1.   **Course Number and Title: ED-502: Policy, Strategy and Leadership in**
                                    Education

2.   **Credit Hours: 4**

3.   **Course description**
      The course is designed to provide students comprehensive knowledge about policies, strategies and leadership in education. This course deals with the development of education policies, and practices of strategies required for quality education. Therefore, theories concepts, styles, values of leadership, leadership and teambuilding have been highlighted in the course. Emphasis has been given on the making of leaders for effectively managing education sector.

4.   **Course Objectives**
      The objectives are to help learners to:
      a) obtain critical understanding of key concepts of policy, strategy and leadership.
      b) gain deeper knowledge about challenges and issues influencing policies and strategies.
      c) identify the role of stake-holders and their influence in shaping the educational policies and strategies.
      d) gain thorough understanding about leadership, styles, competencies.
      e) develop skills for leadership for effective management of different fields in the sector of education.
      f) gain the ability to apply leadership skills in implementing educational policies, programs at institutional and national level.

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

Unit-1: Introduction to Policies in Education   **10**
Learning Outcomes
At the end of this unit learners will be able to-
      a. explain basic concepts of policy and their relation to decision making in education
      b. describe ecology and jurisdiction of education policy
      c. identify and assess the impact of various factors and role of actors in policy making
      d. describe the policy making and implementing process in education in Bangladesh
      e. relate education policy, context and globalisation

Content:
   • Meaning, definition and concept, relation between policy & decisions
   • Ecology of educational policy
   • Jurisdiction of policy making in education
   • Factors and actors in policy and policy making process in education
   • Agencies and institutions responsible for policy formulation (Govt. agencies, Parliament, Assigned agency/ Body)
   • Development of educational policy making process and implementation in Bangladesh
   • Globalisation and the educational policy context

Unit-2: Strategies in Education   **8**

Learning Outcomes

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

    a. define organization, policy, strategy, tactics and interrelationships
    b. apply strategic planning and management in education
    c. develop a strategic plan and action plan for an educational institution

Content:

- Meaning, concept and definition; relation among strategy, tactics and policy
- Organization, policy and strategy, strategic planning & strategic management
- Strategic planning in education & the school Improvement Program
- Different strategies to expand and improve the education system: Access, participation, completion (year and cycle), promotion, transition, inclusion and quality in education
- Strengths and weaknesses of different strategies

Unit-3: Key Aspects of Leadership   **8**

Learning Outcomes

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

    a. describe key aspects of leadership
    b. explain leadership theories
    c. identify leadership styles in education
    d. demonstrate leadership skills and qualities
    e. compare gender differences in leadership styles

Content:

- Meaning, definition and different ideas about leadership
- Nature and importance of leadership
- Theories and Styles of leadership
- Skills of leadership & qualities of leaders
- Gender differences in leadership styles

Unit-4: Making of Educational Leaders   **6**

Learning Outcomes

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

    a. identify the personality traits of an effective leader
    b. evaluate the importance of skill development in leadership
    c. play role as a leader

Content:

- Personality traits of an effective leader
- Skill development in leadership
- Leadership development through motives, self-awareness, self-discipline, education & training, experience & mentoring
- Leadership skill building exercises

Unit-5: Policy, Strategy & the Roles of Leaders in Education in Bangladesh   **08**

      Learning Outcomes

At the end of this unit learners will be able to-
a. analyse the role of leaders in implementing policies, strategies at the organisational/ institutional and national levels
b. formulate plans and strategies to manage oneself as leader in organizations
c. build teams and execute team building purposes
d. motivate teams, manage and coordinate team's efforts in achieving organisational/ institutional goals
e. develop and apply communication skills
f. apply leadership skills for conflict management

Content:
- Role of leaders in implementing education policies: organizational/ institutional & national level
- Leadership and managing self in organizations
- Leadership and teambuilding
- Motivation and people management
- Communication and conflict management

6.   Instructional Strategies
a. Lecture/ Discussion
b. Panel/ Forum Discussion
c. Case study and Role play
d. Reading, Assignment & Report/ppt Presentation
e. Library work and students participation in the class
f. Seminar/ Debates/ Group presentation

7.   Assessment   Marks (%)
a. One In-course examination   10
b. Students' analytical and reflective work   40
   (combination of at least two of tasks (i) assignment, (ii) project,
    (iii) term paper, (iv) presentation, (v) review paper, (vi) field work)
c. Course final Examination   (MCQ+Essay Type) 10+40= 50

8.   Recommended Books, Journals and Reports

1. Ärlestig, H., Day, C., & Johansson, O. (2016). *A decade of research on school principals*: *Cases from 24 countries.* Heidelberg: Springer
2. Ball, S. J. (1995). *Politics and policy-making in Education: Explorations in sociology*. London: Routledge
3. Bell, L. & Stevenson, H. (2006). *Education policy: Process, themes and impact*. London: Routledge
4. Bennett, N., Crawford, M., & Cartwright, M. (Eds.). (2002). *Effective educational leadership*. London: Sage
5. Ben-Peretz, M. (2009). *Policy-making in education: A holistic approach in response to global changes*. New York: Rowman & Littlefield Education
6. Bush, T. & Burnham, J.W. (1994).*The Principles of Educational Management*. London: Longrman.
7. Bush, T., Bell, L., &Middlewood, D. (2010). *The principles of educational leadership & management*. London: Sage
8. Everard, K. B., Morris, G., & Wilson, I. (2004). *Effective school management*. London: Sage

9. Goel, S. L. &ArunaGoel (1994).*Educational policy & administration*.New Delhi: Deep Publishers

10. Gronn, P. (1999).*The making of educational leaders*. London: Cassel

11. Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. New York: Springer.

12. Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Berkshire: McGraw-Hill Education.

13. Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2013). *Effective leadership for school improvement*. New York: Routledge.

14. Jones, B. A. (2000). *Educational leadership: Policy dimensions in the 21st century*. Stamford, Conn: Ablex Pub

15. Northouse, P. G. (2018). *Leadership: Theory and practice*. Singapore: Sage publications.

16. Northouse, P. G. (2017). *Introduction to leadership: Concepts and practice*. Singapore: Sage Publications.

17. Salahuddin, A. (2016). *Making a Door: A Case Study of the Leadership and Change Practices of a Principal in Bangladesh* (Doctoral dissertation, The University of Canterbury, New Zealand).

18. Salahuddin, A. (2011). *Perceptions of Effective Leadership in Bangladesh Secondary Schools: Moving towards Distributed Leadership?*(Masters thesis, The University of Canterbury, New Zealand)

19. Thomas, N. (2004). *The John Adair handbook of management and leadership*. London: Thorogood.

20. Townsend, T., &MacBeath, J. (Eds.). (2011). *International handbook of leadership for learning* (Vol. 25). Springer Science & Business Media.

21. Trowler, P., (2003).*Education Policy.* London: Routledge

22. Whitty, G. (2002). *Making sense of education policy: Studies in the sociology and politics of education*. London: Sage

23. UNESCO, (1995). Learning the Treasure Within, Paris.

24. UNESCO, World Declaration on Education: Education For All and Frame work for Action to Meet Basic Learning Needs, EFA Forum Sectt, Paris.

২৫. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।

26. Relevant Govt. Documents & Reports, Acts, Regulations.

27. Related Journal articles &Websites.

1. **Course No & Title: ED-503: Information and Communication Technology in Education**

2. **Credit Hour: 4**

3. **Course Description**
   This is a basic course on use of ICT (Information and Communication Technology) in educational purposes. The course contains introductory knowledge on ICT in education, technology in education, educational provisions through internet, ethics and laws of ICTE and related understandings for educational purposes. During the course students will be encouraged to develop knowledge on global and local perspective of ICT in education and its applications in Education. Instructional strategies of the course are lectures, demonstrations, discussions and hands-on practices.

   In the lab classes teacher will demonstrate the work and then students will explore and practice themselves, teacher will help them as a facilitator or guide.

4. **Course objectives**
   The objectives are to help learners to:
   a. develop a clear understanding of the concept and importance of ICTE and interrelationship among data, information, communication and education.
   b. help the students to understand the social, ethical and legal issues related with ICTE.
   c. develop an attitude for using technology and the internet in teaching-learning and professional development.
   d. acquire skills in preparing lesson based tutorial with the help of ICT.
   e. identify the facilities and possibilities of ICTE in Bangladesh, in compare with global perspective.

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

Unit-1: ICT Today: An Overview   **5**
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. explain the basic concepts of ICT in the 21st century perspective
   b. describe the effective use of ICT across the disciplines

Content:
   Concepts of IT, ICT, ICTE, Information literacy, Blended learning, Concepts of TPACK model, Scope and challenges of ICT integration in Education, ICT in Science, Engineering, Mathematics, Social Sciences and Arts, Basics of E-Education, E-Commerce, E-Governance.

Unit-2: ICTE in Bangladesh   **5**
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. analyze local and global perspective of ICTE.
   b. synchronize the relationship between ICTE curriculum and instructions.

Content:

ICTE in Global Perspective, ICTE in Bangladesh Perspective, Review of national policies regarding ICT integration in Education,Current practices of ICTE by GoB and NGOs, Future modalities of ICTE in Bangladesh.

Unit-3: Internet and Technology Assisted Learning in Education   6
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. explain the use of technology as a tool in education
   b. clarify the scope and challenges of digital media

Content:
   Distance/Cloud in learning and teaching, Educational provisions through internet (i.e. Google Classroom, Moodle, Flipped learning, Video conferencing, Web 3.0, OER), Challenges of digital divide, D-classrooms and E-universities, Learning through digital kit, devices and online platforms/courses.

Unit-4: Educational Management Information System (EMIS)   5
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. explicate the concept of MIS in education institution.
   b. practice MIS in education institution.

Content:
   Introduction to MIS, EMIS, Data and information, Sources and types of Information, Information gathering techniques, Information processing cycle, Information storage structure of educational institutions, Integrity and security of automated education system.

Unit-5: Ethics and Laws of ICTE   3
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. describe the social and ethical issues related to ICTE
   b. recognize the legal issues related to ICTE

Content:
   E-Ethics: Viruses, Intellectual Property Rights, Plagiarism, Technology addiction, Digital Crime, Cyber bullying, Censorship and Privacy in digital communication, ICT Acts and Laws: Bangladesh and Global perspective.

Unit-6: Practical
Learning Outcomes
After successful completion of the unit, students will be able to-
   a. develop hands-on tutorial
   b. apply educational software for teaching and professional development
   c. develop educational websites

Lab-1: Internet in Education   3
   Google Drive, Google Forms, Google Classroom, Moodle

Lab-2: Interactive Tutorial Development   4

Lesson based Tutorial Development: Prezi, Video Editor (Movie Maker), Photo Editor (i.e. LunaPic, Picasa etc.)

Lab-3: Software in Teaching-Learning and Professional Development   4
UNESCO Toolkit, Learning Games: Kahoot, WikiVersity, Open Learning Sources (Courseware)

Lab-4: Educational website development   5
Basic website development using web programming

6.   Instructional Strategies
a. Lecture
b. Question-Answer
c. Demonstration
d. Investigation in individually and group.
e. Assignment

7.   Assessment   Marks (%)
a.   One In-course examination   10X1= 10
b.   Course final Examination   (MCQ+Essay Type) 10+30 = 40
c.   Assignment/ Project   10
d.   Practical   40

8.   Recommended Books, Journals and Reports
Standard Books will be followed on both Theory and Lab Classes. There are several books and interactive CDs on ICT and their implementation in Education, Database and Multimedia Systems, Internet E-Mail and Web designing. So students are advised to collect and read as many books as they can. Here is given a list of some standard books for collection.

1. Rahman, M, L. & Hossain, M.A. (1998). *Computer Fundamentals*, Dhaka: Systech Publication.
2. Curtin, D, P., Sen, K., Morin, C. (1998). *Information Technology*, USA:McGraw Hill.
3. Salam, M,A. (2019). *Information Communication Technology in Education: Today and Tomorrow*. Dhaka: SAM Press and Publications.
4. Awad, E, M. (1999). *Systems Analysis and Design*, New Delhi: Galgotia Publications (p) Ltd.
5. Banu, S. (2000). *Computer and Internet: their Educational Uses*. Dhaka:Papyrus.
6. Recently Published software application based book,
7. Related websites.

1. **Course Number and Title: LE-528: Curriculum Design and Material Development** **in ELT**

2. **Credit Hour: 4**

3. **Course Description**
    This course is designed to give concepts to the learners about specific issues on curriculum design and material development in ELT. This course will also provide understanding about different models of curriculum and help learners to develop and evaluate the materials for use in the language classroom.

4. Course objectives
    The objectives are to help learners to:
    a. develop ideas about designing language curriculum.
    b. understand various models of curriculum.
    c. develop varieties of language materials.
    d. evaluate and adapt materials in a language classroom.

4. Course Content   **Contact Hours**

Unit-1   6
Learning outcomes
At the end of this unit learners will be able to-
    a. explain various approaches and models of the curriculum
    b. identify the needs of the learners in L2 classroom

Content:
*   Approaches and procedures of curriculum design
*   Models of language curriculum
*   The situational approach of curriculum model
*   Analysing needs (NA) for curriculum design and its issues

Unit-2   10
Learning outcomes
At the end of this unit learners will be able to-
    a. classify different types of curriculum
    b. identify various models of curriculum design
    c. innovate a systematic approach for designing curriculum

Content:
*   Types of language curriculum Design
*   The models of language curriculum
*   Problem solving model
*   Social interactional model
*   Innovative model (Characteristics, Trump's Five-step Innovation sequences for curriculum)
*   Systematic model for curriculum

Unit-3   **10**
Learning outcomes
At the end of this unit learners will be able to-
    a.   identify the aims and objectives of ELT in Bangladesh
    b.   analyze the ELT curriculum
    c.   evaluate ELT curriculum

Content:
  Curriculum and syllabus Design in ELT in Bangladesh
    - Significance of ELT curriculum
    - Principles of ELT curriculum
    - Aims and objectives of ELT
    - Syllabi of ELT for different levels
    - Evaluation of ELT curriculum

Unit-4: Designing and Developing ELT materials   **10**
Learning outcomes
At the end of this unit learners will be able to-
    a.   design different materials for use in L2 classroom
    b.   use the generic variations in materials
    c.   develop framework for textbook
    d.   evaluate materials

Content:
- Materials in action
- Developing materials for teaching literary genres
- Designing and developing textbooks
- Developing ELT modules, teacher guides, training manuals
- Material evaluation: internal and external
- Materials adaptation
- Authentic materials for ELT classroom
- Engaging the learners into material development: teaching cards

Unit-5: ICT based material development   **4**
Learning outcomes
At the end of this unit learners will be able to-
    a.   select appropriate content for teaching and prepare digital content
    a.   explore internet sources for developing appropriate content
    b.   prepare videos of model classroom teaching

Content:
- Selection of appropriate digital content
- Adapting the content for use
- Exploiting various internet sources
- Making videos of model classroom teaching

6.   **Instructional Strategies**
    a. Lecture

b. Group discussions

c. 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. Michael Swan and Roger Bower (edited), Languages Teachers.
2. Ronald V. White, The ELT curriculum: Design, Innovation and Management; 1988.
3. Braj B. Kachreu, (edited), The Other Tongue: English Across Cultures (2nd edition)
4. Janice Yalden, Principles of Course Design for Language Teaching, Cambridge: Cambridge University Press, USA. 1994.
5. Jack C. Richards, The Context of Language Teaching, Cambridge: Cambridge University Press, USA. 1987.
6. McDonough, J. &Shaw, C.(2003), Materials and methods in ELT : a teacher's guide (2nd ed.), Oxford, Blackwell.
7. McGrath, I. (2002). Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.
8. Richards, J.C.(2001), Curriculum Development in Language Teaching: New York, Cambridge University Press.
9. White, R.V. (1988). The ELT Curriculum: Design Innovation and Management, Oxford, Blackwell.

1.   **Course Number and Title: LE-529: Sociolinguistics and Language Education**

2.   **Credit Hour**: 4

3.   **Course Description**
        This course to introduces students to the important sociolinguistic issues and the approaches that have been developed to study them. Students should also come out of this course with understanding of where sociolinguistics fits in with the broader field of linguistics, and also how it relates to other disciplines, especially sociology, anthropology, education, and politics.

 4.   **Course objectives**
        The objective are to help learners to:
        a. understand different social contexts in terms of language change, shift and linguistic repertoire.
        b. reflect critically on sociolinguistic methods and apply this thinking when exposed to new studies.
        c. apply the student's knowledge of sociolinguistic theory and method to new data.
        d.   express students knowledge of the subject matter critically both orally and in written work.
        e. understand a range of research issues that fall under the rubric Sociolinguistics.

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

Unit-1: Concept of sociolinguistics, its relationship with different concepts   5
Learning Outcomes
At the end of this unit learners will be able to-
    a. explain the concept of sociolinguistics
    b. explain the basic concepts related to sociolinguistics

Content:
    • Key concepts of sociolinguistics; relationship between sociolinguistics and sociology.
    • Key terms in sociolinguistics and their facets: dialects, varieties, types of dialects, social and regional dialects, isogloss, register, variety in language

Unit-2: Pidgin, creoles, codemixing and code switching   7
Learning Outcomes
At the end of this unit learners will be able to-
    a. differentiate between pidgins and creoles
    b. explain the relationship among diglossia, bilingualism, multilingualism
    c. discuss the role of above concepts in language teaching

Content:
    • Definition of Pidgins and Creoles: characteristics of Pidgin and Creole, formation of pidgin to creole, Theories on Pidginization (e.g. Labov's theory)
    • Choosing a code: Diglossia, Bilingualism, Multilingualism, their relationship, idea of code switching and code mixing and its current practices, role of code mixing and code switching in language learning.

Unit-3: Language Change   **12**
Learning Outcomes
At the end of this unit learners will be able to-
   a. explain the reasons for language change and its effect on society
   b. explain the reason and features of different varieties of language

Content:
   • Language change: Concept, reason of language change, effects of language change on society, language shift and language maintenance.
   • Emergence of language varieties: World Englishes: concepts, nature, impact on teaching English
   • language and ethencity

Unit-4: Language and identity   **8**
Learning Outcomes
At the end of this unit learners will be able to-
   a. show the relationship between language and identity, social class, gender
   b. explain how identity plays role in language teaching and learning

Content:
   • Relationship between language and identity, social inequalities in language, attitude towards genders, language and culture, language and social class, ethnicity, nation, identity of language teachers, learners and implications in language learning.

Unit-5: Language, power and commodity   **8**
Learning Outcomes
At the end of this unit learners will be able to-
   a. explain how language is connected to power
   b. explain how language is connected to commodity

Content:
   • Language and power: Concept of power from theoretical point of views, symbolic power, relationship between language, power and pedagogy, power talk in academic discourse.
   • Language and commodity: Concept of commodity, commodification of language, marketing and advertising, its relation with language teaching, learning, material development, language based business and policy making.

6.   Instructional Strategies
   a. Lecture
   b. Group discussions
   c. 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. Block, D., & Cameron, D. (Eds.). (2002). *Globalization and language teaching*.Routledge.
2. Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire* (Vol. 23). Multilingual Matters.
3. Heller, M. (2010).The commodification of language.*Annual review of Anthropology*, *39*, 101-114.
4. Holmes, J., & Wilson, N. (2017).*An introduction to sociolinguistics*.Routledge.
5. Hornberger, N. H., & McKay, S. L. (Eds.).(2010). *Sociolinguistics and language education*.Multilingual Matters.
6. Spolsky, B. (1998). *Sociolinguistics* (Vol. 1).Oxford University Press.
7. Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*. Penguin UK.
8. Wardhaugh, R. (2011). *An introduction to sociolinguistics* (Vol. 28). John Wiley & Sons.

1.   **Course Number and Title: LE-530: Structure of English**

2.   **Credit Hours: 4**

3.   **Course Description**
       This course is elective for the learners of Language as well as for the students of other departments, who wish to take this instead of doing thesis. This course basically covers the structure of English like general structure of English, Morphology, and Syntax.

4.   **Course objectives**
       The objectives are to help lerners to:
       a. To acquaint the students with the general structure of English Language.
       b. To help the students to know about the analysis and structure of words.
       c. To allow the students to learn about the compounding of language.
       d. To make the students able to know about syntax.

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

Unit-1: Grammar   **10**
Learning Outcomes
At the end of this unit learners will be able to-
    a. explain concept and types of grammar
    b. discribe different types of clauses

Content:
    • Grammar and types of grammar
    • Prepositional content
    • Thematic roles and levels of structure
    • Some properties of structure
    • Clause structures
    • dependent clauses
    • Finite and nonfinite clauses h.   Relative clauses
    • Embedded clauses and noun phrase movement

Unit-2: Morphology: (The analysis of word structure)   **12**
Learning Outcomes
At the end of this unit learners will be able to-
    a. explain word structure
    b. describe derivational and inflectional process

Content:
    • Words and word structure
    • Morphemes
    • Representing word structure
    • Some common morphological phenomena
    • Derivation
    • English derivational affixes
    • Derivation at work

- Compounding
- Properties of compounds
- Types of compounds
- Compounds in other languages
- Inflection
- Inflection versus derivation
- English inflectional affixes

Unit-3: Syntax: (The analysis of sentence structure)   **10**
Learning Outcomes
At the end of this unit learners will be able to-
  a. explain phrase structure rules
  b. describe surface structure and deep structure
  c. explain clause strutures

Content:
- Categories and structure
- Word level categories
- Phrase structure
- Sentences
- X-categories
- Transformations
- Inversion in yes-no questions
- Deep structure and surface structure
- Wh-movement
- Coordination
- Modifiers
- Relative clauses
- Restrictive relative clauses
- Non restrictive relative clauses

Unit-4: Phonetics   **8**
Learning Outcomes
At the end of this unit learners will be able to-
  a. explain air stream mechanism
  b. describe consonants and vowels of languages
  c. transcirbe phonetic transcription

Content:
- Articulates and air stream mechanism
- Description of consonant and Vowels of different languages
- Phonetic transcription

6.   **Instructional strategies**
  a. Lecture
  b. Group discussions
  c. Participation

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.   **Recommendation Books, Journals and Reports**

   1. Amanullah, S. M. (2003), *A Guide To Correct Speech,* Forth foundation, Dhaka:
         Okkhar.
   2. Celce-Murcia, M., Larsen-Freeman, D., & Williams, H. A. (1983). The grammar
         book: An ESL/EFL teacher's course.
   3. Greenbaum, S., & Quirk, R. (1990). *A univ ersity grammar of English*. Longman
         group Limited.
   4. Jacobs, R. A. (1995). *English syntax: A grammar for English language
         professionals*, Oxford: Oxford University Press.
   5. O'Grady, W., Dobrovolsky, M., &Katamba, F. (Eds.). (1997). *Contemporary
         linguistics*. London: Longman.
   6. Quirk, R. (2007). *A university grammar of English*.Pearson Education India.
   7. Ladefoege, P, (1993), *A course in Phonetics,* Third edition, New York: Harcourt.
         Brace, Jovanovic College Publishers.

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

2. **Credit Hours: 8**

3. **Course Description**

This is an internship course for the students of English language. It intends to provide learners with practical experiences in one or more areas of English Language Education programme or project. The concerned learners will work for six months in an organisation under the supervision and guidance of experienced officers/teachers/managers/administrators of the respective organization. The learner ultimately will come up with an individual `product' or 'internship report' on the selected area of program or project.

4. **Course objectives**

The objectives are to help learners to:
a. provide practical experience to the learners to work in any organization
b. develop the skills analysing strengths, weaknesses, opportunity and threats (SWOT) of ELT related activities of an organisation.
c. acquire the capabilities, techniques and skill of writing a report independently on ELT activities of the organisation the learners are attached with.

5. **Activities**
- Taking part in development of ELT curriculum for both primary and secondary levels
- Developing instructional materials
- Developing training modules, teachers' guide
- Taking part in research activities of the organisation
- Observing the environmental and nature of activities of the organization and collecting   pertinent information about the organization
- Designing ELT related projects or programmes
- Developing an internship report about the organization highlighting the experience as an   internee and analysing SWOT.

6. **Supervision**

Each student will perform his/her activities under the joint supervision of one of the teachers of Department of Language Education (LE) and one professional of the organization.

7. **Assessment**   **Total Marks: 200**
a. Performance assessed by the external supervisor   50 Marks
   (Professional of the organization/institute)
b. Performance assessed by the internal supervisor (teacher of LE)   70 Marks
c. Internship Report   60 Marks
d. Viva-Voce   20 Marks