

**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: Longman.
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. & Aruna Goel (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 21<sup>st</sup> 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**

	<b>Marks (%)</b>
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: EA-553: Educational Planning: Macro and Micro**

**1. Credit Hours: 4**

**3. Course Description**

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

**4. Course Objectives**

The objectives are to help learners to:

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

**5. Course Content**

**Unit-1: Basic Concepts and Issues of Educational planning**

**8**

**Learning Outcomes**

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

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

**Content:**

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

## **Unit-2: Approaches to Educational Planning**

**8**

### **Learning Outcomes**

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

- a. analyse and select various approaches including Education Sector Development (ESD) in educational planning.
- b. reiterate the importance of statistical tools in educational planning

### **Content:**

- Different approaches: Social Demand Approach, Human Resource Requirement (Man-Power Requirement) Approach, Rate of Return Approach
- New approach—Education sector Diagnosis Approach (ESD)
- Statistical tools for educational planning: i) statistical tools ii) use of basic indicators
- Projection Techniques and Simulation Models

## **Unit-3: Educational Planning Cycle**

**10**

### **Learning Outcomes**

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

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

### **Content:**

- Situation analysis and need determination
- Analysis of policy and planning cycle
- Cost analysis and sources of finance
- Formulation of education projects and plans
- Planning and implementation machineries

## **Unit-4: Micro-Planning in relation to School Mapping and Plant Planning**

**06**

### **Learning Outcomes**

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

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

### **Content:**

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

## **Unit-5: Process of school mapping and plant planning**

**8**

### **Learning Outcomes**

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

- a. understand the need of diagnostic stock-taking analyse its importance in education
- b. analyse general and student population trends and make projections for future
- c. determine the need of Geographical Information System(GIS) in school mapping
- d. assess building requirements, future needs and educational specifications
- e. identify safety measures in site location and plant facilities
- f. prepare educational specifications
- g. evaluate the role of School Mapping Agencies in Bangladesh

**Content:**

- Situation analysis/diagnostic stock taking
- Analysis of general and student population trends
- Use of GIS in school mapping and micro planning
- Options in organising school networks(double shifts, multi-grades, special needs children, separate schools for girls, special arrangement based on gender =LGBT+)
- Assessing building requirements, future needs, educational objectives and educational specifications, safety measures in selecting location and plant facilities
- Procedures for determining educational specifications, difficulties in educational specifications etc
- Steps in plant construction, plants operation and maintenance
- Organisations/Agencies and their roles and responsibilities in School Mapping and plant planning with reference to Bangladesh

**6. Instructional Strategies**

- a. Lecture
- b. Group discussion, Seminar
- c. Projections of school population trends
- d. Preparation of School Map
- e. c) Reading and reporting
- f. Library work and reporting
- g. PP Presentation

**7. Assessment**

**Marks (%)**

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

**8. Recommended Books, Journals and Reports**

1. Ali, A & Others (Eds.) (1996). *Development Issues of Bangladesh*. Dhaka: UPL.
2. Baume, C., Martin, P., & Yorke, M. (Eds.). (2003). *Managing educational development projects: Effective management for maximum impact*. Birmingham: Routledge.
3. Caroline, O. N. M. (1999). *Gender planning and development theory:Practice and training*. London: Routledge.
4. Carron, G., Mahshi, K., De Grauwe, A., Gay, D., Choudhuri, S. (2010). Strategic Planning). Retrieved from [http://www.sec.psu.ac.th/kdb/get\\_file.php?kdb\\_id=montr130802094615&file\\_%0A id=%0A](http://www.sec.psu.ac.th/kdb/get_file.php?kdb_id=montr130802094615&file_%0A id=%0A)

5. Cailods, F. (1983). *School Mapping and Micro-planning in education*. Paris: UNESCO.
- Caudill, W.W. (1954). *Towards Better School Design*. New York: McGraw Hill.
6. Chalam, K. S. (2003). *Introduction to Educational Planning and Management*. New Delhi: Anmol.
7. Coombs, P. (1970). *What is Educational Planning: Fundamentals of Educational Planning*. Paris: IIEP.
8. Commonwealth Secretariat (1972). *School Building and Design in the Commonwealth*. London: the Secretariat.
9. Delors, J. (1996). *Learning the Treasure Within*. Paris: UNESCO.
10. Duke, D. L., Carr, M., & Sterrett, W. (2012). *The school improvement planning handbook: Getting focused for turnaround and transition*. New York: R & L Education.
11. Francis, R. L., McGinnis, L. F., & White, J. A. (1992). *Facility layout and location: an analytical approach*. Pearson College Division.
12. Gould, T. S. (1978). *Guidelines for school location planning* (World Bank Paper).
13. *Government of the Bangladesh, Different Five-Year plans and educational statistics*, Dhaka.
14. Hayden, M., & Thompson, J. J. (2008). *International schools: Growth and influence*. Paris: UNESCO.
15. Haddad, W. D. (1995). *Education Policy Planning Process: An Applied Framework*. Paris: UNESCO.
16. Hallak, J. (1976). *Planning the Location of School*. Paris: IIEP.
17. McIntosh, S. (2008). *Education and employment in OECD countries*. UNESCO: International Institute for Educational Planning.
18. Mendelsohn, M. (1996). *Educational Planning and Management and the Use of Geographical Information Systems (GIS)*. Paris: UNESCO.
19. Modules on Projections, Forecasting and Simulation Models, Paris: UNESCO.
20. Oddies. G. (1966). *School Building Resources and their Effective Use; Some Available Techniques and their Policy Implications*, OECD, Paris.
21. Sauvageot, C (1997). *Indicators for educational planning*, UNESCO: Paris.
22. The World Bank, *The World Development Reports*.
23. The World Bank, (2000). *Bangladesh Education Sector Review. Vol. I, II & III*, Dhaka: UPL.
24. UNESCO/ IIEP, (1983). *School Mapping and Micro-Planning in Education, Training Materials in Educational Planning*, Adm. & Faculties, Paris.
25. UNESCO, *World Education Reports*, Paris, Unesco.
26. Unesco (2000), *Sector-wide Approaches in Education*, Working Document, Unesco, Paris.
27. U.N.D.P, *Human Development Reports*, N.Y. U.N.D.P,
28. Virtue, J., Carroll, K., & Waddington, C. (2003). *Sector wide approaches in education*. UK: Institute for Health Sector Development (IHSD).
29. Waterston, A (1966), *Development Planning: Lessons of Experience*, London, OUP.
- Wedell, M. (2009). *Planning for educational change: Putting people and their contexts first*. London: Bloomsbury.
৩০. সালমা আখতার ও হোসনে আরা বেগম (১৯৯৪), *স্কুল ম্যাপিং ও প্ল্যান্ট প্র্যানিং*, বাংলা একাডেমী, ঢাকা।
৩১. শিক্ষা মন্ত্রণালয় (১৯৮৫), *School Maps on Primary Education in Bangladesh*, Dhaka.
৩২. সেলিনা হোসেন, সালমা আখতার, মাসুদুজ্জামান (২০০৭), *পুরুষতন্ত্র নারী শিক্ষা*, মাওলা ব্রাদার্স, ঢাকা।
৩৩. আবু হামিদ লতিফ (২০০৩), *শিক্ষা পরিকল্পনা উন্নয়ন*, প্যাপিরাস, ঢাকা।

৩৪. দেলোয়ার হোসেন শেখ (২০০৩), শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি, হাক্কানী পাবলিশার্স, ঢাকা।  
৩৫. Related Journal articles & Websites.

**1. Course Number and Title: EAL-555: Educational Supervision**

**2. Credit Hours: 4**

**3. Course Description**

The course is designed to provide knowledge and develop skills on supervision in education. Basic concepts, scope and importance of supervision in the improvement of total educational programme have been included. Emphasis has been given on the supervisory skills and role of supervision and mentoring, curriculum management, teacher development, action research, and school improvement programme by facilitating change through addressing diversity and building community. Emergence of educational and academic supervision in Bangladesh in contrast to inspection in improving the quality of education at the primary and secondary education has been highlighted.

**4. Course objectives**

The objectives are to help learners to:

- a. gain a deeper understanding and explain importance and modern concepts of educational and academic supervision.
- b. identify, develop and apply the various skills as required for by the effective supervision.
- c. identify various techniques, methods and strategies used by supervisors for improving the teaching-learning process.
- d. comprehend the working relationship among the administrator, the supervisor and the classroom teachers.
- e. identify technical and cultural tasks of supervision and mentoring.
- f. understand the place and importance of supervision in the total school programme in Bangladesh.

**5. Course Content**

**Contact Hours**

**Unit-1: Concept and Theories of Educational Supervision**

**8**

**Learning Outcomes**

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

- a. explain modern concepts of educational supervision and its importance
- b. describe evolution/historical development of educational supervision in different countries
- c. review different models and practices of educational supervision
- d. categorise different types and practices of educational supervision

**Content:**

- meaning, definition, scope, nature and objectives of educational supervision
- differences between new and old concepts of supervision and inspection
- historical background of educational supervision
- emergence of modern supervision
- evolution of theories, models and practices of modern supervision-autocratic, Laissez faire, democratic, clinical, human resource development, developmental and creative supervision.

## **Unit-2: School Climate, Culture and Change**

**6**

### **Learning Outcomes**

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

- a. evaluate the culture of schools
- b. explain the crisis in teaching profession
- c. explain modern concepts and types of educational supervision and its importance.
- d. review different theories and practices of adult learning and teacher development

### **Content:**

- culture of schools, environment and expectation
- teacher professionalism and the crisis of confidence
- meaning, definition, scope, nature and objectives, types of educational supervision
- pedagogy, supervision and teacher development

## **Unit-3: Supervisor- An Agent of Improvement of Instruction**

**8**

### **Learning Outcomes**

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

- a. differentiate among Administrators, Supervisors and Mentors' role
- b. develop and apply supervisory skills
- c. practice and role-play as supervisors

### **Content:**

- administrator, inspector, supervisor, monitor and mentor
- professional preparation of the supervisor
- skills required for academic supervision and supervisors
  - --Interpersonal Skills: Directive, non-directive and collaborative
  - --Technical Skills: Planning, observing and evaluating
- guidelines for a new supervisor
- checklist for an effective supervisor
- checklist for an effective mentor

## **Unit-4: Supervision for Classroom Effectiveness**

**8**

### **Learning Outcomes**

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

- a. discuss and review methods and techniques of academic supervision.
- b. appraise the role of supervisors in improving teaching-learning process including simulation/ micro-teaching, internees.

### **Content:**

- importance of classroom: teacher-learner interaction
- methods and techniques of academic supervision
- techniques of evaluation of teaching
- supervisors role in improving teaching-learning process
- supervision of the internees, new teachers, simulation & micro-teaching

## **Unit-5: Supervisor's Role in Teachers' Professional Development**

**4**

### **Learning Outcomes**

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

- a. evaluate supervisors' role in Teachers' Professional Development
- b. prepare a plan for Teacher Education Development

**Content:**

- importance of teachers' professional development
- strategies for staff development
- pre-service and in-service training and growth programs
- framework for teacher and staff development
- building professional relationships
- supervising learning communities in school
- coaching and mentoring teachers

**Unit-6: Educational Supervision in Bangladesh****6****Learning Outcomes**

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

- describe history of inspection and educational supervision in Bangladesh.
- appraise the present system and reiterate the need for development of the present system.
- analyse role of institutional head as supervisor

**Content:**

- history of inspection and educational supervision in Bangladesh
- present supervisory system of primary, secondary and madrasah education
- appraisal of the present system
- supervision within the school
- need for development of educational supervision.

**6. Instructional Strategies**

- Lecture
- Discussion
- Group discussion and Presentation
- Assigned reading and reporting
- Library work and reporting

**7. Assessment****Marks (%)**

- One In-course examination 10
- 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)
- Course final Examination (MCQ+Essay Type) 10+40= 50

**8. Recommended Books, Journals and Reports**

1. Acheson, K. A., & Gall, M. D. (2003). *Clinical supervision and teacher development: Preservice and inservice applications*. New Jersey: John Wiley & Sons, Inc.
2. Bhatt. B.D. & Sharma S. R. (1992). *Educational supervision: Theory and Practice*. New Delhi: Kanishaka.
3. Cogan, M.L. (1973). *Clinical Supervision*. Boston: Houghton Mifflin Harcourt.
4. Directives, Regulations and other Government Documents and Reports.
5. Gall, M. D., & Acheson, K. A. (2010). *Clinical supervision and teacher development*. New Jersey: Wiley.

6. Glatthorn, A. A. (1990). *Supervisory leadership: Introduction to instructional supervision*. Scott Foresman & Company.
7. Glickman, C.D., Gordon, S.P., & Ross-Gordon, J. M. (2013). *The Basic Guide to Supervision and Instructional Leadership*. New Jersey: Pearson Education.
8. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *Supervision and instructional leadership: A developmental approach*. Needham Heights Longman Publishing.
9. Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. London: Corwin.
10. 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).
11. Sergiovanni, T. J & Starratt R. J. (1979). *Supervision: Human Perspective*. New York: McGraw Hill.
12. Sergiovanni, T. J., & Starratt (2007). *Supervision: A redefinition*. Boston: McGraw Hill.
13. Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies and techniques*. London: Corwin.
14. Tanner, D & Tanner, L (1987). *Supervision in Education: Problems and Practices*. New York: Collier Macmillan.
15. Wiles, K. (1960). *Supervision for Better Schools*. New Jersey.: Prentice-Hall.
16. Zepeda, S. J. & Ponticell, J. A. (Eds.). (2018). *The Wiley handbook of educational supervision*. John Wiley & Sons.
১৭. কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ, ঢাকা*
১৮. মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প (২০০০), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা, শিক্ষা মন্ত্রণালয়, ঢাকা*
১৯. হোসনে আরা বেগম ও জাকির হোসেন (১৯৯৮), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা, ঢাকা*
২০. Related Journal articles & Websites.

**1. Course Number and Title: EAL-556: Law and Education**

**2. Credit Hours: 4**

**3. Course Description**

This course is designed to cover all aspects of Educational laws-origin, source, scope, structure and importance of educational laws in managing the education system as well as educational institutions. The course also covers historical development of educational laws in this country. Review of laws regulating educational institutions, recruitment's and service rules, U.N. charter for Human Rights and other legal provisions for women and children have been included in the course.

**4. Course objectives**

The objectives are to help learners to:

- a. understand the importance of legal aspect of the education system.
- b. gain comprehensive knowledge about gradual development of education laws and their application in this country.
- c. understand the constitutional provisions of education and it's importance as source of laws.
- d. comprehend rules, regulations, orders, ordinances related to the teaching services.
- e. acquire the knowledge regarding the Educational Provisions laid down in various International Characters, such as, UN, Universal Declaration of Human Rights, Children Rights, Charters etc.

**5. Course Content**

**Contact Hours**

**Unit-1: Conceptual Background of Law in Education**

**8**

**Learning Outcomes**

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

- a. explain meaning and implications of laws in education
- b. describe constitutional provisions, sources of general and educational laws
- c. identify and explain legal basis of education in different levels
- d. discuss organizations and their roles in implementing rules regulations in educations
- e. interpret the delegation of authority and how that works with law accordingly

**Content:**

- Constitution: Important educational provision in the constitution
- Meaning and implications of law in education
- Source of general law and educational law
- Administrative organizations of education and their relationship with laws ordinance and regulations
- Legal basis for financing education
- Rules of inspection and supervision in education
- Process of delegation of authority

**Unit-2: Historical Background and Evolution of Educational Laws in Bangladesh 5**

**Learning Outcomes**

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

- a. describe the historical background of law in education in Bangladesh
- b. explain the evolution of modern laws in education in Bangladesh

**Content:**

- Primary education
- Secondary education
- Madrasha education
- Higher education
- Vocational and Technical education

**Unit-3: Review of Educational laws in Bangladesh****10****Learning Outcomes**

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

- a. identify the constitutional provisions for education in Bangladesh
- b. analyse major Laws and amendments in different levels
- c. Differentiate between public and private university acts

**Content:**

- Constitutional provisions for education in Bangladesh
- Primary Education Act (1974, 1980, 1990)
- Secondary Education (major laws and amendments)
- Technical Education
- higher education
- Public General University laws: Dhaka University Order, 1973
- Private University Act
- Specialized Universities
- Others

**Unit-4: Ministerial Regulations****9****Learning Outcomes**

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

- a. describe and assess recruitment rules and regulations in different levels of education
- b. explain laws for teachers' professional development
- c. theorize and apply ministerial regulations while running educational institutions

**Content:**

- Recruitment rules & regulation
- Certifications, qualifications professional duties of school administrators
- Qualifications and duties of teachers
- Teachers' employment and contacts
- Supervisory officers
- School year and school holidays
- Students records
- Special education programs and services
- Teachers' pension plan
- Teaching profession

**Unit-5: Significance of Selected Laws, Rights and Responsibilities on Education****8****Learning Outcomes**

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

- a. explain the significant contribution of national and international laws in education

- b. review and assess the policies and practices on human rights, women's rights, women's education, children and others for quality education
- c. comprehend the importance of copy right acts and intellectual property laws

**Content:**

- Important provisions of Bangladesh constitution, UNO, UNESCO, WHO, UNICEF, ILO
- Law of intellectual property
- Copyright Act
- Universal Human Rights
- Children's Rights
- Special policies, provisions for Women's Rights, Women's education, gender etc.

**6. Instructional Strategies**

- a. Lecture/ Discussion
- b. Group discussion and presentation
- c. Assigned Reading and reporting
- d. Library work and reporting

**7. Assessment**

**Marks (%)**

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

**8. Recommended Books, Journals and Reports**

1. Bhatt, B. D., & Aggarwal, J. C. (Eds.). (1987). *Educational Documents in India (1813-1986): Survey of Indian Education*. Arya Book Depot.
2. Charters and Documents
  - Charter of the United Nations
  - Universal Human Rights
  - Charter of Children Rights
  - Four UNESCO Documents on Education Policy
  - Bangladesh College University Teachers' Association (BCUTA), 1999.
- 2.a. Compulsory Primary Education Act, 1990.
- 2.b. Dhaka University Order, (Part I & Part II), 1973
3. Imber, M. & Geel, T. V. (2005). *A teacher guide to education law*. London: Lawrence Erlbaum Associates.
4. Harris, N. (2007). *Education, law and diversity*. Portland: Bloomsbury Publishing.
5. Khatun, S. (1992). *Development of Primary Education Policy in Bangladesh*. Dhaka: University of Dhaka.
6. Nurullah, S. and Naik, J.P. (1964). *A Students' History of Education in India: Macmillan and Ltd., N.Y.*
7. Private University Act & Other University Act.
8. Copy Right Act.
9. Rahim, A, History of Dhaka University.
10. Russo, C. J. (2008). *Encyclopedia of education law* (Vol. 1 & 2). London: Sage.
11. Stapleton, H.E. (D.P.I), (1931), *Bengal Education Code-1930*, Calcutta.
12. Valente, W. D., & Valente, C. M. (1994). *Law in the schools*. New York: Merrill.

13. The Bengal Secretariat Book Department, 1908.
14. Welner, K. G. & Chi W. C., (2008). *Current issues in educational policy and the law*. North Carolina: Information Age Publishing.
15. William, S. J. (1966). *Jurisprudence*, 16<sup>th</sup> ed. London Sweet and Man Well.
১৬. গণপ্রজাতন্ত্রী বাংলাদেশের সংবিধান (সংশোধনীসহ), ঢাকা।
১৭. ড. কামরুন্নেসা বেগম ও সালমা আখতার (১৯৯৯), *প্রাথমিক শিক্ষা: বাংলাদেশ*, ঢাকা।
১৮. ড. ফজলুর রহমান (১৯৯০), *বেসরকারী শিক্ষা প্রতিষ্ঠান গাইড*, ঢাকা: এম. এ., গণি ৪০১/বি মালীবাগ চৌধুরী পাড়া, ঢাকা-১২১৯।
১৯. মাসুদ আলীখান (১৯৯১), *প্রবিধান পরিচালক ব্যবস্থা*, ঢাকা সেতু প্রিন্টিং এণ্ড পাবলিকেশন।
২০. মোহাম্মদ আজহার আলী ও হোসনে আরা বেগম (১৯৮৬), *প্রাথমিক শিক্ষা: বাংলা একাডেমী*, ঢাকা।
21. Related Journal articles & Websites.

**1. Course Number and Title: EAL-508: Internship**

**2. Credit Hours: 8**

**3. Course Description**

This is an internship course. The course is intended to provide practical experiences in administration, management and leadership of an organisation for in-depth understanding and insights during the internship period. The concern learners will work with the organisations of their choice for the whole internship period under the guidance of experienced officers/teachers/managers/administrator of the organization. The learner ultimately will come up with an individual 'product' or internship report on the selected area of investigation. Finally, each student will prepare a report separately following a pre-specified guideline.

**4. Course objectives**

The objective are to help learners to:

- a. acquire first hand experiences on administration, management and leadership of an organization in education field.
- b. evaluate how theories of EAL are translated into action in the field and thereby gain in-depth understanding and insight into the various aspects of EAL and its implementation procedure.
- c. acquire the skills of preparing academic reports.

**5. Learning outcomes**

After completion of internship learners will be able to-

- a. explain the administration and leadership of an organisation in details with challenges, problems and prospects
- b. describe roles and responsibilities of administrators and leaders to reach the organisational goals with a clear understanding
- c. analyse his/her capability of taking leadership roles in near future

**6. Course Contents/Leaners Responsibilities**

- a. The course covers a semester of which a part will be engaged in field work.
- b. The learners will work in collaboration with different GO/NGOs working in education, Donor Agencies; Institutions both public and private level under the overall guidance of course instructor and the supervisor to be provided by the concerned organisation
- c. The leaners will work in an area of concentration decided by the student concerned in consultation with the internal supervisor from the department of EAL
- d. The learners will attend orientation session before beginning the work and will provide regular feedback to the internal and external supervisors

**7. Assessment**

The internship will be conducted under the supervision of an internal supervisor from the department of EAL and an organisational supervisor. Each student has to submit a final report after completing the internship. The marks distribution of the internship will be as follows.

Total	200 Marks
a. External supervisor (Professional of the Organisation/Institute)	50 Marks

- |   |          |
|---|----------|
| b. Internal supervisor<br>(A teacher of the department of EAL, IER) | 50 Marks |
| c. Internship Report  | 80 Marks |
| d. Viva Voce  | 20 Marks |