

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: SSE-533: Development and Evaluation of Social Science Instructional Materials

2. Credit Hours: 4

3. Course Description:

This Course is designed to acquaint the students with the social science instructional materials in different levels of education system in Bangladesh. Focus has been given on the development, implementation and evaluation processes of social science instructional materials. The course will focus on the contemporary instructional materials like computers and other electronic media.

4. Course objectives

The objective are to help learners to:

- a. acquaint with the fundamentals of social science instructional materials.
- b. develop the ability and skills of planning and developing social sciences instructional materials in different levels of education system in Bangladesh.
- c. develop intellectual ability to analyzing social science instructional materials.
- d. acquaint them with the processes, techniques, implementing and evaluating the instructional materials.
- e. develop competencies and skills of improving and revising social science instructional materials in Bangladesh.
- f. acquaint with electronic instructional materials used in social science teaching-learning process.

5. Course Content Hours

Contact

Unit-1: Social Science Instructional Materials

6

Learning Outcomes

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

- a. describe the concept of instructional materials
- b. classify different instructional materials used in teaching-learning the Social Science
- c. identify major criteria for quality instructional materials of Social Science
- d. explain roles and importance Social Science instructional materials in teaching-learning process

Content:

- Concept
- Classification of instructional materials
- Criteria for quality instructional materials
- Role and importance of instructional materials

Unit-2: Planning of Social Science Instructional Materials (Textbook, Teacher's Guide, Module

10

Learning Outcomes

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

- a. identify pre-disposal factors for planing the Social Science instructional materials
- b. describe and analyze structure and organization of Social Science contents

Content:

- Pre-disposal factors
- Structure
- Structure of content areas
- Organization of content

Unit-3: Development of Social Science Instructional Materials

10

Learning Outcomes

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

- describe the procedure and techniques of writing Social Science instructional materials
- develop appropriate illustrations necessary for quality teaching learning of Social Science
- explain the importance of vetting and editing Social Science materials
- describe the printing and publication process of Social Science instructional materials

Content:

- Writing Materials
- Development of Illustration
- Vetting
- Editing
- Organization of content

Unit-4: Evaluation and Revision of Instructional Materials

6

Learning Outcomes

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

- describe the meaning of pre publication and post publication of instructional materials
- explain evaluation strategies of Social Science instructional materials
- describe the principles and techniques for revising Social Science instructional materials

Content:

- Pre publications and post publication evaluation
- Evaluation Strategies
- Evaluation as a continuous Process in Bangladesh
- Revision of prepared Social Science instructional materials

Unit-5: Contemporary Social Science Instructional Materials

8

Learning Outcomes

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

- identify types of contemporary Social Science instructional materials
- describe the importance of Social Science instructional materials and aids
- analyze the scope, problems and prospects of using different types of materials and aids in teaching learning Social Science

Content:

- Types and importance (web pages, CD's, and other Instructional Materials)
- Importance of Teaching aids
- Scope
- Problems and Prospects of Social Science instructional materials

6. Instructional Strategies

- a. Lecture followed by group discussion
- b. Guided discussion
- c. Document analysis
- d. Hands on activities

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)
- c. Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

1. Rowntree, Derek, Developing Courses for Students, MC-Graw-Hill, New York.
2. Legett, G. and Handbook for Writers, Prentice-Hall, New York, Others
3. Barbara Nonel, Writer' Handbook, Mc-Graw-Hill, New York.
4. James W. Brown, Menneth D. Norbeg, Administering Educational Media, Prentice-Hall, New York
5. D. Raghavan, An Introduction to Book Publishing, Institute of Book Publishing, New Delhi.
6. Education Commission Reports.
7. Curriculum & Syllabus Committee Reports.
8. Teachers Guide, Junior Secondary, Secondary Level.
৯. বানু, সেলিনা ও খাইরুল ইসলাম (২০১২), সামাজিক বিজ্ঞান শিক্ষণ, ঢাকা বাংলাদেশ।
১০. খান মোঃ লুৎফুর রহমান ও মালেক, আব্দুল, সামাজিক বিজ্ঞান শিক্ষণ, মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, শিক্ষা ভবন, ঢাকা, জুন ২০০০।
11. Related Websites.

1. Course No and Title: SSE-535: Trends and Issues of Social Science Education in Bangladesh

2. Credit Hours: 4

3. Course Description

This course provides students with knowledge and understanding about the evolution and development of Social Studies Education. The learners will also learn about the developmental trends of Social Science education in different periods in Bangladesh. Along with this, focuses are given on several important issues in the context of Social Science Education in Bangladesh for developing critical thinking of the students.

4. Course objectives

The objectives are to help learners to:

- a. to acquaint students with historical development of Social Studies Education.
- b. to develop students' knowledge about the trends of the development of Social Science Education in Bangladesh in different periods.
- c. to develop students' understanding about different issues related to Social Science Education.
- d. to enhance students' critical thinking ability about those issues.

5. Course Content Hours

Contact

Unit-1: An Introduction to the Social Studies Education

6

Learning Outcomes

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

- a. explain the concepts, scope and importance of Social Science education
- b. explain why social studies is recognized as a faculty of knowledge

Content:

- Concepts, Scope and Importance of Social Science Education
- Social Science is a Faculty of Knowledge

Unit-2: Historical Development of Social Studies/ Social Science

10

Learning Outcomes

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

- a. describe the origin and historical evolution of social studies from pre-British era to Pakistan period in the then East Pakistan

Content:

- Origins of the Social Science
- Social Science in the education system of Pre-British India
- Status of Social Science in the British Education system in Indian Sub-Continent
- Expansion of Social Science education in the East Pakistan

Unit-3: Development of Social Science Education in Bangladesh

8

Learning Outcomes

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

- a. Discuss the status of Social Science education at pre-primary, primary, secondary and higher levels in the education policy reports

Content:

- Status of Social Science education in the Education Policy Reports
- Social Science at Pre-Primary and Primary level education
- Social Science at general Secondary Level education
- Social Science at Higher education

Unit-4: Continuity and Change in Social Science

7

Learning Outcomes

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

- a. discuss the innovations in Social Science
- b. indicate and review the changes in the components of present social science curricula at pre-primary, primary and secondary levels education

Content:

- Innovations in Social Science
- Aims and Objectives
- Content selection and Organization
- Instructional Repertoires
- Using Instructional Materials and teaching Aids
- Assessment of Students' learning
- Reflection-in and-on Teaching
- Consolidation of new learning in subsequent teaching

Unit-5: Issues, Current Events and Controversy

9

Learning Outcomes

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

- a. discuss the current issues within the scope of the social studies
- b. review critically the social, gender and controversial issues
- c. review the global and value issues
- d. promote inclusive learning environment

Content:

- Teaching current and world affairs
- Social issues
- Gender Issues
- Controversial issues in Social Studies
- Working with parents
- School-community participation for Social Science
- Interacting with large groups and small groups
- global education
- Technology in the Social Studies
- Values should be taught
- Teaching students with special needs (Inclusive Classroom Teaching)

6. Instructional Strategies

- a. Lecture followed by group discussions

- b. Guided discussions
- c. Students' Classroom practice
- d. Reading assignment: Social Science Curricula, National Education Reports

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. Aggarwal, J. G. (1993). Teaching of social studies. New Delhi: Vikas Publishing House.
2. Armstong, D. G. (1980). Social studies in secondary education. New York: Macmillan Publishing Co, Inc.
3. Dean, J. (2009). Organizing learning in the primary school classroom (4th ed.) New York: Routledge
4. De Melendez, W. R., Beck, V., & Fletcher, M. (2000). Teaching social studies in early education. Albany, NY: Delmar (Thomson Learning).
5. Dynneson, T.L., & Gross, R.E. (1999). Designing effective instruction for secondary social studies (2nd ed.) .Upper Saddle River, New Jersey: Merrill, Prentice-Hall, Inc.
6. Levstick, L. S., & Tyson, C. A. (Eds.) (2008). Handbook of Research in social studies education. New York: Routledge
7. Logan, L. M., & Rimmington, G. T. (1969). Social studies: A creative direction. Toronto: McGraw-Hill Company.
8. McCoy, K. M (2009). Strategies for teaching students with special needs – methods and techniques for classroom instruction. Denver. London. Sydney: Love Publishing Company.
9. Mclendon, J.C. (1965). Social studies in secondary education. New York: The Macmillan Company.
10. NUrullah, S, & Naik, J. P. (1964). A students History of education in India. Bombay: Macmillan & Co., Ltd.
11. Oliner, P. M. (1976). Teaching elementary social studies – A rational and humanistic approach. New York, Chicago: Harcourt Brace Jovanovich Inc.
12. Selakovich, D. (1965). Problems in social studies. Engleweed Cliffs, N. J.: Prentice-Hall, Inc.
13. Seefeldt, C. (2005). Social Studies for the pre school/primary child (7th ed.) Upper Saddle River, New Jersey: Pearson Prentice- Hall, Inc.
14. Shaver, J.P. (Ed.), (1991). Handbook on research of social studies – teaching and learning (A project of the National Council for the Social Studies). New York: Macmillan Publishing Company.
15. Taylor, R.L., Smiley, L.R., & Richards, S.B. (2009). Exceptional students – preparing teachers for the 21 st century. New York: McGraw-Hill
১৬. বাংলাদেশ শিক্ষা কমিশন রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৭৪
১৭. বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা, ১৯৭৭
১৮. বাংলাদেশ শিক্ষা কমিশন রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৮৮
১৯. বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা, ১৯৯৫
২০. বাংলাদেশ জাতীয় শিক্ষানীতি প্রণয়ন কমিটি রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৯৭

২১. খান মোঃ লুৎফর রহমান ও মালেক, আব্দুল, সামাজিক বিজ্ঞান শিক্ষণ, মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, শিক্ষা ভবন, ঢাকা, জুন ২০০০।
২২. জিন্নাহ, এম. এ (২০০৩) বাংলাদেশে নিম্ন মাধ্যমিক শিক্ষাস্তরে (ষষ্ঠ-অষ্টম শ্রেণী) সামাজিক বিজ্ঞান শিক্ষাক্রমের গতিধারা নিরূপণ, শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়

1. Course Number and Title: SSE-536: Applied Social Science Education

2. Credit Hours: 4

3. Course Description:

This Course is designed to help developing skills amongst the learners in identifying problems and provide possible policy indications in the area of Social Science Education. It is a field work based course. Learners have to conduct an independent research work to prepare a research monograph in order to fulfill the course requirement. However, they also have to attend preparatory classes before conducting the main research. Learners will be judged both on written tests and research work.

4. Course objectives

The objectives are to help learners to:

- a. identify problems for Social Science Education Research.
- b. analyse the problems.
- c. provide possible policy indicators for the research.
- d. conduct a research work and prepare a formal report (Monograph).

**5. Course Content
Hours**

Contact

Unit-1: Identifying problems and Possible Solutions

15

Learning Outcomes

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

- a. describe the concepts of Social Science Education Research
- b. explain the nature of Social Science Education Research
- c. identify research problems topics relating to Social Science Education
- d. review literatures relevant for the research problem
- e. analyze the situation relating to research area
- f. determine strategies and applying methods and techniques in conducting the research work
- g. describe the procedure of the development of tools, data collection, presentation and analysis
- h. formulate recommendations and policy implications
- i. prepare a research report

Content:

- Meaning of Social Science Education Research
- Nature of Social Science Education Research
- Identifying problems
- Reviewing related literature
- Situation analysis
- Determining strategies for conducting research
- Selection and applying research methods and techniques
- Developing tools
- Data collection and analysis
- Possible solutions/ recommendations/ policy implications
- Report Writing Techniques

Unit-2: Field Work
Learning Outcomes

Equivalent to 15 hours

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

- a. conduct field work for collecting data necessary for their assigned research work (Monograph)

Content:

Field work

Unit-3: Report Writing and Presentation
Learning Outcomes

Equivalent to 10 hours

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

- a. prepare a study report (Monograph)
- b. present the summary of the report to finalize the Monograph

Content:

Report preparation

6. Course requirements

- a. Class attendance
- b. Discussions with the responsible course teacher (with regard to pre and mid field work)
- c. Presentation
- d. Report (Monograph) writing and submission

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. Mathews, Bob and Ross, Liz. (2010), Research Methods, Harlow, Pearson Education Limited
2. Patton, Michael Quinn (2002), London, Sage Publications, Inc.
3. Harry Dhand (1992), **Research in Teaching of the Social Studies**, New Delhi, Ashish Publishing House, New Delhi
4. SK Kochhar (1983), **The Teaching of Social Studies**, Sterling Publishers Private Limited, New Delhi
5. S.R. Vashist (1995), **Perspectives in Measurement and Evaluation in Education**, Anmol Publications, New Delhi
6. Gilbert Sax (1985), **Empirical Foundations of Educational Research**, Prentice-Hall, Inc. New Jersey
7. Robert M.W. Travers (1985), **An Introduction to Educational Research**, Prentice-Hall, Inc. New Jersey
8. Hildreth Hoke McAshan (1987), **Elements of Education Research**, McGraw-Hill Book Company, New York,
9. John W. Bst: **Research in Education** (1970), Engleweed Cliffs, New Jersey,
10. **Research Method in the Social Science**, Chana Prankfort Machaies & David.

11. **Research Method in the Social Science** 3000.72 RER (Reddy C.Q.)

১২. সৈয়দ আলী নকী (১৯৭৮), সমাজবিজ্ঞান পরিসংখ্যান পদ্ধতি, বাংলা একাডেমী, ঢাকা

১৩. ড. আব্দুল খালেক ও অন্যান্য (১৯৮৮), সামাজিক বিজ্ঞানে গবেষণা পদ্ধতি, বাংলা একাডেমী, ঢাকা

14. Related websites.