

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 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: NFLE- 564: ICT and Media in NFLE

2. Credit Hours: 4

3. Course Description

The course is designed to provide an understanding on ICT and media in Nonformal and Lifelong Education (NFLE). Concepts and practices of effective ICT and media approaches in NFLE are considered as the important features of the course. Corresponding with that the major thrust of the course is given on the practical application of ICT skills for NFLE.

4. Course objectives

The objectives are to help learners to:

- a. understand the concepts and other aspects of ICT specifically for NFLE.
- b. accrue the concepts of media and its role and application in NFLE.
- c. identify the changing mode and delivery of NFLE through ICT.
- d. gain experience for developing skills on using ICT and media in NFLE.
- e. explain the models of MIS-NFE practices in the country.

5. Course Content Hours

Contact

Unit-1: Concepts and Aspects of ICT for NFLE

5

Learning Outcomes

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

- a. Explain the concepts, role, important, benefits and challenges of ICT
- b. Describe the use of different ICT in education
- c. Analyse policy issues of ICT in NFLE

Content:

- Information Literacy, online education, media learning, distance learning, open learning, in NFLE
- Vocational skill on ICT, E-learning
- Concepts of technology
- Role of technology in education and NFLE
- Online Library learning center
- Future education with technology
- Social media in education
- Policy perspective
- Readiness, benefits and challenges of technology

Unit-2: Fundamentals of Media for NFLE

10

Learning Outcomes

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

- a. explain the concept, types, salient feature and importance of media in education
- b. describe the role of different media in education
- c. analyze policy issues of media in NFLE, material development, readiness, benefits and challenges of media in the 21st century

Content:

- Concepts, meaning definition of media and NFLE
- Types and salient features of media and NFLE
- Importance of media in education
- Role of different media in education
- NFLE learning materials development for media-children and Adults learners
- Policy perspective of media education
- Readiness, benefits and challenges in next generation

Unit-3: ICT and NFLE**9****Learning Outcomes**

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

- a. explain the delivery mode of NFLE using ICT and impact of Internet: social networking web pages, blogs, and group e-mail
- b. describe the ICT for CPG of NFE personnel, NFE-MIS
- c. evaluate ICT in NFLE case studies (Person, organization, Community, Country role of different media in education)

Content:

- Delivery mode of NFE using ICT
- Impact of Internet: social networking web pages, blogs, and group e-mail
- Electronic/Digital Library for NFLE
- ICT for CPG of NFE personnel, NFE-MIS
- ICT in NFLE case studies (Person, organization, Community, Country)

Unit-4: Media and NFLE**8****Learning Outcomes**

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

- a. explain the Policy framework, emergence of using print media for NFLE
- b. narrate NFLE and roles of newspaper, electronic media and radio program; and Practices in the country
- c. Explain use of practical lab: development group e-mail social network, blogs, search engine. WWW, Newsletter publication

Content:

- Policy framework, emergence of using print media for NFLE
- NFLE and role of Newspaper
- NFLE and role of electronic media
- NFLE and role of Radio program
- Practices in the country and abroad
- Practical Lab: Development group e-mail social network, blogs, search engine
WWW, Newsletter publication

Unit-5: Issues in ICT and Media NFLE**8****Learning Outcomes**

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

- a. explain the individual, moral & social, ethical and educational trends and issues

- b. Speculate possibilities and challenges for future education for ICT & media

Content:

- Individual issues
- Educational Trends and Issues
- Moral and Social Issues
- Ethical legal Issues
- Possibilities and challenges for future education

6. Instructional Strategies

- Seminar
- Lecture, Group discussion
- Library
- NFE activities visit and report writing

7. Assessment

Marks (%)

- | | |
|---|-----------|
| a. One In-course examination | 10 |
| b. Students' analytical and reflective work
(combination of at least two of tasks (i) assignment, (ii) project,
(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. Akst, D (2003). The Digital Library:Its Future Has Arrived. Carnegie Reporter. 1(3). 4-8
2. Bruc, C. and Candy, P, (edt. (2006). Information Literacy around the world, Wagga, New South Wales Charles Sturt University
3. Bruc, C. (1997). Seven Faces of Information Literacy, Adelaide:15-30
4. Dennis, P, Curtin, K.F. Kunal, S. & Cathleen, M. I (1998). Information Technology, USA:win MCGraw Hill
5. Duncan, B, D'ppolito, J, Macpherson, C, & Wilson. C (1996), Mass Media and popular Culture (2nd ed,) Canada: Harcourt Brace
6. Greenstein, D.I, & Thorin, S.E. (2002). The Digital Library: A Biography, Digital Library Federation
7. Loehler,AEC. (2006),Some Thoughts on the Meaning of Open Access for University Library Technical service, Serials Review. 32 (1). P.17
8. Understanding Media: The Extensions of Man (Ist Ed.McGraw Hill, NY; reissued MIT Press, 1994.
9. with introduction by Lewis H Lapham;reissued by Gingko Press, 2003 ISBN 1-58423-073-8
10. UNESCO. (2005). NFE-MIS Handbook-Developing a sub National Nonformal Education Management
11. Related Websites.

1. **Course Number and Title : NFLE-565 : Research in NFLE**

2. **Credit Hours : 4**

3. **Course Description**

This course has been designed to provide knowledge and understanding of educational research both theory and practice in the field of Nonformal Education. It will allow the learners acquire skills in selecting problems, designing research study/proposal, developing tools for collecting information and producing research report.

4. **Course objectives**

The objectives are to help learners to:

- a. understand theoretical aspect of research in nonformal education.
- b. acquaint the qualitative approach in research.
- c. acquire students experiences necessary for carrying out research study in non-formal education.
- d. acquire knowledge of designing research study/proposal, skills in developing.
- e. tools for analyzing data information and experience as to how to write a research report.

5. **Course Content
Hours**

Contact

Unit-1: Concept of Research in Nonformal Education

10

Learning Outcomes

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

- a. Describe conceptual framework of educational research in NFE
- b. explain the nature and strategies of research in NFE
- c. analyze qualitative and quantitative methods of research

Content

- Conceptual framework of educational research in nonformal education
- Nature and strategies of research in nonformal education
- Qualitative and quantitative approach in research

Unit-2: Research in Nonformal Education: Bangladesh Context

10

Learning Outcomes

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

- a. identify status of NFE & LE research in public and private sectors
- b. explain problems & issues of research in NFCE

Content:

- Status of research in public sector NFLE/LE
- Status of research in private sector NFLE/LE
- Problems and issues related to research in NFLE/LE

Unit-3: Research Undertaking in Nonformal Education

10

Learning Outcomes

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

- a. select research topics in NFE and design the proposal there of

- b. select research sample, develop research tools, collect data, analyze data using appropriate statistics and finally write research report

Content:

- Selection of research problem in nonformal education
- Designing research study/proposal
- Sampling techniques
- Development of tools
- Collection of data
- Analysis of data and use of statistics
- Writing report

Unit-4: Case Study

5

Learning Outcomes

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

- a. review research studies and reports
- b. analyze and discuss on research works
- c. give suggestion for improving the research works

Content:

- Review of research studies and report on NFLE (at least two)
- Analytical discussion on various aspects of research studies/reports
- Suggest measures for improving research activities in NFE
- Doing hands on research/case study

Unit-5: Ethnographic Study

5

Learning Outcomes

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

- a. review research studies and reports
- b. analyze and discuss on research works
- c. give suggestion for improving the research works

Content:

- Review of research studies and report on NFLE (at least two)
- Analytical discussion on various aspects of research studies/reports
- Suggest measures for improving research activities in NFE
- Doing hands on research/ethnographic study

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Library works
- d. Field visit
- e. Presentation by students
- f. Participation in seminar/workshop

7. Assessment

Marks (%)

- a. One In-course examination 10
- b. 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. John W. Best, Research in Education, Prentice Hall, New Delhi, 1996.
2. C. R. Kothari, Research Methodology, Methods and Techniques, Wishaw Prakashani, New Delhi 1985.
3. জিনাত জামান, শিক্ষা গবেষণা পদ্ধতি ও কৌশল, এপ্রিল ১৯৮৭।
4. L.R. GAY Educational Research, Competencies for Analysis and Application, Macmillan Publishing Company, 1992.
5. BRAC, Research Report, Research, Research and Evaluation Division, BRAC, Dhaka.
6. Related Websites.

1. Course Number and Title: NFLE-566: Continuing and Lifelong Education

2. Credit Hours: 4

3. Course Description

This course is developed encompassing the conceptual framework, the purposes and the distinguish features of Continuing Education (CE) and Life-Long Education (LLE). Major CE programs and learning strategies in Bangladesh are highlighted to give an idea of magnitude of CE activities. The needs of LLE are focused in different perspectives and also in the context of SDGs. A scenario of adult and life-long education is given to internalize adult, continuing education and life-long education in Bangladesh. The course further offers a comparative discussion of CE and LLE among the selected countries. Provision is also made for practical work on the development of learning center exploring need and demands of Bangladesh.

4. Course objectives

The objectives are to help learners to:

- a. acquire knowledge and understanding on the conceptual framework, the purposes and the distinguish features of CE and LLE clearly.
- b. acquaint with different CE programs and strategies in Bangladesh and also about their ultimate consequences.
- c. internalize the needs and demands of life-long education meeting SDGs in Bangladesh.
- d. explore the ways of developing a learning center incorporating CE and LLE activities.

**5. Course Content
Hours**

Contact

Unit-1: Review of Continuing Education Perceptions

8

Learning outcomes

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

- a. explain the origin, concept, nature and scope of CE
- b. describe CE in different contexts; and in its' (CE) founding principles
- c. explain obligation of CE leadership efficiency
- d. forecast broad-based and ultimate aim of CE

Content:

- Origin, meaning, concept, nature and scope of CE
- Understanding CE in different Contexts: Participants, Providers, continuing educators, extension education, community education, distance education and other
- Founding principles of CE: flexibility, diversity, stability and integrity
- Compulsion of CE leadership efficiency, education and wisdom
- Ultimate goal of CE

Unit-2: Major CE Programs and Learning Strategies of CE in Bangladesh

8

Learning Outcomes

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

- a. interpret different programs and learning strategies of CE
- b. explain the magnitude of CE activities and approaches

Content:

- UNESCO CE Programs: Post Literacy Program, Equivalency Program, Quality of Life Improvement Program, Income Generating Program, Individual Interest Promotion Program and Future Oriented Program
- Learning Strategies (LS): LS using printed media, radio, TV and audio-visual media, distance education / correspondence courses, mobile exhibitions and folk media etc.
- Consequences of CE initiatives and learning strategies

Unit-3: Demand for Lifelong Education (LE) in General and Bangladesh Perspective**8****Learning Outcomes**

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

- a. explain the origin, concept, nature, and growth of LE in historical perspectives;
- b. explain the importance lifelong education
- c. identify and interpret five key questions of LE
- d. rationalize impact of technical & scientific changes to create needs of LE
- e. indicate effect of lifelong education; and SDG's attainment of LE

Content:

- Origin, concept, definition, nature, and historical development LE
- Key questions of life-long education: LLE for whom? LLE by whom? LLE of what? LLE for what? And How to achieve Life-Long Education?
- Technological changes, evaluation of society and impact on education
- Need of Lifelong Education
- Implication of lifelong education
- SDG and achieving life-long education

Unit-4: Adult and Lifelong Education in Bangladesh**8****Learning Outcomes**

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

- a. explain the origin and different connotations of adult education
- b. narrate a short history of adult education from early sixties to to-date with its achievement and discontents
- c. describe the process of curriculum design and material development for adult education
- d. clarify the adult, continuing and lifelong education policies of Bangladesh

Content:

- a. Origin, meaning, concept and definition of adult education
- b. Objectives, goals, and vision of adult education
- c. Literacy, functional literacy and adult education
- d. Adult education scenario from early nineties to mid-seventies and onwards-activities, success and failures
- e. Curriculum design and material development
- f. Adult, continuing and life-long education policies of Bangladesh

Unit-5: A Comparative Analysis of CE and LE Programs of different countries**4****Learning Outcomes**

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

- a. explain adult education program/projects of different countries
- b. Distinguish adult education programs/projects' features of different countries

Content:

- German Example-nature, polices, principles
- Great Britain- nature, polices, principles
- Russia- nature, polices, principles
- India- nature, polices, principles
- Bangladesh- nature, polices, principles
- Other countries- nature, polices, principles

Unit-6: CE and LE Learning Centre Development

4

Learning Outcomes

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

- a. explain process of CE and LE learning center development
- b. exercise on at hand-in-development of a learning center through individual and group initiatives
- c. identify strength and weakness of learning center through SWOT analysis

Content:

- Defining learning Centre (LC)
- Nature, type and scope & importance of learning center
- Components of learning center
- Functions /activities of learning center
- Development process of learning center
- Explore the possibility of developing CE programs/projects in the context of LE in Bangladesh
- SWOT analysis on a LC

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Individual/Group work
- d. Learners participation in classroom discussion

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. Education for the 21st Century in the Asia-Pacific Region, Report of the Malbourne, UNESCO Conference, 1998.
2. Continuing Education in Asia and the Pacific Bulletin of the Unesco Principal Regional Office for Asia and the Pacific, Number 28, September 1987.

3. The Pursuit of Literacy- Twelve Case-Studies a award- winning programmes, Educational studies and documents 69, Unesco Publishing, 1999.
4. Ouane, Adama, Handbook on Learning Strategies for Post-literacy and Continuing Education, UNESCO Institute for Education (UIE), 1989, XXII, 433p.
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9. আবদুল্লাহ-আল-মুতি সরফুদ্দিন: আমাদের শিক্ষা কোন পথে, ইউনিভার্সিটি প্রেস লি:ঢাকা, ১৯৯৭।
10. জাতীয় শিক্ষা কমিশন রিপোর্ট, ১৯৯৭।
11. ইউনেস্কো/প্রোয়াপ: অব্যাহত শিক্ষা কুশলীদের জন্য এ্যাপিস প্রশিক্ষান উপকরণ (এটিএসপি-সিই) ম্যানুয়েলসমূহ।
12. আবু হামিদ লতিফ, বয়স্ক শিক্ষা ও উন্নয়ন (অনুবাদ) ফ্রেপড, ১৯৮৫।
13. আবু হামিদ লতিফ, বাংলাদেশ উপানুষ্ঠানিক শিক্ষা।
14. মোঃ আবদুস সালাম ও অধ্যাপক হোসনে আরা বেগম, আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা: বাংলাদেশ, মুক্তি প্রিন্টার্স, ঢাকা-২০০২।
16. Related Websites.

1. Course Number and Title: NFLE-508: Practicum

2. Credit Hours: 8

3. Course Description

This is an internship course. The course is intended to provide practical experiences in one or more areas of NFE programme of an organization for in-depth understanding and insights during the internship period. The concern learners will work with the organizations 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.

4. Course objectives

The course is designed to provide practical experience to the students so that they are able to:

- a. evaluate for themselves how theories of NFE are translated into action in the field and thereby gain in-depth understanding and insight into the various aspects of NFE and its implementation procedure.
- b. acquire the capabilities, techniques and skill of undertaking educational research independently.

5. Learning outcomes

After completion of internship the learner will be able to:

- a. explain an NFE organization in details with problem and prospects
- b. describe learners' task in a befitting manners with a clear understanding
- c. evaluate his/her capability of doing thing independently

1. Process and 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 NGOs, organization; institutions both public and private level under the overall guidance of course instructor and the supervisor to be provided by the concerned organization
- c. The learners will work in an area of concentration decided by the student concerned in consultation with departmental instructor/supervisor
- d. Attend orientation sessions before beginning the work provide regular feedback to the Instructor

7. Assessment

Total Marks 200

- A. Formative Assessment 25% marks by supervisor/internal examiner
- B. Report Assessment 50%
 - i) Supervisor/internal examiner 50% marks
 - ii) External Examiner 50% marks (Average of marks given separately by two examiners)
- C. Viva Voce/Presentation 25% marks