

Outcome Based Education (OBE)

Curriculum of Master of Education (M.Ed)

Part –A

1. Title of the Academic Program: Master of Education (M.Ed)

2. Name of the University: Asian University of Bangladesh.

3. Vision of the University:

Asian University of Bangladesh (AUB) aspires to be an academic leader that will be recognized for innovation and quality in teaching and learning, human resource development, international standard research work and commitment to the service of the country and humanity as a whole, reaching out to all strata of population by imparting high quality knowledge and skills at affordable cost in an inclusive manner nationally and internationally.

4. Mission of the University:

M-1	To provide quality education in the most cost-effective manner resulting in creating graduates of high quality who will be professionally skilled, morally upright and socially responsible citizens.
M-2:	To impart knowledge through excellence in learning, research, innovation, discovery and engagement in the practical field.
M-3:	To acquaint the students with the latest research and provide state-of-the-art knowledge, skills and exposure to futuristic ideas on science, technology and development.
M-4:	To encourage human capital development and build leadership qualities in science , engineering, business, humanities, education and any other fields so as to meet national and global needs.

5. Name of the Program offering Entity (Department/Faculty/Institute)

Department: Department of Education & Training (DoET)

Faculty : School of Education

Institute : Asian University of Bangladesh.

6. Vision of the Program Offering Entity:

Dedicated to bring value into every aspect of training and learning mobility. With a professional & committed team, delivering world class services in a professional outstanding standard. DoET as Center of Excellence ‘continuous professional Development for Teachers’.

7. Mission of the program offering Entity:

M1	Acquisition of knowledge, self preservation, harmonious development, completes living, humanization, highest degree of individual excellence, social efficiency. Education for decision making, truth seeking, skill of living, communicating, aesthetic, awareness adapting change.
M2	Developing proper attitude towards teaching, self confidence in the teachers.
M3	Enabling teachers to make proper use of instructional facilities, familiarize with the concepts, learn about its requirements.
M4	To understand how we, the teachers can successfully conduct classroom activities by applying it, better understanding of the student using methodology of teaching in participatory approach.
M5	Familiarizing with the latest in education improving standards, improve standards of competency based teaching learning.

8. Objectives of the Program Offering Entity:

Some of the most important objectives of teacher education are-equipping the prospective teachers with necessary pedagogic skills. Enabling the teacher to acquire understanding of learner psychology. Developing proper attitudes towards teaching. To expose learner teachers to real life classroom experiences under the supervision of professional teachers. To provide the forum for trainee teacher to translate educational theories and principles into practice. Instilling subject knowledge in the student/Children and causing mental development of the student are the main objectives of the program offering Entity.

9. Name of the Degree: Master of Education (M.Ed).

10. Description of the program:

Department of Education & Training (DoET). AUB has been set up with the noble objectives, target and goal of providing quality Education. Education planning is the exercise of foresight in determining the policy, priorities, and cost of an educational system having due regard for socio economic realities for the system's potential for growth and for the needs of the country and of the pupils. The academic curriculum of AUB has been developed with the help of experts from reputed universities, at home & abroad, to provide quality education comparable to that of world class universities, committed, united, productive, constructive & reflective. Department (DoET) is working insights about recent development in the field of education.

The vision, mission, program educational objectives, program learning outcomes are to produce educational professionals & effective practitioners. These are to help the learners to acquire professional knowledge, skills, values a sense of commitment, norms and attitude required for performing their roles and responsibilities as educational practitioners. Applicable competencies on appropriate scientific teaching learning and assessment strategies.

B.Ed and M.Ed curriculum of the Department of Education and Training have been expanded compulsory professional core courses, Andragogy, Micro Teaching and Simulation Teaching practice, Seminar/workshop, optional courses, professional Elective, Internship etc. content, syllabus is up-to date, demand, life & job oriented, life skills & ICT based.

The academic activities of students include seminars, workshops, debate, drama, cultural program, programming contents, which help the teacher trainees expand their knowledge and gain experience and training in academic pursuits beyond their training aids and materials. Department of Education and Training emphasizes ethical and moral values for performing their respective professional social and national roles effectively and participate actively in research and other professional activities.

11. Graduate Attributes (Based on Need Assessment):

AUB providing best work experiences training courses and has developed statements that outline our expectations in terms of a Graduate Profile. Departments have also developed specific graduate profiles relevant to our own program. Trainees M.Ed from Master of Education (M. Ed) program at AUB should have instilled in them the following values:

1. The Education and Training graduates will be able to conceptualize, critically analyze and acquire knowledge of modern fundamental courses in Education for developing professional competencies based on in-depth knowledge, relevant skills & values along with ethical & cultural orientation.
2. Trainees will achieve the power of lateral thinking to see at the things from different perspectives there by making them to come out with simple solutions in the field of interpersonal and teamwork skills in the field of recent development in Teaching Methodology.
3. Trainees will be able to implicate creative and critical conceptual and reflective thinking in solving socio-economical problems in Research and ICT skills and awareness within intellectual skills.
4. Ability will grow and to Formulate and identify on origin, development, and awaking of Bangladesh independence.
5. They will achieve Life-skills that will be sufficient to live and work in both urban and rural work places with national and international colleagues with communication skills and communicate knowledge effectively in both written and spoken English.
6. Ability to earn Knowledge of the requirements of ethical behavior in the workplace as well as every aspects of life in values attitudes and professionalism.
7. Ability to commitment to independent learning and the ability to self teach and adapt to change in careers and workplace with team working and leadership.
8. Ability to understand the fundamentals of leadership, and the management of people, through drawing the model teacher's Personal effectiveness and development.
9. Understanding of the team-work and conflict resolution skills like career-management.
10. Appreciation and valuing of cultural and intellectual diversity and an ability to function in a multi-cultural or global environment with self management and collaboration.

12. Program Educational Objectives (PEO):

Program Education Objectives (PEO) of Master of Education (M. Ed) are mentioned below:

The Department of Education and Training program takes into account the university mission and the stakeholders' need by producing graduates who after graduation, will be able to make themselves as model teacher, patriotic and global citizens.

PEO1:	Develop clear understanding about the concept & visions of education & other commonly used educational terminologies, their characteristics, components and impact.
PEO2:	Sound foundation about sociological concepts, theories, factors & process that cause & shape the education in a society.
PEO3:	Modern fundamental courses in Education for developing Professional competencies based on in-depth knowledge, relevant skills of the system & institutional management & administration, including the head's role in respective organization. Building the interpersonal leadership & team building capability towards facing the challenges in the global perspectives as an effective leader, communicator and human relations with realization of proper values & ethics in classroom management.
PEO4:	Understanding & Skill in the area of the test development, measurement & assessment, instructional technology, organizing co-curricular activities, acquaint with the basic methods & tools of educational research. Performing other Responsibilities as assigned by the schools.
PEO5:	Practical experiences of teacher education in an arranged environment for practice based teaching to instill peer & self-evaluative skills two kinds of activities: Micro Teaching

&simulation. That can hold their own in the face of the 21 st century and its global challenges.

13. Program Learning Outcomes (PLOs):

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

14. Mapping/ Alignment of University’s Mission vs. PEOs:

Mapping of University’s Mission and Program Education Outcomes (PEOs) of (M.Ed) program:

	MS1	MS2	MS3	MS4
PEO1	✓	✓	✓	✓
PEO2	✓	✓	✓	✓
PEO3	✓	✓	✓	✓
PEO4	✓	✓	✓	✓

19	0111-5322	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	0111-5323	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	0111-5390	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	0111-4100	✓	✓	✓	✓						✓
23	0111-5600			✓	✓		✓		✓	✓	
24	0111-4300			✓	✓		✓		✓	✓	
25	0111-5200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	0111-5300		✓		✓		✓		✓	✓	
27	0111-5400			✓	✓			✓	✓		
28	0114-5197	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29	0114-5198	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30	0114-5199	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31	0111-5398	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	0111-1103	✓	✓	✓	✓			✓	✓		✓
33	0111-2301				✓		✓	✓	✓		✓
34	0111-3101				✓	✓	✓		✓	✓	
35	0111-3102	✓	✓		✓	✓	✓	✓		✓	
36	0111-4506	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	0114-4201		✓	✓	✓	✓	✓	✓	✓	✓	✓
38	0114-4202		✓	✓	✓	✓	✓	✓	✓	✓	✓
39	0114-4204		✓	✓	✓	✓	✓	✓	✓	✓	✓
40	0114-4205		✓	✓	✓	✓	✓	✓	✓	✓	✓
41	01144231		✓	✓	✓	✓	✓	✓	✓	✓	✓
42	0113-4244		✓	✓	✓	✓	✓	✓	✓	✓	✓
43	0114-4301		✓	✓	✓	✓	✓	✓	✓	✓	✓
44	0114-4302		✓	✓	✓	✓	✓	✓	✓	✓	✓
45	0114-4304		✓	✓	✓	✓	✓	✓	✓	✓	✓
46	0114-4305		✓	✓	✓	✓	✓	✓	✓	✓	✓
47	0114-4331		✓	✓	✓	✓	✓	✓	✓	✓	✓
48	0114-4344		✓	✓	✓	✓	✓	✓	✓	✓	✓
49	0111-1100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
50	0111-1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
51	0111-1300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
52	0111-2100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
53	0111-2200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
54	0111-2300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
55	0111-3100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
56	0111-3200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part - B

17. Structure of the Curriculum:

a. Duration of program

Students with degree in education:

One-year program. One (01) academic year divided into two (02) semesters.

- i) Spring Semesters (January - June)
- ii) Summer Semesters (July – December)

Students enrolled in one-year program must complete all the requirements of the program within one (01) academic year(s).

Students without degree (Pre-requisite) in Education:

One-year Six -month program (Three Semesters).

Students enrolled in one-year program must complete all the requirements of the program within One-year Six -month academic year(s).

b. Admission requirements:

The entry requirement for M. Ed program is as follows:

Candidates with degree in Education:

Bachelor of Education- B. Ed (Hon's)/ TESL/ TESOL/ same **or**
Bachelor degree in any discipline/ Fazil/ Equavalent and
Bachelor of Education (B. Ed)/ Diploma in Education (Dip-in-Ed)/
Diploma in Primary Education (DPed)/ Bachelor of Special
Education (BSEd)/ Bachelor of Madrasa Education (BMEd)/ Post
Graduate Diploma in Education (PGDEd)/ equivalent degree in
education recognized by Government or University and
The Academic Committee of AUB will determine other conditions of
admission prior to the advertisement for admission in each academic
semester.

Candidates without degree (Pre-requisite) in Education:

Master or 4-year Honors degree in any discipline
Candidates having working experiences in the field of Education will
be given preference.
The Academic Committee of AUB will determine other conditions of
admission prior to the advertisement for admission in each academic
semester.

c. Total minimum credit requirement:

Total Credit Hours:

Students with degree in Education: 2 Semesters 60 Credit Hours

- Core Course: $4 \times 7 = 28.00$ credits
- Elective (any one): $4 \times 1 = 4.00$ credits
- Elective Departmental (five): $4 \times 5 = 20$ credits
- Elective other departmental (any two): $4 \times 2 = 8$ credits
- Non-credit but required courses = 0.00 credit

Students without degree in Education: 3 Semesters 86 Credit Hours-

- Pre-requisite 26.00 credit hours
- Core Course: $4 \times 7 = 28.00$ credits
- Elective (any one): $4 \times 1 = 4.00$ credits
- Elective Departmental (five): $4 \times 5 = 20$ credits
- Elective other departmental (any two): $4 \times 2 = 8$ credits
- Non-credit but required courses = 0.00 credit

d. Total class weeks in a semester:

Fourteen (14)

e. Minimum CGPA requirement: 2.25

f. Maximum academic years of completion

Five (5) years

g. Category of Courses

Each student is required to complete successfully the requirements listed below:

A. Core Courses for all students: $(4.00 \times 7) = 28.00$ credit hours

0111-5101 Foundation of Education	4.00 credit hours
0111-5102 Educational Administration and Management	4.00 credit hours
0111-5103 Comparative Education	4.00 credit hours
0111-5104 Value Education	4.00 credit hours
0111-5105 Introduction to Educational Research	4.00 credit hours
0111-5201 Quality Management in Education	4.00 credit hours
0111-3103 The Arts of Communication for Educators	4.00 credit hours

B. Professional Elective for all students (any one): $4.00 \times 1 = 4.00$ credit hours

0111-5211 Early Childhood and Primary Education	4.00 credit hours
0111-5212 Secondary Education	4.00 credit hours

C. Majors: any one major and thesis or any other two or any other one and Internship

$4.00 \times 5 = 20.00$ credit hours and elective other (or thesis) $4.00 \times 2 = 8.00$ credit hours

Curriculum Development:		
0111-5301 Curriculum Development		4.00 credit hours
0111-5302 Curriculum Delivery and Instructional Technology Development		4.00 credit hours
0111-5303 Evaluation and Management of Curriculum		4.00 credit hours
0111-5304 Debating Educational Theories, Practices and Policy		4.00 credit hours
0111-5305 Curriculum, Teacher and Teaching Quality		4.00 credit hours
Educational Leadership:		
0111-5311 Organizational Planning and Management		4.00 credit hours
0111-5312 Managing Financial Resources in Education		4.00 credit hours
0111-5314 Education and Leadership Development		4.00 credit hours
Special Education :		
0111-5321 Implementing Inclusive Education		4.00 credit hours
0111-5322 Early Intervention for Children with Special Needs		4.00 credit hours
0111-5323 Educating Children with Visual and Haring Impairment		4.00 credit hours
Elective: 8.00 credits		
0111-5398 Viva-Voce		0.0 Credit
0111-5390 Thesis	Or, Any two from others Or, Any one from others and EDU 5391 Internship	8.00 credit hours

D. Professional Seminars and Workshops Non-Credit (but required) courses: any six (3+3)

0111-4100 Education and Socio- Economic		0.0 Credit
0111-5600 Participatory Approach in Teaching		0.0 Credit
0111-4300 Teachers Competence		0.0 Credit
0111-5200 Bangladeshis in 21st Century : Nation Building		0.0 Credit
0111-5300 Academic Supervision and Monitoring		0.0 Credit
0111-5400 Comparative Education		0.0 Credit

E. Co-curricular Project: Non-credit but required

0114-5197 Co-curricular Project – Educational Games		0.0 Credit
0114-5198 Co-curricular Project – Civility and Culture		0.0 Credit
0114-5199 Co-curricular Project – Community Service		0.0 Credit

ADDITIONAL COURSES (for candidates without Bachelor of Education Degree) Compulsory: 5 courses (20 credit hours)	Credits
0111-1103 Principles of Education	4.00 credit hours

0111-2301 Educational Psychology: Teaching and Learning	4.00 credit hours
0111-3101 Methods of Teaching and Classroom Management I	4.00 credit hours
0111-3102 Evaluation and Measurement in Education I	4.00 credit hours
0111-4506 Action Research on Teaching	4.00 credit hours

Andragogy: Teaching Studies (Elective Courses) 4.00 x 1 = 4.00 credit hours (Any one courses of 4.00 credit hours each related to their graduate courses)	Credits
0114-4201 Teaching Language: Bangla	4.00 credit hours
0114-4202 Teaching Language: English	4.00 credit hours
0114-4204 Teaching Mathematics	4.00 credit hours
0114-4205 Teaching General Science	4.00 credit hours
0114-4231 Teaching Social Science	4.00 credit hours
01134244 Teaching Children with Special Needs	4.00 credit hours

Micro-Teaching and Simulation : Any one (2.00 credit hours x 1 = 2.00 credit hours)	Credits
0114-4301 Micro-Teaching and Simulation: Bangla	2.00 credit hours
0114-4302 Micro-Teaching and Simulation: English	2.00 credit hours
0114-4304 Micro-Teaching and Simulation: Mathematics	2.00 credit hours
0114-4305 Micro-Teaching and Simulation: General Science	2.00 credit hours
0114-4331 Micro-Teaching and Simulation: Social Science	2.00 credit hours
0113-4344 Micro-Teaching and Simulation: Children with Special Needs	2.00 credit hours

SEMINAR/WORKSHOP (Elective: any 6 courses (0 credit hours)	Credits
0111-1100 21st Century Knowledge and Skills	0.00 credit hours
0111-1200 Safety Education	0.00 credit hours
0111-1300 Critical Thinking	0.00 credit hours
0111-2100 Child and Adult Learning	0.00 credit hours
0111-2200 Inclusive Education Implementation	0.00 credit hours
0111-2300 Multiple, Emotional and Spiritual Intelligence	0.00 credit hours
0111-3100 Improvements in Education	0.00 credit hours
0111-3200 Teaching and managing diverse learners in the classroom	0.00 credit hours

18. Year / Level /Semester / Term wise Distribution of Courses:

Semester wise course Distribution for Master of Education (M. Ed)

Students with degree in Education: 2 Semesters

60 Credit Hours

1st Year, 1st Semester

0111- 5101 Foundation of Education
0111- 5102 Educational Administration and Management
0111- 5103 Comparative Education
0111- 5104 Value Education
0111- 5105 Introduction to Educational Research
0111- 5201 Quality Management in Education
0111- 3103 The Arts of Communication for Educators
0111- 4100 Education and Socio- Economic
0111- 5600 Participatory Approach in Teaching
0111- 4300 Teachers Competence
0114- 5197 Co-curricular Project – Educational Games
0114- 5198 Co-curricular Project – Civility and Culture

1st Year, 2nd Semester

0111- 5211 Early Childhood and Primary Education
0111- 5301 Curriculum Development
0111- 5302 Curriculum Delivery and Instructional Technology Development
0111- 5303 Evaluation and Management of Curriculum
0111- 5304 Debating Educational Theories, Practices and Policy
0111- 5305 Curriculum, Teacher and Teaching Quality
0111- 5311 Organizational Planning and Management
0111- 5321 Implementing Inclusive Education
0111- 5200 Bangladeshis in 21st Century : Nation Building
0111- 5300 Academic Supervision and Monitoring
0111- 5400 Comparative Education
0114- 5199 Co-curricular Project – Community Service
0111- 5398 Viva-Voce

Students without degree in Education: 3 Semesters 86 Credit Hours-

1st Year, 1st Semester

0111-1103 Principles of Education
0111-2301 Educational Psychology: Teaching and Learning
0111-3101 Methods of Teaching and Classroom Management I
0111-3102 Evaluation and Measurement in Education I
0111-4506 Action Research on Teaching
0114-4202 Teaching Language: English
0114-4302 Micro-Teaching and Simulation: English

1st Year, 2nd Semester

0111- 5101 Foundation of Education
0111- 5102 Educational Administration and Management
0111- 5103 Comparative Education
0111- 5104 Value Education
0111- 5105 Introduction to Educational Research
0111- 5201 Quality Management in Education

0111- 3103 The Arts of Communication for Educators
0111- 4100 Education and Socio- Economic
0111- 5600 Participatory Approach in Teaching
0111- 4300 Teachers Competence
0114- 5197 Co-curricular Project – Educational Games
0114- 5198 Co-curricular Project – Civility and Culture

2nd Year 3rd Semester

0111- 5211 Early Childhood and Primary Education
0111- 5301 Curriculum Development
0111- 5302 Curriculum Delivery and Instructional Technology Development
0111- 5303 Evaluation and Management of Curriculum
0111- 5304 Debating Educational Theories, Practices and Policy
0111- 5305 Curriculum, Teacher and Teaching Quality
0111- 5311 Organizational Planning and Management
0111- 5321 Implementing Inclusive Education
0111- 5200 Bangladeshis in 21st Century : Nation Building
0111- 5300 Academic Supervision and Monitoring
0111- 5400 Comparative Education
0114- 5199 Co-curricular Project – Community Service
0111- 5398 Viva-Voce

Part C

Description of all Courses of Master of Education (M.Ed) program is mentioned below

Course Code 0111-5101,
Course Title: Foundation of Education
Credit : 4 credit hours

Rationale

The fundamental reason for this course is that to prepare students with the knowledge of philosophical, sociological and psychological foundation of education. It includes study of Philosophical, Sociological and Psychological approaches to education, implications of different philosophical thoughts to education, great contributions to education, concept of education and philosophy, mutual relation between education and philosophy, value oriented education and its importance, Sociology of teaching, social factors related with education. Educational and social development, psychological determinants of the functions of education, psychology in the education process, psychological determinants of the education of the learners.

Focused course is will enable the learners to- Describe philosophy, sociology and psychology. Identify the foundation of education through philosophy, sociology and psychology. Acquire a clear conception about educational philosophy, social factors r5elated to education. Know the process of educational and social development. Identify the psychological determinants of the function of education.

Course Content:

1. Overview of the course. Introducing Philosophy, Society, Education and their interrelation.
2. Philosophies and its influence on development of education in different ages.

3. Renowned Philosophers and their contributions to education.
4. Sociological approach to the education.
5. Social bases of education.
6. Social functions of education.
7. Education and psychology.
8. Contributions of the different schools of the psychological thoughts to education.
9. Some Problems of the Term Paper.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, BiswaRanjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. শরিফাখাতুন:দর্শনওশিক্ষা, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজশাহ (২০১৭), মাধ্যমিকশিক্ষা, মিতা ট্রেডার্স, ঢাকা।
6. National Curriculum-2012: NCTB, Dhaka
7. জাতীয়শিক্ষানীতি, ২০১০
8. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how education started, function, objectives, importance.
CLO 2	Discuss classify curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding.
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & TG.
CLO 4	To analyze the education philosophy, teacher student relationship.
CLO 5	To point out some common problems of teaching-learning and recommendation.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and

applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓				✓	✓		
CLO 2	✓	✓				✓	✓	✓	✓	
CLO 3	✓	✓	✓	✓	✓		✓	✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Discuss classify curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to make school better balanced society,	Expert Jigsaw or Jigsaw reading / Group Discussion /	Assignment Quiz

	school management, duties of HT, AT & TG.	Debates Visualization / Group Presentation	Mid term Viva Term paper Presentation Final
CLO 4	To analyze the education philosophy, teacher student relationship.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of teaching and recommendation.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5102,

Course Title: Educational Administration and Management

Credit : 4 credit hours

Rationale

It is worth briefly mentioning that the rationality of this course is to understand and comprehend learners with the knowledge of educational administration and management. Principles of school management and administration; School and society; Teaching Profession; Class administration; Theory of Education given by some philosophers. The Course includes the study of concepts and theories of Administration, educational Leadership, educational administration and management, educational planning inspection and supervision, Good Administration, the management of educational resources, financial management in education and Government service rules.

Course Content:

1. Overview of the course, Administration: Concept, Theory and Salient.
2. Educational Leadership.
3. Educational Administration and Management in the National Perspective.
4. Administration and Management of Secondary School.
5. Educational Planning.
6. Inspection and Supervision.
7. Financial Management in Education.
8. Service Rules.
9. Some Problems of the School Term Paper.

References:

1. Agarwala, J. Educational Administration Management and Supervision, (Arya, Book, New Delhi, 1994)
2. Bhatt. B. D. and Sharma S.R. Educational Administration, Emerging Trends. Kanishka Publishing House, New Delhi, 1992.
3. Ericson, D.a . (Eds.) Educational Administration Berkeley, California, Mc Cutchen, 1977.
4. Fielder F. E. and Chamers, M.M. of leadership and Effectiveness Management, Glenview, Sett Forsem.

5. এম.এইচ. আলী ও রফিকুল ইসলাম, শিক্ষা প্রশাসন ও ব্যবস্থাপনা. প্রভাতী লাইব্রেরী, ঢাকা-২০০২.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain the administration, educational administration and evolution of administrative theories.
CLO 2	Describe Importance of Leadership in educational development, the quality of leader.
CLO 3	To conceptualize The Meaning and scope of educational planning Objectives, priorities, targets and rational and of planning.
CLO 4	To analyze the organizational climate, organizational bureaucracy and organizational behavior.
CLO 5	To point out problems of gender disparities in administration and develop fair attitudes towards gender issues.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1			✓	✓			✓	✓		✓
CLO 2	✓	✓			✓	✓			✓	
CLO 3		✓	✓	✓	✓		✓	✓		✓
CLO 4	✓	✓			✓	✓			✓	
CLO 5	✓	✓		✓			✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain the administration, educational administration and evolution of administrative theories.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Describe Importance of Leadership in educational development, the quality of leader.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize The Meaning and scope of educational planning Objectives, priorities, targets and rational and of planning.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the organizational climate, organizational bureaucracy and organizational behavior.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of gender disparities in administration and develop fair attitudes towards gender issues.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5103,
Course Title: Comparative Education
Credit : 4 credit hours

Rationale

It is worth briefly mentioning that the rationality of this course is to understand and comprehend learners who are already in the teaching profession or may have a plan to emerge into this noble profession. Therefore, here M.Ed trainees will get an opportunity to explore a comparative study of educational system. The education system of whole world is very vast and it is not possible to discuss everything of the system of all countries. In this course they discuss and compare the education system of some selected countries of Asia, Europe and the United States of America. This course is intended as an introduction to the major theories of international development and comparative education. They will begin by exploring major debates on development: Why are some countries rich and some poor? What the relationship is between economic and political development and education. Is development a prerequisite for the provision of education, or does the relationship run the other way?

So this course is designed to enable learners to- describe meaning and method of comparative study of education, aims, objectives and educational policy of the selected countries. Acquire knowledge about national education system and development of education in recent times, various types of education, such as vocational, technical and continuing education, administration of education system. Make some recommendations at the end of the comparative discussion.

Course Content:

1. Overview of the course, Meaning, definition, scope and method of comparative education.
2. Importance and purpose Contribution of the educationalists.
3. Aims, objectives and educational policy of Bangladesh and India.
4. Aims, objectives and educational policy of Malaysia and Japan.
5. Aims, objectives and educational policy of England and U.S.A.
6. Main features of national education.
7. Significant development in national education Reasons of development in national education.
8. Overview of education system and the ongoing development in some selected countries.
9. Vocational and technical education system in Bangladesh/Japan/U.S.A.
10. Adult and continuing education.
11. Administrative structure of education.
12. Management Financial factor.

References:

1. Kandel, I.L (1993), Comparative Education, Houghton Mifflin Company
2. Khatun, S (1993), Comparative Education, Bangla Academy,
3. Thut, I.N and Don, A (1964), Educational Patterns in Contemporary Societies, McGraw hill Book Company

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Describe meaning of comparative education; describe scope and method and importance of comparative education.
CLO 2	analyze aims, objectives and educational policy of Bangladesh, India, Japan, Malaysia, England and U.S.A.
CLO 3	Discuss main features of national education as well as analyze reason of significant development that has taken place in recent years in this sector.
CLO 4	Acquire a clear conception about vocational, technical and continuing education in

	some countries.
CLO 5	Explain administration and management of some education system.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓	✓			✓			✓	✓	
CLO 2	✓	✓	✓	✓	✓			✓	✓	
CLO 3	✓	✓					✓		✓	
CLO 4	✓	✓	✓	✓				✓	✓	✓
CLO 5	✓	✓	✓	✓		✓			✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Describe meaning of comparative education; describe scope and method and importance of comparative education.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	analyze aims, objectives and educational policy of Bangladesh, India, Japan, Malaysia, England and U.S.A.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Discuss main features of national education as well as analyze reason of significant development that has taken place in recent years in this sector.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	Acquire a clear conception about vocational, technical and continuing education in some countries.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	Explain administration and management of some education system.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5104,
Course Title: Value Education
Credit : 4 credit hours

Rationale

It is worth briefly mentioning that the rationality of this course is to understand and comprehend learners who are already in the teaching profession or may have a plan to emerge into this noble profession. Therefore, here M.Ed trainees will get an opportunity to explore to prepare with the knowledge of values and behavioral good practices. The course is designed to help to help students and prospective teachers to develop their knowledge, skills, attitude, feelings embedded in theories and practices of values, ethics and morality. It attempts to provide a practical approach to

understand the concepts in everyday life. The course is designed to take an entirely fresh approach to provide the intellectual simulation, human knowledge and moral idealism for school renewal. Develop an understanding about the role of value education from national and international perspective. The course will include a semester-long research-intensive project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor.

Course Content:

1. Overview of the course, Value, Values Education.
2. Absolute Moral values, Behavioral & cultural values.
3. Factors & effects of value education.
4. Ethics and values education.
5. Value Patterns in Religions.
6. Value education in school, Value Education for School Renewal.
7. Value education topics.
8. Values and Ideals of Selected Service Organization.
9. Implicit value education.
10. Advantage and limitation of value education.
11. Key learning areas.

References:

1. Values education personhood development lecture 2, JM Alegre 2011 (Slide share)
2. <http://www.valueseducation.net/vep.htm>
3. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
4. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
5. Purkait, BiswaRanjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
৬. সুশীলরায় (২০০১) :শিক্ষাতত্ত্ব ও শিক্ষাদর্শন, সোমাবুক এজেন্সী, কলকাতা।
৭. ড. ডি.এম. ফিরোজশাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৮. শরীফা খাতুন (১৯৯৯), দর্শন ও শিক্ষা, বাংলা একাডেমী, ঢাকা।
9. National Curriculum-2012: NCTB, Dhaka
১০. জাতীয় শিক্ষা নীতি, ২০১০
11. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain value education and its types.
CLO 2	Describe basic approaches to values education.
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & ST.
CLO 4	To analyze the factors and effect of value education among adolescence.
CLO 5	To point out problems of teaching and recommendation. How do we teach values education and its process?

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓				✓	✓		
CLO 2	✓	✓		✓		✓	✓	✓	✓	
CLO 3	✓	✓	✓		✓		✓	✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain value education and its types.	Mini lecture/ Using Multimedia /Discussion	Assignment Quiz Mid term

		Post Box / Participatory approaches	Viva Term paper Presentation Final
CLO 2	Describe basic approaches to values education.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & ST.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the factors and effect of value education among adolescence.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of teaching and recommendation. How do we teach values education and its process?	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5105,
Course Title: Introduction to Educational Research
Credit : 4 credit hours

Rationale

This course is designed to prepare students with the knowledge of methods and techniques of research in education to provide knowledge in depth understanding of education research in terms of both theory and practice and allow students acquire skills of selecting appropriate research problem, tools and techniques of data collection and interpretation and producing a research report. This is an introduction to the rationale and procedures of educational and social science research, designed for master's students. The course is appropriate for both consumers and producers of research. Topics will include the nature and purposes of research, planning and conducting research, critiquing and evaluating research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Class time will be used for discussion, case study analysis, and occasional computer exercises. Participants have a choice of either conducting a small-scale study or

completing a series of take home assignments. So the learners will enable to develop a clear understanding about the educational research and research report. In particular, know about research and educational research. Introduce about the various types of research. Know about the research problems and sampling techniques of educational research. Introduce research tools and using materials of educational research. Develop a clear concept about how to make a perfect research report.

Course Content:

1. Overview of the course Concept of research and its significance.
2. Characteristics of Research. Education research and its brief history, different components of research.
3. Fundamental Research Applied Research Experimental Research.
4. Action Research Historical research Descriptive Research.
5. Quantitative Research Qualitative Research, Characteristics of research problem, Sources research problems or projects.
6. Evaluating the research problem. Research methodology.
7. Conception of population, sample and sample size. Sampling techniques of selecting sample from populations , Purpose of sampling, various techniques of sampling.
8. Instances of research topic require sampling for data generation, Questionnaire Interview Schedule: Types, techniques and strategies, scopes and limitations.
9. Observation Schedule: types scopes and limitation. Opinionnaires: Liker and Turnstone Scales. Checklists, Inventories, Psychological tests, Agenda for Focus Group Discussion. Characteristics of tools.
10. Using of library Using other reference sources Taking notes: suggested methods Compiling a Bibliography, Statistical concepts Use of statistics for analysis and interpretation of data.
11. Format of the research report, styles of writing, typing reference for, pagination tables, figures evaluating a research report.

References:

১. মো: জাকির হোসেন, শিক্ষামূলক গবেষণা, মেট্রো পাবলিকেশনস, ঢাকা-২০০০।
২. ড. আলিম আল আইয়ুব, আহামেদ, শিক্ষায় গবেষণা পদ্ধতি, প্রভাতী লাইব্রেরী, ঢাকা।
৩. আশরাফ আলী, শিক্ষা গবেষণা পরিচিতি, বাংলা একাডেমী, ঢাকা, ১৯৮৮।

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	To acquire knowledge about research, concept of educational research, nature, scope, importance and necessity.
CLO 2	To discuss classification of research, features of individual type, instrument of research and strategy to direct the research of curriculum formation and implementation.
CLO 3	To know about instruments for different research, strategy, formulation, finalizing the pre-test and apply, analyzing the outcome.
CLO 4	To describe the formulation of research proposal- strategy, stages and formulation, To understand research sampling, instrument, sources, analyzing table, explanation, formulation of report.
CLO 5	To know about important statistics for research, strategy for using different statistics, To discuss the strategy of directing action research.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓		✓		✓	✓	✓	✓
CLO 2	✓	✓				✓	✓	✓	✓	
CLO 3	✓	✓	✓	✓	✓			✓		✓
CLO 4		✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	To acquire knowledge about research, concept of educational research, nature, scope,	Mini lecture/ Using Multimedia /Discussion	Assignment Quiz Mid term

	importance and necessity.	Post Box / Participatory approaches	Viva Term paper Presentation Final
CLO 2	To discuss classification of research, features of individual type, instrument of research and strategy to direct the research of curriculum formation and implementation.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To know about instruments for different research, strategy, formulation, finalizing the pre-test and apply, analyzing the outcome.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To describe the formulation of research proposal- strategy, stages and formulation, To understand research sampling, instrument, sources, analyzing table, explanation, formulation of report.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To know about important statistics for research, strategy for using different statistics, To discuss the strategy of directing action research.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5201,
Course Title: Quality Management in Education
Credit : 4 credit hours

Rationale

This course examines and compares the literatures on teacher and teaching quality. Although both fields have as their goal improving student learning, their definitions of quality vary, and thus their respective proposals for improvement appear markedly different. Initiatives focused on improving teacher quality have included increasing teacher education and certification requirements, incentivizing entry and commitment to the profession, and terminating teachers who contribute little to gains in student achievement. Initiatives focused on improving teaching quality include professional development, coaching, improved curriculum materials, and removing individuals with little evidence of teaching effectiveness. This also includes improving education staff / workers' quality, developing a quality system, education nonprofit. Class activities include lectures, discussions, policy analyses, and student-led presentations on current teacher-related policy initiatives.

So this course is designed to enable the students to- Explain quality education, how to provide quality education, how to run a good administration, how to improve the quality of teachers and staff, how to transform the human resources into education workers. Establish good monitoring & Evaluation system.

Course Content:

1. Overview of the course, Introduction to Education.
2. Define Quality Education Functions of Quality Education. Aims and Objectives.
3. Academic Life: Understanding Faculty and Academic Administration.
4. Wise Data : Using Data for Improving Teaching Learning.
5. Systematic Reform.
6. Agencies of Education Teaching as a Profession.
7. Redesigning Education Systems for 21st Century.
8. Duty & responsibility of Administrator Quality of a good Administration.
9. Some Problems of maintaining the Quality Education.
10. Monitoring and Evaluation for Improving Education Systems.

References:

1. Butler, J. Donald (1957), four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlers, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Century, Stamford, APC.
5. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how education started, function, objectives, importance.
CLO 2	Describe quality Education.
CLO 3	To conceptualize how to Provide quality education.
CLO 4	To analyze the teacher student relationship, improve the quality of teachers and staff.
CLO 5	To point out how to run a good administration. Establish good monitoring & Evaluation system.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓			✓	✓			✓
CLO 2	✓		✓			✓	✓			
CLO 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Describe quality Education.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of	Assignment Quiz Mid term Viva

		Multimedia	Term paper Presentation Final
CLO 3	To conceptualize how to Provide quality education.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the teacher student relationship, improve the quality of teachers and staff.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out how to run a good administration. Establish good monitoring & Evaluation system.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-3103,
Course Title: The Arts of Communication for Educators
Credit : 4 credit hours

Rationale

Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher should be proficient in all four modes of communication listening, speaking, reading and writing and should know how to utilize this proficiency effectively in a school environment. Being able to do this has been proven to impact the success students achieve in their academic lives, as well as the teacher’s own career success. Teachers benefit from good communication skills in three different areas: when communication with students, parent and colleagues.

So this course is designed to enable the learners to be introduced with the communication skill’s importance in education. Make familiar with the theories of communication skill. Apply the trainee several strategies in teaching learning process. Conduct professional (Self) Development workshop. Extend their knowledge and understanding about skill development in L.S.B.E.

Course Content:

1. Overview of the course Introduction to Functions, Communication in Education.
2. Types of communication Principles of Effective communication.
3. Communication in Classroom Meet the barriers of communication.
4. Communication skills for career success, teaching as a Profession.
5. Educational workshop about communication skills.
6. Public speaking skill.
7. Knowledge and understanding about skill development in L.S.B.E.

References:

1. Communication skills by Sanjay Kumar and Pushp Lata
2. Communication skills for professionals by Konar-N
3. Effective Communication skills by Keith Coleman
4. Communication skills by SK. Jha. Meena Malik.
5. লিখন শেখানো দক্ষতা ও কৌশল, মো. আবুল বাশার ও অন্যান্য
6. Essential Teaching Methods for Education and Behavioural Sciences. by samuel W. Amatdioha, Ph.D.
7. ব্যক্তিত্ব বিকাশ ও সাফল্যের সহজ পথ ডেল কার্নেগী।
8. Life Skills Education for Children and Adolescents in School-WHO Document.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain Communication skills: Meaning, code and content, component and forms.
CLO 2	Describe LSBE, classroom behavior management and identify potential effective facilitating skill becoming the favorite teacher of student.
CLO 3	Conceptualize how involve listening, observing and empathizing and also helpful to understand the differences in how to communicate through face to face interactions and digital communication, like email and social media.
CLO 4	Analyze the evaluation of program and practice through conducting effective session.
CLO 5	Point out problems of professional development and practice professional development workshop.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PL O 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1			✓		✓		✓	✓		
CLO 2		✓	✓	✓	✓	✓	✓	✓		
CLO 3		✓		✓	✓		✓	✓	✓	✓
CLO 4	✓	✓	✓	✓			✓	✓	✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain Communication skills: Meaning, code and content, component and forms.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Describe LSBE, classroom behavior management and identify potential effective facilitating skill becoming the favorite teacher of student.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Conceptualize how involve listening, observing and empathizing and also helpful to understand the differences in how to communicate through face to face interactions and digital communication, like email and social media.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	Analyze the evaluation of program and practice through conducting effective session.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper

			Presentation Final
CLO 5	Point out problems of professional development and practice professional development workshop.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5211,

Course Title: Early Childhood and Primary Education

Credit : 4 credit hours

Rationale

Basics of this course prepares trainees with the skills and knowledge of the Early Childhood and primary Curriculum and methods and techniques, classroom management, teaching aids, lesson plan and evaluation of teaching Early Childhood and primary curriculum. Establishing Loving Spaces for Learning: Preventing Bullying and Discrimination in Schools. This course is designed to enable the students to- Understand the nature and importance of early childhood care and education. Know the patterns of physical growth and important changes in body proportions during infancy and early childhood. Know the important skills to be learned in early childhood and the roles these skills play in the child's life. Understand about children's emotions and how they differ from those of adults. Know what usually causes heightened emotionality in children, how it affects children, and how it can best be dealt with or prevented. Realize the sequence of intellectual development and how it can best be guided. Know what the terms 'personality' and 'personality pattern' mean and also know what affects their development. Be aware of the many benefits of play and understand why play activities should be varied and balanced. Acquaint with the teaching-learning strategies for early childhood education. Understand the importance of education, reward, and punishment as basic elements of discipline. Realize some common problems of childhood and know the ways how they can be prevented or corrected. Acquire knowledge about the planning, management and organization of a school.

Course Content:

1. Introduction to Education.
2. Meaning & Scope of Early Childhood, Primary Education System in Bangladesh, India, Srilanka, Japan, USA and England.
3. Early Growth & Development during Early Childhood.
4. Education Commission Report.
5. Works In Primary & Early Childhood Care Education.
6. Teaching Learning Strategies in Primary & Early Childhood Care Education.
7. Administration & Management.
8. Developing Effective Primary and community interventions for all children.

References:

1. A.L.Baddwin, 1967: Theories of child development, Harper and Row, N.Y.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. ঐশ্বর্যপাশ, উ.ই., ১৯৭২: ঈযরষফ ফবাবষড়সবহঃ,চৎবহঃরপব ঐধষষ, ঘবা উবষযর.

৫. আহমেদ, শাহীন, *শিশু বর্ধন, বিকাশ পরিচালনা ও পারিবারিক সম্পর্ক*, আইডিয়াল বুকস্, ঢাকা, ২০০৫।
৬. আশরাফুজ্জামান, মোঃ, *প্রাথমিক শিক্ষা*, প্রভাতী লাইব্রেরী, ঢাকা, ২০১৯।
৭. শেখ, ডক্টর মোঃ দেলোয়ার হোসেন, *শিক্ষা ও উন্নয়নঃ উন্নয়নশীল দেশের প্রতিশ্রুতি*, ঢাকা-২০১১।
- ৮ বেগম, ডক্টর কামরুন্নেসা, আখতার, সালমা, *প্রাথমিক শিক্ষাঃ বাংলাদেশ*, ইউনিক প্রেস এন্ড পাবলিকেশন্স, ঢাকা-২০০০।
৯. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
১০. National Curriculum-2012: NCTB, Dhaka
11. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Century, Stamford, APC.
12. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how education started, function, objectives, importance.
CLO 2	Describe classify the nature and importance of early childhood care and education.
CLO 3	To conceptualize how to create a joyful teaching learning environment.
CLO 4	To analyze the developmental theory of child's personality.
CLO 5	To point out some common problems of childhood and know the ways how they can be prevented or corrected.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓				✓	✓		
CLO 2	✓	✓	✓				✓		✓	✓
CLO 3		✓	✓	✓	✓	✓	✓	✓	✓	
CLO 4		✓	✓	✓	✓		✓	✓	✓	✓
CLO 5		✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Define classify the nature and importance of early childhood care and education.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to create a joyful teaching learning environment.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the developmental theory of child's personality.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation

			Final
CLO 5	To point out some common problems of childhood and know the ways how they can be prevented or corrected.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5212,
Course Title: Secondary Education
Credit : 4 credit hours

Rationale

This course deals with the knowledge on the basic concepts, issues process and implication of educational planning and management in the Secondary level of Education of Bangladesh. Emphasis has given on the role of supervision in curriculum management, teacher development, quality instruction and school improvement program. The recent development project undertaken by the Government of Bangladesh will also be discussed. The course will include a semester-long research-intensive project through which students will deepen their research, writing, and policy analysis skills. The research project will be independently designed by students in consultation with the instructor.

So this course is designed to enable the learners to- Develop knowledge of historical development of secondary education in Bangladesh. Acquire knowledge about administrative structures and supervisory system of secondary education in Bangladesh and other countries. Acquire a clear conception about the aims, objectives, function of secondary Education. Acquaint with the principles and policies of secondary education as well as its curriculum in Bangladesh and other counties. Identify the major issues and problems of secondary education in Bangladesh.

Course Content:

1. Overview of the course, Historical development of Secondary education in Bangladesh.
2. Secondary education and its Goals.
3. Administration and Management of secondary education in Bangladesh.
4. Major issues and problems of secondary education.
5. Developmental works and different program of secondary education.
6. Monitoring Mentoring, Supervision of Secondary education.
7. Adolescent Development.
8. Evaluation system in Secondary Education.
9. Institutional Management.
10. Financing of Secondary Education.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. এম.এইচ. আলী ও রফিকুল ইসলাম, শিক্ষা প্রশাসন ও ব্যবস্থাপনা. প্রভাতী লাইব্রেরী, ঢাকা-২০০২.

5. Fielder F. E. and Chamers, M.M. of leadership and Effectiveness Management, Glenview, Sett Forsem.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain the administrative structures and supervisory system of secondary education in Bangladesh and other countries.
CLO 2	Describe the knowledge of historical development of secondary education in Bangladesh.
CLO 3	To conceptualize clear conception about the aims, objectives, function of secondary Education.
CLO 4	To analyze the principles and policies of secondary education.
CLO 5	To point out problems of the major issues and problems of secondary education in Bangladesh.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1			✓				✓	✓		✓
CLO 2	✓	✓			✓	✓	✓	✓	✓	
CLO 3	✓		✓	✓	✓			✓		✓
CLO 4		✓			✓	✓			✓	
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain the administrative structures and supervisory system of secondary education in Bangladesh and other countries.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Describe the knowledge of historical development of secondary education in Bangladesh.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize clear conception about the aims, objectives, function of secondary Education.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the principles and policies of secondary education.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of the major issues and problems of secondary education in Bangladesh.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5301,
Course Title: Curriculum Development
Credit : 4 credit hours

Rationale

Curriculum is a primary element of education. This course is designed to develop clear understanding in the participants about the concept of curriculum and its major elements and get an overall view of the curriculum developmental process which includes various theories, models, design of curriculum. It emphasizes on formulation of different types of objectives, organization of contents and dissemination of curriculum. Students will learn the developmental process of curriculum and analyze them in their debate.

So this course is designed to enable the students to- Recapitulate the fundamentals of curriculum. Acquaint the learners with the different components of curriculum. Be introduced with the process of curriculum development.

Course Content:

1. Overview of the course, Recapitulation of the basics of curriculum.
2. Key components of a curriculum.
3. Formulation of objective.
4. Content criteria.
5. Organizing course content.
6. Curriculum dissemination.
7. Curriculum into practice.
8. Curriculum development process.
9. Various theories, models, design of curriculum.
10. OBE curriculum.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlers, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. আব্দুস সামাদ : কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
7. National Curriculum-2012 : NCTB, Dhaka
8. জাতীয় শিক্ষানীতি, ২০১০
9. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Century, Stamford, APC.
10. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how curriculum started, function, objectives, importance.
CLO 2	Describe classify curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding.
CLO 3	To conceptualize the fundamentals of curriculum.

CLO 4	To analyze the the process of curriculum development.
CLO 5	To point out the different components of curriculum.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓				✓	✓		✓
CLO 2	✓	✓				✓		✓	✓	
CLO 3	✓	✓	✓	✓	✓			✓		✓
CLO 4		✓		✓	✓	✓	✓		✓	
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how curriculum started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Describe classify curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize the fundamentals of curriculum.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the the process of curriculum development.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out the different components of curriculum.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5302,

Course Title: Curriculum Delivery and Instructional Technology Development

Credit : 4 credit hours

Rationale

Instructional Technology is the use of a variety of digital technology such as the internet, web-based applications, computer devices, online curriculum and more to facilitate and enhance learner learning in the classroom. This course is designed to prepare students with the knowledge of using modern technology in classroom teaching learning. It includes classroom teaching skills, using teaching aids, classroom management and practical experience of developing different instructional materials for the proper implementation of the curriculum. The course will provide a clear

understanding about the relationship between curriculum, instruction, teaching, learning, technology, teaching methods, techniques/strategies, teaching aids, and teaching and learning materials etc.

The learner will be enable to- Accustom with the concept of the curriculum, instruction and Instructional Technology. Know about the changing perspective of techniques, strategies, teaching aids, teaching and learning materials and the like. Acquire the skills of collecting, preparing, using and preserving different Instructional materials, in the form of equipment and teaching aids. Explain with different teaching methods and techniques and help them acquire the skills of using the methods and techniques effectively. Accustom with the yearly, unit and daily lesson plans for their professional development and growth in improving the classroom teaching and learning.

Course Content:

1. Overview of the course, Concept and nature of the terms.
2. Most Engaging Uses of Instructional Technology Effective Teaching and Learning.
3. Modern thoughts on teaching and learning.
4. Procedure of Teaching and Lesson plan.
5. Instruction materials Review of some classroom methods and techniques.
6. Instructional Technology Program.
7. Some Problems of the School, Term Paper.

References:

1. Brown J.W.A.V. (nd). *Instructional Materials and Methods*. New york; McGraw-Hill Book Company, Inc.
2. Ehlers, Henry and G.C. Lee, (1966), *Crucial Issues in Education*, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), *Great Educators and Their Philosophies*, New Central Book Agency (P) Ltd. Kolkatta.
4. আব্দুস সামাদ : কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
7. National Curriculum-2012 : NCTB, Dhaka
8. জাতীয় শিক্ষানীতি, ২০১০
9. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain the changing perspective of techniques, strategies, teaching aids, teaching and learning materials.
CLO 2	Define & Discuss the concept of the curriculum, instruction and Instructional Technology.
CLO 3	To conceptualize skills of collecting, preparing, using and preserving different Instructional materials.
CLO 4	To analyze different teaching methods and techniques.
CLO 5	To point out professional development and growth in improving the classroom teaching and learning.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓	✓	✓	✓		✓		✓
CLO 2	✓	✓		✓		✓	✓		✓	
CLO 3	✓		✓		✓			✓		✓
CLO 4	✓	✓		✓		✓	✓		✓	
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain the changing perspective of techniques, strategies, teaching aids, teaching and learning	Mini lecture/ Using Multimedia /Discussion	Assignment Quiz Mid term

	materials.	Post Box / Participatory approaches	Viva Term paper Presentation Final
CLO 2	Define & Discuss the concept of the curriculum, instruction and Instructional Technology.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize skills of collecting, preparing, using and preserving different Instructional materials.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze different teaching methods and techniques.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out professional development and growth in improving the classroom teaching and learning.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5303,

Course Title: Evaluation and Management of Curriculum

Credit : 4 credit hours

Rationale

Evaluation and Management of Curriculum is an essential phase of curriculum development for fulfilling its purpose and whether students are actually learning. The course is designed to prepare the students with the knowledge of curriculum. This cohort prepares trainees with the skills and knowledge of the Curriculum and classification, management, methods and techniques, classroom situation, syllabus, evaluation system and implementation of curriculum.

So the rationale of this course is known the curriculum and related terms of education in Bangladesh. Identify the principles of school management and evaluation, and interrelation between class curriculum and national curriculum. Acquire a clear conception about the aims, objectives, function of Curriculum. Know the process of curriculum implementation in the field level. Identify the curriculum implementation related problems and know how to solve these.

Course Content:

1. Overview of the course, Introduction to Curriculum, Functions of Curriculum.
2. Types and steps of curriculum evaluation.
3. Curriculum evaluation process & models.
4. Importance of curriculum in Personal and Social life Practical life Education Curriculum Management.
5. Curriculum Management: Assessment and evaluation.
6. Setting the stage for curriculum implementation Curriculum and Syllabus Criteria of performance.
7. Curriculum Management in school and its problems.
8. Effective curriculum management.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. আব্দুস সামাদ : কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
7. National Curriculum-2012 : NCTB, Dhaka
8. জাতীয় শিক্ষানীতি, ২০১০
9. Hamilton, David, Curriculum Evaluation.
10. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain evaluation of curriculum, types of curriculum evaluation.
CLO 2	Define and describe curriculum management, most important components of managing curriculum.
CLO 3	To conceptualize how does the school evaluate the curriculum, tools for curriculum evaluation?
CLO 4	To analyze curriculum management: Assessment and evaluation.
CLO 5	To point out problems of curriculum management and student assessment.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓					✓		
CLO 2		✓	✓			✓	✓		✓	
CLO 3	✓	✓	✓	✓			✓	✓		✓
CLO 4		✓		✓	✓	✓			✓	✓
CLO 5	✓			✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain evaluation of curriculum, types of curriculum evaluation.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Define and describe curriculum management, most important components of managing curriculum.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation

			Final
CLO 3	To conceptualize how does the school evaluate the curriculum, tools for curriculum evaluation?	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze curriculum management: Assessment and evaluation.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of curriculum management and student assessment.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5304,

Course Title: Debating Educational Theories, Practices and Policy

Credit : 4 credit hours

Rationale

This course examines education policy issues in the Bangladesh and abroad, with an emphasis on rigorous quantitative evaluation of such policies. By the course's end, students should have an analytical framework for thinking clearly about the impacts of education policies, as well as the ability to distinguish good quantitative research from bad. The course's major units are the human capital model, private returns to schooling, resource quantity and quality, school and individual incentives, and social returns to schooling. Within each unit students will explore specific policy questions, with an emphasis on the methods used to best evaluate such policies.

The fundamental reason for this course is that to enable the learner's to- Understand concepts like administration, educational administration and evolution of administrative theories. Understand characteristics of organizational bureaucracy and organizational behavior. Acquire a clear conception about the aims, objectives, function of Educational administration. To help students understand the basic concepts, objectives, types and issues of educational planning in relation to development. To help students gain insight into the planning process in Bangladesh. To help the students understand the place and importance of supervision in the total school program in Bangladesh.

Course Content:

1. Overview of the course, Modern educational administration; concept and scope.
2. Learning theories: educational theory and its application to advanced life.
3. Importance Debating Educational Theories, Practices and Policy.
4. Process, functions and principles of educational administration Conceptual frameworks of modern organizations.
5. Basic concept and issues of educational planning and management.

6. Educational planning and implementation process in Bangladesh.
7. Organization for supervision; Role and responsibilities.
8. Supervision for classroom Effectiveness.
9. Educational supervision in Bangladesh.
10. Some Problems of the School Term Paper.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlers, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. Burton, W.H.(1947), Supervision-A Social process, 3rd Edition, Appleton-Century Crofts-Inc.
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
7. National Curriculum-2012 : NCTB, Dhaka
8. জাতীয় শিক্ষানীতি, ২০১০
9. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Century, Stamford, APC.
10. Haddad, W.D.(1995), *Education policy planning process; An Applied Framework*, Unesco/paris.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain Importance Debating Educational Theories, Practices and Policy, the administration, educational administration and evolution of administrative theories.
CLO 2	Identify and explain of organizational bureaucracy and organizational behavior.
CLO 3	To conceptualize The Meaning and scope of educational planning Objectives, priorities, targets and rational and of planning.
CLO 4	To analyze the organizational climate, organizational bureaucracy and organizational behavior.
CLO 5	To point out identify various techniques, methods and strategies for improving the teaching learning process.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓		✓		✓	✓		✓
CLO 2		✓				✓	✓	✓	✓	
CLO 3		✓	✓	✓	✓			✓		✓
CLO 4	✓			✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓			✓	✓	✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain Importance Debating Educational Theories, Practices and Policy, the administration, educational administration and evolution of administrative theories.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain of organizational bureaucracy and organizational behavior.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation

			Final
CLO 3	To conceptualize The Meaning and scope of educational planning Objectives, priorities, targets and rational and of planning.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the organizational climate, organizational bureaucracy and organizational behavior.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out identify various techniques, methods and strategies for improving the teaching learning process.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5305,

Course Title: Curriculum, Teacher and Teaching Quality

Credit : 4 credit hours

Rationale

The course will be able to offer prospective teachers with the knowledge of Curriculum Teacher and Teaching Quality. This cohort prepares trainees with the skills and knowledge of the Curriculum and classification, management, teacher, teacher's qualification, professionalism, classroom situation, leadership, subject knowledge and Teaching quality.

The fundamental reason for this course is that to enable the learner's to- Define curriculum and related terms of education in Bangladesh. Identify the principles of school, interrelation between class curriculum and national curriculum. Acquire a clear conception about teacher's role, quality and subject expertise. Know the process of teacher's involvement in curriculum implementation in the field level. Identify the classroom teaching-learning related problems and know how to solve these.

Course Content:

1. Overview of the course Introduction to Curriculum Teacher and Teaching Quality.
2. Functions of Curriculum Importance of curriculum in Personal and Social life.
3. Practical life Education Teacher's role in education.
4. Selection of teaching methods and evaluation techniques Teaching-learning strategy according to range of curriculum.
5. Teacher of 21st century: characteristics & development following teaching strategy at school.
6. Process of curriculum development. Structure of curriculum, role of a teacher in curriculum development.

7. Relationship between the teacher and curriculum.
8. Teaching quality: understanding the effectiveness of teacher attributes.
9. High quality teaching. Quality education focuses on teaching.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, BiswaRanjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. আব্দুস সামাদ :কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজশাহ (২০১৭), মাধ্যমিকশিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুলএহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্র বন্ধু লাইব্রেরী ঢাকা।
7. National Curriculum-2012: NCTB, Dhaka
8. জাতীয় শিক্ষা নীতি, ২০১০
9. Hamilton, David, Curriculum Evaluation.
10. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain Curriculum Teacher and Teaching Quality. Why and how education started, function, objectives, importance.
CLO 2	Identify & explain role of teacher professional preparation curriculum implantation.
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & ST. Domains of quality teacher. Difference of teacher quality teaching.
CLO 4	To analyze the teaching quality alludes to teacher-student interactions in the classroom.
CLO 5	To point out how to provide quality teaching. Lifelong love of learning.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓					✓		
CLO 2	✓	✓				✓	✓	✓	✓	
CLO 3	✓	✓	✓	✓	✓			✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain Curriculum Teacher and Teaching Quality. Why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify & explain role of teacher professional preparation curriculum implantation.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & ST. Domains of quality teacher. Difference of teacher quality teaching.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final

CLO 4	To analyze the teaching quality alludes to teacher-student interactions in the classroom.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out how to provide quality teaching. Lifelong love of learning.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5311,
Course Title: Organizational Planning and Management
Credit : 4 credit hours

Rationale

The course will be able to offer prospective teachers with the knowledge and skills of creating and managing an educational institute. Emphasis has been given on national/macro planning and micro /institutional planning. Various approaches to planning and implementation, agencies for planning, implications of educational planning on educational development are included in the course. This course enables participants to understand the process of creating a learning organization and developing a collaborative management structure. It redefines the role of teachers, supervisors and students so that they contribute actively to create a learning organization. This course is for students who are interested in gaining a better understanding of how social entrepreneurs can generate sustainable educational innovations. This course also covers process of planning, different five year plan project development, implementation and management in Bangladesh.

The fundamental reason for this course is that to enable the learner's to- assist students in developing skills in situation analysis, student flow analysis. Help students develop knowledge about various approaches used in planning. Acquire a clear conception about the aims, objectives, function of Educational planning. Help students understand the basic concepts, objectives, types and issues of educational planning in relation to development, students gain insight into the planning process in Bangladesh.

Course Content:

1. Overview of the course Basic concept and issues of educational planning and management.
2. Approaches to educational planning.
3. Educational planning cycle.
4. Education projects in Educational planning.
5. Educational planning and Implementation process in Bangladesh.
6. Organizational planning in project management.
7. Create on organization plan.
8. Planning, organization, leading controlling, principles of management.
9. Financial planning activity, process involves.
10. Steps to financial planning for long and short time goals.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Chowdhury, S.A.(1986),*An Invitation to Educational Planning*, UPL,Dhaka
4. Haddad, W.D.(1995), *Education policy planning process; An Applied Framework*, Unesco/paris.
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
7. National Curriculum-2012: NCTB, Dhaka
8. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Centaury, Stamford, APC.
9. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain Organizational Planning and Management, developing skills in situation analysis.
CLO 2	Identify & explain the develop knowledge about various approaches used in planning.
CLO 3	To conceptualize the basic concepts, objectives, types and issues of educational planning in relation to development.
CLO 4	To analyze the aims, objectives, function of Educational planning.
CLO 5	To point out problems of planning process in Bangladesh.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓	✓	✓		✓	✓	✓	✓		✓
CLO 2		✓				✓		✓	✓	
CLO 3		✓	✓	✓	✓			✓		✓
CLO 4	✓	✓			✓	✓			✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain Organizational Planning and Management, developing skills in situation analysis.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify & explain the develop knowledge about various approaches used in planning.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize the basic concepts, objectives, types and issues of educational planning in relation to development.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the aims, objectives, function of Educational planning.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final

CLO 5	To point out problems of planning process in Bangladesh.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final
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Course Code 0111-5312,

Course Title: Managing Financial Resources in Education

Credit : 4 credit hours

Rationale

This course provides a general introduction to and overview of the financial management practices and problems of nonprofit organizations. Specific topics will include financial accounting, budgeting/resource allocation, cost containment and retrenchment, and strategy development/strategic planning. Course activities will include lectures, discussions, case analyses, exercises, and outside readings. This course introduces students to public education financing and budgeting systems in Bangladesh. The course begins from the premise that how money is spent and how much money is spent are reflection of one's actual, as opposed to theoretical, policy priorities. Specific topics covered will include revenue generation options, equity and adequacy frameworks for evaluating school finance systems, school and district budget processes and the politics of budgeting, cost drivers, activity-based costing and cost-benefit analysis, and performance management. Students are required to complete a final budget policy project and present results to system leaders. At the end of the course, students should have an understanding of school finance framework, be able to analyze school and district budgets with a critical eye, and be able to think fluently about the financial implications of policies or proposals. By the end of the course, students will have gained the core content knowledge and analytical skills to better understand how school organizations work, and how school improvement policies can be better implemented in organizational contexts.

Course Content:

1. Overview of the course Education, Growth and Development.
2. Investment and benefits of Education.
3. Sources of Revenues and resources for education.
4. Education Budget.
5. Management of Funds and Resources at the school level.
6. Management of financial resources for sustained success.
7. Components of financial strategy.
8. Management of material resources, planning and decision.
9. Some Problems of the School Term Paper.

References:

1. Bangladesh Bureau of statistics, Economic survey of Bangladesh.
2. Ehlerns, Henry and G.C. Lee, (1966), *Crucial Issues in Education*, Holt, Rinehart and Winston, New York.
3. Donoghue, M. O (1971), *Economic Dimensons of Bangladesh*, UK; Gill & Macmillan.
4. West-Burnham, J. (1992), *Managing Quality in schools*, Harlow, Longman
5. Mark, B (1977), *Introduction to Economics of Education*, Pergine Books, London.
6. The World Bank, the World Development Reports
7. Linn, H. (1966), *School Business Administration*, Ronald Press, USA

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain the educational finance and economics of education.
CLO 2	Identify and explain the education as demand and investment.
CLO 3	To conceptualize why education is publicly financed and its relationship with economic development.
CLO 4	To analyze the school finance at the private and public level.
CLO 5	To point out the school budget, accounts and audit reports.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10

(CLOs) (03-05)										
CLO 1	✓		✓	✓			✓	✓		
CLO 2		✓			✓			✓	✓	
CLO 3		✓	✓	✓	✓			✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓		✓	✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain the educational finance and economics of education.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain the education as demand and investment.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize why education is publicly financed and its relationship with economic development.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the school finance at the private and public level.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out the school budget, accounts and audit reports.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

**Course Code 0111-5314,
Course Title: Education and Leadership Development**

Credit : 4 credit hours

Rationale

The course will be able to offer prospective teachers with the knowledge and skills of leading human resource of Educational Institution. This will help participants understand school and program management processes and develop skills to improve a work place situation. Students will learn to design a comprehensive strategy for learning and leadership development, aligned with overall business strategy, including approaches for successful implementation and change management. This course will survey key trends in technology-enabled learning and leadership development, including digitization, personalization and work-embedding, and explore related insights in adult development and cognitive science. It will also include components like concepts of administrative process, supervision organizational behavior, leader and leadership behavior, organizational climate and gender issues in administration.

Course Content:

1. Overview of the course, Process, functions and principles of educational administration.
2. Conceptual frameworks of modern organizations.
3. Leadership in Educational Administration.
4. Gender and power in Educational Administration Supervision for classroom Effectiveness.
5. Supervisor's role in teacher's professional development.
6. Innovative leadership development for school.
7. Education and training policy improving school leadership.
8. Professional development for school administrators, leading and management.

References:

1. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Century, Stamford, APC.
2. Ehlerms, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Burton, W.H.(1947), Supervision-A Social process, 3rd Edition, Appleton-Century Crofts-Inc.
4. আব্দুস সামাদ : কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
7. Haddad, W.D.(1995), *Education policy planning process; An Applied Framework*, Unesco/paris.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain the leader and leadership aspects of administration.
CLO 2	Identify and explain the aims, objectives, function of Educational administration.
CLO 3	To conceptualize how gender disparities in administration and develop fair attitudes towards gender issues.
CLO 4	To analyze the organizational climate, organizational bureaucracy and organizational behavior.
CLO 5	To point out the professional development, innovative leadership, importance of supervision in the total school program.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓					✓		✓
CLO 2		✓				✓	✓	✓	✓	
CLO 3		✓	✓	✓	✓			✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓		✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain the leader and leadership aspects of administration.	Mini lecture/ Using Multimedia /Discussion	Assignment Quiz Mid term

		Post Box / Participatory approaches	Viva Term paper Presentation Final
CLO 2	Identify and explain the aims, objectives, function of Educational administration.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how gender disparities in administration and develop fair attitudes towards gender issues.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the organizational climate, organizational bureaucracy and organizational behavior.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out the professional development, innovative leadership, importance of supervision in the total school program.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5321,
Course Title: Implementing Inclusive Education
Credit : 4 credit hours

Rationale

The course will be able to offer prospective teachers with the knowledge and skills of understand the history and importance of inclusive education. Students with disabilities increasingly are being educated in regular schools and in general education classrooms as disability advocates and parents increasingly seek inclusive educational placements for children with disabilities. Today the society requires that students with disabilities have access to the general education curriculum and that students with disabilities be included in statewide assessment programs. These forces have combined to create a need for all public-school educators to understand and be able to implement inclusive educational practices. Research is increasingly demonstrating that well-implemented inclusive education benefits both disabled and nondisabled students. However, research also indicates that successful inclusive education is difficult to implement. This course focuses on providing school administrators and teacher-leaders with the skills and insights needed to

implement successful inclusive education. Students will be required to work on a team with a collaborating school and provide recommendations on improving inclusive practice at the school. This team will include a practicing teacher from the building who will be enrolled in the course. Students will also be required to do periodic application exercises applying course content to problems of practice.

Course Content:

1. Overview of the course, Introduction Implementing Inclusive Education.
2. Conventions for Inclusive Education.
3. Different Types of Learners. Education for all.
4. Theories of Inclusive Education Practices.
5. Teaching - Learning process in Inclusive Education.
6. Consideration and Controversies of Inclusive Education.
7. Education System in Developed Countries.
8. Reforms of curriculum, role of teacher.
9. Barriers and suggestions, advocacy resources, its benefits.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlers, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, BiswaRanjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. Inclusive Education for the 21st century by Linda J Graham
5. Inclusive Education for the 21st century by Linda J Graham
6. Educational Psychology b Prof. NazmulHaq
7. National Curriculum-2012: NCTB, Dhaka
9. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain Implementing Inclusive Education. Why and how education started, function, objectives, importance.
CLO 2	Identify and explain classroom strategies implementation, principles of inclusive education.
CLO 3	To conceptualize how to inclusive for students with disabilities, inclusive classroom and reflection.
CLO 4	To analyze the multicultural teaching and learning: inclusive and belonging in and outside the classroom.
CLO 5	To point out critical reflection on inclusive education and create an teaching and learning environment.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓	✓	✓		✓	✓	✓	✓		✓
CLO 2		✓				✓		✓	✓	
CLO 3	✓	✓	✓	✓	✓		✓	✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain Implementing Inclusive Education. Why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain classroom strategies implementation,	Answering Questions /	Assignment Quiz

	principles of inclusive education.	Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to inclusive for students with disabilities, inclusive classroom and reflection.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the multicultural teaching and learning: inclusive and belonging in and outside the classroom.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out critical reflection on inclusive education and create an teaching and learning environment.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5322,

Course Title: Intervention for Children with Special Needs

Credit : 4 credit hours

Rationale

This course will be able to offer prospective teachers' knowledge regarding the diverse group for whom it is practically impossible to make any meaningful generalization; Attempts have been made to bring into focus the specific causes of their intellectual disability. The course is designed to provide prospective teachers of handicapped children knowledge regarding diagnosis and assessment of special children.

The fundamental reason for this course is that to enable the learner's to- Provide student and special educator knowledge about learning and behavioral problem of special children. Knowledge about assessment as a functional part of the special educational process. Develop an understanding of the meaning of information gained through assessment and evaluation and how to use that information for effective teaching. Formulate teaching objectives for each individual child with special needs. With true understanding of basic measurement principles, special education laws, and good assessment techniques, the students can combat common technical and legal errors and help prevent the misdiagnosed of special children.

Course Content:

1. Overview of the course Children with special needs.
2. Diagnosis and Assessment of Special Children Biological causes of Intellectual Disability.
3. Reliability and Validity in Assessment Cognitive Development in the Retarded.

4. Treatment of Behavioral and Emotional problem Education of the mildly retarded child.
5. Education of the moderately & severely retarded child.
6. Measuring Intelligence and Adaptive Behavior.
7. Introduction of Behavior Modification for the Retarded.
8. Ways of Increasing Behavior -reinforcement Building up new Behavior.
9. Imitation, Generalization and Discrimination.
10. An Initial Assessment (Visually Impaired &Hearing Impaired child).
11. Individual Differences Creating Favorable Conditions and Teaching Skills.

References:

1. Ingalls, R.P. Mental Retardation: *The Changing Outlook*, Macmillan Publishing Company, New York 1986.
2. Hutt,M.L., and Gibby, R.G.,*The Mentally Retarded Child: Development, Training and Education, 3rd Edition*, Allyn and Bacon, Inc.Toronto 1979.
3. Heward, W.L.,andOrlansky, M.D. *Exceptional Children 3rd Edition*, Charles E. Merrill Publishing Company 1984.
4. Assessment of the People with Mental Retardation, *Division of Mental Health*, world Health Organization, 1992.
5. Morgenstern F., *Teaching Plans for Handicapped Children*, Methuen and Co. Ltd.,London.
6. Watson L., *Child Behaviour Modification, a Mannual for Teachers, Nurse and Parents*, Pergaman press Inc.,New York,1983.
7. Anastasi, A. *Psychological Testing*, Fifth Edition,The Macmillan Co, New Work,1984.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Illustrate knowledge about learning Intervention for Children with Special Needs and behavioral problem of special children.
CLO 2	Identify and explain assessment as a functional part of the special educational process.
CLO 3	To conceptualize the meaning of information gained through assessment and evaluation and how to use that information for effective teaching.
CLO 4	To analyze teaching objectives for each individual child with special needs.
CLO 5	To conceptualize basic measurement principles, special education laws, and good assessment techniques.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use

competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓							✓
CLO 2	✓	✓				✓				
CLO 3	✓	✓	✓	✓	✓				✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Illustrate knowledge about learning Intervention for Children with Special Needs and behavioral problem of special children.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain assessment as a functional part of the special educational process.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize the meaning of information gained through assessment and evaluation and how to use that information for effective	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates	Assignment Quiz Mid term Viva

	teaching.	Visualization / Group Presentation	Term paper Presentation Final
CLO 4	To analyze teaching objectives for each individual child with special needs.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To conceptualize basic measurement principles, special education laws, and good assessment techniques.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-5323,
Course Title: Educating Children with Visual and Haring Impairment
Credit : 4 credit hours

Rationale

This course will be able to offer prospective teachers’ knowledge regarding the diverse group for whom it is practically impossible to make any meaningful generalization; Attempts have been made to bring into focus the specific causes of their disability. This course is designed for the prospective teachers on visually impaired, to understand and have knowledge of eye, eye disease, eye care and problem of the visually impaired. This course will also intended to give professional and experts of hearing impaired children or teachers a basic knowledge of problem of hearing impairment, its diagnosis and audio logical treatment.

So the main objectives of this course are to help the trainees to – explain the various causes of visually impairment: their prevention and treatment. Understand the procedure of identification and assessment of visually impaired children. Be familiar with the aids and appliances of visually impaired children. Develop a basic understanding of the anatomy of the auditory system and different types of impairment. Teach basic principles of Auditory and the assessment of hearing so that the students can interpret audiograms. Learn how to give appropriate guidance on hearing impairment, haring aid use, and language development to parents of HI children and teachers in regular school.

Course Content:

1. Overview of the course Children with special needs.
2. Vision and Visual Impairment Vision: Our window to the world.
3. Common Eye Defects & Their Educational Implications Assessment of Vision.
4. Aids and Appliances for the Visually Impaired Education of the Visually Impaired.
5. Education of the Visually Impaired Employment and Placement of Visually Impaired.
6. Attitudes and Emotional Reactions to Blindness.
7. Hearing Impairment.
8. Physics of sound.
9. Elementary audiology.
10. Assistive Devices.
11. Guidance & Counseling, Practical.

References:

8. Ingalls, R.P. *Mental Retardation: The Changing Outlook*, Macmillan Publishing Company, New York 1986.
9. Hutt, M.L., and Gibby, R.G., *The Mentally Retarded Child: Development, Training and Education, 3rd Edition*, Allyn and Bacon, Inc. Toronto 1979.
10. Heward, W.L., and Orlansky, M.D. *Exceptional Children 3rd Edition*, Charles E. Merrill Publishing Company 1984.
11. Assessment of the People with Mental Retardation, *Division of Mental Health*, World Health Organization, 1992.
12. Gearldine, T. Scholl, *Foundation of Education for Blind and Visually Impaired Children and Youth- Theory and practice*, American Foundation for the Blind, 1986.
13. Anthony B. Best, *Teaching children with visual Impairments (Children with special Needs)*, Open University press, Philadelphia, 1991.
14. *Deafness: The Facts Andrew Freeland*, Oxford University press, 1989.
15. *The Hearing Impaired Child and the Family*, Nolan & Tucker. Souvenir Press, 1981.
16. *Hearing in Children*, William Wilkins

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain the various causes of visually impairment: their prevention and treatment.
CLO 2	Identify and explain assessment as a functional part of the special educational process.
CLO 3	Develop a basic understanding of the anatomy of the auditory system and different types of impairment.
CLO 4	To analyze basic principles of Auditory and the assessment of hearing so that the students can interpret audiograms.
CLO 5	To conceptualize basic measurement principles, special education laws, and good assessment techniques.

Program learning outcomes (PLOs) of Master of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓							✓
CLO 2	✓	✓				✓				
CLO 3	✓	✓	✓	✓	✓				✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain the various causes of visually impairment: their prevention and treatment.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain assessment as a functional part of the special educational process.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Develop a basic understanding of the anatomy of the auditory system and different types of impairment.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO	To analyze basic principles of		Assignment

4	Auditory and the assessment of hearing so that the students can interpret audiograms.	Interviewing / Discussion / Question Answer / Observation	Quiz Mid term Viva Term paper Presentation Final
CLO 5	To conceptualize basic measurement principles, special education laws, and good assessment techniques.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

SEMINAR / WORKSHOP

Elective : Any 6 courses (0 credit hours)

Seminar is conference of specialists, is an advanced socialized technique

1. A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization.
2. A conference or other meeting for discussing or training.
3. A class at university in which a topic is discussed by a teacher and a small group of students.
4. A seminar is an extended discussion led by an expert on an educational topic, that usually takes place over two or three days. Participants typically read research or literature in preparation, and each day's session involves teaching methods such as reading discussion, presentations and group activities.
5. Seminar format : The seminar method is the most modern and advanced method of teaching. Traditionally, a seminar / term paper will consist of four major sections : (1) Introduction; (2) Background; (3) Analysis; and (4) conclusion. Before getting started on your presentation, you want to learn as much as possible about the subject you're going to speak about. Become as much an expert as is reasonable to expect.

How to host a successful Educational seminar. There are countless ways to plan a successful seminar.

1. Choose a seminar topic
2. Select the time & Date
3. Identify an ideal location & venue.
4. Coordinate your marketing strategy.
5. Generate and Manage the Registration Landing page.
6. Handle Registration & Send Confirmation & Reminder Emails.
7. Deliver a well researched and Passionate Presentation after going through the topic in any standard text book on the subject draw an overall outline so as to include all three aspects of a topic. Give a prior and proper introduction of the topic.
8. Embrace follow-up communication & nurturing.

The seminar necessarily will have a chairman normally a teacher and an observers, along with these two a few students may be appointed by the chairman a part from the persons presenting the seminars and the student participants.

Self Evaluation

1. Do I provide more matter than in the text book.
2. Am I capable to clearing the doubts of the participants.
3. Am I clear in my explanation ?
4. Do I encourage the participants to ask questions and involve themselves in discussions ?
5. Do I make proper use of audio visual aids ?
6. Do I cite the examples of current & local data ?
7. Do I make seminar interesting and hold attention of all the participants ?
8. Do encourage extra reading.
9. Do I have prepared summary & bibliography ?
10. Do I follow the time schedule ?

Workshop

The definition of a workshop is a room or building where work is performed, or a seminar or group of meetings and discussions in particular field.

Workshop is a teaching structure that pushes students to be creative and responsible in their own learning.

“Workshop is defined as an assembled group of people group of 10 to 25 person who share a common interest or problem. They meet together to improve their skill of a subject through intensive study, research, practice & discussion.”

Purposes :

- Workshop method increases the learner’s motivation as it allows the learners to prepare and select objectives.
- Offering an opportunity to the participant to play an active role makes teaching more effective.
- Objective of a workshop to achieve a higher cognitive objective and develop psychomotor skills.

Report writing :

End of the seminar

1. Participants’ experience and evaluation of the seminar.
2. Resource person / facilitator’s Report on participants’ performance, conclusion and recommendations.

Workshop Ground Rules

1. Share all relevant information
2. Everyone’s input is equally valued.
3. Everyone must be on time throughout the workshop.
4. Be timely : start and end the session on time take brief breaks.
5. only one conversation will go on at once (unless subgroups are working on a topic).
6. Respect each speaker (Listen & ask clarifying questions)
7. keep jargon to a minimum.
8. Cut to the chase
9. The group is responsible for the deliverables.
10. Signal when we are going off track.
11. Spend time on other issues only if the deliverables are completed & everyone agrees there in value is addressing the issue.
12. Every issue identified in the workshop will have follow-up.
13. Discussions & Criticisms will focus an interests, not people.
14. Encourage other team members.
15. Respect differences.

16. Be supportive rather than judgment.
17. Share your experiences.
18. No phone calls are allowed during the session.
19. Critique or evaluate the session when asked.
20. Keep phone and pagers an silent or vibrate mode during the session.
21. Be open to new concepts and ideas.
22. Job tiles are left at the door.
23. Stick to the agenda, but do not be fanatical about it.
24. Have fun.
25. Communicate.
26. Say 'thank you'.
27. Ask for clarifications when you need it (ask questions only for the purpose)
28. Call one another by their first names, not 'he' or 'she'.
29. Listen more, talk less.

Workshop that make Teaching more effective & exciting.

- 1) Multiple Intelligences.
- 2) Learning styles.
- 3) Thinking skill
- 4) Active learning : Methodologies to make teaching more interactive, involving & more meaningful.
- 5) Cooperative learning
- 6) Organizing learning
- 7) If they're laughing they're learning
- 8) Using theater for effective learning
- 9) Using music for learning
- 10) Understanding Activity design.
 - ABSTRACT :
 - Categories & subject Description :
 - General Terms / Specific Teaching Point. Experimentation, Human Factors, Theory.
 - Key words : Comp Science in Secondary edn, pedagogy, Students' perception and Beliefs, Phenomena.

1. Introduction :

What is the difference between workshop seminar

The main difference between workshop seminar is their unique characteristics : workshops are more practical in nature seminars are more academic in nature workshops offer more practical activities than seminars. Workshop can be one day or may continue for several days while seminars are conducted in one day they can be recurrent.

Presentation Activities for seminar.

- Seminar objectives
- Lectures & keynote
- Speaker support Material
- Breakout sessions
- Roundtables & Question & Answer sessions.
- Videos & Slide shows,
- To engage audiences / students & achieve their objectives.

Course Code: 0111-4100,

Course Title: Education and Socio-Economic development

Credit: 0 Credit hours

Rationale:

In this course, students will learn about the importance of education as a factor for socio-economic development. Education provides a foundation for development, the groundwork on which much of our economic & social well being is built. It is the key to increasing economic efficiency & social consistency.

So the objectives of this seminar are what is socio-economic development in education? How does education affect socioeconomic development? Why is education important for social & economic development? What is correlation between education & social economic development?

Lecture & Keynotes:

- Socio-economic development
- Identifying the role of education in socio economic
- Quality of education and socio-economic development.

Support Materials:

Video, Audio & PPT / Slide share

1. Impact of education on socio-economic development.
2. How can education contribute to socioeconomic development.
3. Education and socioeconomic status factsheet.

Question & Answer (Activity)

1. What is the role of education in socio economic development in Bangladesh ?

Reference & Materials :

1. Socio-Economic Development, Adam Szirmai, Universiteit Maastricht, Netherland.

Report writing :

1. End of the seminar for DoET
2. Participants' experience and evaluation of the seminar.
3. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-5600,

Course Title: Participatory Approach in Teaching

Credit: 0 Credit hours

Rationale:

Participatory approach, also known as Freireem Approach, is a teaching strategy that incorporates themes or content area that are of interest to the learners. The themes derive from real issues that affect students' daily lives where language learning is used as a vehicle to solve social problems.

So the objectives of this seminar are what is participatory approach? What are some examples of participatory teaching methods? How do you conduct a participatory approach in the classroom? What are the main principles of participatory approaches? What is aim of participatory approach?

Lecture & Keynotes:

- Participatory Teaching & Learning approach
- Active & Participatory Teaching Methods.
- Participative Teaching Methods for sustainable Development.

Support Materials :

Video, Audio & PPT / Slide share

1. Use of participatory methods in Teaching at the classroom.
2. Participatory Training Methodology.
3. View related images.

Question & Answer (Activity)

1. What is participatory approach in teaching / learning process ?
2. Why participatory approaches are used in learning ?
3. How do you develop participative learning ?
4. Disadvantages of participatory methods in teaching & learning & how can overcome them?

Reference & Materials :

1. Participatory methods, related books
2. Methods for effective teaching. Book by David M Byrd and Paul R Burden.
3. Methods & Techniques of Teaching. Book by S.K. Kochhar.
4. Creative teaching methods, by Marlene Lefever.

Report writing :

End of the seminar for DoET

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-4300,

Course Title: Teachers Competence

Credit: 0 Credit hours

Rationale:

Teacher competence refers of the teacher's ability to perform or of carryout defined tasks in particular context at higher level of excellence.

So the objectives of this seminar are what is teacher competence? What is Teacher Performance? How teacher competencies that have the greatest impact on student achievement?

Lecture & Keynotes:

- Teacher competencies that have the greatest impact on student achievement
- The competencies of the modern teacher.
- Importance of teaching competencies.
- Teaching competencies list.

Support Materials :

Video, Audio & PPT / Slide share

1. 21st century teaching competencies
2. Teacher competence & teacher effectiveness.
3. View related images & chart.

Question & Answer (Activity)

1. Role & competencies required of the teacher at the secondary level.
2. List of Teachers' personality competence, social competence, professional competence.

Reference & Materials :

1. Avery, Dennis Van, "Futuristic & education," Educational leadership.
2. Katane, Irena, etal, "Teacher competence and further education as priorities for sustainable development of rural school in latvia". Journal of Teacher Education & Training.

Report writing :

End of the seminar for DoET

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-5200,

Course Title: Bangladesh in 21st century: Nation Building

Credit: 0 Credit hours

Rationale:

Nation-building is the process whereby a society of people with diverse origins, histories, languages, cultures & religious come together within the boundaries of a sovereign state with a unified constitutional and legal dispensation, a national public education system, an integrated national economy.

So the objectives of this seminar are what are the challenges of nation building? Is the act of nation building difficult? What are the benefits of nation building?

Lecture & Keynotes :

- Concept of nation building : advance of nation building.
- Characteristics of nation building.

- Nation Building in Bangladesh : Retrospect & prospect.

Support Materials :

Video, Audio & PPT / Slide share

1. Nation Building process in Bangladesh
2. Bangladesh national security outlook in the 21st century.

Question & Answer (Activity)

1. What is nation building example ?
2. What is the role of nation Building ?
3. How can we contribute to nation building ?
4. What is your role in nation building as a teacher ?

Reference & Materials :

1. Identity, Politics & Nation-building in History Textbooks in Bangladesh-Shreya Ghosh.

Report writing :

End of the seminar for DoET

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-5300,

Course Title: Academic Supervision & Monitoring

Credit: 0 Credit hours

Rationale:

Supervision is essentially the practice of monitoring the performance of school staff, nothing the merits & demerits and using befitting and harmonious techniques to amend the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

So the objectives of this seminar are what is academic supervision & monitoring? What is process of educational supervision? What is monitoring in education system? What is monitoring and why it is needed? What are the tools for monitoring & evaluation?

Lecture & Keynotes :

- Components of monitoring & evaluation framework.
- Difference between monitoring & surveillance.

- Aims of monitoring.
- Core principle of monitoring.

Support Materials :

Video, Audio & PPT / Slide share

1. Methods of supervision.
2. Monitoring & survey.
3. Monitoring activities
4. Teachers through effective supervision

Question & Answer (Activity)

1. What is supervision & monitoring in education ?
2. What is purpose & importance of monitoring ?
3. What are the benefits of monitoring process ?

Reference & Materials :

1. Supervision Mentoring monitoring Module.

Report writing :

End of the seminar for DoET

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-5400,

Course Title: Comparative Education

Credit: 0 Credit hours

Rationale:

Comparative Education is a discipline in the social science which entails the scrutiny & evaluation of different educational systems, such as those in various countries.

So the objectives of this seminar are what are comparative education & its importance? What are the aims of comparative education? What are the phases of comparative education?

Lecture & Keynotes :

- Definition & purpose of comparative education.
- Methods of comparative education, prominent method of comparative education.

- Importance of comparative education to a teacher.

Support Materials :

Video, Audio & PPT / Slide share

1. Area study approach in comparative education.
2. What are the objectives of comparative education.

Question & Answer (Activity)

1. What are the importance of comparative studies ?
2. How do you conduct a comparative study ?
3. What are the objectives of comparative education ?

Reference & Materials :

1. Origins & Traditions in comparative education Edited by Maria Manzon.
2. Comparative Education. A Study of Educational Factors & Traditions-Nicholas Adolph Hans

Report writing :

End of the seminar for DoET

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code 0114-5197,

Course Title: Co-Curricular Project: Educational Games

Credit : 0 credit hours

Rationale

This cohort prepares prospective teachers with the skills and knowledge of different types of co-curricular activities, Games & Sports, maturing social emotional learning, hidden and null curriculum, values. These projects allow teachers to continue to learn, practice new skills and work toward a better-balanced knowledgeable society. These projects build up trainees as more efficient and skilled educators / educational leader / educationist or better parents. In a nutshell the important point of the seminar course practice is that- Help the trainees know co-curricular projects such as games & sports. Help them plan and arrange different types of games & sports. Help them build a team work. Help them live in cultural diversity. Help them care and share with others.

Lecture &keynote:

A teacher is a full producer of human resource. Training is an endeavor for producing quality teacher. Co-curricular project is an educational endeavor of the department of Education and Training to train up trainees with culture and etiquettes as they can work as efficient and skilled educators / educational leader / educationist or better parents.

Steps of Cultural Competition:

1. Identify the problem or question / pinpoint the issue\
2. Gather data, opinions, and arguments / collect information.
3. Analyze and evaluate the data / examine & scrutinize
4. Identify assumptions / Decide what's relevant
5. Establish significance / self-evaluate
6. Make a decision / reach a conclusion
7. Present & communicate / Explain your conclusions.

Games & sports enable you to learn actively, rather than passively absorbing information as it's presented to you. To become a better critical thinker, familiarize yourself with these key concepts-open mindedness, analysis, interpretation, problem solving, decision making, effective communication, self-improvement. Games & sports makes a person usually curious & reflective, proactive, graceful, attentive, clearer thinker and problem solver.

Support material :

Books, Journals, Repots, Multimedia projector, Laptop etc.

Resources for Cultural Competition:

- Glossary of Cultural competition terms.
- You tube video on Educational games & sports
- Self-assessment.
- Bloom's question stems.
- Bloom's Taxonomy verbs.
- www.sapinghistry.org
- UTO

Question & Answer: (Activities)

1. Describe a situation where you challenged the way you and your colleagues did their jobs?
2. Describe a situation where you saw a problem and took steps to fix it.

3. Do you have any questions about cultural competition like conducting games & sportsskills? Maybe you'd like to share some Ideas about conduct cultural competition in the school. Let me the know in the comments.
4. Cultural Competition activities:
Student can choose any project from the listed below:
 - a. Games and sports (Indoor/Outdoor Games)
 - b. Around Us (Fund raising for: charitable work/ welfare fund/ Scholarship, Blood donation, Cleaning Drive, Charity Activity for Distressed people, Cloth Distribution, Relief, distributing Iftar to poor, setting up literacy center for poor children, tree plantation, Library set up, Hospital visit etc.)

cultural Activities (Day observing, Excursion, Debate, Competition, Class party)
5. Conducting games & sportsand its barriers and how to overcome them.

Reference & Materials:

1. Cultural Competition skills (Article) by Michael Tomaszewski
2. Related website
3. Related video from YouTube.

Report writing:

End of the seminar for DoET

1. Patients' experience and evaluation of the seminar.
2. Recourse person / facilitator's Report on participants' performance, conclusion and recommendation.

Course Code 0114-5198,

Course Title: Co-Curricular Project: Civility Culture

Credit : 0 credit hours

Rationale

This course prepares prospective teachers with the skills and knowledge of different types of co-curricular activities, maturing social emotional learning, hidden and null curriculum, and values. These projects allow teachers to continue to learn, practice new skills and work toward a better-balanced knowledgeable society. These projects build up trainees as more efficient and skilled educators / educational leader / educationist or better parents. So the rationale of this seminar is that to- Help the trainees know co-curricular projects. Help them plan and arrange co-curricular project. Help them build a team work. Help them live in cultural diversity. Help them care and share with others.

Lecture & keynote:

A teacher is a full producer of human resource. Training is an endeavor for producing quality teacher. Co-curricular project is an educational endeavor of the department of Education and Training to train up trainees with culture and etiquettes as they can work as efficient and skilled educators / educational leader / educationist or better parents.

Steps of Cultural Competition:

8. Identify the problem or question / pinpoint the issue\
9. Gather data, opinions, and arguments / collect information.
10. Analyze and evaluate the data / examine & scrutinize
11. Identify assumptions / Decide what's relevant
12. Establish significance / self-evaluate
13. Make a decision / reach a conclusion
14. Present & communicate / Explain your conclusions.

Cultural Competition enable you to learn actively, rather than passively absorbing information as it's presented to you. To become a better critical thinker, familiarize yourself with these key concepts-open mindedness, analysis, interpretation, problem solving, decision making, effective communication, self-improvement. Cultural competition makes a person usually curious & reflective, proactive, graceful, attentive, clearer thinker and problem solver.

Support material:

Books, Journals, Repots, Multimedia projector, Laptop etc.

Resources for Cultural Competition:

- Glossary of Cultural competition terms.
- Self-assessment.
- Bloom's question stems.
- Bloom's Taxonomy verbs.
- www.sapinghistry.org

- UTO

Question & Answer: (Activities)

1. Describe a situation where you challenged the way you and your colleagues did their jobs?
2. Describe a situation where you saw a problem and took steps to fix it.
3. Do you have any questions about cultural competitions skills? Maybe you'd like to share some Ideas about conduct cultural competition in the school. Let me the know in the comments.
4. Cultural Competition activities:
Student can choose any project from the listed below:

a. Games and sports (Indoor/Outdoor Games)

b. Around Us (Fund raising for: charitable work/ welfare fund/ Scholarship, Blood donation, Cleaning Drive, Charity Activity for Distressed people, Cloth Distribution, Relief, distributing If tar to poor, setting up literacy center for poor children, tree plantation, Library set up, Hospital visit etc.)

cultural Activities (Day observing, Excursion, Debate, Competition, Class party)

5. Cultural Competition Barriers and how to overcome them.

Reference & Materials:

4. Cultural Competition skills (Article) by Michael Tomaszewski
5. Related website
6. Related video from YouTube.

Report writing:

End of the seminar for DoET

3. Patients' experience and evaluation of the seminar.
4. Recourse person / facilitator's Report on participants' performance, conclusion and recommendation.

Course Code 0114-5199,

Course Title: Co-Curricular Project: Community Services

Credit : 0 credit hours

Rationale

Engaging in community service provides students with the opportunity to become active members of their community and has a lasting, positive impact on society at large. Community service of volunteerism enables students to acquire life skills and knowledge, as well as provide a service to those who need it most. The rationale of this seminar is to foster a sense of belonging and togetherness among individuals within the community who are in the vicinity. To nurture and apply the knowledge, skills and practice of civic values within each individual.

So the objectives of the Seminar are to- Help the trainees know Community service projects. Help them plan and arrange co-curricular project. Help them build a team work. Help them live in cultural diversity. Help them care and share with others.

Lecture & keynote:

A teacher is a full producer of human resource. Training is an endeavor for producing quality teacher. Co-curricular project is an educational endeavor of the department of Education and Training to train up trainees with culture and etiquettes as they can work as efficient and skilled educators / educational leader / educationist or better parents.

Steps of Community Services Project Ideas:

15. Collect and Donate Things for your community
16. Do Things for your community
17. Teach things to your community
18. Fix things in your community
19. Host things in your community
20. Make things for your community
21. Volunteer for things in your community
22. Some places to volunteer online (and make a real impact)

Community Services enable you to learn actively, rather than passively absorbing information as it's presented to you. To become a better critical thinker, familiarize yourself with these key concepts-open mindedness, analysis, interpretation, problem solving, decision making, effective communication, self-improvement. Different types of community services makes a person usually curious & reflective, proactive, graceful, attentive, clearer thinker and problem solver.

Support material:

Some examples of great community service projects Books, Journals, Reports, Multimedia projector, Laptop etc.

Resources for Community Services:

- Glossary of Community Services terms.
- Self-assessment.
- Bloom's question stems.

- Bloom's Taxonomy verbs.
- UTO
- Some ways to help teens make a difference in their communities.

Question & Answer: (Activities)

1. What are the most common types of community service opportunities?
2. How can students help the community?
3. What are the roles of the youth in the community?
4. Describe a situation where you challenged the way you and your colleagues did their jobs?
5. Describe a situation where you saw a problem and took steps to fix it.
6. Do you have any questions about cultural competition skills? Maybe you'd like to share some Ideas about conduct cultural competition in the school. Let me the know in the comments.
7. Student can choose any project Around Us (Fund raising for: charitable work/ welfare fund/ Scholarship, Blood donation, Cleaning Drive, Charity Activity for Distressed people, Cloth Distribution, Relief, distributing If tar to poor, setting up literacy center for poor children, tree plantation, Library set up, Hospital visit etc.)
8. Community services Barriers and how to overcome them.

Reference & Materials:

7. Cultural Competition skills (Article) by Michael Tomaszewski
8. Related website
9. Related video from YouTube.

Report writing:

End of the seminar for DoET

5. Patients' experience and evaluation of the seminar.
6. Recourse person / facilitator's Report on participants' performance, conclusion and recommendation.

Course Code: 0111-5390,

Course Title: Thesis

Credit Hours: 4:00

Consultation Hours: 40

Prerequisites (if any): EDU 5105

Rationale:

Meritorious students may be invited to research on educational issues and write a thesis. A thesis is a document submitted in support of candidature for an academic degree (Such as, M. Ed) presenting the author's research and findings. Chapters of the thesis include formatting (a) an introduction: which introduces the research problem, objective and question, hypothesis, the methodology, as well as its scope and significance, (b) a literature review: reviewing relevant literature and showing how this has informed the research issue, (c) a methodology: explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen, (d) a findings chapter: outlining the findings of the research itself, (e) an analysis and discussion chapter: analyzing the findings and discussing them in the context of the literature review (this chapter is often divided into two—analysis and discussion), (f)

a conclusion and Recommendation: which shows judgment or decision reached by thesis. The researcher will defend the thesis before a Thesis Committee (TC) comprised of faculty members of DoET and one/two faculty from another department. The student should coordinate with the committee on a date to submit the final thesis to read before the defense. Allow at least two weeks for the committee to read and respond before the defense. The dissertation defense date should be at least 2-3 weeks before the degree vote as the student may be asked to incorporate changes into the dissertation, which in turn need to be reviewed before the committee signs off. The DoET office will prepare a dissertation acceptance certificate (DAC).

Course Code: 0111-5391,

Course Title: Internship

Credit Hours: 4:00

Consultation Hours: 40

Prerequisites (if any): EDU 5101 – EDU 5325

Rationale:

This course is designed to enhance students' professional skills and theoretical understanding of higher education. In the course, students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field. These responsibilities must be graduate-level in scope and represent new learning for the student. A great deal of thinking about the relationship between psychology and education asks what psychology can contribute to the improvement of education. For example, can psychology help to improve the way that we teach reading? Can it help to close the gap in achievement between particular groups? Do preschoolers have ideas or dispositions that help--or hinder--their progress in school? However, one can also ask about the effects of education on psychological processes. There is enormous cross-national and cross-cultural variation in the length and type of education that children receive. A major goal of this course is to help students understand the effects of such variation on the ways that people think--and feel. A secondary goal is to alert students to the ways in which those effects can be measured and to underline the contribution that different methods--experiments, large-scale surveys, and participant observation-

-can make to our understanding of such effects. The final goal is to underline how educational provision and its impact vary dramatically across the globe.

Course Code 0111-5398,

Course Title: Viva-Voce

Credit : 0 credit hours

Viva-Voce

This course is designed to provide scope to the trainees to express the knowledge of pedagogies in arranged situations to develop them as good, fluent and motivational speakers. This includes interactive or communicative skills. Trainees will orally answer questions based on education, student teaching, teaching methodology, action research, co-curricular activities, or report writing, or narrate a given situation. This course also develops the

prospective teachers' behavior and way of talking, dress code, and pronunciation.

Course Code 0111-1103,

Course Title: Principles of Education – I

Credit : 4 credit hours

Rationale

This course is designed to prepare the students with the knowledge of principles and theories of education. It includes the first starting, concept, elements, importance, function, aim and objectives of Education; Maxims and Thoughts of Education, Agencies of Education; Conceptual Terminologies of education, Concept of curriculum, syllabus and Lesson; Hidden and Null Curriculum, Co-curricular activities; Principles of school management and administration; School and society; Teaching Profession; Class administration; Theory of Education given by some educational philosophers; Some problems related with the school. This course support increases students' confidence in their ability to learn, improve and achieve.

Course Content:

1. Introduction to Education Functions of Education. Pedagogy & Endragogy.
2. Functions of Education Aims and Objectives.
3. Importance of education Personal Social life Practical life Education.
4. Education in Islam Maxims and Thoughts of Education.
5. Maxims and Thoughts of Education Curriculum and Syllabus.
6. Co-Curricular Activities.
7. Agencies of Education School administration management Duty responsibility of AT.
8. Teaching as a Profession.
9. Educational Philosophers and their theories.
10. Some Problems of the School Term Paper.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlers, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
3. Purkait, Biswa Ranjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
4. আব্দুস সামাদ : কারিকুলাম স্টাডিজ, সামাদ পাবলিকেশন, ঢাকা।
৫. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
৬. ম. আবুল এহসান : শিক্ষাক্রম উন্নয়ন : নীতি ও পদ্ধতি ছাত্রবন্ধু লাইব্রেরী ঢাকা।
৭. National Curriculum-2012 : NCTB, Dhaka
8. জাতীয় শিক্ষানীতি, ২০১০
9. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Centaury, Stamford, APC.
10. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how education started, function, objectives, importance
CLO 2	Define classify curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & TG.
CLO 4	To analyze the education philosophy, teacher student relationship.
CLO 5	To point out problems of teaching and recommendation.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10

(03-05)										
CLO 1	✓		✓				✓	✓		
CLO 2	✓	✓				✓	✓	✓	✓	
CLO 3	✓	✓	✓	✓	✓		✓	✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓		✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Define classify curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to make school better balanced society, school management, duties of HT, AT & TG.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the education philosophy, teacher student relationship.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of teaching and recommendation.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-2301,
Course Title: Educational Psychology and Guidance
Credit : 4 credit hours

Rationale

1. The course is designed to prepare the students with the knowledge of principles and theories of education. It includes the first starting, concept, elements, importance, function, aim and objectives of Education; Maxims and Thoughts of Education, Agencies of Education; Conceptual Terminologies of education, Concept of curriculum, syllabus and Lesson; Hidden and Null Curriculum, Co-curricular activities; Principles of school management and administration; School and society; Teaching Profession; Class administration. So the main rationale of this course is to provide apply principles of motivation in the classroom explain the effectiveness of educational psychology in decision making, Distinguish the psychology and adaptability among the students of the class. Identify the psychology related problems and know how to solve these.

Course Content:

1. Concept of Educational Psychology Its Relation to General Psychology.
2. Aims and focal Areas of Educational Psychology Educational Psychology in Decision Making.
3. Concept of Motivation, Relation of Motivation in Performance Application of principles of motivation in the classroom.
4. A comparative analysis of human behavior / motivation from the Islamic perspective as well as that of others Learning Theories: Thorndike's, Pavlov's, Skinner's, Bruner's, Piaget's Theory.
5. Theorist of Muslim scholars from Ibn Sina to Ghazali.
6. Learner and his/her intelligence Emotion, Attention and Learning.
7. The exceptional child Management of classroom discipline Memorization.
8. Growth and development.
9. Educational Guidance & Counseling Psychology of being a teacher.
10. Role of Teacher: Instructional and Psychology.

References:

1. Hilgard, E.R. Atikson, R and Atikson R.C. Instruction to Psychology
2. Goswami, M. Essentials of Educational Psychology. Mahabeer Publications
3. Ormrod, J. E. Essentials of Educational Psychology- Big ideas to Guide Effective Teaching
৪. আব্দুল মালেক, মরিয়ম বেগম, ফখরুল ইসলাম, শেখ শাহবাজ রিয়াদ, (২০০৭), শিক্ষা বিজ্ঞান ও বাংলাদেশে শিক্ষা
৫. সাধন কুমার বিশ্বাস ও সুনীতা বিশ্বাস, শিক্ষার মনস্তাত্ত্বিক ভিত্তি ও শিক্ষা নির্দেশনা
৬. ড. এম. এ. ওহাব, মোঃ আশরাফুজ্জামান (২০১৮). সবার জন্য শিক্ষা নিশ্চিতকরণে একীভূত শিক্ষা, ড মনিরা জাহান সম্পাদিত, প্রভাতী লাইব্রেরি, ঢাকা, বাংলাদেশ

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how education psychology started, function, aims, objectives, importance.
CLO 2	Explain the learning theories of Piaget's, Thorndike's, Pavlov's, Skinner's and Bruner's theory.
CLO 3	To conceptualize Motivation in Learning, Lerner's intelligence, Influence of anxiety on learning, attention for education, Development, guidelines for teaching exceptional children in regular classroom.
CLO 4	To analyze the education psychology, teacher student relationship.
CLO 5	To point out psychological problems of teaching and recommendation.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓				✓	✓		
CLO 2			✓		✓		✓		✓	✓
CLO 3	✓		✓	✓	✓	✓	✓	✓		✓
CLO 4		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓		✓	✓	✓	✓		✓		✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning	Assessment Strategy
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		Strategy	
CLO 1	Explain why and how education psychology started, function, aims, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Explain the learning theories of Piaget's, Thorndike's, Pavlov's, Skinner's and Bruner's theory.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize Motivation in Learning, Lerner's intelligence, Influence of anxiety on learning, attention for education, Development, guidelines for teaching exceptional children in regular classroom.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the education psychology, teacher student relationship.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out psychological problems of teaching and recommendation.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-3101,

Course Title: Method of Teaching and Class Room Management

Credit : 4 credit hours

Rationale

This course is designed to prepare trainee teachers with the skills and knowledge of classroom management and teaching. It includes Classroom organization and management, dealing with disruptive behavior, methods of teaching, inclusive education, motivation and counseling in the classroom, co-curricular activities, lesson planning, teaching aids, practical class, and action research. In this course, the above mentioned issues have been included in detail- To make familiar with the techniques of classroom organization and management, make them skilled and efficient in

teaching in the classroom. Acquire a clear conception about the Management for children with intellectual disabled.

Course Content:

1. Introduction to Education Functions of Education. Pedagogy & Endragogy.
2. Methods of Teaching.
3. Classroom organization and Management.
4. Management of curricular activities.
5. Lesson plan.
6. Teaching as a profession.
7. Teaching Aids.
8. Practical class.
9. Management for children with intellectual disabled.
10. Action Research.

References:

1. Wallen, CarlJ., *Effective classroom management*, Allyn and Bacon, INC, Boston.
2. Best, J.W, Khan, J.V.(1999) *Research in education*(8th ed.) Needham Heights, MA:Aiiyn and Bacom.
3. Claxton, *Teaching to learn: A Direction for Education*, 1990
4. Kundu, Dibakar and Majumdar, T.R. *Modern Principles of Education*, The World Press PrivateLimited, Calcutta, 1990.
5. ঢালী, স্বপন কুমার, *কর্মসহায়ক গবেষণা*, প্রভাতী লাইব্রেরী, ঢাকা, ২০১৪।
6. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how education started, function, objectives, importance.
CLO 2	Identify the methods of effective teaching used in the classroom.
CLO 3	To conceptualize with the techniques of classroom organization and management.
CLO 4	To make them skilled and efficient in teaching in the classroom.
CLO 5	To make a clear conception about the Management for children with intellectual disabled within to analyze the action research, methodology and application.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓				✓	✓		
CLO 2	✓					✓	✓	✓	✓	
CLO 3			✓	✓	✓	✓	✓	✓	✓	
CLO 4		✓	✓	✓	✓	✓	✓		✓	✓
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how education started, function, objectives, importance.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify the methods of effective teaching used in the classroom.	Answering Questions / Listing / Group Presentation	Assignment Quiz Mid term

		/ Power Point Presentation & Use of Multimedia	Viva Term paper Presentation Final
CLO 3	To conceptualize with the techniques of classroom organization and management.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To make them skilled and efficient in teaching in the classroom.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To make a clear conception about the Management for children with intellectual disabled within to analyze the action research, methodology and application.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-3102,

Course Title: Evaluation and Measurement in Education - I

Credit : 4 credit hours

Rationale

The main rationale of this course is-the trainees will be able to acquaint with both theoretical and practical aspects of educational measurement, evaluation and elementary statistics. The knowledge includes the concept of test, measurement, and examination, and evaluation, good test, standardization of a test, learning objectives: Revised Bloom's Taxonomy, creative questioning, evaluation system of Bangladesh. It may also be mentioned to help the student's development clear understanding of the concept of measurement and evaluation and other related fundamental terminologies. To understand the concept, types and techniques of measurement and evaluation to classify the educational objectives to develop effective test and assessment.

Course Content:

1. The Concept of Measurement and Evaluation.
2. Characteristics of Measurement Tools.
3. Standardization of Test.
4. Tools & Techniques of Evaluation.
5. Use of Descriptive Statistics.
6. Standardization of Scores and Interpretation.
7. Evaluation in Bangladesh.

References:

1. R.N. Patel- “Educational Evaluation: Theory and Practice”
2. Bloom ET. al. “Taxonomy of Educational Objectives”, Part I and II
3. ড. শাহজাহানতপন, “শিক্ষায়পরিমাপ ও মূল্যায়ন”, মেট্রোপাবলিকেশন্স, ঢাকা-২০০৫।
8. স্বপনকুমারঢালী, শিক্ষায়পরিমাপ ও মূল্যায়ন”
৫. সুশীলরায়, “মূল্যায়ননীতি ও কৌশল” সোমাবুকএজেন্সীকলকাতা।

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Define history of education and Explain the importance of education.
CLO 2	Define Measurement and evaluation.
CLO 3	Describe the characteristics of a good test, validity, reliability, objectivity & standardization.
CLO 4	Describe the classification of the test.
CLO 5	Describe the different steps of a standardized test and use various rules of statistics in the field of education.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓			✓			✓	✓
CLO 2	✓	✓		✓		✓		✓	✓	
CLO 3		✓	✓		✓		✓	✓		✓
CLO 4	✓			✓		✓	✓		✓	
CLO 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Define history of education and Explain the importance of education.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Define Measurement and evaluation.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Describe the characteristics of a good test, validity, reliability, objectively & standardization.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	Describe the classification of the test.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation

			Final
CLO 5	Describe the different steps of a standardized test and use various rules of statistics in the field of education.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-4506,
Course Title: Action Research on Teaching
Credit : 4 credit hours

Rationale

This course is designed to prepare future teachers to conduct action research in their classrooms. This course will develop students' habits of reflection and ability to employ an "inquiry-stance" approach to teaching. Students taking this course will learn how to develop quality research questions informed by relevant conceptual frameworks, as well as to collect and analyze data. Students will critically examine action research by teachers, test and evaluate new ideas in brief cycles of inquiry, and implement systematic, sustained investigations of particular challenging questions. As a culminating project for this course, students will design and conduct a rigorous study of their own classroom teaching using qualitative and quantitative methods of data collection and analysis. (S) He will solve the problems through action research. They write a report on their research. So the main rationale of this course is to enable the students understand the theoretical aspects of educational research. Develop a basic understanding of the action research. Gain Experiences necessary for developing skills in collecting, interpreting and reporting data.

Course Content:

1. Introduction to Educational Research.
2. Research and scientific method.
3. Types of Research.
4. Introduction to Action Research.
5. Nature of Action Research Types and Importance of Action Research.
6. Collecting, interpreting and reporting data.
7. Techniques and tools of Action Research.
8. Demonstration of an Action Research Proposal/Plan.
9. Conducting an Action Research.
10. Some Problems of writing an Action Research report.

References:

1. Ehlerms, Henry and G.C. Lee, (1966), *Crucial Issues in Education*, Holt, Rinehart and Winston, New York.
2. Best, Jhon W., *Research in Education*, Englewood Cliffs, New Jersey: Parantice-Hall, One.
3. Kothari, C.R. *Research Methodlogy: Method & Techniques*, Welley Eastern, Limited, New Delhi, 1994

4. ঢালী, স্বপন কুমার, *কর্মসহায়ক গবেষণা*, প্রভাতী লাইব্রেরী, ঢাকা, ২০১৪।
6. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain what is educational research, nature and scope.
CLO 2	Define Action Research and its nature.
CLO 3	To conceptualize how to gain skills in collecting, interpreting and reporting data.
CLO 4	To conduct and write an action research report.
CLO 5	To point out problems of conducting action research report.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓	✓	✓	✓	✓	✓		
CLO 2		✓		✓	✓	✓	✓	✓	✓	
CLO 3				✓	✓	✓	✓	✓	✓	✓
CLO 4		✓		✓	✓	✓	✓		✓	✓
CLO 5	✓	✓		✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain what is educational research, nature and scope.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Define Action Research and its nature.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to gain skills in collecting, interpreting and reporting data.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To conduct and write an action research report.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of conducting action research report.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider	Assignment Quiz Mid term Viva

	grams / Question Answer	Term paper Presentation Final
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কোর্স কোড: ০১১৪-৪২০১,

কোর্স শিরোনাম : ভাষা শিক্ষণঃ বাংলা

ক্রেডিট : ৪ ক্রেডিট

কোর্সটি পাঠের যৌক্তিকতা (Rationale):

এই কোর্সের মাধ্যমে বাংলাদেশের শিক্ষার বিভিন্ন স্তরে মাতৃভাষা বাংলা শিক্ষা দান সম্পর্কে ধারণা প্রদান এবং প্রশিক্ষণার্থীদের বাংলা শিক্ষণে দক্ষ করে তুলতে সহায়তা করা হয়েছে।

যুক্তিযুক্ততায় এ কোর্সে যা বিন্যস্ত করা আছে তা হলো-

মাতৃভাষার সঙ্গর্গ, বৈশিষ্ট্য ও শিক্ষায় মাতৃভাষা শিক্ষার প্রয়োজনীয়তা সম্পর্কে অবহিতকরণ। বিভিন্ন স্তরে মাতৃভাষা বাংলা শিক্ষণের লক্ষ্য ও উদ্দেশ্য সম্পর্কে জ্ঞান অর্জনে সহায়তা করা। ভাষা দক্ষতা সম্পর্কে সুস্পষ্ট ধারণা প্রদান। বাংলা বিষয়টির বিভিন্ন সাহিত্য শাখা, গ্রামার, শিক্ষাদান পদ্ধতি ও কৌশল, মূল্যায়ন কলাকৌশল, বাংলা শিক্ষক ইত্যাদি বিষয় সম্পর্কে কার্যকর ধারণা প্রদান এবং প্রয়োজনীয়তা দক্ষতা অর্জনে সহায়তা করা।

কোর্সটির আলোচ্য বিষয় (Course Content):

১. ভাষা ও মাতৃভাষা।
২. স্তরভিত্তিক মাতৃভাষা শিক্ষাদানের লক্ষ্য ও উদ্দেশ্য।
৩. ভাষা দক্ষতা।
৪. শ্রেণীকক্ষে মাতৃভাষা শিক্ষণ পদ্ধতি কৌশল।
৫. শ্রেণীকক্ষে মাতৃভাষা শিক্ষণ পদ্ধতি, গ্রামার ভাবসম্প্রসার সারাংশ ও রচনা।
৬. শ্রেণীকক্ষে মাতৃভাষাশিক্ষণ পদ্ধতি, উপন্যাস, গল্প, কবিতা, প্রবন্ধ।
৭. শ্রেণীকক্ষে মাতৃভাষা শিক্ষণ পদ্ধতি কৌশল ও বাংলা শিক্ষক।
৮. ভাষা শিক্ষায় মূল্যায়ন পদ্ধতি।
৯. ভাষা শিক্ষায় পাঠ পরিকল্পনা।

সহায়কগ্রন্থ

- ১। আ.ন.ম. বজলুর রশীদ, স্কুলে মাতৃ ভাষা শিক্ষণ
- ২। সঙ্কল্পী চৌধুরী, বাংলা শিক্ষণ পদ্ধতি
- ৩। সত্য গোপাল মিত্র, বাংলা পড়ানোর রীতি ও পদ্ধতি
- ৪। মাহবুবুল হক, বাংলা বানানোর নিয়ম
- ৫। নির্মল দাস, বাংলা ব্যাকরণের নিয়ম
- ৬। কল্যাণীকর্মকার, বাংলা ভাষার শিক্ষা পদ্ধতি

Mapping of Course Learning Outcomes (CLOs) with the (PLOs)

এই কোর্সটিপাঠ শেষে শিক্ষার্থীগণ যাযাজানতে পারবে:

CLO	পাঠ শিক্ষণ ফলাফল (Course Learning Outcome)
CLO 1	এই কোর্সটি পাঠ শেষে শিক্ষার্থীগণ বাংলা ভাষার ইতিহাস ও ঐতিহ্য, বাংলা সাহিত্যের ইতিহাস ও ঐতিহ্য সম্পর্কে জানতে পারবে।
CLO 2	এই কোর্সটি পাঠ শেষে শিক্ষার্থীগণ বাংলা ভাষা পাঠের গুরুত্ব ও প্রয়োজনীয়তা সম্পর্কে জানতে পারবে।
CLO 3	এই কোর্সটি পাঠ শেষে শিক্ষার্থীগণ বাংলা সাহিত্য পাঠের গুরুত্ব ও প্রয়োজনীয়তা সম্পর্কে জানতে পারবে।
CLO 4	ভাষা দক্ষতা সম্পর্কে সুস্পষ্ট ধারণা প্রদান।
CLO 5	বাংলা বিষয়টির বিভিন্ন সাহিত্য শাখা, গ্রামার, শিক্ষাদান পদ্ধতি ও কৌশল, মূল্যায়ন কলাকৌশল, বাংলা শিক্ষক ইত্যাদি বিষয় সম্পর্কে কার্যকর ধারণা প্রদান এবং প্রয়োজনীয়তা দক্ষতা অর্জনে সহায়তা করা।

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

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PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

ম্যাপিং (Mapping of Course Outcomes to Program Outcomes)

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓	✓			✓	✓	✓		✓	
CLO 2	✓			✓	✓	✓	✓		✓	✓
CLO 3	✓		✓		✓	✓	✓	✓	✓	✓
CLO 4	✓	✓		✓	✓	✓	✓	✓		✓
CLO 5		✓	✓	✓	✓	✓	✓	✓		✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
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CLO 1	এই কোর্সটি পাঠ শেষে শিক্ষার্থীগণ বাংলা ভাষার ইতিহাস ও ঐতিহ্য, বাংলা সাহিত্যের ইতিহাস ও ঐতিহ্য সম্পর্কে জানতে পারবে।	পাঠ আলোচনা অংশগ্রহণমূলক পদ্ধতি-কৌশল প্রশ্ন ও উত্তর পর্ব সমস্যা ভিত্তিক অনুশীলন ক্লাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রোজেন্টেশন ফাইনাল পরীক্ষা চূড়ান্ত পাঠদান অনুশীলন
CLO 2	এই কোর্সটি পাঠ শেষে শিক্ষার্থীগণ বাংলা ভাষা পাঠের গুরুত্ব ও প্রয়োজনীয়তা সম্পর্কে জানতে পারবে।	পাঠ আলোচনা অংশগ্রহণমূলক পদ্ধতি-কৌশল প্রশ্ন ও উত্তর পর্ব সমস্যা ভিত্তিক অনুশীলন ক্লাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রোজেন্টেশন ফাইনাল পরীক্ষা চূড়ান্ত পাঠদান অনুশীলন
CLO 3	এই কোর্সটি পাঠ শেষে শিক্ষার্থীগণ বাংলা সাহিত্য পাঠের গুরুত্ব ও প্রয়োজনীয়তা সম্পর্কে জানতে পারবে।	পাঠ আলোচনা অংশগ্রহণমূলক পদ্ধতি-কৌশল প্রশ্ন ও উত্তরপর্ব সমস্যা ভিত্তিক অনুশীলন ক্লাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রোজেন্টেশন ফাইনাল পরীক্ষা চূড়ান্ত পাঠদান অনুশীলন
CLO 4	ভাষা দক্ষতা সম্পর্কে সুস্পষ্ট ধারণা প্রদান।	পাঠ আলোচনা অংশগ্রহণমূলক পদ্ধতি-কৌশল প্রশ্ন ও উত্তরপর্ব সমস্যা ভিত্তিক অনুশীলন ক্লাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রোজেন্টেশন ফাইনাল পরীক্ষা চূড়ান্ত পাঠদান অনুশীলন
CLO 5	বাংলা বিষয়টির বিভিন্ন সাহিত্য শাখা, গ্রামার, শিক্ষাদান পদ্ধতি ও কৌশল, মূল্যায়ন কলাকৌশল, বাংলা শিক্ষক ইত্যাদি বিষয় সম্পর্কে কার্যকর ধারণা প্রদান এবং প্রয়োজনীয়তা দক্ষতা অর্জনে সহায়তা করা।	পাঠ আলোচনা অংশগ্রহণমূলক পদ্ধতি-কৌশল প্রশ্ন ও উত্তরপর্ব সমস্যা ভিত্তিক অনুশীলন ক্লাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	চূড়ান্ত পাঠদান অনুশীলন অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রোজেন্টেশন ফাইনাল পরীক্ষা চূড়ান্ত পাঠদান অনুশীলন

Course Code 0114-4202,

Course Title: Teaching Language: English

Credit : 4 credit hours

Rationale

This course is designed for the learners who are already in the teaching profession or may have a plan to emerge into this noble profession. The trainees are mainly English teachers or at least they are eager to know more about teaching English language. Hence, the course has emphasized on four basic language skills along with some grammar knowledge, teaching methods and techniques,

classroom management, teaching aids, lesson plan, evaluation of foreign language teaching etc. The course gives idea about the various kinds of tactics that the trainees can apply while they will be teaching English language to their students. So this course is enabling students to- define four basic language skills and know how to develop and use those with ease and proficiency. Identify grammar and vocabulary teaching techniques. Acquire a clear conception about the correct pronunciation while speaking English with others. Distinguish different types of methods of teaching English as a foreign language. Identify main features to be considered in planning a lesson and making a lesson plan with the focus of language skills.

Course Content:

1. Development of language skills: Introduction.
2. Listening skills Follow-up activities in listening skills.
3. Speaking skills Follow-up activities in speaking skills.
4. Reading skills Follow-up activities for reading skills.
5. Writing skills Follow-up activities for writing skills.
6. Teaching grammar and vocabulary teaching grammar and vocabulary.
7. Teaching pronunciation.
8. Different teaching methods.
9. Krashen’s Input Hypothesis some innovative methodologies.
10. GT, CLT, TPR methods Lesson plan.

References:

1. Gürler, İ. (2015). Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students
2. Nomass, B. B. (2013). The impact of using technology in teaching English as a second language. *English language and literature studies*,
3. Khandaker Shariful Islam, Teaching English, Provati Library, Dhaka
4. Md. Tajul Islam, English Language Teaching, Provati Library, Dhaka
5. Katie Pingle, Teaching Grammar in Context, Western Michigan University

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Describe characteristics/types of languages and four basic language skills with the idea of how to develop those skills using different teaching materials in the classroom practice.
CLO 2	analyze various grammar and vocabulary teaching techniques
CLO 3	Conceptualize how to pronounce the words correctly while speaking English with the learners.
CLO 4	Differentiate different types of methods of teaching English as a foreign language and choose the best fit for their students.
CLO 5	Make a lesson plan focusing language skills with the aspiration to bring some positive changes in the learners and evaluate whether the changes have taken place or not.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓	✓	✓	✓	✓	✓		✓		✓
CLO 2	✓	✓	✓	✓	✓	✓	✓		✓	✓
CLO 3			✓	✓	✓					✓
CLO 4	✓	✓	✓	✓	✓				✓	✓
CLO 5	✓	✓		✓	✓			✓	✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning	Assessment Strategy
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		Strategy	
CLO 1	Describe characteristics/types of languages and four basic language skills with the idea of how to develop those skills using different teaching materials in the classroom practice.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Analyze various grammar and vocabulary teaching techniques.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Conceptualize how to pronounce the words correctly while speaking English with the learners.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	Differentiate different types of methods of teaching English as a foreign language and choose the best fit for their students.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	Make a lesson plan focusing language skills with the aspiration to bring some positive changes in the learners and evaluate whether the changes have taken place or not.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0114-4204,
Course Title: Teaching Mathematics
Credit : 4 credit hours

Rationale

This course is designed to equip the students with the skills required for teaching mathematics at the secondary level of education. This course will enable them to grasp fundamental concepts of all the branches of mathematics namely arithmetic, algebra, geometry and trigonometry. It will make them aware about history of mathematics and its gradual development. It will develop their knowledge and skills of solving mathematics problems using scientific methods. So the main rationale of the course is to help the participants - know some fundamental theories of Mathematics and effective ways of teaching mathematics. Acquire skills needed to teach mathematics effectively. Develop interest for the subject of mathematics. Understanding mathematical problems and relate with life experiences. Understanding the purpose of mathematics and make assessment perfectly.

Course Content:

1. The meaning/ significance of mathematics, classification of mathematics.
2. Interrelation among the branches of mathematics History of Mathematics: Roman, Babylonians, Greek, Arabic, Indian and Others.
3. The structure of number system: Classes and Subclasses The theories of number and different types of mathematical system.
4. The nature of Algebra.
5. Set theory and its Application Variable, constant, function, relation, sentence, exponent, limit, Factorization, equation.
6. Geometry: Origin and development of geometry, Objectives of teaching geometry Aims and objectives of Teaching Mathematics.
7. Mathematics of curricular of classes VI to X, Objectives and learning outcomes Concepts of Behavioral objectives, Writing of Behavioral objectives.
8. Methods of Teaching Mathematics: Heuristic Method, Laboratory Method, problem solving method, project method, assignment method.
9. Principles and Approaches of Solving Mathematical Problems.
10. Teaching Aids.
11. Planning and Assessment in Mathematics.

References:

1. Brown, Ch. The Teaching of Secondary Mathematics
2. Primary and Secondary Mathematics Curriculum, NCTB
3. Primary and Secondary Mathematics Textbook, NCTB
4. Wheeler, R E., Modern Mathemaqtics Thorpe, Cleata B. (1982). Teaching Elementary Arithmetic, New York
5. ঢালী, স্বপন কুমার, গণিত শিক্ষা
6. Related Website

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how Mathematics started, functions, classifications, aims, objectives, significance and relate with daily life.
CLO 2	Explain some modern theories developed in these areas of mathematics and apply different methods of solving mathematical problems.
CLO 3	Acquire deep insight and adequate skill needed to teach mathematics effectively in the classroom.
CLO 4	Develop all unique and positive approach towards teaching mathematics
CLO 5	To point out problems of teaching mathematics and recommendation.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓	✓	✓	✓	✓	✓		
CLO 2			✓	✓	✓		✓	✓	✓	✓
CLO 3	✓		✓	✓	✓	✓	✓	✓		✓
CLO 4	✓			✓	✓	✓	✓	✓	✓	✓
CLO 5		✓		✓	✓		✓	✓		✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how Mathematics started, functions, classifications, aims, objectives, significance and relate with daily life.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation

			Final
CLO 2	Explain some modern theories developed in these areas of mathematics and apply different methods of solving mathematical problems.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Acquire deep insight and adequate skill needed to teach mathematics effectively in the classroom.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	Develop all unique and positive approach towards teaching mathematics.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of teaching mathematics and recommendation.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0114-4205,
Course Title: Teaching General Science
Credit : 4 credit hours

Rationale

This cohort prepares trainees with the skills and knowledge of the General Science Curriculum and methods and techniques, classroom management, teaching aids, lesson plan and evaluation of teaching General Science. The course provides an active instructional environment that fosters the development of teachers effectively prepared to meet the challenges of middle and secondary science classrooms. Students will gain experience in designing and presenting research-based lessons and providing colleagues with critical feedback. Reflective practices will be emphasized. So the main rationale of the course is to help the participants – Know basic terms, concept and principles of science teaching with special reference to physics, chemistry and biology. Acquaint with various methodology of teaching science and apply them in the classroom situation. Identify and select resource materials of teaching science. Prepare and use audiovisual aids for teaching science and develop and use evaluation instrument for evaluation of science. Understanding the purpose of learning general science and make assessment perfectly.

Course Content:

1. Place of Science in the Primary and Secondary curriculum Values of Science in everyday life.
2. Problems and Issues on training of science teachers Needs for in-service teachers training in science.
3. Aims and objectives of teaching Science Science Curriculum, Principles of Science Curriculum construction.
4. Various methods of teaching science and their application.
5. Importance and need of teaching aids Principles for the selection and use of teaching aids.
6. Using Community resources for teaching sciences' Unit Planning, Lesson Planning.
7. Importance of Practical work in science.
8. Qualification of a science teacher.
9. Co-Curricular Activities in Science.
10. Evaluation in Science.

References:

7. Brown, Ch. The Teaching of Secondary General Science
8. Primary and Secondary General Science Curriculum, NCTB
9. Primary and Secondary General Science Textbook, NCTB
১০. বিজ্ঞান শিক্ষন, এসইডিপি
১১. বিজ্ঞান শিক্ষন, ড. শেখ আমজাদ হোসেন।

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain why and how General Science started, functions, classifications, aims, objectives, significance and relate with daily life.
CLO 2	Explain some modern theories developed in these areas of science and apply different methods of solving scientifically problems.
CLO 3	Acquire deep insight and adequate skill needed to teach science effectively in the classroom.
CLO 4	Develop all unique and positive approach towards teaching science.
CLO 5	To point out problems of teaching science and recommendation.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains', develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use

competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 2		✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 3	✓		✓	✓	✓	✓	✓	✓	✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5		✓		✓	✓	✓	✓	✓	✓	✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain why and how General Science started, functions, classifications, aims, objectives, significance and relate with daily life.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Explain some modern theories developed in these areas of science and apply different methods of solving scientifically problems.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Acquire deep insight and adequate skill needed to teach science effectively in the classroom.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group	Assignment Quiz Mid term Viva Term paper

		Presentation	Presentation Final
CLO 4	Develop all unique and positive approach towards teaching science.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of teaching science and recommendation.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0114-4231,
Course Title: Teaching Social Science
Credit : 4 credit hours

Rationale

This course is designed to provide basic instructions for effective social science teaching at secondary Level of Bangladesh. This cohort prepares trainees with the skills and knowledge of the Social Science Curriculum and methods and techniques, classroom management, teaching aids, lesson plan and evaluation of teaching Social Science. The course offers an overview of the theory and practice of teaching history, civics, and social studies to adolescents in urban middle and secondary schools. Students taking this course will learn how to set meaningful learning and other developmental goals; integrate assessment and data analysis into daily teaching practice; develop a broad repertoire of teaching practices; make connections within and beyond the school walls; integrate middle and high school students' experiences and beliefs into lessons and course design; use available technology effectively; draw on a variety of classroom management techniques; and design lessons, units, and courses that foster student learning and achievement in urban school settings. This course will also examine a variety of issues specific to history and social studies teaching, including use of primary sources, methods for fostering and managing conversations about contentious issues, and integrating current events into the curriculum.

So the main objectives of this course are to help the trainees to – understand about the nature and scope of social science as a discipline. Make them understand the objectives and purposes of teaching social science as a subject. Acquaint them with different methods and techniques used in teaching of social science. master the methods, techniques and skill of teaching social science effectively in a planned manner.

Course Content:

1. Overview of the course, Social science as a Discipline.
2. Objectives of teaching social science in different of education in Bangladesh.
3. National education policy 2010, National curriculum-2012.
4. Exploring teaching learning approaches to curriculum topics.
5. Classroom Management and Teaching Process of Social Science.
6. Professional Development, Teaching As a Profession.

7. Selected topics of Social Science.
8. A planning framework for Social Science lesson.
9. Teaching aids & materials, classroom management.
10. Assessment and evaluation, M.C.Q. & C.Q.

References:

৯. সামাজিক বিজ্ঞান শিক্ষণ, মো. মুজিবুর রহমান ও রওনক জাহান, প্রভাতী লাইব্রেরি, ইসলামিয়া মার্কেট, নীলক্ষেত, ঢাকা।
১০. সামাজিক বিজ্ঞান শিক্ষণ, মো. নজরুল ইসলাম ও নাসরিন আক্তার, প্রভাতী লাইব্রেরি, ইসলামিয়া মার্কেট, নীলক্ষেত, ঢাকা।
১১. সামাজিক বিজ্ঞান শিক্ষণ, মো. আবু হেনা মোস্তফা জালাল, প্রভাতী লাইব্রেরি, ইসলামিয়া মার্কেট, নীলক্ষেত, ঢাকা।
১২. শিক্ষা, শিখন, শিক্ষক, প্রশিক্ষণ, মো. আব্দুল হামিদ লতিফ
১৩. মাধ্যমিক শিক্ষা, শিক্ষাক্রম ও শিশুর ক্রমবিকাশ, ড. ডি.এম. ফিরোজ শাহ্, মিতা ট্রেডার্স, ঢাকা।
১৪. সামাজিক বিজ্ঞান শিক্ষণ, লুৎফর রহমান খান ও আবদুল মালেক, মাধ্যমিক শিক্ষা উন্নয়ন প্রকল্প, শিক্ষা মন্ত্রণালয়, ঢাকা

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Explain and analyze social science as discipline with fundamentals of social science curriculum.
CLO 2	Identify and explain policy towards social science curriculum in Bangladesh.
CLO 3	To conceptualize how to get idea about classroom environment & management, method, techniques, Professional Development.
CLO 4	To analyze the communication skills and cooperation with others based on LSBE, C.P.D, and Lesson plan.
CLO 5	To conceptualize continuous identify, explain and discuss some topics of teaching social science to practice with participatory Teaching-Learning approach (Methods & Techniques)

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks. ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use

competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1	✓		✓							
CLO 2	✓	✓				✓			✓	✓
CLO 3	✓	✓	✓	✓	✓		✓		✓	✓
CLO 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5	✓		✓	✓	✓	✓	✓	✓	✓	

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Explain and analyze social science as discipline with fundamentals of social science curriculum.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain policy towards social science curriculum in Bangladesh.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to get idea about classroom environment & management, method, techniques, Professional Development.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates	Assignment Quiz Mid term Viva

		Visualization / Group Presentation	Term paper Presentation Final
CLO 4	To analyze the communication skills and cooperation with others based on LSBE, C.P.D, and Lesson plan.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To conceptualize continuous identify, explain and discuss some topics of teaching social science to practice with participatory Teaching-Learning approach (Methods & Techniques)	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0114-4244,
Course Title: Teaching Children with Special Needs
Credit : 4 credit hours

Rationale

The course has an important position in the list of (B.Ed) program. It can be mentioned briefly to prepare the students with the knowledge of teaching Children with Special Needs. It includes the first starting, concept, elements, importance, function, aim and objectives of special Education. This course prospective teachers' knowledge of teaching Children with Special Needs who are different from normal either disabled or gifted and the idea of a special education for these children. It will be enable the students to- know the education and related terms of special education and types of special education. Gain knowledge regarding the special education of disabled children. Understand different disabilities in children. Acquaint with gifted and talented children. Educate them as they need.

Course Content:

1. Key to Special Education.
2. Child Growth and Development.
3. Concept and Meaning of Children with Disability Educating Children with Sensory Disabilities.
4. Educating Children with physical and multiple disabilities.
5. Educating Children with developmental disabilities.
6. Educating Chromosomal Disorders.
7. Selecting Curriculum and Syllabus.
8. Teaching children with disabilities.
9. Managing Classrooms with diverse learners.
10. Some Problems of the School Term Paper.

References:

1. Assessment of the People with Mental Retardation, Division of Mental Helath, World Health Organization, 1992,
2. Yule W. sand Carr Janet, Behaviour Modification for the Mentally Handicapped, Croom Helm, London, 1980.

3. Jeffrey D. M., McConkey., R., and Hewson S., Teaching the Handicapped Child, A Condor Book Souvenir Press Ltd., London, 1978.
4. Morgenstern F.. Teaching Plans for Handicapped Children, Methuen and Co. Ltd., London.
5. Watson L., Child Behavior Modification, a Manual for Teachers, Nurse and Parents, Pregel Press Inc., New York, 1983.

Course learning outcomes: at the end of the Course, the Student will be able to-

CLO	Course Learning Outcome
CLO 1	Definition of Special Education , Educational definition of exceptional learners, Relationship between general and special education.
CLO 2	Define Inclusive education in the context of Bangladesh ,concept and approaches ,Special Care as they need.
CLO 3	To conceptualize how to Curriculum and syllabus simplification, modification and adaption.
CLO 4	To analyze the Special and integrated education.
CLO 5	To point out problems of Disability Acts and Policies in Bangladesh.

Program learning outcomes (PLOs) of Bachelor of Education:

On completion of the Master of Education (M.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: National credential system that trains’, develops, assesses & certifies skills & competencies for the workforce. Promote capabilities for the acquisition of knowledge, skills, attitudes, beliefs, habits, national values and goals as mentioned in the constitution of Bangladesh.

PLO2: Act as agents of modernization and social and cultural change. They will engage in culturally responsive teaching practices to help all students-regardless of language, cultural barriers, race, geographic location, special needs especially instructional conversation.

PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child, crucial issues in education.

PLO4: Become competent and committed professionals willing to perform the identified tasks.ICT for higher education. Guide to competency based education and educational research.

PLO5: Teacher Trainees will deliver meaningful learning experiences for all students by integrating their knowledge of concept, pedagogy, the learner & the learning environment, engaging in the reflective instructional cycle of planning, instructing, assessing & adjusting based on data, and applying a variety of communication, instructional & assessment strategies in their teaching. Use competencies and skills needed for becoming an effective teacher, counselors, administrators, heads/principals etc.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, important updated facts, principles and concept in lifelong learning.

PLO7: Inculcate rational thinking and scientific temper among the students. They will demonstrate their commitment to continuous self improvement by engaging professional learning, collaborative practice with colleagues, reflection on practice & investigation of idea to improve teaching & learning that contribute to the renewal of the teaching profession.

PLO8: Develop life skill based education, critical and creative awareness about the social realities among the students.

PLO9: Use managerial and organizational skills by advocating educational practice and evidence based pedagogy.

PLO10: Equip them to enhance quality learning, working for the benefits of the whole professional collaboration and interactions with students, colleagues and the community.

Mapping of Course Learning Outcomes (CLOs) with the PLOs

Course Learning Outcomes (CLOs) (03-05)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO 1							✓			
CLO 2	✓	✓					✓	✓	✓	
CLO 3	✓		✓	✓	✓			✓		✓
CLO 4	✓	✓		✓	✓	✓	✓		✓	
CLO 5	✓		✓	✓		✓		✓		✓

Mapping of Course Learning Outcomes (CLOs) with the Teaching Learning Strategy and Assessment Strategy

CLO	CLOs	Teaching Learning Strategy	Assessment Strategy
CLO 1	Definition of Special Education , Educational definition of exceptional learners, Relationship between general and special education.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Define Inclusive education in the context of Bangladesh ,concept and approaches ,Special Care as they need.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize how to Curriculum and syllabus simplification, modification and adaption.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the Special and integrated education.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out problems of Disability Acts and Policies in Bangladesh.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation

			Final
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Course Code: 0114-4301-44,
Course Title: Micro-Teaching and Simulation
Credit : 2 credit hours

Rationale:

It is worth briefly mentioning that the rationality of this course is to provide scope to the students to practice the pedagogies in arranged situations. This is a preparatory course for Internship. In this course students in small

group will be involved mainly in two kinds of activities: Micro Teaching and Simulation. Under Micro Teaching each student of a group will practice skill/component of a lesson (examples- techniques of questioning; use of teaching aids) separately in his/her group for a short period (say 5 to 7 minutes) under the close supervision of the teacher. Under Simulation the student will present the whole lesson following an approved lesson plan before the group. In both cases observations and reactions of the supervisor and the peers will facility the presenter to improve his/her skills. There will be two supervisors for each group each dealing with a specific subject. So the learners who are already in the teaching profession or may have a plan to emerge into this noble profession. The course has emphasized to familiarize students with the practical aspects of the learning environment, enable students to plan, present and evaluate major skills/components of a lesson effectively, assist the students to develop lesson plans and simulate the lesson before the peers, and help the students to develop and use the appropriate teaching aids effectively.

4. Content:

Unit 1: Micro Teaching

Each student will participate in at least 10 Micro Teaching sessions in each of the two subjects and demonstrate at least 5 (five) skills/components in each subject with micro lesson plans. S/he will also participate in discussion on others' demonstrations. Micro-Teaching activities will start with projection of video on Micro Teaching. Following are the major skills/components to be practiced and demonstrated in Micro Teaching sessions:

- (i) Classroom Management
 - control over the whole class
 - drawing and retaining pupils attention
 - teacher-student rapport

- (ii) Classroom Questioning
 - use of appropriate technique
 - framing of questions
 - fact-based/recall questions
 - reflective/thought provoking questions

- (iii) Use of teaching materials
 - use of appropriate materials
 - use of appropriate techniques
- (iv) Use of Board (Chalk Board/Marker Board)
 - setting of the board
 - techniques of writing on the board
 - visibility of writing
 - legibility of writing
- (v) Use of audio-visual equipment
 - setting/placement
 - operating technique
 - techniques of use
- (vi) Communication with pupils
 - simply and effectively
 - clarity of expression
 - understanding pupils' linguistic needs
 - two-way communication
- (vii) Some specific teaching skills
 - stimulation
 - elicitation of pupils' interest and enthusiasm
 - relating to real-life experience
 - proving scope of pupils' participation
 - Adaptability to pupils' needs

Unit 2: Simulation

Each student will participate in 10 class sessions in each of the two subjects for simulation teaching. He/she will present 3 (three) full lessons in each of the two subjects using appropriate methods based on specific content and ability of the pupils and participate in discussion on others lessons. For each subject each student will develop at least 5 (five) lesson plans and get those approved by the respective subject supervisors.

SEMINAR / WORKSHOP

Elective: Any 6 courses (0 credit hours)

Seminar is conference of specialists, is an advanced socialized technique

6. A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization.
7. A conference or other meeting for discussing or training.
8. A class at university in which a topic is discussed by a teacher and a small group of students.

9. A seminar is an extended discussion led by an expert on an educational topic, that usually takes place over two or three days. Participants typically read research or literature in preparation, and each day's session involves teaching methods such as reading discussion, presentations and group activities.
10. Seminar format : The seminar method is the most modern and advanced method of teaching. Traditionally, a seminar / term paper will consist of four major sections : (1) Introduction; (2) Background; (3) Analysis; and (4) conclusion. Before getting started on your presentation, you want to learn as much as possible about the subject you're going to speak about. Become as much an expert as is reasonable to expect.

How to host a successful Educational seminar. There are countless ways to plan a successful seminar.

1. Choose a seminar topic
2. Select the time & Date
3. Identify an ideal location & venue.
4. Coordinate your marketing strategy.
5. Generate and Manage the Registration Landing page.
6. Handle Registration & Send Confirmation & Reminder Emails.
7. Deliver a well researched and Passionate Presentation after going through the topic in any standard text book on the subject draw an overall outline so as to include all three aspects of a topic. Give a prior and proper introduction of the topic.
8. Embrace follow-up communication & nurturing.

The seminar necessarily will have a chairman normally a teacher and an observers, along with these two a few students may be appointed by the chairman a part from the persons presenting the seminars and the student participants.

Self Evaluation

11. Do I provide more matter than in the text book.
12. Am I capable to clearing the doubts of the participants.
13. Am I clear in my explanation ?
14. Do I encourage the participants to ask questions and involve themselves in discussions ?
15. Do I make proper use of audio visual aids ?
16. Do I cite the examples of current & local data ?
17. Do I make seminar interesting and hold attention of all the participants ?
18. Do encourage extra reading.
19. Do I have prepared summary & bibliography ?
20. Do I follow the time schedule ?

Workshop

The definition of a workshop is a room or building where work is performed, or a seminar or group of meetings and discussions in particular field.

Workshop is a teaching structure that pushes students to be creative and responsible in their own learning.

“Workshop is defined as an assembled group of people group of 10 to 25 person who share a common interest or problem. They meet together to improve their skill of a subject through intensive study, research, practice & discussion.”

Purposes :

- Workshop method increases the learner's motivation as it allows the learners to prepare and select objectives.
- Offering an opportunity to the participant to play an active role makes teaching more effective.
- Objective of a workshop to achieve a higher cognitive objective and develop psychomotor skills.

Report writing :

End of the seminar

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Workshop Ground Rules

30. Share all relevant information
31. Everyone's input is equally valued.
32. Everyone must be on time throughout the workshop.
33. Be timely : start and end the session on time take brief breaks.
34. only one conversation will go on at once (unless subgroups are working on a topic).
35. Respect each speaker (Listen & ask clarifying questions)
36. keep jargon to a minimum.
37. Cut to the chase
38. The group is responsible for the deliverables.
39. Signal when we are going off track.
40. Spend time on other issues only if the deliverables are completed & everyone agrees there in value is addressing the issue.
41. Every issue identified in the workshop will have follow-up.
42. Discussions & Criticisms will focus an interests, not people.
43. Encourage other team members.
44. Respect differences.
45. Be supportive rather than judgment.
46. Share your experiences.
47. No phone calls are allowed during the session.
48. Critique or evaluate the session when asked.
49. Keep phone and pagers an silent or vibrate mode during the session.
50. Be open to new concepts and ideas.
51. Job tiles are left at the door.
52. Stick to the agenda, but do not be fanatical about it.
53. Have fun.
54. Communicate.
55. Say 'thank you'.
56. Ask for clarifications when you need it (ask questions only for the purpose)
57. Call one another by their first names, not 'he' or 'she'.
58. Listen more, talk less.

Workshop that make Teaching more effective & exciting.

- 11) Multiple Intelligences.
- 12) Learning styles.
- 13) Thinking skill
- 14) Active learning : Methodologies to make teaching more interactive, involving & more meaningful.
- 15) Cooperative learning
- 16) Organizing learning
- 17) If they're laughing they're learning
- 18) Using theater for effective learning
- 19) Using music for learning
- 20) Understanding Activity design.
 - ABSTRACT :
 - Categories & subject Description :
 - General Terms / Specific Teaching Point. Experimentation, Human Factors, Theory.
 - Key words : Comp Science in Secondary edn, pedagogy, Students' perception and Beliefs, Phenomena.

1. Introduction :

What is the difference between workshop seminar

The main difference between workshop seminar is their unique characteristics : workshops are more practical in nature seminars are more academic in nature workshops offer more practical activities than seminars. Workshop can be one day or may continue for several days while seminars are conducted in one day they can be recurrent.

Presentation Activities for seminar.

- Seminar objectives
- Lectures & keynote
- Speaker support Material
- Breakout sessions
- Roundtables & Question & Answer sessions.
- Videos & Slide shows,
- To engage audiences / students & achieve their objectives.

Course Code: 0111-1100,

Course Title: 21st century knowledge & skills.

Credit: 0 Credit hours

Rationale:

21st century of skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reforms, college professors, employers, and other to be critically important to success in today's world. The course has emphasized on what is 21th century knowledge? What are the skills of 21th century learners? How do you develop 21th century skills? Why 21 th century skills are important for teacher?

Lecture & Keynotes:

- Importance of 21st century knowledge & skills.
- 21st century teacher
- 21st century skills for every student needs.
- 21st century life & career skills
- 21st century skills applied educational system

Support Materials :

Video, Audio & PPT / Slide share

1. 21st century skills wikipedia
2. View related images, charts.

Question & Answer (Activity)

1. How do we teach 21th century skills in classroom ?
2. What activities can help learners enhance 21 th century skills ?
3. How do you integrate 21th century education in the curriculum ?
4. How do you prepare students for the 21th century?

Reference & Materials:

1. National Geographi
The knowledge Book : Everything you need to know to get by in the 21th century.

Report writing :

1. End of the seminar for DoET
2. Participants' experience and evaluation of the seminar.
3. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course code: 0111-1200

Course Title: Safety Education

Credit: 0 Credit hours

Rationale:

Safety training & education creates consciousness & develops alertness to safety. It is the teaching of specific knowledge, skills & understanding, that student need in order to stay safe in a given situation. Safety education can enable children and young people, and their parents / careers, to put effective safety measures into practice. For example, young cyclists can be taught how to plan safer routes to avoid difficult junctions where most accidents happen, Fitting smoke alarms and rehearsing escape routes can save lives in fires. It can help them make decisions about, and undertake, a wide range of activities sport, adventurous activities, travel, work experience-confidently and competently. The course has emphasized on Impact of safety education on change in knowledge behavior, risks, skills &

examples of good practice of evaluation of safety education provision. Examples of good practice of safety education provision. Impact of safety education. To provide necessary norms and behavior which relate to safety. The skills of hazard awareness and recognition, and risk assessment and management.

Lecture & Keynote :

Safety education is the acquisition of knowledge and skills for dealing with emergencies, resulting from accidents, and also preventing accidents; through early removal of hazards.

Definition of safety

Safety means “freedom from hazards” It is a state of being free from danger, threat injury or harm. Freedom from hazards can only be achieved if these hazards are identified and removed.

Definition of safety education

Safety education should enable pupils to keep themselves safe and to contribute to keeping others safe. It helps them be aware of possible hazards in different areas of their lives, and be able to take appropriate decisions and actions.

Causes of accidents :

Home / Domestic Accidents

The causes of domestic accidents include the following

1. Poor environment
2. Haste (Hurrying)
3. Tiredness
4. Slippery floor
5. Defective house hold utensils
6. Poor home design
7. Carelessness
8. Poor lightening
9. Congestion / Poor property arrangement

School Accidents :

1. Lack of Knowledge
2. Ignorance
3. Poor ventilation
4. Improper use of equipment and machines
5. Faculty equipment & machines
6. Dilapidated building / damaged facilities
7. Slippery play ground.
8. Fatigue
9. Dis obedience of safety rules
10. Emotional upset

11. Unsafe environment.

Importance of safety education :

It helps to learn to adopt hygiene life style. It helps to keep safe from different danger and risk. It protects people from untimely death. It's aims at preventing from accidents. It is the means and process of taking precautions to avoid accident.

Contexts & issues for safety education: play, sport & leisure, construction, sites, water, roads, rail, fire, electricity, gas, agricultural settings, school, community safety, home, personal safety, socio-political issues.

Speaker support material :

Audio, Video, PPT Slide share

Providing training, resources and technical assistance to establish a school / community environment which is physically & emotionally safe, well disciplined, and conducive to learning.

Child abuse prevention training & resources

Crisis preparedness.

School environment

violence prevention

1. Safety rule
2. Safety tips / safety awareness
3. First aid box
4. Videos
5. Types of safety education pictures. / safety symbols
6. Safety education slide share.
7. community helper safety star rules classroom posters.

Question & Answers : (Activities)

1. What is the purpose of safety education ?
2. How do you create a safety quiz ?
3. Work together in your group to answer these questions. Guessing is ok. You won't be graded on your answer. Pick one person in your group to report your answer to the class later.
4. Find the Hazards : Physical violence, Sexual violence, Emotional violence, Domestic violence, Gang, Harassment, cyber bullying, classroom hazard hunt,

Reference & Material :

1. Fundamentals of safety education. by Strasser, Marland Keith
2. Safety education impact and good practice : A review by Caroline Mulvany and Others
3. 301 Tips for safety and Wellness, A simple Guidebook
4. In Bengali : Safety Record Book, ‡mdwU †iKW© eyK

Report writing :

End of the seminar for DoET

Participants' experience and evaluation of the seminar.

Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-1300,

Course Title: Critical Thinking (Seminar)

Credit: 0 Credit hours

Rationale

This course prepares trainees with the skills and knowledge of the meaning of Critical

- Inclined to find fault or criticize,
- Pertaining to a crisis or turning point,
- Externally important,
- Relating to criticism or careful analysis such as literary or film criticism.

Critical Thinking Skills-

- Observation,
- Analysis
- Inference,
- Communication,
- Problem solving,

So, critical thinking skills are the mental process involved in processing information. There are four types of thinking skills: convergent or analytical thinking, divergent thinking, critical thinking and creative thinking. The course has emphasized on why is critical thinking important? How to be a critical thinker? How to improve critical thinking skills? What are critical thinking skills and why you need them?

Lecture & keynote :

Critical thinking is 'thinking about thinking identifying, analyzing, and then fixing flaws in the way we think.

Steps of critical thinking

1. Identify the problem or question / pinpoint the issue\
23. Gather data, opinions, and arguments / collect information.
24. Analyze and evaluate the data / examine & scrutinize
25. Identify assumptions / Decide what's relevant
26. Establish significance / self evaluate
27. Make a decision / reach a conclusion
28. Present & communicate / Explain your conclusions.

Higher order thinking skills like critical thinking enable you to learn actively, rather than passively absorbing information as it's presented to you. To become a better critical thinker, familiarize yourself with these key concepts-open mindedness, analysis, interpretation, problem solving, decision making, effective communication, self-improvement. critical thinkers are usually curious & reflective people, clearer thinker and problem solver.

Support material:

Resources for critical Thinking

- Glossary of critical thinking terms.
- Critical thinking self assessment.
- Bloom's question stems.
- Bloom's Taxonomy verbs.
- www.facinghistory.org
- Youtube

Question & Answer : (Activities)

1. Describe a situation where you challenged the way you and your colleagues did their jobs ?
2. Describe a situation where you saw a problem and took steps to fix it.
3. Do you have any questions about critical thinking skills ? May be you'd like to share some tips on how to think more critically everyday. Let me the know in t he comments.
4. Critical thinking activities
 - Using Theatre to explore important ideas.
 - Conversation.
 - www.facinghistory.org (here are some amazing critical thinking activities that you can do with your student)
5. Critical thinking Barriers and how to overcome them

Reference & Materials :

1. Critical Thinking skills (Article) by Michael Tomaszewski
2. Guide to critical thinking : Learn to use critical thinking skills. Written by the Master Class Staff. Robin Roberts,. Chris voss, Bob Iger and More. May 25, 2021
3. Visit the Quia Critical thinking QUIZ.
4. Video, from Lawrence Bland, presents the major concepts and benefits of critical thinking. youtube

Report writing :

End of the seminar for DoET

1. Participants' experience and evaluation of the seminar.
2. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-2100,

Course Title: Child & Adult Learning

Credit: 0 Credit hours

Rationale:

Learning is the transformative process of taking in information that when internalized and mixed with what we have experienced changes what we know and builds on what we do. “Learning is the relatively permanent change in a person’s knowledge or behavior to experience.

The term learning covers every modification in behavior to meet environmental requirements. Learning is the acquisition of habits, knowledge and attitude.

The four core learning styles include visual, auditory, reading & writing & kinesthetic. Learning is essential to our existence.

How children & Adults learn

Children (Pedagogy)	Adults (Andragogy)
1. Rely on others to decide what is important to be learned	1. Decide for themselves what is important to be learned
2. Accept the information being presented at face value.	2. Need to validate the information based on experiences.
3. Expect what they are learning to be useful in the future.	3. Expect what they are learning to be immediately useful.
4. Little ability to serve as knowledgeable resource.	4. Significant ability to serve as a knowledgeable resource.
5. Encourages convergent thinking.	5. Encouragement divergent thinking.
6. Rote learning	6. Active learning
7. Subject centered.	7. Task or problem centered.
8. Motivated by external.	8. Motivated by internal.
9. Rewards / Punishment.	9. Intensive/curiosity.

1. What are the need and importance of child & adults education?
2. What is difference between child learning and adult learning?
3. What role do adults play in children’s learning?
4. Do children or adults learn better?

Lecture and Keynote :

Adults are self directed learners, whereas younger students are adult dependent learners. The traditional learning model naturally requires that children depend upon adults for the next lesson, the next assignment, and the next subject matter adults challenge new information, but younger students implicitly accept it.

Kids learn faster than adults because the prefrontal cortex of the brain, where working memory is stored, is more developed more in adults than children. Due to the development of the prefrontal cortex, adults experience functional fixedness and that makes adults see everything exactly as it is.

pedagogy is a child focused teaching approach, whereas andragogy an adult focused teaching approach; pedagogy = paidi (Child)+ago (Guide) Andragogy = andras (man)+ ago (Guide).

Teacher is the first person from whom child learns his social skills in skills, make him comfortable and guide him the early concepts & developmental skills of life. open minded, well balanced & a planned teacher has a great power to bring a positive change in child's development. The role of the instructor is engage in a process of inquiry, analysis, and decision making with adult learners, rather than to transmit knowledge.

Support material :

Audio, Video, PPT, Slide share.

- Multimedia Components
- Use videos.
- Related images, charts

Question & Answer (Activity)

1. What is the difference between pedagogy & andragogy learners ?
2. Implication of morphology in pedagogy & andragogy.
3. Encouraging participants to express themselves in different ways.
4. IQ Questions for participants.
5. Best tips for participants development increasing their self confidence.

Reference & Materials :

1. The Adult Learner Malcolm S. Knowles Elwood F. Holton iii, & More.
2. Secrets to parenting your adult child. Nancy Willams.
3. Pedagogy of the oppressed. by Paulo Freire.
4. The modern practice of adult education by Malcom knowles.
5. Learning together : Children and adults in a school community by Barbara Rogoff.

Report writing :

End of the seminar for DoET

Participants' experience and evaluation of the seminar.

Recourse person / facilitator's Report on participants' performance, conclusion and recommendation.

Course Code: 0111-2200,

Course Title: Inclusive Education Implementation

Credit: 0 Credit hours

Rationale:

Inclusive education is an approach and not a program but a dynamic process that supports & welcomes diversity amongst all learners' effective schools where every child has a place to study & teachers become facilitators of learning rather than providers of information. The course has emphasized on what is inclusive education and it's important? Why is inclusive education teaching important & implemented? How do you implement inclusive learning?

Lecture & Keynotes :

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish & remove barriers and obstacles that many lead to exclusion. Successful inclusive education happens primarily through accepting understanding and attending to student differences & diversity. Which can include physical, cognitive, academic, social & emotional.

Support Materials :

Video, Audio & PPT / Slide share

1. List of principles of inclusive education
2. List of Barriers in inclusive education.
3. Videos of inclusive education

Question & Answer (Activity)

1. Practice of developing inclusive schools involves
2. Problem faced by students.
3. Design of classroom for inclusive education.

Reference & Materials :

Inclusive Education : What it means, proven Strategies, and case study. by Lilla Dale McMains, PhD.

Report writing :

1. End of the seminar for DoET
2. Participants' experience and evaluation of the seminar.
3. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-2300,

Course Code & Title: Multiple, Emotional and spiritual intelligence

Credit: 0 Credit hours

Rationale:

Emotional intelligence involves understanding one's emotions & addressing them in a healthy way that honors all concerned. Spiritual intelligence lifts this awareness to a higher level, to a place where we can connect with our divine nature & the truth that unites us all. The course has emphasized on what is emotional & spiritual intelligence? Why these are essential to mature leadership? How do you develop spiritual intelligence?

Lecture & Keynotes :

- Brief discussion emotional spiritual intelligence.
- Spiritual enrichment motivation
- Strong pillars of spiritual leadership
- Connecting the spiritual & emotional intelligence

Support Materials :

Video, Audio & PPT / Slide share

1. Hierarchies in terms of human intelligence.
2. Images with Quotes.
3. Real life example.

Question & Answer (Activity)

1. What are the activities & exercises of emotional & spiritual intelligence ?
2. How do you develop/improve emotional & spiritual intelligence ? / Practice way to have awakening ?
3. What is difference between religion & spirituality ?
4. Spiritual wellness positive & negative activity ?

Reference & Materials :

1. Bar on, Emotional intelligence & self actualization. 2001, New York : Routledge.
2. Conscious pursuits spiritual intelligence, 2005, conscious pursuits, Inc.

Report writing :

1. End of the seminar for DoET
2. Participants' experience and evaluation of the seminar.
3. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-3100,

Course Code & Title: Improvement in Education.

Credit: 0 Credit hours

Rationale:

In education, continuous improvement can refer to a school, district, or other organization's ongoing commitment to quality improvement efforts that are evidence based, integrated into the daily work of individuals contextualized within a system, and iterative, Better standards, more accountability, parent involvement, autonomous structure, adapt to new technologies, curriculum revision, periodic assessment & education partnership etc. needed for improvement in education ? The course has emphasized on what is continuous improvement in education system? How to improve Education system? What are the best ways for teachers to continuously improve and improvement activities?

Lecture & Keynotes:

* Improving education is important because of it helps people become better citizens, get a better paid job, shows the difference between good & bad. Education shows us the

importance of hard work and, at the same time, helps us grow & develop. Thus, we are able to shape a better society to live in by knowing and respecting rights, laws and regulations.
*Improve the quality of education.

Support Materials :

Video, Audio & PPT / Slide share

1. Images with quotes
2. Talk show presentation
3. Importance of education wikipedia

Question & Answer (Activity)

1. The importance of education-why is education the key to success.
2. How education can change the world ?

Reference & Materials :

1. Continuous improvement in education series (2 books) Kindle Edition y Anthony S. Bryk.
2. Improving Quality in Education. Dynamic Approach to school improvement. by Bert P.M Creemers, Leonidas Kyriakides

Report writing :

1. End of the seminar for DoET
2. Participants' experience and evaluation of the seminar.
3. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Course Code: 0111-3200,

Course Code & Title: Teaching & managing diverse learners in the classroom

Credit: 0 Credit hours

Rationale:

Diverse learners include children & students of all abilities from racially, ethnically, culturally, and linguistically gender, special needs, disability & giftedness the course has emphasized on what are the key principles of assessment in a diverse classroom? How can you ensure learning diversity through assessment? What role of a teacher promotes diversity? What are the challenges of diversity in the classroom? How can teachers support diver's learners?

Lecture & Keynotes :

- Characteristics of diverse learners
- Effective Teaching Strategies that Accommodate diverse learners.
- Importance of Diversity & cultural Awareness in the classroom
- Diverse learners inclusive Education.

Support Materials :

Video, Audio & PPT / Slide share

1. Video, Audio, PPT, Shile share
2. Case study.
3. Policies & procedures chart / poster presentation.
4. Diverse learners wikipedia

Question & Answer (Activity)

1. Diversity of learners reflection
2. Self reflection on diversity.
3. How does diversity influence student learning
4. How do you handle diverse learners in the classroom?
5. View related images.

Reference & Materials :

1. Teaching Diverse learners: Principles, for Best practice, by Amy J. Mazur & Patricia.
2. All are welcome by Alexandra Penfold
3. Back to basics of teaching : Best practices for divers learners, by-Francine Wisnewski and Vicky Giouroukakis.

Report writing :

1. End of the seminar for DoET
2. Participants' experience and evaluation of the seminar.
3. Resource person / facilitator's Report on participants' performance, conclusion and recommendations.

Part D

Grading/Evaluation:

The evaluation is based on: (1) a final examination, (2) a mid-term test, (3) quizzes, and (4) assignments. The exact distribution of marks may vary from course to course.

1. Grading Scale: The following letter grading is used:

Numerical Grade	Letter Grade	Grade Point
80% and above	A+	4.0
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.5
65% to less than 70%	B+	3.25

60% to less than 65%	B	3.0
55% to less than 60%	B-	2.75
50% to less than 55%	C+	2.5
45% to less than 50%	C ^a	2.25
40% to less than 45%	D	2.0
Less than 40%	F ^b	0.0

A student must obtain at least a 'C' grade to pass any individual course. Students may not take a course if they have an 'F' grade in any of the course's prerequisites.

2. Grades: The MA degree result of the AUB is classified according to the British undergraduate degree classification system, when it is evaluated with class grade. GPA above or Equal to 3 is equal to 1st class in Master's degree in AUB.

3. Grade Point Average and Cumulative Grade Point Average: The grade point average (GPA) is a numerical value obtained by dividing the total number of grade points earned by the number of credits for the semester. AUB uses the Grade Point Average (GPA) system to summarize student scores. This result in a cumulative grade point average (CGPA), which is calculated based on credits and grades earned.

4. Course Withdrawal (W): Students can withdraw a course they plan to stop attending after the last date of add/drop period of the intended semester and before the mid-term of the course. The grade will be "W" and the payment will be non-refundable after the last date of add/drop period.

5. Incomplete (I) courses: An 'I' grade is given to a student who has fulfilled the majority of the course requirement but has been unable to complete. The requirement should be fulfilled by the student before the end of the following semester in consultation with the course-instructor, failing which the grade converts to 'F'. The student is not required to register for the course in the next semester.

6. Retake: A student who obtains a grade of 'D' or 'F' in a course must successfully retake the course, if it is a compulsory course, within the three semesters following the first attempt. A student who retakes a course for either reason will be required to pay the prescribed course fees.

7. Grade Improvement: A student who obtains grade 'C' or 'C+' in a course may seek to improve his/her grade only once in any of the three semesters following that in which the grade is obtained.

8. Course Dropout: When a student's CGPA falls below 1.70 or he/she fails to earn a GPA 2.25 or better during two subsequent probationary periods.