NATIONAL UNIVERSITY

Gazipur, Bangladesh

Curriculum On

One Year Master of Education (M.Ed) Course

Effective from the session :2019

M.Ed Curriculum Committee-2013

1. Dr. M. Wahiduzzaman Chairman
Vice Chancellor,
Noakhali University of Science and Technology, Noakhali
(Professor, Institute of Education and Research,
University of Dhaka)
2. Dr.Abdul Maleque Member
Professor, Institute of Education and Research,
University of Dhaka
3. Dr. Shekh Md. Rezaul Karim Member
 Professor
 Govt. Teachers' Training College, Dhaka
4.**Geetanjali Barua** Member
Associate Professor
 Govt. Teachers' Training College, Dhaka
5. **Dr. D. M. Feroz Shah** Member
Associate Professor
Govt. Teachers' Training College, Dhaka.

Forward

National University introduced the new curriculum of the course Bachelor of Education (Honours) in the year 2013. The first batch of this course started their new journey towards building career as the education professionals of the 21st century. The new curriculum is introduced with the great expectations of achieving output as described in the Curriculum document. But the bachelor degree should be followed by a Masters' programme eventually. Therefore, the University is going to introduce the curriculum of the Masters' of Education Programme for the students who will be graduated under the curriculum of the Programme, Bachelor of Education (Honours) that is already introduced in 2013.

The same committee is involved here to bring a successful conclusion of the tremendous job of updating the university programmes to develop education professionals who will be the torch bearer on the way towards National development. The committee again studied various curriculums of different universities within country and abroad. Various modern study areas are introduced in this post graduate curriculum. The courses are offered here to lead the students towards higher studies like research and innovation. The students of this post graduate programme can develop their career with particular specialization.The committee studied the curriculum of the Masters of Education offered by different institutions including Institute of Education Research, Dhaka University, IML, Dhaka University, Dept. of Linguistics, Dhaka University, etc. in order to keep similarity among the courses of the awards. The committee is paying acknowledgement to all the institutions for their syllabus and other documents.

The students after completing the Bachelor of Education (Honours) under National University, Bangladesh will continue their higher study in Master's of Education, the present curriculum. The curriculum expects the maximum quality of output with the implementation of the document that is related in print. The committee is grateful to all the members of the group of stakeholders those who were involved in different stages of initiating and developing the document.We would like to take this opportunity to recommend the concerned authority to arrange regular training programmes and workshops for the teachers of this present Programme on the different courses, introduced here considering the relevance and demand, to get highest performance from them. It is undeniable that the expert teachers and the effective teaching- learning activities are the prerequisite conditions for the successful implementation of a curriculum. In fine, we hope the present curriculum will play a great role to prepare human resource for our dear country, Bangladesh.

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Syllabus
Master of Education (M.Ed) Programme

জাতীয় বিশ্ববিদ্যালয়,গাজীপুর

২০১৭-২০১৮ শিক্ষাবর্ষ থেকে কার্যকর

এক শিক্ষাবর্ষ মেয়াদী মাস্টার অব এডুকেশন (এম.এড) কার্যক্রম বাস্তবায়নের নিয়মাবলি-

১.০ কোর্স ও ক্রেডিট

- **Total Credits 44 Credits**
- Core Courses: 6 courses   6x4 Cr. =24 Credit 600 Marks
- Elective Courses: 4 courses   4x4 Cr.=16 Credit 400 Marks

Total Courses: 10	**Total Marks: 1000 Marks**

- Comprehensive Examination

  a) Written Part   3 **Credits** 75 Marks

  b) Oral Part   1 **Credit** 25 Marks

- **Total Credits and Marks:** 44 Credits   1100 Marks

২.০ সেমিস্টারভিত্তিক কোর্স: সেমিস্টারভিত্তিক কোর্স সংখ্যা হবে নিম্নরূপ-

১ম সেমিস্টার = ৫টি কোর্স

২য় সেমিস্টার = ৫টি কোর্স

মোট = ১০টি কোর্স

৩.০ কোর্সেস ও ক্রেডিট: ক্রেডিট ঘণ্টারভিত্তিতে কোর্সসমূহ পরিচালিত হবে। প্রতি সপ্তাহে পাঠদানের জন্য ব্যয়িত ক্লাস ঘণ্টাকে ক্রেডিট হিসেবে গণ্য করা হবে। ১০০ নম্বরের একটি কোর্স হবে ৪ ক্রেডিট ঘণ্টার। প্রতি ক্রেডিট = ১ ঘণ্টার ১০টি ক্লাশ। ক্লাসের সময় ১ ঘণ্টা হলে ৪ ক্রেডিট ঘণ্টায় মোট ৪০টি ক্লাস হবে। একটি কোর্সে সপ্তাহে অন্তত: ২টি ক্লাস থাকবে।

৪.০   মূল্যায়ন

ক্রমিকনং	মূল্যায়নের ধরণ	নম্বর বণ্টন
৪.১। ক)	চূড়ান্ত পরীক্ষা -	৬০ নম্বর
খ)	অভ্যন্তরীণ পরীক্ষা-	৪০ নম্বর
১)	২টি ইনকোর্স পরীক্ষা -	২×১৫ = ৩০ নম্বর
২)	নির্ধারিত কাজ/প্রজেক্ট	= ১০ নম্বর
	মোট	১০০ নম্বর

৪.২ যে সকল শিক্ষার্থী থিসিস নিবেন তাদের ১টি গ্রুপ থেকে ২টি নির্বাচনিক কোর্স নির্বাচন করতে হবে। একজন থিসিস গ্রহণকারী শিক্ষার্থী কলেজ কর্তৃক মনোনীত একজন সুপারভাইজারের অধীনে তার

গবেষণা কাজ সম্পাদন করবেন। কলেজের জ্যেষ্ঠতম এক তৃতীয়াংশ শিক্ষকদের নিয়ে গঠিত একটি কমিটি সুপারভাইজার মনোনীত করবেন। উক্ত কমিটির সভাপতি হবেন কলেজের অধ্যক্ষ। প্রতি শিক্ষাবর্ষে একজন সুপারভাইজার সর্বোচ্চ ৫জন শিক্ষার্থীর থিসিস তত্ত্বাবধান করতে পারবেন।

থিসিস গ্রহণে আগ্রহী শিক্ষার্থীর শিক্ষার সকল পর্যায়ে ন্যূনতম জিপিএ ৩.০ অথবা ৫০% মার্কসের অধিকারী হতে হবে। তিনি তার গবেষণার উপর ন্যূনতম ২টি সেমিনার প্রদান করবেন। গবেষক সেমিনারে প্রাপ্ত সুপারিশের আলোকে (সুপারভাইজারের অনুমোদন ও অধ্যক্ষের প্রতিস্বাক্ষরসহ) গবেষণাসন্দর্ভ প্রণয়ন করে সুপারভাইজারের মাধ্যমে ৪(চার) কপি কলেজ অধ্যক্ষের কার্যালয়ে জমা দিবেন। বিশ্ববিদ্যালয়ের প্রচলিত বিধিমালা অনুযায়ী গবেষণাসন্দর্ভ মূল্যায়ন করা হবে। গবেষণা পরিচালনাকারী সুপারভাইজারগণ এ জন্য বিশ্ববিদ্যালয় থেকে সম্মানী পাবেন।

৪.৩ অভ্যন্তরীণ ও চূড়ান্ত পরীক্ষায় সংক্ষিপ্ত এবং রচনামূলক প্রশ্ন থাকবে।

৫. পাঠদান কৌশল(Teaching Strategy) ও ইনকোর্স পরীক্ষা

৫.১ একক অথবা সর্বোচ্চ দুই জন শিক্ষক যৌথভাবে একটি কোর্সে পাঠদান ও মূল্যায়ন কার্যক্রম পরিচালনা করবেন।

৫.২ কোর্সের দায়িত্বপ্রাপ্ত শিক্ষক/শিক্ষকদ্বয় পাঠদান শেষে পাঠের পরিসর অনুযায়ী ১ম ও ২য় ইনকোর্স পরীক্ষা গ্রহণ করবেন এবং মূল্যায়নকৃত উত্তরপত্র সংরক্ষণ করবেন (ন্যূনতম ১ বছর)। ইনকোর্স পরীক্ষার সময় হবে ১ঘন্টা। এতে সংক্ষিপ্ত ও রচনামূলক প্রশ্ন থাকবে। বিশ্ববিদ্যালয় কর্তৃক গঠিত পরীক্ষা কমিটি প্রয়োজনে ইনকোর্স খাতা নিরীক্ষণ করতে পারবেন। কলেজ কর্তৃপক্ষ সকল ইনকোর্স পরীক্ষার নম্বর সংরক্ষণ করবেন ও বিশ্ববিদ্যালয়ে প্রেরণ করবেন।

৬. চূড়ান্ত পরীক্ষা (মৌখিকসহ) ও প্রশ্নের ধরন

৬.১ প্রতি সেমিস্টার শেষে বিশ্ববিদ্যালয়ের ঘোষিত সময়ে প্রতিটি কোর্সে ৩ ঘণ্টাব্যাপী ৬০ নম্বরের একটি চূড়ান্ত লিখিত পরীক্ষা অনুষ্ঠিত হবে। কোর্সের সকল ইউনিট/অধ্যায় থেকে প্রশ্ন করতে হবে। প্রশ্নের ধরন হবে-

   ক) সংক্ষিপ্ত-উত্তর প্রশ্ন ১০টি   ১০ × ২ = ২০ নম্বর

   খ) রচনামূলক প্রশ্ন ৫টি ৫× ০৮ = ৪০ নম্বর (৮টি প্রশ্ন থাকবে, যে কোন ৫টি প্রশ্নের উত্তর লিখতে হবে।)

চূড়ান্ত পরীক্ষার খাতা মূল্যায়নে একক পরীক্ষক ব্যবস্থা (Single Examiner System) অনুসরণ করা হবে। একই সাথে প্রধান পরীক্ষক ব্যবস্থা থাকবে।

৬.২ নৈর্বাচনিক কোর্সের একজন শিক্ষার্থী ২টি গ্রুপ থেকে ৪টি বিষয় এবং যেসব শিক্ষার্থী থিসিস নিবেন তারা যে কোন ১টি গ্রুপ থেকে ২টি বিষয় নির্বাচন করবেন।

৬.৩অভ্যন্তরীণ ও চূড়ান্ত পরীক্ষায় একজন শিক্ষার্থী ন্যূনতম ৪০% নম্বর অর্জন করলে উত্তীর্ণ বলে গণ্য হবেন। কোন শিক্ষার্থী অনুত্তীর্ণ হলে পরবর্তীতে পরীক্ষা দিয়ে উত্তীর্ণ হবার সুযোগ পাবেন।

৬.৪ প্রতি শিক্ষাবর্ষে ২য় সেমিস্টার সমাপ্তির পর চূড়ান্ত পরীক্ষা শেষে কম্প্রিহেনসিভ (Comprehensive) পরীক্ষা অনুষ্ঠিত হবে। কম্প্রিহেনসিভ পরীক্ষা সকল শিক্ষার্থীর (থিসিস ও নন-থিসিস গ্রুপ) জন্য আবশ্যিক। দুই সেমিস্টারের সকল কোর্স সম্পন্নকারী শিক্ষার্থীবৃন্দ কম্প্রিহেনসিভ পরীক্ষায় অংশ গ্রহণ করতে পারবেন। কম্প্রিহেনসিভ পরীক্ষায় দুটি অংশ- ক) লিখিত পরীক্ষা ও খ) মৌখিক পরীক্ষা (Viva Voce) থাকবে।

ক) লিখিত পরীক্ষা: ০৩ (তিন) ঘণ্টাব্যাপী হবে। ৬টি আবশ্যিক কোর্সের প্রতিটি থেকে এক কথায় উত্তরভিত্তিক ৫টি করে মোট ৩০টি (৬×৫=৩০) প্রশ্ন থাকবে। প্রতিটি প্রশ্নের মান ১ (এক)। এ ছাড়াও ৬টি আবশ্যিক কোর্সের প্রতিটি থেকে একটি অথবাসহ ২টি করে রচনামূলক প্রশ্ন থাকবে। পরীক্ষার্থীকে এর প্রতিটি কোর্স থেকে একটি করে প্রশ্নের উত্তর লিখতে হবে। প্রতিটি প্রশ্নের মান হবে ৭.৫। রচনামূলক প্রশ্নের মোট মান হবে ৬×৭.৫=৪৫। একজন শিক্ষার্থী ৪০% নম্বর অর্জন করলে উত্তীর্ণ বলে গণ্য হবেন।

খ) মৌখিক পরীক্ষা (Viva Voce): একজন অভ্যন্তরীণ ও একজন বহিঃপরীক্ষকের সমন্বয়ে গঠিত বোর্ডের মাধ্যমে ২৫ নম্বর এর মৌখিক পরীক্ষা (Viva Voce) অনুষ্ঠিত হবে। একজন শিক্ষার্থী ন্যূনতম ৪০% নম্বর অর্জন করলে উত্তীর্ণ বলে গণ্য হবেন।

৭. গ্রেডিং সিস্টেম, উত্তীর্ণ গ্রেড, জিপিএ ও সিজিপিএ নির্ণয়: জাতীয় বিশ্ববিদ্যালয় ব্যাচেলর (অনার্স) ডিগ্রির সংশোধিত রেগুলেশন্স ২০০৯-২০১০ এর ১২, ১৩, ১৪নং ধারা (পৃষ্ঠা-১০-১২) অনুযায়ী গ্রেডিং সিস্টেম, উত্তীর্ণ গ্রেড, জিপিএ ও সিজিপিএ নির্ণয় করতে হবে।

৮. পরীক্ষা ও ফলাফল সংক্রান্ত যে কোন সমস্যা সমাধানে (যা এখানে উল্লেখ নেই) জাতীয় বিশ্ববিদ্যালয় ব্যাচেলর (অনার্স) ডিগ্রির সংশোধিত রেগুলেশন্স ২০১৩-২০১৪ এর সংশ্লিষ্ট ধারা প্রযোজ্য হবে।

Organization of the Curriculum

Master of Education (M.Ed) Programme
Duration: One year
Two Semesters

Total Credits: 44

Core Courses   6×4=24 Credits
Elective Courses   4×4=16 Credits
Comprehensive Examination
a) Written part   3 Credits
b) Oral Part   1 Credit

Core Courses

Compulsory for all Students

1. **Policy, Planning and Leadership in Education**
2. **Administration of Education in Bangladesh**
3. **Research in Education**
4. **Curriculum Studies**
5. **ICT and Educational Development**
6. **Education in Global Context**

Elective Courses

Group 1- Language Education

1. Development of Language
2. Language Planning and Policy

Group 2- Social Science Education

1. Social Science Curriculum and Instructional Materials
2. Social Science Education and Human Development

Group 3- Science and Mathematics Education

1. Science and Mathematics Curriculum and Instructional Materials
2. Innovation and Improvement in Science and Mathematics Education

Group 4- Educational Psychology and Guidance

1. Child and Adolescence Psychology
2. Educational Counseling and Guidance

Group 5- Education Research

1. Statistics in Educational Research
2. Research for Changes in Education

Group6 - E Learning

1. E-Learning
2. Instructional Design

Group 7- Thesis

Students can choose thesis option. Thesis group students will take two elective courses from any group.

Courses by Semesters

First Semester Courses

Course Code	Course Title	Credits
810301	Curriculum Studies	4
810303	Research in Education	4
810305	ICT and EducationalDevelopment	4
	Elective Courses (Each non-thesis student will take two courses from two groups. Each thesis student will take one course from one group)✦	8
	Total	**20**

✦ Thesis group students will start their thesis work from 1st Semester under a supervisor.

Second Semester Courses

Course Code	Course Title	Credits
810307	Policy, Planning and Leadership in Education	4
810309	Administration of Education in Bangladesh	4
810311	Education in Global Context	4
	Elective Courses (Each non-thesis student will take two courses from same groups. Each thesis student will take one course from same group)	8
810313	Comprehensive Examination: written	3
810314	Comprehensive Examination: Oral	1
	Total	24

Elective Courses

Name of Groups	Course Code	Course Title	Credits
Group 1-Language Education	810315	Development of Language	4
	810317	Language Planning and Policy	4
Group 2-Social Science Education	810319	Social Science Curriculum and Instructional Materials	4
	810321	Social Science Education and Human Development	4
Group 3-Science and Mathematics Education	810323	Science and Mathematics Curriculum and Instructional Materials	4
	810325	Innovation and Improvement in Science and Mathematics Education	4
Group 4-Educational Psychology and Guidance	810327	Child and Adolescence Psychology	4
	810329	Educational Counseling and Guidance	4
Group 5-Education Research	810331	Statistics in Educational Research	4
	810333	Research for Changes in Education	4
Group 6- E - Learning	810335	E-Learning	4
	810337	Instructional Design	4
Group 7- Thesis	810338	Students can choose thesis option. Thesis group students will take two elective courses from any group.	8

Course Contents
Core Courses
Compulsory for all students

Course Code	810301	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	Curriculum Studies			

Course Description

This basic course introduces the term Curriculum and the terminologies belonging to its domain. It focuses on curriculum development process it also introduces the prevalent curriculaof primary and secondary levels of education in Bangladesh.

Objectives

The major objectives of this course are to-

1.Help acquire clear concept of' the term Curriculum and the related terminological that are used under its domain.

2. Help acquaint with the major elements of curriculum and curriculum developer process.

3. Help acquaint with the prevalent curricula of primary and secondary levels ofeducation of Bangladesh.

4. Help them review the existing curricula and suggest possible ways of improve the curricula.

Contents

Unit-1: Concept of Curriculum
- Curriculum: Origin and meaning of curriculum, functional definition of curriculum, nature and scope
- Connotation of the term curriculum in historical perspective (narrower to wider)
- Basis of a curriculum: historical, philosophical, psychological, sociological and political

Unit-2: Terms Used in the Domain of Curriculum
- Curriculum and syllabus
- Contextual Teaching and Learning (CTL)
- Formal curriculum and non-formal curriculum, hidden curriculum
- Aim, objective and competency, Domains of objectives

- Competency based and content based curriculum, Unified and diversified Curriculum, Centralized and Decentralized Curriculum
- Hidden curriculum, Balanced curriculum, Integrated curriculumMultidisciplinary curriculum
- curriculum Audit, curriculumMapping, curriculum Alignment
- Cross curricular approach and Co-curricular activities

Unit-3: Framework for Curriculum Development Process and Design
- Situational analysis: components of situation and tasks of analysis
- Formulation of educational aims and objectives: source of objectives, classification of objectives
- Selection and organization of contents
- Development of instructional materials
- Selection and organization of instructional strategies
- Curriculum theory and models
- Implementation and monitoring
- Curriculum as a continuous process: need or change and development ofcurriculum

Unit 4: Curriculum for Primary Education of Bangladesh
- Origin and background
- Main features of curriculum-Principles, Objectives, terminal competencies, class and subject-wise competencies and learning outcomes, content, subjects balance, instructional and evaluation "strategies
- Critical analysis of the curriculum: Identification of strengths and weaknesses.Possible solutions of problems and suggestions for improvement

Unit-5: Curriculum for Secondary Education (Classes VIto XII)of Bangladesh
- Origin and background
- Main features: principles, streaming, unified Vs. diversified, objectives, learning outcomes, subjects balance, instructional and evaluation strategies
- Critical analysis of the curriculum: strengths and weaknesses
- Suggestions for overcoming weaknesses and further improvement

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.
Assessment

Internal-40 marks

a. Percentage, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2x15)   = 30 Marks
   External-60 marks
c. Semester Final Examination   = 60 Marks

References

আব্দুস সামাদ : কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন্স, ঢাকা।

ড. ডি.এম.ফিরোজ শাহ (২০১৭) : মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।

ডি.এম. ফিরোজ শাহ(২০০৬) :মাধ্যমিক শিক্ষা, শিক্ষাক্রম ও শিশুর ক্রমবিকাশ, মিতা ট্রেডার্স, ঢাকা।

এম.এ. ওহাব মিয়া: শিক্ষাক্রম প্রণয়ন ও মূল্যায়ন,বাংলা একাডেমি, ঢাকা।

মোঃ আবুল এহসান :শিক্ষাক্রম উন্নয়ন: নীতি ও পদ্ধতি, ছাত্রবন্ধু লাইব্রেরী, ঢাকা।

Kelly. A.V. (2004).The Curriculum— Theory and Practice (5[th]ed.) London. Thousands Oaks: Sage Publications.

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Rahman, Siddiqur (1987): Curriculum Process, Dhaka.

Seguin. R. (1991), Curriculum Development and Implementation of Teaching Programms, UNESCO, ED/WS- 17.

Lewy.A. (1977). Planning the school Curriculum, UNESCO, Paris.

Taba .H. (1972).Curriculum Development: Theory and Practice.

National Curriculum-2012: NCTB, Dhaka

Course Code	810303	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	Research in Education			

Course description

This course is designed to familiarize students with the fundamentals of research with an aim tomotivatethem towards solving educational problems following research approaches. It provides a theoretical basis for conducting educational research and practical experiences in selecting a research problem, identifying

respondents, preparing appropriate data collection instruments, and the procedures of conducting and reporting research results.

Objectives

The major objectives of this course are to-

a) Assist in understanding the terminology and methodology of educational research.

b) Appreciate the values of carefully planned, well excited, and systematically reported educational research.

c) Develop skills in the various aspects of collecting, interpreting and reporting data.

d) Carry out a study independently-in a particular field in education.

Contents

Unit-1: Definition and Meaning of Research
- Definition and importance of research
- A brief history of the development of the methodology of research
- Characteristics of research.

Unit-2: Types of Educational Research
- Fundamental, applied, and action research
- Historical research: concept, sources of data-primary and secondary, criticism and synthesis
- Descriptive research: concepts, types, scopes, and techniques
- Experimental research: concepts, types, and designs
- Quantitative, qualitative, and mixed-method research

Unit-3: Research Methodology
- Methods: population, sample, and sampling techniques- probability and non-probability sampling.
- Data collection tools: questionnaire, interview, and observation, developing and administering tools.
- Ethical issues: rights, personal honesty and freedom of researcher

Unit-4: Analysis and Interpretation of Data
- Data processing: editing, coding, classifying, tabulating.
- Data analysis: concepts and types-qualitative versus quantitative
- Statistics: descriptive and inferential statistics
- Use of statistics for analysis and interpretation of data

Unit-5: The Research Report
- Structure and format ofthe research report
- Style of writing research report, APA style
- Citation (in-text, footnotes, endnotes, and referencing) and avoiding plagiarism

- Figures and charts, maps,illustrations
- Evaluating the research report
- Bibliography and appendix

Instructional Strategies

Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

Internal-40 marks

a.   Percentage, Assignment (Individual & Group) = 10 Marks

b.   Two in course Examinations-   (2x15)   = 30 Marks

External-60 marks

c.   Semester Final Examination   = 60 Marks

References

ড. ডি. এম. ফিরোজ শাহ্ শিক্ষায় গবেষণা, মিতা ট্রেডার্স, ঢাকা ২০১৭

জীনাত জামান: শিক্ষা গবেষণা পরিচিতি ও কৌশল

আশরাফ আলী :শিক্ষা গবেষণা পরিচিতি, বাংলা একাডেমি, ঢাকা।

ড.শাহজাহান তপন: থিসিস ও এ্যাসাইনমেন্ট লিখন : পদ্ধতি ও কৌশল, ঢাকা।

কেশব চন্দ্র ভূইয়া: নমুনায়ন পদ্ধতি এবং এর প্রয়োগ (১ম ও ২য় খন্ড), বাংলা একাডেমি, ঢাকা।

Best, J. W., & Kahn, J. V. (2006).Research in Education.New Delhi: Prentice Hall.

Creswell. J. W. (2008). Educational Research: Planning, conducting, and evaluating Qualitative and Quantitative research. New Jersey: Merrill Prentice Hall.

Evans. DR., Rossrnan, G.B. (2009). Using the Work and Word of other Authors: A Short Guide to APA Style for Graduate Students in Education at US Universities. USA: University of Massachusetts.

Fracnkel, J. R..&Walten, N. E. (2009).How to Design and Evaluate Research:New York: McGraw-Hill.

Gall. M.D., Gall. J. P.,& Borg. W. R. (2007). Educational Research: AnIntroduction. New York:Allyn and Becon.

Punch. K. F. (2009). Introduction to Research Methods in Education.Los Angeles: Sage.

Publication Manual of the American Psychological Association. (2009). Washington, DC: American Psychological Association.

Robson, C. (2002). Real World Research. Oxford: Blackwell.

Course Code	810305	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	ICT and Educational Development			

Course Description
This is an introductory course using ICT in education. Content of the course is designed facilitate participants to the basic ICT knowledge and skills for educational purpose.

Through this course, participants will be acquainted to apply ICT at different level of education (Pri-primary and Primary, Secondary, Higher secondary education). Different types of ICT tools will be used in this regard including multimedia presentation, internet browsing for web based resources, and computer aided learning software and online engagement for e-collaboration to reflect on classroom domains and professional practices. They will be also familiar with the socio-psychological, ethical issues and challenges from local and global perspective.

Objectives
The major objectives of this course are to-
a) Use presentation software in their profession
b) Utilize internet for communication and explore digital infuriation
c) Understand the personal, socio-ethical issues related to ICTE
d) Enlarge an attitude for using computer and the internet in educational purposes
e) Identify the facilities and possibilities of ICTE in Bangladesh

Contents
Unit-1: Introduction to ICT in Education
- Background of ICT, Information Literacy
- Types ofICT are in education: online education, mobile, radio. TV etc.
- Types of learning with ICT: face to face (F2F) learning, Open learning. distance learning, blended learning
- ICT in Bangladesh: current status in different level of education
- ICT curriculum and instructional materials

Unit-2: -Application Software
-MS-office, special presentation software, running programs and managing files and folders
-Directory of ICT resources for teaching and learning (UNESCO resource toolkits)

Unit-3: Advantages of ICT and Internet in Education
- Flexible use & inexpensive reproduction
- Quality of education, Sustainable development, communication and collaboration
- Topologies, Internet, Email and Web Browsing, Video Conferencing. FTP. VOIP and other internet Applications, WWW in Education.

Lab 1: Getting connection to the internet, engagement with ICT for collaboration

-locating information to the Web and Information Downloading

-Creating E-mail Account, Sending and Receiving c-mails

-Modem Installation and creating newConnection, browsing

-Web tools for educators (Teacher training series UNESCO)

Unit-4: Pedagogical Strategies and Computer Assisted Learning (CAL)
- Changing role & Skill of Teachers'; parent & Students: Pedagogical, Technological
- Theoretical perspective: Different level of education
- Games/Programming: As a learning tool
- Safety issues, Value issues and possible actions

Lab-2: Demonstration

ICT tools/software using in education and reflection

-Online reflective practice with ICT

- Use of Social Network: Facebook, IMO, EduLink, Twitter.

Unit-5: Issues and Challenges of ICT: Personal, Social and Ethical
- Expense: Material development, technical and effectiveness
- Psychological, mental and physical issues
- Computer and ethics: authentication, copyright, viruses. intellectual property rights, plagiarism, computer crime
- Current issues, censorship and privacy in communication.

Instructional Strategies

Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

Internal-40 marks

a.   Percentage, Assignment (Individual & Group) = 10 Marks

b.   Two in course Examinations-   (2x15)   = 30Marks

External-60 marks

c.   Semester Final Examination   = 60Marks

References

Computers and Education: Towards Educational Change and innovation, by Antonio Jose Mendes, Isabel Pereira and Rogcrio Costa (Eds). Springer-Verlag: London Limited, 2008.

Information Technology: Dennis P. Curtin, Kim Foley, KunalSen and Cathlecn Morin Ir. Win McGraw Hill, USA, 1998.

ICT Dictionary: Mahbubur Rahman, Systech Publications Ltd, Dhaka 2014

ICT in Education Teacher Training Series, UNESCO, ICT Resource Centre IER, Dhaka University, 2010.

MCSE:Networking Essentials Study Guide (2nd edition), Chellis,J.Sybex Computer Books Inc., USA, 1998.

Computer and Internet: their Educational Uses:SelinaBanu, Papyrus, Dhaka.

Collaboration in Education, by Judith J. Slater and Ruth Ravid, Taylor & Francis (Eds), NY&UK,2010

Handbook of research on digital information technologies: Innovations, methods and ethical issues by Thomas Hatison (Ed), IGL Global, 2008

Related Websites

Course Code	810307	Marks: 100	Credits: 4	Class Hours: 40
Course Title	Policy, Planning and Leadership in Education			

Course Description

This course is designed to provide students comprehensive knowledge about policies and strategies in education. 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.

Objectives

The objectives are to help students to-

(a)   Understand key concepts of policy, strategy and leadership

(b)   Identify 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)   Acquire understanding about leadership, styles, and competencies

(e)   Develop skills for leadership for effective management of different fields in the education sector.

Contents
Unit-1: Introduction to Policies in Education
-Meaning, definition and concept of policy, relationship between policy & decisions
-Etymology of educational policy
-Jurisdiction of policy making in education
-Factors and actors in policy and policy making process in education
-Agencies responsible for policy formulation (Govt. agencies, parliament, assigned agency/body)
-Development of educational policy in Bangladesh, Education Policy 2010
-Globalization and the educational policy context

Unit -2: Strategies in Education
-Meaning/concept of Organization, policy and strategy, relation between strategy and policy
-Strategy, strategic planning & strategic management
-Formation Strategic planning in education & the school improvement program
-Strengths and weaknesses of each strategy

Unit -3: Key Aspects of Leadership
-Meaning/concept and different types of leadership, Nature and importance of leadership
-Styles and Skills of leadership
-Gender difference in leadership styles
-Leadership in the 21first Century schools.

Unit -4:Organization and Leaders
- Organization and organizational climate
- Leadership and teambuilding
- Motivation and people management
-Communication and conflict management

Unit - 5: Making of Educational Leaders
-Personality traits of an effective leader
-Skill development in leadership
-Leadership development through motives, self-awareness, self-discipline, education, experience & mentoring
-Leadership skill building exercise

Instructional Strategies

Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

Internal-40 marks

a.   Percentage, Assignment (Individual & Group) = 10 Marks

b.   Two in course Examinations-   (2x15)   = 30 Marks

External-60 marks

c.   Semester Final Examination   = 60 Marks

References

ড. আব্দুল মালেক ও অন্যান্য, শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা, র‍্যামন্প্লাবলিশার্স, ঢাকা

আবুবকর সিদ্দিক ও আবদুল অউয়াল (১৯৮৫) ব্যবস্থাপনা, ঢাকা

কামরুন্নেছা বেগম ও সালমা আখতার (২০০১) প্রাথমিক শিক্ষা বাংলাদেশ, ঢাকা

রওশন আরা চৌধুরী (১৯৮৮) শিক্ষা প্রশাসনের মূলনীতি, ঢাকা

শহীদ উদ্দিন আহমেদ (১৯৮৫) ব্যবস্থাপনা ও প্রশাসন, বাংলা একাডেমি, ঢাকা।

জাতীয় শিক্ষানীতি, ২০১০

জাতীয় শিক্ষা কমিশন রিপোর্টসমূহ

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, পঞ্চবার্ষিক পরিকল্পনাসমূহ

Aggarwal, J.C. (1994) Educational Administration Management and Supervision, Arya Book Depo. N. Delhi.

Ball, S. J. (1995) Politics and Policy- Making in Education: Explorations in Sociology, Routledge, London.

Bush, T. &Burnham, J. W. (1994), The Principles of Educational Management, Longman, London.

Goel, S. L. &ArunaGoel (1994), Educational Policy & Administration, Deep Publishers, N. Delhi.

Gronn, P. (1999), The Making of Educational Leaders, Cassel, London.

Hallinger P. &Bidges, M.E. (ed) (1992), Problem Based Learning for Administrator, Engene, ERIC, N.Y.

Jones, B. A. (2000), Educational Leadership, Policy Dimensions in the

21St Century, Stamford, APC.

The World Bank, The World Education Reports.

UNDP, Human Development Reports, N. York.

UNESCO, (1995) Learning the Treasure Within, Paris.

UNESCO, World Declaration on Education: Education For All and Frame work for Action to meet Basic Learning Needs, EFA Forum Sectt, Paris.UNDP, Human Development Reports,

Course Code	810309	Marks:100	Credits: 4	Class Hours: 40
Course Title	Administration of Education in Bangladesh			

Course description

This course is introduced to the students to provide knowledge and skillsabout the total process of administration of education in Bangladesh. To understand and to debate on different issues in education system and administration. The students should have the knowledge and information about the historical background of formal education in Bangladesh, different policies, structure and organizations.

Objectives

The Objectives of this course are to help the students to-
 a) Gain knowledge on historical background of education in Bangladesh.
 b) Acquaint with national system of education and administration and main issues.
 c) Be able to discuss and debate on different issues in education and administration in Bangladesh
 d) Make familiar with different levels of education in Bangladesh and their administration

Contents

Unit-1: Administration of Education in Bangladesh

- Historical background (Charles Wood's Education Dispatch, different education commissions: Dr. Muhammad Kudrat–A-Khuda, National Education Policy 2010)
- Issues related with Education in Bangladesh (Population Planning, Human resource, Gender, Inclusive Education, ICT, Liberation war 1971)
- Issues related to administration of education in Bangladesh (Policy formulation, stakeholders' perception, power vs. authority, centralization vs. decentralization)

Unit-2: Administration of Primary Education

- Administrative structure of Primary education system in Bangladesh
- Organizations and institutions involved in Primary education, roles and responsibilities of MoPME, DPE, DPEO, TEO, NAPE, PTI, URC.
- Challenges related with primary education

Unit-3: Administration of Secondary Education

Administrative structure, Roles/ Functions of Ministry of Education, Directorate of Secondary and Higher Education, Education Boards, National Curriculum and Textbook Board, Bangladesh Bureau of Educational Information and Statistics, Bangladesh national Commission for UNESCO, Directorate of Inspection and Audit, Regional Director, Deputy

Director(DD), District Education Officer, Upazilla Secondary Education Officer.
- Issues related with primary education

Unit-4: Administration of Higher Education in Bangladesh

University Grants Commission of Bangladesh (UGC)-Role, formation, responsibilities
-Technical and General Universities
-Admission systems in university
-Role of public and private universities in the education of Bangladesh
-Role of National University in quality assurance in General Colleges (Govt. and Non- Govt.), TTCs (Govt. and Non- Govt.) in tertiary education

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Power Point Presentation and Use of Multimedia, Library work and student's participation in the class, Seminar, Debates, Group presentation, Practicum/Internship in Educational Institution and Organizations.

Assessment
Internal-40 marks

a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations- (2x15) = 30 Marks
c. External: Semester Final Examination = 60 Marks

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Total = 100 Marks

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References

ড. আব্দুল মালেক ও অন্যান্য, শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা, রয়ামন পাবলিশার্স, ঢাকা

ড. ডি. এম. ফিরোজ শাহ, মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা ২০১৭

বেগম, হোসনে আরা ও হোসেন, জাকির (১৯৯৮), শিক্ষা প্রশাসন ও ব্যবস্থাপনা, ঢাকাঃ লেককদ্বয়

বেগম, হোসনে আরা ও আলী, মোহাম্মদ আজাহার (১৯৯৬) প্রাথমিক শিক্ষা, ঢাকাঃ বাংলা একাডেমি

বেগম, হোসনে আরা ও সালাম, আব্দুস (২০০৪) আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা, ঢাকাঃ মোঃ শাহাদাত হোসেন।

David, F.,Farine, A., & Meek, J. C. (1980). Educational Administration: A comparative View. Edmonton, Alta: Dept. of Educational Administration, University of Alberta.

Government of Bangladesh, Report of the Commission on National Education, Dhaka, May 1974, 2000, 2009.

Gowens, R. (1982), Organizational Behavior in Schools. New Jersy: Prentice Hall Inc.

BANBEIS: Educational Systems of Bangladesh

Course Code	810311	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	Education in Global Context			

Course Description

In this epoch of globalization of Education immensely demands in-depth exposure of the learners with the innovative educational practices, contemporary events,

diversity of educational developments and challenges, For redesigning the education system of Bangladesh, particularly the curriculum, management, evaluation and Teacher education of a country, international experiences and successof other countries need to be taken into active consideration. The educational leaders of tomorrow have to be made acquainted global events and trends in education. This course has been designed to fulfill the above demands.

Objectives
The major objectives of this course are to-
a) Acquaint the learners with the contemporary, core educational events, trends, reforms and innovations, globally.
b) Help the learners introduce the diversity of educational development and challenges in the world
c) Help the learners acquire the skills of adapting successful practices in the areas of curriculum, management, evaluation and teachers education.
d) Introduce the learners to the educational activities of some selected organizations locally and globally.
e) Acquaint the learners with 'the contemporary education systems and developments in the field of education of various countries.

Contents
Unit-1: Globalization Perspective
- Concept, Dimension, Trends, significance, theories and issues in globalization.

Unit-2: Global Events in Bangladesh
UN Declaration on Universal Human Rights-
- ❖ International communication on Education
- ❖ CEDAW
- ❖ Child Rights
- ❖ EFA
- ❖ Salamanca framework
- ❖ Delores Commission
- ❖ Delhi Declaration
- ❖ MDGs
- ❖ SDGs

Unit-3: Successful Educational Practices
- PedagogyandAndragogy
- Assessment and Evaluation
- Teacher Education
- Interactive and participatory learning experiences,
- Performance-based Management (PBM),
- Performance Monitoring model

- TQM in Education
- School based recurrent training

Unit-4:Educational Efforts of International Organizations
- Introduction to the organization, objectives, areas of activities (world-wide) and critical review of educational activities in Bangladesh highlighting strengths and weaknesses of each activity and their contributions in the improvement of education in Bangladesh.
- UNICEF
- UNESCO
- UNDP
- ADB
- WB
- DFID
- JICA
- CIDA
- Action Aid
- Save the Children
- BRAC
- PLAN Bangladesh
- Unite for Body Right (UBR)

Unit-5: Comparative Education Systems (Bangladesh, India, Srilanka, Uk, USA, Canada, Australia)
- Major aspect of Education System
- Levels of Education
- Enrolment of Policy
- Teaching-Learning Strategies
- Teacher Recruitment Policy
- Teachers Professional Development

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks
a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2x15)   = 30 Marks
c. External: Semester Final Examination   = 60 Marks
                    _____

                        Total = 100 Marks]

References

মালেক, আব্দুল ও অন্যান্য (২০০৫), শিক্ষা বিতান ও বাংলাদেশের শিক্ষা (৫ম সংস্করণ), রযামন পাবলিকেশন

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Cummings, W,K, McGinn, N.F. (1997), International Handbook of Education andDevelopments: Preparing Schools, Students and Nations for the 21st Century, Oxford (UK):Pergamon.

Camoy, M (1999), Globalization and education reform: What planners need to know, UNESCO/IIEP, Paris..

UNESCO Publishing, Education for All: The Quality Imperative,

Course Code	810313	Marks: 75	Credits: 3	
Course Title	Comprehensive Written Examination			

Oral   (General, for all student)   -1 Credit

Course Code	810314	Marks: 25	Credits: 1	
Course Title	Oral(General, for all student)			

২য় সেমিস্টার চূড়ান্ত পরীক্ষা শেষে জাতীয় বিশ্ববিদ্যালয়ের নিয়োগ প্রাপ্ত বহিঃপরীক্ষকের উপস্থিতিতে সকল শিক্ষার্থীদের মৌখিক পরীক্ষা অনুষ্ঠিত হবে।

Elective Courses with Groups

Group 1- Language Education

1. Development of language
2. Language Planning and Policy

Group 2- Social Science Education

1. Social Science Curriculum and Instructional Materials
2. Social Science Education and Human Development

Group 3- Science and Mathematics Education

1. Science and Mathematics Curriculum and Instructional Materials
2. Innovation and Improvement in Science and Mathematics Education

Group 4- Educational Psychology and Guidance

1. Child and Adolescence Psychology
2. Educational Counseling and Guidance

Group 5- Education Research

1. Statistics in Educational Research
2. Research for Changes in Education

Group6 - E Learning

1. E-learning
2. Instructional Design

Group 7- Thesis

Group 1- Language Education

1. Development of language
2. Language Planning and Policy

Course Code	810315	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	Development of Language			

Course Description

The students of language education should study the process and different theories of language development to acquire practical abilities to identify nature, features, background, difficulties, barriers, measures, and possibilities in the language learning experiences. Later these abilities will guide them to develop analytical skills for further studies in this area.

Objectives

By the end of this course students will be able to-
* Be introduced with different theories of language development
* Identify and explain the language learning process
* Explain and analyse the role of native language in the second language learning
* Analyse different observation and theories of learning second language

Unit 1: Different Theories of Language Development

The Behaviouristic Approaches

The Nativist Approach

Key concepts of language Acquisition:

SLA vs FLA
Acquisition vs learning
Competence vs performance
 Accuracy vs fluency in SLA

Unit 2: Language Learning Process
Babbling, One-word stage, Two- word stage, The telegraphic stage conditions and variables, Role of input and formal instruction materials.

Unit 3: Theories of SLA
The acculturation model, the monitor model, Accommodation theory, inter language model, Input hypothesis, SLA learning hypothesis.

Unit 4: The role of Native Language: A Historical Overview

A Historical Perspective
Psychological Background
Linguistic Background

Contrastive Analysis Hypothesis
Error Analysis

Unit 5: An Integrated View of Second Language Acquisition
An integration of Sub-areas
Comprehended input
Intake
Integration
Output
Comparing and Contrasting First and Second Language Acquisition

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks
a.   Attendance, Assignment (Individual & Group) = 10 Marks
b.   Two in course Examinations-   (2x15)   = 30 Marks
c.   External: Semester Final Examination   = 60 Marks

Total = 100 Marks

References
1. Brown, H. Douglas, 1994a, *Principles of Language Learning, and Teaching* New Jersey, prentice Hall Regents Chapter1, *Language, Learning and Teaching*, pp1-8.
2. Brown, H. Douglas, 1994b, First Language Acquisition, *In Principles of Language Learning and Teaching*, New Jersey, Prentice Hall Regents, pp23-33.
3. Susan M. Gass, and Larry Selinker*Second Language Acquisition: An Introductory Course*, 1994.
4. Braj B. Kachru (edited), *The Other Tongue: English across Cultures (2nd edition).*
5. Rod Ellis, *Understanding Second Language Acquisition*, New York: OUP, 1999.
6. James Dean Brown, *Understanding Research in Second language Learning*, Cambridge University Press, 1997
7. Douglas Brown, H., *Principles Language Learning and Teaching*, San Francisco State University Press, 2000

8. Adamson, H. D., *Variation Theory and second Language Acquisition*, DC: Georgetown University Press, 1988.
9. Altman, G. Cognitive *Models of Speech Processing: Psycholinguistic and computational Perspectives*, (pp. 1-23) Cambridge, MA, MIT Press, 1990.
10. Barua, Geetanjali.,*Investigation of learner's second language development: A case study*, Journal of the Institute of Modern Language, DU, February, 2012.

Course Code	810317	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	**Language Planning and Policy**			

Course Description

Language planning and policy has important role in the development of language in a country. Students of language should study the concepts, scope and various methods of language planning and policy, also the importance and necessity of it, so that they can play role to develop effective language policy and to plan language for the improvement of language education. Study of this course will also help learners to increase area of their thinking and analysis about language education.

Objectives

- Study the description of pragmatic language planning and policy
- Apply methods and steps to develop language planning and policy for Bangladesh

A. Language Planning

Language planning: theories and concepts

Early examples of planning

Key terminologies of the subject language planning and policy and its clarification

Description and authority

Nature of planning

Subject matter of planning and procedures

Language planning in multilingual country: India, Singapore

Language planning in mono-lingual and bilingual country: Bangladesh, Canada

Political and social aspects of language planning: Globalization, Hegemony of English, Linguistic genocide and death

Idea of language purism

Language: a neutral phenomenon?

Necessity of language planning agencies: The east and the west

B. Language policy

Theoretical concepts:

Relation and difference between language planning and policy

Steps of a pragmatic policy for effective language planning

Colonial language policy in Bangladesh before 1947

Concept of three language policy (TLP)

Language policy in Bangladesh, India and Pakistan: the past and the present situation

Language planning agencies: The policy adoption

Bangla vasha committee report, 1983

Bangla vashaprachalan Ain, 1887

Spirit of International Mother Language day

Instructional Strategies

Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

Internal-40 marks

a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2x15)   = 30 Marks
c. External :Semester Final Examination   = 60 Marks
_____

Total = 100 Marks

References

বদরুদ্দিন উমর; ১৯৮৪, ভাষা আন্দোলন প্রসঙ্গঃ কতিপয় দলিল। ঢাকাঃ বাংলা একাডেমী

বশীর আল হেলাল; ১৯৮৬, বাংলা একাডেমীর ইতিহাস। ঢাকাঃ বাংলা একাডেমী

মনসুর মুসা; ১৯৮৪, ভাষা পরিকল্পনা ও অন্যান্য প্রবন্ধ। ঢাকাঃ মুক্তধারা

১৯৮৫, ভাষা পরিকল্পনার সমাজতত্ত্ব। ঢাকাঃ বাংলা একাডেমী

হাকিম আরিফ; ২০০৪, বিশ্বায়ন' প্রকল্প, বিশ্ব ভাষা পরিস্থিতি ও বাংলা ভাষা।

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Fishman, Joshua A. (ed.); 1974. *Advances in Language Planning*; The Hague; Mouton

Maniruzzaman. 1998. *Studies in Bangla Languages*. Dhaka; Adiabad

Monsur Musa; 1981. *Language Planning in Srilanka*. Dacca

Rubin, Joan &Jerrudd, Bjorn H. (ed.). 1975. *Can Language be Planned?* Hawaii; An East-West Center Book

Rubin, Joan &Shuy, R. W. (ed.). 1977. *Language Planning Process*. The Hague, Mouton

Singh, U. N. &Srivastana, R. N. 1987. *Perspective in Language Planning*. Calcutta; Mithila Dorshan.

Barua, Geetanjali.,*Language Planning and Policy: A Neutral Phenomenon?* Udvashan, TTC, Dhaka, 2010

Barua, Geetanjali.,*Language and Identity*, an article. Udvashan, TTC, Dhaka, 2013

Group 2- Social Science Education

1. Social Science Curriculum and Instructional Materials
2. Social Science Education and Human Development

Course Code	810319	Marks: 100	Credits: 4	Class Hours: 40
Course Title	Social Science Curriculum and Instructional Materials			

Course Description

This course introduces fundamentals of Social Science curriculum and presents the historical development of Social Science Curriculum in Bangladesh. The status of Social Science education at different periods in Bangladesh is also presented in this regards. Importance is given on different elements and learning aspects of the

present Social Science curricula at the Primary and secondary Education level in Bangladesh along with critical review of those curricula.

Objectives
The major objectives of this course are to-
a) Explain students with fundamentals of Social Science curriculum.
b) Develop their knowledge about historical development of Social Science curricula in Bangladesh.
c) Extend their knowledge and understanding about different aspects of the present Social Science curricula at primary and secondary education level in Bangladesh.
d) Build them able to critically review the present Social Science curricula at primary and secondary education level in Bangladesh.

Contents
Unit 1: The Fundamentals of Social Science Curriculum
ConceptsSocial Science Curriculum, Social Science-A multi-fact curriculum, Goals of Social Studies Curriculum, Characteristics of an effective Social studies Curriculum, Guidelines for an effective and child-appropriate Social Studies Curriculum

Unit 2: Historical Development of Social Science Curriculum
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 Curricula in Bangladesh
Status of Social Science education in the Education Policy Reports
Social Science Curricula at Pre-Primary and Primary Level Education
Social Science at general Secondary Level education
Social Science at Higher education

Unit 4: Aspects of Present Social Science Curricula in Bangladesh
a.   Competency Based Curriculum at primary Education Level
•   Aims and Objectives
•   Terminal Competencies
•   Essential Learning Continuation (ELC)
b. Curricula at Secondary Education Level
  • Aims and Objectives
  • Instructional goals
  • Behavioral Objectives
  • Learning Outcomes

- Subject matter guidelines
- Instructional Strategies
- Assessment Techniques

Unit 5: Learning Aspects through the Present Social Science Curricula and contents in Bangladesh

- Knowledge
- Skills
- Attitudes
- Values

Unit 6: Critical Review of Social Science Curricula at Primary and Secondary Level Education in Bangladesh

- Strengths
- Weaknesses
- Recommendations for further Developments

Instructional Strategies

Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

Internal-40 marks

a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2x15)   = 30 Marks
c. External: Semester Final Examination   = 60 Marks

Total = 100 Marks

References

Levstik. L. S..& Tyson, C. A. (Eds.), (2008).Handbook of Research in social studies education .New York: Routledge

Ornestein, A. C..&Hunkins, F. P. (2004).Curriculum: Foundations, Principles, and Issues (4th ed). Boston, New York: Pearson.

OIiva. P. F. (2009). Developing curriculum (11th ed.). Boston, New York, San Francisco:

Related Websites.

Course Code	810321	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	Social Science Education and Human Development			

Course Description

This course is design to provide knowledge and understanding of the rule of social science education in human development. Learners will be acquainted with the trend and aspects of human development both in national and global context. Emphasis will be given on developing learner's attitude and skills to different aspects of human development activated by social science education.

Objectives
The major objectives of this course are to-
a) Acquaint students with the concepts and theories of development
b) Facilitate learners understand different aspects of' human development:
c) Accustom learners with major indicators of human development
d) Provide them in-depth understanding of' the role of' social science education in human development process;
e) Assist them comprehend the importance of' social science education in developing attitudes and values coping with the new dimensions of' human development;
f) Facilitate them acquire competences and skills necessary for quality social life.

Contents
Unit 1: Introducing Development
- Concept of development
- Major theories of development
  - Classical theories
  - Modernization theories
  - Dependency theories

Unit- 2: Fundamentals of Human Development
- Concept
- Indicators
- Human Development Index (HDI)
- World Human Development Situation

Unit- 3: Social Science Education and Bio-Psychological Aspects of HumanSociety
- Race
- Gender
- Longevity
- Birth, Death and Population

Unit- 4: Role of Social Science Education in Socio-Economic and PoliticalDevelopment
- Growth of GDP and GNP
- Expansion of entrepreneurship and self-employment
- Development of Political behavior

- o Awareness about citizenry rights and duties
- o Development of nationalism and internationalism
- o Attitude development towards universal humanism

Unit- 5: Impact of Social Science Education on health and Nutrition
- o Immunization for AIDS and awareness
- o Consciousness regarding affect of smoking and drug addictions
- o Consciousness towards food value and nutrition
- o Public health awareness

Unit 6: Social Science Education in the DevelopmentofEducation
- o Right and opportunity for Education
- o Increasing total enrolment
- o emphasizing girls participation in education
- o Spreading of adult education
- o Sustaining functional education
- o Social science education for the advancement of' learning society.

Unit 7: Social Science Education for Development of Environment
- o Conservation of environment
- o Reconstruction of environment
- o Developmental of Environment

Unit 8: Social Science Education for Peace and Conflict
- o Peace and tranquility through family to world
- o Learning to live together with special reference to 'learning: The Treasure within'
- o Education for overcoming social crisis and tensions between (a) the global vs the local. (b) The universal vs individual. (c) Tradition vs modernity. (d) long-term vs short-term considerations, (e) the need for competition vs the concern for equality. (1) The spiritual vs the material

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks
a.   Attendance, Assignment (Individual & Group) = 10 Marks
b.   Two in course Examinations-   (2x15)   = 30 Marks
c.   External: Semester Final Examination   = 60 Marks

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Total = 100 Marks
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References

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Ghatak, Subrata(1995), Introduction to Development Economics, London and New York, $_3$rd edition.

Harbison and Myers (1968), Education, Manpower and Economic Growth.

Myrdal, Gunnar (1968), Asian Drama, The Penguin Press, London.

Sobhan, Rehman& Others (1995), Experiences with Economic Reform: Review ofBangladesh Development 1995 (Center for Policy Dialogue, University Press Limited.Dhaka.

UNDP, Human Development Reports.

World Bank, World Development Reports.

Related Websites.

Group 3- Science and Mathematics Education

1. Science and Mathematics Curriculum and Instructional Materials

2. Innovation and Improvement in Science and Mathematics Education

Course Code	810323	Marks: 100	Credits: 4	Class Hours: 40
Course Title	Curriculum Development in Science,Mathematics and Technology Education			

Course Description

This course is designed with a view to providing knowledge and skillsalmost the process of development of science curriculum in Bangladesh. It will be helpful to the learner's to be familiar with the main principles and process of planning, designing, developing,discriminating and implementing the science curriculum in Bangladesh. This course wills also provide knowledge to the learners about modem educational technology and its application particularly in Science education.

Objectives

The major objectives of this course are to-

a) Develop a clear idea of the introduction to science curriculum and its development.
b) Acquaint them with present school science curriculum of Bangladesh and analyses them for further development.
c) Acquire knowledge about the policy and planning innovation and reform son Science Curriculum Development of home and abroad.
d) Develop knowledge of different types of technology and its application in Science Education.
e) Understand the role of Media and Technology in Communication in teaching science in the modern world.

Contents
Unit-1: Overview on the Introduction of Science and Mathematics Curriculumand Curriculum Development
- o Definition, elements, characteristics of science curriculum
- o Science Curriculum and curriculum planning and development
- o Principles of science curriculum
- o Difference between science curriculum and syllabus
- o Nature and scope of science curriculum

Unit 2: Analyses of Present Curriculum of the Following stream Science, Mathematics and Technology Education of Bangladesh
- o Pre-primary and primary education
- o Secondary education
- o Higher Secondary education
- o Madrasa education
- o Vocational education
- o Teacher education curriculum in Bangladesh
- o PTIs,TTC's, IER's curriculum
- o Non formal education

Unit 3: Policy and Planning of Science and Mathematics Curriculum development
- o Immerging policy and strategy aspects for curriculum of' Science and Technology Education
- o Principles oh' science curriculum design
- o Principles of curriculum evaluation
- o Interpretation of planning &designing of' science curriculum
- o Strategies for science Curriculum development
- o Role of NCTB to prepare science curriculum

Unit 4: Innovation and Reforms in Science and Mathematics Curriculum
- o Science and Technology Education Curriculum of the Countries of the Asia and the Pacific
    - o USA
    - o UK
    - o India
    - o Philippines
    - o Japan

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks
a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2×15)   = 30 Marks
c. External:Semester Final Examination   = 60 Marks

                              Total = 100 Marks

References
Seguin R..Curriculum Developing and Implementation and Teaching Programme, UNESCO, ED/Ws-17,1991

Robert. B. Sund and Leslie W.Trobridge,Caries' E. Merrill Books', Inc. Columbus, Ohio. 1967.

Seguin. R., Curriculum Developing and Implementation and Teaching Programme Methodology Guided. UNESCO, Paris, 1991.

Curriculum and Syllabus Committee Reports on word Dhaka, Bangladesh, 1960.

Related Websites

Course Code	810325	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	Innovation and Improvement in Science and Mathematics Education			

Course Description

This course is designed with a view to providing knowledge regarding improvement in Science Mathematics and Technology Education through innovative approaches in development, teaching strategies, resource materials and evaluation techniques.

Objectives
The major objectives of this course are to-
a) understands the meaning, concept, nature scope and other aspects of' science, Mathematics& technological types innovation.
b) Acquaint the students with different types of innovations in science, mathematics and technology education.
c) Acquaint with:- the concept and nature of' Science, Mathematics and Technological innovation and their role in teaching learning;
d) Understand the meaning and concept of quality of science, mathematics & technological education;
e) Identify the indicators of quality of science, mathematics & technology education, (ii) innovations of' quality indicators in science, mathematics & technology education.

Contents
Unit1: Fundamentals of Innovation
- o Concept, nature and scope of innovation.
- o Role and significance of innovation
- o Different types of' innovation

Unit 2: Innovations in Science. Mathematics Teaching and Quality Improvement
- o Team teaching;
- o Micro-teaching;
- o Simulation;
- o Brain storming;
- o System approach;
- o Educational radio and television;
- o Video and Computer;
- o Project work and Improvement of science and mathematics teaching;
- o Visualization in Participatory Programme (VIPP) in science and mathematics teaching.

Unit 3: Innovations in: Instructional Materials and Teaching Aids in Science, Mathematics & Technology Education
- o Programme learning
- o Module
- o Leaflet

- o Capsule
- o Multimedia package
- o Low cost apparatus.

Unit 4: Quality Improvement of Science, Mathematics and Technology Education

- o Meaning of quality of science& technology education
- o Indicators of quality in education with special reference to science, mathematics& technology education
- o Curriculum and instructional materials
- o Training of Science teachers
- o Laboratory and other resources
- o Innovations of resources for science teaching and quality improvement
- o Use of local resources, - Development of low cost innovative instructional materials
- o Out of school science and mathematics education for quality improvement in science teaching,
- o Science and mathematics museum, science exhibition, science and mathematics fair

Instructional Strategies

Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

Internal-40 marks

a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2x15)   = 30 Marks
c. External: Semester Final Examination   = 60 Marks
   _____

                     Total = 100 Marks

References

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Chowhan.Innovation in Teaching Learning Process.Vikas Publishing Pvt Ltd. New Delhi, 1990.

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Group 4- Educational Psychology and Guidance

1. Child and Adolescence Psychology
2. Educational Counseling and Guidance

Course Code	810327	Marks: 100	Credits: 4	Class Hours: 40
Course Title	Child and Adolescent Psychology			

Course Description

This course is designed to provide a thorough knowledge of child development from conception to late childhood. It deals with different developmental stages and developmental tasks of childhood.

Objectives

The major objectives of this course are to-

a) Acquaint students with the nature of intellectual development and its relationship to physical and physiological factors.

b) Acquaint students with the gradual stages of development of language and thinking of the child.

c) Help students to recognize the uniqueness of the child by placing emphasis on individual differences.

Contents

Unit 1: The prenatal and the neonatal period
- Infancy
- Motor development
- Intellectual and Emotional Development
- Development of language and concept formation

Unit 2: Early childhood: From two to five years
- Integration of motor responses
- Development of language skills
- Influence of environment on personality

Unit 3: Middle and late childhood- From six to twelve year
- Physical and Mental Growth

- Development of linguistic structures and the emergence of reasoning
- Social interactions-The role of the peer group
- Pre-adolescence: Probable causes of maladjustment lead to delinquent behavior.
- The nature of Adolescence
- Physical and Intellectual growth
- Physiological changes and the role of endocrine system

Unit4: Interpersonal Relations
- Family, peer group, school and neighborhood. The gradual emergence of maturity and acceptance of roles.
- Cultural factors affecting maturity and social adjustment

Unit 5:Adolescence Problem
- Adolescence conflicts and problems in relation to Bangladesh Self-defense and the use of defense mechanism
- Juvenile delinquency

Unit 6:Interest and Relationship
- Activities and interests
- Forming hetero-sexual relationships
- Vocational interests, cultural constraints

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks
a.   Attendance, Assignment (Individual & Group) = 10 Marks
b.   Two in course Examinations-   (2x15)   = 30 Marks
c.   External: Semester Final Examination   = 60 Marks

                    Total = 100 Marks

References

মাধ্যমিক শিক্ষা ,শিক্ষাক্রম ও শিশুর ক্রমবিকাশ, ড. ডি. এম. ফিরোজ শাহ্, মিতা ট্রেডার্স, ঢাকা ২০০৭
শিক্ষা মনোবিজ্ঞান ও নির্দেশনা, ডি. এম. ফিরোজ শাহ্, মিতা ট্রেডার্স, ঢাকা ২০০৭
Childhood and Adolescence.Stone and Church

Psychology and the Teacher.D. Childs
The Tasks of Childhood.P. Muller
Childhood and Society.Erikson
Child Development.Hurlock
Situation of Children in Bangladesh.FREPD.
Farley Genitive Development Cates
Adolescent Development.E. Hurlock.

Course Code	810329	Marks: 100	Credits: 4	Class Hours: 40
Course Title:	Educational Guidance and Counseling			

Course Descriptions

This course is designed to introduce students to the theoretical concepts of guidance and counseling with their practical aspects. It will cover the historical development of the course, nature, scope and methodology of guidance and counseling. In this connection various types of guidance services~ and counseling techniques will be discussed. Emphasis will be given to provide practical experience in guidance service and counseling of school students. 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.

Objectives

The major objectives of this course are to-
   a) Help students to realize the importance of guidance and counseling in and out of the school.
   b) Provide a theoretical background and technical skills of guidance and counseling services to the students of schools and colleges.
   c) Help students develop effective tools and workable techniques of guidance and counseling in local schools.

Contents
Unit 1: Defining Guidance
   - Definition, nature, function and scope of guidance, Historical development of guidance in different countries
   - Need for guidance service in schools and areas of guidance.
   - Principles of educational guidance. Function of guidance in elementary, secondary and higher secondary stages.

Unit 2: Guidance services

- The information service, counseling service, placement service, referral service, remedial service and follow-up service.
- The nature, purpose and function of information service.
- Process of data collection in the guidance programme.
- Use of cumulative record card and tests in guidance service.

Unit 3: Vocational guidance
- Its purpose, function and scope.
- Factors in vocational guidance and vocational guidance at stages.
- Vocational choice and its factors.
- Vocational adjustment and maturity.

Unit 4:Group guidance
- Techniques of group guidance, kinds of group guidance and its advantage and disadvantage.
- Psychodynamics of adjustments: causes of maladjustment, dealing with maladjustment.

Unit 5: Counseling
- Nature, scope and purpose of counseling.
- Types of counseling. Techniques of counseling. The counselor and his qualities.
- Skills of counseling: The micro-skills of counseling, the counseling experiences. Counseling practicalities- the counseling room, keeping record, confidentiality.

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks
a.   Attendance, Assignment (Individual & Group) = 10 Marks
b.   Two in course Examinations-   (2x15)   = 30 Marks
c.   External: Semester Final Examination   = 60 Marks
                            _____

                              Total = 100 Marks

References
Kochhar ,S.K. (1996), Educational and Vocational Guidance in Secondary Schools. Sterling Publishers pvt.Ltd. Delhi.

Crow, L.D and Crow, A. (1966),: An Introduction to Guidance. Printice Hall. N.Y.
Meier, S.T (1989), the Elements of Counseling. Broks/Cole Publishing Co. California.
Cottingham, H.F (1970), Elementary School Guidance. American Personnel and Guidance Association, Washington.
Shankar, Dakshmi (1992), Guidance: Educational, Vocational, Personal and Social. Enkay Publishers, Delhi.

Group 5- Education Research

1. Statistics in Educational Research
2. Research for Changes in Education

Course Code	810331	Marks: 100	Credits: 4	Class Hours: 40
Course Title	Statistics in Educational Research			

Course description
This course is an attempt to acquaint students with statistical techniques (descriptive and inferential statistics) to be used in research in general and educational research in particular. It will identify the role of descriptive and inferential statistics in research. Emphasis will be given on understanding the practical dimensions of selecting 'appropriate statistical techniques for data collection processing, analysis and interpretation

Objectives
The major objectives of this course are to-
   a) Help students develop an understanding of the basic statistical terminology's attained proficiency in working with statistical terms.
   b) Assist the students in making meaningful interpretation of statistical concepts and techniques.
   c) Help students to develop an appreciation of the role of statistics in educational research.
   d) Help students develop skills for the applying statistical to particular problems.
   e) Provide theoretical basis of statistical inference.
   f) Help students to understanding the rationale for using both descriptive & inferential statistics.

Contents
Unit 1: Introduction
   -Definition and nature of statistics, use of statistics

-Role and statistics in research
-Terms and terminologies used in statistics
-Nature of statistical data

Unit 2: Frequency Distributions and Graphical Representation
-Meaning & construction of frequency distribution
-Use of frequency distribution
-Characteristics of frequency distribution
-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: Study of Relationship
-Importance/necessities of studying relationship among variables
  o -Meaning of relationship among variables correlation
  o -simple variable correlation and multiple correlation; positive, negative   and zero correlation.
  o -Measures of correlation: coefficient of correlation; Pearson's product moment, method-conditions and use; Spearman's rank difference method-conditions   and use.

Unit 4: Statistical Decision Making
-Concept and use of sampling distribution
-Different types of sampling distribution: Mean, Median, Mean difference; sample correlation coefficient, sample variance.

Unit 5: Studying Probability
a.   Rationale for studying probability of events/variable in research
b.   Concept, meaning and types of probability
c. Probability theory, a priori and a posterior probability law of probability. Application of the theory to solve practical problems.

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks

a.   Attendance, Assignment (Individual & Group) = 10 Marks
b.   Two in course Examinations-   (2x15)   = 30 Marks
c.   External:Semester Final Examination   = 60 Marks

Total = 100 Marks

References

ড. ডি. এম. ফিরোজ শাহ, শিক্ষায় গবেষণা ,মিতা ট্রেডার্স,ঢাকা 2017

Blommers, Paul and Lindquist, E.F. Elementary Statistical Methods in Psychology and Education

Walker, Helen M. Mathematics Essential for Elementary Statistics: A Self-Teaching Manual.

Manual, Herochel T. Elementary Statistics for Teachers, EURASIA Publishing House (Pvt.) Ltd. Ramnagar, New Delhi-1.

Garrett, Henry E. Statistics in Psychology and Education. New York: Longmans, Green & Co., (Latest edition).

Hussain, KaziMotahar, TathyaGonit, Kendria Bangla Unnayan Board, Dhaka, Bangladesh, 1969.

David V. Huntsberger, Elements of Statistical Inference. Boston: Allyn and Bacom. Inc.

Helen Walker and Joseph Lev. Statistical Inference, New York: Holt, Rivehart and Winston.

Course Code	810333	Marks: 100	Credits: 4	Class Hours: 40
Course Title	**Research for Educational Changes**			

Course Description

This course is almost an educational research tradition, which is useful to bring change and improvement in the actual process of education. Through this course, the learners will be able to know and recognize the influence of traditional approach to researching educational problems on the one hand and the dynamic role of action research tradition for bringing solution to the identified problems on the other. The course presents the concepts and methods of action research with its essential components and techniques followed by case studies in developing countries. Qualitative research, instead of traditional quantitative one, has potential to investigate educational problems in an in-depth mode and identify the root cause of the problems. International literature reveal the case studies where education have been benefited using the qualitative approach in addition to quantitative

approach. Thus, developing countries like Bangladesh can choose qualitative research mode for investigation its educational problems comprehensively.

Objectives
The major objectives of this course are 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 approach.
e) Realize the importance of qualitative research.
f) Know the various perspectives of qualitative research.

Contents
Unit 1: Introduction to Research
- Review of research traditions in the area of science, social science and education
- Brief description of dominant educational research.

Unit 2: Emergence of Action Research
- Educational research paradigms
- Positivist research paradigms: characteristics and its role in education
- Interpretive 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).
- Set a need for alternative approach: (action research)

Unit 3: Action Research Paradigms
- Conceptual framework of action research
- Characteristics of action research
- Scope of action research and personnel to be involved
- Rationale for action research
- Its uses and limitations.

Unit 4: Current Trends in Action Research
- The contribution of Kurt Lewin
- Ideas and Influence of Lawrence steakhouse
- Schemes of Stephen Kemmis and John Elliot
- Notion of living educational theory of Jack Whitehead

Unit 5: Teachers as Action Research
- Teachers role in classroom: behind the scene
- Teacher as researcher: political, professional, personal

Unit 6: Conducting an Action Research
- Diagnosing the problem and planning the research
- Selecting appropriate model
- Practical concerns
- Implications

Unit 7: Data Collection and Making Sense of Data
- Clarifying the nature of problem
- Collecting the data
- Monitoring the data
- Analyzing and synthesizing the data

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment
Internal-40 marks

a. Attendance, Assignment (Individual & Group) = 10 Marks
b. Two in course Examinations-   (2×15)   = 30 Marks
c. External: Semester Final Examination   = 60 Marks

Total = 100 Marks

References
ড. ডি. এম. ফিরোজ শাহ্, শিক্ষায় গবেষণা ,মিতা ট্রেডার্স,ঢাকা 2017

Best, J.W. and Kahn, J.V., Research in Education, Prentice Hall of India Private Limited, New Delhi, 1996.

David Silverman (Ed.), Qualitative Research: Theory, method and practice, SAGE Publications, London, 1998.

David Silverman, Interpreting Qualitative Data: Methods for AnalyzingTalk,Textand Interaction, SAGE Publications, London.

Lewin, K.M. and Stuart J.S., Educational Innovation in Developing Countries: Case Studies of Change Makers, MACMILLAN, London, 1991.

Manion, L. and Cohen, L., Research Methods in Education, Routledge, London, 1994.

McNiff, Jean, Action Research: Principles and Practice, Routledge, London, 1988.
McKernan James, Action Research Curriculum, Kogan Page Limited, London, 1996.
Hasall, Rob (Ed), Teacher Research and School Improvement-opening doors the inside, Open University Press, Buckingham.

Group 6: E-Learning

1. **E-Learning**
2. **Instructional Design**

Course Code	810335	Marks: 100	Credits: 4	Class Hours: 40
Course Title	E-Learning			

Course Description

Innovations in educational technology over the past several decades, especially technologiesavailable via the web, offer adult educators a multitude of new ways to deliver learning in organizational and educational contexts. With the increasingly ubiquitous access learners have to the web through home computers and mobile devices, teachers and facilitators are no longer limited to simply choosing between either online or face-to-face delivery. Now, eLearning can fall anywhere along an educational spectrum that runs between these traditional categories, allowing adult educators to create richer and more complex educational environments for their adult learners. This course explores the theory and practice of integrating eLearning into adult learning environments and addresses the many factors that need to be considered in the design and delivery of eLearning.

Objectives

The major objectives of this course are to-
a) describe what is e-learning and it's feature;
b) explain the People, Process and Product continuum in e-learning;
c) discuss the specific affordances as well as levels and types of interactivity offered by various forms of e-learning by contrasting e-learning with traditional face-to-face delivery of instruction;

d) identified design elements, instructor roles, community building strategies, and the role of feedback and assessment in creating a culture of eLearning that supports learnercenteredinstruction;

e) develop e-learning platform with standard contents using open sources;

Contents
Unit 1: Introduction to E-Learning
- Defining e-learning
- Open and Distributed learning environment
- Traditional Instruction and e-learning
- Learner-focused e-learning System
- Components and features of e-learning
  - *E-Learning Components*
  - *E-Learning Features*

Unit-2: People, Process and Product Continuum in e-learning
- People
  - *Roles and Responsibilities*
- Process
  - *Content Preparation*
  - *Content Implementation*

- Product

Lab 1:
1. Delivery of Instruction: Development of Audio Video Learning Materials (AVLM): Using Editing tools

Unit 3: A Global Framework for e-learning
- Eight Dimensions of e-learning Environment
- Review of e-learning with the Framework
- Framework Applicable to Massive Open Online Courses (MOOCS)

Unit 4: Checklist for Ensuring Quality of e-learning
- Institutional
- Technological
- Pedagogical
- Managerial
- Ethical
- Interface Design

- Resource Support Issue
- Evaluation Issue

Lab 2
1. Evaluation of any course according to the checklist for ensuring quality of e-leaning.

Unit 5: Developing Online Platform
- Open sources platforms
- Pros and Cons of various open sources platforms
- Script writing for content development
- Create online platform

Instructional Strategies
Lecture, Discussion, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation.

Assessment

a. Attendance, Assignment (Individual & Group) = 10 Marks

b. Two In-Course Examinations   (2×15)   = 30 Marks

c. External: Semester Final Examination   = 60 Marks

Total = 100 Marks

References

বদরুল হুদা খান. (২০১৬). ই-লার্নিং উন্মুক্ত শিখন পরিবেশ। In collaboration with Access to Information (a2i), Prime Minister's Office, Dhaka.

Anderson, T. (Ed.) (2008). *Theory and practice of online learning* (2nd ed). Edmonton, Alberta, Canada: Athabasca University Press. Available http://cde.athabascau.ca/online_book.

Palloff, R. & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco: Jossey-Bass.

KifayatUllah Khan, and Atta Badii. (2012). Impact of E-Learning on Higher Education: Development of an E-Learning Framework. *Life Science Journal*, 9(4).

Course Code	810337	Marks: 100	Credits: 4	Class Hours: 40

Course Title	**Instructional Design**

Course Description

This course is designed to facilitate students to learn the basics of instructional design and its uses in educational setting. It will help learning content developers, trainers, and instructional designers to create effective and efficient learning experiences for learners. Students will be familiar with the Learners' Needs, designing course outline, Technology Enabled Learning, and Learning Management System. It is a course that will help students' to identify the appropriate learning strategy for a course, can choose an assessment system, and create a plan of activity integrating technology.

Objectives

The major objectives of this course are to-
a) Describe concepts of instructional design;

b) Design Learners' Needs Identification (LNI) Survey Form;

c) Explain basic processes in learning and instruction;

d) Designing a course outline on a specific content area;

e) Design a Technology-Enhanced Learning Activity Plan on specific topic.

Contents

Unit 1: Instructional Design in Education

- Introduction to Instructional Design
- Short History and Origins of Instructional Design
- Characteristics of Instructional Design
- Benefit of Instructional Design
- Generation of Instructional Design
- General Strategies of Instructional Design

Unit 2: Learner Context and Need Assessment

- Learner characteristics
- The Nature of Learner Qualities
- Learner Motivation
- Concept of Needs
- Types of Needs

- Models of Need Assessment
- Phases of Need Assessment

Practicum 1: *Design a Survey Form for Learners' Needs Identification (LNI) using Models of Need Assessment and Phases of Need Assessment*

Unit 3: Basic Processes in Learning and Instruction

- Five categories of learning outcomes
  o Intellectual Skills, Cognitive Strategies, Verbal Information, Motor Skills, and Attitudes

- Intellectual Skills
  o Types of intellectual skills
  o Levels of Complexity in Intellectual Skills
  o Discrimination in instruction
- Cognitive Strategies
  o Varieties of Learner Strategies
  o Metacognition
- Verbal Information
  o Learning of verbal information
  o Learning Labels and facts
  o Learning Organized Knowledge
- Motor Skills
  o Characteristics of Motor Skills
  o Learning of motor skills
- Attitudes
  o Definition of Attitude
  o Changing Attitudes

Unit 4: Designing a course

- Issues of designing a course
- Performance outcomes of course organization
- Sequence of Skills within the Topic
- Identifying Lessons
- Instructional Goals, Objectives, Outcomes

- Analyzing Topic Objectives to Determine Learning Outcomes
- Content Sequencing of Skills within Lessons
- Learning hierarchies and instructional sequence
- Integrating multiple objectives
- Instructional Strategies
- Evaluation Instruments and Strategies
-

Practicum 2: *Design a course outline on a specific content area.*

Unit 5: Technology Enabled Learning

- Concept of Technology Enabled Learning (TEL)
- Models of Technology-Enabled Learning
  - *Technological, Pedagogical, Content Knowledge Model or TPACK Model*
  - *Technology Integration Matrix or TIM Model*
- Facilitation system for face-to-face and Online Learning
- Collaboration using Social media applications
- Concepts and uses of Interactive Learning Environment (ILE)
- Essential features of Technology-Enhanced Learning Activity Plan

Practicum 3: *Design a Technology-Enhanced Learning Activity Plan on a specific topic in any subject.*

Instructional Strategies

Lecture, Group discussion, Reading, Assignment & Report Presentation, Library work and student's participation in the class, Seminar, Debates, Group presentation, internet browsing, online chat and discussion etc.

Assessment
a. Attendance, Assignment &Practicum(Individual & Group)   = 10 Marks
b. Two In-Course Examinations   (2x15)   = 30 Marks
c. External: Semester Final Examination   = 60 Marks

Total = 100 Marks

References

Bates A. William. (2016). *Teaching in a digital age: Guidelines for designing teaching and learning*. Vancouver: Tony Bates Associates Ltd.

BriggsJ. L., GustafsonL. K., Tillman H. M. (1992). *Instructional design:Principles and applications*. New Jersy: Educational Technology Publishers.

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.). Orlando: Harcourt Brace College Publishers.

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Morrison R. Gary., Ross M. Steven., Kemp E. Jerrold., Kalman Howard. (2011). *Designing effective instruction*. New Jersy: John Wiley & Sons, Inc.

Norman D. Vaughan, Martha Cleveland-Innes, andD. Randy Garrison. (2013). *Teaching in blended learning environments: creating and sustaining communities of inquiry*. Canada: Athabasca University Press.

Seel M. N., Lehmann T., Blumschein P., Podolskiy A. O. (20117). *Instructional design for learning:Theoretical foundations*. Boston: Sense Publishers.

Related Websites.

Group 7- Thesis

Course Code	810338	Marks: 200 Thesis Report-175 Defense-25	Credits: 8	Class Hours: -
Course Title	Thesis (Report and Defense)			

The learners may take Thesis instead of two elective courses. They will complete their thesis under close supervision of a supervisor selected by them or the institutions. They must complete their thesis with a problem/topic and complete it in due time. Learners will not get any additional time for it. They have to face a defense based on their thesis in front of his/her supervisor with the presence of an external appointed by National University. Learners of the thesis group also face a general viva voce as other learners will face.

Comprehensive Written Examination-3 CHs

২য় সেমিস্টার শেষে সংক্ষিপ্ত প্রশ্নে ২ ঘন্টার একটি বিস্তারিত (Comprehensive) পরীক্ষা হবে। এতে ৬টি আবশ্যিক কোর্স থেকে ২০টি প্রশ্ন থাকবে (প্রতি কোর্স থেকে ৩ টি /৪ টি করে, ২০টি সংক্ষিপ্ত প্রশ্ন,(২০×২.৫= ৫০ নম্বর