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: PPE-513: Curriculum in Primary Education**

2.   **Credit Hours: 4**

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

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

5.   **Course Content**   **Contact Hours**

Unit-1: Meaning and Working Definition of Curriculum   **2**
Learning Outcomes
At the end of this unit learners will be able to-
   a. explain the evolution of the definitions of curriculum and its critical analysis

Content:
   • The evolution of the definitions of curriculum and its critical analysis
   • Developing a working definition of curriculum

Unit-2: Theoretical Framework for Curriculum Development Process   **2**
Learning Outcomes
At the end of this unit learners will be able to-
   a. analyze of various models of curriculum process
   b. Identify major elements of curriculum to be considered during development process
   c. explain situational analysis and needs assessment

Content:
   • Analysis of various models of curriculum process proposed by Tyler, Taba, Wheeler, KERR, Walker and others

- Identifying major elements of curriculum to be considered during development process.
- Situational analysis and needs assessment

Unit-3: Formulating Aims and Objectives of Curriculum   3
Learning Outcomes
At the end of this unit learners will be able to-
   a. explain Philosophical, psychological, sociological and political basis of aims and objectives
   b. explain the principles and procedures for identifying objectives
   c. translate of general aims and objectives into specific behavioral objectives
   d. identify merits and demerits of behavioral objectives

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

Unit-4: Selection and Organization of Content   3
Learning Outcomes
At the end of this unit learners will be able to-
   a. describe the principles and criteria for selection of contents
   b. articulate the various sequence of contents integration, continuity, reiteration

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

Unit-5: Selection of Teaching Methods and Evaluation Techniques   2
Learning Outcomes
At the end of this unit learners will be able to-
   a. select methods of teaching & tools of evaluation in teaching-learning processes
   b. Identify teaching-learning strategies according to the nature & scope of curriculum contents
   c. Identify tools and techniques of assessment according to nature of topics

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

Unite-6: Curriculum Change, Dissemination and Implementation   4
Learning Outcomes

At the end of this unit learners will be able to-
   a. explain the terms of innovation, dissemination and implementation
   b. explain the strategies of curriculum change, dissemination and implementation processes
   c. identify problems and issues in curriculum implementation

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

Unit-7: Pre-primary curriculum of Bangladesh   **3**
Learning Outcomes
At the end of this unit learners will be able to-
   a. Describe historical development of Pre-primary curriculum
   b. Explain curriculum structure and special characteristics
   c. Explain pre- primary curriculum matrix

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

Unite-8: Primary Curriculum of Bangladesh   **4**
Learning Outcomes
At the end of this unit learners will be able to-
   a. describe origin, background and historical development
   b. explain curriculum structure and special characteristics
   c. explain modification and renewal of primary curriculum
   d. analyses of modified and renewed primary curriculum

Content:
   • Origin, background and historical development.
   • Introducing National Curriculum and Syllabus committee Report (1976), curriculum structure and special characteristics of primary curriculum according to this report, critical analysis of this curriculum (1976)
   • Modification and renewal of primary curriculum: Background, rationale, procedure & Strategies
   • Renewed aims and objectives of primary education

- Terminal competencies of primary education: Essential learning continua, learning outcomes major content areas
- Critical analysis of modified and renewed primary curriculum (2011)

Unite-9: Curriculum Evaluation   2
Learning Outcomes
At the end of this unit learners will be able to-
   a. explain Various ways of defining and conceptualizing curriculum evaluation
   b. explain various models of evaluation
   c. explain role and function of curriculum evaluators

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

Unit-10: Instructional Materials   2
Learning Outcomes
At the end of this unit learners will be able to-
   a. describe different types of instructional materials
   b. explain characteristics for good instructional materials and development procedures
   c. explain importance of textbooks and criteria for good textbook
   d. explain types of evaluation of textbook and procedure of evaluation

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

6. **Instructional Strategies**
   a. Lecture
   b. Group discussion
   c. Reading
   d. Library work and students participation in class.

7. **Assessment**   **Marks (%)**
   a. One In-course examination   10
   b. Students' analytical and reflective work   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. জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (২০১১) প্রাক-প্রাথমিক শিক্ষাক্রম , জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড , জুন ২০১১ ,সহায়তায়: ইউনিসেফ।

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

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

4. প্রাথমিক শিক্ষা অধিদপ্তর. (২০১৪). প্রাথমিক শিক্ষক শিক্ষা- ডিপিএড: পিটিআই ম্যানেজমেন্ট হ্যান্ডবুক (সুপারিনটেনডেন্টদের ব্যবহারের জন্য). প্রাথমিক শিক্ষা অধিদপ্তর, প্রাথমিক ও গণশিক্ষা মন্ত্রনালয়।

5. প্রাথমিক শিক্ষা অধিদপ্তর. (জুন, ২০১৪). ইউআরসি কর্মকর্তাদের জন্য প্রণীত, পেশাগত দক্ষতা উন্নয়নে উচ্চতর প্রশিক্ষণ.

6. এন.সি.টি.বি. (১৯৭৬). বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি প্রণয়ন কমিটি রিপোর্ট (প্রথম খ-ট): প্রাথমিক স্তর. ঢাকা: এন.সি.টি.বি., শিক্ষা মন্ত্রনালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

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

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

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

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

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

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

13. তালিব, শ.ম. আব. (২০০৯). আধুনিক প্রশিক্ষণ এবং শিক্ষাদান পদ্ধতি ও কৌশল. ঢাকা: পাঞ্জেরী ইসলামিক পাবলিকেশন্স।

14. Allan C.O. & Francis. P.H (2018), Curriculum, Foundations, Principles and Issues, Pearson Education Limited.

15. Lawton, Denis (1983). Curriculum, Students and Educational Planning. London: Edward Arnold.

16. Lewy, A. (1977). Handbook of Curriculum: Valuation. Paris: UNESCO.

17. Marsh, C.J. & Stafford. K. (1988). Curriculum, Practices and Issues. Sydney: McGraw Hill.

18. Marsh, Colin J (1997). Perspectives: Key Concepts for Understanding Curriculum I, London: The Falmer Press.

19. Taba, H. (1962). Curriculum Development: Theory and Practice, New York: Harcourt, Brace, Jovanivich. Inc.

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

1. **Course Number and Title: PPE-515: Child Care and Development**

2. **Credit Hours: 4**

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

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

5. **Course Content**   **Contact Hours**

Unit-1: Child Development   **4**
Learning Outcomes
At the end of this unit learners will be able to-
    a. describe the meaning and characteristics of child development
    b. be acquainted with the different stages as well as principles of development

Content:
*   Meaning of development, stages of development, principles of development, characteristics of development

Unit-2: The Prenatal Development   **4**
Learning Outcomes
At the end of this unit learners will be able to-
    a) Demonstrate the prenatal development and its different stages
    b) identify the genetic and environmental factors on child development

Content:
*   Beginning of life, prenatal environment, unfavourable conditions in prenatal environmental, stages in prenatal development, Timetable of prenatal development,

Genetic factors- heredity and environment controversy factors influencing development of the child, development irregularities.

Unit-3: Birth Process and its Impact   4
Learning Outcomes
At the end of this unit learners will be able to-
    a. Identify the different types of birth process and its impact on development

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

Unit-4: The Newborn   4
Learning Outcomes
At the end of this unit learners will be able to-
    a. describe the characteristics of newborn
    b. identify the reflexes and care of a child and its impact on development

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

Unit-5: Physical and Motor Development of Child   6
Learning Outcomes
At the end of this unit learners will be able to-
    a. Identify the different types of physical and motor development
    b. describe the characteristics of physical and motor development and its differences

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

Unit-6: Speech and Emotional Development   5
Learning Outcomes
At the end of this unit learners will be able to-
    a. identify with the importance of speech development
    b. familiar with the different types child emotions and its impact on development

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

Unit-7: Theories of Child Development   8
Learning Outcomes
At the end of this unit learners will be able to-
    a. be familiar with the child development theories

b. apply the theoretical knowledge to the practical aspects in real life situations
c. compare with the theories with each other

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

Unit-8: Dealing with the Exceptional   **5**
Learning Outcomes
At the end of this unit learners will be able to-
  a. Identify the different types of learners
  b. compare with normal child and the exceptional ones and its appropriate dealings

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

6. **Instructional Strategies**
  a. Lecture
  b. Group discussion
  c. Article Reading
  d. Library work and participatory activities in the class
  e. Guest speakers
  f. Internet-assisted electronic resources

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. Berk, L.E (2013).*Child Development* (9thed.). Boston: Pearson.
  2. Bukatko, D., & Daehler, M. W. (2004). *Child Development: A thematic approach* (5th ed.). Boston: Houghton Mifflin.
  3. Early childhood care and edcuation for development (2000), Bangladesh Education Sector Review, Vol. II, Dhaka: The University Press Limited.
  4. Haque, S. (2002), Early Childhood Care, Education and Development in Bangladesh, Dhaka: Bangladesh.
  5. Hurlock, E.B. (1997). *Child Development* (6th ed.). New Delhi: Tata McGraw-Hill Education Private Limited.
  6. Jahan, M. (2005), Early Childhood Care and Education Programmes in Bangladesh, Strengths and Challenges, Dhaka : UNESCO.
  7. Jahan, M. &Latif, S. (2006), A Policy Brief on Early Childhood Care Education and Development in Bangladesh, PPRC, Dhaka:Kail.
  8. Santrock, J. W. (2011). Child development: An introduction (13th ed.). New York: McGrawHill.

9. Steinberg, L. D., Vandell, D.,& Bornstein, M. H. (2011). *Development: Infancy through adolescence. Canada: Wadsworth.*

10. Stone, J. L., and Joseph, C. (1968), **Childhood and Adolescence,** New York: Random House, Inc.,

11. Shaila, M. (2009), Early Childhood Education in Bangladesh: Some Factors that requires farther development, Teacher's World, Vol. 33-34, 219-227

12. UNESCO (2006), Education for All Global Monitoring Report, Strong Foundations, Early Childhood Care and Education, UNESCO, France.

13. Wong, H.K. & Wong R.T. (2004).*How to be an Effective Teacher: The First Days of School.* North Shoreline Boulevard: Harry K. Wong Publications, Inc.

14. Yang, S.J. (2005), The Importance of Early Childhood Development in Bangladesh, Dhaka: American International School.

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

1.   **Course Number and Title: PPE-516: Improvement in Teaching Language Arts**

2.   ক্রেডিট ঘণ্টা: ৪

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

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

5.   কোর্সের বিষয়বস্তু   শিক্ষণ ঘণ্টা

ইউনিট-১: মানব সমাজে ভাষার প্রভাব ও বৈচিত্র্য   ৬
শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা-
    ক. সমাজ ও অঞ্চল ভেদে ভাষার বৈচিত্র সম্পর্কে পার্থক্য করতে পারবে
    খ. মানব, সমাজ ও সভ্যতার বিকাশে ভাষার ভূমিকা ও গুরুত্ব ব্যাখ্যা করতে পারবে
    গ. ভাষার উপর প্রাকৃতিক পরিবেশের বিভিন্ন উপাদানের প্রভাব বিশ্লেষণ করতে পারবে
    ঘ. গ্রাম ও শহরের ভাষার মধ্যে তুলনামূলক পার্থক্য করতে পারবে
    ঙ. ভাষার উপর আর্থ-সামাজিক শ্রেণি ও সামাজিক বিধি-নিষেধ এর প্রভাব বর্ণণা করতে পারবে

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

ইউনিট-২: প্রাথমিক বিদ্যালয়ে বাংলা ভাষা শিক্ষাক্রম এবং শিখন-শেখানো পদ্ধতি উন্নয়ন   ৫
শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা-

ক. প্রাথমিক বিদ্যালয়ে বাংলা ভাষা বিষয়ের শিক্ষাক্রম, পাঠ্যসূচি এবং পাঠ্যপুস্তক প্রণয়ন কৌশল ও পদ্ধতি বর্ণণা করতে পারবে

খ. বাংলা ভাষা শিখন-শেখানোর বিভিন্ন পদ্ধতি পর্যালোচনা ও প্রয়োগ করতে পারবে

বিষয়বস্তু:

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

ইউনিট-৩: ভাষা আয়ত্ত্বকরণ (Language Acquisition)   ৬
শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা-

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

বিষয়বস্তু:

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

ইউনিট-৪: ভাষা শিক্ষায় সমস্যা   ৫
শিখনফল: এই পাঠ শেষে শিক্ষার্থীরা-

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

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

বিষয়বস্তু:

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

ইউনিট-৫: পাঠ-পরিকল্পনা প্রণয়ন, তত্ত্বাবধান ও পরিবীক্ষণ   ৬
শিখনফল: এই পাঠ শেষেশিক্ষার্থীরা-

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

খ. তত্ত্বাবধান ও পরীবীক্ষণের বিভিন্ন সমস্যা সমাধান করতে পারবে

বিষয়বস্তু:

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

ইউনিট-৬: English Language Curriculum and Improvement of Teaching- Learning Strategies   **6**

Learning outcomes

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

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

ইউনিট-৭: Quality Improvement of Supervision and Monitoring for English Teaching   **6**

Learning Outcome

At the end of this learners will be able to-
a. describe the importance of supervision and monitoring of English teaching
b. develop effective supervision and monitoring system for assessing English program
c. identify and solve the problems of supervision and monitoring

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

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

7.   **Assessment**   **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. Slauch. M. (1967). *Language and the Study of Languages Today.* Oxford, England: Oxford University Press.

2. Kennedy, C. (1983). *Language Planning and Language Education.* London, England: George Allen &Unwin.

3. Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching.* Oxford, England: Oxford University Press.

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5. মনসুর মুসা (২০০২), *ভাষা চিন্তা: প্রসঙ্গ ও পরিধি,* ঢাকা: বাংলা একাডেমি।

6. *পবিত্র সরকার (১৯৮৫), ভাষা দেশ কাল,* কলকাতা: জি.এ.ই. পাবলিশার্স।

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

8. রাজীব হুমায়ূন (১৯৯৩), *সমাজ ভাষাবিজ্ঞান,* ঢাকা: দীপ প্রকাশনা ।

9. দিলরুবা কবির (২০০৯),*পাঠ্যক্রমে সৃজনশীল কাজ,* ঢাকা: শব্দ প্রকাশ ।

10. প্রাথমিক শিক্ষাক্রম ও পাঠ্যসূচি।

11. প্রাথমিক বিদ্যালয়ে প্রচলিত বাংলা ও ইংরেজি বিষয়ের পাঠ্যপুস্তকসমূহ।

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

2. **Credit Hour: 8**

3. **Course Description**
   This is a practical course. This course is intended to experience practical knowledge in the areas of Pre-Primary and Primary education. Participants of the course will be sent to an organization/institute involved to work in the field of Pre-Primary and Primary education. The learners will be working and observing with thye placed organization/institutions for the internship period (30 working days, at least 3 hours day) either in a group or individual. Finally, the concern students will prepare an internship report separately and submit it to his/her supervisor.

4. **Course objective**
   The objectives are to help learners to:
   a. to acquire practical knowledge regarding planning, management, monitoring and supervision for of Pre-Primary and Primary schools.
   b. to help the students developing skills and abilities of analyzing and interpreting various data related to Pre-Primary and Primary education.
   c. to identify the good practices of quality Pri-Primary and Primary education in the country.
   d. to prepare a report on Pre-Primary and Primary education for both formal and nonformal education.

5. **Activities**
   a. The learners will take part in the field work of and organization/institution (DPE, PTI, NAPE, NCTB, URC, DPEO, BRAC, IED, DNFE and UEO offices NGOs etc.) infolved in the Pre-Primary and Primary education
   b. To observe and experience the practical nature of the relevant job as well as the concerned organization/institution
   c. to prepare a report mentioning his/her working experience of the organization/institution with guidance of the supervisor

6. **Supervision**
   Every student will be performing his/her activities under the joint supervision and guidance of a teacher at the department of PPE, IER as well as one official of the concerned organization/institution.

7. **Assessment**
   The internship will be conducted under the supervision of an internal and an external 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	50 Marks
(Professional of the Organization/Institute)	
b. Internal supervisor	70 Marks
(A teacher of the department of PPE, IER)	
c. Internship Report	60 Marks
d. Viva Voce	20 Marks