

1. Course Number and Title: ACC-105: English (Compulsory): One

2. Credit Hours: 4

3. Course Description

This is an introductory general English course compulsory for all the students of the programme. The content of this course is designed to strengthen students' ability in all four basic language skills. Extra emphasis is given on developing students' grammatical competence and writing ability. Following this line, the course is organized on linguistic principles providing guidelines for solving language problems at under graduate level.

4. Course objectives

The objectives are to help learners to:

- a. speak correct and appropriate English to perform various social functions; eg., using formulas, giving directions, presenting advantages/ disadvantages of a point clearly.
- b. comprehend general meaning of lectures and classroom conversations.
- c. participate in class discussions and present their point of view.
- d. read books of moderate difficulties with comprehension following simple reading techniques like skimming and scanning.
- e. use correct forms of simple and compound sentence patterns in writing simple compositions.

5. Course Content

Contact Hours

Unit 1: Grammar Review

6

Learning Outcomes

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

- a. form correct sentences of their own
- b. convert sentences from one form to another
- c. write sentences using different form of tenses

Content:

- Syntax-forms of sentences
- Conversion of sentences
negative, question forms, question –tags, etc.
- Review of tenses-present, past and future
(simple, continuous, perfect simple and continuous), Verb patterns
- Direct-indirect speech
- Common mistakes in English

Unit 2: Developing new vocabulary

6

Learning Outcomes

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

- a. study and record vocabulary
- b. form words
- c. use words in context

Content

- Prefix, suffix; noun, verbs, and adjectives with the same forms, compound nouns and compound adjectives
- Collocations (word patterns), verb or adjective + preposition, preposition +noun

- Phrasal verbs, idioms and fixed expressions
- Make, do have, take, give, keep, break, catch, see
- Get: uses, and expressions; Go: uses and expressions
- Apologies, excuses, thanks
- Request, invitation, suggestions, opinions, agreeing, and disagreeing,
- Specific situations and special occasions
- Connecting and linking

Unit 3: Listening

3

Learning Outcomes

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

- a. comprehend English speech spoken by native and nonnative speakers
- b. respond appropriately after listening to spoken English
- c. act accordingly after listening recorded speech

Content:

- Listening to authentic speech-comprehension (listening for headlines/topic sentences)
- Listening techniques, tasks and assessment criteria

Unit 4: Speaking

6

Learning Outcomes

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

- a. make polite request and offers
- b. accept and refuse invitation
- c. participate in dialogues
- d. take part in interview
- e. make presentation

Content:

- Comprehending and using social English (use of formula)
- Making polite request and offers
- Asking questions in social situation
- Accepting and refusing an invitation
- Practising dialogues i.e. job interviews, telephone conversation, business dealings, ordinary food, booking tickets
- Practising presentation with appropriate language and technology

Unit 5: Reading

8

Learning Outcomes

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

- a. read considerable complex text with ease
- b. recite poems with correct stress and intonation
- c. answer questions on the comprehension of the text

Content:

Reading Authentic Texts for Prose and Poetry

- A Passage to India part – 1
E. M. Forster

- Poem: Gods-W. Whitman
- Adieu to a Soldier-W. Whitman
 - i. Reading for details (bottom-up model)
 - ii. Guessing meaning from context
 - iii. Reading for comprehension of message
 - iv. Reading for specific information
 - v. Use of dictionary in reading.

Unit 6: Writing

5

Learning Outcomes

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

- a. write composition in English following proper punctuation
- b. write both formal and informal letters
- c. prepare complete Resume / CV
- d. write different types of paragraph and essays

Content:

- Writing paragraph: Steps of writing, topic sentences, supporting ideas, cohesion and coherence
- Describing charts and graphs using appropriate language and vocabulary
- Writing essays: Descriptive and narrative essays
- Writing formal and informal letters/emails: Job application letters, joining letter, reference letters, letter of motivation, thank you letters, complaint letter, appreciation letter, ordering letter
- Writing cover letter and resume looking at the requirements specified.
- Mechanics of writing: punctuations (comma, semicolon, colon, dash, hyphen, quotation marks, parenthesis, apostrophe, contractions), capitalization, spelling, grammar, paragraphing, omission of words, abbreviations, use of quotations,
- Writing academic and non-academic reports with references

Unit 7: Practicum

6

Learning Outcomes

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

- a. practice listening and speaking in various social situations
- b. describe events and situations

Content:

- Listening with comprehension
- Speaking using social language, asking questions and describing events
- Reading with comprehension

6. Instructional Strategy

- a. Lecture
- b. Question-Answer
- c. Pair-work
- d. Group Discussion
- e. Individual Presentation
- f. Watching audio-visual materials
- g. Debate,

- h. Project Method.
- i. Role Playing etc.

8. Assessment

- a. Two In-course examinations - 30 Marks
- b. Semester final examination (MCQ + Essay) - 60 Marks
- c. Assignment/Presentation - 10 Marks

9. Recommended Books, Journals and Reports

1. Hornby, A.S. (1992), Oxford Learner's Dictionary of Current English, Oxford University Press, London.
2. Leech, G., & Svartvik, J. (1975, Reprint 1993), A communicative grammar of English Longman Singapore Publishers (pte) Ltd., Singapore.
3. Rahman, M.F. Kawser, M.A. (2007), My English Teacher, Supreme Publishers, Dhaka-1229
4. Soh, D. A. (1989), Writing by doing: learning to write effectively, 2nd Edition, NTC Publishing group: Illinois.
5. USA.
6. Swan, M. (1989), Basic English usage, ELBS/ (Oxford University Press.
7. Wren, P.C., & Martin, H. (1936, Reprinted 1995), High school English grammar and composition. S. Chand & Company Ltd., New Delhi, India
8. http://www.lrbusinessed.com/bcp/textbook_files/chapter05.pdf

Additional Books and Materials

1. Newspapers, Magazines. Journals, etc for authentic reading
2. A-V Equipments for listening and speaking practice.

1. Course Number and Title: PC–112: Education in Bangladesh

2. Credit Hours: 4

3. Course Description

The course introduces the students to the national system of education: origin, components, types, policies, goals, constitutional, and legal provisions. It also introduces the students to the different sectors of education, i.e. pre-primary, primary, secondary, tertiary, technical and madrasa education, their origin, programs, objectives, structure, participation of students, curriculum and instructional activities, evaluation, planning, management and financing of the system. This course addresses SDG 4 to think about maintaining quality Education in different sectors of education in Bangladesh. It further focuses on the problems and issues of education in Bangladesh with their possible solutions.

4. Course objectives

The objectives are to help learners to:

- acquaint with the concept, structure, goals, objectives, and issues of national system of education.
- gain a comprehensive view of pre-primary, primary, secondary and tertiary education – their present status, institutions, access and participation, curriculum, evaluation, organization, management, supervision and finance.
- gain insights into the concepts, goals, strategies, programs of the integrated non-formal and mass education.
- understand madrasa education as a parallel system of main stream education.
- understand the importance vocational and technical education system in the country.
- identify the major problems and obstacles of education and develop their insight into the causes of the problems and their possible solutions.
- know and understand Sustainable Development Goals, especially Sustainable Development Goal 4 and means of achieving the targets.

5. Course Content

Contact Hours

Unit 1: Education as a National System-A phase of Transition

6

Learning Outcomes

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

- describe brief history of education from aryan till today
- explain relationship between goals & objectives of education and philosophy of education
- explain origin and components of national system of education
- demonstrate present structure of education system
- describe legal frame work of education in Bangladesh
- provide explanation of administrative structure of education system in Bangladesh
- describe the goals of sustainable development in relation to education (SDG 4)

Content:

- Concept of a national system of education
- Historical development of education starting from Aryan-till to-day
- Origin, component, types of national system of education
- Goals, objectives, philosophy, policies, constitutional provision and legal frame work
- Structure of education
- Sustainable development goals (SDG 4)

Unit 2: Pre-Primary Education

4

Learning Outcomes

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

- a. describe present situation of pre-primary education in Bangladesh in relation to goal and objectives of pre-primary education
- b. explain curriculum matrix of pre-primary education on the basis of learning areas
- c. explain role of GO and NGO's to promote pre-primary education in Bangladesh
- d. problems and issues of pre-primary education in Bangladesh with possible solutions

Content:

- Present structure, goals and objectives
- Accesses participation and transition
- Curriculum matrix: Learning areas, learning activity, learning outcomes
- Initiatives and concerned organizations: GO, NGO and INGOs
- Achievements and Challenges

Unit 3: Primary Education

7

Learning outcomes

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

- a. analyse present situation of Primary Education in relation to acts and regulations and innovations of Primary Education in Bangladesh
- b. describe goal, objectives, components and background of Primary Education Development Programs (PEDP)
- c. analyse the role of Ministry of Primary and Mass Education (MoPME) & Directorate of Primary Education (DPE) and line organizations in planning, management, and financing of Primary Education
- d. identify problems and issues of primary education and suggest possible solutions to meet up the goals of sustainable development

Content:

- Present structure, goals and objectives
- Access, participation transition and equity
- Acts and regulations
- Curriculum, Textbooks, Teachers Guide, Question booklet assessment and role of NCTB
- Evaluation and examination system
- Innovations in primary education
- Ongoing projects and development programs
- Initiatives and concerned organizations / institutions: GO, NGO and INGOs
- Planning, management and financing of primary education: Role of Ministry of Primary and Mass Education (MoPME), Directorate of Primary Education (DPE) and Line organization
- Major issues and problems, possible solutions

Unit 4: Secondary Education

5

Learning Outcomes

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

- a. demonstrate present structure of secondary education
- b. evaluate the present situation of Secondary Education in relation to acts and regulations and innovations of Secondary Education in Bangladesh

- c. describe the role and responsibilities of Ministry of Secondary Education (MoE), and Directorate of Secondary and Higher Education and Line organization in planning, management, and financing of Secondary Education
- d. mention the GO and NGO initiatives to improve the quality of secondary education
- e. identify problems and issues of secondary education and find out the possible solutions to meet up the goals of sustainable development

Content:

- Present Structure, goals and objectives
- Access, participation, completion and equity
- Curriculum, Textbook, Teachers Guide, Assessment and role of NCTB
- Evaluation and examination system and the role of Education Boards
- Ongoing projects and Development programs
- Initiatives and concerned organizations / institutions: GO, NGO and INGOs
- Management, Planning & financing of Secondary education: role of Ministry of Education(MoE), Directorate of Secondary and Higher Education (DSHE) and Line organizations
- Challenges and possible solutions

Unit 5: Higher/Tertiary Education

4

Learning Outcomes

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

- a. explain with examples types of higher education institutions in Bangladesh and their features
- b. evaluate the present situation of Higher Education in Bangladesh
- c. evaluate/critique the role and responsibilities of University Grants Commission (UGC) in planning, management, and financing of Higher Education
- d. identify problems and issues of higher education and find out the possible solutions to meet up the goals of sustainable development

Content:

- Goal and objectives
- Types: universities, colleges, specialized institutions
- Present structure, access and participation in Higher Education
- Management and financing
- Role of University Grants Commission (UGC)
- Ongoing projects and development programs
- Prospects, problems and solutions

Unit 6: Madrasha Education

4

Learning Outcomes

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

- a. describe origin and history and types of Madrasha education
- b. present structure with innovations of Madrasha education in Bangladesh
- c. describe the role and responsibilities of Ministry of Education (MoE), Directorate of Madrasha Education (DME), NCTB, Bangladesh Madrasha Education Board (BMEB) in management, and financing of Madrasha Education
- d. evaluate the GoB and project initiatives to improve the quality of Madrasha education
- e. identify problems and issues of Madrasha education and find out the possible solutions to meet up the goals of sustainable development

Content:

- Origin, concept and types of Madrasha education
- Present structure, goals, objectives, access and participation
- Innovations in Madrasha education
- Curriculum assessment and instructional processes
- Madrasha Education Board
- Management and financing
- Major issues and problems and their possible solutions

Unit 7: Technical and Vocational Education**4****Learning Outcomes**

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

- a. demonstrate present structure of technical and vocational education
- b. describe the role and responsibilities of the following organizations in planning, management, financing and quality improvement of technical and vocational education:
- c. evaluate the role of technical and vocational education to economic development of Bangladesh
- d. evaluate the programs and projects for TVET
- e. identify problems and issues of technical and vocational education and find out the possible solutions to improve the quality
- f. ministry of Education (MoE), and Directorate of Technical Education (DTE), Technical Education Board (TEB)

Content:

- Structure, goals and objectives
- Access and participation, Gender
- Curriculum, NQF
- TVET for employability and sustainable development
- Planning, management and financing
- Programs and Projects in technical and vocational education
- Technical Education Board
- Prospects, problems and solution

Unit 8: Teacher Education and Training in Bangladesh: Initial (pre-service), In-service and Continuous Professional Development**6****Learning Outcomes**

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

- a. describe types and features of teacher education in Bangladesh
- b. analyse functions of teacher training institutes (PTI, TTC, HSTTI, BMTTI, VTTI, TTC) for quality development of teachers in Bangladesh
- c. identify problems and issues of teacher training institutes and find out the possible solutions to meet up the goals of sustainable development
- d. evaluate teacher training institutes- achievements and challenges

Content:

- Primary Teacher Education: Primary Teacher Training Institute (PTI): Curriculum Assessment
- Sub-Cluster Training, Upazila Resource Centre (URC)
- NAEM, NCTB in Teacher Education
- Secondary Teacher Education: Public and Private, Programs, Curriculum, Evaluation, Problems

- Higher Secondary Teacher Training Institute (HSTTI) and its role
- Bangladesh Bureau of Educational Information and Statistics (BANBES)
- Bangladesh Madrasha Teachers Training Institute (BMTTI)
- Technical Teachers Training College (TTTC)
- Institute of Education and Research: Programs, Curriculum, Evaluation
- Prospects, Issues and Challenges

6. Instructional Strategies

- Lecture
- Guided discussion
- Group work
- Seminar
- Case study
- Project Work

7. Assessment

a. Two In-course Examinations	15 × 2 =	30
b. Course Final Examination (MCQ + Essay)	20 + 40 =	60
c. Assignment/Presentation		10

8. Recommended Books, Journals and Reports

1. BANBEIS, (2016), *Educational Statistics*.
2. Bangladesh Bureau of Statistics (BAS): Statistical Yearbook of Bangladesh, Dhaka.
3. Govt. of the People's Republic of Bangladesh, Bangladesh Education Commission Reports 1973, 1988 and 2000 Dhaka.
4. Ministry of Education (1992), Secondary Education Sub-Sector Study, Dhaka.
5. Nurullah, S. & Naik, J.P. (1962), A Student's History of Education in India, Bombay, Mac Millan & Co.
6. আজহার আলী ও হোসনে আরা বেগম (১৯৯৩), *প্রাথমিক শিক্ষা*, বাংলা একাডেমী, ঢাকা।
7. আবুল মোমেন (১৯৯৭), *বাংলাদেশের মাদ্রাসা শিক্ষা*, বাংলাদেশ নারী প্রগতি সংঘ, ঢাকা।
8. আব্দুল মালেক ও অন্যান্য (২০০৭), *শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা*, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা।
9. কামরুন্নেসা বেগম ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা বাংলাদেশ*, ঢাকা।
10. 'জাতীয় শিক্ষা সপ্তাহ' পুস্তিকা, শিক্ষা মন্ত্রণালয়।
11. ড. শরিফা খাতুন, *মাধ্যমিক শিক্ষা*, বাংলা একাডেমী।
12. দেলোয়ার হোসেন শেখ (২০০৩), *শিক্ষা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রুতি*, হাক্কানী পাবলিশার্স, ঢাকা।
13. মো. ইলিয়াস আলী (১৯৯৯), *যুগে যুগে শিক্ষা কমিশন ও শিক্ষার উত্তরণ*, জাগরণী প্রকাশনী, ঢাকা।
14. *মাদ্রাসা শিক্ষা*, বাংলা একাডেমী, ঢাকা।
15. মুহাম্মদ আলী ও রওশন আরা বেগম (২০০০), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, শিক্ষা মন্ত্রণালয়।
16. মু. শামস-উল-হক, (১৯৮৭), *বিকাশমান সমাজ ও শিক্ষা*, বাংলা একাডেমী, ঢাকা।
17. হোসনে আরা বেগম, *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*।
18. হোসনে আরা বেগম ও মো. আবদুস সালাম (২০০২), *আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা: বাংলাদেশ*, ঢাকা: মুক্তি প্রিন্টার্স, ।
19. রওশন আরা চৌধুরী (১৯৮৭), *প্রাথমিক শিক্ষা প্রশাসন*, ঢাকা, বাংলাদেশ।
20. শামস-উল-হক, (১৯৮৫), *উচ্চ শিক্ষা, বাংলাদেশ*, বাংলা একাডেমী, ঢাকা।
21. Related Reports, Journals and Websites.

1. Course Number and Title: ACSE-383: Child and Adolescent Development

2. Credit Hours: 4

3. Course Description:

This course is designed to help prospective learners to develop an understanding of growth and development of children and adolescent. *It* entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, and their individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence, yet having a unique course for every *child*.

4. Course objectives

The objectives are to help learners to:

- a. help student understand the historical perspective and present method of child development study.
- b. assist student acquire knowledge about the biological process of growth as human genetics and nature of heredity and environment.
- c. guide the students to understand the physical, motor, speech, and cognitive development in various stages
- d. support students in understanding the timing of adolescence, its outstanding characteristics and their effects on adolescent attitude and behavior.

5. Course Content

Contact Hours

Unit 1: Concept and history of Child Development

5

Learning Outcome

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

- a. explain the framework of development
- b. explain the history of child development
- c. describe the domains of development

Content:

- Framework of understanding development
- Historical perspective
- Domains of developmental

Unit 2: Methods for Studying Development

6

Learning Outcomes

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

- a. explain different methods of studying child development
- b. analyze the method in context to its usability

Content:

- Naturalistic observation
- Case study
- Time sampling
- Psychometric instrument
- Experimental methods
- Psychological ecology

Unit 3: Heredity and prenatal development 4

Learning Outcome

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

- a. describe the importance of gene and heredity for development
- b. explain critically the stages of prenatal developmental
- c. describe the negative effects of teratogen at the prenatal stages

Content:

- Genes and heredity
- Prenatal development
- Teratogen and genetic defects

Unit 4: Infancy 4

Learning Outcome

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

- a. describe the cognitive level of infants
- b. will have a clear understanding of the social and emotional level at infancy

Content:

- First adaptation
- Infant's cognitive development
- Infant's social and emotional development

Unit 5: Toddlerhood 4

Learning Outcomes

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

- a. explain the language level of toddlers
- b. describe the social and emotional issues for toddlers

Content:

- Toddler language and thinking
- Toddler social and emotional development

Unit 6: Early childhood 4

Learning Outcomes

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

- a. explain the characteristics of preschoolers in context their maturity
- b. describe the attention and memory level based on the cognitive and social development

Content:

- General characteristics of preschoolers
- Preschoolers' attention and memory abilities
- Preschool cognitive development
- Social and emotional development

Unit 7: Middle Childhood 4

Learning Outcomes

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

- a. describe the cognitive, social and emotional development of middle childhood (with a specific focus to Cognitive development; and Social and emotional development)

Content:

- Characteristics of middle childhood
- Physical development in middle childhood
- Hazards of middle childhood

Unit 8: Adolescence

5

Learning Outcomes

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

- a. describe the physical and cognitive maturity of adolescence
- b. explain the importance of Erikson’s psychosocial stages

Content:

- Physical and cognitive development
- Social and emotional development
- Erikson’s psychosocial stages

Unit 9: Theoretical perspectives on development

8

Learning Outcomes

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

- a. explain the different developmental theories
- b. analyze the developmental theories in context to child development

Content:

- Cognitive development theory
- Kohlberg’s stages of moral development
- Ecological theory of Bronfenbrenner
- Vygotsky's socio-cultural theory

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Group work
- d. Document review

7. Students Assessment

a. Two In-course Examinations	15 × 2 =	30
b. Semester Final Examination (MCQ + Essay)	20 +40=	60
c. Assignment/Presentation		10

8. Recommended Books, Journals and Reports

1. Berk, L. (2017). *Development through the lifespan*. Pearson Education India.
2. Berndt, J. T. (1997). *Child Development* (2nd ed.). Brown and Benchmark Publishers.
3. Bornstein, M.H., Arterberry, M.E., & Lamb, M.E. (2014). *Development in infancy: A contemporary introduction* (5th ed.). New York: Psychology Press.
4. Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard university press.

5. Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*, Sage.
6. Bukatka, D., & Daehler, W. M. (1995). *Child Development: A Thematic Approach* (2nd ed.). Houghton Mifflin Company.
7. Cole, M., & Cole, S.R. (2001). *The development of children* (4th ed.). New York: Worth Publishers.
8. Dacey J. S. & Travers, J.F. (1996). *Human Development across the Life Span* (3rd ed.). Brown and Benchmark Publishers, America.
9. Di Leo, J. (2014). *Child development: Analysis and synthesis*. Routledge.
10. Elder Jr, G. H. (1998). The life course as developmental theory. *Child development*, 69(1), 1-12.
11. Hetherington, E. M., Parke, R. D., & Locke, V. O. (1999). *Child psychology: A contemporary viewpoint*. McGraw-Hill.
12. Heywood, C. (2017). *A history of childhood*. John Wiley & Sons.
13. Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2017). *The Cambridge encyclopedia of child development*. Cambridge University Press.
14. Hunt, M.L. & Bigge, M.L. (1958). *Psychological foundations of education: an introduction to human development and learning*. New York: Harper & Row.
15. Keenan, T., Evans, S., & Crowley, K. (2016). *An introduction to child development*. Sage.
16. Lerner, R. M. (2001). *Concepts and theories of human development*. Psychology Press.
17. Lerner, R. M., Kier, C. A., & Brown, J. (2002). *Adolescence: Development, diversity, context, and application*. Upper Saddle River, NJ: Prentice Hall.
18. Moore, R. C. (2017). *Childhood's domain: Play and place in child development*. Routledge.
19. Papalia, D.E., Olds, S.W., & Feldman, R.D. (2001). *Human Development* (8th ed.). New York: McGraw Hill Higher Education Company.
20. Shute, R. H., & Slee, P. T. (2015). *Child development: Theories and critical perspectives*. Routledge.
21. Smith, A.B. & Ballard, K. (1998), *Understanding Children's development: A New Zealand Perspective* (4th ed.). Wellington. New Zealand: Bridget Williams Books
22. Sroufe, L.A., Cooper, R.G. & DeHart G.B. (1996). *Child Development: Its nature and course* (3rd ed.). London: McGraw Hill.
23. জামান, স. এবং বানু, স. (২০০৬). *মানব বিকাশে মনোবিজ্ঞান*
24. জামান, স. (১৯৯২). *বিকাশ মনোবিজ্ঞান (পার্ট-১ এবং ২)*. ঢাকা: বাংলা একাডেমি

1. Course Number and Title: ACSE-384: Human Anatomy, Physiology and Pathology

2. Credit Hours: 4

3. Course Description:

The course is designed for the prospective professionals, teachers of regular and special education to acquire preliminary knowledge of human anatomy, physiology, pathology and disability.

4. Course objectives

The objectives are to help learners to:

- a. define structure and function of human body (especially sense organs).
- b. describe cell, tissue, organs and systems of human body.
- c. identify related causes and effects in health.
- d. explore the effects of nutrition, hormones and communicable diseases in development and disability.
- e. suggest appropriate intervention and prevention in specific field of disability.
- f. take leadership role to solve problems related to health and disability.

5. Course Content

Contact Hours

Unit 1: Anatomy of Special Sense Organs

10

Learning Outcomes

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

- a. explain the basic concepts of human anatomy and physiology
- b. define the structure and function of sensory organs
- c. identify common disabilities associated with relevant sense organs

Content:

- Basic concepts of anatomy and physiology
- Cell as the living unit of the body (organization, physical structure and functional system)
- Membrane,/Tissue, Organ
- Structure of Eye
- Structure of Ear
- Taste, Skin
- Common Disabilities associated with Sense Organs

Unit 2: Nervous System

8

Learning Outcome

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

- a. describe the development and function of brain
- b. analyze the structure and function of nervous system
- c. relate brain with intellectual development of children
- d. identify common disabilities associate with nervous system

Content:

- Development and function of brain
- Neurons and its Network
- Central, Peripheral and Autonomic Nervous System
- Relationship between brain development and intellectual development of child
- Common Disabilities associated with Nervous System

Unit 3: Endocrine System

6

Learning Outcome

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

- a. describe the function of glandular system and its associate disabilities

Content:

- Endocrine and Exocrine Systems
- Glands and Hormones
- Common Disabilities associated with Hormones

Unit 4: Growth, Development and Nutrition

8

Learning Outcomes

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

- a. distinguish between growth and development
- b. identify developmental milestones
- c. analyze the impact of nutrition on growth and development
- d. recognize common disabilities associate with nutrition

Content:

- Conceptualizing Growth and Development
- Developmental Milestones up to 5 years
- Nutrition and Prenatal Growth
- Common Disabilities associated with Nutrition

Unit 5: Patho-physiology

8

Learning Outcome

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

- a. identify a range of communicable diseases and their prevention
- b. describe the causes and prevention of epilepsy

Content:

- Infectious/communicable Disease
- Causes and prevention of communicable Disease
- Causes and prevention of epilepsy
- Role of parents in the management of communicable diseases and epilepsy in children

6. Instructional Strategies

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

7. Assessment

- | | | |
|---|-----------------|----|
| a. Two In-course Examinations | $15 \times 2 =$ | 30 |
| b. Semester Final Examination (MCQ + Essay) | $20 + 40 =$ | 60 |
| c. Assignment/Presentation | | 10 |

8. Recommended Books, Journals and Reports

1. Baggaley, A. (2001). *Human body*. London: Dorling Kindersley.
2. Bbc.co.uk. (2014). *BBC - GCSE Bitesize: Components of the circulatory/ cardiovascular system*. [online] Available at: http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/0_anatomy_circulatorysys_rev1.shtml
3. Clegg, C. & Mackean, D. (2000). *Advanced biology*. London: John Murray.
4. Cole, M. & Cole, S. R. (2001). *The development of children*. New York: Worth Publishers.
5. Marieb, E. & Hoehn, K. (2007). *Human anatomy & physiology*. San Francisco: Pearson Benjamin Cummings.
6. Peate, I. & Nair, M. (2011). *Fundamentals of anatomy and physiology for student nurses*. Chichester, UK: Wiley-Blackwell.
7. Petersen, O. (2007). *Human Physiology Lecture notes*. Malden, Mass.: Blackwell Pub.
8. Pocock, G., Richards, C. and Richards, D. (2013). *Human physiology*. Oxford: Oxford University Press.
9. Seifert, M. (2008). *The complete idiot's guide to anatomy, illustrated*. New York, N.Y.: Alpha Books.
10. Thibodeau, G. & Patton, K. (2007). *Anatomy & physiology*. St. Louis, Mo.: Mosby Elsevier.
11. Van De Graaf, K., Rhees, R. & Palmer, S. (2010). *Schaum's Outlines: Human Anatomy and Physiology* (3rd ed). McGraw-Hill Professional Publishing.
12. রোমানিজ, জি. জে., [অনুবাদ ডা: সালেহ আহমদ] (1985). কনিংহামের প্র্যাকটিক্যাল এনাটমি ম্যানুয়েল (প্রথমখন্ড: উর্ধ্বাঙ্গ ও নিম্নাঙ্গ)। ঢাকা: বাংলা একাডেমি।
13. রোমানিজ, জি. জে., [অনুবাদ ডা: শুভাগত চৌধুরী] (1986). কনিংহামের প্র্যাকটিক্যাল এনাটমি ম্যানুয়েল (দ্বিতীয় খন্ড: বক্ষদেশ ও উদরদেশ)। ঢাকা: বাংলা একাডেমি।

1. Course Number and Title: ACSE-385: Behavioural Concern and Management for Children with Special Educational Needs

2. Credit Hours: 4

3. Course Description

The course is designed to help learners conceptualize various patterns and factors of behaviour problem. It covers a range of proactive strategies to responding to problem behaviour in educational setting. The course will also guide learners understanding different therapeutic and management approaches to address behavioural concerns. Special emphasis is given to help learners gain essential skills of Positive Behavioural and Intervention Support (PBIS).

4. Course objectives

The objectives are to help learners to:

- a. understand the contextual perspective of behavior.
- b. gain knowledge regarding biological, sociological and psychological factors of challenging behavior.
- c. conceptualize different patterns of challenging behaviour.
- d. understand cognitive behavioural therapy and positive behavioural support and intervention to address challenging behaviour and behaviour disorder.

5. Course Content

Contact Hours

Unit 1: Understanding Behaviour

5

Learning Outcomes

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

- a. describe different concepts related to behavioural concern
- b. explain the underlying meanings of different terminologies used in behavioural studies

Content:

- Concept of behaviour
- Difference between appropriate and inappropriate behaviour
- Terminologies used in behavioural studies

Unit 2: Factors Influencing Behavior

6

Learning Outcomes

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

- a. explain biological, psychological and sociocultural factors of challenging behaviour
- b. identify various factors (i.e school, pedagogical and parental) associated with challenging behaviour

Content:

- Biological, psychological and socio-cultural factors
- School and environmental factors
- Parental/ family related factors
- Pedagogical factors

Unit 3: Classification of challenging behavior

7

Learning Outcomes

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

- a. classify challenging behaviour based on frequency occurrence and degree of seriousness
- b. describe behaviours that are associated with disabilities and emotional disturbance

Content:

- Most troublesome behaviour
- Most frequent behaviour
- Behaviour associated with disabilities
- Behaviour linked with emotional disturbance

Unit 4: Emotional and Behaviour Disorder (EMD)**6****Learning Outcomes**

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

- a. describe basic characteristics, causes and prevention of various emotional and behavioural disorders (including Cognitive disorder, Anxiety Disorder, Conduct disorder, Obsessive-compulsive disorder, and ADHD)

Content:

- Cognitive disorder
- Anxiety Disorder
- Conduct disorder
- Obsessive-compulsive disorder
- Attention deficit and hyperactivity disorder (ADHD)

Unit 5: Behaviour Management in Educational Setting**6****Learning Outcomes**

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

- a. describe the historical perspective behaviour management
- b. explain various principles and approaches to classroom management

Content:

- Historical perspective behavior management
- General principles of classroom management
- Approaches: preventative and punitive strategies
- Whole school approach: School wide positive behavioural support

Unit 6: Cognitive Behavioural Therapy**5****Learning Outcomes**

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

- a. describe the process of cognitive behaviour therapy
- b. gain skills of applying cognitive therapy

Content:

- Concept of cognitive behavioral therapy
- Types of cognitive therapy
- Steps involved in cognitive therapy
- Application of cognitive therapy

Unit 7: Positive Behavioural and Intervention Support (PBIS)**5****Learning Outcomes**

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

- a. explain the concept of positive behavioural and intervention support (PBIS)
- b. achieve skills for applying different TIERS of PBIS

Content:

- Basic concept of PBIS
- Procedure of intervention selection
- Application of PBIS: TIER-1, TIER-2, TIER-3

6. Instructional Strategies

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

7. Assessment

a. Two In-course Examinations	15 × 2 =	30
b. Semester Final Examination (MCQ + Essay)	20 +40=	60
c. Assignment/Presentation		10

8. Recommended Books, Journals and Reports

1. Adelman, H. S., & Taylor, L. (1998). Reframing mental health in schools and expanding school reform. *Educational Psychologist*, 33, 135–152.
2. Alberto, P. A., & Troutman, AC. (2005). *Applied behavior analysis for teachers* (6th ed.). Englewood Cliffs, NJ: Merrill/Prentice-Hall.
3. Carson R.C., Butcher J.N., & Mineka S. (1996). *Abnormal Psychology and Modern Life*. New York: Harper Collins Publishers.
4. Charles, C. M. (2011). *Building Classroom Discipline*. New York: Pearson Education
5. Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall.
6. Crone, D. A., & Horner, R. H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*. New York: Guilford Press.
7. Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York: Guilford Press.
8. Halgin, W. (2000). *Abnormal Psychology, Clinical Perspectives on Psychological Disorders*. New York: McGraw Hill Higher Education.
9. Jeffery, S.N., Spencer, A.R., & Beverly, G. (2000). *Abnormal Psychology in a Changing World*. New Jersey: Prentice Hall.
10. Macfarlane, A.H. (2007). *Discipline, democracy, and diversity: Working with students with behavioural difficulties*. Wellington, New Zealand: NZCER
11. Malak, M. S., Sharma, U. & Deppeler, J. M. (2018). Predictors of primary schoolteachers' behavioural intention to teach students demonstrating inappropriate behaviour in regular classrooms. *Cambridge Journal of Education*, 48(4), 495-514.
12. Malak, M. S., Sharma, U. & Deppeler, J. M. (2015). 'Can I really teach without my magic cane?' Bangladeshi teachers' responses to the banning of corporal punishment. *International Journal of Inclusive Education*, 19(12), 1325-1341.
13. Malak, M. S., Deppeler, J. M. & Sharma, U. (2014). Bangladeshi teachers' perceptions about student behavior in primary schools, *International Journal on School Disaffection*, 11 (1), 59-78.

14. O'Connell, M. E., Boat, T., & Warner, K. E. (2009). Committee on the Prevention of Mental Disorders and Substance Abuse among Children, Youth, and Young Adults: Research Advances and Promising Interventions. *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington D.C: Academic Press. Retrieved from http://www.prevencionbasadaenlaevidencia.com/uploads/PDF/RP_Preventing_young_people_disorders_NRCIM.pdf
15. PBIS (2018). *Positive Behavioral Interventions & Supports* [Web Resources]. Washington D.C: The US Department of Education. Retrieved from www.pbis.org.
16. Sugai, G., & Horner, R. R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School psychology review*, 35(2), 245-259. Available at <https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/08/08d88012/08d88012b8f0a8bc8d93783ba791425c9208d5c8/spr352sugai.pdf>
17. Susan, N. S., (2004). *Abnormal Psychology* (International Edition). New York: McGraw Hill
18. ঘোষ, অরুণ (1994). *অস্বাভাবিক মনোবিজ্ঞান (A text book of abnormal psychology)*. কলকাতা: এডুকেশনাল এন্টারপ্রাইজ।
19. সরকার, নীহার রঞ্জন, & তনুজা সরকার (2008). *অস্বাভাবিক মনোবিজ্ঞান: মানসিক ব্যাধির লক্ষণ কারণ ও আধুনিক চিকিৎসা পদ্ধতি* ঢাকা: জ্ঞানকোষ প্রকাশনী