1.   **Course Number and Title: ED-502: 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, 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 thorough understanding about leadership, styles, competencies.
      e) develop skills for leadership for effective management of different fields in the sector of education.
      f) gain the ability to apply leadership skills in implementing educational policies, programs at institutional and national level.

5.   **Course Content**   **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 and actors 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 organization, 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
- Organization, 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 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 & 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 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   **08**

        Learning Outcomes

At the end of this unit learners will be able to-
   a. analyse the role of leaders in implementing policies, strategies at the organisational/ institutional and national levels
   b. formulate plans and strategies to manage oneself as leader in organizations
   c. build teams and execute team building purposes
   d. motivate teams, manage and coordinate team's efforts in achieving organisational/ institutional goals
   e. develop and apply communication skills
   f. 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
   a. Lecture/ Discussion
   b. Panel/ Forum Discussion
   c. Case study and Role play
   d. Reading, Assignment & Report/ppt Presentation
   e. Library work and students participation in the class
   f. Seminar/ Debates/ Group presentation

7.   Assessment   Marks (%)
   a. One In-course examination   10
   b. Students' analytical and reflective work   40
      (combination of at least two of tasks (i) assignment, (ii) project,
        (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
   c. Course final Examination   (MCQ+Essay Type) 10+40= 50

8.   Recommended Books, Journals and Reports
   1. Ärlestig, H., Day, C., & Johansson, O. (2016). *A decade of research on school principals*: *Cases from 24 countries.* Heidelberg: Springer
   2. Ball, S. J. (1995). *Politics and policy-making in Education: Explorations in sociology*. London: Routledge
   3. Bell, L. & Stevenson, H. (2006). *Education policy: Process, themes and impact*. London: Routledge
   4. Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. London: Sage
   5. Ben-Peretz, M. (2009). *Policy-making in education: A holistic approach in response to global changes*. New York: Rowman & Littlefield Education
   6. Bush, T. & Burnham, J.W. (1994).*The Principles of Educational Management*. London: Longrman.
   7. Bush, T., Bell, L., &Middlewood, D. (2010). *The principles of educational leadership & management*. London: Sage
   8. Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. London: Sage

9. Goel, S. L. &ArunaGoel (1994).*Educational policy & administration*.New Delhi: Deep Publishers

10. Gronn, P. (1999).*The making of educational leaders*. London: Cassel

11. Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. New York: Springer.

12. Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Berkshire: McGraw-Hill Education.

13. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. New York: Routledge.

14. Jones, B. A. (2000). *Educational leadership: Policy dimensions in the 21st century*. Stamford, Conn: Ablex Pub

15. Northouse, P. G. (2018). *Leadership: Theory and practice*. Singapore: Sage publications.

16. Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Singapore: Sage Publications.

17. 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, New Zealand).

18. Salahuddin, A. (2011). *Perceptions of Effective Leadership in Bangladesh Secondary Schools: Moving towards Distributed Leadership?*(Masters thesis, The University of Canterbury, New Zealand)

19. Thomas, N. (2004). *The John Adair handbook of management and leadership*. London: Thorogood.

20. Townsend, T., &MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer Science & Business Media.

21. Trowler, P., (2003).*Education Policy.* London: Routledge

22. Whitty, G. (2002). *Making sense of education policy: Studies in the sociology and politics of education*. London: Sage

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

24. UNESCO, World Declaration on Education: Education For All and Frame work for Action to Meet Basic Learning Needs, EFA Forum Sectt, Paris.

২৫. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।

26. Relevant Govt. Documents & Reports, Acts, Regulations.

27. Related Journal articles &Websites.

1. **Course No & Title: ED-503: 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 Content**   **Contact Hours**

Unit-1: ICT Today: An Overview   **5**
Learning Outcomes
After successful completion of the unit, students 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, Scope and challenges of ICT integration in Education, ICT in Science, Engineering, Mathematics, Social Sciences and Arts, Basics of E-Education, E-Commerce, E-Governance.

Unit-2: ICTE in Bangladesh   **5**
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. analyze local and global perspective of ICTE.
   b. synchronize the relationship between ICTE curriculum and instructions.

Content:

ICTE in Global Perspective, ICTE in Bangladesh 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
After successful completion of the unit, students 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, Moodle, Flipped learning, Video conferencing, Web 3.0, OER), Challenges of digital divide, D-classrooms and E-universities, Learning through digital kit, devices and online platforms/courses.

Unit-4: Educational Management Information System (EMIS)   **5**
Learning Outcomes
After successful completion of the unit, students will be able to-
    a. explicate the concept of MIS in education institution.
    b. practice MIS in education institution.

Content:
Introduction to MIS, EMIS, Data and information, Sources and types of Information, Information gathering techniques, Information processing cycle, Information storage structure of educational institutions, Integrity and security of automated education system.

Unit-5: Ethics and Laws of ICTE   **3**
Learning Outcomes
After successful completion of the unit, students 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   **3**
Google Drive, Google Forms, Google Classroom, Moodle

Lab-2: Interactive Tutorial Development   **4**

Lesson based Tutorial Development: Prezi, Video Editor (Movie Maker), Photo Editor (i.e. LunaPic, Picasa etc.)

Lab-3: Software in Teaching-Learning and Professional Development 4
UNESCO Toolkit, Learning Games: Kahoot, WikiVersity, Open Learning Sources (Courseware)

Lab-4: Educational website development 5
Basic website development using web programming

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 10X1= 10
   b. Course final Examination (MCQ+Essay Type) 10+30 = 40
   c. Assignment/ Project 10
   d. Practical 40

8. **Recommended Books, Journals and Reports**
   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. Rahman, M, L. & Hossain, M.A. (1998). *Computer Fundamentals*, Dhaka: Systech Publication.
   2. Curtin, D, P., Sen, K., Morin, C. (1998). *Information Technology*, USA:McGraw Hill.
   3. Salam, M,A. (2019). *Information Communication Technology in Education: Today and Tomorrow*. Dhaka: SAM Press and Publications.
   4. Awad, E, M. (1999). *Systems Analysis and Design*, New Delhi: Galgotia Publications (p) Ltd.
   5. Banu, S. (2000). *Computer and Internet: their Educational Uses*. Dhaka:Papyrus.
   6. Recently Published software application based book,
   7. Related websites.

1. **Course Number and Title: CIT – 574: 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 objective 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 Content**   **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   10
    b. Students' analytical and reflective work   40
       (combination of at least two of tasks (i) assignment, (ii) project,
       (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
    c. Course final Examination   (MCQ+Essay Type) 10+40= 50

1.   Recommended Books, Journals and Reports

1. Alborty, Harold B. (1962) Reorganizing the High School Curriculum, lights and Life Publishers.
2. Aggarwal, J.C. (2005), Essentials of Educational Technology: Teaching Learning Innovations in Education, Vikas Publishing House Pvt.
3. Danielson, Charlotte. (1996) Enhancing Professional Practice, Association for Supervision and Curriculum Development, Verginia.

4. Freiberg, H. Jerome and Dricoll Amy. (1996) Universal Teaching Strategies, A Simon & Schuster Co.
5. Gwyn, Rhys, Informatics in General Education: Handbook for Teachers, UNESCO, (ED-94/w6.6).
6. Kenneth D. Moore (2005), Effective Instructional Strategies From Theory to Practice
7. Mamidi Malla Reddy. (1989) Curriculum Development and Educational Technology, Sterling Publishers Private Ltd.
8. Posner, J. George and Pudnitsky (1986) Course Design, Longman, New York.
9. Paul D, Eggen & Other (2000), Strategies for Teachers' Teaching Content and Thinking Skills.
10. S. K. Mangal & Uma Mangal, (2014), Essentials of Educational Technology, PHI Learning Private Limited, Delhi
11. Smith, Patricial J. & Ragan, Tillman J. (1993) Instructional Design, Maxwell Macmillan, New York.
12. Smith, L Patricia and Other, (1993) Instructional Design, Macmillan Publishing
13. Souviney, J. Randall. (1994) Learning to Teach Mathematics, Merrill, New York.
14. UNESCO. (1979) Learning to Change, Bangkok.
15. Viaroanu, Lazar, (1986) Teacher Training in Educational Technology, UNESCO.
16. Zeitlyn, Jonathan, (1992) Appropriate Media, University Press Limited, Dhaka, 1992.
১৭. ম. নাজমুল হক, (১৯৮৫) শিক্ষা প্রযুক্তি, বাংলা একাডেমী।
18. Related Websites.

1. **Course Number and Title: CIT-575: 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 Content**   **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.   equivalent to 20 classes

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. Incourse 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

1. Armstrong , G. David (1989), Developing and Documenting the Curriculum, Allyn and Bacon, Boston
2. Curricula of selected countries. (Related websites)
3. Lewy, Arich (1977), Planning the School Curriculum, UNESCO,
4. NCTB, Curriculum of all levels of Education of Bangladesh.
5. Research Reports on Curriculum and Syllabus.
6. Related websites.

1. **Course Number and Title: CIT-576 : 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 evalution.
   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 Content**   **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 continious assessment

Content:
- Pre primary level
- Primary level
- Secondary level (including Madrasha education)
- Curriculum of 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
- Uuman 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-
   a. explain the significance of evaluation instructional materials
   b. describe the evaluation process of instructional materials
   c. identify the characteristics of a good textbook
   d. 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-
   a. review research studies and reports on assessment and curriculum in local and global perspective
   b. prepare analytical discussion on research studies and reports
   c. 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
      a. Lecture
      b. Group discussion
      c. Reading
      d. Presentation
      e. Library work and students participation in the class

7.   Assessment   Marks (%)
      a. One In-course examination   10
      b. Students' analytical and reflective work   40
         (combination of at least two of tasks (i) assignment, (ii) project,
         (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
      c. Course final Examination   (MCQ+Essay Type) 10+40= 50

8.   Recommended Books, Journals and Reports

      1. Colin. J. Marsh,(2009) Key Concept for understanding curriculum, Fourth Edition , Routledge.

2. ROBYN EWING,(2013) Curriculum and Assessment, 2nd edition , Oxford University press.
3. Allan C. Ornstein, Francis P. Hankins,(2017) Curriculum: Foundations, Principles and Issues, 7th edition , Pearson Education, Inc.
4. Arich Lewy,(1977) Handbook of Curriculum Evaluation, Published by UNESCO.
5. Forrest W. Parkay, Erich S. Anctil, Glen Hass,(2014) Curriculum Leadership, readings for developing Quality Educational Programs. 10th edition by Pearson Education, Inc.
6. David Middlewood and Neil Barton,(2010) Managing the Curriculum, SAGE Publications.
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11. Patrick Slattery, Peter M. Taubman (2008) Understanding Curriculum. Peter lang, New York.
12. William Pinnar (2003), International Handbook of Curriculum Research, Lawrence Erlbaum Associates, Inc.
13. Related Websites.

1. **Course Number and Title: CIT – 508: Internship**

2. **Credit Hours: 8**

3. **Course Description**
This is a practical course. The learners of the course will be grouped and placed in an organization involved in designing and developing curricula and instructional materials. The group will attend the organization at least thrice a week and observe and activity take part in curriculum and instructional materials development activities. Finally, each learners will prepare a report separately following a pre-specified guideline.

1. **Course objectives**
The objective are to help learners to:
   a. acquire first hand experience with regard to design and development of Curriculum and Instructional Materials.
   b. develop the skills of analyzing strengths, weaknesses opportunities and threats (SWOT) of an organization involved in curriculum process.
   c. acquire the skills of preparing academic reports following standard format.

2. **Activities**
Taking part in curriculum and instructional materials development activities for at least 90 hours.
Observing the environmental and nature of activities of the organization and collecting pertinent information about the organization.
Developing an report about the organization highlighting the experience as an internee and analyzing SWOT.

3. **Supervision**
Each student will perform his/her activities under the joint supervision of one of the teachers of CIT and one professional of the organization.

4. **Assessment**   **Total Marks: 200**
   a) Performance assessed by the external supervisor   50
      (professional of the organization Institute)
   b) Performance assessed by the internal supervisor (teacher of CIT)   70
   c) Internship Report   60
   d) Viva Voce   20