

**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**

**Contact Hours**

**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
- 21<sup>st</sup> century 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-

- a. describe and compare the education system of different countries
- b. 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-

- a. conduct research in collaborative approach
- b. find suitable scholarship and research fund
- c. network through ICT and professional forum
- d. 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**

- a. Lecture
- b. Group work
- c. Organization visit
- d. Document review
- e. Presentation
- f. Proposal development

**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. UNESCO (1996), Learning: The Treasure Within, Report of the International, Commission on Education for the Twenty-first Century, Paris
2. UNESCO (2000), শিখন: অন্তর্নিহিত সম্পদ, একবিংশ শতাব্দীর শিক্ষা বিষয়ে ইউনেস্কোর আন্তর্জাতিক কমিশনের প্রতিবেদনের বাংলা অনুবাদ, ঢাকা।
3. 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 21<sup>st</sup> Century, Oxford (UK): Pergamon.
11. Carnoy, M (1999), Globalisation and education reform: What planners need to know, UNESCO/IIEP, Pairs.
12. UNESCO, Education for all: The Quality Imperative, 2004. IIEP/Pairs.
13. UNESCO, Global Monitoring Report Education for all, UNESCO/IIEP, Pairs..
১৪. শিক্ষা মন্ত্রণালয় (২০১০) জাতীয় শিক্ষানীতি, ঢাকা-২০১০।
15. United Nations – 21<sup>st</sup> 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**

**Contact Hours**

**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 –

- identify a researchable problem in education
- 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 –

- estimate appropriate sample size for their study
- 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 –

- select appropriate data collection tool/s for quantitative data
- 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 –
- measure validity and reliability of quantitative data
  - 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 –
- analyze quantitative data using statistical techniques
  - 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-
- interpret quantitative results;
  - 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 –
- format a research report following particular style
  - 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

- Lecture and classroom interaction
- Group discussion
- Guided study: Read and evaluate research articles
- Case studies
- Field work
- Library work and students participation in the class

## 7. Assessment

**Marks (%)**

- |   |           |
|---|-----------|
| a. One In-course examination  | 10        |
| b. Students' analytical and reflective work<br>(combination of at least two of tasks (i) assignment, (ii) project,<br>(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 (8<sup>th</sup> 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 (10<sup>th</sup> 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 & Title: NFLE-562: Leadership, Management and Capacity Building in NFLE**

**2. Credit Hours: 4**

**3. Course Description**

The course is designed to give the learners clear ideas on leadership, management, and capacity building components. To widen the horizon of understanding of the learners it further presents a comprehensive picture of NFLE leadership and management, and capacity building in education. The course also included planning and management process of NFLE Programs/projects in Bangladesh and scenario of implementation of NFLE programs /projects focusing supervision, monitoring and evaluation mechanism. The course further creates scope for community participation in monitoring & evaluation NFLE projects in the grass roots; and explains role of ICT in NFLE school monitoring & evaluation; and provisions of capacity building on supervision, monitoring and evaluation available in the country.

**4. Course objectives**

The objectives are to help learners to:

- a. support learners understand the components of leadership, management and capacity building in universal forms and also in terms of NFLE in specific forms.
- b. acquaint learners with the overall situation of NFLE leadership, management, and capacity building situations in education and NFLE in Bangladesh.
- c. equip learners with NFLE planning and management in Bangladesh.
- d. capacitate learners with supervision, monitoring, and evaluation of NFLE programs.
- e. familiarize implementation procedures of NFLE concerning supervision, monitoring and evaluation available in Bangladesh.

**5. Course Content**

**Contact Hours**

**Unit-1: Leadership, Management and Capacity Building in different perspectives 8**

**Learning Outcomes**

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

- a. explain concept, significance, and approaches, nature & styles of leadership, management and capacity building clearly
- b. explain difference between leadership and management and their effect on education
- c. determine effects and functions of leadership, management and capacity building on education and NFLE

**Content:**

- Concept and significance of leadership, management and capacity building
- Approaches, styles/types and nature of leadership, management and capacity
- Leadership VS Management - a binary
- Effect and functions of leadership, management and capacity building focusing of NFLE

**Unit-2: Leadership and Management of Nonformal Education**

**8**

**Learning Outcomes**

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

- a. describe the leadership and management roles of NFE providers

- b. specify the features of a credible leader, and self-management and motivation in NFE leadership
- c. clarify the criteria of effective & self-management, and theories of motivation, consequence of task and human relation focused behavior in NFE management and leadership
- d. clarify the ways of team building & team management, and building organizational behavior in NFE provisions
- e. identify sources of conflict in NFE management, and resolution

**Content:**

- Leadership role of NFLE providers and management
- Characteristics of a credible NFLE leaders
- Leadership effectiveness; self-management and motivation theories & application in NFE leadership
- Implication of two dimension leadership study-task and relationship oriented behaviors in NFE leadership
- Team building and team management in NFLE school and program management
- Building organizational behavior in NFLE provisions
- Conflict management

**Unit-3: Capacity Building/HRD in NFLE**

8

**Learning Outcomes**

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

- a. explain the different ideals of training, capacity building and HRD
- b. explain the worth of capacity building/HRD for education as well as for NFE program/project management
- c. describe the facilities of capacity building/HRD in formal and non-formal education in Bangladesh

**Content:**

- Training, Capacity building and HRD: difference & relationship
- Situation of capacity building in Nonformal education
- Role of MoPME, BNFE and DPE in capacity building in NFLE
- Role of other GoB departments and major NGOs in capacity building
- Role of IER for capacity building in education and NFLE
- Role of UNESCO, UNICEF and international organizations in capacity building/ HRD in NFE

**Unit-4: Planning and Management of NFE Programs**

8

**Learning Outcomes**

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

- a. explain the place of NFE in education policy and national development planning process of Bangladesh
- b. describe the planning and development process of NFE project in Bangladesh
- c. explain the GO & NGO roles of NFE planning and management approach in Bangladesh

**Content:**

- NFE in education policy and national development planning
- Planning and development process of major NFE projects (GO &NGO)
- Role of MoPME, DPE & BNFE in NFE project planning and development
- NGO's contribution on NFE project planning and development

- Management approaches of NFE projects of GOB and NGOs.

## Unit-5: NFE Program and Projects Implementation Processes

8

### Learning Outcomes

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

- explain implementation process of education and NFE programs /projects
- describe concept, purpose, principles, types & techniques, and role of NFE supervisor
- describe concept, purpose, principles, tools, types and techniques, indicators, feedback of monitoring and role of NFE program/project monitor
- describe concept, goals, rationale, types & techniques, instruments of evaluation of NFE project, and relation of evaluation with monitoring, M & E, MIS, GIS in NFE
- explain community participation in NFE monitoring & evaluation
- explain role of ICT in NFE school monitoring & evaluation
- Clarify provisions of capacity building on NFE supervision, monitoring and evaluation in the country

### Content:

- Review of NFLE programs /projects implementation procedure
- Supervision-concept, purpose, principles, types & techniques; and role of NFE program/project supervisors
- Monitoring-concept, purpose, principles, tools, types & techniques, indicators, feedback; and role of NFE program/project monitors
- Evaluation- concept, goals, rationale, types & techniques, instruments; and relation evaluation with monitoring; and M & E, MIS, GIS in NFE
- Community participation in NFE program/projects monitoring & evaluation
- Role of ICT in NFE school monitoring & evaluation; and provision of capacity building on NFE program /projects supervision, monitoring and evaluation

### 6. Instructional Strategies

- Class lecture
- Group discussion
- Seminar class with multimedia
- NFE activities visit and report writing

### 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

1. Franco A Ernesto (1991) Training, A how to book for Trainers & Teachers, National Book Store, Inc. Publishers, Metro manila, Philoppines.
2. নিয়োগ, হক, মোজাম্মেল (১৯৯৮) প্রশিক্ষণ পরিচিতি, সানজানা লাইব্রেরী, ১৫/৪ তাজমহল রোড, ব্লক- সি, মোহাম্মদ, ঢাকা-১২০৭।
৩. হুদা, ইনামুল (১৯৯৯) উন্নয়নে জনগণের অংশগ্রহণ, অংশগ্রহণমূলক সমীক্ষা, পদ্ধতি বাস্তবায়ন ও প্রশিক্ষণ নির্দেশিকা, সাত মসজিদ রোড, ঢাকা, মার্চ।
৪. খান দাহার সিরাজ (১৯৯৫) সাক্ষরতা প্রশিক্ষণ ম্যানুয়েল, গণ-সাক্ষরতা অফিস, ৪/৬ ব্লক-ডি, লালমাটিয়া, ঢাকা-১২০৭।
5. Jerome, L. Frankin & Others (1977) A Manual for Concepts of Training, California, University Associate, INc.
6. Raymond J. Burby (1982) An Introduction to Basic Supervision of People, Addison

Wesley Publisher Company, London.

৭. লতিফ, আবু হামিদ (২০০৩) শিক্ষা, উন্নয়ন, পরিকল্পনা, প্যাপিরাস
৮. লতিফ, আবু হামিদ (২০০০) প্যাপিরাস, শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ
9. Lucio H. Willam (1979) Supervision of Thought & Action, 3rd ed. McGraw Hill Book Company, New York.
10. Leadership on the Job: Guides to Good Supervision, Selected Readings from Supervisory Management, American Management Association.
11. David A Peters (1967) Principles of Supervision, Longman's Supervisory Series, Vol, 1, Longmans, Green & co. Ltd. 48, Grosvenor Street, London, W.I.
12. Various Monitoring and Evaluation report of NFLE programs.
13. Broadwell, Martin M. (1987) The New Supervisor, 3rd ed. Addison Wesley publishing Company, Inc.
14. UNESCO-PROAP Training Material for NFE & Continuing Education, 1986.
15. Various Reports & Evaluation of NFE Programmes
১৩. লতিফ, আবু হামিদ (২০১৩) উপানুষ্ঠানিক শিক্ষাধারা 'বাংলাদেশ ও আন্তর্জাতিক পরিপ্রেক্ষিত, ঢাকা।
1. Ehsan, Abul & Islam, Azharul (2003) Monitoring & Evaluation of NFE Programme in Bangladesh, UNESCO study
2. Bhola, S. (1990); Evaluating Literacy for Development, Project, Programs & Campaigns. UIE & DSE Handbook and Reference Book 3, Hamburg (CAMPE).
3. Blankenberg Floris (1993): Introduction to Planning, Monitoring and Evaluation System, Dhaka (CAMPE).
4. CAMPE (1994): Report on Monitoring and Evaluation of Literacy Programme, Number 1,2, and 3 Dhaka.
5. Easton, Peter (1997): Sharpening our tools, Improving Evaluation in Adult and Non-formal Education, UIE studies, No. 4, Hamburg (CAMPE).
6. EFA Global Monitoring Report 2002, UNESCO.
7. Training Manual on Supervision, Monitoring and Evaluation of NFE for Poverty Alleviation, UNESCO, Dhaka Ahsania Mission, 2002.
8. সালাম, এম.এ. (২০১৯) গৃহপালিত শিক্ষা (আনুষ্ঠানিক শিক্ষা), স্যাম প্রেস এন্ড পাবলিকেশন্স, ৩৮, বাংলা বাজার, ঢাকা-১১০০।
9. সালাম, এম.এ. (২০১৯) শিক্ষার নমনীয় খিড়কী (উপানুষ্ঠানিক ও জীবনব্যাপী শিক্ষা), স্যাম প্রেস এন্ড পাবলিকেশন্স, ৩৮, বাংলা বাজার, ঢাকা-১১০০।
10. লতিফ, আবু হামিদ (২০০৩) শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ, প্যাপিরাস, ঢাকা।
11. Related Websites.

**1. Course Number and Title: NFLE-563: Curriculum and Material Development of Nonformal and Livelong Education**

**2. Credit Hours: 4**

**3. Course Description**

This course provides learning opportunities and experiences related to curriculum and materials development of NFLE. It focuses on the clear understanding of the bases and ideologies of curriculum development with special focus to NFLE & CE; and also on the basis of analysis of different categories of curriculum available in Bangladesh. Emphasis is given on the need-based curriculum and material development process, and approaches actually adopted by various organizations. The course also emphasizes practical work such as development of need-oriented NFE curricula and materials by the learners.

**4. Course objectives**

The objectives are to learners to:

- a. acquaint with the basic components and ideologies of curriculum development considering NFE needs.
- b. familiarize with the different types of NFE and LE curricula which are being developed and used in Bangladesh.
- c. acquire knowledge and understanding about the techniques and procedures essential to be adopted in developing need-based curricula and learning materials of NFLE.
- e. develop skills in creating need-oriented sample NFE and LE curricula and materials.

**5. Course Content**

**Contact Hours**

**Unit-1: Review of Foundations of Curriculum**

8

**Learning Outcomes**

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

- a. explain the concept of and foundations of curriculum broadly and clearly
- b. clarify the basic ingredients of curriculum in qualitative forms

**Content:**

- Concept, meaning, definition, and foundation of curriculum
- Objectives, goals, nature & scope, and target population of curriculum
- Traditional and modern approach of curriculum development
- Classification of curriculum
- Components & sources of curriculum
- Models of curriculum development

**Unit-2: Principles of Curriculum Construction Emphasizing NFE Needs**

8

**Learning Outcomes**

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

- a. analyze aims, objectives and goals NFE curriculum
- b. describe the provisions of learners-specific curriculum in NFE
- c. explain the various ideologies of developing NFE curriculum

**Content:**

- Aims of national education and objectivity
- Learner-centric principles of curriculum & materials

- Principles of social and community needs
- Principles of individual difference and self-development
- Principles of variety and creativity
- Principles of forward-looking, integration and correlation
- Principles of live together and peaceful living
- Principles of meeting diversified learning needs bestowing ability
- Principles of recreation and utilization of leisure
- Principles of flexibility in time & curriculum management, etc.

### **Unit-3: Types of Curriculum in NFE and LE in Bangladesh**

**8**

#### **Learning Outcomes**

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

- a. identify the different categories of NFLE curriculum
- b. distinguish the standards followed and ingredients inserted into the different patterns of NFLE curriculum

#### **Content:**

- Curriculum for Early Childhood Care and Development (ECCD) program (3-5yrs)
- Curriculum for Non-Formal Primary Education (NFPE) program (6-10 years)
- Curriculum on Basic Education for out of school children (8-14 years)
- Curriculum for literacy program for young adults and adolescents (15-18 years)
- Curriculum for Adult Literacy Program (18-45 years)

### **Unit-4: NFE & LE Need-Based Curriculum and Material Development Process**

**8**

#### **Learning Outcomes**

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

- a. describe the significance, procedure, and components of guideline for need-based NFE curriculum and material development
- b. analyze circumstances following bottom-up approach to discover needs of target population
- c. complete the procedure of selecting certain themes on appropriate setup for NFE curriculum and material development
- d. organize the curriculum and material aligning functional contents
  - a. accomplish the task of selecting writers for text development and providing orientation
  - b. explain the procedures of dissemination, evaluation, modification, finalization, production, and distribution/marketing of materials

#### **Content:**

- Guideline of material development
- Situation analysis and ascertain needs of target groups
- Selection of themes and format of materials
- Organization and functional content selection
- Selection of panel of writers and orientation
- Develop sample curricula and materials
- Dissemination, evaluation, modification, finalization, production, and distribution/marketing of materials

### **Unit-5: Review of NFE and LE Curricula and Materials Development Approaches of different Organizations**

**8**

#### **Learning Outcomes**

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

- a. explain the approaches of curriculum and material development adopted by different organizations- GO,NGOs, INGOs; and UNESCO & UNICEF; and other countries
- b. exercise on developing a test-curricula/material on given topic (s) individually or collectively

**Content:**

- Review of curricula and materials development process of BNFE, DPE etc.
- Review of curricula and materials development process of BRAC, DAM, FIVDB and /or INGOs
- Review of curricula and materials development process of UNICEF and UNESCO
- Review of relevant curricula and materials development process followed in selected NFE/LE programs of selected foreign countries
- Practicing development of a model curriculum and material on NFE or LE

**6. Instructional Strategies**

- a. Lecture
- b. Group discussion
- c. Practical work
- d. Classroom 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. Recommended Books, Journals and Reports**

1. Aman Sharma, Complete Information on the Meaning and Principles of Curriculum Construction, madixinc.com
2. Basic Education Curriculum for the Alternative Learning system, Bureau of Alternative Learning System, Philippines, 2004.  
মমতাজ লতিফ, বাংলাদেশ উপানুষ্ঠানিক শিক্ষা: শিক্ষাক্রম প্রসঙ্গ, সাহিত্য প্রকাশ, ২০০২।
3. Meredith Damien Gall, Hand book For Evaluating Curriculum Materials, 1981.
4. UNESCO, Basic Education for Empowerment of the Poor, 1988.
5. Asian Cultural Centre for UNESCO-ACCU, New Guidebook for Development and Production of Literacy Materials, 1992.
6. UNESCAP, Functional Literacy for Women's Empowerment in South Asia, 1995.
7. CAMPE, Literacy Programmes and Materials in Bangladesh-few Recommendations (Bangla), 1993. '
8. BNFE, Classification and Analysis of Literacy Materials in Bangladesh, 1972-89.
9. ATLP-CE vols. 1,2, UNESCO-1996.
10. ATLP vols 1, 2, 5 and 10, UNESCO, 1996.
11. Adult\* literacy curriculum, instructional materials of DNFE, FIVDB, DAM Shaptagram.
12. NFPE curriculum instructional materials of GSS and BRAC.
13. Literacy curricula and materials for adolescents of DAM, DNFE, BRAC, USCCB, VHSS.
14. Post-literacy and continuing education materials of DAM, DNFE, CAMPE, FIVDB.
15. Related Websites.



**1. Course Number and Title: NFLE-561: Nonformal Education: Thoughts and Practices**

**2. Credit Hours: 4**

**3. Course Description**

The course is designed to provide an in-depth understanding on the relevant issues, opinions, views, and beliefs; and exercise, workout, application of nonformal education in the national and international perspectives. It would germinate comprehensive viewpoints of nonformal education in the context of Second Chance Education (SCE), and greatly in regard to thoughts and practices to be prevailed in the modern and postmodern era with a special emphasis on augmenting human civilization depending upon knowledge, skills and change of attitude.

**4. Course objectives**

The objectives are to help learners to:

- a. acquaint learners with the concept of NFE extensively along with its chronological development in different stages.
- b. acquaint learners with the Second Chance Education (SCE) in the context of NFE strategies and implementation.
- c. orient learners about the NFE projects/programs undertaken by various organizations across the country.
- d. learners about various roles of NFE in the postmodern era evoking needs of next generation.

**5. Course Content**

**Contact Hours**

**Unit-1: Perspective of Nonformal Education**

**8**

**Learning Outcomes**

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

- a. describe the concept of different streams of education including their related aspects
- b. explain the development of NFE beginning to ancient period to date
- c. describe the NFE concerning its types, nature, and also in terms of further education and development

**Content:**

- Informal, Nonformal and Formal education, Emergency Education (EE)
- Concepts and Significance of NFE & CE
- Historical development of NFE
- Types and nature of NFE: National and International
- NFE in the different context

**Unit-2: Second Chance Education**

**8**

**Learning Outcomes**

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

- a. describe Second Chance Education(SCE) including its various approaches
- b. explain the proficiency and attitude, and relevant attributes of the teachers and facilitators of the Second Chance Education

**Content:**

- Concept, significance and models of second chance education

- Pedagogy and Andragogy for the second chance education
- Laubach and HGS Vivar approaches of literacy and adult learning in early 50s
- Paulo Freirian approach
- NFS Grundtvig's Folk School approach
- Western and Asia Pacific approaches
- De-schooling and Nature School approaches
- ROSC, Unique and Shikhon approaches
- Ability-Based Accelerated Learning (ABAL) approach
- Inclusive approach
- Other relevant approach(s)
- Quality of facilitators/teachers of Second Chance Education

### **Unit-3: NFE Programs/Projects in Bangladesh**

**8**

#### **Learning Outcomes**

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

- a. describe the roles of various providers of NFLE in the country
- b. explain the goal, objectives, importance of the NFLE projects/programs of NFLE and with their contributions in building knowledge based society
- c. analyze the place of NFLE in education policy and national development planning process of Bangladesh
- d. explain the best practices of NFLE and major challenges with solutions

#### **Content:**

- Providers of NFLE in Bangladesh (GOB and NGOs-CBOs)
- Major NFLE projects/programs run by GOB and NGOs
- Best practiced NFLE projects in Bangladesh and lesson learned
- Major bottlenecks and challenges of NFLE
- Emergency Education: National and International Perspective

### **Unit-4: Quality Assurance of Nonformal Education**

**8**

#### **Learning Outcomes**

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

- a. analyze the quality criteria of NFLE to achieve SDGs
- b. review the quality models of NFLE and their use in Bangladesh

#### **Content:**

- Pedagogic and Anagogic approaches to NFLE school/LC teaching
- Principles of teachers recruitment and capacity building
- Process of NFE texts, reading materials, modules etc.
- Quality of technical and vocational education and training (TVET)
- Teachers-students ratio, and stakeholders' relationship in NFE school system
- Equity and gender-parity, community participation & ownership
- Quality models of nonformal education and their application

### **Unit-5: NFE: Educational Forces in the Postmodern Era**

**8**

#### **Learning Outcomes**

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

- a. explain postmodern era
- b. discover and clarify major educational forces in NFE in the postmodern era

- c. identify the 21<sup>st</sup> century learning needs and role of NFE

**Content:**

- Learning needs of 'postmodern' era
- Flexible schooling
- Participatory teaching-learning
- Globalization and distance learning
- Promotion of E-learning, digital, ICT in nonformal education
- Literacy and connectivity
- Life-long education and Learning society
- Education for the Next generation

**6. Instructional Strategies**

- Class lecture
- Group discussion
- Seminar class
- NFE activities visit and report writing

**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. Jennings, James (1990) Adult Literacy: Master or Servant ? UPL. Dhaka.
২. লতিফ, আবু হামিদ (২০০১) বাংলাদেশের উপানুষ্ঠানিক শিক্ষা, ঢাকা।
3. CAMPE, Education Watch-2002: Literacy in Bangladesh-Need for a New Vision.
৪. লতিফ, আবু হামিদ (২০০৩) শিক্ষা উন্নয়ন, পরিকল্পনা, পাবিরাস, ঢাকা।
৫. সালাম, মোঃ আবদুস ও বেগম, হোসনে আরা (২০০২) আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা বাংলাদেশ, মুক্তি প্রিন্টার্স, ঢাকা।
6. UNESCO (1994) APPEAL, Manual for Planning and Management of Literacy and Continuing Education (AMP) Unesco, Principal Regional Office for Asia and the Pacific, Bangkok.
7. Participatory Perspective Plan for Bangladesh Planning Commission, Dhaka July, 1995.
8. An Efficiency-based management Information Center, Water W. McMabon Unesco, HEP, Paris, 1993.
9. Educational Policy Planning Process and an applied framework wadi & Haddad UNESCO HEP, Paris, 1995.
10. Ohi R. Anderson (1984) Management Skills, Functions and organization Performance, University of North Carolina at Chapel Hill.
11. UNESCO (1985) Education and Rural Development issues of Planning and Research edited by Berstecher, HEP Paris.
12. UNESCO (1960) Report of Montreal Conference on Literacy, Paris.
13. UNESCO Report on Experimental World Literacy, Paris.
14. UNESCO (1972) Faure Committee Report "Learning to Be" Paris, 1972.
15. UNESCO (1996) Delores Committee Report, "Learning the Treasure Within", Paris, 1996.

16. International Symposium for Literacy, Persepolis, 1975.
17. The Fifth International Conference, Hamburg- CONFINTEA- V, 1977.
18. UN Literacy Decade (2003-2012) related paper
19. Policy Dialog in Hydrabad 2002s.
20. UNESCO Regional office for Education in Asia and the Pacific (1986), Bangkok, Formal and non-formal Education Co-ordination and Complementarily, Bangkok.
21. UNESCO, (1977) Education and the Urban Migrant, Bangkok.
22. APPLIED, Education and Polity, Bangkok, 1987.
23. German Foundation for Intonation Development (DSE), Bhol and others, The promise of Literacy, (in Asian African Countries), 1982.
24. শেখ, মোঃ দেলওয়ার হোসেন (২০০৩) শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি, হাককানী পাবলিশার্স, ২ ডিসেম্বর।
25. সালাম, এম.এ. (২০১৯) গৃহপালিত শিক্ষা (আনুষ্ঠানিক শিক্ষা), স্যাম প্রেস এন্ড পাবলিকেশন্স, ৩৮, বাংলা বাজার, ঢাকা- ১১০০।
26. সালাম, এম.এ. (২০১৯) শিক্ষার নমনীয় খিড়কী (উপানুষ্ঠানিক ও জীবনব্যাপী শিক্ষা), স্যাম প্রেস এন্ড পাবলিকেশন্স, ৩৮, বাংলা বাজার, ঢাকা-১১০০।
27. লতিফ, আবু হামিদ (২০০৩) শিক্ষা, শিখন, শিক্ষণ, প্রশিক্ষণ, প্যাপিরাস, ঢাকা।
28. Related Websites.