

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, Internation education

Unit-2: Global declarations and national commitments

5

Learning Outcomes

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

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

Content:

- UN-UHRC, UN-CRC, EFA, DFA, CEDAW, Salamanca, UNCRPD, Delor's Commission, SDGs, Policy-borrowing

- Constitution of Bangladesh, Education Commissions (1972-----2010), 5-year Plans, CPEA, Draft Education Act, NEP 2010, Child Policy, Gender Policy, Person with Disabilities Right and Protection Act, NDD Act, Vision 2041, Delta plan

Unit-3: Global and National Progress in Education

5

Learning Outcomes

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

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

Content:

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

Unit-4: Paradigm Shift in Educational Practices

5

Learning Outcomes

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

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

Content:

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

Unit-5: Organizations working on Education

5

Learning Outcomes

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

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

Content:

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

Unit-6: Successful Education Practices in Selected Countries

5

Learning Outcomes

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

- 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 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

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 –

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

Content:

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

Unit-4: Sample and Sampling **5**

Learning Outcomes

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

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

Content:

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

Unit-5: Construct Research Tools **5**

Learning Outcomes

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

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

Content:

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

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

Learning Outcomes

- At the end of this unit the learners will be able to –
- a. measure validity and reliability of quantitative data
 - b. measure validity and reliability of qualitative data.

Content:

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

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

5

Learning Outcomes

- At the end of this unit the learners will be able to –
- a. analyze quantitative data using statistical techniques
 - b. test hypothesis using appropriate test.

Content:

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

Unit-8: Data Interpretation of Qualitative and Quantitative Data

5

Learning Outcomes

- At the end of this unit the learners will be able to-
- a. interpret quantitative results;
 - b. interpret qualitative results.

Content:

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

Unit-9: Writing the Research Report

5

Learning Outcomes

- At the end of this unit the learners will be able to –
- a. format a research report following particular style
 - b. evaluate a research report.

Content:

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

6. Instructional Strategies

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

7. Assessment

Marks (%)

- a. One In-course examination 10
- b. Students' analytical and reflective work 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. Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education (8th ed.)*. California: Wadsworth.
2. Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. England: Open University Press.
3. Best, J. W., & Kahn, J. V. (2006), *Research in Education*, New Delhi: Prentice Hall.
4. Carr, W. L., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. London: Flamer.
5. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Boston: Pearson
6. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research*. Boston: Pearson.
7. Flick, UWE. (2009). *An Introduction to Qualitative Research*. London: Sage.
8. Fraenkel, J. R., & Wallen, N.E. (2009). *How to design and evaluate research in education*. New York: McGraw-Hill.
9. Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An introduction*. New York Allyn and Becon.
10. Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications (10th ed.)*. Boston: Pearson.
11. Gay, L. R., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill Prentice Hall.
12. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
13. Johnson, B., & Christensen, L. (2014). *Educational Research: Quantitative, Qualitative, and Mixed approaches*. Los Angeles: SAGE Publications, Inc.
14. Kemmis, S., McTaggart, R., Retallick, J. (2004). *The Action Research Planner*. Pakistan: Aga Khan University

15. Kothary, C. R. (2005). *Research Methodology*, New Delhi: New Age International Publishers.
16. McMillan, J. H. (2012). *Educational Research: Fundamentals for the Consumer* (6th ed.). Boston, MA: Pearson.
17. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

Articles

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

1. Course No and Title: SSE-531: Social Science Curriculum in Bangladesh

2. Credit Hours: 4

3. Course Description

This course deals with different elements of the present Social Science Curriculum in Bangladesh. Fundamentals which shape the Social Science Curriculum in its present form are introduced in developing student knowledge and understanding and thus, to assist developing their ability to provide suggestions for further development of the present Social Science Curriculum of Bangladesh through its critical review.

4. Course objectives

The objectives are to help learners to:

- a. acquaint with fundamentals of Social Science Curriculum.
- b. develop knowledge about several approaches and social factors contributing to the Social Science Curriculum.
- c. develop knowledge and understanding about different elements and techniques that are generally concerned with the Social Science Curriculum.
- d. make them able to indicate strengths and weaknesses of the present Social Science Curriculum in Bangladesh and to provide suggestions for its further development by reviewing those materials critically.

5. Course Content

Contact Hours

Unit-1: Fundamentals of Social Science Curriculum

6

Learning Outcomes

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

- a. explain the concept, goals and characteristics of an effective Social Science curriculum
- b. explain why social studies curriculum is considered as a multi-faceted curriculum
- c. detail out a guidelines of an effective and child-appropriate Social Science Curriculum

Content:

- Concepts, goal and characteristics of an effective Social Science Curriculum
- Social Science- A multi-faceted curriculum
- Guidelines for an effective and child-appropriate Social Science Curriculum

Unit-2: Designing Courses and Units

10

Learning Outcomes

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

- a. identify needs for developing Social Science Curriculum
- b. identify and formulate instructional objectives using appropriate action verbs covering all learning domains
- c. design a course outline including necessary components
- d. organize the subject matter/content suitable for achieving knowledge, skills attitude and values
- e. select appropriate instructional strategies, teaching aids, planned activities and technology for integrating in instructional strategies

Content:

- Need Assessment

- Formulating instructional goals and objectives
- Using action verbs in writing behavioral instructional goals and objectives
 - cognitive verbs
 - affective verbs
 - skill verbs
- Course design
- Unit design
- Organization of content
 - elements of knowledge
 - skill development
 - value development
- Selection of Instructional Aspects:
 - Instructional strategies and activities
 - Related materials
 - ICT integration

Unit-3: Effective Instructional Assessment Strategies

7

Learning Outcomes

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

- a. discuss different techniques and tools for evaluating the social studies curriculum
- b. develop different tools in relation to different techniques for evaluating social studies curriculum

Content:

- Rational evaluation
- Pilot test
- Observation
- Portfolios
- Informal interviews
- Checklists
- Standardized tests
- Opinions through online

Unit-4: Elements of Present Social Science Curricula in Bangladesh

10

Learning Outcomes

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

- a. identify and analyse the elements of the present social studies/Bangladesh and Global studies curricula at primary and secondary education levels in Bangladesh.

Content:

- a. **Competency Based Curriculum at primary Education Level**
 - Aims and Objectives
 - Terminal Competencies
 - Essential Learning Continue (ELC)
 - Subject Matter
 - Instructional Strategies
 - Assessment techniques
- b. **Outcomes Based Curricula at Secondary Education Level**
 - Aims and Objectives/Rationale

- Instructional goals or objectives
- Behavioral objectives
- Learning outcomes
- Subject matter guidelines
- Instructional strategies
- Assessment techniques

Unit-5: Critical Review of Social Science Curricula at Primary and Secondary Level Education in Bangladesh

7

Learning Outcomes

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

- review critically the strengths and weaknesses of the present Bangladesh and Global Studies Curricula at primary and secondary level education in Bangladesh.
- Provide recommendations for their further development.

Content:

- The strengths of the Bangladesh and Global Studies
- The weaknesses of the Bangladesh and Global Studies
- Recommendations for further development

6. Instructional Strategies

- Lecture followed by group discussion
- Question-answer
- Guided discussion
- Presentation
- Reading assignment:
 - The National Education Reports
 - Bangladesh and
 - Teacher's Edition

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, Journal and Reports

- Melendez, W.R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. Albany, NY: Delmar (Thomson Learning).
- Dynneson, T.L., & Gross, R. E. (1999). *Designing effective instruction for secondary social studies (2nd ed.)*. Upper Saddle River, New Jersey: Merrill, Prentice-Hall, Inc.
- McKernan, J. (2008). Curriculum and imagination – *process, theory, pedagogy and action research*. London and New York: Routledge.
- Seefeldt, C. (2005). Social studies for the pre school/primary child (7th ed.) Upper Saddle River, New Jersey: Pearson Prentice-Hall, Inc.
- Shaver, J.P. (Ed.), (1991). Handbook on research of social studies – teaching and learning (A project of the National Council for the Social Studies). New Youk: Macmillan Publishing Company.

6. Levstik, L.S., & Tyson, C.A. (Eds.) (2008). Handbook of Research in social studies education. New York: Routledge
7. Ornstein, A. C., & Hunkins, F. P. (2004). Curriculum : Foundations, Principles, and Issues (4th ed.). Boston, New York: Pearson.
8. Oliva, P.F. (2009). Developing curriculum (11th ed.) Boston, New York, San Francisco: Pearson.
9. Pakistan Education Commission Report, 1959.
- ১০। বাংলাদেশ শিক্ষা কমিশন রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৭৪
- ১১। বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা, ১৯৭৭
- ১২। বাংলাদেশ শিক্ষা কমিশন রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৮৮
- ১৩। বাংলাদেশ জাতীয় শিক্ষাক্রম ও পাঠ্যসূচি কমিটি রিপোর্ট, জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড, ঢাকা, ১৯৯৫
- ১৪। বাংলাদেশ জাতীয় শিক্ষানীতি প্রণয়ন কমিটি রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ১৯৯৭
- ১৫। খান মোঃ লুৎফুর রহমান ও মালেক, আব্দুল, সামাজিক বিজ্ঞান শিক্ষণ, মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, শিক্ষা ভবন, ঢাকা, জুন ২০০০।
- ১৬। জিন্নাহ, এম. এ (২০০৩) বাংলাদেশে নিম্ন মাধ্যমিক শিক্ষাস্তরে (ষষ্ঠ-অষ্টম শ্রেণী) সামাজিক বিজ্ঞান শিক্ষাক্রমের গতিধারা নিরূপণ, শিক্ষা ও গবেষণা ইনস্টিটিউট, ঢাকা বিশ্ববিদ্যালয়
- ১৭। জাতীয় শিক্ষানীতি রিপোর্ট, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার, ২০১০।
- ১৮। Related websites.

1. Course Number and Title: SSE-532: Social Science Education in Global Perspective

2. Credit Hours: 4

3. Course Description

The course is designed to help students develop critical understanding of the global dynamics of knowledge in social science education. It offers students to be acquainted with essentials skills and values to review the recent development of Social Science Education and their applicability in Bangladesh context. Focus has been given on the critical exposition of studying global and international declarations and conventions aiming to identifying the aspects of social science education and their implications. Policies and practices of Social Science Education in selected countries and educational programs of selected organizations have been addressed. Global perspectives of Social Inclusion in Education, Citizenship Education and Human Rights and Rehabilitation Education have been paid significant attention for developing students' understanding in a range of theories, approaches, issues and practices.

4. Course objectives

To objectives are to help learners to:

- a. acquaint with the aims and objectives, importance and scope of Social Science Education in the global context.
- b. analyse global and international declarations and conventions, and identify the aspects of Social Science Education.
- c. critically review the policies and practices of Social Science Education in selected countries, and educational programs of selected international and national organisations and agencies.
- d. comprehend global perspectives of social inclusion in education, citizenship education and human rights education, and their connections with Social Science Education.
- e. develop critical understanding and skills for reviewing contemporary research and scholarly works, identifying their implications, and making academic argument for incorporating new ideas in Bangladesh context.

5. Course Content

Contact Hours

Unit-1: Concept of Social Science Education (SSE) in Global Perspective

4

Learning Outcomes

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

- a. describe the concepts relating to global contexts of social science education
- b. explain aims, importance and scope of the global perspective of social science education

Content:

- Concept
- Aims
- Importance
- Scope

Unit-2: Aspects of SSE in the Global and International Declarations and Convention 7

Learning Outcomes

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

- a. analyse and identify different aspects of SSE depicted in the global and international declarations and conventions

- b. recognise and respond to the needs of SSE for incorporating different aspects in the national policies and practices

Content:

- Universal Declaration of Human Rights (UN)
- Convention on the Rights of the Child (UN)
- World Declaration on Education For All
- The Dakar Framework for Action (DFA)
- The Millennium Development Goals (MDGs)
- Delors Commission
- Sustainable Development Goals (SDGs)

Unit 3: Policies and practices of SSE in Global perspective

7

Learning Outcomes

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

- a. review and compare the policies and practices of SSE in different countries
- b. critique different policies and practices of SSE in different countries
- c. describe and compare the policies and practices of leading educational organisations working for educational and social development
- d. identify good practices that can be adopted in Bangladesh context

Content:

- Policies and practices of SSE in selected countries: India, Sri Lanka, Singapore, Japan, UK, Finland, USA, South Africa, Australia, New Zealand
- Policies and practices of selected international and national organizations working for educational and social development: UNESCO, UNICEF, Amnesty International, Human Rights Watch, Save the Children, EU, British Council, World Vision, BRAC, DAM, UCEP

Unit 4: Practice of Social Inclusion in Education in Global Perspective

6

Learning Outcomes

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

- a. illustrate the concept of social inclusion in education and its global perspective
- b. explain trends and issues of social inclusion in education
- c. identify and explain different aspects of social inclusion in education and connect local and global perspectives and their implication
- d. review and understand contemporary research findings relating social inclusion and identify their implications in Bangladesh context

Content

- Concept of social inclusion in education
- Trends and issues of social inclusion in education
- Different aspects of social inclusion and its practice in education
- Contemporary research and its implication in social inclusion in education

Unit 5: Global Perspectives of SSE and Citizenship Education

8

Learning Outcomes

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

- a. interpret and critique the concepts & definitions of citizenship and global citizenship education
- b. distinguish different models of citizenship education and their practices

- c. connect local and global perspectives of citizenship education and their implication
- d. outline the connection between citizenship education and SSE
- e. review and understand contemporary research findings relating citizenship education and identify their implications in Bangladesh context

Content:

- Concept & definition of citizenship education
- Global citizenship education
- Models of citizenship education
- Practices of citizenship education
- Connection between citizenship education and SSE
- Contemporary research and its implication in Citizenship Education

Unit 6: Global Perspectives of SSE and Human Rights and Rehabilitation Education (HRRE) 8

Learning Outcomes

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

- a. describe the concept and history of HRRE
- b. identify and explain the fundamental instruments of HRE and their importance
- c. outline the connection between HRRE and SSE
- d. connect local and global perspectives of human rights education and their implication
- e. review and understand contemporary research findings relating HRE and identify their implications in Bangladesh context

Content:

- Concept and definition of HRRE
- History of HRE
- Global trends of HRRE
- Fundamental Instrument of Human Rights Education
- Connection between Social Science Education and HRRE
- Pedagogies and models of HRE
- Contemporary research and practice in HRRE

6. Instructional Strategies

- a. Lecture
- b. Group Discussion
- c. Reading Assignments
- d. Group Work
- e. Project
- f. Term Paper
- g. Review paper
- h. Field work

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. Alam, S. (2012). Neoliberalism and Citizenship in the Bangladesh Secondary School Curriculum. *Critical Literacy: Theories and Practices*, 6(2), 16-30.
2. Andreotti, V., & Souza, L. M. T. (Eds.). (2012). *Postcolonial perspectives on global citizenship education*. New York: Routledge.
3. Andreotti, V. (2006). Soft versus critical global citizenship education. *Development Education: Policy and Practice*, 3(Autumn), 83-98
4. Bajaj, M. (2017). Introduction. In M. Bajaj (Ed.), *Human Rights Education: theory, research, praxis* (pp. 1-16). Philadelphia: University of Pennsylvania Press
5. Banks, C. (2007). The Discourse of Children's Rights in Bangladesh: International Norms and Local Definitions. *International Journal of Children's Rights*, 15(3-4), 391-414.
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8. Davies, I. (2010). Defining Citizenship Education. In L. Gearon (Ed), *Learning to Teach Citizenship in the Secondary School* (pp. 22-50). London and New York: Routledge.
9. Delors, J., & Unesco. (1996). *Learning, the treasure within : report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
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16. Handa, N. (2018). *Education for Sustainability Through Internationalisation: Transnational Knowledge Exchange and Global Citizenship*. London: Springer.
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19. Islam, M. K. (2018, September). *Teachers' Professional Learning and Development through Action Research: A case study of developing pedagogy for human rights education in Bangladesh*. The Monash Education Research Community (MERC) Annual Conference, Monash University, Melbourne, Australia.
20. Islam, K. (2014). Education for democratic citizenship: what are the significant aspects? *Teacher's World*. 40, 1-10.

21. Kabir, A. H. (2011). A new discourse of 'international understanding': Nothing but 'Americanism'. *Critical Literacy: Theories & Practices*, 5(1), 38-50.
22. MacNaughton, G., & Koutsoumpas, K. (2017). Universal Human Rights Education for the Post-2015 Development Agenda. In J. Zajda & S. Ozdowski (Series Eds.), *Globalisation, Comparative Education and Policy Research*, Vol.17. *Globalisation, Human Rights Education and Reforms* (pp.15-33). Dordrecht: Springer. doi: 10.1007/978-94-024-0871-3_2
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30. Osler, A. (2018). Human rights education: a project for our common future. *Human Rights Education Review*, 1(1), 01-04.
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39. Tibbits, F. (2017). Evolution of human rights education models. In M. Bajaj (Ed.), *Human rights education: Theory, research, praxis* (pp. 69-95). Philadelphia: University of Pennsylvania Press.
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<https://www.refworld.org/docid/3ae6b3712c.html>
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https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf
45. United Nations High Commissioner for Human Rights. (2004). *Teaching Human Rights: Practical activities for primary and secondary schools*, New York & Geneva: United Nations.
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<https://www.refworld.org/docid/4db95b0a2.html>
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48. Whitney, B. (2008). *Social inclusion in schools: improving outcomes, raising standards*. David Fulton Publishers.
49. Zajda, J. (2015). Nation-building and history education in a global culture. In *Nation-building and history education in a global culture* (pp. 185-191). Springer, Dordrecht.
50. Zevin, J. (2013). *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*. New York & London: Routledge.
51. Related Websites.

1. **Course Number and Title: SSE-534: Social Science Education and Human Development**

2. **Credit Hours: 4**

3. **Course Description**

This Course is designed to provide knowledge and understanding of the role of social science education in human development. Learners will be acquainted with the trends and aspects of human development both in national and global context. Emphasis will be given on developing learners' attitude and skills to different aspects of human development in general and particularly SDGs.

4. **Course objectives**

The objective are to help learners to:

- a. understand different aspects of human development.
- b. acquaint with major indicators of human development.
- c. internalize in-depth understanding of the role of social science education in human development process.
- d. comprehend the importance of social science education in developing attitudes and values coping with the new dimensions of human development including SDGs.
- e. acquire competencies and skills necessary for quality social life.

5. **Course Content**

Contact Hours

Unit-1: Fundamentals of Human Development

9

Learning Outcomes

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

- a. describe the concept and theories of development and Human development
- b. identify important indicators of human development
- c. explain the themes of human development
- d. analyze goals of Human development

Content:

- Concept and Theories of development
 - a. classical theories
 - b. modern theories
 - c. post modern theories
- Themes of human development
- Goals of development
 - a. MDGs
 - b. SDGs
- Concept and Theories of Human development
- Human development Indicators and index
- Social Science education and human development

Unit-2: World Human Development Situation

6

Learning Outcomes

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

- a. analyze human development trends in different countries
- b. compare human development situation of different countries and regions
- c. evaluate the status of Bangladesh in human development context

Content:

- Human development in less developed, developing and developed countries
- Human development in different regions of world
- Human development status of Bangladesh

Unit 3: Social Science Education and Bio-natural aspects of Human Development 5**Learning Outcomes**

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

- a. identify Bio-natural phenomena of human development
- b. analyze the impact of Social Science education on Bio-natural factors of human development

Content:

- Natural environment
- Sex
- Race
- Longevity
- Birth and Death
- Population

Unit-4: SSE for Social Development 10**Learning Outcomes**

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

- a. describe the role of SSE for Economic development
- b. analyze the role of SSE for developing gender and citizenship qualities
- c. evaluate the impact of SSE on developing scientific outlook and life skills
- d. describe the outcome of SSE for establishing peace and minimizing conflict
- e. explain the role of SSE for the development of nationalism, internationalism and universal humanism

Content:

- Growth of GDP and GNI
- Growth of demand and consumption
- Expansion of entrepreneurship
- Development of self employment
- Gender equity and equality
- Raising citizenship qualities
- Embracing scientific social outlook
- Developing life skills
- Understanding peace and conflict
- Development of nationalism and internationalism
- Development of universal humanism

Unit-5: SSE for Development of Health and Nutrition 5**Learning Outcomes**

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

- a. describe importance of Immunization & Medication for maintaining sound health
- b. identify major epidemic diseases and prevent them

- c. explain harms of smoking and drug addiction
- d. describe importance of Nursing and Food value for good health and Social life
- e. explain different concepts of reproductive health
- f. analyze role of SSE in improving public health and hygiene

Content:

- Immunization
- Medication
- Combating HIV/AIDS, Malaria, Diarrhea, Cancer and other epidemic diseases
- Reduce smoking & drug abuse
- Nursing
- Food value & nutrition
- Reproductive health
- public health and hygiene

Unit-6: SSE for Development of Education

5

Learning Outcomes

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

- a. describe necessity of educational right and opportunity for quality human life
- b. explain the role of SSE in developing education in the society
- c. evaluate importance of SSE for advancing learning society

Content:

- Right and Opportunity as per SDG-4
- Total enrolment
- Girls participation
- Schooling rate
- Adult education
- Functional literacy
- Advancement of learning Society

6. Instructional Strategies

- a. Lecture
- b. Discussion
- c. Question-answer
- d. Library work
- e. Students active participation in the classroom

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. Assessment

- a. One In-course examination 10 Marks
- b. Students' analytical and reflective work 40 Marks
(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 10+40 (MCQ+Essay Type)= 50 Marks

9. Recommended Books, Journals and Reports

1. Ali, Ashraf & Others (ed.) (1996), **Development Issues of Bangladesh**, Dhaka University Press Limited, Dhaka, 1996.
2. Jandhyala B.G. Filak (1987), **The Economics of Inequality in Education**, New Delhi, Institute of Conomic Growth, Sage Publications, London,
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9. Todaro, Michael P. (1994), Economic Development, Longman, New York,
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11. Related websites.