

NATIONAL UNIVERSITY



Fourth Year Syllabus Department of Bachelor of Education (B.Ed.)

Four Year(8 Semester) B.Ed. Honours Integrated Course
Effective from the Session: 2013–2014

NATIONAL UNIVERSITY

Syllabus for Four Year(8 Semester) B.Ed. Honours Integrated Course

Subject: Bachelor of Education (B.Ed.)

Session: 2013-2014

Fourth Year

Paper Code	Paper Title	Marks.	Credits
	Seven Semester		
240302	Practicum/Internship	100	4
240304	Practicum/Internship	100	4
240306	Practicum/Internship	100	4
240308	Practicum/Internship	100	4
240310	Practicum/Internship	100	4
	Total =	500	20
	Eight Semester		
240311	Introduction to Educational Research	100	4
240313	Environment Education	100	4
240315	Non-Formal and Continuing Education	100	4
240317	Inclusive Education	100	4
240319	Education and Development	100	4
	Total =	500	20
	Grand Total =	1000	40

Detailed Syllabus Seven Semester

Paper Code	Paper Title	Marks	Credits
	Seven Semester		
240302	Practicum/Internship	100	4
240304	Practicum/Internship	100	4
240306	Practicum/Internship	100	4
240308	Practicum/Internship	100	4
240310	Practicum/Internship	100	4
	Total =	500	20

1. Course Description:

Internship 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 internees 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 the internship period the internees 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 internship is one semester when the internees 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 IER. The internees 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 Internship program are to help the internees 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 internship an internee 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

An internee 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 classes. 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, assess the classroom performance of the internee.

Unit 3: Construction and Use of Achievement Tests

Each internee 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 trainee 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.

An internee 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.

Detailed Syllabus Eight Semester

Course Code	240311	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	Introduction to Educational Research			

1. Course Description:

2. Course Objectives:

3. Course Contents:

No of Classes

Unit One : Introduction

- Meaning and concept of research
- Search for truth : historical perspectives: experience, reasoning, scientific method, 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

4. Assignment/Project/Practical

- (a) Assignment : (1) Writing and outline of a research proposal
- (b) Writing a research paper
- (c) Reports on laboratory work and field trips

Course Code	240313	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	Environment Education			

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
- 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

- Introduction : 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.

Course Code	240315	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	Non-formal and Continuing Education			

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 NFE and CE in improving quality of life

সহায়ক গ্রন্থপঞ্জী

- আবু হামিদ লতিফ, (২০০৩), *শিক্ষা উন্নয়ন পরিকল্পনা*, প্যাপিরাস, ঢাকা।
- আবু হামিদ লতিফ, (২০০১), *বাংলাদেশের উপানুষ্ঠানিক শিক্ষা*, প্রিন্স টাওয়ার, ঢাকা।
- আব্দুল মালেক ও অন্যান্য (২০১৪), *শিক্ষাবিজ্ঞান ও বাংলাদেশে শিক্ষা*, চতুর্থ সংস্করণ, বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন, ঢাকা।
- শেখ, মোঃ দেলোয়ার হোসেন (১৯৯৮), *শিক্ষা ও উন্নয়ন: উন্নয়নশীল দেশের প্রতিশ্রুতি*, শাকিল প্রকাশনী, ঢাকা।
- হোসেনে আরা বেগম ও আব্দুস সালাম (২০০২), *আনুষ্ঠানিক ও উপানুষ্ঠানিক শিক্ষা*, বাংলাদেশ
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- Maria Nomikou (). *The impact of Non Formal Education on young people and society*, AEGEE-Europe, Rue Nestor de Tiers 15, 1030 Schaerbeek/Brussels, Belgium, Web: www.aegEE.org
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- Non-Formal Education (NFE) Policy (2006). Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh
- Peter Jarvis (1980), *Adult and Continuing Education: Theory and Practice*, Psychology Press, Amazon.com
- Unesco (2012). *Annual Report on Lifelong learning*, UNESCO Institute for Lifelong Learning
- Building on our gains (2009). *Medium-term strategy, 2008–2013*, UNESCO Institute for Lifelong Learning, Feldbrunnenstrasse 58, 20148 Hamburg, Germany.
- Non-formal education (2006), UNESCO
- Wim Hoppers (2006). *Non-formal education and basic education reform: a conceptual review*, IIEP, UNESCO.

Course Code	240317	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	Inclusive Education			

Not detail syllabus

Course Code	240319	Marks: 100	Credits: 4	Class Hours: 60
Course Title:	Education and Development			

1. Course Description

This course is offer 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

No. of Classes

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)

4. References

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2. D.Adam.m Education and National Development, 1971
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4. David Slater, The Political Meanings of Development, BEYOND THE IMPASSE, London, Zed Book . 1993.
5. Donal Brooks, Beyond Catch Phrases: What Does Sustainable Development Really Mean. IDRC. Ottawa, 1990.
6. F. Harbison & Myers, Education, Manpower and Economic Growth, 1968.
7. Gunnar Myrdal. The Asian Drama
8. Govt. Of Bangladesh, Planning Commission, Five Year Plans/Annual Development Plans.
9. J.B.G. Tilak: Education for development in Asia, Sage Publications, N.Delhi, 1984.
10. M.Ahmed.A.K.Jalal Uddin & others, Basic Education and National Development: Lessons from china & India, Unicef.N.Y. 1991.
11. S.C. Dube: Modernisation and development: The search for alternative paradigms. London, 1988.
12. S.T. Sodhi, Education & Human Resource Development, Allied Publishers, Bombay, 1973.
13. UNDP. Human Development Reports
14. World Bank, World Development Reports.
১৫. আবু মাহমুদ, উন্নয়ন উচ্চাঙ্গ ও তৃতীয় বিশ্ব, মুক্তধারা, ঢাকা, ১৯৮৪
১৬. আবু হামিদ লতিফ, উপানুষ্ঠানিক শিক্ষা ও সমাজ শিক্ষা, বাংলা একাডেমী, ১৯৮৪
১৭. আবু হামিদ লতিফ, শিক্ষা পরিকল্পনা উন্নয়ন, ঢাকা, ২০০৩
১৮. মুহম্মদ শামস-উল-হক, বিকাশমান সমাজ ও শিক্ষা, বাংলা একাডেমী, ঢাকা
১৯. দেলোয়ার হোসেন শেখা, শিক্ষা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রুতি, শাকিল প্রকাশনী, ঢাকা, ১৯৯৮
২০. দেলোয়ার হোসেন শেখা, শিক্ষা উন্নয়ন, উন্নয়নশীল দেশের প্রতিশ্রুতি, হাক্কানী পাবলিশার্স, ঢাকা, ২০০৩
২১. জেডার ও উন্নয়ন কোষ সেলিনা হোসেন সম্পাদিত, ২০০৯
22. Related Websites.