identify the needs of the learners in the L2 classroom
- c. classify different types of curriculum
- d. identify various models of curriculum design
- e. innovate a systematic approach for designing curriculum

Content

- Approaches and procedures of curriculum design
- Models of language curriculum
- The situational approach of the curriculum model
- Analysing needs (NA) for curriculum design and its issues
- Types of language curriculum design
- Theories of curriculum design: Doll, Spivak, Kumashiro, Freire
- The models of language curriculum
- Problem-solving model
- Social interactional model
- Innovative model
- Systematic model for curriculum

Unit 2: Curriculum and syllabus Design in ELT in Bangladesh

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the aims and objectives of ELT in Bangladesh
- b. analyze the ELT curriculum
- c. evaluate ELT curriculum

Content

- Significance of ELT curriculum
- Principles of ELT curriculum
- Aims and objectives of ELT
- Syllabi of ELT for primary, secondary and higher secondary levels
- Comparing and contrasting ELT curriculum at tertiary level
- Evaluation of ELT curriculum

Unit 3: Designing and Developing, Adopting ELT Materials

10

Learning Outcomes

At the end of this unit learners will be able to

- a. develop materials for ELT learners
- b. use of different types of materials
- c. develop a framework for textbooks
- d. evaluate ELT materials

Content

- Materials in action: use of different types of materials
- Designing and developing textbooks
- Developing ELT modules, teacher guides, training manuals
- Material evaluation: internal and external
- Materials adaptation
- Authentic materials for ELT classroom

Unit 4: ICT Based Material Development

4

Learning Outcomes

At the end of this unit learners will be able to

- a. select appropriate content for teaching and prepare digital content
- b. explore internet sources for developing appropriate content
- c. prepare videos for effective classroom teaching

Content

- Selection of appropriate digital content
- Adapting the content for use
- Exploiting various internet sources
- Making and using videos for effective classroom teaching

Unit 5: Language Policy and Planning in Curriculum

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explore the basic issues and policies in language education of Bangladesh
- b. analyze language policy choices in diverse contexts such as bilingualism, multilingualism or other crisis contexts
- c. understand the factors involved in language empowerment

Content

- Concept of language policy and planning, their relationship, and importance
- Types of language planning, and language policy debates
- Present status of language policy and planning in Bangladesh
- Language policy choices in multilingual and trans lingual societies
- Language policies in a refuge, immigrant and crisis contexts

6. Instructional Strategies

- a. Lecture
- b. Group discussions
- c. Presentation

7. Assessment

Marks (%)

- a) One In-course Examination 10
- b) Students' analytical and reflective work (combination of at least 20+20=40
any two of the tasks from (i) assignment, (ii) project, (iii) term
paper, (iv) presentation, (v) review paper (vi) field-work) etc. 10+40=50
- c) Course Final Examination (MCQ + Essay)

Total 100

8. Recommended Books, Journals, and Reports

- Bao, D. (Ed.). (2018). *Creativity and innovations in ELT materials development: Looking beyond the current design*. Multilingual Matters.
- Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle Publishers.
- Crandall, J. (ed.). (2018). *Global perspectives on language education policies*. Routledge.
- García, O., & Wei, L. (2014). Language, bilingualism and education. In *translanguaging: Language, bilingualism and education (chapter 3-pp. 46– 62)*. Springer.
- McDonough, J., & Shaw, C. (2012). *Materials and methods in ELT*. John Wiley & Sons.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh University Press.
- Perrovic, J. (2010). *International perspectives on bilingual education: Policy, practice and controversy*. Charlotte, NC: Information Age Publishing
- Reddick, C., & Dryden-Peterson, S. (Forthcoming). *Refugee education and medium instruction: Tensions in theory, policy and practice*.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Roshid, M. M., Haider, M. Z., Begum, H. A., (2018). Bangladeshi EFL teachers' views on the English for today textbook: What do they have to offer inside the classroom? In Bao, D. (Ed.). *Creative concerns in ELT materials development: Looking beyond current practices*. Multilingual Matters.
- Shin, S. (2018). *Bilingualism in schools and society: Language, identity, and policy*. Routledge.
- Sultana, S., Roshid, M. M., Haider, M. Z., Kabir, M. M. N., & Khan, M. H. (Eds.). (2021). *The routledge handbook of English language education in Bangladesh*. Routledge.
- Tomlinson, B., Dat, B., Masuhara, H., & Rubdy, R. (2001). EFL courses for adults. *ELT Journal*, 55(1), 80-101.
- White, R. V. (1988). *The ELT curriculum: Design innovation and management*. Oxford, Blackwell.
- Yalden, J. (1987). *Principles of course design for language teaching. New directions in language teaching*. Cambridge University Press.

1. Course Number: TESOL 529

Course Title: Sociolinguistics and Language Education

2. Credit Hour: 4

3. Course Description

This course introduces students to the important sociolinguistic issues and the approaches that have been developed to study them. Students are expected to come out of this course with an understanding of where sociolinguistics fits in with the broader field of linguistics, and how it relates to other disciplines, especially sociology, anthropology, education, economics, and politics.

4. Course Objectives

The objectives are to help learners to

- a. understand different social contexts in terms of language change, shift, and linguistic repertoire.
- b. reflect critically on sociolinguistic methods and apply this thinking when exposed to new studies.
- c. apply the students' knowledge of sociolinguistic theory and method to new data.
- d. express students' knowledge of the subject matter critically both orally and in written work.
- e. understand a range of research issues that fall under the lens of sociolinguistics.

5. Course Contents

Contact Hours

Unit 1: Concept of Sociolinguistics, its Relationship with Different Concepts

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of sociolinguistics
- b. explain the basic concepts related to sociolinguistics

Content

- Key concepts of sociolinguistics; the relationship between sociolinguistics and sociology
- Key terms in sociolinguistics and their facets: dialects, varieties, types of dialects, social and regional dialects, register, variety in language

Unit 2: Pidgin, Creoles, Code Mixing, and Code Switching

7

Learning Outcomes

At the end of this unit learners will be able to

- a. differentiate between pidgins and creoles
- b. explain the relationship among diglossia, bilingualism, multilingualism
- c. discuss the role of the above concepts in language teaching

Content

- Definition of pidgins and creoles: characteristics of pidgin and creole, formation of pidgin to creole, theories on pidginization (e.g., Labov's theory)
- Choosing a code: diglossia, bilingualism, multilingualism, translingualism, their relationship, the idea of code-switching and code-mixing and its current practices, the role of code-mixing and code-switching in language learning

Unit 3: Language Change

12

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the reasons for language change and its effect on society
- b. explain the reason and features of different varieties of language

Content

- Language change: concept, reason of language change, effects of language change on society, language shift, and language maintenance
- The emergence of language varieties: World Englishes: concepts, nature, impact on teaching English and research

Unit 4: Language and Identity

8

Learning Outcomes

At the end of this unit learners will be able to

- a. show the relationship between language and identity, social class, gender
- b. explain how identity plays role in language teaching and learning

Content

- Relationship between language and identity, social inequalities in language, attitude towards genders, language and culture, language and social class, ethnicity, nation, the identity of language teachers, learners, and implications in language learning

Unit 5: Language, Power and Commodity

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain how language is connected to power
- b. explain how language is connected to commodity

Content

- Language and power: concept of power from a theoretical point of view, symbolic power, the relationship between language, power, and pedagogy, power talk in academic discourse
- Language and commodity: concept of commodity, the commodification of language, marketing, and advertising, its relationship with language teaching, learning, material development, language-based business, and policymaking
- Language and abolition: concept of decolonizing language, concept of anti-oppressive language education

6. Instructional Strategies

- a. Lecture
- b. Group discussions
- c. Presentation

7. Assessment

Marks (%)

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals, and Reports

- Block, D., & Cameron, D. (Eds.). (2002). *Globalization and language teaching*. Routledge.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire* (Vol. 23). Multilingual Matters.
- Heller, M. (2010). The commodification of language. *Annual review of anthropology*, 39, 101-114.
- Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics*. Routledge.
- Hornberger, N. H., & McKay, S. L. (Eds.). (2010). *Sociolinguistics and language education*. Multilingual Matters.
- Roshid, M. M. (2018). English, empowerment and development: A study of an international business. In Chowdhury, R. Sarkar, M., Mojumder, F. & Roshid, M.M. (Eds.). *Engaging in educational research: Revisiting policy and practice in Bangladesh* (pp. 315-331). Springer.
- Spolsky, B. (1998). *Sociolinguistics* (Vol. 1). Oxford University Press.
- Sultana, S., Roshid, M. M., Haider, M. Z., Kabir, M. M. N., & Khan, M. H. (Eds.). (2021). *The routledge handbook of English language education in Bangladesh*. Routledge.
- Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*. Penguin.
- Wardhaugh, R. (2011). *An introduction to sociolinguistics* (Vol. 28). John Wiley & Sons.

1. Course Number: TESOL 530

Course Title: Structure of English

2. Credit Hours: 4

3. Course Description

This course is elective for the learners of language as well as for the students of other departments, who wish to take this instead of doing a thesis. This course covers the structure of English like the general structure of English, Morphology, and Syntax.

4. Course Objectives

The objectives are to help learners to

- a. acquaint the students with the general structure of the English language.
- b. help the students to know about the analysis and structure of words.
- b. allow the students to learn about the compounding of language.
- c. make the students able to know about syntax.

5. Course Contents

Contact Hours

Unit 1: Grammar

10

Learning Outcomes

At the end of this unit learners will be able to

- a. explain concept and types of grammar
- b. describe different types of clauses

Content

- Grammar and types of grammar
- Prepositional content
- Thematic roles and levels of structure
- Some properties of a structure
- Clause structures
- Dependent clauses
- Finite and non-finite clauses
- Relative clauses
- Embedded clauses and noun phrase movement

Unit 2: Morphology: (The Analysis of Word Structure)

12

Learning Outcomes

At the end of this unit learners will be able to

- a. explain word structure
- b. describe the derivational and inflectional process

Content

- Words and word structure
- Morphemes
- Representing word structure
- Some common morphological phenomena
- Derivation
- English derivational affixes
- Derivation at work

- Compounding
- Properties of compounds
- Types of compounds
- Compounds in other languages
- Inflection
- Inflection versus derivation
- English inflectional affixes

Unit 3: Syntax: (The Analysis of Sentence Structure)

10

Learning Outcomes

At the end of this unit learners will be able to

- explain phrase structure rules
- describe the surface structure and deep structure
- explain clause structures

Content

- Categories and structure
- Word level categories
- Phrase structure
- Sentences
- X-categories
- Transformations
- Inversion in yes-no questions
- Deep structure and surface structure
- Wh-movement
- Coordination
- Modifiers
- Relative clauses
- Restrictive relative clauses
- Non-restrictive relative clauses

Unit 4: Phonetics

8

Learning Outcomes

At the end of this unit learners will be able to

- explain airstream mechanism
- describe consonants and vowels of languages
- transcribe phonetic transcription

Content

- Articulates and airstream mechanism
- Description of consonant and vowels of different languages
- Phonetic transcriptions

6. Instructional strategies

- Lecture
- Group discussions
- Participation

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommendation Books, Journals, and Reports

- Amanullah, S. M. (2003). *A Guide to Correct Speech*. Forth foundation, Okkhar.
- Celce-Murcia, M., Larsen-Freeman, D., & Williams, H. A. (1983). *The grammar book: An ESL/EFL teacher's course*.
- Greenbaum, S., & Quirk, R. (1990). *A university grammar of English*. Longman Group Limited.
- Jacobs, R. A. (1995). *English syntax: A grammar for English language professionals*. Oxford University Press.
- Ladefoege, P, (1993). *A course in phonetics*, Third Edition. Brace, Jovanovic College Publishers.
- Ladefoged, P., & Johnson, K. (2014). *A course in phonetics*. Nelson Education
- O' Grady, W., Dobrovolsky, M., & Katamba, F. (Eds.). (1997). *Contemporary linguistics*. Longman.
- Quirk, R. (2007). *A university grammar of English*. Pearson Education.

Master of Education in Social Science Education (SSE)

1. Course Number: SSE 531

Course Title: Social Science Curriculum in Bangladesh

2. Credit Hours: 4

3. Course Description

This course deals with different elements of the present Social Science Curriculum in Bangladesh. Fundamentals which shape the Social Science Curriculum in its present form are introduced in developing student knowledge and understanding and thus, to assist developing their ability to provide suggestions for further development of the present Social Science Curriculum of Bangladesh through its critical review.

4. Course Objectives

The objectives are to help learners to

- a. acquaint with fundamentals of Social Science Curriculum.
- b. develop knowledge about several approaches and social factors contributing to the Social Science Curriculum.
- c. develop knowledge and understanding about different elements and techniques that are generally concerned with the Social Science Curriculum.
- d. make them able to indicate strengths and weaknesses of the present Social Science Curriculum in Bangladesh and to provide suggestions for its further development by reviewing those materials critically.

5. Course Contents

Contact Hours

Unit 1: Fundamentals of Social Science Curriculum

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept, goals and characteristics of an effective Social Science Curriculum
- b. explain why social studies curriculum is considered as a multi-faceted curriculum
- c. detail out a guidelines of an effective and child-appropriate Social Science Curriculum

Content

- Concepts, goal and characteristics of an effective Social Science Curriculum
- Social Science-A multi-faceted curriculum
- Guidelines for an effective and child-appropriate Social Science Curriculum

Unit 2: Designing Courses and Units

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify needs for developing Social Science Curriculum
- b. identify and formulate instructional objectives using appropriate action verbs covering all learning domains
- c. design a course outline including necessary components
- d. organize the subject matter/content suitable for achieving knowledge, skills attitude and values
- e. select appropriate instructional strategies, teaching aids, planned activities and technology for integrating in instructional strategies

Content

- Need Assessment
- Formulating instructional goals and objectives
- Using action verbs in writing behavioral instructional goals and objectives
 - cognitive verbs
 - affective verbs
 - skill verbs
- Course design
- Unit design
- Organization of content
 - elements of knowledge
 - skill development
 - value development
- Selection of Instructional Aspects
 - instructional strategies and activities
 - related materials
 - ICT integration

Unit 3: Effective Instructional Assessment Strategies

7

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss different techniques and tools for evaluating the social studies curriculum
- b. develop different tools in relation to different techniques for evaluating social studies curriculum

Content

- Rational evaluation
- Pilot test
- Observation
- Portfolios
- Informal interviews
- Checklists
- Standardized tests
- Opinions through online

Unit 4: Elements of Present Social Science Curricula in Bangladesh

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify and analyse the elements of the present social studies/Bangladesh and Global studies curricula at primary and secondary education levels in Bangladesh

Content

- a. **Competency Based Curriculum at primary Education Level**
 - Aims and Objectives
 - Terminal Competencies
 - Essential Learning Continue (ELC)
 - Subject Matter
 - Instructional Strategies
 - Assessment techniques

b. Outcomes Based Curricula at Secondary Education Level

- Aims and Objectives/Rationale
- Instructional goals or objectives
- Behavioral objectives
- Learning outcomes
- Subject matter guidelines
- Instructional strategies
- Assessment techniques

Unit 5: Critical Review of Social Science Curricula at Primary and Secondary Level Education in Bangladesh 7

Learning Outcomes

At the end of this unit learners will be able to

- review critically the strengths and weaknesses of the present Bangladesh and Global Studies Curricula at primary and secondary level education in Bangladesh
- provide recommendations for their further development

Content

- The strengths of the Bangladesh and Global Studies
- The weaknesses of the Bangladesh and Global Studies
- Recommendations for further development

6. Instructional Strategies

- Lecture followed by group discussion
- Question-answer
- Guided discussion
- Presentation
- Reading assignment:
 - The National Education Reports
 - Bangladesh and
 - Teacher's Edition

7.	Assessment	Marks (%)
	a) One In-course Examination	10
	b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
	c) Course Final Examination (MCQ + Essay)	10+40=50
		<hr/> Total 100

8. Recommended Books, Journal and Reports

- Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices*. University of South Florida.
- Dynneson, T.L., & Gross, R. E. (1999). *Designing effective instruction for secondary social studies* (2nd ed.). Merrill, Prentice-Hall, Inc.
- Goertz, G. (2012). *Social science concepts*. Princeton University Press.

- Kuper, A. (2004). *The social science encyclopedia*. Routledge.
- Levstik, L.S., & Tyson, C.A. (Eds.) (2008). *Handbook of Research in social studies education*. Routledge.
- Melendez, W.R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. Delmar (Thomson Learning).
- Marginson, S. (2014). University rankings and social science. *European Journal of Education*, 49(1), 45-59.
- McKernan, J. (2008). *Curriculum and imagination – process, theory, pedagogy and action research*. Routledge.
- Ministry of Education. (2010). *The National Education Policy*. Ministry of Education.
- Ornstein, A. C., & Hunkins, F. P. (2004). *Curriculum : Foundations, Principles, and Issues (4th ed.)*. Pearson.
- Oliva, P.F. (2009). *Developing curriculum (11th ed.)*. Pearson.
- Schaffer, F. C. (2015). *Elucidating social science concepts: An interpretivist guide (Vol. 4)*. Routledge.
- Seefeldt, C. (2005). *Social studies for the pre-school/primary child (7th ed.)*. Pearson Prentice-Hall, Inc.
- Shaver, J.P. (Ed.), (1991). *Handbook on research of social studies – teaching and learning (A project of the National Council for the Social Studies)*. Macmillan Publishing Company.
- Sandahl, J. (2015). Preparing for Citizenship: Second Order Thinking Concepts in Social Science Education. *JSSE-Journal of Social Science Education*, 14(1), 19-30.
- গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৯৭), *বাংলাদেশ জাতীয় শিক্ষানীতি প্রণয়ন কমিটি রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৮৮), *বাংলাদেশ শিক্ষা কমিশন রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৭৪), *বাংলাদেশ শিক্ষা কমিশন রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (২০১২), *জাতীয় শিক্ষাক্রম*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (১৯৭৭), *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (১৯৯৫), *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
- মোহাম্মদ আলী জিন্নাহ (২০০৩), *বাংলাদেশে নিম্ন মাধ্যমিক শিক্ষান্তরে (ষষ্ঠ-অষ্টম শ্রেণী) সামাজিক বিজ্ঞান শিক্ষাক্রমের গতিধারা নিরূপণ*, অপ্রকাশিত এম.এড থিসিস, শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়, ঢাকা।
- মোঃ লুৎফুর রহমান খান ও আব্দুল মালেক (২০০০), *সামাজিক বিজ্ঞান শিক্ষণ*, ঢাকা: মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, শিক্ষা ভবন।

1. Course Number: SSE 532

Course Title: Social Science Education in Global Perspective

2. Credit Hours: 4

3. Course Description

The course is designed to help students develop critical understanding of the global dynamics of knowledge in social science education. It offers students to be acquainted with essentials skills and values to review the recent development of Social Science Education and their applicability in Bangladesh context. Focus has been given on the critical exposition of studying global and international declarations and conventions aiming to identifying the aspects of social science education and their implications. Policies and practices of Social Science Education in selected countries and educational programs of selected organizations have been addressed. Global perspectives of Social Inclusion in Education, Citizenship Education and Human Rights and Rehabilitation Education have been paid significant attention for developing students' understanding in a range of theories, approaches, issues and practices.

4. Course Objectives

To objectives are to help learners to

- a. acquaint with the aims and objectives, importance and scope of Social Science Education in the global context.
- b. analyse global and international declarations and conventions, and identify the aspects of Social Science Education.
- c. Critically review the policies and practices of Social Science Education in selected countries, and educational programs of selected international and national organisations and agencies.
- d. comprehend global perspectives of social inclusion in education, citizenship education and human rights education, and their connections with Social Science Education.
- e. develop practical understanding and skills for reviewing contemporary research and scholarly works, identifying their implications, and making academic argument for incorporating new ideas in Bangladesh context.

5. Course Contents

Contact Hours

Unit 1: Concept of Social Science Education (SSE) in Global Perspective

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concepts relating to global contexts of social science education
- b. explain aims, importance and scope of the global perspective of social science education

Content

- Concept
- Aims
- Importance
- Scope

Unit 2: Aspects of SSE in the Global and International Declarations and Convention

7

Learning Outcomes

At the end of this unit learners will be able to

- a. analyse and identify different aspects of SSE depicted in the global and international declarations and conventions

- b. recognise and respond to the needs of SSE for incorporating different aspects in the national policies and practices

Content

- Universal Declaration of Human Rights (UN)
- Convention on the Rights of the Child (UN)
- World Declaration on Education For All
- The Dakar Framework for Action (DFA)
- The Millennium Development Goals (MDGs)
- Delors Commission
- Sustainable Development Goals (SDGs)

Unit 3: Policies and Practices of SSE in Global perspective

7

Learning Outcomes

At the end of this unit learners will be able to

- a. review and compare the policies and practices of SSE in different countries
- b. critique different policies and practices of SSE in different countries
- c. describe and compare the policies and practices of leading educational organisations working for educational and social development
- d. identify good practices that can be adopted in Bangladesh context

Content

- Policies and practices of SSE in selected countries: India, Sri Lanka, Singapore, Japan, UK, Finland, USA, South Africa, Australia, New Zealand
- Policies and practices of selected international and national organizations working for educational and social development: UNESCO, UNICEF, Amnesty International, Human Rights Watch, Save the Children, EU, British Council, World Vision, BRAC, DAM, UCEP

Unit 4: Practice of Social Inclusion in Education in Global Perspective

6

Learning Outcomes

At the end of this unit learners will be able to

- a. illustrate the concept of social inclusion in education and its global perspective
- b. explain trends and issues of social inclusion in education
- c. identify and explain different aspects of social inclusion in education and connect local and global perspectives and their implication
- d. review and understand contemporary research findings relating social inclusion and identify their implications in Bangladesh context

Content

- Concept of social inclusion in education
- Trends and issues of social inclusion in education
- Different aspects of social inclusion and its practice in education
- Contemporary research and its implication in social inclusion in education

Unit 5: Global Perspectives of SSE and Citizenship Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. interpret and critique the concepts & definitions of citizenship and global citizenship education
- b. distinguish different models of citizenship education and their practices
- c. connect local and global perspectives of citizenship education and their implication
- d. outline the connection between citizenship education and SSE
- e. review and understand contemporary research findings relating citizenship education and identify their implications in Bangladesh context

Content

- Concept & definition of citizenship education
- Global citizenship education
- Models of citizenship education
- Practices of citizenship education
- Connection between citizenship education and SSE
- Contemporary research and its implication in Citizenship Education

Unit 6: Global Perspectives of SSE and Human Rights and Rehabilitation Education (HRRE)

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept and history of HRRE
- b. identify and explain the fundamental instruments of HRE and their importance
- c. outline the connection between HRRE and SSE
- d. connect local and global perspectives of human rights education and their implication
- e. review and understand contemporary research findings relating HRE and identify their implications in Bangladesh context

Content

- Concept and definition of HRRE
- History of HRE
- Global trends of HRRE
- Fundamental Instrument of Human Rights Education
- Connection between Social Science Education and HRRE
- Pedagogies and models of HRE
- Contemporary research and practice in HRRE

6. Instructional Strategies

- a. Lecture
- b. Group Discussion
- c. Reading Assignments
- d. Group Work
- e. Project
- f. Term Paper
- g. Review paper
- h. Field work

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Alam, S. (2012). Neoliberalism and Citizenship in the Bangladesh Secondary School Curriculum. *Critical Literacy: Theories and Practices*, 6(2), 16-30.
- Andreotti, V., & Souza, L. M. T. (Eds.). (2012). *Postcolonial perspectives on global citizenship education*. Routledge.
- Andreotti, V. (2006). Soft versus critical global citizenship education. *Development Education: Policy and Practice*, 3(Autumn), 83-98
- Bajaj, M. (2017). Introduction. In M. Bajaj (Ed.), *Human Rights Education: theory, research, praxis* (pp. 1-16). University of Pennsylvania Press.
- Banks, C. (2007). The Discourse of Children's Rights in Bangladesh: International Norms and Local Definitions. *International Journal of Children's Rights*, 15(3-4), 391-414.
- Basit, T.N., & Tomlinson, S. (Eds.). (2012). *Social inclusion and higher education*. Policy Press.
- Bourke, M. (2009). Global perspectives in social education. *Ethos*, 17(4), 33-36.
- Davies, I. (2010). Defining Citizenship Education. In L. Gearon (Ed), *Learning to Teach Citizenship in the Secondary School* (pp. 22-50). Routledge.
- Delors, J., & UNESCO. (1996). *Learning, the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century*. UNESCO.
- De Kort, F. (2018). Human rights education in social studies in the Netherlands: A case study textbook analysis. *Prospects*, 47(1-2), 1-17. <https://doi.org/10.1007/s11125-018-9431-3>
- DeLeon, A. P., & Ross, E. Wayne. (2010). *Critical theories, radical pedagogies, and social education: new perspectives for social studies education*. Sense Publishers.
- Elliott, G., Fourali, C., & Issler, S. (Eds.). (2010). *Education and social change: Connecting local and global perspectives*. Bloomsbury Publishing.
- Flowers, N. (2015). *The global movement for human rights education*. *Radical Teacher*, 103, 5-16.
- Günel, E. (2016). Infusing Global Perspectives in Social Studies Education in Turkey: Pre-service Social Studies Teachers. *Turkish Online Journal of Qualitative Inquiry*, 7(4), 440-461.
- Günel, E., & Pehlivan, A. (2016). Pre-service social studies teachers' perception of global citizenship. *Journal of Education and Future*, 10, 51-69.
- Handa, N. (2018). *Education for Sustainability Through Internationalisation: Transnational Knowledge Exchange and Global Citizenship*. Springer.
- Henderson, D. & Tudball, E. (2016). Democratic and participatory citizenship: youth action for sustainability in Australia, *Asian Education and Development Studies*, 5(1), 5-19. doi:10.1108/AEDS-06-2015-0028
- Hoge, J. D. (2002). Character education, citizenship education, and the social studies. *The social studies*, 93(3), 103-108.
- Islam, M. K. (2018, September). *Teachers' Professional Learning and Development through Action Research: A case study of developing pedagogy for human rights education in*

- Bangladesh. The Monash Education Research Community (MERC) Annual Conference, Monash University, Melbourne, Australia.
- Islam, K. (2014). Education for democratic citizenship: what are the significant aspects? *Teacher's World*, 40, 1-10.
- Kabir, A. H. (2011). A new discourse of 'international understanding': Nothing but 'Americanism'. *Critical Literacy: Theories & Practices*, 5(1), 38-50.
- MacNaughton, G., & Koutsoumpas, K. (2017). Universal Human Rights Education for the Post-2015 Development Agenda. In J. Zajda & S. Ozdowski (Series Eds.), *Globalisation, Comparative Education and Policy Research*, Vol.17. *Globalisation, Human Rights Education and Reforms* (pp.15-33). Springer. doi: 10.1007/978-94-024-0871-3_2
- Mangram, J., & Watson, A. (2011). US and Them: Social Studies Teachers' Talk about Global Education. *Journal of Social Studies Research*, 35(1), 95-116.
- Mannion, G. (2003). Children's participation in school grounds developments: creating a place for education that promotes children's social inclusion. *International Journal of Inclusive Education*, 7(2), 175-192.
- Merey, Z. (2018). A Comparison of Human Rights Education in Social Studies Textbooks in Turkey and the United States. *International Journal of Progressive Education*, 14(6), 18-37.
- Myers, J. P. (2006). Rethinking the social studies curriculum in the context of globalization: Education for global citizenship in the US. *Theory & Research in Social Education*, 34(3), 370-394.
- Nicaise, I. (2012). A smart social inclusion policy for the EU: The role of education and training. *European Journal of Education*, 47(2), 327-342.
- One Community: For the Highest Good of All. (n.d). *Contribution, Global Perspectives, & Social Science as Elements of Educational Curriculum for Life*. <https://www.onecommunityglobal.org/teaching-contribution-global-perspectives-and-social-science/>
- Osler, A. & H. Starkey. (1996). *Teacher Education and Human Rights*. David Fulton.
- Osler, A. (2018). Human rights education: a project for our common future. *Human Rights Education Review*, 1 (1), 01-04.
- Patton, G. C., Bond, L., Carlin, J. B., Thomas, L., Butler, H., Glover, S., & Bowes, G. (2006). Promoting social inclusion in schools: a group-randomized trial of effects on student health risk behavior and well-being. *American Journal of Public Health*, 96(9), 1582-1587.
- Pruyn, M. (2013). Critical multicultural social studies: Towards education for critical citizenship and thick democracy. *Social Educator*, 31(1), 4-21.
- Quinn, B. P., & Bauml, M. (2018). Cultivating a mindset of civic engagement among young adolescents. *The Journal of Social Studies Research*, 42(2), 185-200.
- Rapoport, A. (2009). A forgotten concept: Global citizenship education and state social studies standards. *Journal of Social Studies Research*, 33(1), 91.
- Schneider, D. (1994). Social studies teaching: Citizenship education and authentic learning. *The Clearing House*, 67(3), 132-133.
- Schneider, D. (1994). Social studies teaching: Citizenship education and authentic learning. *The Clearing House*, 67(3), 132-133.
- Simovska, V., & Prøsch, Åsa K. (2016). Global social issues in the curriculum: perspectives of school principals. *Journal of Curriculum Studies*, 48(5), 630-649. <https://doi.org/10.1080/00220272.2015.1114150>

- Song, H. I., & Kim, J. S. (2018). A case study on human rights education in elementary social studies class. *Korean Association For Learner-Centered Curriculum And Instruction*, 18(13), 213–244. <https://doi.org/10.22251/jlcci.2018.18.13.213>
- Tibbits, F. (2017). Evolution of human rights education models. In M. Bajaj (Ed.), *Human rights education: Theory, research, praxis* (pp. 69-95). University of Pennsylvania Press.
- Tudball, L. (2010). Developing Student Wellbeing Through Education for Sustainability: Learning from School Experience. In T. Lovat, R. Toomey, & N. Clement (Eds.), *International Research Handbook on Values Education and Student Wellbeing* (pp. 779-794). Springer.
- United Nations General Assembly. (1948). *Universal Declaration of Human Rights. General Assembly Resolution 217 A (III)*. <https://www.refworld.org/docid/3ae6b3712c.html>
- United Nations General Assembly. (1989). *Convention on the Rights of the Child. United Nations, Treaty Series, vol. 1577, p. 3.*
- United Nations General Assembly. (2015). *Sustainable Development Goals. General Assembly Resolution A/RES/70/1* https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf.
- United Nations High Commissioner for Human Rights. (2004). *Teaching Human Rights: Practical activities for primary and secondary schools*, United Nations.
- United Nations Human Rights Council. (2011). *United Nations Declaration on Human Rights Education and Training. Human Rights Council Resolution A/HRC/RES/16/1.* <https://www.refworld.org/docid/4db95b0a2.html>
- Weis, L., & Dolby, N. (Eds.). (2012). *Social class and education: Global perspectives*. Routledge.
- Whitney, B. (2008). *Social inclusion in schools: improving outcomes, raising standards*. David Fulton Publishers.
- Zajda, J. (2015). Nation-building and history education in a global culture. In *Nation-building and history education in a global culture* (pp. 185-191). Springer.
- Zevin, J. (2013). *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*. Routledge.
- Related Websites.

1. Course Number: SSE 533

Course Title: Development and Evaluation of Social Science Instructional Materials

2. Credit Hours: 4

3. Course Description

This Course is designed to acquaint the students with the social science instructional materials in different levels of education system in Bangladesh. Focus has been given on the development, implementation and evaluation processes of social science instructional materials. The course will focus on the contemporary instructional materials like computers and other electronic media.

4. Course Objectives

The objectives are to help learners to

- a. acquaint them with the fundamentals of social science instructional materials.
- b. develop their ability and skills of planning and developing social sciences instructional materials at different levels of education system in Bangladesh.
- c. develop intellectual ability to analyzing social science instructional materials.
- d. acquaint them with the processes, techniques, implementation and evaluation of instructional materials.
- e. improve their competencies of developing and revising social science instructional materials in Bangladesh.
- f. acquaint them with electronic instructional materials used in social science teaching-learning process.

5. Course Contents

Contact Hours
6

Unit 1: Social Science Instructional Materials

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept of instructional materials
- b. classify different instructional materials used in teaching-learning the Social Science
- c. identify major criteria for quality instructional materials of Social Science
- d. explain roles and importance Social Science instructional materials in teaching-learning process

Content

- Concept of instructional materials
- Classification of instructional materials
- Criteria for quality instructional materials
- Role and importance of instructional materials

Unit 2: Planning of Social Science Instructional Materials (Textbook, Teacher's Guide, Module 10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify pre-disposing factors for planning the Social Science instructional materials
- b. describe and analyses structure and organization of Social Science contents

Content

- Pre-disposing factors
- Structure

- Structure of content areas
- Organization of content

Unit 3: Development of Social Science Instructional Materials

10

Learning Outcomes

At the end of this unit learners will be able to

- describe the procedure and techniques of writing Social Science instructional materials
- develop appropriate illustrations necessary for quality Social Science instructional materials
- explain the importance of vetting and editing Social Science instructional materials
- describe the printing and publication process of Social Science instructional materials

Content

- Writing Materials
- Organization of content
- Development of Illustration
- Vetting
- Editing

Unit 4: Evaluation and Revision of Instructional Materials

6

Learning Outcomes

At the end of this unit learners will be able to

- describe the meaning of pre-publication and post-publication of instructional materials
- explain evaluation strategies of Social Science instructional materials
- describe the principles and techniques for revising Social Science instructional materials

Content

- Pre-publications and post-publication evaluation
- Evaluation Strategies
- Evaluation as a continuous Process in Bangladesh
- Revision of prepared Social Science instructional materials

Unit 5: Contemporary Social Science Instructional Materials

8

Learning Outcomes

At the end of this unit learners will be able to

- identify types of contemporary Social Science instructional materials
- describe the importance of Social Science instructional materials and aids
- analyze the scope, problems and prospects of using different types of materials and aids in teaching learning Social Science

Content

- Types and importance (web pages, CD's, and other Instructional Materials)
- Importance of Teaching aids
- Scope
- Problems and Prospects of Social Science instructional materials

6. Instructional Strategies

- a. Lecture followed by group discussion
- b. Guided discussion
- c. Document analysis
- d. Hands-on activities

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Bean, R. M., Zigmond, N., & Hartman, D. K. (1994). Adapted use of social studies textbooks in elementary classrooms: Views of classroom teachers. *Remedial and Special Education, 15*(4), 216-226.
- Blake, J. (2021, March). Transition From Textbook to Digital Delivery. In *17th International Conference of the Asia Association of Computer-Assisted Language Learning (Asia CALL 2021)* (pp. 196-202). Atlantis Press.
- Bruhn, A. L., & Hasselbring, T. S. (2013). Increasing student access to content area textbooks. *Intervention in School and Clinic, 49*(1), 30-38.
- George, A. M. (2019). Political Science and Images in Schooling: Personal Reflections on Textbook Making Process. *Contemporary Education Dialogue, 16*(1), 5-25.
- Hammond, T. C., & Lee, J. K. (2010). Digital video and social studies. *Contemporary Issues in Technology and Teacher Education, 10*(1), 124-132.
- Hover, S. V., Hicks, D., Stoddard, J., & Lisanti, M. (2010). From a roar to a murmur: Virginia's history & social science standards, 1995–2009. *Theory & Research in Social Education, 38*(1), 80-113.
- Kim, J. H. Y., & Jung, H. Y. (2010). South Korean digital textbook project. *Computers in the Schools, 27*(3-4), 247-265.
- Kuper, A. (2004). *The social science encyclopedia*. Routledge.
- Massell, D. (1994). Three challenges for national content standards. *Education and Urban Society, 26*(2), 185-195.
- Porter, P. H. (2019). Dimensions of Inquiry and the History-Social Science Textbook Adoption. *Social Studies Review, 58*, 5-7.
- Raghavan, D. (1988). *An introduction to book publishing*. Institute of Book Publishing.
- Rezai-Rashti, G. M., & McCarthy, C. (2008). Race, text, and the politics of official knowledge: A critical investigation of a social science textbook in Ontario. *Discourse: Studies in the Cultural Politics of Education, 29*(4), 527-540.
- Rowntree, D. (1981). *Developing courses for students*. McGraw-Hill/Legett.
- Savage, C., Hübner, N., Biewen, M., Nagengast, B., & Polikoff, M. S. (2021). Social Studies Textbook Effects: Evidence From Texas. *AERA Open, 7*(1), 1-9.
- Seomun, G., Lee, J. A., Kim, E. Y., Im, M., Kim, M., Park, S. A., & Lee, Y. (2013). Health effects of digital textbooks on school-age children: A grounded theory approach. *Western journal of nursing research, 35*(9), 1184-1204.

Tyree, R. B., Fiore, T. A., & Cook, R. A. (1994). Instructional Materials for Diverse Learners: Features and Considerations for Textbook Design1. *Remedial and Special Education*, 15(6), 363-377.

Van Dijk, T. A., & Atienza, E. (2011). Knowledge and discourse in secondary school social science textbooks. *Discourse Studies*, 13(1), 93-118.

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৭৪), *বাংলাদেশ শিক্ষা কমিশন রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৮৮), *বাংলাদেশ শিক্ষা কমিশন রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৯৭), *বাংলাদেশ জাতীয় শিক্ষানীতি প্রণয়ন কমিটি রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (১৯৭৭), *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (১৯৯৫), *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।

জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (২০১২), *জাতীয় শিক্ষাক্রম*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড সেলিনা বানু ও খাইরুল ইসলাম (২০১২), *সামাজিক বিজ্ঞান শিক্ষণ*, ঢাকা : প্যাপিরাস।

মোঃ লুৎফুর রহমান খান ও আব্দুল মালেক (২০০০), *সামাজিক বিজ্ঞান শিক্ষণ*, ঢাকা: মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, শিক্ষা ভবন।

Related Websites.

1. Course Number: SSE 534

Course Title: Social Science Education and Human Development

2. Credit Hours: 4

3. Course Description

This Course is designed to provide knowledge and understanding of the role of social science education in human development. Learners will be acquainted with the trends and aspects of human development both in national and global context. Emphasis will be given on developing learners' attitude and skills to different aspects of human development in general and particularly SDGs.

4. Course Objectives

The objectives are to help learners to

- a. understand different aspects of human development.
- b. acquaint with major indicators of human development.
- c. internalize in-depth understanding of the role of social science education in human development process.
- d. comprehend the importance of social science education in developing attitudes and values coping with the new dimensions of human development including SDGs.
- e. acquire competencies and skills necessary for quality social life.

5. Course Contents

Contact Hours

Unit 1: Fundamentals of Human Development

9

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept and theories of development and Human development
- b. identify important indicators of human development
- c. explain the themes of human development
- d. analyze goals of Human development

Content

- Concept and Theories of development
 - a. classical theories
 - b. modern theories
 - c. post-modern theories
- Themes of human development
- Goals of development
 - a. MDGs
 - b. SDGs
- Concept and Theories of Human development
- Human development Indicators and index
- Social Science education and human development

Unit 2: World Human Development Situation

6

Learning Outcomes

At the end of this unit learners will be able to

- a. analyse human development trends in different countries
- b. compare human development situation of different countries and regions
- c. evaluate the status of Bangladesh in human development context

Content

- Human development in less developed, developing and developed countries
- Human development in different regions of world
- Human development status of Bangladesh

Unit 3: Social Science Education and Bio-natural aspects of Human Development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. identify Bio-natural phenomena of human development
- b. analyse the impact of Social Science education on Bio-natural factors of human development

Content

- Natural environment
- Sex
- Race
- Longevity
- Birth and Death
- Population

Unit 4: SSE for Social Development

10

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the role of SSE for Economic development
- b. analyse the role of SSE for developing gender and citizenship qualities
- c. evaluate the impact of SSE on developing scientific outlook and life skills
- d. describe the outcome of SSE for establishing peace and minimizing conflict
- e. explain the role of SSE for the development of nationalism, internationalism and universal humanism

Content

- Growth of GDP and GNI
- Growth of demand and consumption
- Expansion of entrepreneurship
- Development of self-employment
- Gender equity and equality
- Raising citizenship qualities
- Embracing scientific social outlook
- Developing life skills
- Understanding peace and conflict
- Development of nationalism and internationalism
- Development of universal humanism

Unit 5: SSE for Development of Health and Nutrition

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe importance of Immunization & Medication for maintaining sound health
- b. identify major epidemic diseases and prevent them

- c. explain harms of smoking and drug addiction
- d. describe importance of Nursing and Food value for good health and Social life
- e. explain different concepts of reproductive health
- f. analyse the role of SSE in improving public health and hygiene

Content

- Immunization
- Medication
- Combating HIV/AIDS, Malaria, Diarrhea, Cancer and other epidemic diseases
- Reduce smoking & drug abuse
- Nursing
- Food value & nutrition
- Reproductive health
- public health and hygiene

Unit 6: SSE for Development of Education

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe necessity of educational right and opportunity for quality human life
- b. explain the role of SSE in developing education in the society
- c. evaluate importance of SSE for advancing learning society

Content

- Right and Opportunity as per SDG-4
- Total enrolment
- Girls participation
- Schooling rate
- Adult education
- Functional literacy
- Advancement of learning Society
- Social inclusiveness in education

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Question-answer
- d. Library work
- e. Students active participation in the classroom

7. Assessment

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

Andaleeb, S. S. & Islam, F. M. (2007). *Development Issues of Bangladesh-III: Human Development and Quality of Life*. University Press Limited.

- Barai, M. K. (2012). Development dynamics of remittances in Bangladesh. *Sage Open*, 2(1), 158244012439073.
- Bolino, A. C. (1968). Education, Manpower, and Economic Growth. *Journal of Economic Issues*, 2(3), 323-341.
- Delors et al. (1996). *Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century (Highlights)*. UNESCO. <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>
- Faure, E. et al. (1972). *Learning to Be: The World of Education Today and Tomorrow*. Report of the Edgar Faure Commission. UNESCO.
- Ghatak, S. (2003). *Introduction to development economics*. Routledge.
- GoB. (2020). *Education Sector Plan (ESP) for Bangladesh: FISCAL years 2020/21-2024/25*. <http://planipolis.iiep.unesco.org/en/2020/education-sector-plan-esp-bangladesh-fiscal-years-202021-202425-7052>
- Malik, K. (2014). *Human development report 2014: Sustaining human progress: Reducing vulnerabilities and building resilience*. United Nations Development Programme.
- Ministry of Education, Government of the People's Republic of Bangladesh. (2011). *National Skills Development Policy-2011*. https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_113958.pdf
- Ministry of Education. (2020). *Education sector plan (ESP) for Bangladesh Fiscal years 2020/21-2024/25*. Ministry of Education, Government of the People's Republic of Bangladesh.
- Ministry of Planning, Government of the People's Republic of Bangladesh. (2020). *Making Vision 2041 a Reality: Perspective Plan of Bangladesh 2021-2041*. Ministry of Planning, Government of the People's Republic of Bangladesh
- Ministry of Planning, Government of the People's Republic of Bangladesh. (2010). *Perspective Plan of Bangladesh 2010-2021: Making Vision 2021 a Reality*. Ministry of Planning, Government of the People's Republic of Bangladesh
- MoPME. (2015). *Education for All 2015 national review report: Bangladesh*. Ministry of Primary and Mass Education (MoPME), Government of Bangladesh.
- Myrdal, G., & Twentieth Century Fund. (1968). *Asian drama: An inquiry into the poverty of nations*. The Penguin Press.
- Plan International Canada Inc. (2018). *Gender Responsive Pedagogy Teacher Training*. Plan International Canada Inc.
- Subrahmanian, R. (2005). Gender equality in education: Definitions and measurements. *International Journal of Educational Development*, 25(4), 395- 407.
- The Inter-Agency Network for Education in Emergencies [INEE]. (2010). *Gender Equality in and through Education: INEE Pocket Guide to Gender*. <http://education4resilience.iiep.unesco.org/en/node/592>
- UNESCO Institute for Statistics (UIS) and Global Education Monitoring Report (GEMR). (2019). *Meeting commitments: Are countries on track to achieve SDG4?* <https://unesdoc.unesco.org/ark:/48223/pf0000369009/PDF/369009eng.pdf.multi>
- UNESCO Institute of Statistics. (2021). *Bangladesh: Education and Literacy*. <http://uis.unesco.org/en/country/bd#slideoutmenu>
- UNESCO.(2014). *EFA 2015 National Review:Bangladesh*.Ministry of Primary and Mass Education.
- United Nations General Assembly. (2015). *Sustainable Development Goals*. General Assembly Resolution A/RES/70/1. https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf
- Related Websites.

1. Course Number: SSE 535

Course Title: Trends and Issues of Social Science Education in Bangladesh

2. Credit Hours: 4

3. Course Description

This course provides students with knowledge and understanding about the evolution and development of Social Studies Education. The learners will also learn about the developmental trends of Social Science education in different periods in Bangladesh. Along with this, focuses are given on several important issues in the context of Social Science Education in Bangladesh for developing critical thinking of the students.

4. Course Objectives

The objectives are to help learners to

- acquaint students with historical development of Social Studies Education.
- develop students' knowledge about the trends of the development of Social Science Education in Bangladesh in different periods.
- develop students' understanding about different issues related to Social Science Education.
- enhance students' critical thinking ability about those issues.

5. Course Contents

Contact Hours

Unit 1: An Introduction to the Social Studies Education

6

Learning Outcomes

At the end of this unit learners will be able to

- explain the concepts, scope and importance of Social Science education
- explain why social studies is recognized as a faculty of knowledge

Content

- Concepts, Scope and Importance of Social Science Education
- Social Science is a Faculty of Knowledge

Unit 2: Historical Development of Social Studies/ Social Science

10

Learning Outcomes

At the end of this unit learners will be able to

- describe the origin and historical evolution of social studies from pre-British era to Pakistan period in the then East Pakistan

Content

- Origins of the Social Science
- Social Science in the education system of Pre-British India
- Status of Social Science in the British Education system in Indian Sub-Continent
- Expansion of Social Science education in the East Pakistan

Unit 3: Development of Social Science Education in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- discuss the status of Social Science education at pre-primary, primary, secondary and higher levels in the education policy reports

Content

- Status of Social Science education in the Education Policy Reports
- Social Science at Pre-Primary and Primary level education
- Social Science at general Secondary Level education
- Social Science at Higher education

Unit 4: Continuity and Change in Social Science

7

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss the innovations in Social Science
- b. indicate and review the changes in the components of present social science curricula at pre-primary, primary and secondary levels education

Content

- Innovations in Social Science
- Aims and Objectives
- Content selection and Organization
- Instructional Repertoires
- Using Instructional Materials and teaching Aids
- Assessment of Students' learning
- Reflection-in and-on Teaching
- Consolidation of new learning in subsequent teaching

Unit 5: Issues, Current Events and Controversy

9

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss the current issues within the scope of the social studies
- b. review critically the social, gender and controversial issues
- c. review the global and value issues
- d. promote inclusive learning environment

Content

- Teaching current and world affairs
- Social issues
- Gender Issues
- Controversial issues in Social Studies
- Working with parents
- School-community participation for Social Science
- Interacting with large groups and small groups
- Global education
- Technology in the Social Studies
- Values should be taught
- Teaching students with special needs (Inclusive Classroom Teaching)

6. Instructional Strategies

- a. Lecture followed by group discussions
- b. Guided discussions
- c. Students' Classroom practice
- d. Reading assignment: Social Science Curricula, National Education Reports

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- Aggarwal, J. G. (1993). *Teaching of social studies*. Vikas Publishing House.
- Armstrong, D. G. (1980). *Social studies in secondary education*. Macmillan Publishing Co, Inc.
- Boon, R. T., Fore III, C., Blankenship, T., & Chalk, J. (2007). Technology-based practices in social studies instruction for students with high-incidence disabilities: A review of the literature. *Journal of Special Education Technology*, 22(4), 41-56.
- Brush, T., & Saye, J. (2009). Strategies for preparing preservice social studies teachers to effectively integrate technology: Models and practices. *Contemporary issues in technology and teacher education*, 9(1), 46-59.
- Clark, C. H., Schmeichel, M., & Garrett, H. J. (2020). Social studies teacher perceptions of news source credibility. *Educational Researcher*, 49(4), 262-272.
- De Melendez, W. R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. Delmar (Thomson Learning).
- Dean, J. (2009). *Organizing learning in the primary school classroom* (4th ed.). Routledge
- Dynneson, T.L., & Gross, R.E. (1999). *Designing effective instruction for secondary social studies* (2nd ed.). Prentice-Hall, Inc.
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child development*, 81(3), 988-1005.
- Goertz, G. (2012). *Social science concepts*. Princeton University Press.
- Gonzalez-DeHass, A. R., Willems, P. P., & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational psychology review*, 17(2), 99-123.
- Hofer, M., & Harris, J. (2009). Tech integration in social studies. *Learning & Leading with Technology*, 37(2), 22-25.
- Levstick, L. S., & Tyson, C. A. (Eds.). (2008). *Handbook of Research in social studies education*. Routledge
- Logan, L. M., & Rimmington, G. T. (1969). *Social studies: A creative direction*. McGraw-Hill Company.
- McCoy, K. M. (2009). *Strategies for teaching students with special needs – methods and techniques for classroom instruction*. Love Publishing Company.
- McLendon, J.C. (1965). *Social studies in secondary education*. The Macmillan Company.
- Meyer, J. W., Bromley, P., & Ramirez, F. O. (2010). Human rights in social science textbooks: Cross-national analyses, 1970–2008. *Sociology of education*, 83(2), 111-134.
- Mezieobi, D. I., Nzokurum, J. C., & Mezieobi, S. A. (2014). Classroom management and teaching of social studies. *Journal of Education and Practice*, 5(16), 62-68.
- Mullick, J., Deppeler, J., & Sharma, U. (2012). Inclusive Education Reform in Primary Schools of Bangladesh: Leadership Challenges and Possible Strategies to Address the Challenges. *International Journal of Whole Schooling*, 8(1), 1-20.
- National Curriculum and text Book Board. (2012). *Jatio Shikkhacrom [National Curriculum]*. National Curriculum and Textbook Board.

- Nurullah, S, & Naik, J. P. (1964). *A students History of education in India*. Macmillan & Co., Ltd.
- Oliner, P. M. (1976). *Teaching elementary social studies-A rational and humanistic approach*. Harcourt Brace Jovanovich Inc.
- Sandahl, J. (2015). Preparing for Citizenship: Second Order Thinking Concepts in Social Science Education. *JSSE-Journal of Social Science Education*, 14(1), 19-30.
- Schaffer, F. C. (2015). *Elucidating social science concepts: An interpretivist guide* (Vol. 4). Routledge.
- Seefeldt, C. (2005). *Social Studies for the pre school/primary child* (7th ed.). Pearson Prentice-Hall, Inc.
- Selakovich, D. (1965). *Problems in social studies*. Prentice-Hall, Inc.
- Shaver, J.P. (Ed.). (1991). *Handbook on research of social studies-teaching and learning (A project of the National Council for the Social Studies)*. Macmillan Publishing Company.
- Taylor, R.L., Smiley, L.R., & Richards, S.B. (2009). *Exceptional students-preparing teachers for the 21 st century*. McGraw-Hill.
- UNESCO.(2015). *Global Citizenship Education:Topics and Learning Objectives*. UNESCO.
- UNESCO. (2016). *The ABCs of Global Citizenship Education*. UNESCO.
- White, C. S. (1991). Technology and social studies education: Potentials and a prognosis. *NASSP Bulletin*, 75(531), 33-41.
- Woolley, R. (2011). Controversial issues: Identifying the concerns and priorities of student teachers. *Policy Futures in Education*, 9 (2), 280-291.
- Yasmin, F. (2019). Identification of the Existing Social Problems and Proposing a Sustainable Social Business Model: Bangladesh Perspective. *International Journal of Economics and Finance*, 11(9), 1-81.
- গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৯৭), *বাংলাদেশ জাতীয় শিক্ষানীতি প্রণয়ন কমিটি রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৮৮), *বাংলাদেশ শিক্ষা কমিশন রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- গণপ্রজাতন্ত্রী বাংলাদেশ সরকার (১৯৭৪), *বাংলাদেশ শিক্ষা কমিশন রিপোর্ট*, ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (২০১২), *জাতীয় শিক্ষাক্রম*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (১৯৯৫), *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
- জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (১৯৭৭), *বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট*, ঢাকা: জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড।
- সেলিনা বানু ও খাইরুল ইসলাম (২০১২), *সামাজিক বিজ্ঞান শিক্ষণ*, ঢাকা: প্যাপিরাস।
- Related Websites.

1. Course Number: SSE 536

Course Title: Applied Social Science Education

2. Credit Hours: 4

3. Course Description

This Course is designed to help developing skills amongst the learners in identifying problems and provide possible policy indications in the area of Social Science Education. It is a field work based course. Learners have to conduct an independent research work to prepare a research monograph in order to fulfill the course requirement. However, they also have to attend preparatory classes before conducting the main research. Learners will be judged both on written tests and research work.

4. Course Objectives

The objectives are to help learners to

- a. identify problems for Social Science Education Research.
- b. analyse the problems.
- c. provide possible policy indications for the research.
- d. conduct a research work and prepare a formal report (Monograph).

5. Course Contents

Contact Hours

Unit 1: Identifying problems and Possible Solutions

15

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concepts of Social Science Education Research
- b. explain the nature of Social Science Education Research
- c. identify research problems topics relating to Social Science Education
- d. review literatures relevant for the research problem
- e. analyze the situation relating to research area
- f. determine strategies and applying methods and techniques in conducting the research work
- g. describe the procedure of the development of tools, data collection, presentation and analysis
- h. formulate recommendations and policy implications
- i. prepare a research report

Content

- Meaning of Social Science Education Research
- Nature of Social Science Education Research
- Identifying problems
- Reviewing related literature
- Situation analysis
- Determining strategies for conducting research
- Selection and applying research methods and techniques
- Developing tools
- Data collection and analysis
- Possible solutions/ recommendations/ policy implications
- Report Writing Techniques

Unit 2: Field Work

Equivalent to 15 hours

Learning Outcomes

At the end of this unit learners will be able to

- a. conduct field work for collecting data necessary for their assigned research work (Monograph)

Content

Field work

Unit 3: Report Writing and Presentation

Equivalent to 10 hours

Learning Outcomes

At the end of this unit learners will be able to

- a. prepare a study report (Monograph)
- b. present the summary of the report to finalize the Monograph

Content

Report preparation

6. Course requirements

- a. Class attendance
- b. Discussions with the responsible course teacher (with regard to pre and mid field work)
- c. Presentation
- d. Report (Monograph) writing and submission

7. Assessment

Marks (%)

- | | |
|--|----|
| a. One In-course Examination | 10 |
| b. Monograph (Research Work) | 50 |
| c. Course Final Examination (Essay Type) | 40 |

8. Recommended Books, Journals and Reports

- Creswell, J. W. (2012). *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed.). Boston: Pearson
- Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and perspectives*, 38(1), 105-123.
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- Gerring, J. (2001). *Social science methodology: A criterial framework*. Cambridge University Press.
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- সৈয়দ আলী নকী (১৯৭৮), *সমাজবিজ্ঞান পরিসংখ্যান পদ্ধতি*, ঢাকা: বাংলা একাডেমী।
- Related websites.

Master of Education in Science, Mathematics and Technology Education (SMTE)

Departmental Compulsory	Thesis, Practicum or elective courses
<p>SMTE 541: Trends and Issues in Science, Mathematics and Technology Education</p> <p>SMTE 542: Human Resource Development through Science, Mathematics and Technology Education</p> <p>SMTE 543: Curriculum Development in Science, Mathematics and Technology Education</p> <p>SMTE-544: Innovations and Improvement in Science, Mathematics and Technology Education</p>	<p>SMTE 507: Thesis</p> <p>Or</p> <p>SMTE 508: Internship</p> <p>Or</p> <p>SMTE 545: Instructional Materials in Science, Mathematics and Technology Education</p> <p>SMTE 546: Research on Advancement in Science, Mathematics and Technology Education</p>

1. Course Number: SMTE 541

Course Title: Trends and Issues in Science, Mathematics and Technology Education

2. Credit Hours: 4

3. Course Description

This course is designed with a view that the students will be able to identify and understand the trends of Science, Mathematics and Technology (SMT) education in global and Bangladesh context. In reference to issues for Science, Mathematics and Technology education, students will be familiarized with how investigation, assessment, learning with peers, class duration, large class size and controversial issues in teaching become issues from the implementation perspectives. Finally this course is expected to help students to identify challenges and ways of overcoming issues mentioned above.

4. Course Objectives

The objectives are to help learners to

- a. understand, identify and analyse the trends in Science, Mathematics and Technology Education from a global and Bangladesh perspectives.
- b. comprehend how investigation, assessment, learning with peers, class duration, large class size and controversial issues in teaching become issues from the implementation perspectives.
- c. critique and reflect upon trend and issues in science education and make decision regarding aspects of SMT education in Bangladesh.
- d. appreciate debate and different perspective in issues in SMT Education.

5. Course Contents

Contact Hours

Unit 1: Trends in Science, Mathematics and Technology Education

09

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze the trends of Science Mathematics and Technology Education worldwide
- b. analyze the trends of science mathematics and technology education in developing countries
- c. analyze the trends of science mathematics and technology education in Bangladesh

Content

- Trends in Science Education: Science, Technology and Society (STS); Science for All; Scientific Literacy; Humanistic Science Education
- Trends in Mathematics Education
- Trends in Technology Education
- Science, Mathematics and Technology Education in developing countries
- Science, Technology, Engineering and Mathematics Education (STEM)
- Trends in SMTE in Bangladesh

Unit 2: Investigating in Science and Mathematics Practical Work

06

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the aims and types of practical work in SMT education
- b. identify the factors affecting investigating in SMT education
- c. identify the challenges and ways of overcoming them for successful implementation of investigation in SMTE in Bangladesh context

Content

- Aims of Practical work in Science, Mathematics and Technology Education
- Different types of Practical work
- Concept of Investigation
- Model of Science Investigation Process and its application in Bangladesh context
- Level of openness in investigation, Investigation Planner sheet
- Factors affecting investigating in Science
- Reasons for shifting from recipe style practical to open investigation
- Challenges in implementing science investigation in Bangladesh
- Ways of overcoming challenges in implementing science investigation in Bangladesh

Unit 3: Assessment in Science Mathematics and Technology Education

4.5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the relationships between teaching, learning and assessment in SMT education both from behaviorist and constructivist view
- b. present evolution of purpose of assessment
- c. explain why, what and how do we assess SMT learning
- d. analyze the current assessment systems in SMT education in Bangladesh

Content

- Assessment as an issue in SMT education
- Relationships between Teaching, Learning and Assessment: Behaviorist and Constructivist View
- Students Approach to learning- Deep, surface and Achievement approach
- SMT perspectives: Why do We Assess - Assessment for Learning; Assessment as Learning and Assessment of Learning
- What should be assessed? How should we Assess- Projects, Portfolios, Marking Schemes Rubrics and Checklist for Psychomotor and Affective Learning?
- Characteristics of Quality Assessment-Fairness and Equity
- Current assessment systems in Science, Mathematics and Technology Education in Bangladesh

Unit 4: Learning with Peers in SMTE

4.5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain group work as an issue in SMT education
- b. discuss approaches of group work in SMT education
- c. analyze factors in Group work for SMT education context
- d. identify Challenges and ways of overcome for group works in SMT education
- e. develop Model group work for SMT education in Bangladesh Situation

Content

- Importance of group work in SMTE, Group work and constructivist teaching in SMTE
- Different Approaches in group work, Factors affecting in Group work, Students' role in Group work
- Social and Cognitive development through Learning with peers in SMTE; Group Skills Evaluation sheet

- Group work and SMTE context in Bangladesh
- Challenges, ways of overcome challenge in implementing group work in SMTE
- developing framework for group work in Bangladesh context

Unit 5: Teaching SMT in Large Classes

04

Learning Outcomes

At the end of this unit learners will be able to

- explain large class as an issue for SMT education
- identify the Advantages and Problems in Teaching SMT in large classes
- explain the principles and strategies of Teaching SMT in large classes
- identify ways of improvement of Teaching SMT in Large Classes

Content

- Concept of large class; Advantages and Problems in Teaching SMT in Large classes
- Principles and Strategies of Teaching in Large Classes-Affective, Management, Pedagogical
- Teaching SMT in Large Classes in Bangladesh
- Ways of improvement of Teaching SMT in Large Classes

Unit 6: Class Duration

03

Learning Outcomes

At the end of this unit learners will be able to

- explain class duration as an issue for SMT education
- analyze how suggested class duration in the curriculum contradicts with the Innovation in SMT education
- explain the concept of topic load and its relation with class duration
- identify the challenges and ways of overcoming challenges regarding class duration policy for SMT education in Bangladesh

Content

- Concept of Class Duration in national and International contexts-SMT education perspectives
- Class Duration vs Innovation in Science and Mathematics Education
- Concept of Cognitive/Topic Load and its relation with Class duration
- Class Duration policy: its challenges and ways of overcoming them in Bangladesh context

Unit 7: Controversial Issues in Science Education

4.5

Learning Outcomes

At the end of this unit learners will be able to

- explain the Concept of Controversial issues in science education
- justify using controversial issues in science teaching
- identify the role and responsibilities of the science teachers in teaching Controversial issues
- analyze and apply practical considerations for teaching controversial issues: Bangladesh and global perspective

Content

- Concept of Controversial issues in SMTE
- Justification for using controversial issues in science teaching
- The role and responsibility of the teacher in teaching controversial issues
- Practical considerations for teaching controversial issues: Bangladesh and global perspective

Unit 8: Science, Religion, and Literacy

4.5

Learning Outcomes

At the end of this unit learners will be able to

- comprehend the relationship between science and religions from a science education perspective
- understand implications of the conflict between science and religion for science education with special reference to Scientific Literacy
- analyse the importance of including issues of Science and religion in teacher education programs

Content

- Science and religion: what is at stake?
- Science, religion, and constructivism: constructing and understanding reality
- The conflict between science and religion: a discussion on the possibilities for settlement
- Discussion of relationship between Science and religion and their implications for Science education in science teacher education program
- Science and religion: implications for science education to help students achieve scientific literacy

6. Instructional Strategies

- Regular attendance
- Group discussion
- Reading
- Library work
- Students' participation in the class

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journal and Reports

- An extract from: Black, P. J. (1993). *Formative and summative assessment by teachers. Studies in Science Education*, 21, 49-77.
- Bell, B., & Cowie, B. (1997). *Formative assessment and science education: Summary report of the Learning in Science Project (Assessment)* (pp. 30-54). Hamilton: Centre for Science, Mathematics and Technology Education Research, University of Waikato.
- Blumenfeld, P. C., Marx, R.W., Soloway, E., & Krajcik, J. (1996). Learning with peers: From small group cooperation to collaborative communities. *Education Researcher*, 25(8), 37-40.
- Earl, L. and Katz, S. (2006). *Rethinking Classroom Assessment with Purpose in Mind: assessment for learning, assessment as learning, assessment of learning*.
- Gott, R., & Duggan, S. (1996). Practical work: Its role in the understanding of evidence in science. *International Journal of Science Education*, 18 (7), 791-805.
- G. Venville and V. Dawson (Eds.) (2012), *The Art of Teaching Science: For middle and secondary school* (2nd ed.) Sydney: Allen & Unwin.

- Hackling, M. W. (2003). *Current Issues in Science Education: Guide* Western Australia: Edith Cowan University.
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- Hackling, M.W., & Fairbrother, R. (1996). Helping students to do open investigation in science. *Australian Science Teachers Journal*, 42(4), 26-33.
- Hodson, D. (1990). A critical look at practical work in school science. *School Science Review*, 70, 33-40.
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- Staer, H., Goodrum, D., & Hackling, M. (1995, July). *High school laboratory work in Western Australia: Openness to inquiry*. Paper presented at the 26th annual conference of the Australasian Science Education Research Association, Bendigo, Victoria.
- Tobin, K (2010): *Issues of our time: Science, religion, and literacy*, Springer:York

1. Course Number: SMTE 542

Course Number: Human Resource Development through Science, Mathematics and Technology Education

2. Credit Hours: 4

3. Course Description

This course is designed with a view to provide students with an understanding about how science mathematics and technology education contribute to human resource development of a country. This course will also guide to analyze science and technology policy both for selected developed and developing countries and reflect on Bangladesh science and technology policy. This course also helps students comprehend different aspects related to human resource development like gender, teacher belief, teacher development which contributes in developing SMT teachers as human resources.

4. Course Objectives

The objectives are to help learners to

- help to identify the role of science mathematics and technology education in human resource development.
- help to identify national and international perspectives, policy models and issues for investigation regarding human resource development.
- understand perspectives from developed and developing countries to reflect on science and technology policy of Bangladesh.
- acquaint students with gender and teacher belief for science mathematics and technology education.
- help students to understand current trends in teacher training for science mathematics and technology education.

5. Course Contents

Contact Hours

Unit 1: Science Education & Development

4

Learning Outcomes

At the end of this unit learners will be able to

- explain the Dimensions & Indicators of Human Development Index (HDI)
- analyze the role of SMT education in increasing HDI

Content

- Concept of Development
- Human Resource and Human Resource Development
- Human Development Index-Dimensions & Indicators
- Life expectancy at Birth
- Mean years of schooling, Expected year of schooling
- GNI; Role of SMTE education in increasing HDI

Unit 2: Science Education & Development

04

Learning Outcomes

At the end of this unit learners will be able to

- explain the relationship between SMT education and development

- b. analyze policy model for economic development by SMT education
- c. identify the issues for investigation for development through science education

Content

- Science education and development
- National and International Perspectives
- Policy Model for economic development by science education
- Issues for Investigation for development through science education

Unit 3: Analyze Science and Technology Policy

05

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze Science & Technology policy of Developing and Developed countries
- b. evaluate Bangladesh Science & Technology policy
- c. identify challenges and suggestions for effective Science and Technology Policy for Bangladesh Context

Content

- Analyzing Science & Technology policy of Developing and Developed countries
- Compare and contrast with Bangladesh Science & Technology policy
- Challenges and suggestions for effective Science and Technology Policy for Bangladesh Context

Unit 4: Gender in Science and Mathematics Education

04

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the Knowledge, Attitude and Practice in different gender issues for SMT education
- b. analyze the participation and performance for SMT education in Bangladesh and world context
- c. analyze gender aspects in SMT Curriculum, Instruction and Assessment
- d. identify gender issues from socio-cultural perspectives in SMT education
- e. explain the role of SMT teachers in gender issues
- f. identify gender issues in SMT education research

Content

- Knowledge, Attitude and Practice in different gender issues
- Participation and performance- Bangladesh and world trends
- Gender aspects in Curriculum, Instruction and Assessment
- Role of teachers in gender issues
- Gender issues from socio-cultural perspectives
- Gender issues in science education research

Unit 5: Teacher beliefs in Science and Mathematics education

02

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and types of teacher beliefs
- b. analyze the importance of working with Teacher Beliefs in SMT Education using teacher belief scale
- c. identify challenges and ways of overcome regarding teacher beliefs for SMT educational reform

Content

- Concept of Teacher Beliefs
- Types-Self efficacy and outcome expectancy
- Importance of working with Teacher Beliefs in Particular science and Mathematics Education
- Challenges and ways of overcome for educational reform over Teacher beliefs

Unit 6: Science and Mathematics Teacher's Pedagogical Content Knowledge (PCK)

03

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and factors in capturing and representing Pedagogical Content Knowledge (PCK)
- b. develop framework for representing concrete examples of PCK- CoRe (Content Representation) and PaP-eRs (Pedagogical and Professional Experience Repertories)
- c. construct and Use CoRe and PaP-eRs for SMT education
- d. identify challenges and ways of overcome for using CoRe and PaP-eRs for Bangladesh Context

Content

- Concept of Pedagogical Content Knowledge (PCK)- An academic construct
- Shaping Factors in capturing and representing PCK
- Framework for representing concrete examples of PCK- CoRe (Content Representation) and PaP-eRs (Pedagogical and Professional Experience Repertories)
- Constructing and Using CoRe and PaP-eRs, Challenges and ways of Overcome for Bangladesh Context

Unit 7: Teachers' Development in Science Mathematics and Technology Education

04

Learning Outcomes

At the end of this unit learners will be able to

- a. differentiate between the Concept of Professional Development (PD) and Professional Learning (PL)
- b. explain the emergency of encouraging PL for Bangladesh Context for SMT Education Context
- c. critically analyze the role of Professional Learning Community (PLC) in promoting PL for SMT education context and Role of Lesson Study as a Tools of PLC for Bangladesh SMT education context

- d. determine the challenges and ways of overcome for effective SMT teacher education in Bangladesh

Content

- Concept of Professional Development (PD) and Professional Learning (PL)
- Differences between PL and PD
- How PD and PL are Linked to each other
- Emergency of encouraging PL for Bangladesh Context for Science, Mathematics and Technology Education Context
- Role of Professional Learning Community (PLC) in promoting PL for SMTE context, Role of Lesson Study as a Tools of PLC for Bangladesh Context
- Challenges and ways of overcome for effective science Mathematics and technology teacher education in Bangladesh.

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Presentation
- e. Library work and
- f. Students' participation in the class

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journal and Reports

- A. H. Latif (Eds.) (2015), *Bangladesh Education Journal*, 14(1).
- Earl, L. and Katz, S. (2006). Rethinking Classroom Assessment with Purpose in Mind: assessment for learning, assessment as learning, assessment of learning.
- Gott, R., & Duggan, S. (1996). Practical work: Its role in the understanding of evidence in science. *International Journal of Science Education*, 18(7), 791-805.
- Hackling, M. W. (2003). *Current Issues in Science Education: Guide* Western Australia: Edith Cowan University.
- Hackling, M. W. (2003). *Current Issues in Science Education: Reader* Western Australia: Edith Cowan University.
- S. K. Abell and N. G. Lederman (Eds.) (2007), *Handbook of: Research on Science Education*. New York: Routledge.

1. Course Number: SMTE 543

Course Title: Curriculum Development in Science, Mathematics and Technology Education

2. Credit Hours: 4

3. Course Description

The course is designed with a view to providing learners with a comprehensive understanding about the principles and process of developing Science, Mathematics and Technology curricula. This course includes relationship between nature of Science, Mathematics and Technology with the curriculum, aims of teaching these subjects and considerations in selecting and organizing objectives, content, teaching-learning activities and assessment techniques in Science, Mathematics and Technology curricula. This course also includes critical analyses of different elements of Science, Mathematics and Technology curricula in Bangladesh as well as curricula in developing and developed countries.

4. Course Objectives

The objectives are to help learners to

- a. develop a clear idea on nature and interrelations among Science, Mathematics and Technology.
- b. analyze aims of teaching Science, Mathematics and Technology.
- c. apply considerations in selecting and organizing objectives, content, teaching-learning activities and assessment techniques for Science, Mathematics and Technology in schools.
- d. critically analyze different Science, Mathematics and Technology curricula in Bangladesh.
- e. evaluate curricula in developing and developed countries.

5. Course Contents

Contact Hours

Unit 1: Foundations of Science, Mathematics and Technology curricula

9

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze influences on intended, implemented and attained science, Mathematics and Technology curricula
- b. explain how Nature of Science, Nature of Scientific inquiry, Nature of Mathematics and Mathematical Inquiry, Nature of Technology and Engineering affect development of SMT curricula
- c. explain relationship between Curriculum Framework and detailed curriculum

Content

- Concept of Curriculum, Major elements of a curriculum
- SMT curriculum and Nature of Science and Scientific Inquiry, Nature of Mathematics, Nature of Technology and Engineering
- Influences on intended, implemented and attained Science, Mathematics and Technology curricula
- Concept of Curriculum Framework and detailed curriculum
- Common steps in curriculum development process
- Situational Analysis for SMT curriculum: External & Internal Factors, procedures

Unit 2: SMT curricula: Selecting Aim and Objectives

7.5

Learning Outcomes

At the end of this unit learners will be able to

- a. present current thoughts on aims of SMT Education

- b. identify considerations in selecting objectives, learning outcomes, content and learning experiences for Science, Mathematics and Technology curricula
- c. select learning objectives and learning outcomes for SMT curricula
- d. analyze curricular intent in SMT curricula in Bangladesh
- e. critique and compare curricular intent in SMT curricula in developed and developing countries

Content

- Current thoughts on aims of Primary, Secondary and Higher level Science, Mathematics and Technology education
- Considerations in selecting aim, objectives and learning outcomes for SMT curricula
- Curricular intent (aim, objectives, competencies, learning outcomes) in SMT curricula in Bangladesh
- Curricular intent in SMT curricula in developed and developing countries: examples of Australia, UK, Japan, HK, Brazil

Unit 3: SMT curricula: Selection and Organization of Content

12

Learning Outcomes

At the end of this unit learners will be able to

- a. critically analyze frameworks for organizing content around strands in curricula in different countries
- b. analyze selection of content in curricula of different countries based on PISA and TIMSS frameworks
- c. apply pedagogical principles to organize content in preparing SMT curricula
- d. analyze scopes and sequences of content in SMT curricula in Bangladesh
- e. present argument on whether STEM can be an effective way of integrating Science, Technology, Engineering and Mathematics

Content

- Content for Science, Mathematics and Technology curricula: what to teach?
- Selection of content continuum for Science Curriculum
- Strands and content domain of SMT curricula in Bangladesh, UK, HK and Australia
- Frameworks for organizing content around strands in curricula in different countries
- Analysis of content in SMT curricula based on PISA and TIMSS frameworks
- Organizing content of Science, Mathematics and Technology curricula in Bangladesh: Scopes and sequence of content
- Selecting content around big ideas
- Integration in Science, Mathematics and Technology curricula-within, between and beyond subjects-STEM and STEAM

Unit 4: SMT Curricula: Selecting and Organizing Learning Experience

3

Learning Outcomes

At the end of this unit learners will be able to

- a. critically analyze selection of learning experience in curricula of different countries based on PISA and TIMSS frameworks
- b. select learning experience to be included in SMT curricula considering nature of the discipline, learning theories, curricular intent and content

Content

- Selecting learning experiences in SMT curriculum: considering nature of the discipline, learning theories, curricular intent and content
- Intended learning experiences in SMT curricula in Bangladesh at Primary and Secondary level
- Intended learning experiences in SMT curricula in UK, HK and Australia

Unit 5: SMT curricula: Selecting appropriate assessment strategies and tools

4.5

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze different assessment frameworks
- b. select appropriate assessment strategies and tools for assessing learning

Content

- Selection of appropriate assessment strategies and tools for assessing learning in SMTE at different levels of Education
- Analyzing NCTB assessment framework, PISA and TIMSS framework
- Analyzing assessment strategies suggested in SMT curricula in UK, HK and Australia

Unit 6: Implementation, Challenges and Evaluation of Science, Mathematics and Technology curricula

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify challenges for successful implementation of SMT curricula in Bangladesh
- b. evaluate SMT curricula

Content

- Challenges for successful implementation of SMT curricula in Bangladesh
- Evaluation of Science, Mathematics and Technology curricula-Procedure and consideration

6. Instructional Strategies

- a. Discussion
- b. Lectures
- c. Assignment
- d. Presentation
- e. Group work

7. Assessment

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journal and Reports

- American Association for the Advancement of Science [AAAS], (1990). *Science for all American Online*, retrieved at <http://www.project2061.org/publications/sfaa/online/sfaatoc.htm>
- Barkatsas, T., Carr, N., & Cooper, G. (Eds). (2019). *STEM Education: An Emerging field of inquiry*. Brill Sense
- Flick, L.B. & Lederman, N.G. (Eds) (2006). *Science Inquiry and Nature of Science: Implications for teaching, learning, and teacher education*. Springer
- Gillies, R. M. (2020). *Inquiry-Based Science Education*. CRC Press
- Harlen, W. (2015). *Working with big ideas of science education*. <https://www.interacademies.org/publication/working-big-ideas-science-education>
- Hassard, J. (2005), *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*, New York: Oxford University Press
- Kattington, L. E. (Ed). (2010). *Handbook of Curriculum Development*. Nova Science Publishers, Inc
- Koopman, O. (2017). *Science Education and Curriculum in South Africa*. Palgrave Macmillan
- Nicholls, A., & Nicholls, A.H. (1978). *Developing a curriculum: A practice guide*. London: George Allen & Unwin.
- Peters, J. M. & Stout, D. L. (Eds.), *Science in Elementary Education: Methods, Concepts, and Inquiries*. Upper saddle river: Pearson, Merrill, and Prentice Hall.
- Venville, G. & Dawson, V. (Eds). (2004). *The Art of Teaching Science*, Crows Nest: Allen & Unwin.
- Venville, G. & Dawson, V (Eds). (2007). *The Art of Teaching Primary Science*, Crows Nest: Allen & Unwin.
- Venville, G. & Dawson, V. (Eds). (2012). *The Art of Teaching Science for middle and secondary schools (2nd Edition)*, Sydney: Allen & Unwin.

1. Course Number: SMTE 544

Course Title: Innovations and Improvement in Science, Mathematics and Technology Education

2. Credit Hours: 4

3. Course Description

This course is designed with a view to providing students with knowledge and understanding of improvement in Science, Mathematics and Technology Education through innovation. This course includes fundamental ideas of innovation, along with detailed discussion on innovation in curriculum and other instructional materials and teaching-learning strategies. This course also has a focus on improving Science, Mathematics and Technology education through using ICTs.

4. Course Objectives

The objectives are to help learners to

- a. understand concepts and importance of innovation in teaching learning of SMT.
- b. comprehend importance of critical and creative thinking in teaching learning of SMT.
- c. acquaint with innovations in science and mathematics textbooks and teachers' guides.
- d. apply innovative and inclusive teaching learning strategies in science and mathematics classroom.
- e. comprehend the role of ICT in quality teaching learning of Science, Mathematics and Technology.
- f. apply ICTs in science and mathematics classroom.

5. Course Contents

Contact Hours

Unit 1: Fundamentals of Innovation and Improvement

4.5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain innovation, its concept, types, attributes, roles and significance
- b. analyze models of changes and innovations and which lasts longer
- c. critically analyze the recent innovations and changes initiated in SMTE

Content

- Concept of innovation
- Role and significance of research and innovation in improvement of a process or product
- Different types of innovation
- Attributes of innovation
- Which innovation lasts? Models of changes-CBAM
- Barriers of innovation
- Examining recent innovations and changes introduced in Science, Mathematics and Technology Education

Unit 2: Critical and Creative Thinking in Science Classroom

4.5

Learning Outcomes

At the end of this unit learners will be able to

- a. evaluate critical and creative thinking in science classrooms
- b. critically analyze scientific thinking skills
- c. apply creativity in science classrooms and education

Content

- Critical and creative thinking in the Science classroom
- Scientific thinking skills, Basic Science thinking skills and Integrated Science thinking skills
- Strategies for fostering thinking skills
- Creativity in Science
- Creativity in Science Education
- Fostering creativity in Science classroom

Unit 3: Innovations in Curriculum and Instructional Materials

7.5

Learning Outcomes

At the end of this unit learners will be able to

- a. identify and explain the innovations in curriculum and textbooks developed by NCTB
- b. evaluate science and mathematics textbooks in respect to organization and presentation of content, reflection of nature of Science and Scientific Inquiry in Science Textbook, reflection of nature of Mathematics in Mathematics textbooks
- c. analyze textbooks for students book developed by other organizations
- d. explain innovations made in teachers' guide

Content

- Innovations in Curriculum and textbooks developed by NCTB
- Analyzing Science and Mathematics Textbook-organization and presentation of content, reflection of nature of Science and Scientific Inquiry in Science Textbook, reflection of nature of Mathematics in Mathematics textbooks
- Textbook/students' book developed by other organizations
- Innovations in teachers' guide

Unit 4: Innovations and improvement in teaching-learning of Science, Mathematics and Technology

18

Learning Outcomes

At the end of this unit learners will be able to

- a. critically analyze innovative teaching learning strategies based on social constructivism
- b. evaluate inquiry based teaching in SMTE
- c. analyze teaching science with analogy
- d. apply team teaching and student centered approach

Content

- Innovative teaching strategies based on social constructivism
- Inquiry based teaching in Science, Mathematics and Technology Education
 - Rationale
 - IB teaching learning and development of NOS, Science process skills and values
 - teaching Science outside classroom
- Teaching Science with Analogy
- Ensuring equity in teaching-learning and assessment
- Team Teaching
- Students centered approach in SMTE- Polya's 4 stages method

Unit 5: Innovation and improvement of SMTE through use of ICT

6

Learning Outcomes

At the end of this unit learners will be able to

- apply ICT in classroom
- evaluate ICT use in different steps of investigation
- use virtual experiment and simulation in teaching-learning
- discuss Online and Blended learning particularly during pandemic situation

Content

- ICT in classroom: Using ICT in conducting a class, Digital content, Use of smartboard (with software)
- ICT in different steps of an investigation
- Digital textbook/ e textbook
- Virtual laboratory and simulation
- Online and Blended teaching-learning and assessment
- Teacher professional development initiative in using ICT in SMTE

6. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

7. Recommended Books, Journal and Reports

- Contant, L. T., Tweed, A. L., & Bass, J. E. (2018). *Teaching Science through Inquiry-Based Instruction*. Pearson
- Daud, A. M., Omar, J., Turiman, Punia., & Osman, K. (2012). Creativity in Science Education. *Procedia-Social and Behavioral Sciences*. ELSEVIER. <https://doi.org/10.1016/j.sbspro.2012.09.302>
- Fernandes, G. W. R., Rodrigues, A. M. & Ferreira, C. A. R. (2019). *Using ICT in Inquiry-Based Science Education*. Springer
- Flick, L.B. & Lederman, N.G. (eds) (2006). *Science Inquiry and Nature of Science: Implications for teaching, learning, and teacher education*. Springer
- Gillies, R. M. (2020). *Inquiry-Based Science Education*. CRC Press
- Gupta, P., Sharma, Y (2019). Nurturing Scientific Creativity in Science Classroom. *Reason*. 24, 561–574. <https://doi.org/10.1007/s12045-019-0810-8>
- Hadzigeorgiou, Y. , Fokialis, P. & Kabouropoulou, M. (2012). Thinking about Creativity in Science Education. *Creative Education*, 3, 603-611. doi: 10.4236/ce.2012.35089.
- Harrison A.G., Treagust D.F. (2006) Teaching and Learning with Analogies. In: Aubusson P.J., Harrison A.G., Ritchie S.M. (eds) *Metaphor and Analogy in Science Education*. Science & Technology Education Library, 30. Springer, Dordrecht. https://doi.org/10.1007/1-4020-3830-5_2
- Hassard, J. (2005), *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*. Oxford University Press
- LibreText (2019, June 3). *Module 1: Problem Solving Strategies*. https://math.libretexts.org/Courses/Monroe_Community_College/MTH_155_Mathematics_for_Elementary_Teachers

[rs I \(placeholder\)/Chapter 1%3A Problem Solving Strategies/Module 1%3A Problem Solving Strategies](#)

- Peters, J. M. & Stout, D. L. (Eds.), *Science in Elementary Education: Methods, Concepts, and Inquiries*. Pearson, Merrill, and Prentice Hall.
- Ursula, W. G. (1993). Creativity in Science. Biology Faculty Publication and Presentation
https://openscholarship.wustl.edu/cgi/viewcontent.cgi?article=1088&context=bio_facpubs
- Venville, G. & Dawson, V. (Eds). (2004). *The Art of Teaching Science*. Allen & Unwin.
- Venville, G. & Dawson, V (Eds). (2007). *The Art of Teaching Primary Science*. Allen & Unwin.
- Venville, G. & Dawson, V. (Eds). (2012). *The Art of Teaching Science for middle and secondary schools* (2nd eds). Allen & Unwin.
- Wah, L. L. K. (2001). *Fostering creativity in science education*.
<https://repository.nie.edu.sg/bitstream/10497/3842/1/REACT-2001-2-27.pdf>
- West Texas A&M University (2011, July 1). *Tutorial 8: Introduction to Problem Solving*.
https://www.wtamu.edu/academic/anns/mps/math/mathlab/int_algebra/int_alg_tut8_prob_sol.html.

1. Course Number: SMTE 545

Course Title: Instructional Materials in Science, Mathematics and Technology Education

2. Credit Hours: 4

3. Course Description

This course is designed to equip prospective educator with knowledge, skills and attitudes related to development, selection and effective use of instructional materials for teaching Science, Mathematics and Technology. This course includes fundamentals of instructional materials which will form a base for further exploration on development, selection and effective use of instructional materials for teaching Science, Mathematics and Technology. Special emphases are placed on quality textbooks and teachers' guide, ICT based instructional materials and low cost materials for teaching and learning.

4. Course Objectives

The objectives are to help learners to

- a. identify different types of instructional materials.
- b. develop, select and use Non-projected materials effectively for teaching Science, Mathematics and Technology.
- c. develop, select and use textbooks and teachers' guide for teaching Science, Mathematics and Technology.
- d. develop, select and use projected and electronic materials for teaching Science, Mathematics and Technology with an emphasis on using ICTs.
- e. value, develop, select and use improvised and low cost instructional materials.

5. Course Contents

Contact Hours

Unit 1: Fundamentals of Instructional Materials

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and effect of instructional materials on learning
- b. classify instructional materials based on different criteria
- c. critically analyze Dale's cone of experience in terms of learning SMT
- d. select instructional materials by applying principles and appropriate considerations

Content

- Concept of instructional materials
- Dale's Cone of Experience and learning SMT
- Effect of using Instructional Materials on students' learning
- Classification of instructional materials based on different criteria:
 - Non-projected materials (textual and non-textual materials, Realia), Projected and electronic materials (Audio, Visual, Audio-visual, ICT)
 - Commercially available materials and Low cost local materials
 - Phenomenal and Manipulative (Inquiry based) Materials
- General Principles and requirement for the Selection of instructional materials in SMTE
- General principles of effective use of instructional materials in SMTE

Unit 2: Development, selection and effective use of Non-projected materials for teaching Science, Mathematics and Technology

10

Learning Outcomes

At the end of this unit learners will be able to

- critically analyze selection and use of non-projected materials in SMTE
- apply effective non-projected materials considering pedagogical principles and challenges
- discuss the importance, pedagogical effectiveness and challenges of using manipulative materials in teaching learning of SMT

Content

- General consideration in selection and use of non-projected materials in SMTE
- Pedagogical consideration, challenges and effective use of (in teaching learning SMT)
- Chalkboard and white Board
- Flannel board and Magnet board
- Flipboard, Charts and Wall-Charts
- Posters and Pictorial Materials
- Realia and Models
- Graphs, grid board, geo board and algebra tiles
- Manipulative materials in SMTE: importance, pedagogical effectiveness and challenges for use

Unit 3: Development, selection and effective use of Non-projected print materials Textbooks in Science and Mathematics

8

Learning Outcomes

At the end of this unit learners will be able to

- critically analyze the characteristics and process of development of science and mathematics textbook
- logically determine the differences among textbook, module, teachers' guide/manual and Teacher Edition textbooks
- develop science and mathematics textbook applying appropriate pedagogical consideration
- evaluate quality of science and mathematics textbook based on selected criteria
- discuss instructional use of Textbooks, Teacher's Guide/manual and Teacher Edition textbooks

Content

- Characteristics of Science and Mathematics Textbooks: Primary, and Secondary
- Process of Science and Mathematics textbook development in Bangladesh
- Criteria of good Science and Mathematics textbooks
- Evaluation of Science and Mathematics textbooks
- Differences among textbook, module, teachers' guide/manual and Teacher Edition textbooks
- Instructional Use of Textbooks, Teacher's Guide/manual and Teacher Edition textbooks

Unit 4: Development, selection and effective use of Projected and electronic materials for teaching Science, Mathematics and Technology

10

Learning Outcomes

At the end of this unit learners will be able to

- select and use the projected and electronic materials effectively
- evaluate instructional use of ICT tools in SMT teaching learning

Content

- Audio: Radio, Tape recorders, MP3/MP4
- Visual: Specimens, Charts, Models, Posters, Photographs
- Audio Visual: Cinema, TV, VCD, DVD, VTR, Multimedia
- Instructional Use of ICT tools:
 - Drill and Practice
 - Tutorial
 - Simulation and virtual laboratory
 - Problem solving Instructional games,
 - Instructional support and Material production.
 - Virtual Manipulatives
 - Use of Mathematical Software-Geogebra

Unit 5: Development, selection and effective use of Low Cost materials for Science, Mathematics Teaching 5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and importance of low cost instructional materials with examples
- b. prepare and use improvised and low cost instructional materials effectively

Content

- Concept of low cost materials, Importance/value of use
- Improvised and low cost instructional materials: Preparation and use
- Examples of different low cost materials
- Quality control and evaluation of improvised and low cost instructional materials

Unit 6: Practical 3

Learning Outcomes

At the end of this unit learners will be able to

- a. develop a low cost instructional material for SMT
- b. demonstrate use of prepared instructional materials
- c. assess effectiveness of prepared instructional material

Content

- Development of a low cost instructional material
- Demonstrating and reflecting use of prepared instructional materials

6. Instructional Strategies

- a. Discussion
- b. Lectures
- c. Assignment
- d. Presentation
- e. Group work

7. Assessment

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journal and Reports

- Contant, L. T., Tweed, A. L., & Bass, J. E. (2018). *Teaching Science through Inquiry-Based Instruction*. Pearson.
- Dange, J. K. (2015). Learning and Experiences: A Step model. *TOJNED*, 5(3), 101-108
- Ellington, H. (1985). *Producing teaching materials: A handbook for teachers and trainers*. Nichols Pub. Co.
- Fernandes, G. W. R., Rodrigues, A. M. & Ferreira, C. A. R. (2019). *Using ICT in Inquiry-Based Science Education*. Springer.
- Hassard, J. (2005), *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*, Oxford University Press.
- Lee, S. J., & Reeves, T. C. (2007). *Edgar Dale and the Cone of Experience*. Press Books. <https://lidtfoundations.pressbooks.com/chapter/edgar-dale-and-the-cone-of-experience>.
- Peters, J. M. & Stout, D. L. (Eds.), *Science in Elementary Education: Methods, Concepts, and Inquiries*. Upper saddle river: Pearson, Merrill, and Prentice Hall.
- Remillard, J. T., Herbel-Eisenmann., & Lloyd, G. M. (2009). *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction*. Routledge.
- Singer, M., & Tuomi, J. (Eds) (1999). *Selecting Instructional Materials: A guide for K-12 Science*. National Academy Press.
- UNESCO (1980). *APEID inventory: low-cost educational materials'; how to make, how to use, how to adapt*. The Unesco Regional Office for Education in Asia and Oceania.
- Venville, G. & Dawson, V. (Eds). (2012). *The Art of Teaching Science for middle and secondary schools (2nd edition)*, Sydney: Allen & Unwin.
- Venville, G. & Dawson, V (Eds). (2007). *The Art of Teaching Primary Science*, Crows Nest: Allen & Unwin.
- Venville, G. & Dawson, V. (Eds). (2004). *The Art of Teaching Science*, Crows Nest: Allen & Unwin.

1. Course Number: SMTE 546

Course Title: Research on Advancement in Science, Mathematics and Technology Education

2. Credit Hours: 4

3. Course Description

This course has been designed to provide students opportunities for exploring advancement of Science, Mathematics and Technology Education. This course has two parts: in first part students will conduct a critical review of literature on a selected area from the advancement in Science, Mathematics and Technology Education. Then in the 2nd part students will complete a project work on a selected topic of Science, Mathematics and Technology Education in the context of Bangladesh.

4. Course Objectives

The objectives are to help learners to

- a. critically analyze literature on recent advancement in Science, Mathematics and Technology Education.
- b. understands contemporary research focus in Science, Mathematics and Technology Education.
- c. critically examine an issue in Science, Mathematics and Technology Education.

5. Course Contents

Contact Hours

Unit 1: Critical Review of Literature on Advancement in Science, Mathematics and Technology Education

16

Learning Outcomes

At the end of this unit learners will be able to

- a. produce a critical review of literature with a theoretical framework on recent Advancement in Science, Mathematics and Technology Education

Content

Literature on different areas of Science, Mathematics and Technology education will be explored with mutual understanding between individual student and course teacher. A few of the suggested areas are:

- Research on Organization of programs/curricula on Science, Mathematics and Technology Education
- Research on teaching-learning of Science, Mathematics and Technology
- Research on assessing students learning including international assessment initiative such as TIMSS and PISA
- Research on effectiveness on different innovative projects to improve Science, Mathematics and Technology education

Unit 2: Completion of a Project Work

24

Learning Outcomes

At the end of this unit learners will be able to

- a. complete a small-scale project work using the theoretical framework developed earlier

Content

- Individual students will complete a small-scale project using the theoretical framework developed earlier

6. Instructional Strategies

- a. Independent study
- b. Discussion
- c. Group work
- d. Presentation

7. Assessment Strategies

- Assignment (40 marks)
- Project Report Evaluation (60 marks)

8. References

- Abell, S. K., & Lederman, N. G. (2007). *Handbook of Research on Science Education* (1st ed.). Routledge.
- Fraser, B. J., Tobin, K., & McRobbie, C. J. (2011). *Second International Handbook of Science Education (Springer International Handbooks of Education, 24)* (2012th ed.). Springer.
- Loughran, J., & Hamilton, M. L. (2016a). *International Handbook of Teacher Education: Volume 1* (1st ed. 2016 ed.). Springer.
- Loughran, J., & Hamilton, M. L. (2016b). *International Handbook of Teacher Education: Volume 2* (1st ed. 2016 ed.). Springer.
- Matthews, M. R. (2017). *History, Philosophy and Science Teaching: New Perspectives (Science: Philosophy, History and Education)* (1st ed. 2018 ed.). Springer.
- Tan, K. C. D., & Kim, M. (2012). *Issues and Challenges in Science Education Research: Moving Forward* (2012th ed.). Springer.

Master of Education in Educational Administration and Leadership (EAL)

1. Course Number: EAL 551

Course Title: Educational Administration

2. Credit Hours: 4

3. Course Description

This course is designed to develop and understanding of some basic principles and theories of educational administration as a guide to administrative practice. The course will help prospective as well as practicing administrators to develop insight in administrative action. It will cover concepts of administration, educational administration and evolution of administrative theories. Components like concepts of administrative process, organisational behaviour, Administrator's leadership behaviour, organisational climate and gender issues in administration are also included in this course. Emphasis will be given on the development of broad based foundation of modern administrative practices in education.

4. Course Objectives

The objectives are to help learners to

- a. understand concepts like administration, educational administration (modern, post-modern) and evolution of administrative theories.
- b. conceptualise concepts of administrative process and develop a comprehensive outlook about the concepts.
- c. identify characteristics of organisational bureaucracy and organisational behaviour.
- d. understand importance of administrator as leader and leadership aspects of administration.
- e. familiarise with organisational climate.
- f. develop a better insight and skill in administrative and management process and techniques from different perspectives.
- g. comprehend gender disparities in administration and develop fair attitudes towards gender issues.

5. Course Contents

Contact Hours

Unit 1: Modern Educational Administration: Concept and Scope

07

Learning Outcomes

At the end of this unit learners will be able to

- a. explain modern concepts of administration and educational administration
- b. describe educational administration and its relationship to educational leadership and policies

Content

- Modern concepts of administration and management- one or two fields
- Conceptualisation of educational administration
- Emergence of educational administration
- Relation among educational administration, policies and leadership

Unit 2: Great Proponents and Their Contributions to Administrative Theories in Education

10

Learning Outcomes

At the end of this unit learners will be able to

- a. recognise the contributions of Great Thinkers and their ideas in Educational Administration
- b. identify characteristics of organisational bureaucracy and organisational behaviour
- c. compare among various models of administrative theories
- d. review their strengths and weaknesses

Content

- The nature of theory and its relevance
- Impact of Industrial Revolution
- The Era of Scientific Management 1910-1935
- Great ideas in administration & management: Henry Fayol (1841-1925), Chester Barnard (1886-1961), Max Weber (1864-1920), Elton Mayo (1880-1949), Mary Follet (1868-19330), Peter Drucker (1909--), Nobel Prize winner Herbert Simon (1916----), Warren Bennis (1925---), Douglas McGregor (1906-1964), Henry Mintzberg (1939---) [These Great Thinkers' ideas formed the administrative theories]

Unit 3: Process, Functions and Principles of Educational Administration

08

Learning Outcomes

At the end of this unit learners will be able to

- a. differentiate among process, functions and principles of Educational Administration
- b. comprehend about the decision making and problem solving process
- c. demonstrate decision making and problem solving skills in practical situations

Content

- Major Functions and Process
 - Planning, organising, direction, controlling, collaboration, co-operation, leadership
- Principles of Administration
 - Main principles and snapshots of the proponents
- Decision Making and Problem Solving
 - Definition, Steps and models in decision-making
 - Decision making skills
 - Administrator as decision maker
 - The Concept of value in decision making
 - Administrative Problems and Decision- making
 - School as a social system

Unit 4: Roles of Educational Administrators

10

Learning Outcomes

At the end of this unit learners will be able to

- a. classify different roles of Educational Administrators
- b. apply leadership skills in administration and management of educational institutions and education sectors

Content

- Organisations and administrators: Styles of management/administration
- Administrator as team manager
- Administrator as supervisor
- Administrator as negotiator
- Administrator as teacher
- Administrator as moral leader
- Administrator as speaker and communicator
- Administrator as developer of new school culture
- Administrators and Education in Emergencies (EiE)
- Developing educational administrators

Unit 5: Gender and Power in Educational Administration

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain gender, power and gender gaps in administration
- b. identify and assess gender differences in educational administration and leadership

Content

- Concepts, ideas and meanings
- Perspectives on gender, organisations and gender gaps
- Organisational structure: male and female administrators
- Gender differences in administrative and leadership styles

6. Instructional Strategies

- a. Lecture
- b. Group work and Presentation
- c. Role Play
- d. Assigned Reading and Reporting
- e. Library work and Reporting

7. Assessment

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

- Blanchard, K. and Johnson, S. (1983). *The one minute manager*. Sage.
- Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership and management*. Sage
- Cohen, R. (1995). *Negotiating across cultures*. Peace
- Fiore, D. J. (2013). *Introduction to educational administration: Standards, theories & practice*. Routledge.
- Govt. of Bangladesh. (1997). *Report of the Commission on Education*.
- Govt. of Bangladesh. (1974). *Dacca University Ordinance 1973*.
- Govt. of Bangladesh. (1974). *Report of the Commission on Education*.
- Griffiths, D. E. (1959). *Administrative theory*. Appleton-Century-Crofts.
- Gronn, P. (1999). *The making of educational leaders*. Cassel.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. Routledge.
- Hallinger P. & Bidges, M. E. (ed) (1992). *Problem based learning for administrator*. Eric
- Hossain, H. (1994), *Traditional culture and modern system: Administering primary education in Bangladesh*. University Press of America.
- Hoy, W. K. (1980). *Educational administration: theory and practice*. Rex Bookstore.
- Hoy, W. K., & Miskel, C. G. (2010). *Educational administration theory, research and practice*. Nobel Yayın Dağıtım

- Jones, B.A. (2000). *Educational leadership: Policy Dimensions in the 21st Century*, Stamford: APC.
- Kennedy, C. (1992). *Guide to the management gurus*. Century Business.
- Leithwood, K. A., & Hallinger, P. (Eds.). (2012). *Second international handbook of educational leadership and administration* 8. Springer.
- Lunenburg, F., & Ornstein, A. (2011). *Educational administration: Concepts and practices*. Nelson Education.
- Owens, R. G. (1982). *Organisational behavior in schools*. Prentice Hall Inc.
- Robbins, S.P. (1982). *The administrative process*. Prentice Hall.
- Salahuddin, A. (2016). *Making a Door: A case study of the leadership and change practices of a principal in Bangladesh* (Doctoral dissertation, The University of Canterbury).
- Silverman, D. (1978). *The theory of organisation's*. Heinemann.
- Simons, H. (1945). *Administrative behavior*, Mac Millans.
- Starratt, R. J. (2003). *Centering educational administration: Cultivating meaning, community, responsibility*. Routledge.
- Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer.
- কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা।
- রওশন আরা চৌধুরী (১৯৯৭), *শিক্ষা প্রশাসনের মূলনীতি*, ঢাকা।
- হোসনে আরা বেগম ও জাকির হোসেন (১৯৯৮), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, ঢাকা।
- Related Journal articles & Websites.

1. Course Number: EAL 552

Course Title: Leadership for Learning

2. Credit Hours: 4

3. Course Description

This course is designed to develop understanding of some basic principles and theories of educational leadership that leads to effective learning. The course will help prospective leaders to develop insight in leading an institution. This course covers concepts like leadership, educational leadership and evolution of leadership theories. It also includes modern components of leadership in education such as leadership for change, teacher leadership, student leadership and community leadership. Emphasis has been given on the development of context based foundation of modern leadership practices in educational institution for success.

4. Course Objectives

The objectives are to help learners to

- a. understand modern concepts of leadership, educational leadership and evolution of leadership theories.
- b. gain abilities to develop a comprehensive outlook about the concepts of leadership.
- c. identify characteristics and process of leadership for change.
- d. understand importance of leader roles and leadership aspects in schools.
- e. develop a better insight and skill in developing principal, teacher and student as leaders.
- f. sketch out leadership ways of developing school and community as a collaborative process.

5. Course Contents

Contact Hours

Unit 1: Educational Leadership: Concept and Scope

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain modern concepts of educational leadership
- b. describe educational leadership and its relationship to educational policies

Content

- Modern concepts of leadership
- Conceptualisation of educational leadership: ways, definition and components
- Describing leadership
 - Trait versus Process Leadership
 - Assigned versus Emergent Leadership
 - Leadership and Power
 - Leadership and Coercion
 - Leadership and Management
- Dark side of leadership

Unit 2: Theory and Practice in Educational Leadership

08

Learning Outcomes

At the end of this unit learners will be able to

- a. recognise different theories in educational leadership
- b. find out relevance of theory and practice in leading an institution
- c. demonstrate traits and qualities required for inclusive and effective leadership
- d. select effective leadership style for institutional success

Content

- The nature of different theories and their relevance to leading modern educational institutions
- Recognising traits, knowledge, skills and competencies for leadership
- Understanding philosophy and styles of leadership
- Developing leadership skills
- Leadership skills in practice
- Ethics and morality in leadership
- Gender perspectives in leadership and impact on learning

Unit 3: Leadership for Change

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain role of educational leaders in leading change for development
- b. demonstrate ways of doing change
- c. sketch out change diagram at local and national level
- d. propose change initiatives in leading education in emergencies

Content

- Concept, meaning and insights of the change process
- Process of initiating and implementing change
- Planning, doing and coping with change
- Change at the local and national level
- Leadership in emergencies (Disaster, Pandemic, Post-pandemic & others)

Unit 4: Principal leadership

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify leaders and learners in educational institutions
- b. set vision and mission for an institution
- c. find ways of creating opportunities for stakeholders
- d. set examples of strategic uses of resources

Content

- Leader vs learner: Nature of leadership
- Creating vision, mission, goals and objectives
- Considering context
- Creating opportunities for stakeholders
- Developing school from inside: Strategic use of resources

Unit 5: Teacher and Student Leadership

7

Learning Outcomes

At the end of this unit learners will be able to

- a. define teachers and students as leaders
- b. justify importance of teacher and student leadership in developing a school

Content

- Concept of teacher and student leadership
- Developing teachers as leaders
- Teacher leadership for student learning and well-being

- Engaging students in learning and leading
- Student leadership for personal development
- Developing students as leaders through Student Council

Unit 6: Leading School and Community

05

Learning Outcomes

At the end of this unit learners will be able to

- explain importance of building relationships for school success
- apply ways of engaging different stakeholders with school

Content

- Building relationships with stakeholders
- Engaging community with school
- Developing school and community: A two-way process
- Contextual best practices in school leadership

6. Instructional Strategies (Inter-active)

- Lecture/Discussion
- Group work and Presentation
- Role Play
- Assigned Reading and Reporting
- Library work and Reporting

7. Assessment

- One In-course Examination
- Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

- Ärlestig, H., Day, C., & Johansson, O. (2016). *A decade of research on school principals: Cases from 24 countries*. Springer.
- Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. Sage.
- Blanchard, K., Zigarmi, P. & Zigarmi, D. (1985). *Leadership and the One Minute Manager* (1st ed.). William Morrow & Co.
- Bottrell, D. & S. Goodwin, S. (2011). *School, communities and social inclusion*. Palgrave Macmillan.
- Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership & management*. Sage.
- Bush, T. & Burnham, J.W. (1994). *The principles of educational management*. Longman.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. Sage.
- Fiore, D. J. (2011). *School-community relations*. Larchmont. Eye on Education.
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teacher College.

- Furco, A. (1996). *Service-learning: A balanced approach to experiential education*. National service.
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- Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. Springer.
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- Harris, A., & Muijs, D. (2005). *Improving schools through teacher leadership*. Open University Press.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. Routledge.
- Katzenmeyer, M., & Moller G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Corwin.
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- Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Sage Publications.
- Robinson, V. (2011). *Student-centered leadership*. Jossey-Bass.
- Salahuddin, A. (2016). *Making a door: A case study of the leadership and change practices of a principal in Bangladesh* (Doctoral dissertation, The University of Canterbury).
- Salahuddin, A. (2011). *Perceptions of effective leadership in Bangladesh secondary schools: Moving towards distributed Leadership?* (Masters thesis, The University of Canterbury)
- Thomas, N. (2004). *The John Adair handbook of management and leadership*. Thorogood.
- Toshalis, E. (2015). *Make me! Understanding and engaging student resistance in school*. Harvard Education Press.
- Townsend, T., & MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer Science & Business Media.
- শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা।
- Relevant Govt. Documents & Reports, Acts, Regulations.
- Related Journal articles & Websites.

1. Course Number: EAL 553

Course Title: Educational Planning: Macro and Micro

2. Credit Hours: 4

3. Course Description

This Course is designed to help learners to gain knowledge on the basic concepts, issues, process and implications of educational planning both at the macro and micro level. Emphasis has been given on national/ macro planning for education and micro/ institutional planning for schools viz school plant planning. Various approaches to planning and implementation, agencies, persons and process for planning, implication of educational planning on national educational as well as school level development are included in the course. This course also covers process of and planning, different five year plans project development, implementation and management in Bangladesh.

4. Course Objectives

The objectives are to help learners to

- a. conceptualise the basic concepts, objectives, types and issues of educational planning in relation to education development both at macro and micro levels.
- b. gain knowledge about various approaches used in planning.
- c. develop skills in analysis of education situation for education planning and school plant planning.
- d. gain insight into the planning and implementation process in Bangladesh.
- e. apply skills to develop, implement and monitor programs and projects for educational as well as school plant planning.

5. Course Contents

Contact Hours

Unit 1: Basic Concepts and Issues of Educational planning

10

Learning Outcomes

At the end of this unit learners will be able to

- a. explain basic concepts, aims, objectives and importance rise of educational planning in educational and national development
- b. classify different types of educational planning
- c. analyse different issues related to different levels of education at pre-preparatory stages of educational planning

Content

- Meanings, concepts and rise of Educational Planning
- Aims, objectives and importance of educational plan
Types of educational plan- Macro, micro, short, medium, long-term, strategic vs traditional plans and institutional plans (School level Improvement Plan-SLIP, ASIP)
- Major Planning issues: quantity vs quality, equity, efficiency, rural-urban gap, gender, diversity, inclusion, education of the out-reach, education of LGBT+, cost allocation, wastage and management
- Historical perspectives of educational planning
- Present educational policies and planning: national and international trends

Unit 2: Educational Planning Formulation and Implementation

10

Learning Outcomes

At the end of this unit learners will be able to

- a. apply gained skills in analysing situation/needs determination
- b. analyse policy and planning cycle
- c. analyse costs, budgets and sources of finance
- d. comprehend the importance of statistics and statistical tools
- e. gain knowledge and skills in projects and plans formulation stages/steps
- f. apply gained knowledge in preparing educational projects

Content

- Situation analysis and need determination
- Analysis of policy and planning cycle
- Cost analysis and sources of finance
- Formulation of education projects and plans
- Planning and implementation machineries
- Plan Implementation in Bangladesh, challenges and measures

Unit 3: Micro-Planning in relation to School Mapping and Plant Planning

8

Learning Outcomes

At the end of this unit learners will be able to

- a. comprehend and determine the relationships between micro planning and school plant/school mapping
- b. define key concepts, goals, scope and importance of school mapping
- c. describe the context of rise of school mapping and its role in educational development in a country

Content

- Concepts defined: school mapping, educational mapping, school plant planning and relationship to macro and micro-planning
- Key concepts: norms, standards, catchment areas, radius, threshold population, school-network, geographical information system
- Scope, goals, principles of school mapping and plant planning
- Rise of the concepts and practice of school mapping and its role in educational development in a country with special reference to Bangladesh

Unit 4: Process of School Mapping and Plant Planning

8

Learning Outcomes

At the end of the unit the learners will be able to

- a. explain the need of diagnostic stock-taking and analyse its importance in education
- b. analyse general and student population trends and make projections for future
- c. determine the need of Geographical Information System(GIS) in school mapping

Content

- Situation analysis/diagnostic stock taking
- Analysis of general and student population trends
- Use of GIS in school mapping and micro planning
- Options in organising school networks (double shifts, multi-grades, special needs children, separate schools for girls, special arrangement based on gender =LGBT+)

Unit 5: Educational Specification, Construction and Maintenance of Plant Facilities

04

Learning Outcomes

At the end of the unit the learners will be able to

- assess building requirements, future needs and educational specification
- identify safety measures in site location and plant facilities
- prepare educational specifications
- evaluate the role of School Mapping Agencies in Bangladesh

Content

- Assessing building requirements, future needs, educational objectives and educational specifications, safety measures in selecting location and plant facilities
- Procedures for determining educational specifications, difficulties in educational specifications and so on
- Steps in plant construction, plants operation and maintenance
- Organisations/Agencies and their roles and responsibilities in School Mapping and plant planning with reference to Bangladesh

6. Instructional Strategies (Inter-active)

- Lecture/Discussion
- Group discussion, Seminar
- Projections of school population trends
- Preparation of School Map
- Reading and reporting
- Library work and reporting
- PP Presentation

7. Assessment

Marks (%)

- | | |
|---|----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals and Reports

- Ali, A & Others (Eds.) (1996). *Development issues of Bangladesh*. UPL.
- Baume, C., Martin, P., & Yorke, M. (Eds.). (2003). *Managing educational development projects: Effective management for maximum impact*. Routledge.
- Caroline, O. N. M. (1999). *Gender planning and development theory: Practice and training*. Routledge.
- Carron, G., Mahshi, K., De Grauwe, A., Gay, D., Choudhuri, S. (2010). *Strategic Planning*. http://www.sec.psu.ac.th/kdb/get_file.php?kdb_id=montr130802094615&file_%0Aid=%0A
- Cailods, F. (1983). *School mapping and micro-planning in education*. UNESCO.
- Caudill, W.W. (1954). *Towards better school design*. McGraw Hill.
- Chalam, K. S. (2003). *Introduction to educational planning and management*. Anmol.
- Coombs, P. (1970). *What is educational planning: Fundamentals of educational planning*. IIEP.

- Commonwealth Secretariat (1972). *School building and design in the commonwealth the Secretariat*.
- Delors, J. (1996). *Learning the treasure within*. UNESCO.
- Duke, D. L., Carr, M., & Sterrett, W. (2012). *The school improvement planning handbook: Getting focused for turnaround and transition*. R & L Education.
- Francis, R. L., McGinnis, L. F., & White, J. A. (1992). *Facility layout and location: an analytical approach*. Pearson College Division.
- Gould, T. S. (1978). *Guidelines for school location planning* (World Bank Paper).
- Government of the Bangladesh, *Different Five-Year plans and educational statistics*, Dhaka.
- Hayden, M., & Thompson, J. J. (2008). *International schools: Growth and influence*. UNESCO.
- Haddad, W. D. (1995). *Education policy planning process: An applied framework*. UNESCO.
- Hallak, J. (1976). *Planning the location of school*. IIEP.
- McIntosh, S. (2008). *Education and employment in OECD countries*. UNESCO: International Institute for Educational Planning.
- Mendelsohn, M. (1996). *Educational planning and management and the use of geographical information systems (GIS)*. UNESCO.
- Modules on projections, forecasting and simulation models, UNESCO.
- Oddies, G. (1966). *School building resources and their effective use: Some available techniques and their policy implications*. OECD.
- Sauvageot, C (1997). *Indicators for educational planning*. UNESCO.
- The World Bank, *The World Development Reports*.
- The World Bank, (2000). *Bangladesh education sector review. Vol. I, II & III*, UPL.
- UNESCO/ IIEP, (1983). *School mapping and micro-planning in education, training materials in educational planning*, Adm. & Faculties.
- UNESCO, *World education reports*. UNESCO.
- UNESCO (2000), *Sector-wide approaches in education*, working document, UNESCO.
- UNDP, *Human Development Reports*, UNDP.
- Virtue, J., Carroll, K., & Waddington, C. (2003). *Sector wide approaches in education*. UK: Institute for Health Sector Development (IHSD).
- Waterston, A (1966), *Development planning: Lessons of experience*, OUP.
- Wedell, M. (2009). *Planning for educational change: Putting people and their contexts first*. Bloomsbury.
- Related Journal articles & Websites.
- আবু হামিদ লতিফ (২০০৩), *শিক্ষা পরিকল্পনা উন্নয়ন*, ঢাকা: প্যাপিরাস।
- দেলোয়ার হোসেন শেখ (২০০৩), *শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি*, ঢাকা: হাক্কানী পাবলিশার্স।
- সেলিনা হোসেন, সালমা আখতার, মাসুদুজ্জামান (২০০৭), *পুরুষতন্ত্র নারী শিক্ষা*, ঢাকা: মাওলা ব্রাদার্স।
- সালমা আখতার ও হোসনে আরা বেগম (১৯৯৪), *স্কুল ম্যাপিং ও প্ল্যান্ট প্ল্যানিং*, ঢাকা: বাংলা একাডেমী।

1. Course Number: EAL 554

Course Title: Educational Finance and Resource Management

2. Credit Hours: 4

3. Course Description

The course covers the basic assumptions underlying private and social demand for education, investment and returns in education and relationship between education and human resource development viz national development. Sources of revenues and methods of financing education has been highlighted. Major thrust has been given on the principles and practices of sound financial management relating to budget, accounting and auditing of educational institutions.

4. Course Objectives

The objectives are to help learners to

- a. understand the nature and types of financing education and why education is publicly financed and its relationship with economic development.
- b. acquaint the idea of educational finance at the national as well as institutional level.
- c. analyse the practice of school / institutional finance both at the private and public level.
- d. prepare institutional/ school budget and keeping accounts and audit reports.
- e. identify assumptions underlying educational finance and economics of education.
- f. acquaint with education as demand and investment.

5. Course Contents

Contact Hours

Unit 1: Educational Finance: Concepts, Scope, Importance and Bangladesh Context

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept, scope and importance of educational finance
- b. explain govt. policies in allocating resources for education
- c. differentiate between financing of education in developed and developing countries
- d. explain sources of revenue and resources for education
- e. identify different types and sources of financing education in Bangladesh

Content

- Meaning, concept and scope of educational finance and resources-financial, human and materials
- Financing education: expenditure or investment
- Financing of education in developed and developing countries
- Types of Financing Education-Public (Govt.), Non-Govt., Private, Others (Religious and social institutions)
- Methods of public financing-national education budget, govt. policies in allocating resources: equity, efficiency, gender, recurrent and capital expenditure
- Financing of education in Bangladesh: allocation and expenditure
- Mobilisation of resources in education: internal and external
- Sources of revenues of Government and non-government schools in Bangladesh: primary, secondary, madrasah, TVET and tertiary levels

Unit 2: National Education Budget

7

Learning Outcomes

At the end of this unit learners will be able to

- a. define meanings, concepts, scope and importance of national budget and education budget
- b. analyse govt. policies in formulating education budget
- c. explain national education budgeting framework and process
- d. interpret national budget preparation and management
- e. analyse state and institutional level budget implementation ensuring transparency and accountability

Content

- Meaning, concepts, scope and importance of education budget
- Types and functions of education budget
- Budgeting framework and process: framework for resource, political framework(policies and decision-making), organisational process, central framework/machinery for budget making
- Budget preparation-methods and techniques
- Budget management: resource allocation, control of expenditures
- State and school level budget implementation

Unit 3: Institutional Budget, Management of Funds and Resources

7

Learning Outcomes

At the end of this unit learners will be able to

- a. describe functions and importance of school/ institutional budget
- b. explain budgetary cycle
- c. prepare school/institutional budget
- d. establish links between budget and institutional planning
- e. practice good and accountable auditing in finance and management

Content

- Meanings, scopes importance and functions of the school/ institutional budget
- Budgeting in educational institutions-Schools and Colleges
- Budgetary Cycle: i) budgetary review, forecasting, preparation, presentation and acceptance
- Linkage between budget and institutional planning
- Evaluation of the budget and establishing a budget
- Auditing: definitions, objectives, types
- School auditing practices in Bangladesh

Unit 4: Individual/ Private Financing/Investment and Benefits of Education

10

Learning Outcomes

At the end of this unit learners will be able to

- a. explain private or individual demand for education
- b. analyse factors affecting private demand and costs for education
- c. evaluate the idea whether expenditure for education is an investment
- d. analyse and critique costs for education at all levels
- e. analyse benefits of private investment in education-direct, indirect and others

Content

- Private/individual demand and financing of education
- Factors affecting demand and financing of education
- Expenditure for education-whether consumption or investment
- Private costs of education at all levels-from the beginning to the completion level (pre-primary to higher education)
- Cost variations at different level and stream of education
- Individual benefits of education- direct, indirect and others
- Alternative methods of individual financing-student loan, stipend, scholarship student vouchers

Unit 5: Social Investment/Financing and Benefits of Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept of social investment /financing, its scope and importance
- b. identify social benefits of education
- c. correlate among the interface of education, education and industry alliance, growth, development and employment
- d. compare experiences, achievements and challenges of different countries

Content

- Meaning, concept, scope and importance of social investment in education
- Benefits of social investment in education
- Relationship of education and industrial alignment, growth and development, production, employment
- Simple correlation approach: inter-country comparison
- Benefits-direct, indirect, external/spill over benefits
- Measurement of educational benefits

6. Instructional Strategies

- a. Lecture
- b. Discussion/Case studies
- c. Group discussion and Presentation
- d. Library work and reporting
- e. Prepare a budget

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

Anderson, C. A. & Bowman, M.J. (1963). *Education and economic development*. Aldine.
BANBEIS (2002). *Educational Statistics*.
Bangladesh Bureau of Statistics, Economic Survey of Bangladesh.

- Donoghue, M. O. (1971). *Economic dimensions of education*. Gill & MacMillan.
- Dustman, C., Fitzenberger, B., & Machin, S. (2008). *The economics of education and training*. Springer.
- Johnes, G., & Johnes, J. (Eds.). (2007). *International handbook on the economics of education*. Edward Elgar Publishing.
- Govt. of the Peoples Republic of Bangladesh (1973-2005), Different Five Year Plans
- Hanushek, E. A., & Welch, F. (2006). *Handbook of the economics of education. Volume 1 & 2*. Elsevier.
- Hyonau, D. N. (2002). *Public finance: A contemporary application of theory to policy*. Fort worth. IIEP Series on Financial Management of Education Systems. UNESCO.
- Tilak, J. B. (1987). *The economics of inequality in education* (No. 44). Sage.
- Linn, H. (1966). *School business administration*. Ronald.
- Mark, B. (1977). *Introduction to economics of education*. Pergium Books.
- Myers, C.A. & Harbison, F.E. (1964). *Education, manpower and economic growth, strategies of human resource development*. McGraw Hill.
- Open University (1979). *Themes, concepts and assumptions in economics and education*, John Mace, The Open University-UK
- Sheehan, J. (1993). *Economics of education*. George Allen & Unwin Ltd.
- Sodhi, T. S. (1984). *Education and economic development*. Vani Educational Book.
- The World Bank, The World Development Reports.
- West-Burnham, J. (1992). *Managing quality in schools*. Longman.
- Widavsky, A. (1974). *The politics of the budgetary process, (Second ed.)*, Little Brown & Co.
- অমর্ত সেন (১৯৯৬). *জীবনযাত্রা ও অর্থনীতি*, কোলকাতা: আনন্দ পাবলিশার্স।
- রওশন আরা চৌধুরী (১৯৯৩). *শিক্ষা অর্থনীতি*, ঢাকা।
- Related Journal articles & Websites.

1. Course Number: EAL 555

Course Number: Educational Supervision

2. Credit Hours: 4

3. Course Description

The course is designed to provide knowledge and develop skills on supervision in education. Basic concepts, scope and importance of supervision in the improvement of total educational programme have been included. Emphasis has been given on the supervisory skills and role of supervision and mentoring, curriculum management, teacher development, action research, and school improvement programme by facilitating change through addressing diversity and building community. Emergence of educational and academic supervision in Bangladesh in contrast to inspection in improving the quality of education at the pre-primary, primary, secondary and madrasa education has been highlighted.

4. Course Objectives

The objectives are to help learners to

- a. gain a deeper understanding and explain importance and modern concepts of educational and academic supervision.
- b. identify, develop and apply the various skills as required for by the effective supervision.
- c. identify various techniques, methods and strategies used by supervisors for improving the teaching-learning process.
- d. comprehend the working relationship among the administrator, the supervisor and the classroom teachers.
- e. identify technical and cultural tasks of supervision and mentoring.
- f. understand the place and importance of supervision in the total school programme in Bangladesh.

5. Course Contents

Contact Hours

Unit 1: Concept and Theories of Educational Supervision

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain modern concepts of educational supervision and its importance
- b. describe evolution/historical development of educational supervision in different countries
- c. review different thoughts, models and practices of educational supervision
- d. categorise different types and practices of educational supervision

Content

- Meaning, definition, scope, nature and objectives of educational supervision
- Differences between new and old concepts of supervision and inspection
- Historical background of educational supervision
- Emergence of modern supervision
- Evolution of theories, models and practices of modern supervision-autocratic, Laissez faire, democratic, clinical, human resource development, developmental and creative supervision

Unit 2: School Climate, Culture and Change

6

Learning Outcomes

At the end of this unit learners will be able to

- a. evaluate the culture of schools

- b. explain the crisis in teaching profession
- c. explain modern concepts and types of educational supervision and its importance
- d. review different theories and practices of adult learning and teacher development

Content

- Culture of schools, environment and expectation
- Teacher professionalism and the gaps in confidence and application
- Meaning, definition, scope, nature and objectives, types of educational supervision
- Pedagogy, supervision and teacher development

Unit 3: Supervisor-An Agent of Improvement of Instruction

8

Learning Outcomes

At the end of this unit learners will be able to

- a. differentiate among Administrators, Supervisors and Mentors' role
- b. develop and apply supervisory skills
- c. practice and role-play as supervisors

Content

- Administrator, inspector, supervisor, monitor and mentor
- Professional preparation of the supervisor
- Skills required for academic supervision and supervisors
 - Interpersonal Skills: Directive, non-directive and collaborative
 - Technical Skills: Planning, observing and evaluating
- Guidelines for a new supervisor
- Checklist for an effective supervisor
- Checklist for an effective mentor

Unit 4: Supervision for Classroom Effectiveness

8

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss and review methods and techniques of academic supervision
- b. appraise the role of supervisors in improving teaching-learning process including simulation/micro-teaching, interneers

Content

- Importance of classroom: teacher-learner interaction
- Methods and techniques of academic supervision
- Techniques of evaluation of teaching
- Supervisors role in improving teaching-learning process
- Supervision of the interneers, new teachers, simulation & micro-teaching

Unit 5: Supervisor's Role in Teachers' Professional Development

4

Learning Outcomes

At the end of this unit learners will be able to

- a. evaluate supervisors' role in Teachers' Professional Development
- b. prepare a plan for Teacher Education Development

Content

- Importance of teachers' professional development
- Strategies for staff development
- Pre-service and in-service training, CPD and other growth programs
- Framework for teacher and staff development
- Building professional relationships
- Supervising learning communities in school
- Coaching and mentoring teachers

Unit 6: Educational Supervision in Bangladesh

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe history of inspection and educational supervision in Bangladesh
- b. appraise the present system and reiterate the need for development of the present system
- c. analyse role of institutional head as supervisor

Content

- History of inspection and educational supervision in Bangladesh
- Present supervisory system of primary, secondary and madrasah education
- Appraisal of the present system
- Supervision within the school
- Need for development of educational supervision.

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Group discussion and Presentation
- d. Assigned reading and reporting
- e. Library work and reporting

7. Assessment

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

Marks (%)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

Acheson, K. A., & Gall, M. D. (2003). *Clinical supervision and teacher development: Preservice and inservice applications*. John Wiley & Sons, Inc.

Bhatt. B.D. & Sharma S. R. (1992). *Educational supervision: Theory and Practice*. Kanishaka.

Cogan, M.L. (1973). *Clinical Supervision*. Houghton Mifflin Harcourt.

Directives, *Regulations and other Government Documents and Reports*.

Gall, M. D., & Acheson, K. A. (2010). *Clinical supervision and teacher development*. Wiley.

Glatthorn, A. A. (1990). *Supervisory leadership: Introduction to instructional supervision*. Scott Foresman & Company.

- Glickman, C.D., Gordon, S.P., & Ross-Gordon, J. M. (2013). *The Basic Guide to Supervision and Instructional Leadership*. Pearson Education.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *Supervision and instructional leadership: A developmental approach*. Longman.
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. Corwin.
- Salahuddin, A. (2016). *Making a Door: A Case Study of the Leadership and Change Practices of a Principal in Bangladesh* (Doctoral dissertation, The University of Canterbury).
- Sergiovanni, T. J & Staratt R. J. (1979). *Supervision: Human Perspective*. McGraw Hill.
- Sergiovanni, T. J., & Starratt (2007). *Supervision: A redefinition*. McGraw Hill.
- Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques*. Corwin.
- Tanner, D & Tanner, L (1987). *Supervision in Education: Problems and Practices*. Collier Macmillan.
- Wiles, K. (1960). *Supervision for Better Schools*. Prentice-Hall.
- Zepeda, S. J. & Ponticell, J. A. (Eds.). (2018). *The Wiley handbook of educational supervision*. John Wiley & Sons.
- কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা।
- মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প (২০০০), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, ঢাকা: শিক্ষা মন্ত্রণালয়।
- হোসনে আরা বেগম ও জাকির হোসেন (১৯৯৮), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, ঢাকা।
- Related Journal articles & Websites.

1. Course Number: EAL 556

Course Title: Law and Education

2. Credit Hours: 4

3. Course Description

This course is designed to cover all aspects of Educational laws-origin, source, scope, structure and importance of educational laws in managing the education system as well as educational institutions. The course also covers historical development of educational laws in this country. Review of laws regulating educational institutions, recruitment's and service rules, U.N. charter for Human Rights and other legal provisions for women and children have been included in the course.

4. Course Objectives

The objectives are to help learners to

- a. understand the importance of legal aspect of the education system.
- b. gain comprehensive knowledge about gradual development of education laws and their application in this country.
- c. understand the constitutional provisions of education and its importance as source of laws.
- d. comprehend rules, regulations, orders, ordinances related to the teaching services.
- e. acquire the knowledge regarding the Educational Provisions laid down in various International Characters, such as, UN, Universal Declaration of Human Rights, Children Rights, Charters etc.

5. Course Contents

Contact Hours

Unit 1: Conceptual Background of Law in Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain meaning and implications of laws in education
- b. describe constitutional provisions, sources of general and educational laws
- c. identify and explain legal basis of education in different levels
- d. discuss organisations and their roles in implementing rules regulations in educations
- e. interpret the delegation of authority and how that works with law accordingly

Content

- Constitution: Important educational provision in the constitution
- Meaning and implications of law in education
- Source of general law and educational law
- Administrative organisations of education and their relationship with laws ordinance and regulations
- Legal basis for financing education
- Rules of inspection and supervision in education
- Process of delegation of authority

Unit 2: Historical Background and Evolution of Educational Laws in Bangladesh

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the historical background of law in education in Bangladesh
- b. explain the evolution of modern laws in education in Bangladesh

Content

- Primary education
- Secondary education
- Madrasha education
- Higher education
- Vocational and Technical education

Unit 3: Review of Educational laws in Bangladesh

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the constitutional provisions for education in Bangladesh
- b. analyse major Laws and amendments in different levels
- c. differentiate between public and private university acts

Content

- Constitutional provisions for education in Bangladesh
- Primary Education Act (1974, 1980, 1990)
- Secondary Education (major laws and amendments)
- Technical Education
- Higher education
- Public General University laws: Dhaka University Order, 1973
- Private University Act
- Specialized Universities
- Others

Unit 4: Ministerial Regulations

9

Learning Outcomes

At the end of this unit learners will be able to

- a. describe and assess recruitment rules and regulations in different levels of education
- b. explain laws for teachers' professional development
- c. theorize and apply ministerial regulations while running educational institutions

Content

- Recruitment rules & regulation
- Certifications, qualifications professional duties of school administrators
- Qualifications and duties of teachers
- Teachers' employment and contacts
- Supervisory officers
- School year and school holidays
- Students records
- Special education programs and services
- Teachers' pension plan
- Teaching profession

Unit 5: Significance of Selected Laws, Rights and Responsibilities on Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the significant contribution of national and international laws in education

- b. review and assess the policies and practices on human rights, women's rights, women's education, children and others for quality education
- c. comprehend the importance of copy right acts and intellectual property laws

Content

- Important provisions of Bangladesh constitution, UNO, UNESCO, WHO, UNICEF, ILO
- Law of intellectual property
- Copyright Act
- Universal Human Rights
- Children's Rights
- Special policies, provisions for Women's Rights, Women's education, gender etc.

6. Instructional Strategies

- a. Lecture/ Discussion
- b. Group discussion and presentation
- c. Assigned Reading and reporting
- d. Library work and reporting

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- Bhatt, B. D., & Aggarwal, J. C. (Eds.). (1987). *Educational Documents in India (1813-1986): Survey of Indian Education*. Arya Book Depot.
- CopyRight Act (p. 35). (2000). Government Republic of Bangladesh. [http://copyrightoffice.portal.gov.bd/sites/default/files/files/copyrightoffice.portal.gov.bd/page/71d50d28_8d1e_4591_a34e_5da88b36011f/Copyright,2000\(1\) \(2\).pdf](http://copyrightoffice.portal.gov.bd/sites/default/files/files/copyrightoffice.portal.gov.bd/page/71d50d28_8d1e_4591_a34e_5da88b36011f/Copyright,2000(1) (2).pdf)
- Imber, M. & Geel, T. V. (2005). *A teacher guide to education law*. Lawrence Erlbaum Associates.
- Harris, N. (2007). *Education, law and diversity*. Bloomsbury Publishing.
- Khatun, S. (1992). *Development of Primary Education Policy in Bangladesh*. University of Dhaka.
- Nurullah, S. and Naik, J.P. (1964). *A Students' History of Education in India*. Macmillan and Ltd.
- Primary Education (Compulsory) Act, 1990: Act No. 27 of 1990. (1990). Govt. of Bangladesh. <http://bdlaws.minlaw.gov.bd/act-details-738.html>
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- Rahim, M. A. (1981). The history of the University of Dacca. In *University of Dacca*.
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- Stapleton, H.E. (D.P.I), (1931), *Bengal Education Code-1930*.
- The Dhaka University Order, 1973 (President's Order), (1973). <http://bdlaws.minlaw.gov.bd/act-447.html>
- United Nations. (1945). UN Charter. In *1945* (Vol. 2017, Issue January 1942). United Nations. <https://www.un.org/en/about-us/un-charter>

- UN General Assembly. (1948). Universal Declaration of Human Rights | United Nations. In *General Assembly resolution* (p. 217). <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- United Nations Human Rights. (1996). OHCHR | Convention on the Rights of the Child. In *Ohchr*. <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Valente, W. D., & Valente, C. M. (1994). *Law in the schools*. Merrill.
- Welner, K. G. & Chi W. C., (2008). *Current issues in educational policy and the law*. Information Age Publishing.
- William, S. J. (1966). *Jurisprudence*, 16th ed. Sweet and Man Well.
- গণপ্রজাতন্ত্রী বাংলাদেশের সংবিধান (সংশোধনীসহ), ঢাকা।
- ড. কামরুন্নেসা বেগম ও সালমা আখতার (১৯৯৯), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা।
- ড. ফজলুর রহমান (১৯৯০), *বেসরকারী শিক্ষা প্রতিষ্ঠান গাইড*, ঢাকা।
- মাসুদ আলী খান (১৯৯১), *প্রবিধান পরিচালক ব্যবস্থা*, ঢাকা: সেতু প্রিন্টিং এণ্ড পাবলিকেশন।
- মোহাম্মদ আজহার আলী ও হোসনে আরা বেগম (১৯৮৬), *প্রাথমিক শিক্ষা*, ঢাকা: বাংলা একাডেমী।
- Related Journal articles & Websites.

Master of Education in Nonformal and Lifelong Education (NFLE)

1. Course Number: NFLE 561

Course Title: Nonformal Education: Thoughts and Practices

2. Credit Hours: 4

3. Course Description

The course is designed to provide an in-depth understanding on the relevant issues, opinions, views, and beliefs; and exercise, workout, application of nonformal education in the national and international perspectives. It would germinate comprehensive viewpoints of nonformal education in the context of Second Chance Education (SCE), and greatly in regard to thoughts and practices to be prevailed in the modern and postmodern era with a special emphasis on augmenting human civilization depending upon knowledge, skills and change of attitude.

4. Course Objectives

The objectives are to help learners to

- a. acquaint learners with the concept of NFE extensively along with its chronological development in different stages.
- b. acquaint learners with the Second Chance Education (SCE) in the context of NFE strategies and implementation.
- c. orient learners about the NFE projects/programs undertaken by various organizations across the country.
- d. learners about various roles of NFE in the postmodern era evoking needs of next generation.

5. Course Contents

Contact Hours

Unit 1: Perspective of Nonformal Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept of different streams of education including their related aspects
- b. explain the development of NFE beginning to ancient period to date
- c. describe the NFE concerning its types, nature, and also in terms of further education and development

Content

- Informal, Nonformal and Formal education, Emergency Education (EE)
- Concepts and Significance of NFE & CE
- Historical development of NFE
- Types and nature of NFE: National and International
- NFE in the different context

Unit 2: Second Chance Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe Second Chance Education(SCE) including its various approaches
- b. explain the proficiency and attitude, and relevant attributes of the teachers and facilitators of the Second Chance Education

Content

- Concept, significance and models of second chance education
- Pedagogy, Andragogy and Heutagogy for the second chance education
- Laubach and HGS Vivar approaches of literacy and adult learning in early 50s
- Paulo Freirian approach
- NFS Grundtvig's Folk School approach
- Western and Asia Pacific approaches
- De-schooling and Nature School approaches
- ROSC, Unique and Shikhon approaches
- Ability-Based Accelerated Learning (ABAL) approach
- Inclusive approach
- Other relevant approach(s)
- Quality of facilitators/teachers of Second Chance Education

Unit 3: NFE Programs/Projects in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the roles of various providers of NFLE in the country
- b. explain the goal, objectives, importance of the NFLE projects/programs of NFLE and with their contributions in building knowledge based society
- c. analyze the place of NFLE in education policy and national development planning process of Bangladesh
- d. explain the best practices of NFLE and major challenges with solutions

Content

- Providers of NFLE in Bangladesh (GOB and NGOs-CBOs)
- Major NFLE projects/programs run by GOB and NGOs
- Best practiced NFLE projects in Bangladesh and lesson learned
- Major bottlenecks and challenges of NFLE
- Emergency Education: National and International Perspective

Unit 4: Quality Assurance of Nonformal Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze the quality criteria of NFLE to achieve SDGs
- b. review the quality models of NFLE and their use in Bangladesh

Content

- Pedagogic and Anagogic approaches to NFLE school/LC teaching
- Principles of teachers recruitment and capacity building
- Process of NFE texts, reading materials, modules etc.
- Quality of technical and vocational education and training (TVET)
- Teachers-students ratio, and stakeholders' relationship in NFE school system
- Equity and gender-parity, community participation & ownership
- Quality models of nonformal education and their application

Unit 5: NFE: Educational Forces in the Postmodern Era

8

Learning Outcomes

At the end of this unit learners will be able to

- explain postmodern era
- discover and clarify major educational forces in NFE in the postmodern era
- identify the 21st century learning needs and role of NFE

Content

- Learning needs of 'postmodern' era
- Flexible schooling
- Participatory teaching-learning
- Globalization and distance learning
- Promotion of E-learning, digital, ICT in nonformal education
- Literacy and connectivity
- Life-long education and Learning society
- Education for the Next generation

6. Instructional Strategies

- Presentation
- Class lecture
- Group discussion
- Seminar class
- NFE activities visit and report writing

7. Assessment

Marks (%)

a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

CAMPE, Education Watch-2002: Literacy in Bangladesh-Need for a New Vision.

Bhol and Others (1982). *The promise of literacy (in Asian African countries)*. German Foundation for Intonation Development (DSE).

Jennings, James (1990). *Adult literacy: Master or servant?* UPL.

Ohi R. Anderson (1984). *Management skills, functions and organization performance*, University of North Carolina at Chapel Hill.

UNESCO (1985). *Education and rural development issues of planning and research* Berstecher (Edi.), Paris.

UNESCO (1960). *Report of Montreal conference on literacy*. Paris.

UNESCO (1972). *Faure Committee Report "Learning to Be"*. Paris.

UNESCO (1977). *Education and the urban migrant*. Bangkok.

UNESCO (1994). *APPEAL manual for planning and management of literacy and continuing*

education. Asia and the Pacific, Bangkok.

UNESCO (1996). *Delores committee report, "learning the treasure within"*. Paris.

আবু হামিদ লতিফ (২০০৩, ক) *শিক্ষা, উন্নয়ন, পরিকল্পনা*, ঢাকা: প্যাপিরাস।

আবু হামিদ লতিফ (২০০৩, খ), *শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ*, ঢাকা : প্যাপিরাস।

আবু হামিদ লতিফ (২০০১), *বাংলাদেশের উপানুষ্ঠানিক শিক্ষা*, ঢাকা: প্যাপিরাস।

মোঃ আবদুস সালাম (২০১৯, ক), *গৃহপালিত শিক্ষা (আনুষ্ঠানিক শিক্ষা)*, ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।

মোঃ আবদুস সালাম (২০১৯, খ), *শিক্ষার নমনীয় খিড়কী (উপানুষ্ঠানিক ও জীবনব্যাপী শিক্ষা)*, ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।

মোঃ আবদুস সালাম ও হোসেন আরা বেগম (২০০২), *আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা বাংলাদেশ*, ঢাকা : মুক্তি প্রিন্টার্স।

মোঃ দেলোয়ার হোসেন শেখ (২০০৩), *শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি*, ঢাকা : হাককানী পাবলিশার্স।

1. Course Number: NFLE 562

Course Title: Leadership, Management and Capacity Building in NFLE

2. Credit Hours: 4

3. Course Description

The course is designed to give the learners clear ideas on leadership, management, and capacity building components to widen the horizon of understanding of the learners it further presents a comprehensive picture of NFLE leadership and management, and capacity building in education. The course also included planning and management process of NFLE Programs/projects in Bangladesh and scenario of implementation of NFLE programs /projects focusing supervision, monitoring and evaluation mechanism. The course further creates scope for community participation in monitoring & evaluation NFLE projects in the grass roots; and explains role of ICT in NFLE school monitoring & evaluation; and provisions of capacity building on supervision, monitoring and evaluation available in the country.

4. Course Objectives

The objectives are to help learners to

- a. support learners understand the components of leadership, management and capacity building in universal forms and also in terms of NFLE in specific forms.
- b. acquaint learners with the overall situation of NFLE leadership, management, and capacity building situations in education and NFLE in Bangladesh.
- c. equip learners with NFLE planning and management in Bangladesh.
- d. capacitate learners with supervision, monitoring, and evaluation of NFLE programs.
- e. familiarize implementation procedures of NFLE concerning supervision, monitoring and evaluation available in Bangladesh.

5. Course Contents

Contact Hours

Unit 1: Leadership, Management and Capacity Building

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain concept, significance, and approaches, nature & styles of leadership, management and capacity building clearly
- b. explain difference between leadership and management and their effect on education
- c. determine effects and functions of leadership, management and capacity building on education and NFLE

Content

- Concept and significance of leadership, management and capacity building
- Approaches, styles/types and nature of leadership, management and capacity
- Leadership VS Management - a binary
- Effect and functions of leadership, management and capacity building

Unit 2: Leadership and Management of Nonformal Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the leadership and management roles of NFE providers
- b. specify the features of a credible leader, and self-management and motivation in NFE leadership
- c. clarify the criteria of effective & self-management and theories of motivation, consequence of task and human relation focused behavior in NFE management and leadership
- d. clarify the ways of team building & team management and building organizational behavior in NFE provisions
- e. identify sources of conflict in NFE management and resolution

Content

- Leadership role of NFLE providers and management
- Characteristics of a credible NFLE leaders
- Leadership effectiveness; self-management and motivation theories & application in NFE leadership
- Implication of two dimension leadership study-task and relationship oriented behaviors in NFE leadership
- Team building and team management in NFLE school and program management
- Building organizational behavior in NFLE provisions
- Conflict management

Unit 3: Capacity Building/HRD in NFLE

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the different ideals of training, capacity building and HRD
- b. explain the worth of capacity building/HRD for education as well as for NFE program/project management
- c. describe the facilities of capacity building/HRD in formal and non-formal education in Bangladesh

Content

- Training, Capacity building and HRD: difference & relationship
- Situation of capacity building in Nonformal education
- Role of MoPME, BNFE and DPE in capacity building in NFLE
- Role of other GoB departments and major NGOs in capacity building
- Role of IER for capacity building in education and NFLE
- Role of UNESCO, UNICEF and international organizations in capacity building/ HRD in NFE

Unit 4: Planning and Management of NFE Programs

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the place of NFE in education policy and national development planning process of Bangladesh
- b. describe the planning and development process of NFE project in Bangladesh
- c. explain the GO & NGO roles of NFE planning and management approach in Bangladesh

Content

- NFE in education policy and national development planning
- Planning and development process of major NFE projects (GO & NGO)
- Role of MoPME, DPE & BNFE in NFE project planning and development
- NGO's contribution on NFE project planning and development
- Management approaches of NFE projects of GOB and NGOs

Unit 5: NFE Program and Projects Implementation Processes

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain implementation process of education and NFE programs /projects
- b. describe concept, purpose, principles, types & techniques, and role of NFE supervisor
- c. describe concept, purpose, principles, tools, types and techniques, indicators, feedback of monitoring and role of NFE program/project monitor
- d. describe concept, goals, rationale, types & techniques, instruments of evaluation of NFE project, and relation of evaluation with monitoring, M & E, MIS, GIS in NFE
- e. explain community participation in NFE monitoring & evaluation
- f. explain role of ICT in NFE school monitoring & evaluation
- g. clarify provisions of capacity building on NFE supervision, monitoring and evaluation in the country

Content

- Review of NFLE programs /projects implementation procedure
- Supervision-concept, purpose, principles, types & techniques; and role of NFE program/project supervisors
- Monitoring-concept, purpose, principles, tools, types & techniques, indicators, feedback; and role of NFE program/project monitors
- Evaluation- concept, goals, rationale, types & techniques, instruments; and relation evaluation with monitoring; and M & E, MIS, GIS in NFE
- Community participation in NFE program/projects monitoring & evaluation
- Role of ICT in NFE school monitoring & evaluation; and provision of capacity building on NFE program /projects supervision, monitoring and evaluation

6. Instructional Strategies

- a. Presentation
- b. Class lecture
- c. Group discussion
- d. Seminar class with multimedia
- e. NFE activities visit and report writing

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/>
	Total 100

8. Recommended Books, Journals and Reports

- Abul Ehsan and Azharul Islam (2003). *Monitoring & evaluation of NFE programme in Bangladesh*. UNESCO Study.
- Bhola, S. (1990). *Evaluating literacy for development, project, programs & campaigns*. Hamburg.
- Blankenberg F., (1993). *Introduction to planning, monitoring and evaluation system*. Dhaka.
- Broadwell, Martin M. (1987). *The new supervisor (3rd Edi.)*. Addison Wesley Publishing Company.
- David A. P., (1967). *Principles of supervision*, Longman's Supervisory Series, Vol, 1., London.
- Franco A. E., (1991). *Training, A how to book for trainers & teachers*. National Book Store Publishers.
- Jerome, L. F., & Others (1977). *A manual for concepts of training*. California University Associate.
- Lucio H. Willam (1979). *Supervision of thought & action, (3rd edi.)*. McGraw Hill Book Company.
- Peter E., (1997). *Sharpening our tools, improving evaluation in adult and non-formal education*. UIE Studies, Hamburg.
- Raymond J. B., (1982). *An introduction to basic supervision of people*. Addison Wesley Publisher Company.
- আবু হামিদ লতিফ (২০০৩, ক), *শিক্ষা উন্নয়ন, পরিকল্পনা*, ঢাকা: প্যাপিরাস।
- আবু হামিদ লতিফ (২০০৩, খ), *শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ*, ঢাকা: প্যাপিরাস।
- আবু হামিদ লতিফ (২০০১), *বাংলাদেশের উপানুষ্ঠানিক শিক্ষা*, ঢাকা: প্যাপিরাস।
- ইনামুল হুদা, (১৯৯৯), *উন্নয়নে জনগণের অংশগ্রহণ, অংশগ্রহণমূলক সমীক্ষা, পদ্ধতি বাস্তবায়ন ও প্রশিক্ষণ নির্দেশিকা*, ঢাকা।
- মোঃ আবদুস সালাম (২০১৯, ক), *গৃহপালিত শিক্ষা (আনুষ্ঠানিক শিক্ষা)*, ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।
- মোঃ আবদুস সালাম (২০১৯, খ), *শিক্ষার নমনীয় খিড়কী (উপানুষ্ঠানিক ও জীবনব্যাপী শিক্ষা)*, ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।
- মোঃ আবদুস সালাম ও হোসনে আরা বেগম (২০০২), *আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা বাংলাদেশ*, ঢাকা: মুক্তি প্রিন্টার্স।
- মোজাম্মেল হক নিয়োগী (১৯৯৮), *প্রশিক্ষণ পরিচিতি*, ঢাকা: সানজানা লাইব্রেরী।
- মোঃ দেলোয়ার হোসেন শেখ (২০০৩), *শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি*, ঢাকা: হাককানী পাবলিশার্স।
- সিরাজ দাহার খান (১৯৯৫), *সাক্ষরতা প্রশিক্ষণ ম্যানুয়েল*, ঢাকা: গণ-সাক্ষরতা অভিযান।

1. Course Number: NFLE 563

Course Title: Curriculum and Material Development of NFLE

2. Credit Hours: 4

3. Course Description

This course provides learning opportunities and experiences related to curriculum and materials development of NFLE. It focuses on the clear understanding of the bases and ideologies of curriculum development with special focus to NFLE & CE; and also on the basis of analysis of different categories of curriculum available in Bangladesh. Emphasis is given on the need-based curriculum and material development process, and approaches actually adopted by various organizations. The course also emphasizes practical work such as development of need-oriented NFE curricula and materials by the learners.

4. Course Objectives

The objectives are to learners to

- a. acquaint with the basic components and ideologies of curriculum development considering NFE needs.
- b. familiarize with the different types of NFE and LE curricula which are being developed and used in Bangladesh.
- c. acquire knowledge and understanding about the techniques and procedures essential to be adopted in developing need-based curricula and learning materials of NFLE.
- e. develop skills in creating need-oriented sample NFE and LE curricula and materials.

5. Course Contents

Contact Hours

Unit 1: Review of Foundations of Curriculum

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of and foundations of curriculum broadly and clearly
- b. clarify the basic ingredients of curriculum in qualitative forms

Content

- Concept, meaning, definition, and foundation of curriculum
- Objectives, goals, nature & scope, and target population of curriculum
- Traditional and modern approach of curriculum development
- Classification of curriculum
- Components & sources of curriculum
- Models of curriculum development

Unit 2: Principles of Curriculum Construction Emphasizing NFLE Needs

8

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze aims, objectives and goals NFLE curriculum
- b. describe the provisions of learners-specific curriculum in NFLE
- c. explain the various ideologies of developing NFLE curriculum

Content

- Aims of national education and objectivity
- Learner-centric principles of curriculum & materials
- Principles of social and community needs
- Principles of individual difference and self-development
- Principles of variety and creativity
- Principles of forward-looking, integration and correlation
- Principles of live together and peaceful living
- Principles of meeting diversified learning needs bestowing ability
- Principles of recreation and utilization of leisure
- Principles of flexibility in time & curriculum management etc.

Unit 3: Curriculum in NFE and LE in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the different categories of NFLE curriculum
- b. distinguish the standards followed and ingredients inserted into the different patterns of NFLE curriculum

Content

- Curriculum for Early Childhood Care and Development (ECCD) program (3-5yrs)
- Curriculum for Non-Formal Primary Education (NFPE) program (6-10 years)
- Curriculum on Basic Education for out of school children (8-14 years)
- Curriculum for literacy program for young adults and adolescents (15-18 years)
- Curriculum for Adult Literacy Program (18-45 years)

Unit 4: NFE & LE Need-Based Curriculum and Material Development Process

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the significance, procedure and components of guideline for need-based NFE curriculum and material development
 - b. analyze circumstances following bottom-up approach to discover needs of target population
 - c. complete the procedure of selecting certain themes on appropriate setup for NFE curriculum and material development
 - d. organize the curriculum and material aligning functional contents
- a. accomplish the task of selecting writers for text development and providing orientation
 - b. explain the procedures of dissemination, evaluation, modification, finalization, production, and distribution/marketing of materials

Content

- Guideline of material development
- Situation analysis and ascertain needs of target groups
- Selection of themes and format of materials
- Organization and functional content selection
- Selection of panel of writers and orientation
- Develop sample curricula and materials
- Dissemination, evaluation, modification, finalization, production, and distribution/marketing of materials

Unit 5: Review of NFE and LE Curricula and Materials Development Approaches of different Organizations

8

Learning Outcomes

At the end of this unit learners will be able to

- explain the approaches of curriculum and material development adopted by different organizations-GO, NGOs, INGOs; and UNESCO & UNICEF; and other countries
- exercise on developing a test-curricula/material on given topic (s) individually or collectively

Content

- Review of curricula and materials development process of BNFE, DPE etc.
- Review of curricula and materials development process of BRAC, DAM, FIVDB and /or INGOs
- Review of curricula and materials development process of UNICEF and UNESCO
- Review of relevant curricula and materials development process followed in selected NFE/LE programs of selected foreign countries
- Practicing development of a model curriculum and material on NFE or LE

6. Instructional Strategies

- Presentation
- Lecture
- Group discussion
- Practical work
- Classroom participation

7. Assessment

Marks (%)

- | | |
|---|------------------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |
| | Total 100 |

8. Recommended Books, Journals and Reports

UNESCO (1988), *Basic education for empowerment of the poor*.

UNESCAP (1995). *Functional literacy for women's empowerment in South Asia*.

আবু হামিদ লতিফ (২০০৩, ক), *শিক্ষা উন্নয়ন, পরিকল্পনা*, ঢাকা:প্যাপিরাস।

আবু হামিদ লতিফ (২০০৩, খ), *শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ*, ঢাকা:প্যাপিরাস।

আবু হামিদ লতিফ (২০০১), *বাংলাদেশের উপানুষ্ঠানিক শিক্ষা*, ঢাকা:প্যাপিরাস।

মোঃ আবদুস সালাম (২০১৯, ক), *গৃহপালিত শিক্ষা (আনুষ্ঠানিক শিক্ষা)*, ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।

মোঃ আবদুস সালাম (২০১৯, খ), *শিক্ষার নমনীয় খিড়কী (উপানুষ্ঠানিক ও জীবনব্যাপী শিক্ষা)*, ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।

মোঃ আবদুস সালাম ও হোসনে আরা বেগম (২০০২), *আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা বাংলাদেশ*, ঢাকা: মুক্তি প্রিন্টার্স।

মমতাজ লতিফ (২০০২), *বাংলাদেশ উপানুষ্ঠানিক শিক্ষা: শিক্ষাক্রম প্রসঙ্গ*, ঢাকা: সাহিত্য প্রকাশ।

মোঃ দেলোয়ার হোসেন শেখ (২০০৩), *শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি*, ঢাকা: হাককানী পাবলিশার্স।

1. Course Number: NFLE 564

Course Title: ICT and Media in NFLE

2. Credit Hours: 4

3. Course Description

The course is designed to provide an understanding on ICT and media in Nonformal and Lifelong Education (NFLE). Concepts and practices of effective ICT and media approaches in NFLE are considered as the important features of the course. Corresponding with that the major thrust of the course is given on the practical application of ICT skills for NFLE.

4. Course Objectives

The objectives are to help learners to

- a. understand the concepts and other aspects of ICT specifically for NFLE.
- b. accrue the concepts of media and its role and application in NFLE.
- c. identify the changing mode and delivery of NFLE through ICT.
- d. gain experience for developing skills on using ICT and media in NFLE.
- e. explain the models of MIS-NFE practices in the country.

5. Course Contents

Contact Hours

Unit 1: Concepts and Aspects of ICT for NFLE

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concepts, role, important, benefits and challenges of ICT
- b. describe the use of different ICT in education
- c. analyse policy issues of ICT in NFLE

Content

- Information Literacy, online education, media learning, distance learning, open learning, in NFLE
- Vocational skill on ICT, E-learning
- Concepts of technology
- Role of technology in education and NFLE
- Online Library learning center
- Future education with technology
- Social media in education
- Policy perspective
- Readiness, benefits and challenges of technology

Unit 2: Fundamentals of Media for NFLE

10

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept, types, salient feature and importance of media in education
- b. describe the role of different media in education
- c. analyze policy issues of media in NFLE, material development, readiness, benefits and challenges of media in the 21st century

Content

- Concepts, meaning definition of media and NFLE
- Types and salient features of media and NFLE
- Importance of media in education
- Role of different media in education
- NFLE learning materials development for media-children and Adults learners
- Policy perspective of media education
- Readiness, benefits and challenges in next generation

Unit 3: ICT and NFLE

9

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the delivery mode of NFLE using ICT and impact of Internet: social networking web pages, blogs, and group e-mail
- b. describe the ICT for CPG of NFE personnel, NFE-MIS
- c. evaluate ICT in NFLE case studies (Person, organization, Community, Country role of different media in education)

Content

- Delivery mode of NFE using ICT
- Impact of Internet: social networking web pages, blogs, and group e-mail
- Electronic/Digital Library for NFLE
- ICT for CPD of NFE personnel, NFE-MIS
- ICT in NFLE case studies (Person, organization, Community, Country)

Unit 4: Media and NFLE

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the Policy framework, emergence of using print media for NFLE
- b. narrate NFLE and roles of newspaper, electronic media and radio program; and Practices in the country
- c. Explain use of practical lab: development group e-mail social network, blogs, search engine WWW, Newsletter publication

Content

- Policy framework, emergence of using print media for NFLE
- NFLE and role of Newspaper
- NFLE and role of electronic media
- NFLE and role of Radio program
- Practices in the country and abroad
- Practical Lab: Development group e-mail social network, blogs, search engine WWW, Newsletter publication

Unit 5: Issues in ICT and Media NFLE

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the individual, moral & social, ethical and educational trends and issues
- b. speculate possibilities and challenges for future education for ICT & media

Content

- Individual issues
- Educational Trends and Issues
- Moral and Social Issues
- Ethical legal Issues
- Possibilities and challenges for future education

6. Instructional Strategies

- a. Presentation
- b. Lecture, Group discussion
- c. Library work, Seminar
- d. NFE activities visit and report writing

7. Assessment

Marks (%)

a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- Akst, D., (2003). *The digital library: Its future has arrived*. Carnegie Reporter. 1(3). 4-8.
- Bruc, C. and Candy, P., (edi). (2006). *Information literacy around the world*. Wagga, New South Wales Charles Strut University.
- Bruc, C., (1997). *Seven faces of information literacy*. Adelaide.
- Dennis, P, Curtin, K. F. Kunal, S. & Cathleen, M. I., (1998). *Information technology*. Win MCGraw Hill.
- Duncan, B, Dppolito, J, Macpherson, C, & Wilson. C., (1996). *Mass media and popular culture (2nd edi.)*. Harcourt Brace.
- Greenstein, D. I, & Thorin, S. E., (2002). *The digital library: A biography*. Digital Librar Federation.
- Loehler, AEC. (2006). *Some thoughts on the meaning of open access for university library technical service, serials review*.
- UNESCO (2005). *NFE-MIS handbook-developing a sub national nonformal education management*.

1. Course Number: NFLE 565

Course Title: Research in NFLE

2. Credit Hours: 4

3. Course Description

This course has been designed to provide knowledge and understanding of educational research both theory and practice in the field of Nonformal Education. It will allow the learners acquire skills in selecting problems, designing research study/proposal, developing tools for collecting information and producing research report.

4. Course Objectives

The objectives are to help learners to

- a. understand theoretical aspect of research in nonformal education.
- b. acquaint the qualitative approach in research.
- c. acquire students experiences necessary for carrying out research study in non-formal education.
- d. acquire knowledge of designing research study/proposal, skills in developing.
- e. tools for analyzing data information and experience as to how to write a research report.

5. Course Contents

Contact Hours

Unit 1: Concept of Research in Nonformal Education

10

Learning Outcomes

At the end of this unit learners will be able to

- a. describe conceptual framework of educational research in NFE
- b. explain the nature and strategies of research in NFE
- c. analyze qualitative and quantitative methods of research

Content

- Conceptual framework of educational research in nonformal education
- Nature and strategies of research in nonformal education
- Qualitative and quantitative approach in research

Unit 2: Research in Nonformal Education: Bangladesh Context

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify status of NFE & LE research in public and private sectors
- b. explain problems & issues of research in NFCE

Content

- Status of research in public sector NFLE/LE
- Status of research in private sector NFLE/LE
- Problems and issues related to research in NFLE/LE

Unit 3: Research Undertaking in Nonformal Education

10

Learning Outcomes

At the end of this unit learners will be able to

- a. select research topics in NFE and design the proposal there of

- b. select research sample, develop research tools, collect data, analyze data using appropriate statistics and finally write research report

Content

- Selection of research problem in nonformal education
- Designing research study/proposal
- Sampling techniques
- Development of tools
- Collection of data
- Analysis of data and use of statistics
- Writing report

Unit 4: Case Study

5

Learning Outcomes

At the end of this unit learners will be able to

- a. review research studies and reports
- b. analyze and discuss on research works
- c. give suggestion for improving the research works

Content

- Review of research studies and report on NFLE (at least two)
- Analytical discussion on various aspects of research studies/reports
- Suggest measures for improving research activities in NFE
- Doing hands on research/case study

Unit 5: Ethnographic Study

5

Learning Outcomes

At the end of this unit learners will be able to

- a. review research studies and reports
- b. analyze and discuss on research works
- c. give suggestion for improving the research works

Content

- Review of research studies and report on NFLE (at least two)
- Analytical discussion on various aspects of research studies/reports
- Suggest measures for improving research activities in NFE
- Doing hands on research/ethnographic study

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Library works
- d. Field visit
- e. Presentation by students
- f. Participation in seminar/workshop

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- C. R. Kothari, (1985). *Research methodology, methods and techniques*. Wishaw Praka Shani, New Delhi.
- Gay L. R., (1992). *Educational research, competencies for analysis and application*. Macmillan Publishing Company.
- John W. B., (1996). *Research in education*. Prentice Hall, New Delhi.
- জিনাত জামান (১৯৮৭), *শিক্ষা গবেষণা পদ্ধতি ও কৌশল*, ঢাকা।

1. Course Number: NFLE 566

Course Title: Continuing and Lifelong Education

2. Credit Hours: 4

3. Course Description

This course is developed encompassing the conceptual framework, the purposes and the distinguish features of Continuing Education (CE) and Life-Long Education (LLE). Major CE programs and learning strategies in Bangladesh are highlighted to give an idea of magnitude of CE activities. The needs of LLE are focused in different perspectives and also in the context of SDGs. A scenario of adult and life-long education is given to internalize adult, continuing education and life-long education in Bangladesh. The course further offers a comparative discussion of CE and LLE among the selected countries. Provision is also made for practical work on the development of learning center exploring need and demands of Bangladesh.

4. Course Objectives

The objectives are to help learners to

- a. acquire knowledge and understanding on the conceptual framework, the purposes and the distinguish features of CE and LLE clearly.
- b. acquaint with different CE programs and strategies in Bangladesh and also about their ultimate consequences.
- c. internalize the needs and demands of life-long education meeting SDGs in Bangladesh.
- d. explore the ways of developing a learning center incorporating CE and LLE activities.

5. Course Contents

Contact Hours

Unit 1: Review of Continuing Education Perceptions

8

Learning Outcomes

At the end of the unit the learners will be able to

- a. explain the origin, concept, nature and scope of CE
- b. describe CE in different contexts; and in its' (CE) founding principles
- c. explain obligation of CE leadership efficiency
- d. forecast broad-based and ultimate aim of CE

Content

- Origin, meaning, concept, nature and scope of CE
- Understanding CE in different Contexts: Participants, Providers, continuing educators, extension education, community education, distance education and other
- Founding principles of CE: flexibility, diversity, stability and integrity
- Compulsion of CE leadership efficiency, education and wisdom
- Ultimate goal of CE

Unit 2: Major CE Programs and Learning Strategies of CE in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- a. interpret different programs and learning strategies of CE
- b. explain the magnitude of CE activities and approaches

Content

- UNESCO CE Programs: Post Literacy Program, Equivalency Program, Quality of Life Improvement Program, Income Generating Program, Individual Interest Promotion Program and Future Oriented Program
- Learning Strategies (LS): LS using printed media, radio, TV and audio-visual media, distance education / correspondence courses, mobile exhibitions and folk media etc.
- Consequences of CE initiatives and learning strategies

Unit 3: Demand for Lifelong Education (LE) in General and Bangladesh Perspective

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the origin, concept, nature, and growth of LE in historical perspectives
- b. explain the importance lifelong education
- c. identify and interpret key questions of LE
- d. rationalize impact of technical & scientific changes to create needs of LE
- e. indicate effect of lifelong education; and SDG's attainment of LE

Content

- Origin, concept, definition, nature, and historical development LE
- Key questions of life-long education: LLE for whom? LLE by whom? LLE of what? LLE for what? And How to achieve Life-Long Education?
- Technological changes, evaluation of society and impact on education
- Need of Lifelong Education
- Implication of lifelong education
- SDG and achieving life-long education

Unit 4: Adult and Lifelong Education in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the origin and different connotations of adult education
- b. narrate a short history of adult education from early sixties to to-date with its achievement and discontents
- c. describe the process of curriculum design and material development for adult education
- d. clarify the adult, continuing and lifelong education policies of Bangladesh

Content

- a. Origin, meaning, concept and definition of adult education
- b. Objectives, goals, and vision of adult education
- c. Literacy, functional literacy and adult education
- d. Adult education scenario from early nineties to mid-seventies and onwards-activities, success and failures
- e. Curriculum design and material development
- f. Adult, continuing and life-long education policies of Bangladesh

Unit 5: A Comparative Analysis of CE and LE Programs of different countries

4

Learning Outcomes

At the end of this unit learners will be able to

- explain adult education program/projects of different countries
- distinguish adult education programs/projects' features of different countries

Content

- German Example-nature, policies, principles
- Great Britain- nature, policies, principles
- Russia- nature, policies, principles
- India- nature, policies, principles
- Bangladesh-nature, policies, principles
- Other countries- nature, policies, principles

Unit 6: CE and LE Learning Centre Development

4

Learning Outcomes

At the end of this unit learners will be able to

- explain process of CE and LE learning center development
- exercise on at hand-in-development of a learning center through individual and group initiatives
- identify strength and weakness of learning center through SWOT analysis

Content

- Defining Learning Centre (LC)
- Nature, type and scope & importance of learning center
- Components of learning center
- Functions /activities of learning center
- Development process of learning center
- Explore the possibility of developing CE programs/projects in the context of LE in Bangladesh
- SWOT analysis on a LC

6. Instructional Strategies

- Presentation
- Lecture
- Group discussion
- Individual/Group work
- Learners participation in classroom discussion

7. Assessment

Marks (%)

- One In-course Examination
- Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

Charles H., (1977). *Education today for the world of tomorrow*. UNESCO International Bureau of Education.

Education for the 21st Century in the Asia-Pacific Region, Report of the Malbourne, UNESCO Conference, 1998.

Jerold. W. A., (1979). *Problems in continuing education*. McGraw-Hills, Inc. New York.

Ouane, A., (1989). *Handbook on learning strategies for post-literacy and continuing education*. UNESCO Institute for Education.

Sakya, T.M. (1987). *Concept of continuing education in different contexts*. UNESCO Publication.

আবদুল্লাহ-আল-মুতি সরফুদ্দিন (১৯৯৭), আমাদের শিক্ষা কোন পথে, ঢাকা: ইউনিভার্সিটি প্রেস লি:।

আবু হামিদ লতিফ (২০০১), বাংলাদেশের উপানুষ্ঠানিক শিক্ষা, ঢাকা: প্যাপিরাস।

আবু হামিদ লতিফ (২০০৩, ক), শিক্ষা উন্নয়ন, পরিকল্পনা, ঢাকা: প্যাপিরাস।

আবু হামিদ লতিফ (২০০৩, খ), শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ, ঢাকা:প্যাপিরাস।

মোঃ আবদুস সালাম (২০১৯, ক), গৃহপালিত শিক্ষা (আনুষ্ঠানিক শিক্ষা), ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।

মোঃ আবদুস সালাম (২০১৯, খ), শিক্ষার নমনীয় খিড়কী (উপানুষ্ঠানিক ও জীবনব্যাপী শিক্ষা), ঢাকা: স্যাম প্রেস এন্ড পাবলিকেশন্স।

মোঃ আবদুস সালাম ও হোসনে আরা বেগম (২০০২), আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা বাংলাদেশ, ঢাকা : মুক্তি প্রিন্টার্স।

মোঃ দেলোয়ার হোসেন শেখ (২০০৩), শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি, ঢাকা: হাককানী পাবলিশার্স।

Master of Education in Curriculum and Instructional Technology (CIT)

1. Course Number: CIT 571

Course Title: Curriculum Development Process

2. Credit Hours: 4

3. Course Description

This course provides an orientation to curriculum along with theoretical foundation on curriculum, which includes, various theories, models and process of a curriculum design and development.

4. Course Objectives

The objectives are to help learners to

- a. recapitulate the concept of curriculum and its fundamentals.
- b. acquaint with the theories and models of curriculum design and development.
- c. acquaint with the process of curriculum development.
- d. acquire knowledge and skills of accomplishing curriculum tasks following the process of curriculum development.

5. Course Contents

Contact Hours

Unit 1: Recapitulation of Curriculum Concept and its Fundamentals

6

Learning Outcomes

At the end of this unit learners will be able to

- a. define curriculum and articulate the challenges in defining it
- b. describe the nature and scope of curriculum
- c. explain the ways of classifying the curriculum
- d. explain the source of curriculum planning and development
- e. explain the roles and responsibilities that curriculum workers may play in shaping the curriculum

Content

- Meaning, concept, definition and challenges of curriculum
- Nature, scope and classification of curriculum
- Sources of the curriculum
- Curriculum leaders and their responsibilities
- Curriculum Mapping
- Curriculum Framework

Unit 2: Theories and Models of Curriculum

4

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze different theories and models of curriculum development and suggest a model at their own to develop curriculum in Bangladesh
- b. describe various models of curriculum development

Content

- Theories of curriculum development
- Comparative analysis of major theories
- Models of curriculum development
- Comparative analysis of different models

Unit 3: Foundation Policies and Principles of Curriculum

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe policies and principles that are followed to prepare curriculum
- b. differentiate benefits of child-centric, subject-centric and discipline-centric curriculum

Content

- Determinants of foundation, policies and principles
- Contextual basis of principles and policies
- Child-centric, subject-centric and discipline-centric curriculum
- Transition of policies and principles in curriculum

Unit 4: Organization for Curriculum Development and Curriculum Development Tasks

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify curriculum development tasks in national, regional and local context
- b. explain policy and decision-making process in curriculum development

Content

- Curriculum development settings-national, regional and local
- Organization of personnel
- Policy and decision-making in curriculum development
- Components of curriculum
- Curriculum development tasks

Unit 5: Situational Analysis

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify needs for curriculum evaluation through situational analysis by applying different strategies
- b. analyze needs of target groups through different strategies to revise the curriculum

Content

- Components and areas of situation
- Analysis: tasks and strategies
- Identification of needs

Unit 6: Formulation of Objective

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify aims, objectives and learning outcomes of a given topic
- b. classify the objectives
- c. practice domains of objectives

Content

- Aims and objectives
- Source of objectives
- Classification of objectives
- Domains of objectives

Unit 7: Curriculum Design

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different curriculum designs
- b. differentiate basic design concepts, academic subject design and fusion design
- c. analyze the significance of core curriculum and activity curriculum

Content

- Basic design concepts
- Academic subject design
- Fusion design
- Broad field design
- Core curriculum and activity curriculum

Unit 8: Content Selection Criteria and Organizing Course Contents

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain important criteria for selecting contents in the curriculum
- b. articulate contents using vertical, horizontal, logical, psychological and spiral method

Content

- Legal constraints
- Content significance
- Content's authenticity
- Motivational appeal
- Content complexity
- Sequence, integration and reiteration
- Logical vs psychological
- Thematic approach / spiral organization
- Part to whole, and whole to part
- Vertical organization
- Horizontal organization

Unit 9: Curriculum in to Practices

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe characteristics of instructional materials
- b. differentiate instructions and facilitation
- c. explain the importance of dissemination, follow-up and feedback

Content

- Instructional materials
- Instructions and facilitation
- Assessment
- Dissemination
- Follow-up and feedback
- Evaluation

6. Instructional Strategies

- Lecture
- Group Practice
- Reading
- Presentation
- Library work and students' participation in the class

7. Assessment

Marks (%)

a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- Armstrong, D. G. (1989). *Developing and Documenting the Curriculum*. Allyn and Bacon Inc.
- Gareis, C. R. & Grant, L. W. (2015). *Teacher Made Assessments: How to connect Curriculum, Instruction, and Student Learning* (2nd ed.). Routledge.
- Kelly, A. V. (1978). *The Curriculum: Theory and Practice*. Sage.
- Lawton, D. (1978). *Social Change, Educational Theory and Curriculum Planning*. University of London Press.
- Lewy, A. (1977). *Planning the School Curriculum*. UNESCO.
- Lovat, T. J. & Smith, D. L. (1968). *Curriculum: Action on Reflection* (4th ed.) Social Science Press.
- Marsh, C. J. (2009). *Key Concepts for Understanding Curriculum* (4th ed.). Rutledge.
- Marsh, C. J. (2003). *Curriculum: Alternative Approaches, Ongoing Issues*. D. H. Hill Library.
- Nicholls, A. & Nicholls, S. H. (1978). *Developing a Curriculum: A Practical Guide*. Routledge.
- Ornstein A. C., & Hunkins, F. P. (2017). *Curriculum: Foundations, Principles and Issues* (7th ed.). Pearson Education Inc.
- Pratt, D. (1980). *Curriculum: Design and Development*. Harcourt Brace Jovanovich Inc.
- Parkay, F. W., Anctil, E. S., & Hass, G. (2014). *Curriculum Leadership, readings for developing Quality Educational Programs* (10th ed.). Pearson Education Inc.
- Rahman, S. (1987). *Curriculum Process*. Bishwa Parichoy.
- Sharma, P. (2017). *Curriculum Development*. A. P. H. Publishing Corporation.
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. Pearson Education.
- Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. The University of Chicago Press.
- Wiles, J. W. & Bondi J. C. (2019) *Curriculum Development: A Guide to Practice* (9th ed.). Pearson.
- এম. এ. ওহাব মিয়া (২০০৪), *শিক্ষাক্রম প্রণয়ন ও মূল্যায়ন*, ঢাকা: বাংলা একাডেমী।
- ড. মো: আবুল এহসান (১৯৯৯), *শিক্ষাক্রম উন্নয়ন: নীতি ও পদ্ধতি*, ঢাকা: ছাত্রবন্ধু লাইব্রেরী।
- Related Websites.

1. Course Number: CIT 572

Course Title: Development of Instructional Materials

2. Credit Hours: 4

3. Course Description

The course is designed to provide the learners sound theoretical background and practical experience of developing different instructional materials.

4. Course Objectives

The objectives are to help learners to

- a. introduce with the fundamentals of instructional materials.
- b. acquaint with the criteria of different instructional materials.
- c. know the process of planning and developing instructional materials.
- d. acquire the practical skill of planning and developing instructional materials.

5. Course Contents

Contact Hours

Unit 1: Concept and Functions of Instructional Materials

10

Learning Outcomes

At the end of this unit learners will be able to

- a. define concepts, nature and scope of instructional materials
- b. classify different types of instructional materials
- c. explain the importance of instructional materials in teaching-learning situation

Content

- Concepts, nature and scope of instructional materials
- Various roles and importance of instructional materials
- Classification of instructional materials
- Types of instructional materials: textbook, instructional card, teacher's manual, teacher's guide, teacher's resource book, module

Unit 2: Analysis of Curriculum Materials

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the need for an analytic framework
- b. prepare inventory of dimensions for analyzing curriculum materials
- c. analyze curriculum materials using analytical framework
- d. identify the instructional patterns of curriculum materials
- e. analyze readability of curriculum materials

Content

- Analytical framework: significance, example
- Inventory of dimensions for analyzing curriculum materials
- Publication and cost information
- Physical properties of the materials
- Content of materials
- Instructional properties of materials
- Instructional pattern analysis
- Readability analysis

Unit 3: Development of Instructional Materials

10

Learning Outcomes

At the end of this unit learners will be able to

- a. prepare different types of instructional material
- b. conduct quality control evaluation

Content

- Development of teaching aids: considerations, procedure and quality control
- Development of teacher's guide: considerations, procedure and quality control
- Development of module: considerations, procedure and quality control
- Development of digital content: considerations, procedure and quality control
- Development of low-cost materials: considerations, procedure and quality control
- Production of video materials: considerations, procedure and quality control

Unit 4: Criteria of a Textbook

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify criteria of good textbook
- b. point out the importance of language style and vocabulary for textbook
- c. explain validity of textbook
- d. develop illustrations for textbook

Content

- Articulation of content
- Consistency with objectives
- Language style and vocabulary
- Effectiveness
- Validity
- Elements of reflective thinking
- Illustrations
- Treatment of controversial issues
- Gender issues
- Exercise for reinforcement

Unit 5: Planning and Development of Textbook

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the factors that need to be considered while planning the textbook
- b. describe the development process of textbook

Content

Planning Stage

- Consideration of pre-disposing factors
- Structure of a textbook
- Structure of content areas
- Organization of content

Development Stage

- Writing of text materials
- Development of illustrations
- Vetting of textbook
- Revision and editing
- Printing

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Library work and students' participation in the class
- d. Project work

7. Assessment

Marks (%)

- | | |
|--|------------|
| a. One In-course Examination | 10 |
| b. Course Final Examination (MCQ + Essay Type) | 10+40 = 50 |
| c. Assignment (preparation of prototypes of textbook/ instructional card or other instructional materials) | 40 |

8. Recommended Books, Journals and Reports

Armstrong, D. G. (1989). *Developing and Documenting the Curriculum*. Allyn and Bacon Inc.

Ellington, H. & Race P. (1985). *Producing Teaching Materials: A Handbook for Teachers and Trainers*. Kogan Page.

Gall, M.D. (1981). *Handbook for Evaluating and Selecting Curriculum Materials*. Allyn and Bacon Inc.

Kibler, R. J. (1981). *Objectives for Instructional and Evaluation*. Allyn and Bacon Inc.

Leggett G., Mead, C. D. & Charvat W. (1951). *Handbook for Writers*. Prentice-Hall.

Lewy, A. (1977). *Handbooks of Curriculum Evaluation*. UNESCO.

Lewy, A. (1977). *Planning the School Curriculum*. UNESCO, Paris.

Posner, G. J. & Rudnitsky A. N. (2005). *Course Design: A Guide to Curriculum Development for Teachers* (7th ed.). Pearson.

Rowntree, D. (1985). *Developing Course for Students*. Sage.

সেলিনা বানু ও খাইরুল ইসলাম (২০১২), সামাজিক বিজ্ঞান শিক্ষণ প্রসঙ্গ, ঢাকা: প্যাপিরাস।

1. Course Number: CIT 573

Course Title: Curriculum Management

2. Credit Hours: 4

3. Course Description

The course includes the components of curriculum management. It mainly focuses on management principles, roles and responsibilities, change management, implementation strategies and resourcing of the curriculum.

4. Course Objectives

The objectives are to help learners to

- a. acquaint with the fundamentals of curriculum management.
- b. develop the skills of setting the stages for curriculum implementation.
- c. analyses and discuss the concept of curriculum change.
- d. identify the factors influencing curriculum implementation.
- e. acquire the competency of implementing curriculum changes.

5. Course Contents

Contact Hours

Unit 1: Curriculum Management

12

Learning Outcomes

At the end of this unit learners will be able to

- a. define concept and principles of curriculum management
- b. describe roles and responsibilities of officials and characteristics of curriculum manager
- c. explain the importance of curriculum alignment

Content

- Concept and principles of curriculum management
- Goal-oriented management and performance-based management
- Roles and Responsibilities of Officials (Head teacher / Principal, Teacher, SMC, Subject Leader) to manage the curriculum
- Characteristics of curriculum manager
- Collaborative involvement in curriculum management
- Curriculum Alignment

Unit 2: Curriculum Change

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the nature, types and phases of curriculum change
- b. inspect strategies for change management
- c. identify the factors and barriers to effective change in school

Content

- The Nature and types of change
- Phases of change
- Strategies for change management.
 - power-coercive

- rational-empirical
- normative re-educative
- Barriers to effective change in school
- Factors facilitating effective change in school

Unit 3: Setting the Stages for Curriculum Implementation

6

Learning Outcomes

At the end of this unit learners will be able to

- a. express purpose and significance of curriculum dissemination
- b. describe the role of NCTB in dissemination

Content

- Curriculum dissemination: Purpose, significance, classification
- Dissemination plan
- Role of NCTB in dissemination
- Dissemination Models

Unit 4: Curriculum Implementation and Follow-up Activities

8

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the ways of encouraging a person to implement the change
- b. explain the factors that affect curriculum implementation
- c. explain follow-up activities, monitoring and feedback
- d. explain curriculum implementation scenario in Bangladesh

Content

- Meaning and nature of curriculum implementation
- Change agent and implementation of new curricula
- Ways of encouraging a person to implement the change
- Individuals involve in curriculum implementation
- Factors affecting implementation
- Follow-up activities
- Monitoring & feedback
- Quality control of an implemented curriculum
- Curriculum implementation scenario in Bangladesh

Unit 5: Curriculum Evaluation

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe concept and focuses of curriculum evaluation
- b. differentiate rational and experimental evaluation
- c. compare different curriculum evaluation models

Content

- Meaning and forms of evaluation
- Concept of curriculum evaluation
- Functions of evaluation
- Focuses of curriculum evaluation
- Rational and experimental evaluation
- Curriculum evaluation models

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Library work and students' participation in the class

7. Assessment

Marks (%)

- a) One In-course Examination 10
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. 20+20=40
- c) Course Final Examination (MCQ + Essay) 10+40=50

Total 100

8. Recommended Books, Journals and Reports

Commonwealth Secretariat. (1993). *Managing the Curriculum and Resource*. ADEA.

Ediger, M. & Rao, D. B. (2006). *Issues in School Curriculum*. Discovery Publishing House.

Ewing, R. (2013). *Curriculum and Assessment*. Oxford University Press.

Jenkins, D. (1976). *Curriculum Evaluation*. The Open University Press.

Joseph, P.B. (2010). *Cultures of the curriculum*. Routledge.

Lewy, A. (1977). *Handbooks of Curriculum Evaluation*. UNESCO.

Lewy, A. (1977). *Planning the School Curriculum*. UNESCO.

Marsh, C. J. (2009). *Key Concepts for Understanding Curriculum (4th ed.)*. Routledge.

Middlewood, D. & Neil, B. (2001). *Managing the Curriculum*. Sage.

Parkay, F. W., Anctil, E. S. & Hass, G. (2014). *Curriculum Leadership: Readings for Developing Quality Educational Programs*. (10th ed.). Pearson Education Ltd.

Rowntree, D. (1985). *Developing Course for Students*. Sage.

Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*, Pearson.

Wiles, J. W. & Bondi J. C. (2019) *Curriculum Development: A Guide to Practice (9th ed.)*. Pearson.

এম. এ. ওহাব মিয়া (২০০৪), *শিক্ষাক্রম প্রণয়ন ও মূল্যায়ন*, ঢাকা: বাংলা একাডেমী।

Related Websites.

1. Course Number: CIT 574

Course Title: Instructions and Educational Technology

2. Credit Hours: 4

3. Course Description

The course is composed of two major areas of education-Educational Technology and Instruction. These two areas have been integrated in one course with an intention of enriching instruction with the use of educational technology.

4. Course Objectives

The objectives are to help learners to

- a. acquaint with the board concept of technology and educational technology.
- b. introduce the concepts computer mediated instructional materials and systems, and informatics in education.
- c. acquire the skills of using computer mediated instructional systems as well as an application of informatics in education.
- d. acquaint with different instructional procedures and strategies.
- e. develop skills of designing instruction and applying instructional strategies.

5. Course Contents

Contact Hours

Unit 1: Educational Technology

7

Learning Outcomes

At the end of this unit learners will be able to

- a. describe concept, nature and significance of education
- b. differentiate physical science concept and behavioral science concept

Content

- Meaning, concept, nature and scope of education
- Significance of educational technology
- Physical science concept and behavioral science concept

Unit 2: Communication and Information Technology

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe meaning and forms of communication
- b. practice classroom communication
- c. explain communication and information technology revolution

Content

- Meaning and Forms of Communication
- Classroom Communication
- Communication and Information Technology Revolution

Unit 3: Computers in Education

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the importance of computer in education
- b. explain educational implications of computers
- c. identify specific uses of computers in Education

Content

- Educational Implications of Computers
- Uses of Computers in Education

Unit 4: Systems Approach to (Educational Technology) Teaching

6

Learning Outcomes

At the end of this unit learners will be able to

- a. recall input, process and output
- b. explain phases, classification and factors of teaching
- c. apply system approach to teaching
- d. discuss criteria of effective teaching and characteristics of teaching efficiency

Content

- In-put, process and out-put
- Phases of teaching
- Systems approach to teaching
- Classification of teaching
- Factors of teaching
- Criteria of effective teaching
- Characteristic of teaching efficiency

Unit 5: Programmed Instructions

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe concept, nature, characteristics and types of programmed instruction
- b. create a program
- c. demonstrate a programme

Content

- Concept, nature, characteristics, types
- Developing a programme
- Presentation of a programme

Unit 6: Instructional Procedures

3

Learning Outcomes

At the end of this unit learners will be able to

- a. describe psychological principles of teaching
- b. explain general principles of teaching
- c. describe the importance of maxims of teaching

Content

- Psychological principles of teaching
- General principles of teaching
- Maxims of teaching

Unit 7: Designing Instruction

4

Learning Outcomes

At the end of this unit learners will be able to

- a. define performance objective and instructional objectives
- b. design instructional sequence and individual lesson
- c. explain events of instruction
- d. assess student performance

Content

- Define performance objectives, Instructional objectives
- Design instructional sequence
- The events of instruction
- Blooms Taxonomy of Educational Objectives
- Design the individual lesson
- Assessing students' performance

Unit 8: Improving the Quality of Instruction and Learning

5

Learning Outcomes

At the end of this unit learners will be able to

- a. express the concept of unit teaching
- b. explain principles & procedures
- c. design an illustrative unit on audio-visual materials

Content

- The concept of unit teaching
- Teacher and students at work: principles & procedure
- An illustrative unit on audio-visual materials

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. presentation
- d. Reading
- e. Library work and reporting

7. Assessment

Marks (%)

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

7. Recommended Books, Journals and Reports

- Aggarwal, J. C. (2005). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. Vikas Publishing.
- Alberty, H. B. (1968). *Reorganizing the High School Curriculum*. Macmillan.
- Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching* (2nd ed.). ASCD.
- Freiberg, H. J. & Driscoll, A. (2005). *Universal Teaching Strategies* (4th ed.). Pearson.
- Gwyn, R. (1999). *Informatics in General Education: Handbook for Teachers*. UNESCO.
- Hoffman, J. S. (2013). *Instructional Design: Step by Step*. Universe Inc.
- Huang, R., Spector, J. M. & Yang, J. (2019). *Educational Technology: A Primer for the 21st Century*. Springer.
- Huff, C. (2015). *Teacher Training in Educational Technology*. Grand Valley State University.
- Kennedy, S. (2018). *Educational Technology and Curriculum*. Edtech.
- Moore, K. D. (2014). *Effective Instructional Strategies from Theory to Practice* (4th ed.). Sage.
- Mamidi, M. R. (1989). *Curriculum Development and Educational Technology*. Sterling Publishers Private Ltd.
- Eggen, P. D. & Kauchak, D. P. (2012). *Strategies for Teachers' Teaching Content and Thinking Skills* (6th ed.). Pearson.
- Mangal, S. K. & Mangal, U. (2009). *Essentials of Educational Technology*. PHI Learning Private Limited.
- Smith, P. J. & Ragan, T. J. (1993). *Instructional Design*. Macmillan.
- Smith, L. P. (1993). *Instructional Design*. Macmillan.
- Rothwell, W. J., Benscoter, G. M. & King, S. B. (2016). *Mastering the Instructional Design Process* (5th ed.). Wiley.
- Zeitlyn, J. (1992). *Appropriate Media for Training and Development* (2nd ed.). Tool Publications.
- ম. নাজমুল হক (১৯৮৫), *শিক্ষা প্রযুক্তি*, ঢাকা: বাংলা একাডেমী।
- Related Websites.

1. Course Number: CIT 575

Course Title: Comparative Curriculum Studies

2. Credit Hours: 4

3. Course Description

The course is designed to acquaint the learners with the innovative practices followed in selected countries, both developing and developed, in developing and renovating their curricula. Being exposed with the curricula of those countries along with their strengths and weaknesses the learners are expected to be able to identify the features that can be adapted for further development of the curriculum of Bangladesh.

4. Course Objectives

The objectives are to help learners to

- a. acquaint with the curricula of selected countries.
- b. identify the innovative practices following in other countries in developing curriculum.
- c. develop their competencies of comparing the curricula of different countries and identify their strengths and weaknesses.
- d. identify the innovative features of the curricula of other countries that can be adapted for further development of the curriculum of Bangladesh.

5. Course Contents

Contact Hours

Unit 1: International Trends and Issues in Curriculum Planning and Development

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe concepts of trends and issues in planning and developing curriculum
- b. explain the significance of studying international trends and issues of curriculum development and implemented issues
- c. integrate relationship among curriculum planning, renovation and development
- d. identify the parameters of improving the curriculums in Bangladesh

Content

- Concept of trend and issues
- Significance of studying international trend and issues
- Relationship among curriculum planning, renovation and development
- Analysis and interpretation of curriculum development trends and issues
- Identification of parameters of improving the curriculum in Bangladesh

Unit 2: Curriculum Planning and Development Approaches of Selected Countries

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe about the country and education system
- b. integrate curriculum planning and development process followed in the country
- c. compare curriculum planning and development process between Bangladesh and a selected country

Content

- Introduction to the country
- Introduction to the education system
- Curriculum planning and development process/approach followed in the country
- Comparison of curriculum planning and development process/approaches between Bangladesh and a selected country
- Innovative features in planning and development process/approach of the selected countries
- Lessons to be learnt

Unit 3: Contemporary Curricula of Selected Countries

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain policies, principles and objectives in curricula of selected countries
- b. analyze level wise subjects, content structure, instructional guideline and assessment systems of selected countries curriculum

Content

- Policies and principles in curricula
- Objectives: general, level-wise, class and subject-wise competencies and learning outcomes (examples)
- Level-wise subjects
- Content structure (example of a subject of a grade)
- Instructional guidelines
- Assessment system

Countries to be studied under units 2 and 3:

- a. Three developed countries (two from Asia)
- b. Three developing countries (two from Asia)
- c. The course instructor will select the countries

Unit 4: Comparison of the Curricula between Bangladesh and a selected country on all major aspects

16

6. Instructional Strategies

- **For Unit I:** lecture followed by interactive discussions and supported by handouts and audio-video displays
- **For Unit 2 and 3:** students will be divided into 12 groups. Six groups will cover unit 2 and the rest six groups will cover unit 3. Each group will collect information through on-line search, visit to missions and review of available documents, compile information and prepare reports through multimedia. The group members will present group report, other students will interact and finally the course teacher will synthesize, bridge gaps, clarify issues
- **For unit IV:** Each student individually will compare between the curricula of Bangladesh and a selected country. This will be treated as term assignment

7. Assessment	Marks (%)
a. One In-course Examination	10
b. Semester Final Examination	60
c. Assignment (as per unit IV)	10
d. Preparation and presentation of group report	20

8. Recommended Books, Journals and Reports

Armstrong, D. G. (1989). *Developing and Documenting the Curriculum*. Allyn and Bacon.

Curricula of selected countries. (Related websites).

Lewy, A. (1977). *Planning the School Curriculum*. UNESCO.

NCTB Curriculum of Bangladesh (All levels).

Research Reports on Curriculum and Syllabus.

Related websites.

1. Course Number: CIT 576

Course Title: Assessment in Curriculum and Curriculum Evaluation

2. Credit Hours: 4

3. Course Description

This course will give learners opportunity to acquire theoretical as well as practical knowledge on various aspect of assessment in curriculum and curriculum evaluation that allows them to take part in different assessment process and develop their skill to evaluate instructional materials.

4. Course Objectives

The objectives are to help learners to

- a. acquaint with the concept of educational assessment.
- b. provide theoretical knowledge on assessment process at different levels of curriculum in Bangladesh.
- c. develop skills in preparing different tools for evaluation.
- d. experienced with curriculum research and report writing.
- e. acquire the skill of evaluating different aspects of curriculum including textbooks and other instructional materials.

5. Course Contents

Contact Hours

Unit 1: Educational Assessment in Curriculum

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the meaning of educational assessment
- b. differentiate concept of test, examination, assessment, measurement and evaluation
- c. point out the significance of assessment
- d. analyse different types of assessment in curriculum

Content

- Meaning of educational assessment
- Concepts: test, examination, assessment, measurement and evaluation
- Significance of assessment: assessment for learning and assessment as learning, types of learning objectives-Bloom's taxonomy
- Role of assessment in curriculum
- Assessment types

Unit 2: Methods of Assessment and tools development

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different types of assessment methods
- b. identify limitations in tests
- c. point out the characteristics of effective test
- d. use criteria for measures of achievement
- e. apply different techniques for evaluating different types of objectives
- f. explain standard of achievement

Content

- Types of assessment methods-Oral, Written, Practical
- Nature, purpose, scope and limitations in tests
- Norm-Referenced tests
- Criterion-Reference tests
- Characteristics of effective test
- Criteria for Measures of Achievement
- Defining standards of Achievement
- Evaluation of different types of objectives
- Test preparation

Unit 3: Overview of Assessment process at different levels of curriculum in Bangladesh

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain assessment process prescribed in the different levels of curriculum in Bangladesh
- b. explain advantages of school based continuous assessment

Content

- Pre-primary level
- Primary level
- Secondary level (including Madrasha education)
- Tertiary level

Unit 4: Curriculum Evaluation

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept of curriculum evaluation
- b. explain the purpose of curriculum evaluation
- c. compare different approaches to evaluation
- d. prepare different instrument for curriculum evaluation
- e. evaluate a program in terms of its effectiveness, acceptability and efficiency

Content

- Concept of curriculum evaluation
- Scope of curriculum evaluation
- The Nature and Purpose of Curriculum Evaluation
- Approaches to Evaluation
 - Scientific, Modernist Approach to Evaluation
 - Humanistic, Postmodernist Approach to Evaluation
 - Scientific, Modernist Approach versus Humanistic, Postmodernist Approach
 - Formative and Summative Evaluation
 - Illuminative Evaluation
 - Rational Evaluation
 - Experimental Evaluation
- Instrumentation of Curriculum Evaluation
- Program Evaluation: effectiveness, acceptability and efficiency
- Human Issues of Evaluation
- Challenges in the 21st Century

Unit 5: Evaluation of Instructional Materials

7

Learning Outcomes

At the end of this unit learners will be able to

- explain the significance of evaluation instructional materials
- describe the evaluation process of instructional materials
- identify the characteristics of a good textbook
- conduct textbook evaluation

Content

- Meaning, purpose and significance of evaluation instructional materials
- Criteria of a good textbook
- Types and methods of instructional materials evaluation
- Evaluation at the stage of development
 - Prototype evaluation
 - Preliminary try out
 - Field trial

Unit 6: Researches on Curriculum Studies

7

Learning Outcomes

At the end of this unit learners will be able to

- review research studies and reports on assessment and curriculum in local and global perspective
- prepare analytical discussion on research studies and reports
- identify research problems on curriculum issues

Content

- Review of research studies and reports on assessment and curriculum in local and global perspective
- Analytical discussion on various aspects of research studies and reports

6. Instructional Strategies

- Lecture
- Group discussion
- Reading
- Presentation
- Library work and students' participation in the class

7. Assessment

Marks (%)

- One In-course Examination
- Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

- Armstrong, G. (1989). *Developing and Documenting the Curriculum*. Allyn and Bacon.
- Ewing, R. (2013). *Curriculum and Assessment*. Oxford University Press.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. UNESCO.
- Marsh, C. J. (2009). *Key Concepts for Understanding Curriculum* (4th ed.). Routledge.
- Middlewood, D. & Neil, B. (2001). *Managing the Curriculum*. Sage.
- Ornstein, A. C. & Hankins, F. P. (2017). *Curriculum: Foundations, Principles and Issues* (7th ed.). Pearson Education Ltd.
- Parkay, F. W., Anctil, E. S. & Hass, G. (2014). *Curriculum Leadership: Readings for Developing Quality Educational Programs*. (10th ed.). Pearson Education Ltd.
- Pinar, W. F. et al. (2008). *Understanding Curriculum*. Peter Lang.
- Pinar, W. F. (2004). *What is Curriculum Theory*. Lawrence Erlbaum Associates.
- Pinar, W. F. (Ed.). (2003). *International Handbook of Curriculum Research*. Lawrence Erlbaum Associates.
- Pratt, D. (1980). *Curriculum, Design and Development*. Harcourt Brace Jovanovich Inc.
- Smith, D. L. & Lovat, J. T. (2003). *Curriculum Action on Reflection* (4th ed.). Cengage Learning.
- Related websites.

Master of Education in Educational Evaluation and Research (EER)

1. Course Number: EER 580

Course Title: Statistics in Educational Research

2. Credit Hours: 4

3. Course Description

Students studying various subjects are often required to deal with quantitative data and comprehend the logical abstraction of the data they use. Statistics helps to elicit and analyze quantitative data and understand the phenomena of interests. This course is an attempt to communicate statistical techniques to the learners for using in social research in general, and educational research in particular. This course will allow the learners to appreciate statistics as a tool for sophisticated analysis of quantitative data for educational research. The course contents include the essentials of both descriptive and inferential statistics. Along with the theoretical underpinning, the course will allow the learners to develop and use their statistical skills in real world research. Upon completion of the course learners will be well equipped in selecting appropriate statistical tools and techniques for data collection, processing, and analyzing their research data including interpretation of the results.

4. Course Objectives

The objectives are to help learners to

- a. develop an understanding of the basic statistical terminologies and proficiency in working with statistical terms.
- b. attain required know-how to provide meaningful interpretation of statistical concepts and techniques.
- c. develop an appreciation of the role of statistics in educational research.
- d. understand the theoretical basis of statistical inference.
- e. comprehend the rationale for using both descriptive and inferential statistics.
- f. acquire necessary skills for choosing and applying appropriate statistical techniques to accomplish particular analysis and interpretation.

5. Course Contents

Contact Hours

Unit 1: Recapitulation: Introduction to statistics

5

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the role of statistics in educational research
- b. describe the nature of statistical data and their uses

Content

- Definition and nature of statistics and its role in educational research
- Requirement and contribution of educational statistics in improving the education in Bangladesh
- Basic terms: Population & parameter, sample & statistics, observation, variable & types, data and types, scale of measurement of dependent variable, distribution in statistics
- Classification of statistics: Descriptive, inferential; uni-, bi- and multivariate analysis

Unit 2: Recapitulation: Data Organization, Summarization and Presentation

5

Learning Outcomes

At the end of this unit learners will be able to

- a. develop a frequency distribution of different type of data sets
- b. present the data graphically

Content

- Basic terms: raw score/data, organized data, data summarization, distribution of measures
- Data organization and summarization: Frequency distribution of scores (table); Meaning, purpose, construction, characteristics and uses (frequencies, percentages)
- Graphical representation of scores: Polygons, histograms, and curves
- Graphs for frequencies, percentages, and proportions
- Use of graphs to determine the characteristics of distribution

Unit 3: Recapitulation: Univariate Measures: Central Tendency and Variability

5

Learning Outcomes

At the end of this unit learners will be able to

- a. measure central tendency of given data
- b. measure dispersion of given data
- c. use central tendency and dispersion in research

Content

- Central tendency: meaning, use and importance
- Measures of central tendency: Arithmetic mean, median and mode
- Variability / dispersion in scores: meaning, use and importance
- Measures of dispersion: Range, quartile, semi inter-quartile range, mean deviation, standard deviation, standard score

Unit 4: Bivariate Measures: Study of Relationship

5

Learning Outcomes

At the end of this unit learners will be able to

- a. measure the relationships between and/or among two or more behavioral data
- b. use different methods of correlation based on given conditions

Content

- Importance of studying relationship among variables
- Meaning of relationship among variables
- Correlation and Causation
- Simple/bi-variate correlation and multiple correlation; positive, negative and Zero correlation
- Measures of correlation: coefficient of correlation, methods, conditions, and application
- Pearson's product moment method, conditions, and use
- Spearman's rank difference method, conditions, and use

Unit 5: Sampling Distribution and its Use

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe concept and uses of sampling distribution in research
- b. calculate different sampling distributions

Content

- Concept, role and use of sampling distribution
- Different types of sampling distribution: Mean, Median, Mean difference; sample correlation coefficient, sample variance
- Central limit theorem and properties of normality
- Distribution of sample means and its properties; Standard error (measure of uncertainty)
- Normal distribution, standard normal distribution, application of normal distribution in practical problem

Unit 6: Probability

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the rationale for studying probability in research
- b. use probability theories in research

Content

- Rationale for studying probability of events/variable in research
- Concept, meaning and types of probability
- Probability theory: a priori and a posterior probability
- Law of probability, application of the theory to solve practical problems
- Important probability distributions and their application in the social sciences, normal distribution, binomial distribution, point estimates

Unit 7: Testing hypothesis and making decisions

5

Learning Outcomes

At the end of this unit learners will be able to

- a. use the parametric statistics in taking decisions in research
- b. use the non-parametric statistics in taking decisions in research

Content

- Making decisions in statistics; Accuracy and probable errors in statistical decisions
- Procedures for making statistical decisions: Hypothesis testing- concept, use and steps
- Parametric approach: meaning and use
 - Different types of parametric tests: t, Z, F statistics, definition, use and interpretation
 - Analysis of variance and covariance-meaning application and interpretation; one way, two-way and multiple factor ANOVA and ANOCOVA
- Non-Parametric approach
 - Meaning and use; Types of non-parametric statistics
 - Two and multiple sample analysis:
 - Wilcoxon Rank-Sum Test: Concept and use

- Wilcoxon Matched-Pairs Signed-Ranks T Test: Concept and use
- Kruskal-Wallis Test: Concept and use
- Test of independence: The Chi-square (χ^2) test- concept, use and limitation
 - Chi-square as Goodness-of-Fit test: Computation and decision-making process, Contingency tables and Yates correction for continuity
 - Chi Square Test of Independence: Computation and decision making process

Unit 8: Prediction-Multivariate analysis

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the significance of prediction in research
- b. use the techniques of prediction while doing research

Content

- Importance of predication in educational research: Single and multiple prediction
- Techniques for prediction:Regression analysis
 - Simple regression:
 - Concept, Regression line, equation of regression line,
 - Line of best fit, Determining regression equation
 - Multiple regression: (i) Predicting dependent variable and (ii) Assessing the effect of independent variables
 - Coefficient of determination, Standard error of estimate

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group and individual work followed by presentation
- c. Reading assignment and presentation
- d. Library and field work

7. Assessment

Marks (%)

- | | |
|---|------------------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |
| | Total 100 |

8. Recommended Books, Journals and Reports Books:

- Blommers, P., & Forsyth, R.A. (1977). *Elementary Statistical Methods in Psychology and Education* (2nd Ed.). Boston: Houghton Mifflin Company.
- Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS*. London: Routledge.
- Field, A. (2017). *Discovering statistics using IBM SPSS statistics*. London: Sage Publications, Ltd.
- Garrett, H. E. (1973). *Statistics in Psychology and Education*, New York:Longmans, Green & Co.

- Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the behavioral sciences* (9th ed.). Belmont, CA: Wadsworth.
- Hussain, K. M. (1969). *Tathya Goonit*. Dhaka: Kendria Bangla Unnayan Board.
- Herochel, T. *Elementary statistics for Teachers*, EURASIA Publishing House (Pvt.) Ltd. Ramnagar, New Delhi-1.
- Hinkle, D. E., Wiersma, W., & Jurs, S. G. (2003). *Applied statistics for the behavioral sciences* (5th ed.). New York: Longman.
- Pagano, R. R. (2009). *Understanding statistics for the behavioral sciences* (9th ed.). Belmont, CA: Wadsworth.
- Walker, H. M. (1964). *Mathematics Essential for Elementary statistics: A Self-Teaching Manual*. New York: Holt, Rinehart and Winston.
- Walker, H. M., & Lev. J. (1953). *Statistical Inference*. New York: Holt, Rinehart and Winston.
- Walker, H. M., & Lev. J. (1958). *Elementary Statistical Methods*. New York: Holt, Rinehart and Winston.
- শাহজাহান তপন ও আব্দুর রশিদ (২০০৯), *শিক্ষায় পরিমাপ ও মূল্যায়ন*, ঢাকা: মেট্রো পাবলিকেশন্স।

Journals and Reports (example of use of statistical measurement):

- Azizeh, B., Kobra, P., Faranak, J. T., Parvin, S., & Bagher, S. (2019). Is Professional Self-concept Associated With Stress Among Nursing Students in Clinical Setting: A Descriptive Correlational Research. *Crescent Journal of Medical and Biological Sciences*, 6 (2), 191-195.
- BRAC. (2020). A rapid assessment: Impact of COVID-19 on Education in Bangladesh. Advocacy for Social Change (ASC) & BRAC Education Programme (BEP).
- Malak, M. S., Sharma, U., & Deppeler, J. M. (2018). Predictors of primary schoolteachers' behavioural intention to teach students demonstrating inappropriate behaviour in regular classrooms. *Cambridge journal of education*, 48(4), 495-514.
- Mohiuddin, G. (2015). A Study on Educational Assessment of Secondary and Higher Secondary Teachers of Bangladesh. *World Scientific News*, 16, 95-115.
- Muhammad, S., Hafsa, T., & Iqra, L. (2018). Teachers' Perceptions about the Use of Classroom Assessment Techniques in Elementary and Secondary Schools. *Bulletin of Education and Research*, 40(1), 115-130.

1. Course Number: EER 581

Course Title: Research for Educational Changes

2. Credit Hours: 4

3. Course Description

The course is about educational research tradition, which are useful to bring change and improvement in the actual process of education. The course presents the concepts and methods of action research, with its essential components and techniques, followed by qualitative research, and mixed method research.

4. Course Objectives

The objectives are to help learners to

- a. understand the growing importance of action research in education.
- b. know the significance/traditions and scope of action research.
- c. gain experience in planning and implementing action research with hypothetical problem situation.
- d. be acquainted with qualitative research approaches and designs.
- e. realize the importance of qualitative research.
- f. know the various perspectives of qualitative research.
- g. know the relevance, types and process of mixed method research.

5. Course Contents

Contact Hours

Unit 1: Introduction to Philosophical world view of research

6

Learning Outcomes

At the end of this unit learners will be able to

- a. conceptualize the philosophical world view of research
- b. clearly distinguish the view of different research paradigms

Content

- Review of research traditions in the area of science, social science and education
- Brief description of dominant educational research
- Educational research paradigms
- Positivist research paradigms: characteristics and its role in education
- Interpretive research paradigms: characteristics and its role in education
- Constructivism and post-modernism research paradigms: characteristics and its role in education
- Failure of these paradigms for bringing change in practice
- Review and critical analysis of prevailing educational research work in the light of the limitations of current research approach (guided by the course/departmental teacher)

Unit 2: Action Research Paradigms

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the need of action research in education
- b. describe the rationale for action research
- c. describe the role of teachers in action research in education

Content

- Conceptual framework of action research
- Characteristics, scope, and rationale of action research
- Uses and limitations of action research
- Teachers' role in classroom: behind the scene
- Teacher as researcher: political, professional, personal

Unit 3: Trends in Action Research

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the current trend of action research
- b. use different models of action research in designing action research

Content

- The contribution of Kurt Lewin
- Ideas and Influence of Lawrence Steinkamp
- Schemes of Stephen Kemmis and John Elliot
- Notion of living educational theory of Jack Whitehead
- Diagnosing the problem and planning the research
- Selecting / delving appropriate model
- Practical concerns and Implications
- Participatory Rural Appraisal (PRA)

Unit 4: Qualitative research

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain role of qualitative research in education
- b. describe the types of qualitative research

Content

- Concept of qualitative research and its emergence
- Role of qualitative research for researching education
- Major themes of qualitative research
- Critical analysis of the contribution of quantitative research in education
- Rationale of pursuing qualitative research in education
- Theoretical perspective: Different approaches to qualitative research/Research strategies
- Different types of qualitative research: case study, ethnography, phenomenology, grounded theory
- Ethical issues for educational research

Unit 5: Data Collection and Making Sense of Data in qualitative research

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify different techniques for collecting data
- b. develop data collection techniques in their research
- c. interpret data with appropriate procedures

Content

- Data collection: Interview, observation, field note, focus group discussion, reflective journals, audio and video data, documentary evidence, learners' diary etc.
- Procedure of using different instruments and their role
- Validity and reliability of data: triangulation
- Content analysis; thematic analysis; interim analysis
- Interpreting findings in action research and qualitative research

Unit 6: Mixed Method Approach in Educational Research

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and significance of mixed method research in education
- b. design mixed method research in education following the types

Content

- Concept and inception of Mixed method approach for researching education
- It's role and importance in education
- Types of mixed method research approach
- Key characteristics of mixed method design
- How to design, what to consider in Mixed method approach
- Steps to conduct research through Mixed method design
- Sampling techniques in Mixed method design
- Techniques to use different tools together in Mixed method design
- Combining qualitative and quantitative data in one research

Unit 7: Writing Report and Evaluating Research

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the structure of different research designs
- b. evaluate any research report in education

Content

- Structure of research reports
- Writing action research reports
- Writing qualitative research reports
- Writing Mixed Method research report
- Evaluation of the quality of your research report
- Citation and referencing

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group and individual work and presentation
- c. Guided reading and field visit
- d. Library work and students' participation in the class

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports Books

- Baumfield, V., Hall, E., & Wall, K. (2008). *Action Research in the Classroom*. Los Angeles: age.
- Best, J. W., & Khan, J. V. (2006). *Research in Education*. New Delhi: Prentice Hall.
- Connolly, P. (2007). *Quantitative Data Analysis in Education: A critical introduction using SPSS*. London: Routledge.
- Creswell, J. W. (2008). *Educational Research: Planning, conducting and evaluating Qualitative and Quantitative research*. New Jersey: Merrill Prentice Hall.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research: An introduction*. New York: Allyn and Becon.
- Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applicants*. New Jersey: Merrill Prentice Hall.
- Hopkins, D. (2002). *A Teacher's Guide to classroom Research*. UK: Open University Press.
- Jarnes, M. (1996). *Action Research Curriculum*. London: Kogan Press.
- Johnson, B., & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative and Mixed approaches*. Los Angeles: Sage.
- Kemmis, S., McTaggart, R., & Retallick, J. (2004). *The Action Research Planner*. Karachi: Aga Khan University.
- Kothary, C. R. (2005). *Research Methodology*. New Delhi: New Age International Publishers.
- Lewin, K. M., & Stuart, J. S. (1991). *Educational Innovation in Developing Countries: Case Studies of Change Makers*. London: MCMILLAN.
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a Successful Thesis or Dissertation*. California: Corwin Press.
- Manion, L., & Cohen, L. (1994). *Research Methods in Education*. London: Routledge.
- McNiff, J., & Whitehead, J. (2005). *Action Research for Teachers: A practical guide*. London: David Fulton Publishers.
- Punce, K. F. (2009). *Introduction to Research Methods in Education*. Los Angeles: Sage.
- Quaratiello, A.R. (2007). *The College Student's Research Companion*. New York: Neal-Schuman Publishers, Inc.
- Rob, H. (nd). *Teacher Research and School Improvement-Opening Doors from the Inside*. Buckingham: Open University Press.
- Robinson, V., & Lai, M. K. (2006). *Practitioner Research for Educators: A Guide to Improving Classrooms and Schools*. California: Corwin Press.
- Rossmann, G. B., & Rallis, S. F. (2012). *Learning in the field: An Introduction to Qualitative Research*. CA: Sage.
- Sharp, J. G. (2009). *Success with your education research project*. Cornwall, UK: Learning Matters.
- Sherman, R. R., & Webb, R. B. (1990). *Qualitative Research in Education: Focus and Methods*. New York: The Falmer Press.

Silverman, D. (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. CA: Sage.

Publication Manual of the American Psychological Association. (2009). Washington, DC: American Psychological Association.

হোসনে আরা বেগম ও অন্যান্য (২০০২), শিক্ষায় পাঠোপযোগী গবেষণা ধারা: সমস্যা শ্রেণীপট ভিত্তিক সমাধান, *নিবন্ধমালা*, ১১, পৃঃ ৯২-১৪৬।

Journals and Reports

Allan, F., & Tarin, W. (n.d.). Suggestions for Writing the Action Research Report. University of Massachusetts Amherst retrieved on 7 August 2021, from <http://people.umass.edu/~afeldman/ARreadingmaterials/WritingARReport.html>

Banegas, D.L., & Villacañas-de-Castro, L.S. (2015). A look at ethical issues in action research in education. *Argentinian Journal of Applied Linguistics*, 3(1), 58-67.

Ha, P.V. (2004). Classroom Observation as a Tool for Professional Growth. Teachers' Edition, 26-30.

Othman, N., & Chia, S.Y. (2016). The challenges of action research implementation in Malaysian schools. *Pertanika Journal of Social Science & Humanities*, 24 (1), 43 – 52.

Videos

Action Research: How it works:https://drive.google.com/file/d/1W8S1OaVy6CPfxtMM3LDaar21CkUBe_X/view

Action Research for Teachers:
<https://drive.google.com/file/d/1nZMGFTgkvkfRg8rilmqwLBTzSgtXp8rJ/view>

What is Action Research:
https://drive.google.com/file/d/1pwo0zSY6r7DNqMvtd9OnY7KAasHTII_o/view

T 11 Writing Your Action Research Report (2018 updated version
at <https://youtu.be/xTyz5DxALOE>):

Sample Action Research Report 1:

From “Effect of Technology on Enthusiasm for Learning Science” by J. Hollis (1995), in S. Spiegel, A. Collins, & J. Lappert (Eds.), *Action Research: Perspectives from Teachers' Classrooms*. Science FEAT (Science For Early Adolescence Teachers). Tallahassee, FL: Southeastern Regional Vision for Education. Retrieved October 20, 2004, from http://www.enc.org/professional/learn/research/journal/science/document.shtm?input=ENC-002432-2432_ch1.

Self-guided Action Research Tutorial:

Center for Collaborative Action Research. (2021). <https://www.actionresearchtutorials.org/tutorial-overview>

Action Research networks:

Action Research Network for Americas (ARNA). (2021). <https://arnawebsite.org/>

The Collaborative Action Research Network (CARN). (2021).
<https://www.carn.org.uk/?from=carnnew/>

Action Learning, Action Research Association Ltd (ALARA). (2021).
<https://www.alarassociation.org/?q=networks/around-the-world/europe>

1. Course Number: EER 582

Course Title: Assessment and Evaluation Techniques in Education

2. Credit Hours: 4

3. Course Description

The course is about important aspects of education: assessment of learners' achievement/ learning and evaluation. This course covers assessment of learners achievement/ learning and evaluation, various assessment techniques, approaches, and methods in evaluation. Major emphasis has been given on school-based continuous assessment, learning and students' development, assessment and evaluation system in Bangladesh. This course is an attempt for offering knowledge, skill and attitudes that are required to develop professionalism in assessment and evaluation among its participants.

4. Course Objectives

The objectives are to help learners to

- a. understand the role of assessment in educational practices.
- b. realize the intense relationship between assessment, teaching, and pupils' learning.
- c. choose an appropriate assessment scheme that enhances learning.
- d. appraise the existing assessment scheme at various level of education in Bangladesh.
- e. comprehend the meaning of evaluation and the difference with assessment.
- f. know the various components of program evaluation.
- g. appreciate the value of assessment and evaluation in the advancement of education.
- h. acknowledge and value alternative and authentic assessment.

5. Course Contents

Contact Hours

Unit 1: Understanding Students' Learning

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of assessment and its types
- b. describe the relationships between assessment and student learning

Content

- Concept of learning, learning experience and learning outcome
- Types of learning: outcome: basic and higher order learning outcome
- Learning theories
- Assessment and learning and their relationships

Unit 2: Assessing Students' Learning

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the purposes of assessment in education
- b. describe the models of assessment and their role in different perspectives
- c. identify the side-effects of assessment practices in Bangladesh

Content

- Nature and aspects of assessment
- Purpose of assessment: Assessment of, for and as learning
- Models of Assessments
- Role of assessment in education from different perspectives
- Side-effects of assessment; Bias in assessment
- Type of assessment, assessment method and its choice

Unit 3: Modes of assessment

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different modes of assessment in Bangladesh, and in general
- b. explain the purposes of continuous assessment and classroom assessment
- c. appreciate the sue of different types of alternative and authentic assessment
- d. identify roles of different types of assessment for student' learning

Content

- Different types of educational assessment
- Continuous Assessment: concept, purpose, and nature
- Performance based assessment
- Classroom assessment: concept, purpose, and nature
- Alternative and authentic assessment
- Role of different types of assessment for students' learning

Unit 4: Examinations and Tests Construction

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the functions of examination and tests with purpose and scope
- b. develop different types of tests for measuring particular learning outcomes
- c. standardize a test using appropriate procedures

Content

- Function of examination
- Tests, its nature, purpose, scope and limitations
- Essay type (short answer, long answer): principles and practices
- Objective type (MCQ, true-false, matching, fill-in-the-gaps): principles and practices
- Structured/creative question: principles and practices
- Standardization of tests
- Administering different test with appropriate manner

Unit 5: Moderation, Marking and Reporting

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of moderation and its functions
- b. develop marking scheme for a particular test
- c. assess essay type answer scripts maintaining standards

Content

- Concept of moderation and its types
- Functions of marking and reporting system
- Rubrics: concept, nature, and purpose
- Developing rubric and reporting system
- Functions of rubric and reporting
- Types of rubric and reporting
- Score correction for MCQ answer
- Principles of assessing essay type answers

Unit 6: Assessing Learning and Development

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain different techniques to assess students' behavior
- b. develop assessment different assessment techniques including peer appraisal and self-report

Content

- Observational techniques: Anecdotal rescues, rating scales, checklists and pupils' participation in rating
- Peer appraisal and self-report: peer appraisal and self-report techniques, attitude measurement, interest inventories and personality measurement

Unit 7: Assessment Situation in Bangladesh

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the assessment practices in Bangladesh at various levels
- b. critically analyze the tests used at different levels

Content

- Nature of student assessment in various education-levels (primary, secondary and higher secondary and higher education)
- Public examination, its nature, nature of tests used in it, critical analysis of tests used
- Review and judgment of assessment scheme at institution, SSC and HSC level
- Continuous assessment at primary education levels, its review and critical assessment

Unit 8: Evaluation in Education

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of evaluation
- b. identify the differences between assessment and evaluation
- c. describe the steps of evaluation

Content

- Conceptualization of evaluation
- Different between assessment and evaluation
- Program evaluation
- Steps in evaluation: evaluation plan, evaluation process and evaluation output

Unit 9: Evaluation Approaches

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the dimensions of evaluation
- b. use models of evaluation for particular purposes

Content

- Dimensions of evaluation:
 - Formative-summative, Formal-Informal, Case particular generalization
 - Product-process
 - Descriptive-judgmental
 - Holistic-analytic
 - Internal-external
 - Pre-ordinate responsive
- Models of evaluation:
 - The Classical / agriculture-botany model
 - The research and development (R & D)/ industrial-factory model
 - The Illuminative/ anthropological model
 - The teacher as researcher/ professional model
 - The teacher as researcher/ professional model
 - The case study/ portrayal model

Unit 10: Methods of Evaluation

4

Learning Outcomes

At the end of this unit learners will be able to

- a. design a program evaluation approach
- b. evaluate any education program for particular purpose

Content

- Designing evaluation questions; evaluator's role
- Evaluation methods: frameworks for data collection
- Analyzing data: qualitative and quantitative
- Reporting evaluation
- Learning from evaluation

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group and individual work and presentation
- c. Guided reading and field visit
- d. Library work and students' participation in the class

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

Books:

- Ahman, J.S. (1981). *Evaluating Students Progress: Principles of Tests and Measurements*. New York: Allyn and Bacon, Inc.
- Anwar, H. N., & Sohail, M. M. (2014). Assessing the learning level of students through Bloom's Taxonomy in higher education in Punjab. *Journal of Educational and Social Research*, 4(3), 83 – 87. Retrieved on March 14, 2015 from <http://www.mcser.org/journal/index.php/jesr/article/view/2698/2665>.
- Begum, H. A., & Ahmed, S. S. (2007). Assessment Tools Used in Secondary Schools: Do They Encourage Higher Order Learning? *NAEM Journal* (a journal of National Academy for Educational Management Ministry of Education), 3(5), 7-24.
- Begum, H. A., & Mullick, J. I. (2005). School Based Assessment in Theory and Practice: International and Bangladesh Context. *Bangladesh Asiatic Society Journal*, 13, 153-183.
- Begum, M., & Farooqui, S. (2008). School Based Assessment: Will it really change the education scenario in Bangladesh? *International Education Studies*, 1(2), 45-53.
- Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment* (1st ed.). London: GL Assessment.
- Boyle, J., & Fisher, S. (2007). *Educational Testing: A Competence-Based Approach*. UK: BPS Blackwell.
- Drummond, M. J. (1993). *Assessing Children's Learning*. London: David Fulton Publishers.
- Faleye, B. A., & Ayeloja, O. R. (2014). Taxonomical analysis of selected teacher-made multiple choice tests in Obafemi Awolowo University, Nigeria. *Journal of Educational and Social Research*, 7(2), 33 – 38. Retrieved on March 14, 2015 from <http://www.mcser.org/journal/index.php/jesr/article/view/2729>.
- Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2012). *Program evaluation: Alternative Approaches and Practical Guidelines* (4th Ed.). NJ: Pearson.
- Frary, R. B. (1988). Formula scoring of multiple-choice tests (correction for guessing). *Educational Measurement: Issues and Practice*, 7(2), 33 – 38. Retrieved on <http://ncme.org/linkservid/65C63B8F-1320-5CAE-6EFB0D72A6C55DD8/showMeta/0/> retrieved on March 14, 2015.
- Gipps, C. V. (1994). *Beyond Testing: Towards a Theory of Educational Assessment*. London: The Falmer Press.
- Gronlund, N. E., & Linn, R. L. (2005). *Measurement and Assessment in Teaching*, New York: Macmillan Publishing Company.

- Harris, D., & Bell, C. (1994). *Evaluating and Assessing for Learning*, London: Kogan Page Ltd.
- Hogan, T. P. (2007). *Educational Assessment: A Practical Introduction*. USA: John Wiley & Sons.
- Kubiszyn, T., & Borich, G. (2007). *Educational Testing and Measurement: Classroom Application and Practice*. USA: John Wiley & Sons.
- Mullick, J. I. and Begum, H. A. (2005). Biases in Current Assessment Practices at Secondary Level Education in Bangladesh. *Bangladesh Education Journal* (a half yearly publication of UNESCO-BAFED Researchers' Forum), 4 (2), 47-63.
- Palmer, E.J., & Devitt, P.G. (2006). Constructing multiple choice questions as a method for learning. *Annals of the Academy of Medicine*, 35(9), 604–608. Retrieved on March 14, 2015, from <http://annals.edu.sg/PDF/35VolNo9Sep2006/V35N9p604.pdf>
- Rowntree, D. (1987). *Assessing Students: How shall we Know Them?*. London: Harper & Row, Publishers.
- Stanger-Hall, K. F. (2012). Multiple-choice exams: An obstacle for higher-level thinking in introductory science classes. *CBE-Life Sciences Education*, 11, 294 -306.
- Tarrant, M., Knierim, A., Hayes, S.K., & Ware, J. (2006). The frequency of item writing flaws in multiple-choice questions used in high stakes nursing assessments. *Nurse Education Today*, 37 (3), 98–104. Retrieved on March 14, 2015 from <http://hub.hku.hk/bitstream/10722/149231/1/Content.pdf?accept=1>.
- Towns, M. H. (2014). Guide to developing high-quality, reliable, and valid multiple-choice assessment. *Journal of Chemical Education*, 91 (9), 1426–1431.
- Weiss, C.H. (1972). *Evaluation: Methods for Studying Programs and Policies* (2nd Ed.). NJ: Prentice Hall.
- Wilmut, J., & Tuson, J. (2005). *Statistical moderation of teacher assessments: A report to the Qualifications and Curriculum Authority*. London, United Kingdom: Qualifications and Curriculum Authority.
- এনায়েত রসুল (১৯৯৬), *আপনাকে বলছি স্যার: বারবিয়ানা স্কুল থেকে* (Letter to a Teacher by The school of Barbiana), অনু: সলিল বিশ্বাস, কলকাতা: বাউলমর প্রকাশনা।
- শাহজাহান তপন ও আব্দুর রশিদ (২০০৯), *শিক্ষায় পরিমাপ ও মূল্যায়ন*, ঢাকা: মেট্রো পাবলিকেশন্স।

Journals and Reports

- Barari, N., RezaeiZadeh, M., Khorasani, A., & Alami, F. (2020). Designing and validating educational standards for E-teaching in virtual learning environments (VLEs), based on revised Bloom's taxonomy. *Interactive Learning Environments*, DOI: 10.1080/10494820.2020.1739078.
- Forehand, M. (2011). Bloom's Taxonomy. *Emerging Perspectives on Learning, Teaching and Technology*. 1-10. Retrieved from <https://www.d41.org/cms/lib/IL01904672/Centricity/Domain/422/BloomsTaxonomy.pdf>

1. Course Number: EER 583

Course Title: Practicing Educational Research

2. Credit Hours: 4

3. Course Description

The course is basically a practical course that aids the learners to know and understand the various research approaches in terms of methodology in education. Learners will avail the opportunity to conduct such research in practice and product a monograph throughout the semester.

4. Course Objectives

The objectives are to help learners to

- a. a survey or other type of quantitative research.
- b. a case study or other type of qualitative research.
- c. an experimental research.
- d. a mixed method research.
- e. an action research.

5. Course Contents

Contact Hours

Unit 1: Quantitative Research

10

Learning Outcomes

At the end of this unit learners will be able to

- a. design a quantitative survey and experimental research
- b. conduct small scale survey and experimental study in education

Content

- Review of concepts, nature and sources of data, analysis, and synthesis
- Selecting a specific research problem suitable for quantitative research including survey and experimental research
- Carrying out a small-scale research on the topic (under the guidance of the course teacher)

Unit 2: Qualitative Research

10

Learning Outcomes

At the end of this unit learners will be able to

- a. design a qualitative research
- b. conduct small scale qualitative study in education

Content

- review of the characteristics of data collection and analysis technique including case study, ethnography and narratives
- selecting a research problem suitable for qualitative research
- carrying out a small-scale research on the topic (under the guidance of the course teacher)

Unit 3: Mixed method Research

10

Learning Outcomes

At the end of this unit learners will be able to

- a. design a mixed method research
- b. conduct small scale mixed method study in education

Content

- Review of the characteristics of data collection and analysis technique
- Selecting a research problem suitable for mixed method research
- Carrying out a small-scale research on the topic (under the guidance of the course teacher)

Unit 4: Action Research

10

Learning Outcomes

At the end of this unit learners will be able to

- a. design an action research to solve educational problem
- b. conduct small scale action research in education

Content

- Review of concepts, nature, and scope of action research
- Selecting a specific problem and designing a framework
- Conducting problem-based small scale action research

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group and individual work and presentation
- c. Guided reading and field visit
- d. Library work and students' participation in the class

7. Student Assessment

- a. Following steps of research to conduct any quantitative, qualitative, mixed method, or action research
- b. Submission of a research report following any one of the contents

8. Recommended Books, Journals and Reports

Books:

- Barbour, R. (2007). *Doing Focus Group* (ed.). Los Angeles: Sage.
- Baumfield, V., Hall, E., & Wall, K. (2008). *Action Research in the Classroom*. Los Angeles: Sage.
- Best, J. W., & Khan, J. V. (2006). *Research in Education*. New Delhi: Prentice Hall.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative Research for Education: An introduction to Theories and Methods*. New York: Allyn and Becon.
- Clough, P., & Nutbrown, C. (2007). *A student's guide to Methodology*. Los Angeles: Sage.
- Cox, J., & Cox, K. B. (2008). *Your Opinion Please*. California: Corwin press.
- Creswell, J. W. (2008). *Educational Research: Planning, conducting and evaluating Qualitative and Quantitative research*. New Jersey: Merrill Prentice Hall.
- Denxin, N. K., & Lincoln, Y.S. (2008). *Strategies of Qualitative Inquiry* (ed.). Los Angeles: Sage.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Gall, M.D., Gall, J. P., & Borg, W.R. (2007). *Educational Research: An introduction*. New York: Allyn and Becon.

- Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applicants*. New Jersey: Merrill Prentice Hall.
- Gillham, B. (2008). *Developing a Questionnaire*. London: Continuum.
- Hopkins, D. (2002). *A Teacher's Guide to classroom Research*. UK: Open University Press.
- Johnson, B., & Christensen, L. (2008). *Educational Research: Quantitative, Qualitative and Mixed approaches*. Los Angeles: Sage.
- Kothary, C. R. (2005). *Research Methodology*. New Delhi: New Age International Publishers
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in Educational Research: From Theory to Practice*. San Francisco: Jossey-Bass.
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a Successful Thesis or Dissertation*. California: Corwin Press.
- McNiff, J., & Whitehead, J. (2005). *Action Research for Teachers: A practical guide*. London: David Fulton Publishers.
- Punce, K. F. (2009). *Introduction to Research Methods in Education*. Los Angeles: Sage.
- Robinson, V., & Lai, M. K. (2006). *Practitioner Research for Educators: A Guide to Improving Classrooms and Schools*. California: Corwin Press.
- Sharp, J. G. (2009). *Success with your education research project*. Cornwall, UK: Learning Matters.
- Publication Manual of the American Psychological Association*. (2009). Washington, DC: American Psychological Association.

Journals and Reports (example of research article and report)

- Azizeh, B., Kobra, P., Faranak, J. T., Parvin, S., & Bagher, S. (2019). Is Professional Self-concept Associated With Stress Among Nursing Students in Clinical Setting: A Descriptive Correlational Research. *Crescent Journal of Medical and Biological Sciences*, 6(2), 191-195.
- BRAC. (2020). A rapid assessment: Impact of COVID-19 on Education in Bangladesh. Advocacy for Social Change (ASC) & BRAC Education Programme (BEP).
- Malak, M. S., Sharma, U., & Deppeler, J. M. (2018). Predictors of primary schoolteachers' behavioural intention to teach students demonstrating inappropriate behaviour in regular classrooms. *Cambridge journal of education*, 48(4), 495-514.
- Mohenshell, L.M. & Hand, B. (2006). Writing-to-learn Strategies in Secondary School Cell Biology: A mixed method study. *International Journal of Science Education*, 28 (2-3), <https://doi.org/10.1080/09500690500336965>
- Mohiuddin, G. (2015). A Study on Educational Assessment of Secondary and Higher Secondary Teachers of Bangladesh. *World Scientific News*, 16, 95-115.
- Muhammad, S., Hafsa, T., & Iqra, L. (2018). Teachers' Perceptions about the Use of Classroom Assessment Techniques in Elementary and Secondary Schools. *Bulletin of Education and Research*, 40(1), 115-130.
- Rezaei, M., & Jafari, M. (2014). Investigating the Levels, Types, and Causes of Writing Anxiety among Iranian EFL Students: A Mixed Method Design. *Procedia - Social and Behavioral Sciences*, 98, 1545 – 1554.
- Winthrop, R., & Kirk, K. (2008). Learning for a Bright Future: Schooling, Armed Conflict, and Children's Well-Being. *Comparative Education Review*, 52 (4), 639-661.

Master of Education in Educational Psychology and Guidance (EPG)

1. Course Number: EPG 584

Course Title: Advanced Educational Psychology

2. Credit Hours: 4

3. Course Description

This course is designed to provide learners with theoretical and practical background of educational psychology and classroom culture in the school. This course will cover details of the foundation of psychology and education along with different theoretical perspectives of learning, motivation, intelligence and creativity, emotion and psychology of teaching. The major emphasis will be given on the development of wider perspectives of educational psychology and understanding of psychological problem in the field of education.

4. Course Objectives

The objectives are to help learners to

- a. understand the theoretical and practical aspects of psychology and its application to the classroom.
- b. connect education with most of the psychological constructs from the perspectives of teaching and learning.
- c. understand the cognitive and behavioral aspects of learning that are necessary for becoming an effective teacher.
- d. comprehend the basic problems of teaching-learning process in the schools and its consequence on the students.
- e. develop understanding of intelligence and creativity among students and its use in the classroom.

5. Course Contents

Contact Hours

Unit 1: Basics of Educational Psychology

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain how psychology contribute to Educational process
- b. identify the research procedure in psychological research in education

Content

- Overview of Educational Psychology: concepts of Educational Psychology
- How psychology is related to education, sub-fields of Educational Psychology
- Perspectives of Psychology-Associationism, Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Humanistic-Existential Psychology, Cognitive psychology
- Research Methods in Educational Psychology

Unit 2: Biological Basis of Behavior and Learning

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain how learning occurs through nervous system
- b. identify the influence of different endocrine glands on behavior

Content

- Nervous system and brain
- Neurological basis of behavior and learning
- Effect of environment on brain, create brain friendly classroom
- Glandular system
- Impact of endocrine glands on human development and behaviour

Unit 3: Learning Theories and Instructional Implications

12

Learning Outcomes

At the end of this unit learners will be able to

- a. explain learning process based on different theoretical perspectives
- b. identify learning strategy corresponding to different learning theories

Content

- Learning: Concept, factors, types, and perspectives of learning
- Review behavioral, cognitive and social cognitive views of learning
- Constructivist views of learning- Vygotsky's social constructivism theory and its' implication in education
- Humanistic view of learning- Rogerian Humanistic Theory, Humanism in the classroom
- Information Processing Theory, Metacognition, Cognitive Load Theory

Unit 4: Motivation in Learning and Teaching

3

Learning Outcomes

At the end of this unit learners will be able to

- a. review motivation theories
- b. explain students' motivation for different learning interests
- c. develop strategies for motivating learners employing different motivational theories

Content

- Motivation and its concepts and definition, motivation cycle, its use in classroom
- Theories of Motivation and its instructional implications: Maslow's Hierarchy of Needs: A review; Self-determination theory, Goal Orientation Theory, Attribution Theory
- Teacher motivation: factors of teacher motivation

Unit 5: Emotion in Teaching and Learning

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain how emotion may influence learning and educational process
- b. formulate strategies to use appropriate emotion in teaching-learning process to optimize learning

Content

- Concepts and types of emotion, biological and psychological explanation of emotion
- The brain and emotion
- Theories of emotion: James Lange theory, Cannon-Bard theory; Schachter-Singer theory Lazarus theory
- Emotion and Learning

Unit 6: Intelligence and Creativity

5

Learning Outcomes

At the end of this unit learners will be able to

- explain the diversified aspects of intelligence and creativity
- develop strategies for teachers to assist students maximize their ability and creativity

Content

- Concept of Intelligence
- Factors of intelligence-one factor, multiple factors, Multiple intelligence
- Emotional intelligence
- Concepts and importance of creativity, measures of creativity, facilitate creativity in teaching and learning

Unit 7: Psychology for Teaching

7

Learning Outcomes

At the end of this unit learners will be able to

- identify the psychological aspects of teaching
- develop teaching strategies to maximize diversified learning needs
- apply the appropriate classrooms management strategies in different learning settings

Content

- Concepts of Teaching-learning and its beliefs
- Models of Learning and Teaching
- Diversity and teaching: individuality, cultural and global aspects
- Universal Design for Learning (UDL)
- Classroom Management

6. Instructional Strategies

- Lecture, Discussion, Question-Answer
- Library work
- Debate, Seminar
- Students' participation in the classroom.

7. Assessment

Marks (%)

- | | |
|---|----------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |

Total 100

8. Recommended Books, Journals and Reports

- Gargiulo, R. M, & Metcalf, D (2017). *Teaching in today's inclusive classrooms: A universal design for learning Approach*. Cengage Learning.
- Jensen, E. (1998). *The brain in mind*. Association for Supervision and Curriculum Development.
- Lefrancois, G. R. (2000). *Psychology for teaching (10th ed.)*. Wadsworth Publishing.
- Mangal, S. K. (1993). *Advanced educational psychology*. Prentice-Hall.

Woolfolk, A. (2016). *Educational psychology (13th ed.)*. Pearson.

Woolfolk, A., Hughes, M., & Walkup, V.(2008). *Psychology in education*. Pearson Longman.

খালেক, আব্দুল এবং হক, মুহাম্মদ নাজমুল (২০০৯), *আধুনিক শিক্ষা মনোবিজ্ঞান*, ঢাকা: হাসান বুক হাউস।

সরকার, নীহাররঞ্জন (২০০৪), *মনোবিজ্ঞান পরিমাপন ও পরিসংখ্যান*, ঢাকা: জ্ঞানকোষ প্রকাশনী।

সরকার, নীহাররঞ্জন (২০০৪), *মনোবিজ্ঞান ও জীবন*, ঢাকা: জ্ঞানকোষ প্রকাশনী।

হক, মুহাম্মদ নাজমুল, হোসেন, সাইরা ও হাবীব, আহসান (২০১৮), *শিক্ষায় মনোবিজ্ঞান*, ঢাকা: বিশ্ব সাহিত্য ভবন।

হক, মুহাম্মদ নাজমুল ও হোসেন, সাইরা (২০১৫), *শিক্ষায় জ্ঞানবিকাশ তত্ত্ব-পিয়াজে, ভাইগটস্কি, এবং ব্রনফেন ব্রেনারের জ্ঞানীয় মতবাদ*, ঢাকা: বিশ্বসাহিত্য ভবন।

1. Course Number: EPG 585

Course Title: Child and Adolescent Psychology

2. Credit Hours: 4

3. Course Description

This course is designed to provide a thorough knowledge of child development from conception to adolescence. It deals with developmental milestones and issues at different stages of development. It would also describe the implication of its knowledge to the assistance of child rearing in the family, community and teaching in classroom.

4. Course Objectives

The objectives are to help learners to

- a. know and understand the process of human development beginning from conception to adolescence.
- b. understand and define stages of development and its nature and principle.
- c. acquaint with nature of physical, cognitive, and socio-emotional development of the children up-to adolescence.
- d. understand the development of language and communication during childhood and importance of play in course of development.
- e. to recognize the uniqueness of the child and adolescents by placing emphasis on individual differences.

5. Course Contents

Contact Hours

Unit 1: Concept of Development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss the historical foundation of studying child development
- b. analyze the principles of development
- c. identify the basic issues of child development

Content

- Historical Foundation of studying child and adolescent development
- Method of developmental psychology
- Development and growth, principles of development, domains of development (cognition, emotion, and social aspects)
- Basic Issues: Continuous vs. Discontinuous Development, One Course of Development vs. Many, Nature vs. Nurture

Unit 2: Prenatal development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain different stages of prenatal development
- b. identify the factors of prenatal development

Content

- Stages of Prenatal Development
- Factors influencing prenatal development: Genetic, Maternal and Environmental Factors
- Child Birth: Birth Complications and its influence
- Genetic Counseling and Prenatal diagnosis

Unit 3: Post-natal Physical Development: Child and Adolescence

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the milestones for physical developmental of children
- b. explain physical development of adolescents

Content

- Child Development:
 - Motor development-gross and fine motor development
- Adolescent Development:
 - Physical changes in adolescence, primary and secondary sex characteristics
 - Psychological effects of physical changes, early versus late matures

Unit 4: Language Development

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain different component of language
- b. review critically different theoretical perspectives of Language development

Content

- Pre-linguistic development, Language development: Stages of language development
- Component of Language: Phonology, Morphology, Semantic, Syntax, Pragmatic
- Theories of Language development: Behaviorist perspectives, Nativist perspectives, Interactionist perspective

Unit 5: Cognitive and moral development: Child and Adolescence

5

Learning Outcomes

At the end of this unit learners will be able to

- a. critically review different cognitive developmental theories
- b. explain the Kohlberg's theory of Moral development

Content

- Review of Piaget, Bruner, and Vygotsky's theory of development regarding cognition
- Kohlberg's theory of moral development

Unit 6: Personality development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain personality traits of child and adolescent
- b. review different approaches of studying personality development

Content

- Concept of personality and its historical development
- Types of personality-individuality, diversity in Personality, Group Diversity in Personality
- Different theories of personality development: Psychoanalytical and psychosocial social

Unit 7: Social and Emotional Development

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain social development during childhood & adolescence
- b. identify the factors influencing emotional development
- c. compare different parenting styles
- d. explain different types of play and its importance in relation to development

Content

- Factors influencing emotional development
- Bowlby's theory of attachment
- Bio ecological Theory of Human Development (Bronfenbrenner)
- Child rearing and social development, Peer relationships
- Play and social development

Unit 8: Development Issues during Child and Adolescent Period

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify different issues related to child and adolescent period
- b. explain the multifaceted reasons behind different issues of child and adolescents

Content

- Activities and interests. Stepping into maturity forming hetero sexual relationships
- Attitudes and ideals
- Vocational interests, cultural, constraints
- Child and Adolescent conflicts and problems in relation to Bangladesh
- Juvenile delinquency

6. Instructional Strategies

- a. Lecture
- b. Dialogue and discussion
- c. Group work
- d. Individual presentation
- e. Critical-reading
- f. Classroom seminar

7. Assessment

Marks (%)

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

Bergin, C. C., Bergin, D. A. (2012). *Child and adolescent development in your classroom*. Cengage Learning.

Berk, L. E. (2013). *Child development*. (9th ed.). Pearson Education.

Hurlock, E. B. (2005). *Child development* (6th ed.). McGraw-Hill.

Woolfolk, A., & Perry, N. E. (2014). *Child and adolescent development* (2nd ed.). Pearson.

আহমেদ, শাহীন (২০১০) শিশু বর্ধন বিকাশ, পরিচালনা ও পারিবারিক সম্পর্ক, ঢাকা: আইডিয়াল লাইব্রেরী।

বানু, সুলতানা (১৯৯৯) বিকাশ মনোবিজ্ঞান (প্রথম খণ্ড), বাংলা একাডেমী: ঢাকা।

বানু, সুলতানা (১৯৯৯) বিকাশ মনোবিজ্ঞান (দ্বিতীয় খণ্ড), বাংলা একাডেমী: ঢাকা।

হক, মুহাম্মদ নাজমুল এবং হোসেন, সায়রা (২০১৫), শিক্ষায় জ্ঞানবিকাশ তত্ত্ব-পিয়াজে, ভাইগটস্কি, এবং ব্রনফেন ব্রেনারের জ্ঞানীয় মতবাদ, ঢাকা: বিশ্বসাহিত্য ভবন।

1. Course Number: EPG 586

Course Title: Educational Guidance and Counseling

2. Credit Hours: 4

3. Course Descriptions

This course is designed to introduce students to the concepts of guidance and counseling with practical aspects application. It will cover the historical development, nature, and scope of guidance and counseling. In this connection various types of guidance services and counseling techniques will be discussed. The learners will also be able to gain experience in documentation of educational development in schools, testing children by using various instruments and interviewing and counseling of children and adolescents in primary and secondary schools.

4. Course Objectives

The objectives are to help learners to

- a. provide a theoretical background and technical skills of guidance and counseling services to the students at schools and colleges.
- b. explain the importance of guidance and counseling in and out of the school.
- c. understand the difference between guidance and counseling and use of different methodologies adopted.
- d. acquaint with and develop skills in different types of counseling to be used in schools.
- e. develop effective tools and workable techniques of guidance and counseling in local schools.

5. Course Contents

Contact Hours

Unit 1: Introduction to Guidance

4

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss the history and development of guidance in different countries
- b. explain the concept of guidance
- c. analyze the functions of guidance in relation to elementary, secondary and higher education stage

Content

- Concepts of guidance- nature, function, and scope
- Principles of educational guidance
- Need for guidance service in schools
- Methods of guidance

Unit 2: The Guidance Services

6

Learning Outcomes

At the end of this unit learners will be able to

- a. critically analyze the nature of different guidance services
- b. use different tools of data collection in guidance program

Content

- The information service, counseling service, placement service, referral service, remedial service, and follow-up service
- Process of data collection in the guidance program
- Use of cumulative record card and tests in guidance service

Unit 3: Vocational Guidance

3

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept, nature, and purpose of vocational guidance services
- b. plan a programme for vocational services at different stages of education

Content

- Purpose, function, and scope
- Factors in vocational guidance
- Vocational guidance at different stages
- Vocational choice and its factors
- Vocational adjustment and maturity

Unit 4: Counseling and Psycho Therapy

7

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss concept, nature, and purpose of counseling
- b. explain the counseling relationship and its process
- c. conduct simulated counseling session

Content

- Nature, scope, and purpose of counseling and psycho-therapy
- The emergence of counseling as a separate field
- Personal and professional aspects of counseling
- The counseling relationship
- Counseling process: Factors influencing counseling process: Initial interview sessions, empathy, goal setting; understanding Johari window: termination: function and issues related to termination

Unit 5: Approaches to Counseling and Psycho Therapy

10

Learning Outcomes

At the end of this unit learners will be able to

- a. explain different approaches to counseling
- b. differentiate among different approaches to counseling
- c. relate among different approaches to counseling
- d. apply the approaches to counseling in different context

Content

- Directive, non-directive and eclectic counseling
- Rogerian Person-centered counseling
- Behavior therapy of counseling
- Cognitive therapy
- Cognitive Behaviour Therapy
- Freudian Psychoanalytic Counseling
- Rational Emotive Therapy

Unit 6: Counseling in Schools

5

Learning Outcomes

At the end of this unit learners will be able to

- develop a plan for counseling service at different levels of education
- explain the legal and confidentiality issues of counseling children
- evaluate school counseling services
- explain the concept of teacher counseling

Content

- Setting up and maintaining a school counseling service
- Counseling children: concept, nature, process, techniques
- Legal and confidentiality issues in counseling children
- Counseling in elementary and secondary schools and onwards
- Evaluating counseling in a school setting
- Teacher Counseling

Unit 7: Counseling Today: Current Trends and Issues

5

Learning Outcomes

At the end of this unit learners will be able to

- critically explain current trends and issues of counseling
- develop strategies to overcome challenges and barriers

Content

- Group counseling
- Psychosocial counseling
- Rehabilitation counseling
- Post disaster/Post trauma counseling
- Multicultural counseling

6. Instructional Strategies

- Lecture
- Dialogue and discussion
- Group work
- Individual presentation
- Critical-reading
- Classroom seminar

7. Assessment

Marks (%)

- One In-course Examination
- Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

- Corey. G. (2017). *Theory and practice of counselling and psychotherapy* (10th ed.). Cengage Learning.
- Corey. G. (2013). *Student manual for theory and practice of counselling and psychotherapy* (9th ed.). Cengage Learning.
- Feltham, C., Hanley, T., & Winter, L. A. (Ed.).(2017).*The SAGE handbook of counselling and psychotherapy*(4th ed.). SAGE Publications.
- McLeod, J. (2013). *An introduction to counselling*. (5th ed.). McGraw-Hill Education.
- Palmer, S. (Ed.) (2000). *Introduction to counselling and psychotherapy: The essential guide*. SAGE Publications.
- Prout, H. T., & Fedewa, A. L. (Ed.). (2015). *Counselling and psychotherapy with children and adolescents: Theory and practice for school and Clinical Settings*. John Wiley & Sons, Inc.
- Sherman, L. (2015). *Skills in counselling & psychotherapy with children & young People*. Sage.

1. Course Number: EPG 587

Course Title: Psychological Test and Measurement

2. Credit Hours: 4

3. Course Description

This course is designed to introduce the theoretical concepts and fundamental issues of psychological testing and educational measurements. The course will cover the historical development of psychological tests, principle characteristics, nature and classification of psychological tests. The students will be able to learn the method and techniques of educational measurement including achievement and other non-cognitive abilities. Opportunities will be created to develop skills in developing psychological tests as well as other non-cognitive and educational measuring instruments.

4. Course Objectives

The objectives are to help learners to

- a. understand the importance of psychological tests and educational measurement in the schools.
- b. provide theoretical knowledge and fundamental issues of psychological tests and measurement to the students.
- c. develop skills in preparing psychological tests and educational measuring device and develop norms for their practical use.
- d. help students prepare achievement test and standardize the instrument for practical use in the school.

5. Course Contents

Contact Hours

Unit 1: Understanding Test and Measurement

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain four general levels of measurement
- b. point the ethical issues in psychological testing
- c. explain different classification of psychological tests

Content

- Introduction to psychological measurement and testing, history of testing
- Four general levels of measurement, measurement scales in education and psychology
- Ethical Issues in Psychological Testing
- Types of tests: Cognitive vs. non-cognitive test, selection vs. descriptive test, oral vs. written test, speed vs. power test, individual vs. group test, verbal vs. performance test

Unit 2: Principle Characteristics of Psychological Tests

6

Learning Outcomes

At the end of this unit learners will be able to

- a. identify different characteristics of a psychological test
- b. explain different types of reliability and validity
- c. determine the validity of a test

Content

- Concepts of psychological tests
- Reliability: test-retest, parallel form, Internal Consistency Reliability: Split-Half, Kuder Richardson, Coefficient Alpha; Inter Rater Reliability: Observer Agreement Percentage, Inter-Observer Correlations
- Validity: Concept of Validity, Aspects of Validity: Face validity, Content validity, Criterion validity: Postdictive validity, Concurrent validity, Predictive validity; Construct validity: Convergent, Discriminant validity, Factorial validity, Relationship between Reliability and Validity
- Standardization and norms – age norm, grade norm, percentile norm and standard score norm

Unit 3: Development of Achievement Test

5

Learning Outcomes

At the end of this unit learners will be able to

- a. develop test items for achievement test
- b. analyze test items
- c. prepare norms for a test
- d. compute validity, reliability, and standard error of test instrument

Content

- Developing test items
- Item analysis and preparation of norms
- Computing validity and reliability, and
- Standard error of test instruments

Unit 4: General Intelligence Test

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify individual and group tests of intelligence
- b. describe Stanford Binet intelligence scale
- c. describe Wechsler intelligence scale

Content

- Individual tests of intelligence
- Stanford Binet intelligence scale
- Wechsler intelligence scale
- Group tests of general ability

Unit 5: Measurement of Aptitude

4

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of aptitude
- b. describe the process of job analysis for an aptitude test
- c. compare different types of aptitude test

Content

- Definition of aptitude
- Job analysis
- Multiple aptitude test batteries, scholastic aptitude test battery

Unit 6: Measurement of Attitudes

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of attitude
- b. discuss different types of attitude tests
- c. apply attitude tests in educational context

Content

- Definition of attitudes, opinion and prejudice
- Types of attitude scales: Likert type scale, Thurstone's scale and Guttman's scale
- Use of attitude test in education

Unit 7: Test Development and Practicum

6

Learning Outcomes

At the end of this unit learners will be able to

- a. discuss the steps of test construction
- b. develop psychological test

Content

- Test Conceptualization: Preliminary Questions, Pilot Work
- Test Construction: Scaling, Writing Items
- Scoring Items; Test Tryout: What is a Good Item?
- Item Analysis, Test Revision

Unit 8: Test Adaptation and Practicum

4

Learning Outcomes

At the end of this unit learners will be able to

- a. differentiate test assembly, adoption and adaptation
- b. discuss the steps of test adaptation
- c. adapt test

Content

- Assembly, Adoption, and Adaptation, Myths About Adapting Tests
- Steps for Adapting Tests
- Guidelines for the Adaptation Process: Guidelines of the International Test Commission (ITC): Context Guidelines, Test Development and Adaptation Guidelines, Administration Guidelines, Documentation/Score Interpretation Guidelines; Stages of test adaptation (Initial Translation, Synthesis of Translation, Back-Translation, Expert Committee, Test of the Pre-Final Version, Submission and approval, Final Version)

6. Instructional Strategies

- a. Lecture
- b. Dialogue and discussion
- c. Group work
- d. Individual presentation
- e. Critical-reading
- f. Classroom seminar

7. Assessment

Marks (%)

a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- Aiken, L. R. & Marnat, G. G. (2009). *Psychological testing and assessment* (12th ed.). Dorling Kindersley.
- Anastasi, A. & Urbina, S. (2010). *Psychological testing* (7th ed.). Pearson Education.
- Anastasi, A. (1998). *Psychological testing*. Macmillan.
- Andrews, Jac. J. W. (2001) Handbook of psycho educational assessment-ability, achievement and behavior in children. Academic Press.
- Cohen, R. J. & Swerdlik, M. E. (2018). *Psychological testing and assessment* (9th ed.). McGraw-Hill.
- Cronbach, L. J. (1990). Essential psychological testing. Harper and Row.
- Guilford, J. P. (1997). Psychometric methods. McGraw Hill.
- Hambleton, R. K. (2001). The next generation of the ITC test translation and adaptation guidelines. *European Journal of Psychological Assessment*, 17 (3), 164-172.
- Kaplan, R. M. & Saccuzzo, D. P. (2005). *Psychological testing* (6th ed.). Wadsworth.
- Kline, P. (2015). A handbook of test construction: Introduction to psychometric design. Routledge.
- Kline, T. J. B. (2005). *Psychological testing: A practical approach to design and evaluation*. Vistaar Publications.
- Miller, L. A., Lovler, R.L. & McIntire, S. A. (2015). *Psychological Testing: A practical approach*. SAGE.
- সরকার, নীহাররঞ্জন (২০০৮), *মনোবিজ্ঞান পরিমাপন ও পরিসংখ্যান*, ঢাকা: জ্ঞানকোষ প্রকাশনী।

1. Course Number: EPG 588

Course Title: Mental Health and Emotional Adjustment

2. Credit Hours: 4

3. Course Description

General course designed to give an understanding of the problems of mental hygiene observed in community and school life. It will provide a detailed account of historical perspective of mental health and adjustment, its importance, and methods of its study. The course will elaborate different theories of mental adjustment and their practical use both in personal and social life.

4. Course Objectives

The objectives are to help learners to

- a. develop a better understanding of different mental health issues of student and teacher.
- b. recognize maladjusted behavior.
- c. help teachers to find out opportunities holistic mental growth and emotional adjustment for students.
- d. emphasize of the importance of school based mental health for students and teachers.

5. Course Contents

Contact Hours

Unit 1: Mental Health and Hygiene

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of mental health and hygiene
- b. differentiate between mentally healthy and mentally ill individual
- c. critically discuss the mental hygiene movement with special reference to the context of Bangladesh

Content

- Concept of Mental Health, Mental Illness and mental hygiene
- Mental Health: objective, function, principles
- History of mental health treatment and Movement
- Mental Health and Stigma
- Culture, Race and Children's Mental Health
- Mental Health Status of Children and Adolescents in Bangladesh

Unit 2: Disorders related to Mental Health of Children and Adolescents

10

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the diagnostic criteria of different developmental and mental health disorders
- b. review the causes of different disorders related mental health of child and adolescents

Content

- Neurosis and Psychosis
- Mental Health Diagnosis: Diagnostic and Statistical Manual (DSM) of Mental Disorders: History and review

- Developmental Disorders: Autism spectrum disorders; learning difficulties; Children with atypical gender development
- Externalizing Disorders: Attention deficit hyperactivity disorder, Oppositional defiant disorder, Conduct disorder
- Mood Disorders: Depression in children and adolescents; Bipolar disorder; Disruptive mood dysregulation disorder
- Suicide and self-harming behavior
- Anxiety Disorder: Anxiety disorders in children and adolescents; Obsessive compulsive disorder; Post traumatic stress disorders (PTSD) in children and adolescents
- Phobia
- Schizophrenia
- Substance related and Addictive disorders: Alcohol, Cannabis and other substance abuse, Cyber addiction
- Eating disorders and sleep disorders in children and adolescents

Unit 3: Emotional Adjustment, Stress, Conflict and Frustration

10

Learning Outcomes

At the end of this unit learners will be able to

- explain the process of adjustment
- use different coping strategies to manage stress, conflict, and frustration in different situation

Content

- Adjustment and Maladjustment
- Process of Adjustment
- Spheres of Adjustment
- Frustration and its causes
- Conflict, types of conflict, conflict resolution
- Stress; Bio-Psychosocial Aspects; Psychosocial Modifiers of Stress
- Responses to stressful events
- Coping and managing stress

Unit 4: Strength Based Approaches of Promoting Mental Health

8

Learning Outcomes

At the end of this unit learners will be able to

- critically explain different strength-based approaches of promoting mental health
- evaluate the effectiveness of strength-based approaches compared to the traditional approaches of promoting mental health

Content

- Positive psychology, Subjective wellbeing
- Positive Emotions, Relationships, and Traits
- Definition and Types of Happiness
- Gratitude, Hope & Flow
- Signature strengths
- Building resilience
- Mindfulness
- Nonviolent communication skill
- Life above zero

Unit 5: Mental Health, Children, and School

7

Learning Outcomes

At the end of this unit learners will be able to

- critically discuss the importance of student and teacher mental health in school with special reference to Bangladesh
- evaluate the current mental health status in schools in Bangladesh
- analyze different national and international policies regarding school mental health
- develop mental health program for school

Content

- Importance of student and teacher mental health in school
- Communicating with teachers and families about students' mental health needs
- Guidelines for mental health in school
- Status of mental health in school: Global & Local
- School based mental health support services: Global & Local
- Policy analysis: School Mental Health policies of Different countries
- Mental health in School: Role of community, society, media, cultural and religious institutions

6. Instructional Strategies

- Lecture
- Dialogue and discussion
- Group work
- Individual presentation
- Critical-reading

7. Assessment

	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	Total 100

8. Recommended Books, Journals and Reports

- American Psychiatric Association. (2013). *Diagnostic and Statistical manual of mental disorders (5th ed.)*.
- Auger, R. (2014). *The school counselor's mental health source book*. Skyhorse
- Baumgardner, S. R. (2009). *Positive psychology*. Pearson.
- Fredrickson, B. (2001). *The role of positive emotions in positive psychology: The broaden-and build theory of positive emotions*. *American Psychologist*, 56(3), 218-226.
- MacConville, R. & Rae, T. (2012). *Building happiness, resilience and motivation in adolescents: A positive psychology curriculum for well-Being*. Jessica Kingsly Publishers
- Patel, V., Prince, M. (2010). *Global Mental- a new global health field comes of age*. *JAMA*, 303, 1976-1977
- Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University.
- Rashid, T. (2009). *Positive interventions in clinical practice*. *Journal of Clinical Psychology*, 65(5), 461-466.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). *Positive Psychology: An Introduction*.
নন্দী, ধীরেন্দ্রনাথ (২০১৪), মনেরবিকার ও প্রতিকার, কলকাতা: আনন্দ পাবলিশার্স প্রাইভেট লিমিটেড

1. Course Number: EPG 589

Course Title: Practicum

2. Credit Hours: 4

3. Course Description

This is a practicum course. Projects and supervised professional/research activities are required of all students taking this course. An attempt will be made to acquaint students of the non-thesis group to submit written reports in a miniature thesis form.

4. Course Objectives

The course objective is to provide students with an opportunity to build on or extend interests developed in their specialist area of educational psychology and guidance by undertaking a self-directed small-scale individual capstone project, supported by a supervisor.

5. Course Contents

Students are required to submit a project proposal in an area of interest. The project involves but is not limited to

- a. developing guidance and counseling program for schools
- b. prepare or adapt psychological test in their own context
- c. plan psychological interventions for students and teachers
- d. case study of a learner or specific context for learning or teaching
- e. a theoretical critique of a specific direction or initiative, and
- f. a meta-analysis or meta-synthesis of other research studies

6. Assessment

Students will be assessed based on a 10,000-word project report/Monograph. The course teacher will assess the written work submitted by the students. Students' performance will be assessed based on certain indicators including

- understanding of the question or issue and the key concepts involved
- depth of analysis and/or critique in response to the task
- familiarity with and relevance of professional and/or research literature used to support response
- structure, and organization or response, and
- presentation of response according to appropriate academic and linguistic conventions

The written report will be of 100 marks. The structure of the report will be based on the APA (7th) guidelines for writing research/project reports.

Master of Education in Special Needs Education (SpE)

Departmental Course Number and Title	Thesis/Elective Course/Internship Course Number and Title
SpE-590: Research in Special Educational Needs SpE-591: Disability Inclusion in Education	SpE-507: Thesis <div style="text-align: center;">Or</div>
Two Courses from any one combination	SpE-508: Internship
A. Combination One: Visual Impairment SpE-592: Introduction to Low Vision SpE-593: Transition of Persons with Visual Impairment: From Education to Employment B. Combination Two: Hearing Impairment SpE-594: Audiology in Education SpE-595: Communication and Development of Children with Hearing Impairment C. Combination Three: Intellectual Disability SpE-596: Language and Communication Intervention for Children with Intellectual Disabilities SpE-597: Curriculum Adaptations for Children with Intellectual Disabilities	<div style="text-align: center;">Or</div> SpE-598: Specific Learning Disability (SLD) SpE-599: Rehabilitation for Children and Youth with Special Needs

1. Course Number: SpE 590

Course Title: Research in Special Educational Needs

2. Credit Hour: 4

3. Course Description

The course is designed to acquaint students regarding research in Special Educational Needs (SEN) to continue the development of special education innovations. These learners will have the opportunity to do their own research and gain valuable practical experience by applying their findings within the classroom in real time.

4. Course Objectives

The objectives are to help learners to

- a. understand the key elements of practice-oriented research, theory and methodologies.
- b. receive important new insights into the learning processes and Learning Outcomes for children and young people with various types of special needs.
- c. enhance with the wide range of research strategies, activities and processes that seek to make a reality of the universal right to quality education for SEN.
- d. learn about research ethics and integrity for conducting research on SEN.

5. Course Contents

Contact Hours

Unit 1: Researching Special Educational Needs

4

Learning Outcome

At the end of this unit learners will be able to

- a. explain the nature and uniqueness of research in SEN
- b. describe the basic terms used in Disability studies in education
- c. explain importance of research in SEN
- d. outline the characteristics of research for SEN

Content

- Nature of research in Special Educational Needs and its differences with other educational research
- Basic terms related to Disability studies in education
- Importance of research for SEN
- Common characteristics of research for SEN

Unit 2: Theoretical Perspectives of Research for SEN

6

Learning Outcome

At the end of this unit learners will be able to

- a. describe important theories related to SEN research
- b. discuss the major elements of each theories
- c. use the theories for designing theoretical framework

Content

- Theoretical underpinning of research for SEN
- Critical theory
- Critical disability theory
- Vygotsky's social constructivism

- Bronfenbrenner's ecological system theory
- Bandura's self-efficacy theory of learning
- Ajzen's theory of planned behavior
- Intersectionality

Unit 3: Research Paradigm in SEN

8

Learning Outcome

At the end of this unit learners will be able to

- analyze the major paradigms currently operating in educational research for SEN
- explain the implication of paradigms in studying SEN

Content

- Major paradigms currently operating in educational research for SEN
 - Positivist Approaches to researching SEN
 - Research problems on SEN in Positivist approach
 - Hypothesis in SEN research
 - Variables related to research in SEN
 - Reliability and Validity
 - Interpretive Paradigm in researching SEN
 - Exploratory Method-observation, interview, ethnography, Action research in SEN
 - Formulating Research Questions in interpretive research in SEN
 - Rigour and Trustworthiness
 - Pragmatist paradigm in researching in SEN
 - Mixed Method Design
 - Research Questions in mixed method design for researching SEN
 - Reliability and Validity in Mixed method design for SEN research
- Implication of paradigms in researching SEN

Unit 4: Participatory Action Research (PAR) in SEN Research

4

Learning Outcome

At the end of this unit learners will be able to

- explain importance of action research for educational change in special needs education
- utilize different types and models of Action Research to solve problem in SEN research
- identify action research problem in SEN research
- apply data in line with the suitability of SEN research

Content

- Importance of Participatory Action Research for educational change in special needs education
- Different types and models of Participatory Action Research to solve problem in SEN
- Problem identification in SEN research
- Data in line with the suitability of SEN research

Unit 5: Data generation process in researching SEN

5

Learning Outcome

At the end of this unit learners will be able to

- prepare instruments for SEN research
- explain the procedure of generating data from person with special need

- c. discuss the necessary techniques and skills for surveying and interviewing persons with special need
- d. describe the use of technology in generating data in SEN research
- e. outline the considerations for SEN data generation in emergency situation

Content

- Instrument preparation for SEN research
- Data generation procedure
- Surveying persons with special need
- Interviewing person with special need
- Use of technology in generating data
- SEN Data generation considerations in emergency situation

Unit 6: Emerging Methodologies in SEN research

4

Learning Outcome

At the end of this unit learners will be able to

- a. describe different methods in SEN research
- b. analyze the rationale of each methods

Content

- Case study
- Perception survey
- Phenomenology
- Grounded theory

Unit 7: Ethical Considerations in SEN research

4

Learning Outcome

At the end of this unit learners will be able to

- a. describe the needs and importance of ethical considerations in SEN research
- b. explain the ethical principles and strategies required to follow for conducting SEN research

Content

- Introduction to ethics and protocol in SEN research
- The key ethical principles in SEN research
- Examples of Ethical Dilemmas
- Strategies to address the important ethical principles in SEN research

Unit 8: Development of a Research Proposal for SEN Research

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the nature of SEN research proposal
- b. identify the professional skills required for researching SEN
- c. prepare a research proposal for SEN research

Content

- Nature of research proposal for conducting research in SEN
- Components of research proposal
- Designing a research proposal

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Group work
- d. Document review
- e. Blended approach (face to face, Online-offline)

7. Assessment

Marks (%)

a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Anam, M.M.D., & Rahaman, M.M. (2009). *Action research in education on the basis of practically conducted action research report*. Dhaka: Mita.
- Anam, M.M., & Rahaman, M.M. (2006). *Action Research in education*. Dhaka: Educare Publications
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education (6th Ed.)*. London: Routledge.
- Creswell, J.W. (2008). *Educational research: Planning conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Prentice Hall.
- De Vaus, D. A. (2002). *Surveys in social research (5th ed.)*. NSW, Australia: Allen & Unwin.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research (2nd ed.)*. Thousand Oaks, CA: Sage Publishers.
- Gray, D.E. & Denicolo, P. (1998). Research in special needs education: objectivity or ideology? *British Journal of Special Education*, 25 (3):140-145. Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-8527.t01-1-00074>
- Haider, M. S. (2019). Framing disability and gender into intersectionality theory: An analytical review. *International Journal of Science and Research (IJSR)*. 8 (10): 1630-1635. 10.21275/ART20202305.
- Rahaman, M. M., Ali, K.M.K., Chakrabarty, S., & Rahman, M.A. (2010). Researching inclusive education: A critical review of different methodologies to explore knowledge. *NAEM Journal*, 6, 11 : 107-118
- Rahaman, M. M., & Anam, M.M.D. (2006). *Action Research in Education*, Dhaka : Educare Publications.
- Rose, R., & Grosvenor, I. (Eds.). (2001). *Doing research in special education: Ideas and practice*. London, UK: David Fulton Publishers
- Sufian, A. J. M. (2009). *Methods and Techniques of social research (2nd ed.)*. Dhaka: UPL
- Zaman, S.S. (Ed.). (1994). *Scientific studies on developmental disabilities in Bangladesh*. Dhaka: Bangladesh Protibandhi Foundation.
- কেশবচন্দ্র ভূঞা (১৯৯৫), *নমুনায়ন পদ্ধতি এবং এর প্রয়োগ (দ্বিতীয় খণ্ড)*, ঢাকা: বাংলা একাডেমী।
- রায়হান আরা জামান এবং রিদওয়ানুল মসরুর (২০১৯), *শিক্ষা-গবেষণার সহজপাঠ*, ঢাকা: আদর্শ।
- শাহজাহান তপন (১৯৯৫), *মনোবিজ্ঞান ও সমাজবিজ্ঞান পরিসংখ্যান*, ঢাকা: বাংলা একাডেমী।

1. Course Number: SpE 591

Course Title: Disability Inclusion in Education

2. Credit Hour: 4

3. Course Description

The course is designed to have a holistic view on Disability inclusion in education and about the wider reform and to create an effective education system. The inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. The course provides an overview of the key issues, concepts and strategies in relation to disability inclusion in education that is relevant to situations where economic resources and access to information are limited.

4. Course Objectives

The objectives are to help learners to

- a. understand the concept of Inclusive Education and its practices.
- b. be acquainted with the key international and national agreements that have provided an impetus to the promotion of disability inclusion in education.
- c. enhance with the wide range of strategies, activities and processes that seek to make a reality of the universal right to quality.
- d. understand the individual needs of various learners on the basis of age, gender, ethnicity, language, health and economic status, religion, and disabilities.
- e. develop concept of how inclusive education changes educational environment to fit students with diverse learners.

5. Course Contents

Contact Hours

Unit 1: Disability Inclusion in Education as Concept

8

Learning Outcomes

At the end of this unit learners will be able to

- a. define disability inclusion in education and diversity within disability
- b. distinguish different models of disability inclusion in education practices
- c. use a range of approaches to understand the ethics of disability inclusion education

Content

- Conceptualizing, disability inclusion in education and diversity within disability
- Medical, Social and Interactive model of disability
- Ethics in Disability Inclusion in Education
 - Different ways to approach ethics
 - Teachers' ethical dilemmas
 - Making ethical decisions

Unit 2: Civilization and Perception towards Inclusion

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe historical perspectives and chronological development of inclusion
- b. review how inclusion philosophy and trends have been changed over the decades

Content

- Primitive Period and Inclusion
- Modernization and Inclusion
- Colonialism and Inclusion
- Post-modernization and Inclusion

Unit 3: Approaches to Disability Inclusion in Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. review some approaches and strategies for inclusion in developed and developing countries
- b. describe the "Nine Golden Rules" as guiding principles of inclusive education
- c. describe the Index of inclusion
- d. explain and utilize Universal Design for Learning (UDL) in an inclusive setting

Content

- Approaches Strategies: developed and developing countries
- Nine Golden Rules
- Index of inclusion
- Universal Design for Learning in an inclusive setting

Unit 4: Teacher Preparedness for Disability Inclusion in Education

8

Learning Outcomes

At the end of this unit learners will be able to

- a. analyze teachers' attitudes, beliefs and efficacy for disability inclusion in education
- b. review teacher preparedness for disability inclusion in education in global and Bangladesh context
- c. analyze the complex and paradoxical nature of teacher aides' work

Content

- Teacher Attitudes, beliefs and efficacy for disability inclusion in education
- Teacher Preparedness (3H:Head, Heart and Hand) for IE in global and Bangladesh context
- Understanding the context of teacher aides' and their relationship with students

Unit 5: Developing Inclusive School Culture

8

Learning Outcomes

At the end of this unit learners will be able to

- a. identify the challenges of disability inclusion in education implementation in Bangladesh
- b. outline the effective collaboration for implementation of disability inclusion in education
- c. describe the roles of different stakeholders for effective disability inclusion in education

Content

- Challenges in Implementing Inclusion
- Collaboration for addressing Challenges
- Role of Local Education Administrators
- Role of School leaders
- SMC and Community Leaders

- Parental and Family roles
- Activists and advocates
- Resource Mobilization
- Inter-agency collaboration
- Skills for working together

6. Instructional Strategies

- Lecture
- Discussion
- Group work
- Document review
- Field visit
- Blended (offline-online approaches)

7. Assessment

Marks (%)

- | | |
|---|------------------------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |
| | <hr/> Total 100 |

8. Recommended Books, Journals and Reports

- Ahsan M. T. et al. (2013). *Ensuring right to education: An in-depth study on situation of out of school children in selected government primary schools in Bangladesh*. Dhaka: Plan International Bangladesh.
- Ahsan, M. T. & Mullick, J. (2013). The journey towards inclusive education in Bangladesh: Lessons Learned. *Prospects*, 43(2), 151-164. DOI 10.1007/s11125-013-9270-1.
- Ahsan, M. T. (2013). National Baseline Study for “Developing a model of inclusive primary education in Bangladesh project” based on secondary data. Dhaka: Plan Bangladesh.
- Ahsan, M. T. et al. (2015). Situation Analysis of Education of Children with Disabilities in Bangladesh. Dhaka: Sightsavers.
- Ahsan, M. T., & Burnip, L. (2007). Inclusive education in Bangladesh. *Australian Journal of Special Education*, 31 (1), 61-71.
- Ahsan, M. T., Deppeler, J., & Sharma, U. (2013). Predicting pre-service teachers' preparedness for inclusive education: Bangladeshi pre-service teachers' attitudes and perceived teaching-efficacy for inclusive education. *Cambridge Journal of Education*, 43 (4), 517-535.
- Ahsan, M. T., Sharma, U., & Deppeler, J. (2011). Beliefs of pre-service teacher education institutional heads about inclusive education in Bangladesh. *Bangladesh Education Journal*, 10 (1), 9-29. Available at: <http://www.bafed.net/ejournals.php>
- Ahsan, M. T., Sharma, U., & Deppeler, J. (2012). Challenges to prepare pre-service teachers for inclusive education in Bangladesh: beliefs of higher educational institutional heads. *Asia Pacific Journal of Education (APJE)*, 32 (2); 1-17.
- Ahsan, M. T., Sharma, U., & Deppeler, J. (2012). Exploring pre-service teachers' perceived teaching-efficacy, attitudes and concerns about inclusive education in Bangladesh. *International Journal of Whole Schooling*, 8 (2), 1-20.

- Ainscow, M. (2004). *Special Needs in the Classroom- A teacher education guide*. UNESCO: UNESCO publications.
- Ainscow, M. (2005) Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*, 6, 109-124.
- Ainscow, M. (2010) Achieving excellence and equity: reflections on the development of practices in one local district over 10 years. *School Effectiveness and School Improvement*, 21 (1), 75-91.
- Ainscow, M. (2015) *Towards self-improving school systems: lessons from a city challenge*. London: Routledge.
- Ainscow, M. and Howes, A. (2007) Working together to improve urban secondary schools: a study of practice in one city. *School Leadership and Management* 27, 285–300.
- Ainscow, M., Booth, T. and Dyson, A. (2004) Understanding and developing inclusive practices in schools: A collaborative action research network. *International Journal of Inclusive Education* 8(2), 125-140.
- Ainscow, M., Conteh, J., Dyson, A., and Gallanaugh, F. (2010). Children in primary education: demography, culture, diversity and inclusion, in Alexander, R.J., Doddington, C., Gray, J., Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012a) *Developing equitable education systems*. London: Routledge.
- Ainscow, M., Dyson, A., Goldrick, S. & West, M. (2012b) Making schools effective for all: Rethinking the task. *School Leadership and Management*, 32(3), 1-17.
- AJIE (013-onwards) *Asian Journal of Inclusive Education* Published By Asian Centre for Inclusive Education
- Akter, N., & Malak, S. (2008). Identification of the suitable teaching strategies for effective learning of children with hearing impairment at primary level (Grade-I & II) in regular school. *Teachers' World*, 32 (2), 183-195.
- Anam, N. & Ahsan, M. T. (2002). The feminine dimension of disability. *Teachers' World*, 24-25: 111-125.
- Ashman, A. & Elkins, J. (2009). *Education for inclusion and diversity*. New South Wales (NSW): Pearson Education Australia.
- Foreman, P. (Ed.). (2008). *Inclusion in action* (2nd ed.). South Melbourne, Victoria, Australia: Thomson
- Forlin, C. (2008). Education reform for inclusion in the Asia-Pacific region: What about teacher education. In *Reform, inclusion and teacher education*, ed. C. Forlin & M.-G. J. Lian. Oxon: Routledge Taylor and Francis.
- Forlin, C. (2010). Reforming teacher education for inclusion. In *Teacher education for inclusion: Changing paradigms and innovative approaches*, ed. C. Forlin. Oxon: Routledge Taylor and Francis.
- Haider, M. S., & Ferdous. J., (2019). A review of inclusive education contents included in teacher education courses: Bangladeshi context, *International Journal of Science and Research (IJSR)*, https://www.ijsr.net/search_index_results_paperid.php?id=ART2020794, Volume 8 Issue 9, September 2019, 175 - 181
- Hill, D.J., & Rahaman, M.M. (2013). “Inclusive education” in Bangladesh: Accounting for the friction between policy and practice. *Journal of Bangladesh Studies*, 15, 2 : 40-48
- Khan, T.A., Rahaman, M.M., Hornby, G., Sutherland, D., Everatt, J., & Greenwood, J. (2013). Inclusive Education at Secondary Level in Bangladesh: Challenges and Recommendations. In J. Greenwood, J. Everatt, A.H. Kabir, & Alam, S. (Eds). *Research and educational change in Bangladesh* (chapter 15, pp.345-261). Dhaka: University of Dhaka

- Malak, M. S. (2014). Special education today in Bangladesh. In A. F. Rotatori, J. P. Bakken, F. E. Obiakor, S. Burkhardt, & U. Sharma (Eds.), *Special Education International Perspectives: Practices Across the Globe. Advances in Special Education, Vol 28*. (pp. 585-622). Emerald Group Publishing Limited.
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies (2nd ed.)*. New York: Routledge.
- Rahaman, M.M. & Sutherland, D. (2012) Attitudes and concerns of teacher educators towards inclusive education for children with disabilities in Bangladesh. *Critical Literacy: Theories and Practices*, 6 (2), 86-101.
- Rahaman, M.M. (2013). Alternative Eye for the Third World: Inclusive Education Practices for Secondary Schools with Disabilities in Bangladesh (pp.109). Saarbrücken, Deutschland/Germany.
- Sharma, U. (2015). Teaching in inclusive classrooms: Changing heart, head, and hands. *Bangladesh Education Journal*, 10(2), 7-18.
- Stainback, S., & Stainback, W. (Eds.). (1996). *Inclusion: A guide for educators*. Baltimore, MD: Paul H. Brookes
- Stubbs, S. (2008). *Inclusive Education, Where there are few Resources*. Norway: The Atlas Alliance Schweigaardsgt.
- UNESCO (2001). *Understanding and Responding to Children's Need in Inclusive Classroom: A Guide for teachers*. UNESCO: Inclusive Education Division of Basic Education.
- UNESCO (2004). *Embracing Diversity: Toolkit for creating inclusive learning - friendly environment*. Bangkok: Asia and Pacific Regional Bureau of Education.
- Zigmond, N., Kloo, A., & Volonino, V. (2009). What, where, and how? Special education in the climate of full inclusion, *Exceptionality*, 17, 189-204
- এম. তারিক আহসান ও অন্যান্য (২০১৭), *নিঃশব্দ ভাব বিনিময়*, ঢাকা: এসিআইই।
- দিবা হোসেন, মো: শাহরিয়ার হায়দার ও রায়হান আরা জামান (২০২১), *প্রতিবন্ধিতা শব্দকোষ*, ঢাকা: বাংলা একাডেমি।
- দিবা হোসেন ও রায়হান আরা জামান (২০২০), *একীভূত শিক্ষায় তথ্য ও যোগাযোগ প্রযুক্তি*, ঢাকা: Grants for Advanced Research in Education (GARE), শিক্ষা মন্ত্রণালয়, বাংলাদেশ সরকার।
- দিবা হোসেন ও মো: শাহরিয়ার হায়দার (২০০৯), *দৃষ্টি প্রতিবন্ধিতা ও শিক্ষা*, ঢাকা: চাইল্ড সাইট ফাউন্ডেশন।
- নিরাফাত আনাম, এম তারিক আহসান ও নাসিমা আক্তার (২০১১), *শ্রবণ প্রতিবন্ধিতা: কারণ, প্রতিকার ও উন্নয়ন সহায়তা*, ঢাকা: সিএসআইডি।
- মুহাম্মদ মাহবুবুর রহমান (২০১৯), *একীভূত শিক্ষা*, ঢাকা: শিক্ষা মন্ত্রণালয়, টিকিউআই-২।
- মোঃ শাহরিয়ার হায়দার ও জান্নাতুল ফেরদৌস (২০২১), *বিশেষ চাহিদাসম্পন্ন শিশুর ব্যবস্থাপনা*, ঢাকা: বিশ্ব সাহিত্য ভবন।

1. Course Number: SpE-592

Course Title: Introduction to Low Vision

2. Credit Hour: 4

3. Course Description

The course is design to help the learners to understand the concept of low vision, assessment and an overview of the low vision devices. It is designed to provide a holistic view on Functional Vision Assessment (FVA) and tools of FVA. It also implies the psychological and social implications of low vision person. Learners will know the rehabilitation services and how the environmental factors impact the use of vision in education and social settings.

4. Course Objectives

The objectives are to help learners to

- a. obtain the concept and classification of Low Vision.
- b. understand the assessment of vision.
- c. conceptualize the psychological and social implication of Low Vision.
- d. be familiar with the low vision devices for children and young people with visual impairment.
- e. explain the principles of modern Low Vision rehabilitation.
- f. understand how the environmental factors impact the use of vision.

5. Course Contents

Contact Hours

Unit 1: Understanding Low Vision

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept and classification of Low Vision
- b. explain the causes of Low Vision
- c. describe the Refractive Errors

Content

- Low Vision: Concept and Classification
- Causes of Low Vision and Blindness
 - Structural Impairment
 - Refractive Errors
 - Cortical Visual Impairment

Unit 2: Assessment of Vision

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the visual assessment of Low Vision
- b. describe the Functional Vision Assessment
- c. describe the Log MAR chart

Content

- Vision screening
- Assessment of visual acuity and field of vision
- Functional vision Assessment (FVA)
 - Roles and Goals
 - Components
 - Process

- Evaluation
- Recommendation
- Log MAR Chart

Unit 3: Psychological and Social Implications of Low Vision

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the impact of low vision on Activities of Daily Living (ADL)
- b. describe the symptoms of depression and anxiety caused by Low Vision
- c. state how social support can reduce depression and anxiety
- d. describe ways to promote better attitudes and services

Content

- Initial reactions to Low Vision
- Impact of Low Vision on Activities of Daily Living (ADL): Personal hygiene, eating, dressing skill
- Teaching activities of daily living to Low Vision children/person
- Symptoms of depression and anxiety
- Social support to overcome depression and anxiety caused by Low Vision
- Ways to promote better attitudes and services

Unit 4: Low Vision Devices

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the devices of Low Vision
- b. analyze the effectiveness of Low Vision devices

Content

- Low Vision devices: Near Vision, Distance Vision
- Non-Optical devices
- Electronic devices
- Software and applications
- The effectiveness of Low Vision devices

Unit 5: Principles of Modern Low Vision Rehabilitation

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the primary Low Vision care
- b. explain the effectiveness of Low Vision rehabilitation
- c. analyze the evidence based review of Low Vision

Content

- Primary Low Vision care
- Effectiveness of Low Vision rehabilitation
- Evaluating the outcomes of Low Vision rehabilitation
- An evidence based review on Low Vision rehabilitation
- Low vision rehabilitation in age related macular degeneration

Unit 6: Education and Environmental Modification

5

Learning Outcomes

At the end of this unit learners will be able to

- explain the factors of environmental modifications
- describe teaching learning strategies for student with Low Vision
- describe the classroom management and adaptation
- explain the nature of educational Counseling and Guidance

Content

- Environmental modification
- Classroom management in Teaching-Learning Strategies
- Curriculum adaptation
- Educational Counseling and Guidance

6. Instructional Strategies

- Lecture
- Discussion/ Sharing experiences
- Group work
- Visit Low Vision Clinic
- Blended approach (online-offline, distance mode)

7. Practical

Contact Hours 10

The duration of practical works will be 10 contact hours, containing 25 marks. The topics and modality of the practical examination will be specified by the course teacher. However, along with other requirements, students must have to obtain minimum required marks (prescribed by IER) in Practical to pass the course. The practical works from relevant unit will be specified by the course teacher(s).

The marks for practical exam will be divided into following parts

- | | |
|-------------------|----------|
| a. Practical task | 15 marks |
| b. Viva-voce | 10 marks |

8. Assessment

Marks (%)

- | | |
|--|----------|
| a) One In-course Examination | 10×1=10 |
| b) Course Final Examination(MCQ + Essay) | 10+30=40 |
| c) Assignment/ Project | 15 |
| d) Field visit and report writing | 10 |
| e) Practical | 25 |

Total 100

9. Recommended Books, Journals and Reports

A Resource Manual for the Development and Evaluation of Special Programme for Exceptional Children, Vol R-E Project IVEY.

Brenman, V., Peck, & Lolli, D. (1992). *Suggestions for Modifying the Home and School Environment*. Perkins School for the Blind.

Corn, A.J. & Koenig, J. (1996). *Foundations of Low Vision: Clinical and Functional Perspectives*. American Foundation for the Blind (AFB PRESS).

Holbrook, M.C. (1996). *Children with Visual Impairments: A Parent's Guide*.

Manson, H. & McCall, S. (1997). *Visual Impairment*. David Fulton Publishers.

- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G, & Raychwdhury, M. (1987). Source Book for Training Teachers of Visually Impaired.
- Punani, B., & Rawal, N. (1983). Hand book: Visual Handicap.
- Rafalowski, T. (1983). Early Intervention: A Guide for Families of Visually Impaired Children. The Hilton Foundation, US.
- Taylor, R. L. & Sternberg, L. (1998). *Exceptional Children: Integrating Research & Training*.
- দিবা হোসেন, মো: শাহরিয়ার হায়দার ও রায়হান আরা জামান (২০২১), *প্রতিবন্ধিতা শব্দকোষ*, ঢাকা : বাংলা একাডেমি।
- দিবা হোসেন ও মো: শাহরিয়ার হায়দার (২০০৯), *দৃষ্টি প্রতিবন্ধিতা ও শিক্ষা*, ঢাকা : চাইল্ড সাইট ফাউন্ডেশন।

1. Course Number: SpE 593

Course Title: Transition of Persons with Visual Impairment: From Education to Employment

2. Credit Hour: 4

3. Course Description

This course is designed to provide the learners with a comprehensive knowledge of transition from education to employment for the persons with visual impairment. Learners can be acquainted with the concept of transition to professional life, transition program of employment as well as barriers for successful employment. This course will also provide a brief historical overview of the evolution of employment program for person with visual impairment. Various government and non-governmental initiatives are also presented at the last unit of this course to portray the available national provisions of employment.

4. Course Objectives

The objectives are to help learners to

- a. understand the concept of transition to employment of persons with visual impairment.
- b. be acquainted with the available transition program for employment of persons with visual impairment.
- c. understand the historical overview of employment of person with visual impairment.
- d. recognize the enablers and barriers of successful employment.
- e. be familiar with the training program for successful transition.
- f. analyze the available national initiatives from both the government and non-governmental authorities for employment of person with visual impairment.

5. Course Contents

Contact Hours

Unit 1: Understanding the concept of Transition to employment

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and necessity of Transition program for person with visual impairment
- b. describe the types of Transition program for person with visual impairment
- c. describe the global context of Transition program for person with visual impairment

Content

- Concept and necessity of Transition program
- Types of Transition program
- Global context of Transition program

Unit 2: Employment of Persons with Visual Impairment: A Historical Overview

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe major milestones of manual work and workshops stage of employment history
- b. describe the significant development of the professional and commercial stage of employment history

Content

- Preparation for Manual work and the workshops
 - The rise of the intuitions
 - Visiting and home teaching societies
 - The impact of the first and second world wars
 - Protest and militancy
 - Government intervention and social rights
- Professional and commercial works
 - Secondary education
 - Physiotherapy
 - Commercial work
 - Social work and rehabilitation
 - Equal Opportunity legislation and government support

Unit 3: Career Education for students with Visual Impairment

6

Learning Outcomes

At the end of this unit learners will be able to

- a. justify the rights to career choice of students with visual impairment
- b. identify the nature and importance of career education
- c. explain the approaches of career education for students with visual impairment

Content

- Rights to Career choice
- Nature and Importance of career Education
- Approaches of career education for students with visual impairment

Unit 4: Enablers and Barriers for Successful Employment

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain why the attitude and behavior of employer and co-workers are significant to employment of person with visual impairment
- b. explain why speed of work and mobility and physical impairments are important for successful employment
- c. describe how the use of the new technology supports the employment opportunity
- d. describe the properties of the 'access to work' scheme and its impact

Content

- Attitude and behavior of employer and colleagues
- The speed of work
- Mobility and the physical environment
- Influence of new technology
- The 'access to work' scheme

Unit 5: Preparation and Training Programs for Successful Transition to Employment 6

Learning Outcomes

At the end of this unit learners will be able to

- identify the skills needed for employment of person with visual impairment
- describe employers role for enabling access to employment by person with visual impairment

Content

- Skills Needed for Employment of person with visual impairment
- Employer Role in Enabling Access to Employment of person with visual impairment

Unit 6: Transition to Employment: Bangladesh Context 6

Learning Outcomes:

At the end of this unit learners will be able to

- describe the government and Non-government initiatives for employment of person with visual impairment
- analyze the challenges of employment contextual for Bangladesh

Content

- Government initiatives
- Non-government other initiatives
- Challenges and way forward

6. Instructional Strategies

- Lecture
- Discussion
- Group work
- Document review
- Field visit
- Blended (offline-online approaches)

7. Assessment	Marks (%)
a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Brolin, D., & Gysbers, N. (1989). Career Education for Students With Disabilities. *Journal of Counseling & Development*, 68(2), 155-159.
- Burchardt, T., & Joseph Rowntree Foundation. (2005). *The education and employment of disabled young people : Frustrated ambition*. Bristol: The Policy Press.
- Coffey, M., Coufopoulos, A., & Kinghorn, K. (2014). Barriers to employment for visually impaired women. *International Journal of Workplace Health Management*, 7(3), 171-185.

- Cunnah, W. (2015). Disabled students: Identity, inclusion and work-based placements. *Disability & Society*, 1-14.
- Crudden, A. (2012). Transition to Employment for Students with Visual Impairments: Components for Success. *Journal of Visual Impairment & Blindness*, 106(7), 389-399.
- Daviso, Baer, Flexer, &Meindl. (2016). Career and Technical Education, Work Study, & School Supervised Work: How Do They Impact Employment for Students with Disabilities? *Journal of Applied Rehabilitation Counseling*, 47(2), 10-19.
- Denisova-Schmidt, E. (2011). *Quota for the employment of disabled people in Russia strategies for compliance*. Bingley]: Emerald Group Publishing.
- Doyle, B. (1995). *Disability, discrimination, and equal opportunities : A comparative study of the employment rights of disabled persons* (Studies in labour and social law ;). London, England ; New York, N.Y., USA: Mansell.
- Evenson, Thomas, &Evenson, Merry. (1983). An Innovative Approach to Career Development of Disabled College Students. *Journal of Rehabilitation*, 49(2), 64-7.
- French, S., & ProQuest. (2017). *Visual impairment and work : Experiences of visually impaired people* (Interdisciplinary disability studies).
- Goertz, Yvonne H. H., Van Lierop, Brigitte A. G., Houkes, Inge, &Nijhuis, Frans J. N. (2010). Factors Related to the Employment of Visually Impaired Persons: A Systematic Literature Review. *Journal of Visual Impairment & Blindness*, 104(7), 404-418.
- McDonnall, Michele Capella. (2011). Predictors of Employment for Youths with Visual Impairments: Findings from the Second National Longitudinal Transition Study.*Journal of Visual Impairment & Blindness*, 105(8), 453-466.
- McDonnall, Michele Capella, & Crudden, Adele. (2009). Factors Affecting the Successful Employment of Transition-Age Youths with Visual Impairments. *Journal of Visual Impairment & Blindness*, 103(6), 329-341.
- Mori, A. (1980). Career Education for the Learning Disabled — Where are we Now?*Learning Disability Quarterly*, 3(1), 91-101.
- Organisation for Economic Co-operation Development, &Ebersold, Serge Contributor. (2011). *Inclusion of students with disabilities in tertiary education and employment* (Education and Training Policy). Paris]: OECD.
- O'Reilly, A., & International Labour Office. Skills Employability Dept. (2007). *The right to decent work of persons with disabilities* (Rev. ed.). Geneva, Switzerland: International Labour Office.
- Sutton, H. (2017). Transition guide provides career framework for disabled students. *Disability Compliance for Higher Education*, 22(10), 9.

1. Course Number: SpE 594

Course Title: Audiology in Education

2. Credit Hours: 4

3. Course Description

This course is designed to provide a good general knowledge of bearing impairment, its assessment and treatment. Also over-view of currently available implication Systems.

4. Course Objectives

The objectives are to help learners to

- a. develop and understanding of the anatomy and physiology of auditory system.
- b. review methods of hearing assessment in children.
- c. identify situations requiring the use of contra lateral masking and understand the concept of masking.
- d. understand autistic imminence measurements.
- e. understand the procedures for measuring sensitivity for speech and speech recognition.
- f. review currently available implication systems and ensure that children have appropriate well-maintained hearing aids.
- g. give a brief review of current methods for the medical treatment of hearing impairment.
- h. develop an understanding of optimum listening and learning environments.

5. Course Contents

Contact Hours

Unit 1: Structure and Function of the Auditory System

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the anatomy and physiology of auditory system
- b. explain various syndrome relating to hearing impairment

Content

- Peripheral auditory system
- The brain and language
- Syndromes associated with hearing impairment

Unit 2: Techniques for Hearing Assessment

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the methods of screening and assessment of hearing impairment
- b. apply different techniques of hearing assessment

Content

- Screening of Hearing
- Supra threshold methods
- Methods for examination of hearing thresholds
- Air conduction & bone conduction system
- Masking procedures
- Loudness discomfort level

Unit 3: Acoustic Impedance Audiometry

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe principles and techniques of impedance audiometry
- b. explain various types of tympanograms

Content

- Basic Principles of Acoustic Impedance Audiometry
- Techniques for measurement of acoustic impedance
- Interpretation of tympanograms
- Acoustic reflex testing

Unit 4: Amplification System

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe different types of hearing aids with their function and maintenance

Content

- Analogue, hybrid and digital hearing aids
- Fitting of conventional hearing aids
- Mould making procedures
- Aided threshold
- FM radio systems
- Factors in ear mould design
- Digital Technology and Assistive Devices

Unit 5: Speech Audiometry

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe and apply techniques of speech audiometry

Content

- Purposes of speech testing
- Routine test procedures
- Speech tests for the detection of central auditory dysfunction

Unit 6: Cochlear implant system

4

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the need for cochlear implantation
- b. explain the process of cochlear implantation

Content

- Cochlear implant
- The process of implantation
- Rehabilitation and evaluation
- Educational implantations
- A comparison between cochlear implant and tactile aids

Unit 7: Optimum Listening and Learning Environments

4

Learning Outcomes

At the end of this unit learners will be able to

- a. identify different issues of optimum listening and acoustical problems

Content

- Acoustical problems
- Noise control
- Signal control

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Practical
- e. Library work and students participation in the class
- f. Blended Approach (Face to Face, Online, offline and distance mode)

7. Practical

10 Contact Hours

The duration of practical works will be 10 contact hours, containing 25 marks. The topics and modality of the practical examination will be specified by the course teacher. However, along with other requirements, students must have to obtain minimum required marks (prescribed by IER) in Practical to pass the course. The practical works from relevant unit will be specified by the course teacher(s).

The marks for practical exam will be divided into following parts

- | | |
|-------------------|----------|
| i. Practical task | 15 marks |
| ii. Viva-voce | 10 marks |

8. Assessment

Marks (%)

a) One In-course Examination	10×1=10
b) Course Final Examination(MCQ + Essay)	10+30=40
c) Assignment/ Project	15
d) Field visit and report writing	10
e) Practical	25
<hr/>	
Total 100	

9. Recommended Books, Journals and Reports

- Bamford, J., & Saunders, E. (1994). *Hearing impairment, auditory perception and language disability*. London, UK: Whurr publishers.
- Barry McCormick, (1993), *Paediatric Audiology 0-5*, Whurr Publishers Ltd.
- Barry McCormick, Sue Archbold& Sarah Sheppard, (1994) *Cochlear Implants for Young Children*, Whurr Publishers London.
- Crystal, D. (1992). *Profiling linguistic disability (2nd ed.)*. London: Whurr Publishers.

- D.B Fry, (1994), *The Physics of Speech*, Cambridge University Press.
- Deborah Ballantyne, (1990), *Handbook of Audiological Techniques*, Butterworth-Heinemann Ltd.
- deVillers, P.A., & de Villers, J.G. (1979). Early Language “da-da”. London: The open University Press
- Fred H. Bess and Larry E. Humes, Williams & Wilkins Baltimore, (1990), *Audiology the Fundamentals*.
- GG Browning, (1986), *Clinical Otology and Audiology*, Butterworth & Co. 1986.
- Jack Katz. (1985), (Ed), *Handbook of Clinical Audiology*, Williams & Wilkins Baltimore.
- Montgomery, G. (Ed.). (1986). *Beyond Hobson’s Choice: The appraisal of methods of teaching language to deaf children*. Edinburgh: Scottish Workshop Publication
- Nicolosci, L., Harryman, E., & Kresheck, J. (1996). *Terminology of communication disorders: Speech-language-hearing (4th ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins
- Northern, J.L., & Downs, M.P. (1984). *Hearing in children (3rd ed.)*. Baltimore, MD: P.M Houghton, (1990), *Physical Principles of Audiology*, Adam Hilger Ltd.
- Shaywitz, S. (2003). *Overcoming Dyslexia: A new and complete science-based program for reading problems at any level*. New York: Vintage Books
- Stach, B. A. (2003). *Comprehensive Dictionary of Audiology (2nd ed.)*. Clifton Park, NY: Thomson Delmar Learning
- Stach, B.A. (2010). *Clinical Audiology: An Introduction (2nd ed.)*. Clifton Park, NY: Delmar, Cengage Learning
- StigAlinger, (1989), *Manual of Practical Audiometry Volume, I*, Whurr Publishers London.
- StigAlinger, (1991), *Manual of Practical Audiometry Volume, 2*, Whurr Publishers London.
- vanUden, A. (1983). *Diagnostic testing of deaf children: the syndrome of dyspraxia*. Lisse, the Netherlands: Swets & Zeitlinger.
- Webster, A. (1986). *Deafness, development and literacy*. London: Methuen
- Webster, A., & McConnell, C. (1987). *Special needs in ordinary schools: Children with special and Language difficulties*. London, UK: Cassell.
- Wendy McCracken and Siobhan Laoide-Kemp, (1997), *Audiology in Education*, Whurr/Publishers London.
- Wood, D., Wood, H., Griffiths, A. & Howarth, I. (1986). *Teaching and talking with deaf children*. Chichester, UK: John Wiley & Sons.
- এম. তারিক আহসান ও অন্যান্য (২০১৭), *নিঃশব্দ ভাব বিনিময়*, ঢাকা: এসিআইই।
- এস. উলম্যান, (১৯৯৩), *শব্দার্থ বিজ্ঞানের মূল সূত্র (The Principles of Semantics)*, অনুবাদ: জাহাঙ্গীর তারেক, ঢাকা: বাংলা একাডেমি।
- নিরাফাত আনাম, এম তারিক আহসান ও নাসিমা আক্তার (২০১১), *শ্রবণ প্রতিবন্ধিতা: কারণ, প্রতিকার ও উন্নয়ন সহায়তা*, ঢাকা: সিএসআইডি।
- মুহম্মদ আবদুল হাই (২০১০), *ধ্বনি বিজ্ঞান ও বাংলা ধ্বনিতত্ত্ব*, ঢাকা: মল্লিক ব্রাদার্স।

1. Course Number: SpE 595

Course Title: Communication and Development of Children with Hearing Impairment

2. Credit Hours: 4

3. Course Description

This course is designed to provide learners with the knowledge and understanding of speech production, development and sign language of hearing-impaired children.

4. Course Objectives

The objectives are to help learners to

- a. give the learners basic understanding of the anatomy of the speech productive organs.
- b. offer the learners sufficient basic knowledge of speech, language production and development for they can be able to analyze and describe hearing impaired children speech and language problems.
- c. make the learners understand the structure of sign language and develop a basic knowledge about Sign Supported Bangla language.
- d. provide the learners a basic understanding of psychological development of hearing-impaired children.

5. Course Contents

Contact Hours

Unit 1: Speech Mechanism as Sound Generator

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe various organs and their functions of human articulatory system

Content

- The organs of speech
- The energy supply in speech
- The larynx as sound source
- Functions of larynx vibration in speech

Unit 2: The Sounds of Language

5

Learning Outcomes

At the end of this unit learners will be able to

- a. distinguish between speech and language assessment

Content

- Segmental phonology, prosody
- Language assessment
- Speech assessment
- Speech Training and Speech Therapy

Unit 3: Social and Personality Development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the importance of early schooling for social and personality development of children with hearing impairment

Content

- Dependence, Independence and social changes during early school years
- Social Implications of schooling for children with impairment
- Striving for achievement and success
- Impulsivity and Hearing Impairment
- Morality and social perspective taking

Unit 4: Foundation of Language Development of Hearing Impairment Children

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the challenges of children with hearing impairment to different stages of language development
- b. outline the strategies of language development for children with hearing impairment

Content

- Competence versus Performance
- Language Development: children with hearing impairment vs. hearing children
- Can children with hearing impairment babble’?
- Triangle of Reference’ and Motherese’ for Language Development of HI

Unit 5: Sign Language

5

Learning Outcomes

At the end of this unit learners will be able to

- a. define the components of sign language
- b. describe the history of sign language
- c. explain the importance of sign language for children with hearing impairment
- d. recognize the recent development in Semiotics
- e. identify the properties of Sign Language as a unique language
- f. explain the Linguistics of Sign Language

Content

- History and types of Sign Language
- Difference between Verbal Language and Sign Language
- Development of Sign Supported Bangla Language
- Role of Gesture in Sign Language acquisition
- Recent development in Semiotics
- Properties of Sign Language
- Linguistics aspects in Sign Language: Phonemes and Phonology, morphemes and Morphology, lexemes, syntax, *Semantics*, *Pragmatics* and context
- Social inclusion of HI and Sign Language
- Bangla Sign Language

Unit 6: Speech and Language Therapy (SLT)

5

Learning Outcomes

At the end of this unit learners will be able to

- a. outline the components of SLT
- b. describe the components of SLT
- c. identify the role of SLT for children with hearing impairment

Content

- Basic concept of SLT
- Importance of SLT for children with hearing impairment
- Differences between speech training and SLT
- Procedure of SLT
- SLT in the context of Bangladesh

Unit 7: Intelligence and Cognitive Development

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe various factors of intelligence and cognitive development of children with hearing impairment

Content

- Intellectual functioning of Hearing Impairment
- Is IQ really independent of Language?
- Cognitive abilities of Hearing Impairment Children

Unit 8: Short-term and Long-term memory

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the process of memory of children with hearing impairment and the effect of phonology on long-term memory

Content

- Development of Memory coding
- 'Phonological' effects on Long-term memory
- Organization and memory

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Practical on Sign Language
- e. Blended Approach (Face to Face, Online, offline and distance mode)

7. Assessment

Marks (%)

- a) One In-course Examination
- b) Students' analytical and reflective work (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.
- c) Course Final Examination (MCQ + Essay)

10

20+20=40

10+40=50

Total 100

8. Recommended Books, Journals and Reports

- American National Standards Institute. (2003). Maximum permissible ambient noise levels for audiometric test rooms (ANSI S3.1-1999; Rev. ed.). New York: ANSI.
- American National Standards Institute. (2004). Methods for manual pure-tone threshold audiometry (ANSI S3.21-2004). New York: ANSI.
- American National Standards Institute. (2004). Specifications for audiometers (ANSI S3.6-2004). New York: ANSI.
- American Speech-Language-Hearing Association. (1997). Guidelines for audiologic screening. Rockville, MD: ASLHA
- American Speech-Language-Hearing Association. (2002). Guidelines for audiology service provision in and for schools. Rockville, MD: ASLHA.
- Austen, S., & Lynch, C. (2004). Non-organic hearing loss redefined: Understanding, categorizing and managing non-organic behaviour. *International Journal of Audiology*, 43, 449–457.
- Banglali Sign Language and Dictionary, Bangladesh Sign Language Committee.
- Beech, J.R., Harding, L. & Hilton-Jones, K. (1993). Assessment in speech and Language Therapy, (Dds). London: Routledge.
- Chawla, N., & Olshaker, J. S. (2006). Diagnosis and management of dizziness and vertigo. *Medical Clinics of North America*, 90(2), 291–304.
- Clark, W. W., & Ohlemiller, K. K. (2008). *Anatomy and physiology of hearing for audiologists*. Clifton Park, NY: Thomson Delmar Learning.
- Crystel, D. Fletcher, P. and Garman, The Grammatical Analysis of Language Disability (Second Edition). M. Edward Arnold: London, 1989.
- Dahle, A. J., Fowler, K., Wright, J. D., Boppana, S., Britt, W. J., & Pass, R. F. (2000). Longitudinal investigation of hearing disorders in children with congenital cytomegalovirus. *Journal of the American Academy of Audiology*, 11(5), 283–290.
- Fogle, P. T. (2008). *Foundations of Communication Sciences and Disorders*. Clifton Park, NY: Thomson Delmar Learning.
- Gelfand, S. A. (2001). Essentials of audiology (2nd ed.). New York: Thieme.
- Gelfand, S. A., & Silman, S. (1985). Functional hearing loss and its relationship to resolved hearing levels. *Ear and Hearing*, 6, 151–158.
- Gorlin, R. J., Toriello, H. V., & Cohen, M. M. (1995). Hereditary hearing loss and its syndromes. New York: Oxford University Press.
- Hayes, D., & Northern, J. L. (1996). Infants and hearing. San Diego: Singular Publishing Group.
- Hullar, T. E., & Minor, L. B. (2003). Vestibular physiology and disorders of the labyrinth. In M. E. Glasscock & A. J. Gulya (Eds.), *Surgery of the ear* (5th ed., pp. 83–103). Hamilton, Ontario: BC Decker.
- Katz, J., & Lezynski, J. (2002). Clinical masking. In J. Katz (Ed.), *Handbook of clinical audiology* (5th ed., pp. 124–141). Philadelphia: Lippincott Williams & Wilkins.
- Kent (Eds.) (2004). *The MIT encyclopedia of Communication Disorders*. Cambridge: A Bradford Book
- Marschark, D. Clark, Hilldale, Psychological perspectives on deafness, N.J Lawrence Erlbaum, 1996.
- Marschar, M., (2005). 10th Anniversary Classics : Sign language structure: An outline of the visual communication systems of the American deaf: Stokoe, William C. [Jr.], Gallaudet University. *The Journal of Deaf Studies and Deaf Education*, 10 (1):P 3–37
- Musiek, F. E., & Baran, J. A. (2007). *The auditory system: Anatomy, physiology, and clinical correlates*. Boston: Pearson Education.

- Northern, J. L. (1996). *Hearing disorders* (3rd ed.). Boston: Allyn and Bacon.
- Roeser, R. J., & Clark, J. L. (2007). Pure tone tests. In R. J. Roeser, M. Valente, & H. Hosford-Dunn (Eds.), *Audiology diagnosis* (2nd ed., pp. 238–260). New York: Thieme.
- Sandler, W (2017). The Challenge of Sign Language Phonology. In :M. Liberman, & B. Partee. (Eds.). *Annual review of linguistics* (Vol 3., pp. 343-63).
- Seikel, J. A., King, D. W., & Drumright, D. G. (2005). *Anatomy and physiology for speech, language, and hearing* (3rd ed.). Clifton Park, NY: Thomson Delmar Learning.
- Stach, B. A., (2007). Diagnosing central auditory processing disorders in adults. In R. Roeser, M. Valente, & H. Hosford-Dunn (Eds.), *Audiology: Diagnosis* (2nd ed., pp. 356–379). New York: Thieme.
- Stakes, R., & Hornby, G. (1996). *Meeting special needs in mainstream schools: A practical guide for teachers*. London, UK: David Fulton Publishers.
- Wilber, L. A. (1999). Pure-tone audiometry: Air and bone conduction. In F. E. Musiek & W. F. Rintelmann (Eds.), *Contemporary perspectives in hearing assessment* (pp. 1–20). Boston: Allyn and Bacon.
- এম. তারিক আহসান ও অন্যান্য (২০১৭), *নিঃশব্দ ভাব বিনিময়*, ঢাকা: এসিআইই।
- নিরাফাত আনাম, এম তারিক আহসান ও নাসিমা আক্তার (২০১১), *শ্রবণ প্রতিবন্ধিতা: কারণ, প্রতিকার ও উন্নয়ন সহায়তা*, ঢাকা: সিএসআইডি।

1. Course Number: SpE 596

Course Title: Language and Communication Intervention for Children with Intellectual Disabilities

2. Credit Hours: 4

3. Course Description

The course is designed to provide knowledge to prospective teachers of children with intellectual disabilities regarding issues relating to language and communication and find effective alternatives for children who cannot speak nor have communication difficulties.

4. Course Objectives

The objectives are to help learners to

- a. be acquainted with human language and communication system.
- b. develop deep knowledge about language and communication disorders.
- c. understand language intervention approaches along with professional involvement.
- d. know about augmentative and alternative communication methods; especially Makaton.

5. Course Contents

Contact Hours

Unit 1: The Nature of Language and its Disorders

6

Learning Outcomes

At the end of this unit learners will be able to

- a. conceptualize speech, language and communication with its components
- b. describe different approaches of language acquisition
- c. identify language and communication disorder with its signs

Content

- Communication, speech and language
- Component of language
- Perspective of language acquisition
- Human communication system
- Language and Communication disorders

Unit 2: Language as a Social Behavior

5

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the importance of language issues in behaviour
- b. identify the relationship between language and behaviour
- c. describe the social behaviour of children with intellectual disabilities

Content

- Role of language in behavioural development
- Relationship between language and behaviour
- Language skills of children with developmental disabilities
- Behavioural intervention for children with intellectual disabilities

Unit 3: Assessing children with language Disorder

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the purpose and benefits of assessment
- b. explain how an assessment should be conducted
- c. apply different methods of assessment for the children with language disorder

Content

- Purpose of assessment of Language disorder
- General plan of assessment
- Different methods of language assessment
- Using the assessment and its implication

Unit 4: Language Intervention for Children with ID

5

Learning Outcomes

At the end of this unit learners will be able to

- a. describe about language intervention and its benefits
- b. outline language intervention approaches for children with developmental disabilities
- c. outline list of important professionals in language intervention
- d. explain how the professionals can collaborate with each other

Content

- Language intervention and its significance
- Facilitating language change
- Professionals for language intervention (SLP)
- Language intervention approaches

Unit 5: Augmentative and Alternative Communication (AAC)

5

Learning Outcomes

At the end of this unit learners will be able to

- a. define augmentative and alternative communication
- b. describe benefits and types of alternative communication
- c. explain issues and factors of alternative communication

Content

- Users and Benefits of AAC
- Types and approaches of AAC
- Elements of effective AAC method
- Designing a AAC board

Unit 6: Makaton and its Application

4

Learning Outcomes

At the end of this unit learners will be able to

- a. specify the appropriate alternative communication
- b. describe Makaton as an effective alternative communication

Content

- Introduction to Makaton method
- Application issues
- Communication capabilities of the system
- Skills required by the learner

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Group work
- d. Document review
- e. Field visit

7. Practical

10 Contact Hours

The duration of practical works will be 10 contact hours, containing 25 marks. The topics and modality of the practical examination will be specified by the course teacher. However, along with other requirements, students must have to obtain minimum required marks in Practical to pass the course. The practical works from relevant unit will be specified by the course teacher(s).

The marks for practical exam will be divided into following parts

- | | |
|--------------------|----------|
| i. Practical task: | 15 marks |
| ii. Viva-voce: | 10 marks |

8. Assessment

Marks (%)

a) One In-course Examination	10×1=10
b) Course Final Examination(MCQ + Essay)	10+30=40
c) Assignment/ Project	15
d) Field visit and report writing	10
e) Practical	25
<hr/>	
Total 100	

8. Recommended Books, Journals and Reports

- Deena K.B. ad Tigerman E., (1993). Language and Communication Disorder in Children, Third Edition, Mcmillan Publishing Company,
- George H.S., Wiig E.H., (1978). Human Communication Disorder-An Introduction, Charles E. errill Publishing Company.
- Hegde M.N., (1995). Introduction to Communication Disorder, Second Edition, Pro- Ed Inc
- Richard L.S., (1977). Non-Speech Language and Communication-Analysis and Intervention, University Park Press Baltimore.

1. Course Number: SpE 597

Course Title: Curriculum Adaptation for Children with Intellectual Disabilities

2. Credit Hours: 4

3. Course Description

The course is designed to develop clear understanding of the students about the concept of curriculum and its major elements and get an overall view of the curriculum process for the children with intellectual disabilities.

4. Course Objectives

The objectives are to help learners to

- a. understand the need and the nature of various curriculum approaches in the education of the children with intellectual disability.
- b. know the concept of basic skills that will help and enable disabled children to live independently and play a satisfying and meaningful role in the community.
- c. enable to acquire knowledge of incorporating cognitive, affective and psychomotor aspects of development in the children.
- d. assist to develop aspects as acquisition of factual knowledge, intellectual and manipulative skills and an understanding of symbolic meanings, interest and values for the children with intellectual disability.

5. Course Contents

Contact Hours

Unit 1: Concept of Curriculum and Curriculum Goals

7

Learning Outcomes

At the end of this unit learners will be able to

- a. define curriculum in line with children with developmental disabilities
- b. outline the basic principles of curriculum development
- c. describe the curriculum goals for children with developmental disabilities
- d. explain the aim of instruction in accordance with curriculum goals
- e. follow the procedure of formulating curriculum goal

Content

- The Concept of Curriculum
- Principles of Curriculum development
- Curriculum Goals and aim of instruction
- Selecting curriculum goals
- Procedure for formulating curriculum goal

Unit 2: Developing a Curriculum

7

Learning Outcomes

At the end of this unit learners will be able to

- a. outline curriculum format considering needs of children with developmental disabilities
- b. identify the essential variables to be considered in curriculum development
- c. describe the scope and various steps of curriculum development process

Content

- Curriculum format and variables
- Curriculum scope / curriculum approach
- Steps in developing a Curriculum
- Guiding Principles in Structuring the Curriculum
- Selecting the Curriculum Content

Unit 3: Planning an Assessment of Curriculum Objectives

7

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the benefits and principles of performing assessment
- b. outline the planning of assessment procedure

Content

- Benefits of performing an assessment
- Principles of performing an assessment
- Planning an assessment

Unit 4: Developing Individualized Programme for Children with Intellectual Disabilities

7

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the characteristics of children with intellectual disability
- b. explain the importance of personal, social and economic independence of children with ID
- c. describe educational content which is crucial for the children with intellectual disability
- d. outline the individualized instructional plan for children with intellectual disability

Content

- Child-centered Curriculum Action Plan
- Curriculum Action Plan for Elementary Level
- Curriculum Action Plan for Secondary Level
- Curriculum Action Plan for Vocational Level
- Preparing an individualized instructional plan

Unit 5: Literacy and Learning Intervention

7

Learning Outcomes

At the end of this unit learners will be able to

- a. prepare instructional and assessment plan for different major subjects- language, mathematics, science and social science
- b. collaborate with subject experts in formulating instructional plan for inclusive classroom

Content

- Language instruction and assessment
- Math instruction and assessment
- Science instruction and assessment
- Social Science instruction and assessment

Unit 6: Curriculum Flexibility and Curricular Adaptation

5

Learning Outcomes

At the end of this unit learners will be able to

- modify Content in curriculum and textbook considering needs of children with developmental disabilities
- describe about methodological and instructional adaptation needed for children with developmental disabilities in inclusive setting
- conduct co-curricular activities for children with developmental disabilities

Content

- Content adaptation
- Methodological/Instructional adaptation
- Assessment adaptation

6. Instructional Strategies

- Lecture
- Group discussion
- Reading
- Library work and students participation in the class
- Blended approach (face to face, Online-offline)

7. Assessment

Marks (%)

- | | |
|---|------------------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |
| | Total 100 |

8. Recommended Books, Journals and Reports

- Baine D. (1986). *Handicapped Children in Developing Countries: Assessment, Curriculum and Instruction*. University of Alberta Printing Services.
- Department of Education (1970). *A Curriculum for the Intellectually Disabled*. Tallahassee Florida: Department of Education.
- Dever R.B. & Knapczyk D.R. (1997). *Teaching persons with Mental Retardation: A Model for Curriculum Development and Teaching*. Brown and Benchmark Publishers.
- Ingalls P.R. (1978). *Mental Retardation: The Changing Outlook*. New York: Macmillan Publishing Company.
- Malhotra, R. (2002). *Curriculum Guide for Individualized Programme for NDD*. New Delhi: Vikas Publishing House.
- Striefel S. & Cadez M.J. (1983). *Serving Children and Adolescents with Developmental Disabilities in the Special education Class: Proven Methods*. Paul H. Brookes Publishing Company.
- Related websites.

1. Course Number: SpE 598
Course Title: Specific Learning Disability (SLD)

2. Credit Hours: 4

3. Course Description

This course is designed to provide a broad view in the field of Specific Learning Disability (SLD) for learners who are preparing to work for individuals with Specific Learning Disability. This course will help the learners to understand the diverse theoretical approaches to the field have knowledge of assessment procedures, possess skills in the art of clinical training and develop familiarity with the teaching techniques and materials.

4. Course Objectives

The objectives are to help learners to

- a. describe and discuss the manner in which specific learning disability evolved from a number of conditions or syndromes previously recognized as separate entities.
- b. review the characteristics of specific learning disabilities and present practices in identification of person with specific learning disability.
- c. consider and discuss the major approaches to teaching students with varies sub-types of specific learning disability, underlying the theoretical constructs and educational implication of each approach.

5. Course Contents

Contact Hours

Unit 1: Overview of Specific Learning Disability (SLD)

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept of Specific learning disability
- b. identify salient features and classification of Specific learning disability

Content

- Concept of SLD
- Salient features of SLD
- Three frequently used Diagnostic classification systems of SLD (ICD-10, DSM-5, IDEA)

Unit 2: A Brief History of Specific Learning Disability

6

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the historical perspectives specific learning disability
- b. explain the extent of specific learning disabilities in school context
- c. describe the future directions of specific learning disability

Content

- Foundation phase: early brain research
- Transition phase: clinical study of children
- Integration phase: rapid expansion of school
- Contemporary phase: emerging directions

Unit 3: Dyslexia: How SLD Manifest in Reading

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and subtypes of reading disability
- b. identify remediation strategies for reading disability
- c. describe the teaching strategies for students with Dyslexia

Content

- Conceptualizing reading disability
- Subtypes of reading disability
- Remediation strategies for reading disability
 - Phonological Strategies
 - Fluency Strategies
 - Wilson Reading System
 - Reading Comprehension Strategies
- Teaching Strategies for students with Dyslexia

Unit 4: Dysgraphia: How SLD manifest in writing

8

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and subtypes of writing disability
- b. identify remediation strategies for writing disability
- c. describe the teaching strategies for students with Dysgraphia

Content

- Concept of writing disability
- Subtypes of writing disability
- How writing difficulties manifest developmentally
- Components of the Diagnostic approach to identifying SLD in writing
- Teaching strategies for student with Dysgraphia

Unit 5: Dyscalculia: How SLD manifests in Mathematics

6

Learning Outcomes

At the end of this unit learners will be able to

- a. explain the concept and subtypes of mathematical disability
- b. identify remediation strategies for mathematical disability
- c. describe the teaching strategies for students with Dyscalculia

Content

- Concept and Etiology of Mathematics Learning Disability (MLD)
- Subtypes of MLD
- How they manifest developmentally
- Components of the Multimethod Diagnostic Approach
- Teaching Strategies for students with MLD

Unit 6: How SLD manifest in Oral Expression and Listening Comprehension

6

Learning Outcomes

At the end of this unit learner will be able to

- a. explain the concept and subtypes of Language Learning Disability
- b. identify remediation strategies for Language Learning Disability
- c. describe the teaching strategies for students with Language Learning Disability

Content

- Concept, and etiology of Language Learning Disability (LDD)
- Language Learning Disability subtypes
- Components of a multiscore, multimethod diagnostic approach
- Teaching strategies for students with LLD

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Group work
- d. Document review
- e. Field visit
- f. Blended (Face to Face, offline-online approaches)

7. Assessment

Marks (%)

- | | |
|---|------------------|
| a) One In-course Examination | 10 |
| b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc. | 20+20=40 |
| c) Course Final Examination (MCQ + Essay) | 10+40=50 |
| | <hr/> |
| | Total 100 |

8. Recommended Books, Journals and Reports

- Brent, M., Gough, F., Brent, A., & Robinson, S. (2001). *One in eleven: Practical strategies for teaching adolescents with a language learning disability*. Aust Council for Ed Research.
- Brent, M., & Smith, C. M. (2008). *Working Together: Linking Skills and Curriculum for Adolescents with a Language Learning Disability*. Aust Council for Ed Research.
- Burger, N. (2004). *A special kind of brain: Living with nonverbal learning disability*. Jessica Kingsley Publishers.
- Kerr, D. (2007). *Understanding learning disability and dementia: Developing effective interventions*. Jessica Kingsley Publishers.
- Flanagan, D. P., & Alfonso, V. C. (2011). *Essentials of specific learning disability identification*. John Wiley & Sons Inc.
- Gearheart R. Bill, (1980). *Special Education for the 80's*, C.V. Mosby Company.
- Grant, G., Ramcharan, P., & Flynn, M. (2010). *Learning disability: A life cycle approach*. McGraw-Hill Education (UK).
- Lerner J. (1993). *Learning Disabilities, Theories, Diagnosis and Teaching strategies*, Sixth Edition, Houghton Mifflin Company.
- Johnson W. Stanley and Morasky, L. Robert (1980). *Learning Disabilities*, Second Edition. Allyn and Bacon Inc.
- Nolan M. and Tucker G. Ivan (1988). *The Hearing Impaired Child and the Family*, Human Horizon Series, A Concord Book Souvenir Press Ltd.
- Rennie, J. (Ed.). (2007). *Learning Disability: Physical Therapy Treatment and Management, A Collaborative Approach*. John Wiley & Sons.
- Spache D. George (1981). *Diagnosis and Correcting Reading Disabilities*, Second Edition. Allyn and Bacon Inc.
- Related websites.

1. Course Number: SpE 599

Course Title: Rehabilitation for Children and Youth with Special Educational Needs

2. Credit Hours: 4

3. Course Description

This course is designed to provide prospective learners with knowledge and understanding to promote the independence and work opportunity for children and youth with special needs. Specifically, the learners will be able to gain a comprehensive understanding of the appropriate models of rehabilitation and therapeutic services offered for children and youth with SEN. The course also aims to provide students with an appropriate educational and vocational placement along with other associated referral services to children and youth with SEN.

4. Course Objectives

The objectives are to help learners to

- a. understand the educational rehabilitation which currently places and supports students with SEN in schools.
- b. Understand the need of rehabilitation related services for children and youth with SEN
- c. deal with improving standards in special education and rehabilitation for children and youth with SEN Create new paths for the development of young experts in the field of rehabilitation.

5. Course Contents

Contact Hours

Unit 1: Concept of Rehabilitation for SEN

8

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the concept of rehabilitation for SEN
- b. categorize the types of rehabilitation for SEN
- c. describe the importance of rehabilitation

Content

- Rehabilitation and SEN
- Types of Rehabilitation for SEN
- Importance of Rehabilitation for SEN

Unit 2: Models of Rehabilitation

9

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the models of rehabilitation for SEN
- b. analyse the perspective of rehabilitation services in the context of Bangladesh

Content

- Tiered model of rehabilitation
- Institution based Rehabilitation
- Community based Rehabilitation
- Rehabilitation services in the context of Bangladesh

Unit 3: Educational Rehabilitation

6

Learning Outcomes

At the end of this unit learners will be able to

- a. define educational rehabilitation
- b. determine appropriate school placement
- c. distinguish the nature of rehabilitation in academic and non-academic viewpoint
- d. identify and suggest the necessary referral services

Content

- Selecting Appropriate Schooling
- Academic and Non-academic Supports in Educational Rehabilitation
- Referral Services

Unit 4: Therapeutic Rehabilitation

9

Learning Outcomes

At the end of this unit learners will be able to

- a. describe the importance of therapy in rehabilitation
- b. describe the implication of physiotherapy in rehabilitation
- c. describe the implication of speech therapy in rehabilitation
- d. describe the implication of occupational therapy in rehabilitation
- e. describe the implication of behaviour therapy in rehabilitation

Content

- Physiotherapy and its implication
- Speech Therapy and its implication
- Occupational Therapy and its implication
- Behaviour Therapy and its implication

Unit 5: Rehabilitation for Employment

8

Learning Outcomes

At the end of this unit learners will be able to

- a. list up the support services in a rehabilitation program
- b. explain the significance of transition program for employment
- c. recommend the skill development approaches for SEN
- d. describe the role TVET in rehabilitation for SEN

Content

- Support Services
- Transition Program
- Skill Development Approaches for SEN
- TVET and SEN

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Presentation
- e. Library work and students participation in the class
- f. Blended approach (face to face, online- offline)

7. Assessment

a) One In-course Examination	10
b) <u>Students' analytical and reflective work</u> (combination of at least any two of the tasks from (i) assignment, (ii) project, (iii) term paper, (iv) presentation, (v) review paper (vi) field-work) etc.	20+20=40
c) Course Final Examination (MCQ + Essay)	10+40=50
	<hr/> Total 100

8. Recommended Books, Journals and Reports

- Agras, W.S., Kazdin, A.E., & Wilson, G.T. (1979). *Behavior Therapy: Toward an applied clinical science*. San Francisco, CA: W.H. Freeman and Company.
- Barkley, R.A. (1998). *Attention-deficit Hyperactivity Disorder: A handbook for diagnosis and treatment* (2nd ed.). New York: The Guilford Press.
- Birnbaum, R. (2010). *Choosing a school for a child with special needs*. London: Jessica Kingsley Publishers.
- Byrne, E.A., Cunningham, C. C., & Sloper, P. (1988). *Families and their children with down's syndrome: One feature in common*. New York: Routledge.
- Collins, B.C. (2007). *Moderate and Severe Disabilities: A Foundational Approach*. Upper Saddle River, NJ: Pearson Education.
- O'Toole, B.J. (1991). *Guide to community based rehabilitation services*. Paris: UNESCO.
- Shaywitz, S. (2003). *Overcoming Dyslexia: A new and complete science-based program for reading problems at any level*. New York: Vintage Books.
- Snell, M. E. (Ed.). (1978). *Systematic instruction of the moderately and severely handicapped*. Columbus, OH: Charles E. Merrill Publishing Co.
- Van Hasselt, V.B., & Hersen, M. (Eds.). (1995). *Handbook of adolescent Psychopathology: A guide to diagnosis and treatment*. New York: Lexington Books.
- Vander Kaay, S., Dix, L., Rivard, L., Missiuna, C., Ng, S., Pollock, N., & Campbell, W. (2021). Tiered Approaches to Rehabilitation Services in Education Settings: Towards Developing an Explanatory Programme Theory. *International Journal of Disability, Development and Education*, 1-22.