

NATIONAL UNIVERSITY



Fourth Year Curriculum Department of Bachelor of Education (B.Ed) Honours

Four Years (8 Semesters) Bachelor of Education (B.Ed) Honours
Integrated Course

NATIONAL UNIVERSITY

**Curriculum for Four Years (8 Semester) Bachelor of Education (B.Ed) Honours
Integrated Course
Subject: Bachelor of Education (B.Ed)**

Fourth Year Seven Semesters

Paper Code	Paper Title	Credits
540302	Teaching Subject-1	6
540304	Teaching Subject-2	6
540306	Report Writing	2
540308	Final Practice Teaching (Two Subjects)	2+2 =4
540310	Viva Voce	2
	Total =	20
Paper Code	Paper Title	Credits
	Eight Semester	
540311	Introduction to Educational Research	4
540313	Environment Education	4
540315	Non-Formal and Continuing Education	4
540317	Inclusive Education	4
540319	Education and Development	4
540320	Comprehensive Final MCQ Exam and Viva Voce (Satisfactory/Non	-
	Total =	20
	Grand Total =	40

Detailed Curriculum Seven Semesters

Paper Code	Paper Title	Credits
540302	Teaching Subject-1	6
540304	Teaching Subject-2	6
540306	Report Writing	2
540308	Final Practice Teaching (Two Subjects)	2+2 =4
540310	Viva Voce	2
	Total =	20

1. Course Description:

Practice teaching is the culminating experience of the first degree program in Education. It provides the opportunity to apply theoretical knowledge on pedagogies in the actual classroom settings and gain practical experience. The practice teachers are exposed to an environment where they encounter learners for the first time and face them with multitude of ideas, approaches, techniques and process. During this period the practice teachers will get ample opportunities to demonstrate the art of teaching in actual situation and participate in all activities at the school level. The duration of practicum is one semester when the practice teachers will perform their assigned responsibilities in schools under the direct management and control of the heads of the respective schools and under the supervision of two subject-supervisors and a school coordinator to be assigned by TTCs. The practice teachers experience in school will include, among others teaching two subjects, observation of others lessons, organizing co-curricular activities, developing and administering tests, scoring answer scripts, statistical treatment and interpretation of test results and performing other responsibilities as assigned by the heads of the schools.

2. Objectives

The major objectives of the practice teaching program are to help the practice teachers to:

- a. acquire first hand experience through working in an educational institution and taking part in all major activities of the institution;
- b. develop lesson-plan taking into consideration the nature of the subject-content and the characteristics of the pupils;
- c. create effective teaching-learning environment in the classroom through using appropriate management technique;
- d. teach effectively in the real classroom situations following teaching-learning strategies appropriate for the learners and the subject content;

- e. develop and use achievement tools to assess pupils performance and provide necessary assistance and guidance to the pupils;
- f. organize co-curricular activities for harmonious development of the pupils;
- g. develop attitude and skills to adopt innovative techniques and measures in solving pedagogical problems; and
- h. develop a commitment to the profession through harmonization of professional ethics and materialization of professional responsibilities.

3. Activities

Unit 1: Classroom Observation

At the primary stage of practice teaching an practice teachers has to observe at least 3 classes taken by the trained teacher of the cooperating school in each of the three subjects. She/he has to write two reports, one for each subject, highlighting the main features of the lessons observed. Strengths and weaknesses of the lessons and possible ways of improving the lessons have to be covered in the reports.

Unit 2: Teaching in the Classroom

A practice teacher has to teach at least two subjects under the supervision of two subject supervisors in the school. S/he shall have to develop Lesson Plans and prepare/collect necessary teaching aids and take chasses. In a semester he/she shall have to take at least 40 classes in each of the two subjects with approved Lesson Plans.

During first 30 classes each subject supervisor will supervise at least 6 full classes and provide necessary guidance to the internee to make up his/her deficiencies. During last 10 classes each subject supervisor will observe at least 3 classes to asses the classroom performance of the practice teacher.

Unit 3: Construction and Use of Achievement Tests

Each practice teacher will construct an achievement test in each subject consisting of at least 50 objective items and structured essay type items and one descriptive essay type item of 50 marks and administer the tests to the class he/she teaches. He/she has to score the scripts and show the scripts to the pupils with a view to bringing to their notice the nature of their error. He/she has to make the statistical analysis of the test result and prepare reports separately for each subject.

Unit 4: Organizing Co-curricular Activities

Each practice teacher has to organize co-curricular activities for students in the class or in the school. He/she has to arrange rehearsal classes and one final show in presence of the pupils, school head and other teachers of assigned school and his/her school coordinator.

Unit 5: Report on Cooperating Assigned School

A practice teacher will work in the cooperating assigned school for one full semester. He/she has to make an assessment of the school and submit a report to the school coordinator. The report will include, among others, brief history, physical facilities, profile of teachers and students, results of public examination (statistics of 5 years), remarkable characteristics strengths and weaknesses, areas of concern and suggestions for overcoming the problem and guideline for further improvement of the school.

Unit 6: Final Practice Teaching and Viva Voce

Each practice teacher will show their classroom performance (two subjects) with the presence of an external examiners appointed by National University. They also face a viva voce based on their teaching subjects. An internal examiner will be present in examination.

Assessment

a) Classroom Teaching with Lesson Plans and Teaching Aids

Teaching Subject -1 6 CHs

Teaching Subject - 2 6 CHs

Supervisor of the trainee will assess the trainee considering his presence in the school, classroom performance, use of teaching aids etc by 4 CHs and 1 CH allotted for coordinator and rest of 1 CH given by the head of the institution.

b) Development and Use of Achievement Tests, Statistical Analysis, of results, report writing, class observation report, and school assessment report etc.

Subject one- and Subject two 2 CHs

c) Final Practice teaching

Subject one- 2 CHs

Subject two - 2 CHs

d) Viva Voce - 2 CHs

Total - 20 Credit Hours

School coordinator will assess class observation, report, school assessment and adherence to school rules. Other activities will be assessed by the concerned subject supervisor.

Detailed Curriculum Eight Semesters

Course Code	540311	-----	Credits: 4	Class Hours: 120
Course Title:	Introduction to Educational Research (Compulsory)			

- 1. Course Description:**
- 2. Course Objectives:**
- 3. Course Contents:**

Unit One: Introduction

- Meaning and concept of research
- Search for truth: historical perspectives: experience, reasoning, scientific method, and research as a form of inquiry;
- Importance of educational research;
- Classification and types of educational research;
- Steps of research; identification, definition of research problem;
- Research process;
- Criteria of good research

Unit Two: Historical Research

- Concept and subject of historical research, selection of topic of study;
- Source and types of data, data collection;
- Data evaluation: Internal and external criticism of source material;
- Importance and use of historical studies.

Unit Three: Descriptive Research

- Definition, Scope, types
- Survey studies, nature and types of survey, techniques of survey, steps involved in survey;
- Case studies, nature and use of case studies, instrument and method of data collection and analysis, limitation and conducting case studies.

Unit Four: Experimental Research

- Nature, type and design
- Method of data collection
- Testing, hypothesis, analysis of data

Unit Five : Writing a Research Proposal

- Concept of research proposal/plan
- Selection of a research problem
- Defining of research problem
- Review of related literature
- Construction and writing of hypothesis
- Population to be studied
- Procedures and techniques
- Method of data collection
- Data processing and analysis

Unit Six: Sample Fundamentals

- Needs of sampling
- Population and sample
- Characteristics of sample
- Methods of selecting sample
- Size of sample

Unit Seven: Methods and Tools of Data Collection

- Collection of primary data
- Observation method
- Interview method
- Questionnaire method
- Schedule method
- Focus group discussion method
- Collection of secondary data

Unit Eight : Use of Reference Materials

- Using libraries (card catalogue, index, dictionary, encyclopedia etc.)
- Using the references sources
- Taking notes and completing bibliographies

Instructional Strategies

Lecture (using multi-media), Participatory approaches (Discussion, Question-Answer, group work, Observation, Debate, presentation, Field trip).

Assignment/action research and class percentage

Students will submit assignment/action research on due date based on contents by the instruction of their relevant teacher. Assignment and class percentage belongs to 10 marks.

Evaluation

- a) Internal Examinations 15+15=30
- b) External Examination=60
- c) Assignment/action research and class percentage, Performance =10

References

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শাহজাহান তপন, থিসিস ও এসাইনমেন্ট লিখনঃ পদ্ধতি ও কৌশল, প্রভাতি প্রকাশনী, ঢাকা, ১৯৯৪

ড. মো. আশরাফ আলী, শিক্ষা গবেষণা পরিচিতি, আমাদের বাংলা প্রেস, ঢাকা, ১৯৯৯

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Salauddin M. Aminuzzaman, Introduction to Social Research, Bangladesh Publication, Dhaka, 1991

Kothay, C.R., Research Methodology: Method and Techniques, Welly Eastern Limited. New Delhi, 1994

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Robert M. W. Travers, An Introduction to Educational Research. New York, Macmillan Publishing Co. Inc. 1978

Course Code	540313	-----	Credits: 4	Class Hours: 120
Course Title:	Environment Education (Compulsory)			

- 1. Course Description**
- 2. Objective of the course**
- 3. Course Contents**

Unit One: Introduction

Definition of Environment and its components

Importance of Environment Education

Unit Two: Ecosystem

- Concept of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chain, food web and ecological pyramids
- Introduction, types, characteristics features, structure and function of the following ecosystem:
 - (a) Forest ecosystem
 - (b) Grassland ecosystem
 - (c) Desert ecosystem
 - (d) Aquatics ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit Three: Biodiversity and its Conservation

- Definition, genetic species and ecosystem diversity
- Bio geographical classification of Bangladesh
- Value of biodiversity: Consumptive use, productive use, social, ethical, aesthetic and option values.
- Biodiversity at global, National and local levels.
- Threats of biodiversity: Habitat loss, poaching of wildlife, man-wild life conflicts
- Endangered and endemic species of Bangladesh.
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit Four: Environmental Pollution

- Concept
- Cause, effects and control measure of :
 - (a) Air Pollution
 - (b) Water Pollution
 - (c) Soil Pollution
 - (d) Marine Pollution

- Solid Waste Management:
Causes, effects and control measures of urban and industrial wastes
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management:
Flood, Earthquake, Cyclone and Landslides

Unit Five: Social Issues and the Environment

- From unsustainable to sustainable development
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people, its problems and concern case studies.
- Environmental ethics: Issues and possible solution.
- Climate change and global warming
- Different Environment Act of Bangladesh
- Public awareness
- Natural disaster and its management of Bangladesh.

Unit Six: Human population and the Environment

- Population growth, variation among nations
- Population explosion: Family planning programme.

Instructional Strategies

Lecture (using multi-media), Participatory approaches (Discussion, Question-Answer, group work, Observation, Debate, presentation, Field trip).

Assignment/action research and class percentage

Students will submit assignment/action research on due date based on contents by the instruction of their relevant teacher. Assignment and class percentage belongs to 10 marks.

Evaluation

- Internal Examinations 15+15=30
- External Examination=60
- Assignment/action research and class percentage, Performance =10

References

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- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
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Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

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Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane 41

Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt.Ltd.,

Course Code	540315	-----	Credits: 4	Class Hours: 120
Course Title:	Non-formal and Continuing Education (Compulsory)			

1. Course description

This course is designed to provide knowledge, skill and attitude and insight to learners into non-formal and continuing education (NFCE). It will allow interfacing formal and informal education and its linkages with basic education and skill development programmes. The importance of NFCE in developing society will be highlighted. The NFCE programme in Bangladesh in all their aspects will constitute important components of the course. The role of non-formal education (NFE) and continuous education (CE) in creating a learning society and its importance in improving the quality of life in Bangladesh will be the special features of the course.

2. Course Objectives

The completion of the course will enable the students to-

- Have a depth understanding of the concept, salient features, goals and other special aspects of NFE and CE, vis-a-vis formal and informal streams of education.
- Realize the importance and role of NFE and CE
- Identify the facilities and programmes available in public and private sectors of Bangladesh
- Categorize the programme implementation process, innovations and success stories.

- Relate future learning needs and identify changing role of NFE and CE in Bangladesh
- Describe the quality of life and role of NFE and CE in improving it.

3. Course Contents

Unit 1: General and specific aspects of NFE

- Concepts, salient features and scope of NFE
- Objectives, goals, target groups of NFE
- NFE in relation to EFA and sustainable literacy
- Life skills, vocational skills and role of NFE

Unit 2: Concept of CE in different context

- Definition, aims, purpose and important of CE
- Development of CE
- CE in relation to education and learning
- CE in relation to vocational and skill development training
- CE in relation to literacy and post literacy (PL)
- CE in relation to lifelong education (LLE) and to achieve the goals of learning societies.

Unit 3: NFE and CE in developing Society

- Developing society- its connotation and characteristics
- Learning needs and opportunities in developing societies
- Linkage and equivalency of NFE with formal education
- Role and importance of NFE and CE in Bangladesh
- Role of NFE and CE in national development

Unit 4: Facilities and Programmes

- NFE as subsector of education
- Opportunities and facilities of NFE and CE
- Government and non-government NFE and CE programmes
- GO-NGO relationship and collaboration in NFE and CE education
- Changing role of NFE and CE in Bangladesh context.

Unit 5: Programme Implementation

- Bureau of non-formal education
- Major performers in NFE and CE in Bangladesh: government and non-government
- Programme implementation process
- Innovations and success stories

Unit 6: Quality of Life, NFE and CE

- Quality of life and its components
- Empowering disadvantaged sections of population
- Learning society and lifelong education
- Role of of NFE and CE in improving quality of life

Instructional Strategies

Lecture (using multi-media), Participatory approaches (Discussion, Question-Answer, group work, Observation, Debate, presentation, Field trip).

Assignment/action research and class percentage

Students will submit assignment/action research on due date based on contents by the instruction of their relevant teacher. Assignment and class percentage belongs to 10 marks.

Evaluation

- a) Internal Examinations 15+15=30
- b) External Examination=60
- c) Assignment/action research and class percentage, Performance =10

References

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- Wim Hoppers (2006). *Non-formal education and basic education reform: a conceptual review*, IIEP, UNESCO.

Course Code	540317	-----	Credits: 4	Class Hours: 120
Course Title:	Inclusive Education(Compulsory)			

1. **Course Description:** Presently, inclusive education is a burning issue in education sector. This course is designed to assist students and respective teachers to concern about inclusive education and build up insights of learner's behavior on it. It covers concepts, principles and aims of Inclusive Education and as well as life skills in education, its influence on family and the society. It also covers role of students, teachers, parents and relevant stakeholder's awareness to create an Inclusive Education friendly environment in school and society.

2. Course Objectives

- a) To help learners to understand and realize the need of Inclusive Education in their real life and build up their career in future
- b) To understand them to familiar with some key terms of Inclusive Education , and practice it positively in life
- c) To help them to create a Inclusive Education friendly environment and aware them about their own roles
- d) To facilitate them to identify Inclusive Education gender related laws and acts, and practice it in life
- e) To assist them how to take help from NGO's and development partners, and able to build up their career.

3. Course Contents

Unit 1: Inclusive Education -Concept, Significance, Application

- a) Concept, origin and development of Inclusive Education
- b) Aims and objectives of Inclusive Education
- c) Identify the wrong concept of Inclusive Education - causes, impact and remedies
- d) Mass media and Inclusive Education

Unit 2: Inclusive Education – disparities, and Consciousness

- a) Disparities in Inclusive Education–causes and remedies
- b) Need of consciousness about Inclusive Education in socio-economic development, create Inclusive Education friendly environment
- c) Autism and Inclusive Education, Why inclusive Education essential for children with disabilities?

Unit 3: Secondary Education- Learners and Inclusive Education

- a) Role of Inclusive Education in learners development
- b) School management and Inclusive Education - ensure all types of representation in SMC, PTA, Participating attempts and encouragement
- c) sensitiveness of Inclusive Education in classroom activities- seating arrangement, equal participation into class, enhance disable learners participation in classroom activities

Unit 4: Professionalism in teaching and Inclusive Education

- a) Role of teacher to established social justice- concept of social justice, Globalization and social justice, teacher and social justice
- b) Sensitiveness of Inclusive Education in teaching- observation of teaching of teacher, demonstration teaching competencies and classroom management
- c) Inclusive Education consciousness strategies- number of students, socio-economic conditions, merits, school environment, learners behavior in house and in school
- d) Challenges to implementation Inclusive Education in school- rural and urban learners, forward and backward learners, meritorious and non-meritorious learners, majority and minority, guardians and school authority, social custom and religion, big class vs small class of learners, and political impact

Unit 5: Gender- National and International perspectives

- a) Inclusive Education in- Human rights, Rights of male, female and children, development and poverty, employment, violence, sexuality, domestic violence
- b) Inclusive Education in national policies, and plans- the constitution of Bangladesh, Women in Development(WID), Poverty Reduction Strategy Paper(PRSP), Convention on the Rights of the Persons with Disabilities (CRPD)- objectives, implementation and achieving ways
- c) Inclusive Education sensitive laws in Bangladesh
- d) Role of NGO's and Development Partners (DP) in Inclusive Education development, Bangladesh Autism Society, Leonard Cheshire Disability (LCD, UK).
- e) SRHR Education and Role of UBR (PSTC, FPBA and others)

Instructional Strategies

Lecture (using multi-media), Participatory approaches (Discussion, Question-Answer, group work, Observation, Debate, presentation, Field trip).

Assignment/action research and class percentage

Students will submit assignment/action research on due date based on contents by the instruction of their relevant teacher. Assignment and class percentage belongs to 10 marks.

Evaluation

- a) Internal Examinations $15+15=30$
- b) External Examination=60
- c) Assignment/action research and class percentage, Performance =10

References

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Course Code	540319	-----	Credits: 4	Class Hours: 120
Course Title:	Education and Development (Compulsory)			

1. Course Description

This course is offering the students to know and understand what development is all about and the role of education in development especially in human resource development. The process of planning and general development processes and programmes of the education sector of Bangladesh will be highlighted.

2. Objectives

- (a) To help students acquire knowledge and understanding of various concepts and ideas regarding development.
- (b) To acquiring students with the concept and profile of human development at global and in Asian region in particular.
- (c) To provide them in-depth understanding of the role of education in development, especially in human resource development,
- (d) To acquaint them with the specific educational programs related to human resource development in Bangladesh;
- (e) To help them know the project development processes, implementation procedures and their overall impact, if any,
- (f) To assist them in applying their knowledge and skills in developing proposal in any aspect of education.

3. Course Contents

Unit One: Concepts, Meaning and Theories Of Development

Meaning, Definitions and concepts of development, different ideas of development: developing, under developed and developed

Nature and strategies of development at different stages:

- (a) Classical theories
- (b) Modern theories: W.W.Rostow. Stages of Econ. Growth
- (c) Post-Modernization
- (d) Marxist views/Dependency Theory of Development

- (e) Sustainable development and education
- (f) Globalization and education

Unit Two: The Emerging Concept of National Development

- Macro and Micro: economic, social, political, cultural
- Overall development and truncated development
- Indicators of development: GDP, GNP, Per-Capita Income (PL) National Income
- Life expectancy, Literacy, Quality of Life/standard of living

Unit Three: Human Development: A New Era

- Various aspects and factors of HD, Indicators and Index (HDI)
- Profile of development and HD (High, Medium and low Index countries with particular reference to Asian Region)

Unit four: Role of Education in Development (evidence-based mainly research findings)

Role of formal Education in Human Resource Development (HRD)

Concepts, meanings of HRD

Role of Primary & Basic Education, Literacy and Life Skills in HRD

Role of secondary, Vocational/Technical Education in HRD

Role of Women's Education in HRD

--- Role of Non-formal Education Programs in HRD

--- Population, Health and nutrition Education

--- Environmental education, Education programs for the youth and disadvantaged groups

Unit Five: Development Process in Bangladesh

--- National development- Planning, Process, Roles and Responsibilities

- a) Ministry Of Planning
- b) Ministry of Education and ministry of Primary and Mass Education
- c) Directorates of Education
- d) University Grants Commission (UGC)
- e) National Economic Council (NEC)

--- Development Outlay in education sector

--- Current development Initiative: Projects and Programmes, Primary, Secondary and Higher education

--- Implementation procedures and Impact of the development Projects (Research finding different studies)

Instructional Strategies

Lecture (using multi-media), Participatory approaches (Discussion, Question-Answer, group work, Observation, Debate, presentation, Field trip).

Assignment/action research and class percentage

Students will submit assignment/action research on due date based on contents by the instruction of their relevant teacher. Assignment and class percentage belongs to 10 marks.

Evaluation

- a) Internal Examinations 15+15=30
- b) External Examination=60
- c) Assignment/action research and class percentage, Performance =10

References

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14. World Bank, World Development Reports.
১৫. আবু মাহমুদ, উন্নয়ন উচ্ছাস ও তৃতীয় বিশ্ব, মুক্তধারা, ঢাকা, ১৯৮৪
১৬. আবু হামিদ লতিফ, উপানুষ্ঠানিক শিবা ও সমাজ শিবা, বাংলা একাডেমী, ১৯৮৪
১৭. আবু হামিদ লতিফ, শিবা পরিকল্পনা উন্নয়ন, ঢাকা, ২০০৩
১৮. মুহম্মদ শামস-উল-হক, বিকাশমান সমাজ ও শিবা, বাংলা একাডেমী, ঢাকা
১৯. দেলোয়ার হোসেন শেবা, শিবা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রবতি, শাকিল প্রকাশনী, ঢাকা, ১৯৯৮
২০. দেলোয়ার হোসেন শেবা, শিবা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রবতি, হাক্কানী পাবলিশার্স, ঢাকা, ২০০৩
২১. জেডার ও উন্নয়ন কোষ সেলিনা হোসেন সম্পাদিত, ২০০৯
22. Related Websites.

Course Code	540320	----	Credits: Non Credit	Class Hours: -
Course Title:	Comprehensive Final Viva Voce (Satisfactory/Non Satisfactory)			

৮ম সেমিস্টার শেষে বহু নির্বাচনী (এমসিকিউ) প্রশ্নে একটি বিস্তারিত(Comprehensive) পরীক্ষা হবে। এতে ৫টি এসি ও ১৫টি পিসি কোর্স থেকে ২০০টি প্রশ্ন থাকবে (প্রতি কোর্স থেকে ১০টি করে, ২০টি কোর্স x ১০টি =২০০টি এমসিকিউ প্রশ্ন)। একজন শিার্থী ৪০% নম্বও অর্জন করলে সন্তোষজনক(Satisfactory) না হলে অসন্তোষজনক(Non-satisfactory) মান অর্জন করবে।

Comprehensive MCQ exam will held with final examination.