

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 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-

- 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
- UNDP, Human Resource Development Report (latest).
- 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, 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 – 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 –

- 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 –

- 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

- 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
(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

- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. California: Wadsworth.
- Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
- Best, J. W., & Kahn, J. V. (2006). *Research in Education*, New Delhi: Prentice Hall.
- Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Boston: Pearson
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Boston: Pearson.
- Flick, UWE. (2009). *An Introduction to Qualitative Research*. London: Sage.
- Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An introduction*. New York Allyn and Becon.
- Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Boston: Pearson.
- Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill Prentice Hall.
- 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.
- Johnson, B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches*. Los Angeles: SAGE Publications, Inc.
- Kemmis, S., McTaggart, R., Retallick, J. (2004). *The Action Research Planner*. Pakistan: Aga Khan University
- 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: PPE-511: Early Childhood Education (ECE)

2. Credit Hours: 4

3. Course Description

This course is designed to prepare learners with the basic concepts, principles and theories of growth and development during early childhood. The special emphasis has been given to understand the childhood as the foundation period of life. Moreover, the course deals with the comprehensive knowledge of curriculum materials and teaching-learning strategies for early childhood education. The learners will be able to demonstrate specific skills in planning, designing and managing early childhood education in practical life.

4. Course objectives

The objectives are to help learners to:

- a. account with concept, historical development and various commissions recommendation for ECE.
- b. understand the nature, importance and important skills to be learned in early childhood education .
- c. understand about children's emotions & socialization and how they differ from those of adults.
- d. acquaint what usually causes heightened emotionality in children, how it affects children, and how it can best be dealt with or prevented.
- e. realise the sequence of intellectual development and how it can best be guided.
- f. acquaint with roles different pre-schools and their importance for accelerating school readiness, development and socialization process.
- g. acquire knowledge about the planning, management and organization of a preschool.
- h. acquaint with the teaching-learning strategies for early childhood education.
- i. be aware of the many benefits of play and understand why activities play should be varied and balanced.
- j. realise some common problems of childhood and know the ways how they can be prevented or corrected.
- k. understand the importance of education, reward, and punishment as basic elements of discipline.

5. Course Content

Contact Hours

Unit-1: Introduction of Early Childhood Education (ECE)

5

Learning Outcomes

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

- a. explain the necessity of pre-primary and Early Childhood Education (ECE)
- b. describe different issues and historical development of ECE
- c. analyze different recommendations of various committees and commissions and roles played by different organizations for ECE

Content:

- Concept, aims and objectives and significance of pre-primary and Early Childhood Education
- Historical development and issues of Early Childhood Education
- Present status of ECE in Bangladesh and recommendations of various committees and commissions; Major organizations working for ECE

Unit-2: Early Childhood-growth and development

3

Learning Outcomes

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

- a. explain the critical period of development of ECE
- b. describe meaning and characteristics of ECE
- c. explain factors affecting development and essential learning skills in ECE

Content:

- Critical period of development: Principles governing child development, variations caused by heredity and environment
- Meaning and characteristics of early and later childhood, Motor Development
- Factors affecting development: heredity, poor nutrition, emotional stress, sex, body build, intelligence, health, teething, body proportions, Illness of early childhood, physical defects, ECE as foundation age for development
- Essential learning skills in early childhood: Self-help skills i.e. self-bathing, self-dressing, self-feeding, self-grooming, stair climbing, Toileting, Social-help skills, play-skills, work skills.

Unit-3: Emotional and Social Development of the Child

3

Learning Outcomes

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

- a. explain emotional development and their application in teaching Teaching the child emotional control, emotional tolerance.
- b. explain importance of socialization, unsocial behavior in childhood, foundation for leadership

Content:

- Emotion: Importance of emotion, emotions developing; role of learning in children's emotions: learning by imitation, conditioning, Training. cause and effect of heightened emotionality. some common emotions of childhood
- Teaching the child emotional control, emotional tolerance.
- Social development: peer group, factors that influence socialization, guidance in social development.
- The importance of companionship, common forms of unsocial behavior in childhood, foundation for leadership & followers.

Unit-4: Intellectual Development of the Child

6

Learning Outcomes

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

- a. explain imaginary experience and creativity in early childhood
- b. explain development process for guiding children's intellectuality
- c. explain nature and characteristics, stages in learning language and guiding children's language development.
- d. explain some positive personality traits, environmental effects on the personality pattern, and attractive personality.

Content:

- Imaginary experience in early childhood: Intellectual abilities, Piaget's and Bruner's stages of mental development. Creativity and conditions affecting the development of creativity. Guiding children's intellectual development.

- Language development: Nature and characteristics, stages in learning language, guiding children's language development.
- Personality development: Meaning of personality and personality pattern, how personality pattern develop some positive personality traits, Environmental effects on the personality pattern, and attractive personality.

Unit-5: Pre-school and School Readiness

4

Learning Outcomes

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

- a. describe roles of day-care centre, nursery and kindergartens, pre-schooling and their importance for accelerating school readiness and development
- b. explain educational implications of communication skills and socialization process

Content:

- Types of pre-schooling facilities: Bangladesh and global
- Role and functions: Day-care centre, nursery and kindergartens, Pre-school as a linkage for primary stage
- Importance of pre-school for accelerating school readiness: personal and social readiness; psychomotor and academic readiness: reading, writing and numeracy skills
- Development of pre-academic skills: pre-reading, pre-writing and number
- Communication skills and socialization process; educational implications

Unit-6: Early Learning Development Standard (ELDS)

4

Learning Outcomes

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

- a. describe milestones of development and domains of learning
- b. explain learning continuum of Pre-primary Education

Content:

- Milestones of development and domains of learning
- Spheres of Development of ELDS: Domains of Learning for Curriculum
- Learning Continuum of Pre-primary Education: Achievable Competencies, Planned Activities/Teaching-Learning Strategies and Guidelines for Developing Teaching-Learning Materials

Unit-7: Development and Organization of Pre-schools

4

Learning Outcomes

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

- a. describe the planning, management and organization of preschools
- b. explain curriculum matrix for preschools
- c. describe teachers qualities of preschools and their training program
- d. suggest for improving the situation of preschools in Bangladesh

Content:

- Planning, management and organization of preschools: Construction, equipment and furniture, classroom organisation; design of an ideal preschool.
- Qualities of teachers
- Teacher training program

Unit-8: Teaching-learning strategies in ECE

5

Learning Outcomes

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

- a. explain approaches and innovative teaching methods followed in pre-schools
- b. explain methods of learning for development of skills
- c. explain basic elements of education for reward and punishment and discipline

Content:

- various approaches and techniques followed in pre-schools: Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Piagetian, Vygotsky model
- Innovative teaching methods; Role playing, MWTL, CLE, participatory teaching-learning, learning by playing
- Methods of learning: Self-initiated learning-Trial and Error learning, learning by imitation, learning by identification; Outer-directed learning: Authoritarian, democratic, permissive
- Maintain discipline: significance, reward and punishment as basic elements of discipline.
- Assessment Strategy and method

Unit-9: Play and Playthings in Childhood

3

Learning Outcomes

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

- a. explain the need and values of play
- b. explain different types of play
- c. describe play equipment, playthings that stimulate development for children

Content:

- Need and values of play; Essential features of play; variety and balance in play activities; common causes of imbalance in play in early childhood
- Types of play: Active play, exploratory play, construction, Dramatic play Family games, neighborhood games; Amusements- Watching others, Looking at pictures, Listening to stories, looking at comics, Listening to music, Watching television
- Play equipment for children, playthings with appeal, playthings that stimulate development, equipment that is right for young children

Unit-10: Behavior Problems in Early Childhood

3

Learning Outcomes

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

- a. describe some common problems
- b. learn prevention of correction of childhood problems

Content:

- Some common problems: Fears, Bed Wetting, eating problems, Sleep problems, Accidents, Awkwardness, Dawdling, Unsocial behavior, Tamper Tantrums, etc.
- Prevention of correction of childhood problems

6. Instructional Strategies

- Lecture-demonstration
- Group discussion
- Questions-answer
- School visit
- Participatory teaching approaches

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. জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড (২০১১) প্রাক-প্রাথমিক শিক্ষাক্রম, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, জুন ২০১১, সহায়তায়: ইউনিসেফ।
2. আহমেদ, শাহীন, (২০০৬)। *শিশু বর্ধন, বিকাশ পরিচালনা ও পারিবারিক সম্পর্ক*, ঢাকা আইডিয়াল লাইব্রেরি।
3. Berk, L.E. (2013). *Child Development* (9th ed.). Boston: Pearson.
4. Bukatko, D., & Daehler, M. W. (2004). *Child Development: A thematic approach* (5th ed.). Boston: Houghton Mifflin.
5. Early childhood care and education for development (2000). *Bangladesh Education Sector Review*. Vol. II, Dhaka: The University Press Limited.
6. Haque, S. (2002). *Early Childhood Care, Education and Development in Bangladesh*. Dhaka: Bangladesh.
7. Hurlock, E.B. (1997). *Child Development* (6th ed.) New Delhi: Tata McGraw-Hill Education Private Limited.
8. Jahan, M. & Latif, S. (2006). *A Policy Brief on Early Childhood Care Education and Development in Bangladesh*. PPRC, Dhaka: kail.
9. Jahan.M. (2005). *Early Childhood Care and Education Programmes in Bangladesh, Strengths and Challenges*. Dhaka: UNESCO.
10. Santrock, J. W. (2011). *Child development: An introduction* (13th ed.). New York: McGrawHill.
11. Shaila. M. (2009). Early Childhood Education in Bangladesh: Some Factors that requires farther development. *Teacher's World. Vol. 33-34, 319-337*.
12. Shipley, D. (2008). *Empowering Children: Play-Based Curriculum for Lifelong Learning* (4th ed.). USA: Nelson.
13. Steinberg, L.D., Vandell, D., & Bornstein, M. H. (2011). *Development: Infancy through adolescence*. Canada: Wadsworth.
14. Stone, J. L., and Joseph, C. (1968), *Childhood and Adolescence*, New York: Random House, Inc.
15. UNESCO (2006). *Education for All Global Monitoring Report, Strong Foundations, Early Childhood Care and Education*, France: UNESCO.
16. UNESCO (2006). *Literacy for Life: EFA Global Monitoring Report*. Dhaka: UNESCO.
17. Wong, H. K. & Wong R. T. (2004). *How to be and Effective Teacher: The First Days of School*. North Shoreline Boulevard: Harry K. Wong Publications. Inc.
18. Yang, S. J. (2005). *The Importance of Early Childhood Development in Bangladesh*, Dhaka: American International School.
19. Singh, Dolly. (1995). *Child Development: Issues, policy and programs* Vol, 1,2 & 3. Delhi: Kanishka Publishers.
20. Related Websites.

1. Course Number and Title: PPE - 512: Primary Education in National and International Perspective

2. Credit Hours: 4

3. Course Description

The course deals with the historical development and principles of Primary Education of Bangladesh with a view to identifying its issues and problems. It also includes organizational structure, roles and responsibilities at different management level of primary education, its curriculum in Bangladesh and four other countries. The recent development projects undertaken by the Government of Bangladesh will also be discussed.

4. Course objectives

The objectives are to help learners to:

- a. develop knowledge of historical development of primary education in Bangladesh.
- b. identify the major issues and problems of primary education in Bangladesh.
- c. acquaint with the principles and policies of primary education as well as its curriculum in Bangladesh and some other countries.
- d. provide knowledge about Government's plans, policies and programmes for successful implementation of universal primary education in the country and let them know about the latest developments in this field.
- e. acquire knowledge about administrative structures and supervisory systems of primary education in Bangladesh and other countries.
- f. understand different projects and development works undertaken by the Government of Bangladesh.

5. Course Content

Contact Hours

Unit-1: Historical Development of Primary Education in Bangladesh

10

Learning Outcomes

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

- a. describe the history of primary education
- b. be acquainted with the development stages as well as the various education policy report
- c. compare with the ancient knowledge with the present status of primary education

Content:

- Condition of Primary Education in British & Pakistan Period (Before 1947-1970)
- Development of Primary Education in Bangladesh (From 1971-to date) with reference to legal and constitutional provision of primary education.
- Recommendations of various education commissions regarding primary education.
- Issues and problems of Primary Education in Bangladesh: non-enrollment, drop out and repetition, completion rate, absence, large class size, teacher quality, poor learning, poor physical conditions, inadequate funding, Education in Emergency, Refugee Education etc.

Unit-2: Administration and Management of Primary Education in Bangladesh

10

Learning Outcomes

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

- a. identify the roles and responsibilities of the different organizations and agencies related to primary education sector in Bangladesh
- b. explain the administration and management of primary education system in Bangladesh
- c. familiar with the supervision and monitoring system of primary education in Bangladesh

Content:

- Organizational and administrative Structure of primary education in Bangladesh
- Roles and responsibilities rates at different management level: MoPME, DPE, DD, DPEO, UEO/TEO, URC/TRC, SMC, Head Teacher etc.
- Supervision & monitoring system in primary education
- MIS in Primary Education
- Role and function of NAPE, PTI and URC
- Super vision & monitoring system in primary education

Unit-3: Primary School and Teacher Education Curriculum in Bangladesh 6**Learning Outcomes**

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

- a. Know the present primary teacher education structure and status as well as teacher training in Bangladesh
- b. analyze the primary teacher education curriculum

Content:

- Review of exiting primary school curriculum and orientation with different components of primary curriculum: Aims, Objective, Contents & Evaluation procedure.
- Primary teacher education (DPED) Curriculum: Aims and objectives, Contents, Instructional strategies and Assessment process
- In Service Training: Sub-cluster, subject based and others
- Review of primary teacher education curriculum

Unit-4: Developmental Works and Different Projects undertaken by the Government of Bangladesh 6**Learning Outcomes**

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

- a. identify the development programs undertaken by the government of Bangladesh (PEDP-III/PEDP-IV)
- b. know the benefit from this project to the primary education of Bangladesh as a whole

Content:

- Provisions related to primary education in the Five years Plans of Bangladesh.
- Some recent important development projects on primary education.

Unit-5: Primary Education System in India, Sri Lanka, Japan, Norway and England 8**Learning Outcomes**

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

- a. integrate the knowledge of primary education system of some other countries like UK, Japan, India and Srilanka to the development of Bangladeshi Primary education
- b. apply this knowledge in development of primary education in Bangladesh perspective

Content:

- Aims and objectives of Primary Education
- Principles & Policies of Primary Education
- Primary School Curriculum structure
- Administration and Management of Primary Education
- Problems and issues
- Orientation with teacher education program

6. Instructional Strategies

- a. Lecture
- b. Group discussion
- c. Self reading & library work
- d. Students participation in the classroom activities

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. Ahmad M. (2003), Essays on Education in Bangladesh, Dhaka: Ekeshy Publication Ltd.
2. Antoninis, M and M. Ahmadullah (2012). Bangladesh Country Study: Global Initiative on Out of School Children. UNICEF, Dhaka.
3. Bangladesh Bureau of Statistics (BAS): Statistical Yearbook of Bangladesh, Dhaka
4. Bangladesh primary education annual sector performance report (2013). Monitoring and Evaluation Division, Directorate of Primary Education Government of the People's Republic of Bangladesh
5. Bangladesh primary education annual sector performance report (2014). Monitoring and Evaluation Division, Directorate of Primary Education Government of the People's Republic of Bangladesh
6. Bangladesh Education sector Review, Vol. 1,II, III (2000). Dhaka: The University Press Limited.
7. CAMPE (2009). State of primary education in Bangladesh: Progress made, challenges remained [Education Watch 2008], Campaign for Popular Education.
8. Chowdhury, A. M. R., Chowdhury, R. K., Nath, S. R., Ahmed, M., and Alam, M. (2001). A Question of Quality: State of Primary Education in Bangladesh (Education Watch Report), Dhaka: The University Press Limited
9. Directorate of Primary Education (June 2011), Main document, implementation guide and annexes: Third primary education development program (PEDP3), Dhaka: DPE.
http://www.dpe.gov.bd/pedp3/PEDP3%20Program%20Document_Main%20Document.pdf
10. Govt. or the People's Republic of Bangladesh, Bangladesh Education Commission Reports 1973, 1988 and 2000 Dhaka.
11. Government of the People's Republic of Bangladesh, The First Five Year Plans. Government of the People's Republic of Bangladesh National Curriculum and Syllabus Committee: Report Part I, 1976.
12. Govt. of Bangladesh (1997), Report of the National Committee on Primary Education, Dhaka: Ministry of Education, GOB.
13. Jalaluddin, A. K. and Chowdhury, A.M.R. (Eds.)(1997), Getting Started – Universalizing Quality Primary Education in Bangladesh, Incorporating the Report of the Conference on Universal Primary Education in Bangladesh, Dhaka: The University Press Limited.
14. Khatun Dr. Sharifa(1992). Development of Primary Education Policy in Bangladesh, Dhaka: The University Press of Bangladesh,

15. Ministry of Primary and Mass Education (2003), National Plan of Action 11
16. National education policy (2010). Ministry of Education, People's Republic of Bangladesh
17. ROSC (2010). ROSC progress report and future plans, April–September 201
18. Rabbi, A.F.M.F. (Undated). Primary Education in Bangladesh: Viability of Achieving Millennium Development Goals. Retrieved on 11.03.2012 from http://www.igs-bracu.ac.bd/UserFiles/File/archive_file/Working%20paper.pdf
19. Sharafuddin Abdullah Al-Muti(1968), Education for All, QuaziJahanAra Khan, East Pakistan
20. UNESCO (2004). EFA Global Monitoring Report 2005: Education for all- the Quality Imperative, Paris: UNESCO Publishing. Retrieved from http://www.unesco.org/education/gmr_download/chapter1.pdf
21. আলী, আজহার ও বেগম, হোসনে আরা (১৯৯৩), প্রাথমিক শিক্ষা, বাংলা একাডেমী, ঢাকা।
22. আলী, মোঃ ইলিয়াস (১৯৯৯), যুগে যুগে শিক্ষা কমিশন ও শিক্ষার উত্তরণ, জাগরণী প্রকাশনী, ঢাকা।
23. এহসান, ড. মো: আবুল (১৯৯৭), শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি, ঢাকা : ছাত্রবন্ধু লাইব্রেরী।
24. চৌধুরী, রওশন আরা (১৯৮৭), প্রাথমিক শিক্ষা প্রশাসন, ঢাকা, বাংলাদেশ।
25. তথ্যপুস্তক (জুন, ২০১৪), ইউআরসি কর্মকর্তাদের জন্য প্রণীত, পেশাগত দক্ষতা উন্নয়নে উচ্চতর প্রশিক্ষণ, তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর, ঢাকা।
26. প্রধান শিক্ষকদের লিডারশীপ প্রশিক্ষণ ম্যানুয়েল (২০১৪), তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি, প্রাথমিক শিক্ষা অধিদপ্তর, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।
27. প্রাথমিক শিক্ষক শিক্ষা- ডিপিএড: পিটিআই ম্যানেজমেন্ট হ্যান্ডবুক (সুপারিনটেনডেন্টদের ব্যবহারের জন্য)।
28. বেগম, কামরুন্নেসা ও সালমা আখতার (২০০০), প্রাথমিক শিক্ষা: বাংলাদেশ, ইউনিক প্রেস এন্ড পাবলিকেশন্স, ঢাকা।
29. বেগম, হোসনে আরা ও সালমা, মোঃ আবদুস (২০০২), আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা: বাংলাদেশ, ঢাকা : মুক্তি প্রিন্টার্স।
30. মালেক আব্দুল, বেগম মরিয়ম, ইসলাম ফখরুল ও রিয়াদ শেখ শাহবাজ (২০০৯), শিক্ষাবিজ্ঞান ও বাংলাদেশে শিক্ষা, ঢাকা, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।
31. মাদ্রাসা শিক্ষা, বাংলা একাডেমী, ঢাকা।
32. মু: শামস-উল-হক, (১৯৮৭), বিকাশমান সমাজ ও শিক্ষা, বাংলা একাডেমী, ঢাকা।
33. রায়, সুশীল (২০০৫), শিক্ষণ ও শিক্ষা প্রসঙ্গ, সোমা বুক এজেন্সী, কলিকাতা।
34. শেখ, দেলোয়ার হোসেন (২০১৩), শিক্ষা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রুতি, হাক্কানী পাবলিশার্স, ঢাকা।

1. Course Number and Title: PPE-514: Planning and Management in Primary Education

2. Credit Hours: 4

3. Course Description

The course is designed to provide basic knowledge and understanding of the various concepts, principles and theories of educational planning and management. However, particular emphasis has been given on strategic management in primary schools, as well as on team-building, managing professional development and finance. It also deals with leadership role, work motivation and its relevance to management. The course further focuses on education management information systems and their scopes.

4. Course objectives

The objectives are to help learners to:

- a. explain the meaning and scope of educational planning and management.
- b. elucidate the strategic planning process and the three-stage strategic management model applicable to primary school.
- c. understand various principles and theories of educational management.
- d. outline organizational structures and roles of educational administration and management in primary education in Bangladesh.
- e. comprehend the prevalent constraints on formulating and implementing educational plans in primary schools.
- f. demonstrate knowledge of leadership roles and theories with special reference to primary schools.
- g. expound knowledge of managing with teams, professional development and finance;
- h. understand work motivation and managing motivation.
- i. understand the nature, objectives and scopes of education management information systems (EMIS).
- j. identify basic interface of an EMIS platform such as OpenEMIS.

5. Course Content Hours

Contact

Unit-1: Meaning and Scope of Education Planning Learning Outcome

5

At the end of this learners will be able to-

- a. Explain educational planning and where educational planning stands vis-à-vis conventional planning
- b. Distinguish what parts of educational planning are disparate in educational planning for pre-primary and primary establishments
- c. Construct a rational framework from the underpinning ideas and determine their interrelationship in conjunction with various approaches and types of educational planning

Content:

- Meaning of 'Planning' and 'Educational Planning'
- Nature of educational planning; need for and importance of educational planning
- Planning of primary education in contrast to planning of education; relationship between educational planning and economic/development planning

- Various approaches and types of educational planning: the social demand approach, the manpower approach, rate of return approach, centralised and decentralised approach, macro and micro planning, rolling plan, strategic planning, and indicative/participative planning

Unit-2: Strategy, Policy and Strategic Planning

5

Learning Outcome

At the end of this learners will be able to-

- a. Analyse the terms educational strategy, educational planning and education policy and demonstrate their correlated scopes
- b. Explain how to go about strategic planning in a primary school and identify the principles that guide strategic planning and can formulate the necessary substructures and activities that bring about a successful school-based planning

Content:

- Defining the terms: Strategy, Policy, Planning, Educational Planning
- The strategic planning process, Guiding principles in strategic planning
- Scope of policy, conceptual framework for policy planning process
- Educational Planning Approach and Action Plan
- School-based planning: Meaning and importance; Strategies of school-based planning
Annual action plan; Time table

Unit-3: Management in Primary Education

5

Learning Outcome

At the end of this learners will be able to-

- a. Appraise the tenets of educational management and how they translate in different spheres of the school system
- b. Analyse strategies to manage a primary school employing different models and can sort these models by their suitability to a corresponding situation
- c. Graphically demonstrate and explain the management of primary education in a national context and evaluate their officialdom, reality and efficacy
- d. Identify the process by which curricula and their multitude of mechanisms are disseminated in the context of educational management

Content:

- Defining educational management and administration; definition of School Based Management (SBM), decentralization in SBM, why we need SBM
- Theories in educational management: Bureaucratic, Collegial, Political, Subjective and Ambiguity perspectives
- Strategic management in primary schools: the nature of strategic management; the strategic management model
- Strategic analysis: internal, external; macro/national, micro/local, SWOT analysis, product portfolio analysis, life cycle analysis
- Total Quality Management (TQM), quality in school management
- Organizational structures of educational administration and management in primary education of Bangladesh
- Positive organisational culture; overcoming common constraints on formulating and implementing educational plans in primary schools
- Roles and functions of management at different levels
- Managing curriculum implementation, examination, tests and records keeping

Unit-4: Leadership in Education Management

6

Learning Outcome

At the end of this learners will be able to-

- a. Describe a leadership model in a primary school setting
- b. Explain components of quality leadership and how the leader influences the school effectiveness and improvement
- c. Classify professional practices as well as trainings that can lead to a better educational leadership

Content:

- Leadership in school; teachers as professional; the dual role model of leadership; the importance of mission/vision; educational values — the moral dimension
- Leadership and links with school effectiveness and school improvement; the components of quality leadership
- External pressure on educational leaders
- Training and development for educational leaders
- Managing school meeting

Unit-5: Managing with Teams

5

Learning Outcome

At the end of this learners will be able to-

- a. Identify how teamwork can improve school management and what are the nuances that the leadership needs to take into account to augment efficiency

Content:

- Stages in team maturity, what a leader has to do
- Teams in primary schools
- Process of developing effective teams; explicit and shared values, situational leadership, pride in the team, clear task, review, openness, lateral communication, collaboration, action
- The benefits and weakness of teamwork

Unit-6: Motivation, Professional Development and Application

6

Learning Outcome

At the end of this learners will be able to-

- a. Define how teachers handle job stress and how they are motivated to pursue teaching
- b. Identify the concepts, interrelationship and interdependence that play behind teaching as a profession and how a Head Teacher can alleviate adverse conditions and motivate
- c. Recommend skills that the teachers as well as the supporting staff at the primary school can adopt to improve professional environment

Content:

- Meaning of motivation, concepts related to stress, job satisfaction and morale
- Role of Head Teacher in motivating teachers
- Role of Head Teacher for professional development of teachers
- Personnel management
- Conflict management
- Interpersonal communication and its importance; medium and strategies, communication cycle

Unit-7: Supervision, Monitoring and Quality Assurance

4

Learning Outcome

At the end of this learners will be able to-

- a. Identify strategies how a primary school or more specifically, a classroom can be supervised by a Head Teacher and educational officials
- b. Assess the significance of monitoring as well as performance monitoring and their favourable effects on realising a better teaching-learning environment

Content:

- Defining the terms: supervision and monitoring
- Role of Head Teacher as supervisor
- Strategies for class room supervision
- Supervisor's role at different levels of management
- School supervision: preparation of supervision checklist
- Importance of monitoring; strategies for performance monitoring

Unit-8: School Finance Management

2

Learning Outcome

At the end of this learners will be able to-

- a. Appraise the financial supporting structure of a primary school as well as how the school maintains it
- b. Dissect the budget to specify the numerical data such as funding, income and expenditure as well as far-reaching data such as improvement plans and principles
- c. Create and operate an annual school budget

Content:

- General financial rules
- Maintenance of cash book and other registers
- Delegation of financial powers
- Responsibilities of drawing and disbursing officers
- School budget; preparation and implementation of annual budget

Unit-9: Education Management Information System (EMIS)

2

Learning Outcome

At the end of this learners will be able to-

- a. Articulate a management information system that works with and for education
- b. Defend the necessity of introducing EMIS in the existing primary education system by emphasising on, among others, various indicators, and how the information from the indicators can help lawmakers and stakeholders to take better decisions in educational planning and management
- c. Identify how programmes like Access to Information (a2i) facilitate sharing of teaching-learning experience, real-life examples in classrooms and schools and finally, information that are localised and grounded

Content:

- Defining EMIS
- Objective of EMIS; life cycle of EMIS
- Key indicators
- How better data translates to better education
- Introduction to platforms like OpenEMIS
- Access to Information (a2i)

6. Instructional Strategies

- Lecture
- Group discussion
- Article Reading
- Library work and participatory activities in the class
- Guest speakers
- Internet-assisted electronic resources

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

- Abu-Duhou, T. (1999). *School Based Management: Fundamentals of Educational Planning*. UNESCO.
- Bush, Tony & John West-Buruham (1994). *The Principles of Educational Management*, England: Longman,
- Coombs, H. P. (1970). *What is Education Planning*. UNESCO.
- Dean, Joan (1995). *Managing the Primary Schools*, London: Roulteage.
- Fiore, D. J. (2013). *Introduction to Educational Administration: Standards, Theories, and Practice* (2nd ed.) New York, NY: Taylor & Francis.
- Haddad, D. W. (1999). *Educational Policy & Planning Process: An Applied Framework*. Fundamentals of Educational Planning (64). UNESCO.
- Manichander, T. (2016). *Educational Management*. Solapur: Lulu Press and LaxmiBook Publication.
- McGinn, N., & Welsh, T. (1999). *Decentralization of Education: Why, When, What and How*. Fundamentals of Educational Planning (64). UNESCO.
- West-Burnham, John (1997), *Managing Quality in Schools*, U.K.: Longman Group.
- তথ্য পুস্তক (জুন, ২০১৪), ইউআরসি কর্মকর্তাদের জন্য প্রণীত, পেশাগত দক্ষতা উন্নয়নে উচ্চতর প্রশিক্ষণ, তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি, প্রাথমিক শিক্ষা অধিদপ্তর, মিরপুর, ঢাকা।
- নায়েম (১৯৯৫), *স্কুল আরো ভাল কীভাবে করা যায়: মাধ্যমিক স্কুল প্রধানদের প্রশিক্ষণ ম্যানুয়েল*, ঢাকা: নায়েম।
- মালেক আব্দুল, বেগম মরিয়ম, ইসলাম ফখরুল ও রিয়াদ শেখ শাহবাজ (২০০৯), *শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা*, ঢাকা, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন।
- প্রাথমিক শিক্ষক শিক্ষা- ডিপিএড: পিটিআই ম্যানেজমেন্ট হ্যান্ডবুক (সুপারিনটেনডেন্টদের ব্যবহারের জন্য)।
- প্রধান শিক্ষকদের লিডারশীপ প্রশিক্ষণ ম্যানুয়েল (২০১৪), তৃতীয় প্রাথমিক শিক্ষা উন্নয়ন কর্মসূচি, প্রাথমিক শিক্ষা অধিদপ্তর, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।
- প্রাথমিক শিক্ষা অধিদপ্তর (১৯৯৭), *হিসাব ব্যবস্থাপনা: তথ্য পুস্তিকা*, ঢাকা: প্রাথমিক শিক্ষা অধিদপ্তর।
- প্রাথমিক শিক্ষা অধিদপ্তর (১৯৯৭), *প্রাথমিক শিক্ষার গুণগতমান উন্নয়নে বিদ্যালয় ব্যবস্থাপনা প্রশিক্ষণ ম্যানুয়াল*, ঢাকা: প্রাথমিক শিক্ষা অধিদপ্তর।
- বেগম, কামরুন্নেসা ও সালমা আখতার (২০০০), *প্রাথমিক শিক্ষা: বাংলাদেশ, ইউনিক প্রেস এন্ড পাবলিকেশন্স*, ঢাকা।
- হোসনে আরা বেগম ও জাকির হোসেন (১৯৯৮), *শিক্ষা প্রশাসন ও ব্যবস্থাপনা*, ঢাকা।
- আবু হামিদ লতিফ (২০০৩), *শিক্ষা উন্নয়ন পরিকল্পনা*, ঢাকা।
20. Related Websites.