

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: SpE-591: Inclusive Education

2. Credit Hour: 4

3. Course Description

The course is designed to have a holistic view on inclusive education and about the wider reform of the education system to create an effective education system. The inclusive education approach is to create an education system that is responsive to learner diversity and to ensure that all learners have the best possible opportunities to learn. The course provides an overview of the key issues, concepts and strategies in relation to inclusive education that is relevant to situations where economic resources and access to information are limited.

4. Course objectives

The objective are to help learners to:

- a. understand the concept of Inclusive Education and its practices.
- b. be acquainted with the key international and national agreements that have provided an impetus to the promotion of inclusive education.
- c. enhance with the wide range of strategies, activities and processes that seek to make a reality of the universal right to quality.
- d. understand the individual needs of various learners on the basis of age, gender, ethnicity, language, health and economic status, religion, and disabilities.
- e. develop concept of how inclusive education changes educational environment to fit students with diverse learners.

5. Course Content

Contact Hours

Unit-1: Inclusive Education as Concept

5

Learning Outcomes

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

- a. define inclusive education and its associated terminologies
- b. describe the differences among special education, integration and inclusion
- c. outline the social justice framework for ensuring Equity, Equality and Inclusion

Content:

- Conceptualizing inclusive education, inclusion and diversity
- Equity and Equality Models and their importance
- Differences among special education, integration and inclusion
- Components of Social Justice Framework for ensuring Equity, Equality and Inclusion in education

Unit-2: Civilization and Perception towards Inclusion

5

Learning Outcomes

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

- a. describe historical perspectives and chronological development of inclusion
- b. review how inclusion philosophy and trends have been changed over the decades

Content:

- Primitive Period and Inclusion
- Modernization and Inclusion

- Colonialism and Inclusion
- Post-modernization and Inclusion

Unit-3: Concept, Policy and Legislation

5

Learning Outcomes

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

- analyze the philosophy of inclusion from the view point of education for all
- review the IDEA as an important milestone in development of inclusive education
- review different global declarations on inclusive education related reforms
- describe the inclusive education in Bangladesh context

Content:

- Inclusion- ensuring “Education for All”
- IDEA and the development of inclusive education
- UN and International Declarations: UNCRPD, Incheon Declaration, SDGs
- Bangladesh contexts-Functional Definition, Target Groups, Major Initiatives

Unit-4: Approaches to Inclusion in Education

5

Learning Outcomes

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

- distinguish different models of inclusive education practices
- review some approaches and strategies for inclusion in developed and developing countries
- outline the influencing factors of implementing inclusive education
- describe the "Nine Golden Rules" as guiding principles of inclusive education
- explain and utilize universal design of learning in an inclusive setting

Content:

- Models-Good practices on Inclusion: Medical, Social and Interactive models
- Approaches Strategies: developed and developing countries
- Factors influencing implementing of inclusive education
- Nine Golden Rules& Index of inclusion
- universal design of learning in an inclusive setting

Unit-5: Ethics in Inclusive Education

6

Learning Outcomes

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

- use a range of approaches to understand the ethics of inclusive education
- identify typical ethical dilemmas experienced by teachers in their everyday work
- assess the strength and limitations of rules of conduct, standards and ethical codes for resolving ethical dilemmas
- explain the contributors to an ethic of inclusive education

Content:

- Three different ways to approach ethics
- Teachers’ ethical dilemmas
- Making ethical decisions
- Promoting an ethic of inclusive education

Unit-6: Teacher preparedness for Inclusion in Education

6

Learning Outcomes

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

- a. analyze teachers' attitudes, beliefs and efficacy for inclusive education
- b. review teacher preparedness for inclusive education in global and Bangladesh context
- c. analyze the complex and paradoxical nature of teacher aides' work

Content:

- Teacher Attitudes, beliefs and efficacy for Inclusion
- Teacher Preparedness for IE in global and Bangladesh context
- Understanding the context of teacher aides' and their relationship with students

Unit-7: Challenges and Collaboration in Inclusion

8

Learning Outcomes

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

- a. identify the challenges of inclusive education implementation in Bangladesh
- b. outline the effective collaboration for inclusive education implementation
- c. describe the roles of different stakeholders for effective inclusive education

Content:

- Challenges in Implementing Inclusion
- Collaboration for addressing Challenges
- Role of Local Education Administrators
- Role of School leaders
- SMC and Community Leaders
- Parental and Family roles
- Activists and advocates
- Resource Mobilization
- Inter-agency collaboration
- Skills for working together

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Group work
- d. Document review
- e. Field visit
- f. 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

- Ahsan M. T. et al. (2013). Ensuring right to education: An in-depth study on situation of out of school children in selected government primary schools in Bangladesh. Dhaka: Plan International Bangladesh.
- Ahsan, M. T. & Mullick, J. (2013). The journey towards inclusive education in Bangladesh: Lessons Learned. *Prospects*, 43(2), 151-164. DOI 10.1007/s11125-013-9270-1
- Ahsan, M. T. (2013). National Baseline Study for “Developing a model of inclusive primary education in Bangladesh project” based on secondary data. Dhaka: Plan Bangladesh.
- Ahsan, M. T. et al. (2015). Situation Analysis of Education of Children with Disabilities in Bangladesh. Dhaka: Sightsavers.
- Ahsan, M. T., & Burnip, L. (2007). Inclusive education in Bangladesh. *Australian Journal of Special Education*, 31 (1), 61-71.
- Ahsan, M. T., Deppeler, J., & Sharma, U. (2013). Predicting pre-service teachers’ preparedness for inclusive education: Bangladeshi pre-service teachers’ attitudes and perceived teaching-efficacy for inclusive education. *Cambridge Journal of Education*, 43 (4), 517-535.
- Ahsan, M. T., Sharma, U., & Deppeler, J. (2011). Beliefs of pre-service teacher education institutional heads about inclusive education in Bangladesh. *Bangladesh Education Journal*, 10 (1), 9-29. Available at: <http://www.bafed.net/ejournals.php>
- Ahsan, M. T., Sharma, U., & Deppeler, J. (2012) Challenges to prepare pre-service teachers for inclusive education in Bangladesh: beliefs of higher educational institutional heads. *Asia Pacific Journal of Education (APJE)*, 32 (2); 1-17.
- Ahsan, M. T., Sharma, U., & Deppeler, J. (2012). Exploring pre-service teachers’ perceived teaching-efficacy, attitudes and concerns about inclusive education in Bangladesh. *International Journal of Whole Schooling*, 8 (2), 1-20.
- Ainscow, M. (2004). *Special Needs in the Classroom- A teacher education guide*. UNESCO: UNESCO publications.
- Ainscow, M. (2005) Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*, 6, 109-124.
- Ainscow, M. (2010) Achieving excellence and equity: reflections on the development of practices in one local district over 10 years. *School Effectiveness and School Improvement*, 21 (1), 75-91.
- Ainscow, M. (2015) *Towards self-improving school systems: lessons from a city challenge*. London: Routledge.
- Ainscow, M. and Howes, A. (2007) Working together to improve urban secondary schools: a study of practice in one city. *School Leadership and Management* 27, 285–300.
- Ainscow, M., Booth, T. and Dyson, A. (2004) Understanding and developing inclusive practices in schools: A collaborative action research network. *International Journal of Inclusive Education* 8(2), 125-140.
- Ainscow, M., Conteh, J., Dyson, A., and Gallanaugh, F. (2010). Children in primary education: demography, culture, diversity and inclusion, in Alexander, R.J., Doddington, C., Gray, J., Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012a) *Developing equitable education systems*. London: Routledge.
- Ainscow, M., Dyson, A., Goldrick, S. & West, M. (2012b) Making schools effective for all: rethinking the task. *School Leadership and Management*, 32(3), 1-17.
- AJIE (2013-onwards) *Asian Journal of Inclusive Education* Published By Asian Centre for Inclusive Education

- Akter, N., & Malak, S. (2008). Identification of the suitable teaching strategies for effective learning of children with hearing impairment at primary level (Grade-I & II) in regular school. *Teachers' World*, 32 (2), 183-195.
- Anam, N. & Ahsan, M. T. (2002). The feminine dimension of disability. *Teachers' World*, 24-25: 111-125.
- Ashman, A. & Elkins, J. (2009). *Education for inclusion and diversity*. New South Wales (NSW): Pearson Education Australia.
- Foreman, P. (Ed.). (2008). *Inclusion in action* (2nd ed.). South Melbourne, Victoria, Australia: Thomson
- Forlin, C. (2008). Education reform for inclusion in the Asia-Pacific region: What about teacher education. In *Reform, inclusion and teacher education*, ed. C. Forlin & M.-G. J. Lian. Oxon: Routledge Taylor and Francis.
- Forlin, C. (2010). Reforming teacher education for inclusion. In *Teacher education for inclusion: Changing paradigms and innovative approaches*, ed. C. Forlin. Oxon: Routledge Taylor and Francis.
- Hill, D.J., & Rahaman, M.M. (2013). "Inclusive education" in Bangladesh: Accounting for the friction between policy and practice. *Journal of Bangladesh Studies*, 15, 2 : 40-48
- Khan, T.A., Rahaman, M.M., Hornby, G., Sutherland, D., Everatt, J., & Greenwood, J. (2013). Inclusive Education at Secondary Level in Bangladesh: Challenges and Recommendations. In J.Greenwood, J. Everatt, A.H. Kabir, & Alam, S. (Eds). *Research and educational change in Bangladesh* (chapter 15, pp.345-261). Dhaka: University of Dhaka
- Malak, M. S. (2014). Special education today in Bangladesh. In A. F. Rotatori , J. P. Bakken, F. E. Obiakor , S. Burkhardt, & U. Sharma (Eds.), *Special Education International Perspectives: Practices Across the Globe. Advances in Special Education, Vol 28* . (pp. 585-622). Emerald Group Publishing Limited.
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies* (2nd ed.). New York: Routledge.
- Rahaman, M.M. & Sutherland, D. (2012) Attitudes and concerns of teacher educators towards inclusive education for children with disabilities in Bangladesh. *Critical Literacy: Theories and Practices*, 6 (2), 86-101.
- Rahaman, M.M. (2013). Alternative Eye for the Third World: Inclusive Education Practices for Secondary Schools with Disabilities in Bangladesh (pp.109). Saarbruken, Deutschland/Germany.
- Sharma, U. (2015). Teaching in inclusive classrooms: Changing heart, head, and hands. *Bangladesh Education Journal*, 10(2), 7-18.
- Stainback, S., & Stainback, W. (Eds.). (1996). *Inclusion: A guide for educators*. Baltimore, MD: Paul H. Brookes
- Stubbs, S. (2008). *Inclusive Education, Where there are few Resources*. Norway: The Atlas Alliance Schweigaardsgt.
- UNESCO (2001). *Understanding and Responding to Children's Need in Inclusive Classroom: A Guide for teachers*. UNESCO: Inclusive Education Division of Basic Education.
- UNESCO (2004). *Embracing Diversity: Toolkit for creating inclusive learning - friendly environment*. Bangkok: Asia and Pacific Regional Bureau of Education.
- Zigmond, N., Kloo, A., & Volonino, V. (2009). What, where, and how? Special education in the climate of full inclusion, *Exceptionality*, 17, 189-204

আহসান, এম. তারিক, আক্তার, নাসিমা (২০১১). *শ্রবণ প্রতিবন্ধিতা: কারণ, প্রতিকার ও উন্নয়নসহায়তা*, ঢাকা: সিএসআইডি।

জাতীয় প্রতিবন্ধী ফোরাম (২০১২). *প্রতিবন্ধী ব্যক্তির অধিকার: সহজ কথায় জাতিসংঘ প্রতিবন্ধী ব্যক্তির অধিকার সনদ*। ঢাকা: এনএফওডাব্লিউডি পল্লীকর্ম-সহায়ক ফাউন্ডেশন (২০১৭). বিভাসিত আলোক: প্রতিবন্ধিতা ও উন্নয়ন কার্যক্রম বিষয়ক তথ্যপুস্তক। ঢাকা: পিকেএসএফ

পর্ম-সহায়ক ফাউন্ডেশন (২০১৭). *বিভাসিত আলোক: প্রতিনিধিতা ও উন্নয়ন কার্যক্রম বিষয়ক তথ্যপুস্তক*। ঢাকা: পিকেএসএফ

রহমান, মুহাম্মদ মাহবুবুর (সম্পাদিত) (২০১৮). *একীভূত শিক্ষা: Inclusive education [for Bachelor of Education, Subject code 822261]*. ঢাকা: টিকিউআই-টু, শিক্ষা মন্ত্রণালয়।

হোসেন, দিবা ও হায়দার, শাহরিয়ার (২০০৯), *দৃষ্টি প্রতিবন্ধিতা ও শিক্ষা*. ঢাকা: চাইল্ড সাইট ফাউন্ডেশন।

1. Course Number & Title: SpE-598: Learning Disabilities

2. Credit Hours: 4

3. Course Description

This course is designed to provide a broad view in the field of Learning Disabilities for learners who are preparing to work for individuals with Learning Disabilities. This course will help the learners to understand the diverse theoretical approaches to the field have knowledge of assessment procedures, possess skills in the art of clinical training and develop familiarity with the teaching techniques and materials.

4. Course objectives

The objectives are to help learners to:

- a. describe and discuss the manner in which learning disabilities evolved from a number of conditions or syndromes previously recognized as separate entities.
- b. consider the problem of definitions of learning disabilities and the resultant difficulties in establishing acceptable prevalence data.
- c. review the characteristics of learning disabled students and present practices in identification of the learning disabled.
- d. consider and discuss the major approaches to teaching the learning disabled, underlying the theoretical constructs and educational implication of each approach.
- e. outline the manner in which the principle of the least restrictive environment applies to programming for the learning-disabled students.

**5. Course Content
Hours**

Contact

**Unit-1: Definition and characteristics of learning difficulties
Learning Outcomes**

6

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

- a. define learning disabilities
- b. identify elements and characteristics of learning disabilities

Content:

- The federal definitions
- Common elements in the definitions
- Characteristics of learning disability

**Unit-2: Historical prospective of emerging directions
Learning Outcomes**

6

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

- a. describe the historical perspectives of learning disabilities
- b. explain the extent of learning disabilities in school context
- c. describe the future directions of learning disabilities

Content:

- Foundation phase: early brain research
- Transition phase: clinical study of children
- Integration phase: rapid expansion of school

- Contemporary phase: emerging directions

Unit-3: Assessment techniques of learning disability

6

Learning Outcomes

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

- analyze the different models of assessment of learning disability
- identify the influencing factors in assessment process
- outline the eligibility criteria for assessment of children with learning disabilities

Content:

- Models of assessment
- The influence of law on the assessment process
- Assessment decisions
- Eligibility criteria

Unit-4: Young children with learning disability

6

Learning Outcomes

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

- describe the importance of preschool activities for future school readiness
- identify the available services and programmes for young children with learning disabilities
- outline the method of ECD curriculum development for children with learning disabilities

Content:

- The importance of preschool years
- Services and programs
- Service delivery system for young children
- Early childhood curriculum method

Unit-5: Adolescents and adults with learning disability

6

Learning Outcomes

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

- describe the characteristics of adolescent with learning disabilities in secondary level
- identify and apply the appropriate approaches of teaching adolescent with learning disabilities
- analyze the learning principles associated with learning disabilities in secondary school

Content:

- Characteristics of adolescents with learning disabilities
- Special consideration at the secondary level
- Approaches of teaching Adolescents with learning disabilities
- Principles of learning strategies

Unit-6: Oral language: Listening and speaking and their teaching strategies

6

Learning Outcomes

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

- a. describe the issues related to oral language use in teaching-learning process
- b. identify the language difficulties of students with learning disabilities
- c. explain the issues of teaching-learning in terms of use of listening and speaking skill

Content:

- Language problem of student with learning disabilities
- Teaching strategies-listening and speaking

Unit-7: Reading, Writing, Mathematics and their teaching strategies

4

Learning Outcomes

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

- a. describe the different categories of learning disabilities along with characteristics
- b. outline the instructional strategies for different learning disabilities (Dyslexia, Dysgraphia, Dyscalculia etc)

Content:

- The consequences of reading disabilities
- Characteristics of and teaching strategies for students with reading disabilities (Dyslexia)
- Characteristics of and teaching strategies for students with mathematical disabilities(Dyscalculia)
- Characteristics of and teaching strategies for students with writing disabilities (Dysgraphia)

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. 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
(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. Jacob A. Burack, *Robert M.Hodapp and EdwardZigler*, Handbook of Mental Retardation and Development, Cambridge University Press, 1998.
2. Gearheart R. Bill, *Special Education for the 80's*, C.V. Mosby Company, 1980.
3. Nolan M. and Tucker G. Ivan.*The Hearing Impaired Child and the Family*, Human Horizon Series,A Concord Book Souvenir Press Ltd. 1988.
4. Lerner J. *Learning Disabilities, Theories, Diagnosis and Teaching strategies*, Sixth Edition, Houghton Mifflin Company, 1993.
5. Johnson W. Stanley and MoraskyL. Robert.*Learning Disabilities*, Second Edition. Allyn and Bacon Inc., 1980.
6. Spache D. George. *Diagnosis and Correcting Reading Disabilities*, Second Edition. Allyn and Bacon Inc., 1981.
7. Related websites.

1. Course Number and Title: SpE-599: Rehabilitation for person with Special Educational Needs

2. Credit Hours: 4

3. Course Description

This course is designed to provide prospective learners knowledge to promote the independence and work opportunity for children with special needs by providing them with new or better professional skills. The course will also focuses on building the capacities of relevant specialists and raising public awareness of the difficulties and potential of children with special needs education. The learners will also be able understand about the placement of a person with special educational needs in a workplace or retention of that job may also require changes to work machines, tools or methods or the external working conditions at the workplace, or arrangements that are essential in order to compensate for or reduce the inconvenience caused by the disability or disease.

4. Course objectives

The objectives are to help learners to:

- a. understand the educational system which currently places and supports students with SEN in schools.
- b. understand how students with SEN are identified and their needs assessed with a view to determining the rehabilitation supports required.
- c. successfully deal with detection, prevention, diagnostics, habilitation, and rehabilitation.
- d. deal with improving standards in special education and rehabilitation for SEN persons.
- e. The final goal will be to create new paths for the development of young experts in the field of rehabilitation.

5. Course Content

Contact Hours

Unit-1: Concept of Rehabilitation for SEN

6

Learning Outcomes

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

- a. describe the concept of rehabilitation for SEN
- b. categorize the types of rehabilitation for SEN
- c. describe the importance of rehabilitation

Content:

- Rehabilitation and SEN
- Types of Rehabilitation for SEN
- Importance of Rehabilitation for SEN

Unit-2: Educational Rehabilitation

6

Learning Outcomes

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

- a. define educational rehabilitation
- b. determine appropriate school placement
- c. distinguish the nature of rehabilitation in academic and non-academic viewpoint

d. identify and suggest the necessary referral services

Content:

- Selecting Appropriate Schooling
- Academic and Non-academic Supports in Educational Rehabilitation
- Referral Services

Unit-3: Rehabilitation for Daily Living and Livelihood

6

Learning Outcomes

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

- a. describe the importance of rehabilitation for ADL
- b. identify the livelihood skills for which rehabilitation is essential

Content:

- Activities of Daily Living (ADL)
- Livelihood Skills

Unit-4: Therapeutic Rehabilitation

6

Learning Outcomes

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

- a. describe the importance of therapy in rehabilitation
- b. describe the rehabilitation through physiotherapy
- c. describe the rehabilitation through speech therapy
- d. describe the rehabilitation through occupational therapy
- e. describe the rehabilitation through behavior therapy

Content:

- Physiotherapy
- Speech Therapy
- Occupational Therapy
- Behaviour Therapy

Unit-5: Rehabilitation for Employment Sector

6

Learning Outcomes

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

- a. list up the support services in a rehabilitation program
- b. explain the significance of transition program for employment
- c. recommend the skill development approaches for SEN
- d. describe the role TVET in rehabilitation for SEN

Content:

- Support Services
- Transition Program
- Skill Development Approaches for SEN
- TVET and SEN

Unit-6: Models of Rehabilitation

6

Learning Outcomes

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

- a. describe the models of rehabilitation for SEN
- b. distinguish between Institution based rehabilitation and Community based Rehabilitation

Content:

- Institution based rehabilitation
- Community based Rehabilitation
- Other Models

Unit-7: CBR and SEN

4

Learning Outcomes

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

- a. describe the importance and components of CBR for SEN
- b. make a design of CBR model for SEN
- c. analyze the significance of CBR for SEN in Bangladesh context

Content:

- CBR and its Components
- Designing a CBR model for SEN
- CBR for SEN in Bangladesh

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Reading
- d. Presentation
- e. Library work and students participation in the class

7. Assessment

Marks (%)

- | | |
|---|-----------|
| a. One In-course examination | 10 |
| b. Students' analytical and reflective work
(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

- Agras, W.S., Kazdin, A.E., & Wilson, G.T. (1979). Behavior Therapy: Toward an applied clinical science. San Francisco, CA: W.H. Freeman and Company
- Barkley, R.A. (1998). Attention-deficit Hyperactivity Disorder: A handbook for diagnosis and treatment (2nd ed.). New York: The Guilford Press
- Birnbaum, R. (2010). Choosing a school for a child with special needs. London: Jessica Kingsley Publishers.
- Byrne, E.A., Cunningham, C.C., & Sloper, P. (1988). Families and their children with down's syndrome: One feature in common. New York: Routledge
- Collins, B.C. (2007). Moderate and Severe Disabilities: A Foundational Approach. Upper Saddle River, NJ: Pearson Education
- O'Toole, B.J. (1991). Guide to community based rehabilitation services. Paris: UNESCO

- Shaywitz, S. (2003). *Overcoming Dyslexia: A new and complete science-based program for reading problems at any level*. New York: Vintage Books
- Snell, M.E. (Ed.). (1978). *Systematic instruction of the moderately and severely handicapped*. Columbus, OH: Charles E. Merrill Publishing Co.
- Van Hasselt, V.B., &Hersen, M. (Eds.). (1995). *Handbook of adolescent Psychopathology: A guide to diagnosis and treatment*. New York: Lexington Books

1. **Course Number and Title:** SpE-508: Internship
2. **Credit Hours:** 4
3. **Course Description:** The course is intended to provide practical experiences in one or more areas of organizations working for the Person with Special Needs involved in developing different projects on inclusive and special education, instructional materials, curricula, development of assistive devices etc. which will develop in-depth understanding and insights of students. At the end of the semester each student will prepare individual product or internship report on the relevant area following a pre-specified guideline.
4. **Course objectives**
This course is designed to provide practical experiences to the learners so that they are able to:
 - a. Apply theoretical knowledge into action in respective fields.
 - b. Assist the students acquire first-hand experience in dealing with different projects.
 - c. Acquire the capabilities, techniques and skills of undertaking educational program independently.
5. **Activities**
The internship program covers a semester of which a part will be engaged in field work. The students will work in collaboration with different organizations and institutions of both public and private level under the overall guidance of course instructor and the supervisor to be provided by the concerned organizations. In this regard the activities which will be performed by the students are-
 - a. Involving in organizational activities for at least 90 hours.
 - b. Observing the environmental and nature of activities and collecting pertinent information about the organization.
 - c. Developing a report about the organization highlighting the experience as an internee and analyzing Strength, Weakness, Opportunities and Threats.
6. **Supervision:** Teachers of SpEd and Professional of the organizations.
7. **Assessment:** (for 4 credit hour)

Marks distribution will be:

a) Supervisor & External Examiner	80 Marks
b) Draft Report Presentation For feedback (Compulsory)	
c) Viva-Voce	20 Marks

Total	100 marks
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