

1. Course Number and Title: ED-501: Education in Global Perspective

2. Credit Hours: 4

3. Course Description

The course is designed to help develop the understanding, insights and competency of the learners in a global perspective. Through acquainting them with successful education practices, contemporary educational events, trends and issues, challenges and education system of selected countries. Through this course the learners will be able to develop skills and generate ideas to adopt pragmatic changes ensuring quality education in Bangladesh.

4. Course objectives

The objectives are to help learners to:

- a. acquaint with the contemporary educational events, trends, reforms and innovations across the globe.
- b. recognize the diversity of educational development and challenges in the world.
- c. acquire the skills of adapting successful practices in the areas of andragogy, pedagogy, management, curriculum and assessment.
- d. introduce to the educational activities of some selected organisations locally and globally.
- e. acquaint with the contemporary education systems and developments in the field of education of some selected countries.
- f. acquire the skills of collecting and compiling information, preparing and presenting reports and searching out the lessons to be learnt from other practices.

**5. Course Content
Hours**

Contact

Unit-1: Conceptualizing Educational Change in Global Perspective

5

Learning Outcomes

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

- a. describe the concept of global change
- b. explain the relationship between global change and education
- c. analyze the implications of recent trends of global change into education

Content:

- Historic milestones (pre-modern,, modernism, colonialism, postmodernism, globalization)
- Relationship between global change and education
- Globalization: Global education, International education

Unit-2: Global declarations and national commitments

5

Learning Outcomes

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

- a. describe different international declarations on education
- b. review different global and national declarations
- c. examine implications of global and national commitments in Bangladesh context

Content:

- UN-UHRC, UN-CRC, EFA, DFA, CEDAW, Salamanca, UNCRPD, Delor's Commission, SDGs, Policy-borrowing
- Constitution of Bangladesh, Education Commissions (1972-----2010), 5-year Plans, CPEA, Draft Education Act, NEP 2010, Child Policy, Gender Policy, Person with Disabilities Right and Protection Act, NDD Act, Vision 2041, Delta plan

Unit-3: Global and National Progress in Education

5

Learning Outcomes

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

- a. identify and describe Global and National Progress Indicators in Education
- b. compare and contrast global and national education progress

Content:

- International Educational Progress: UNESCO-GMR, WB's Report, ADB's Report, UNDP-HDI Report, SGD's Progress Report, OECD (PISA), TIMSS, UNICEF-WCR, SAARC, GCED
- Global Citizenship Education (GCED)- Values, Principles, Implementation Strategies
- Internationalization of Education: Concept, Criteria, Politics
- Higher Education Ranking: Ranking organizations, criteria, impact, politics and status of education in Bangladesh and challenges, Higher education strategic plan in BD
- National Educational Progress: Review of Various Reports (ASPR, BANBEIS's Planning Commission, PEDP, SESIP, CAMPE-Education Watch, CPD, TIB), Current Status of Education in Bangladesh etc, Competencies and skill framework

Unit-4: Paradigm Shift in Educational Practices

5

Learning Outcomes

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

- a. analyze the recent trends of educational changes
- b. identify change factors that can be replicated in Bangladesh context

Content:

- Innovation in Pedagogy and Andragogy
- Shift in T-L: Participatory and Interactive Teaching Learning Education Management (PBM, PMM), Assessment, Personalized learning
- Monitoring and Mentoring
- Quality Education: concept, indicators, qualification framework, status, challenges
- 21st centry framework

Unit-5: Organizations working on Education

5

Learning Outcomes

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

- a. describe and compare operational models of different leading organizations working in the field of education
- b. identify good and best practices that can be scaled up in Bangladesh context

Content:

UNICEF, UNESCO, DfID, JICA, Plan Bangladesh, Save the Children, USAid, AusAid, ILO, EU, CIDA, SIDA, British Council, BRAC, CAMPE, GE, JC, A2i

Unit-6: Successful Education Practices in Selected Countries

5

Learning Outcomes

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

- describe and compare the education system of different countries
- identify unique model/s for adaptation in Bangladesh

Content:

- Asia : India, Bhutan, Singapore, Sri Lanka, Japan, Hong Kong, Malaysia, China
- Europe : UK, Finland, Norway
- North America : USA, Canada
- Africa : South Africa
- Australia : Australia, NZ

Unit-7 Global Connection in Education

5

Learning Outcomes

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

- conduct research in collaborative approach
- find suitable scholarship and research fund
- network through ICT and professional forum
- prepare proposal for educational research

Content:

- Career in Education
- HE Scholarships and fund
- Collaborative research initiatives
- Networking through ICT (LinkedIn, FB, Youtube, Academia, Research Gateway etc.)
- Education Research/ Proposal Development

6. Instructional Strategies

- Lecture
- Group work
- Organization visit
- Document review
- Presentation
- Proposal development

7. Assessment

Marks (%)

- One In-course examination 10
- 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)
- Course final Examination (MCQ+Essay Type) 10+40= 50

8. Recommended Books, Journals and Reports

- UNESCO (1996), Learning: The Treasure Within, Report of the International Commission on Education for the Twenty-first Century, Paris
- UNESCO (2000), শিখন: অন্তর্নিহিত সম্পদ, একবিংশ শতাব্দীর শিক্ষা বিষয়ে ইউনেস্কোর আন্তর্জাতিক কমিশনের প্রতিবেদনের বাংলা অনুবাদ, ঢাকা।
- Unicef, The State of the World Children (latest issue), Unicef House, USA

4. UNDP, Human Resource Development Report (latest).
5. UNESCO, Education for all: The Quality Imperative (latest), Paris.
6. UNESCO, World Education Reports.
7. Sen, A. (2006). Identity and Violence: Illusion of Destiny, Penguin Group.
8. World Bank, Reports on Education and World Development Reports.
9. Reports of different organizations on Educational Practices.
10. Cumming, W,K, McGinn, N.F. (1997), International Handbook of Education and Developments: Preparing School, Students and Nations for the 21st Century, Oxford (UK): Pergamon.
11. Carnoy, M (1999), Globalisation and education reform: What planners need to know, UNESCO/IIEP, Paris.
12. UNESCO, Education for all: The Quality Imperative, 2004. IIEP/Paris.
13. UNESCO, Global Monitoring Report Education for all, UNESCO/IIEP, Paris..
১৪. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
15. United Nations – 21st century skills framework
16. UNESCO, GCED Documents.
17. Related Websites.

1. Course Number and Title: ED-504: Methods and Techniques of Educational Research

2. Credit Hour: 4

3. Course Description

This course is designed to assist learners for expanding their knowledge and skills in educational research with an in-depth understanding and practical experiences. The course discusses well-known theories and practices related to researching educational problems. This facilitates students' ability for selecting appropriate research problem, developing research tools, selecting appropriate strategies for collecting, processing, analyzing and interpreting findings. The out of classroom activities include designing and conducting a small scale study followed by a report submission.

4. Course objectives

The objectives are to help learners to:

- a. to assist students in understanding the terminology and methodology of educational research.
- b. to help students appreciate the importance of carefully planned, well executed, and systematically reported educational research.
- c. to provide students with experiences necessary for developing skills in the various aspects of collecting, interpreting and reporting data following quantitative and qualitative approaches.
- d. to provide students experiences necessary for carrying out a study independently in a particular field of education.
- e. to help them acquiring skills for writing research report.

5. Course Content Hours

Contact

Unit-1: Philosophical Worldviews in Research

5

Learning Outcomes

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

- a. identify the nature of philosophical views of research
- b. select appropriate philosophical vies for their study

Content:

- Major philosophical worldviews/research paradigms: (i) Positivism/Post-positivism; (ii) Interpretivism/constructivism; (iii) Advocacy/participatory; and (iv) Pragmatism
- Essential elements of a worldview: ontology; epistemology, axiology and so on.
- Role of worldviews in educational research
- Applying worldviews for selecting educational research designs

Unit-2: Developing Theoretical and Conceptual Framework of a Research

5

Learning Outcomes

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

- a. identify the theoretical and conceptual framework of a study
- b. develop any theoretical and conceptual framework for their study

Content:

- Meaning of Theoretical and Conceptual framework
- Importance and use of Theoretical and Conceptual framework
- Examples from real world research

Unit-3: The Selection of Research Design for Educational research 5

Learning Outcomes

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

- a. identify a researchable problem in education
- b. select appropriate research design for their study with justification.

Content:

- Recapitulate research designs
- Identify real world educational problem
- Select appropriate research design with justification
- Complexity in selecting research design

Unit-4: Sample and Sampling 5

Learning Outcomes

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

- a. estimate appropriate sample size for their study
- b. use appropriate sampling technique for selecting a sample

Content:

- Recapitulate the concept of sample and sampling
- Sample size estimation with using statistical formula
- Select appropriate sampling techniques (quantitative and qualitative research) with justification
- Complexity in selecting sampling techniques

Unit-5: Construct Research Tools 5

Learning Outcomes

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

- a. select appropriate data collection tool/s for quantitative data
- b. select appropriate data collection tool/s for qualitative data.

Content:

- Questionnaire: Nature, types, purpose, construction, scopes and limitations
- Interview: Nature, types, purpose, construction, scopes and limitations
- Observation: Nature, types, purpose, construction, scopes and limitations
- Scales: Nature, types, purpose, construction, scopes and limitations
 - Likert Scales
 - Thurston Scales
- Psychological tests: Nature, types, purpose, construction, scopes and limitations
- Focus Group Discussion: Nature, purpose, construction, scopes and limitations, conduction
- Sociometry: Nature, purpose, construction, scopes and limitations
- Validity, reliability and usefulness of tools

Unit-6: Validity and Reliability of Results in Quantitative, Qualitative and Mixed Research **5**

Learning Outcomes

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

- a. measure validity and reliability of quantitative data
- b. measure validity and reliability of qualitative data.

Content:

- Validity issues in the research design
- Causal Relationships
- Internal and External validity for quantitative, qualitative and mixed research

Unit-7: Analyzing the Data: Descriptive and Inferential Statistics **5**

Learning Outcomes

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

- a. analyze quantitative data using statistical techniques
- b. test hypothesis using appropriate test.

Content:

- Concept of analysis with examples from practical data
 - Univariate: Types, scope and computation
 - Bivariate: Types, scope and computation
 - Multivariate: Types, scope and computation
- Use of descriptive statistics: frequency distribution; measures of central tendency and variation; shape of distribution- symmetric and asymmetric
- Bivariate data analysis: simple correlation, scatter plot – displaying correlation between two variables; product moment method
- Simple and multiple linear regression analysis: concept and use
- Regression model: concept and use
- Use of inferential statistics: (a) Point estimation (hypothesis testing) and (b) interval estimation
 - (a) Test of hypothesis: (i) Parametric tests: t-test, Z-test, F-test; (ii) Non-parametric test: Chi-Square test and others;
 - (b) Confidence interval: concept and use

Unit-8: Data Interpretation of Qualitative and Quantitative Data **5**

Learning Outcomes

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

- a. interpret quantitative results;
- b. interpret qualitative results.

Content:

- Concept of data interpretation and its importance
- Quantitative data interpretation with examples
- Qualitative data interpretation with examples

Unit-9: Writing the Research Report **5**

Learning Outcomes

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

- a. format a research report following particular style
- b. evaluate a research report.

Content:

- Importance of reporting research results
- Format of research report: (i) Various aspects of a report, (ii) Different chapters, (iii) Pagination, (iv) Tables and figures, (v) Writing style and language, (vi) Referencing
- Evaluating a research report: Purpose of evaluation; Guidelines and checklist for evaluating a research report

6. Instructional Strategies

- a. Lecture and classroom interaction
- b. Group discussion
- c. Guided study: Read and evaluate research articles
- d. Case studies
- e. Field work
- f. Library work and students participation in the class

7. Assessment

Marks (%)

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

8. Recommended Books, Journals and Reports

1. Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. California: Wadsworth.
2. Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
3. Best, J. W., & Kahn, J. V. (2006), *Research in Education*, New Delhi: Prentice Hall.
4. Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
5. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Boston: Pearson
6. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Boston: Pearson.
7. Flick, UWE. (2009). *An Introduction to Qualitative Research*. London: Sage.
8. Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
9. Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An introduction*. New York Allyn and Becon.
10. Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Boston: Pearson.
11. Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill Prentice Hall.
12. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.

13. Johnson, B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches*. Los Angeles: SAGE Publications, Inc.
14. Kemmis, S., McTaggart, R., Retallick, J. (2004). *The Action Research Planner*. Pakistan: Aga Khan University
15. Kothary, C. R. (2005). *Research Methodology*, New Delhi: New Age International Publishers.
16. McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.
17. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Articles

18. Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5(2), 112-131. Available at: <http://dx.doi.org/10.7575/aiac.ijels.v.5n.2p.9>.
19. Aliyu, A. A., Singhry, I. M., Adamu, H. & Abubakar, M. M. (2015). Ontology, epistemology and axiology in quantitative and qualitative research: Elucidation of the research philosophical misconception. *Mediterranean Publications & Research International on New Direction and Uncommon*, 2(1). Available at: <https://www.researchgate.net/publication/318721927>.
20. Doyle, L., Brady, AM, & Byrne, G. (2016). An overview of mixed methods research – revisited. *Journal of Research in Nursing*, 21(8), 623-635. DOI: 10.1177/1744987116674257.
21. Doyle, L., Brady, AM, & Byrne, G. (2009). An overview of mixed methods research. *International Journal of Research in Nursing*, 14(2), 175-185. DOI: 10.1177/1744987108093962.
22. Kivunja, C. & Kuyini, A. B. (2017). Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5), 9-19. Available at: <http://dx.doi.org/10.5539/elt.v5n9p9>.

1. **Course Number and Title: CIT-571 : Curriculum Development Process**
2. **Credit Hours: 4**
3. **Course Description**
This course provides an orientation to curriculum along with theoretical foundation on curriculum, which includes, various theories, models and process of a curriculum design and development.
4. **Course objectives**
The objectives are to help learners to:
 - a. recapitulate the concept of curriculum and its fundamentals.
 - b. acquaint with the theories and models of curriculum design and development.
 - c. acquaint with the process of curriculum development.
 - d. acquire knowledge and skills of accomplishing curriculum tasks following the process of curriculum development.

5. Course Content **Contact Hours**
Unit-1: Recapitulation of Curriculum Concept and its Fundamentals **7**

Learning Outcomes

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

- a. define curriculum and articulate the challenges in defining it
- b. describe the nature and scope of curriculum
- c. explain the ways of classifying the curriculum
- d. explain the source of curriculum planning and development
- e. explain the roles and responsibilities that curriculum workers may play in shaping the curriculum

Content:

- Meaning , concept , definition and challenges of curriculum
- Nature, scope and classification of curriculum
- Sources of the curriculum
- Curriculum leaders and their responsibilities
- Curriculum Mapping
- Curriculum Framework

Unit-2: Theories and Models of Curriculum **4**
Learning Outcomes

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

- a. analyze different theories and models of curriculum development and suggest a model at their own to develop curriculum in Bangladesh
- b. describe various models of curriculum development

Content:

- Theories of curriculum development
- Comparative analysis of major theories
- Models of curriculum development
- Comparative analysis of different models

Unit-3: Foundation Policies and Principles of Curriculum **4**
Learning Outcomes

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

- a. describe policies and principles that are followed to prepare curriculum
- b. differentiate benefits of child-centric, subject-centric and discipline-centric curriculum

Content:

- Determinants of foundation, policies and principles
- Contextual basis of principles and policies
- Child-centric, subject-centric and discipline-centric curriculum
- Transition of policies and principles in curriculum

Unit-4: Organization for Curriculum Development and Curriculum Development Tasks
04**Learning Outcomes**

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

- a. identify curriculum development tasks in national, regional and local context
- b. explain policy and decision-making process in curriculum development

Content:

- Curriculum development settings-national, regional and local
- Organization of personnel
- Policy and decision-making in curriculum development
- Components of curriculum
- Curriculum development tasks

Unit-5: Situational Analysis**4****Learning Outcomes**

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

- a. identify needs for curriculum evaluation through situational analysis by applying different strategies
- b. analyze needs of target groups through different strategies to revise the curriculum

Content:

- Components and areas of situation
- Analysis: tasks and strategies
- Identification of needs

Unit-6: Formulation of Objective**5****Learning Outcomes**

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

- a. identify aims, objectives and learning outcomes of a given topic
- b. classify the objectives.
- c. practice domains of objectives

Content:

- Aims and objectives
- Source of objectives
- Classification of objectives
- Domains of objectives

Unit-7: Curriculum Design**5****Learning Outcomes**

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

- a. describe different curriculum designs

- b. differentiate basic design concepts, academic subject design and fusion design.
- c. analyze the significance of core curriculum and activity curriculum

Content:

- Basic design concepts
- Academic subject design
- Fusion design
- Broad field design
- Core curriculum and activity curriculum

Unit-8: Content Selection Criteria and Organizing Course Contents

4

Learning Outcomes

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

- a. explain important criteria for selecting contents in the curriculum
- b. articulate contents using vertical, horizontal, logical, psychological and spiral method
- c. analyze curriculum framework

Content:

- Legal constraints
- Content significance
- Contents authenticity
- Motivational appeal
- Content complexity
- Sequence, integration and reiteration
- Logical vs psychological
- Thematic approach / spiral organization
- Part to whole, and whole to part
- Vertical organization
- Horizontal organization
- Curriculum framework

Unit-9: Curriculum in to Practics

5

Learning Outcomes

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

- a. describe characteristics of instructional materials.
- b. differentiate instructions and facilitation
- c. explain the importance of dissemination, follow-up and feedback

Content:

- Instructional materials
- Instructions and facilitation
- Assessment
- Dissemination
- Follow-up and feedback
- Evaluation

6. Instructional Strategies

- a. Lecture
- b. Group Practice

- c. Reading
- d. Presentation
- e. Library work and students participation in the class

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

8. Recommended Books, Journals and Reports

- 1) Allan C. Ornstein, Francis P. Hunkins, (2017) Curriculum: Foundations, Principles and Issues, 7th edition , Pearson Education, Inc, 2018
- 2) Armstrong David, G,(1989) Developing and Documenting the Curriculum, Allyn and Bacon
- 3) Forrest W. Parkay, Erich S. Anctil, Glen Hass,(2014) Curriculum Leadership, readings for developing Quality Educational Programs. 10th edition by Pearson Education, Inc.
- 4) Kelly, A.V,(1978) The Curriculum: Theory and Practice, Harper & Row Publishers, 1977
- 5) Lawton Denis,(1978) Social Changes, Educational Theory and Curriculum Planning, Hodden and Stoughtan
- 6) Lewy, Arch,(1977) Planning the School Curriculum UNESCO, Paris
- 7) Marsh, Colin J.(1992) Key Concepts for Understanding Curriculum, The Falmer Press,
- 8) March, Colin J. (2003) Curriculum: Alternative Approaches, Ongoing Issues, D.H.Hill Library
- 9) Nicholls and Nicholls,(1978) Developing a Curriculum: A Practical Guide, George Allen & Unwin,
- 10) Pratt, David,(1980) Curriculum: Design and Development, Harcourt Brace Jovanovice,
- 11) Promila Sharma, (2017) Curriculum Development, A. P. H. Publishing Corporation, Delhi
- 12) Rahman, Siddiqur,(1987) Curriculum Process, Bishaw Parichaya, Dhaka,
- 13) Stenhouse, Lawrence,(1975) An Introduction to Curriculum Research and Development Heineman, London
- 14) Torence J. Lovat & David L. Smith, Curriculum Action on Reflection, 4th edition, Thomson, 1968, Australia
- 15) Tyla, Rolph W. (1949)Basic Principles of Curriculum and Instruction, The University of Chico Press,
- 16) Wiles, Jon (2003), Curriculum Development: A Guide to Practice, D.H. Hill Library
- 17) Related Websites.
- 18) মিয়া, এম.এ ওহাব (২০০৪), শিক্ষাক্রম প্রণয়ন ও মূল্যায়ন, বাংলা একাডেমী, ঢাকা।
- 19) এহসান, ড. মো: আবুল (১৯৯৯), শিক্ষাক্রম উন্নয়ন নীতি ও পদ্ধতি, ছাত্রবন্ধু লাইব্রেরী, ঢাকা।
- 20) Christophes R. Garis, Teacher Made Assessments. How to connect Curriculum, Instruction, and Student Learning, Amazon.

1. Course Number and Title: CIT-572: Development of Instructional Materials

2. Credit Hours: 4

3. Course Description

The course designed to provide the learners sound theoretical background and practical experience of developing different instructional materials.

4. Course objectives

The objectives are to help Learners to:

- a. introduce with the fundamentals of instructional materials.
- b. acquaint with the criteria of different instructional materials.
- c. know the process of planning and developing instructional materials.
- d. acquire the practical skill of planning and developing instructional materials.

**5. Course Content
Hours**

Contact

Unit –1: Concept and Functions of Instructional Materials

8

Learning Outcomes

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

- a. define concepts, nature and scope of instructional materials
- b. classify different types of instructional materials
- c. explain the importance of instructional materials in teaching – learning situation

Content:

- Concepts, nature and scope of Instructional materials
- Various roles and importance of instructional materials
- Classification of instructional materials
- Types of instructional materials : textbook, instructional card, teacher’s manual, teacher’s guide, teacher’s resource book, module

Unit-2: Analysis of Curriculum Materials

6

Learning Outcomes

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

- a. describe the need for an analytic framework.
- b. prepare inventory of dimensions for analyzing curriculum materials
- c. analyze curriculum materials using analytical framework
- d. identify the instructional patterns of curriculum materials
- e. analyze readability of curriculum materials

Content:

- Analytical framework: significance, example
- Inventory of dimensions for analyzing curriculum materials
- Publication and cost information
- Physical properties of the materials
- Content of materials
- Instructional properties of materials
- Instructional pattern analysis

- Readability analysis

Unit-3: Development of Instructional Materials

12

Learning Outcomes

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

- a. prepare different types of instructional material
- b. conduct quality control evaluation

Content:

- Development of teaching aids: considerations, procedure and quality control
- Development of teacher's guide: considerations, procedure and quality control
- Development of module: considerations, procedure and quality control
- Development of digital content: considerations, procedure and quality control
- Development of low cost materials: considerations, procedure and quality control
- Production of video materials: considerations, procedure and quality control

Unit-4: Criteria of a Textbook

6

Learning Outcomes

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

- a. identify criteria of good textbook
- b. point out the importance of language style and vocabulary for textbook
- c. explain validity of textbook
- d. develop illustrations for textbook

Content:

- Articulation of content
- Consistency with objectives
- Language style and vocabulary
- Effectiveness
- Validity
- Elements of reflective thinking
- Illustrations
- Treatment of controversial issues
- Gender issues
- Exercise for reinforcement

Unit-5: Planning and Development of Textbook

8

Learning Outcomes

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

- a. explain the factors that need to be considered while planning the textbook
- b. describe the development process of textbook

Content:

Planning Stage

- Consideration of pre-disposing factors
- Structure of a textbook
- Structure of content areas
- Organization of content

Development Stage

- Writing of text materials
- Development of illustrations
- Vetting of textbook
- Revision and editing
- Printing

6. Instructional Strategies

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

7. Assessment

Marks (%)

- a. One In-course examination 10
- b. Course final Examination (MCQ+Essay Type) 10+40 = 50
- c. Assignment (preparation of prototypes of textbook/
instructional card or other instructional materials) 40

8. Recommended Books, Journals and Reports

1. Armstrong, G. David. (1989) Developing and Documenting the Curriculum, Allyn and Bacon, Boston .
2. Ellingron, Henry Andrace Phil, (1985) Producing Teaching Materials, Kogon Page Ltd.,
3. Gail, M. Damien. (1981) Handbook for Evaluating and Selecting Curriculum Materials, Allyn and Bacon, Inc.
4. Kibler, Robert J. and Others. (1981) Objectives for Instructional and Evaluation, Allyn and Becon.
5. Lewy, Arich.(1997) Planning the School Curriculum, UEP, UNESCO.
6. Legatt C. and Others(1951) Handbook for Writers, Prentia-Hell.
7. Lewy, Arich (1977) Handbooks of Curriculum Evaluation, UNESCO
8. Posner, George J. and Rundnitsky Alan.(1986) N Course Design: A Guide to Curriculum Development for Teachers, Longma.
9. Rowntree, Derk.(1981) Developing Course for Students, McGraw-Hill.
10. বানু, সেলিনা ও ইসলাম, খাইরুল (২০১২), সামাজিক বিজ্ঞান শিক্ষণ প্রসঙ্গ, প্যাপিরাস, শাহবাগ, ঢাকা-১০০০

1. **Course Number and Title: CIT–573: Curriculum Management**
2. **Credit Hours: 4**
3. **Course Description**
The course includes the components of curriculum management. It mainly focuses on management principles, roles and responsibilities, change management, implementation strategies and resourcing of the curriculum
4. **Course objectives**
The objectives are to help learners to:
 - a. acquaint with the fundamentals of curriculum management.
 - b. develop the skills of setting the stages for curriculum implementation.
 - c. analyse and discuss the concept of curriculum change.
 - d. identify the factors influencing curriculum implementation.
 - e. acquire the competency of implementing curriculum changes.
5. **Course Content** **Contact**
Hours

Unit –1: Curriculum Management **12**

Learning Outcomes

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

- a. define concept and principles of curriculum management
- b. describe roles and responsibilities of officials and characteristics of curriculum manager
- c. explain the importance of curriculum alignment

Content:

- Concept and principles of curriculum management
- Goal-oriented management and performance based management
- Roles and Responsibilities of Officials (Head teacher / Principal, Teacher, SMC, Subject Leader) to manage the curriculum
- Characteristics of curriculum manager
- Collaborative involvement in curriculum management
- Curriculum Alignment

Unit – 2: Curriculum Change **6**

Learning Outcomes

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

- a. describe the nature, types and phases of curriculum change
- b. inspect strategies for change management
- c. identify the factors and barriers to effective change in school

Content:

- The Nature and types of change
- Phases of change
- Strategies for change management.
 - power / co-ercive
 - rational / empirical

- normative / re-educative
- Barriers to effective change in school
- Factors facilitating effective change in school

Unit – 3: Setting the Stages for Curriculum Implementation 6

Learning Outcomes

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

- a. express purpose and significance of curriculum dissemination
- b. describe the role of NCTB in dissemination

Content:

- Curriculum dissemination: Purpose, significance, classification
- Dissemination plan
- Role of NCTB in dissemination
- Dissemination Models

Unit – 4: Curriculum Implementation and Follow-up activities 8

Learning Outcomes

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

- a. identify the ways of encouraging a person to implement the change
- b. explain the factors that affect curriculum implementation
- c. explain follow-up activities, monitoring and feedback
- d. explain curriculum implementation scenario in Bangladesh

Content:

- Meaning and Nature of curriculum implementation
- Change agent and implementation of new curricula
- Ways of encouraging a person to implement the change
- Individuals involve in curriculum implementation
- Factors affecting Implementation
- Follow – up activities
- Monitoring & Feedback
- Quality control of an implemented curriculum
- Curriculum implementation scenario in Bangladesh

Unit – 5: Curriculum Evaluation 8

Learning Outcomes

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

- a. describe concept and focuses of curriculum evaluation
- b. differentiate rational and experimental evaluation
- c. compare different curriculum evaluation models

Content:

- Meaning and forms of Evaluation
- Concept of curriculum evaluation
- Functions of Evaluation
- Focuses of curriculum evaluation
- Rational and Experimental Evaluation
- Curriculum Evaluation Models

6. Instructional Strategies

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

7. Assessment

Marks (%)

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

7. Recommended Books, Journals and Reports

1. Commonwealth Secretariat. (1993) Managing the Curriculum and Resource, London.
2. David Middlewood and Neil Barton.(2010) Managing the Curriculum, SAGE Publications.
3. Ewing, Robyn.(2013) Curriculum and Assessment, 2nd edition , Oxford University press.
4. Forrest W. Parkay, Erich S. Anctil, Glen Hass.(2014) Curriculum Leadership, readings for developing Quality Educational Programs. 10th edition by Pearson Education, Inc.
5. Lewy, Arich.(1977) Planning the School Curriculum, UNESCO, IIEP.
6. Lewy, Arich (1977) Handbooks of Curriculum Evaluation, UNESCO.
7. Marsh, J. Colin.(2009) Key Concept for understanding curriculum, Fourth Edition , Routledge.
8. Rowntree, Derek. (1981) Developing Courses for Students, McGraw-Hill Book Co., London.
9. Related Websites.
10. Stenhouse, Lawrence, (1975) An Introduction to Curriculum Research and Development, Heineman.
11. The Open University.(1976) Curriculum Evaluation, Walton Hall.
১২. এম.এ ওহাব মিয়া,(২০০৪) শিক্ষাক্রম প্রণয়ন ও মূল্যায়ন, বাংলা একাডেমী, ঢাকা