

Outcome Based Education (OBE)

Curriculum of Bachelor of Education (B.Ed)

Part –A

1. Title of the Academic Program: Bachelor of Education (B.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:

Promote the most innovative training skills in teachers. Generate proof through transfer to the classroom. Promote collaborative work and reflection among teacher. Demonstrate the professional development and advances attained. Training and advice on teacher development, performance assessment, and professional learning communities. To develop the trainees professionally sound,

efficient and competent as secondary level teachers, education leader, educationist and career oriented. 'Department of Education & Training as Center of Excellence'.

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: Bachelor of Education (B.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 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. Students graduating from Bachelor of Education (B.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 effectinely in both writen 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):

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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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

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

	MS1	MS2	MS3	MS4
PEO1	✓	✓	✓	✓
PEO2	✓	✓	✓	✓

PEO3	✓	✓	✓	✓
PEO4	✓	✓	✓	✓
PEO5	✓	✓	✓	✓

15. Mapping / Alignment PLOs vs.PEOs:

Mapping of Program Education Outcomes (PEOs) and Program Learning Outcomes (PLOs) of B.Ed program:

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO1	✓	✓	✓	✓	✓
PLO2	✓	✓	✓	✓	✓
PLO 3	✓	✓	✓	✓	✓
PLO 4	✓	✓	✓	✓	✓
PLO 5	✓	✓	✓	✓	✓
PLO 6	✓	✓	✓	✓	✓
PLO 7	✓	✓	✓	✓	✓
PLO 8	✓	✓	✓	✓	✓
PLO 9	✓	✓	✓	✓	✓
PLO 10	✓	✓	✓	✓	✓

16. Mapping Courses with the PLOs

Mapping of courses with Program Learning Outcomes (PLOS) of MSS in ISLM program

SL	Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PL O7	PLO 8	PLO 9	PLO 10
1	0111-1103	✓			✓		✓				✓
2	0111-1104	✓	✓	✓	✓	✓	✓		✓		✓
3	0114-1197		✓		✓	✓	✓	✓	✓	✓	✓
4	0114-1198		✓		✓	✓	✓	✓	✓	✓	✓
5	0114-1199		✓		✓	✓	✓	✓	✓	✓	✓
6	0111-2301		✓	✓	✓	✓	✓		✓		
7	0111-2302	✓	✓	✓				✓	✓		
8	0111-3101				✓	✓		✓	✓	✓	
9	0111-3102				✓	✓		✓	✓	✓	
10	0114-4501				✓	✓	✓	✓	✓	✓	
11	0114-4502				✓	✓	✓	✓	✓	✓	
12	0114-4503				✓	✓	✓	✓	✓	✓	

13	0114-4504				✓	✓	✓	✓	✓	✓	
14	0114-4505		✓	✓	✓	✓		✓	✓	✓	
15	0111-4506	✓	✓	✓	✓	✓	✓	✓	✓		✓
16	0111-4201				✓	✓	✓	✓	✓	✓	✓
17	0114-4202				✓	✓	✓	✓	✓	✓	✓
18	0114-4204				✓	✓	✓	✓	✓	✓	✓
19	0114-4205				✓	✓	✓	✓	✓	✓	✓
20	0114-4225				✓	✓	✓	✓	✓	✓	✓
21	0114-4231				✓	✓	✓	✓	✓	✓	✓
22	0113-4244				✓	✓	✓	✓	✓	✓	✓
23	0112-4256				✓	✓	✓	✓	✓	✓	✓
24	0114-4301				✓	✓	✓	✓	✓	✓	✓
25	0114-4302				✓	✓	✓	✓	✓	✓	✓
26	0114-4304				✓	✓	✓	✓	✓	✓	✓
27	0114-4305				✓	✓	✓	✓	✓	✓	✓
28	0114-4325				✓	✓	✓	✓	✓	✓	✓
29	0114-4331				✓	✓	✓	✓	✓	✓	✓
30	0113-4344				✓	✓	✓	✓	✓	✓	✓
31	0112-4356				✓	✓	✓	✓	✓	✓	✓
32	0114-4401				✓	✓	✓	✓	✓	✓	✓
33	0114-4402				✓	✓	✓	✓	✓	✓	✓
34	0114-4404				✓	✓	✓	✓	✓	✓	✓
35	0114-4405				✓	✓	✓	✓	✓	✓	✓
36	0114-4425				✓	✓	✓	✓	✓	✓	✓
37	0114-4431				✓	✓	✓	✓	✓	✓	✓
38	0113-4444				✓	✓	✓	✓	✓	✓	✓
39	0112-4456				✓	✓	✓	✓	✓	✓	✓
40	0111-1100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
41	0111-1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
42	0111-1300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
43	0111-2100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
44	0111-2200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
45	0111-2300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
46	0111-3100	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
47	0111-3200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
48	0111-3300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
49	0111-4200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
50	0111-4300	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
51	0111-4643	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
52	0111-4644	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
53	0111-4599	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part - B

17. Structure of the Curriculum:

a. Duration of program

Duration of Bachelor of Education (B.Ed) program is 1 year / 2 semesters. Department of Education and Training, AUB offers 2 Semesters per year.

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

b. Admission requirements.

The entry requirement for B.Ed program is at least a bachelor degree from any discipline or Fazil or equivalent degree.

c. Total minimum credit requirement

A student of the B.Ed. program has to complete 60 credit hours over duration of at least one year.

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:**CORE COURSES**

Course	Compulsory: 16 courses (32 credit hours)	Credits
0111-1103	Principles of Education	4
0111-1104	Education Systems in Bangladesh	4
0114-1197	Co-Curricular Project: Games and Sports	0
0114-1198	Co-Curricular Project: Cultural Competition	0
0114-1199	Co-Curricular Project: Community Service	0
0111-2301	Educational Psychology: Teaching and Learning	4
0111-2302	Education for Human Resource Development	4
0111-3101	Methods of Teaching and Classroom Management I	4
0111-3102	Evaluation and Measurement in Education I	4
0114-4501	Class Observation: Teaching Subject I	1.5
0114-4502	Class Observation: Teaching Subject II	1.5
0114-4503	Reflective Practice: Teaching Subject I	0.25
0114-4504	Reflective Practice: Teaching Subject II	0.25
0114-4505	Report on School Visit, Class Observation and Co-curricular Activities	0.5
0111-4506	Action Research on Teaching	4
0111-4599	Viva-Voce	0
	ANDRAGOGY (TEACHING STUDIES)	
	Elective: any 2 courses (8 credit hours)	
0114-4201	Teaching Language: Bangla	

0114-4202	Teaching Language: English	
0114-4204	Teaching Mathematics	
0114-4205	Teaching General Science	
0114-4225	Teaching Bangladesh and Global Studies	
0114-4231	Teaching Social Science	
0113-4244	Teaching Children with Special Needs	
0112-4256	Teaching Early Childhood and Pre-Primary	
	MICRO-TEACHING AND SIMULATION	
Course	Elective: any 2 courses (4 credit hours)	Prerequisite
0114-4301	Micro-Teaching and Simulation: Bangla	EDU 4201
0114-4302	Micro-Teaching and Simulation: English	EDU 4202
0114-4304	Micro-Teaching and Simulation: Mathematics	EDU 4204
0114-4305	Micro-Teaching and Simulation: General Science	EDU 4205
0114-4325	Micro-Teaching and Simulation: Bangladesh and Global Studies	EDU 4225
0114-4331	Micro-Teaching and Simulation: Social Science	EDU 4231
0113-4344	Micro-Teaching and Simulation: Children with Special Needs	EDU 4244
0112-4356	Micro-Teaching and Simulation: Early Childhood and Pre-Primary	EDU 4256
	TEACHING PRACTICE	
	Elective: any 2 courses (16 credit hours)	
Course		Prerequisite
0114-4401	Teaching Practice at School: Bangla	EDU 4201
0114-4402	Teaching Practice at School: English	EDU 4202
0114-4404	Teaching Practice at School: Mathematics	EDU 4204
0114-4405	Teaching Practice at School: General Science	EDU 4205
0114-4425	Teaching Practice at School: Bangladesh and Global Studies	EDU 4225
0114-4431	Teaching Practice at School: Social Science	EDU 4231
0113-4444	Teaching Practice at School: Children with Special Needs	EDU 4244
0112-4456	Teaching Practice at School: Early Childhood and Pre-Primary	EDU 4256
	SEMINAR/WORKSHOP	
	Elective: any 6 courses (0 credit hours)	

0111-1100	21st Century Knowledge and Skills	
0111-1200	Safety Education	
0111-1300	Critical Thinking	
0111-2100	Child and Adult Learning	
0111-2200	Inclusive Education Implementation	
0111-2300	Multiple, Emotional and Spiritual Intelligence	
0111-3100	Improvements in Education	
0111-3200	Teaching and managing diverse learners in the classroom	
0111-3300	Counseling Skills	
0111-4200	Classroom Management and Motivation	
0111-4300	Revised Bloom's Taxonomy, Creative Questioning, Lesson Planning and Teaching	
OPTIONAL COURSES		
Course		Credits
0111-4643	Evaluating the Intellectually Disabled	4
0111-4644	Evaluating Children with Special Needs	4

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

The course distribution is as below:

1. Professional Core Courses (6 courses, 4 credit hours each): 24 credit hours
2. Teaching Studies (2 courses, 4 credit hours each): 8 credit hours
3. Micro-teaching and Simulation (2 courses, 2 credit hours each): 4 credit hours
4. Internship: Teaching Practice (2 courses, 8 credit hours each): 16 credit hours
5. Internship: Class Observation (2 courses, 1.5 credit hours each): 3 credit hours
6. Internship: Re active Practice (2 courses, 0.25 credit hours each): 0.5 credit hours
7. Report Writing (1 course, 0.5 credit hours): 0.5 credit hours
8. Action Research (1 course, 4 credit hours): 4 credit hours
9. Seminar, Workshop, Co-curricular Project (10 courses, 0 credit hours): 0 credit hours
10. Optional Courses (no courses required): 0 credit hours - students may take these additional subjects for further learning and credit but they do not count towards the graduation requirements

A student must obtain at least a 'C' grade to pass any individual course.

Sl.	1 st Year: 1 st Semester	
1	0111-1103	Principles of Education
2	0111-1104	Education Systems in Bangladesh
3	0114-1197	Co-Curricular Project: Games and Sports
4	0111-2301	Educational Psychology: Teaching and Learning

5	0111-2302	Education for Human Resource Development
6	0111-3101	Methods of Teaching and Classroom Management I
7	0111-3102	Evaluation and Measurement in Education I
8	0114-4201 0114-4202	Teaching Language: Bangla Teaching Language: English
9	0114-4204 0114-4231	Teaching Mathematics Teaching Social Science
10	0111-1100	21st Century Knowledge and Skills
11	0111-1200	Safety Education
12	0111-2200	Inclusive Education Implementation
1st Year: 2nd Semester		
13	0114-1198	Co-Curricular Project: Cultural Competition
14	0114-1199	Co-Curricular Project: Community Service
15	0111-2300	Multiple, Emotional and Spiritual Intelligence
16	0111-3100	Improvements in Education
17	0111-4300	Revised Bloom's Taxonomy, Creative Questioning, Lesson Planning and Teaching
18	0114-4301 0114-4302	Micro-Teaching and Simulation: Bangla Micro-Teaching and Simulation: English
19	0114-4304 0114-4331	Micro-Teaching and Simulation: Mathematics Micro-Teaching and Simulation: Social Science
20	0114-4401 0114-4402	Teaching Practice at School: Bangla Teaching Practice at School: English
21	0114-4404 0114-4431	Teaching Practice at School: Mathematic Teaching Practice at School: Social Science
22	0114-4501	Class Observation: Teaching Subject I
23	0114-4502	Class Observation: Teaching Subject II
24	0114-4503	Reflective Practice: Teaching Subject I
25	0114-4504	Reflective Practice: Teaching Subject II
26	0114-4505	Report on School Visit, Class Observation and Co- curricular Activities
27	0111-4506	Action Research on Teaching
28	0111-4599	Viva-Voce

Part C

Description of all Courses of Bachelor of Education (B.Ed) program is mentioned below

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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 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 0111-1104,
Course Title: Education System in Bangladesh

Credit : 4 credit hours

Rationale

This course outline the educational significance of the work involved and explain how the teacher plans the work to be carried out. The main rationale of this course is to provide History of Education and explain the importance of education, the knowledge about the primitive education

system. Acquire clear conception knowledge about the education system of Muslim and British India, the knowledge about the education system of Pakistan Period. Introduce the students with the Education Policies of Bangladesh. Develop a clear conception about the contribution of the Education Philosophers in the field of education.

Course Content:

1. Introduction to History of Education.
2. Primitive Education Ancient Education System.
3. Islam and Education, Education in Muslim India.
4. Some Educational Philosophers and their contribution in education.
5. Constitutional Base of Education Conceptual Development of Education.
6. Education during British period.
7. Education during Bangladesh Period.
8. Contemporary Educational Conferences.

References:

১. শিক্ষার ইতিহাসঃ জোয়া বিকাশ চৌধুরী
২. শিক্ষার ইতিহাসঃ মোহাম্মদ মোমিন উল্লাহ
৩. সংক্ষিপ্ত শিক্ষার ইতিহাসঃ এ.কে.এম মোজাম্মেল হক
৪. শিক্ষার ইতিহাসঃ আহসানিয়া মিশন
৫. জাতীয় শিক্ষা নীতি, ২০১০

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	To analyze the Importance of education according to the quran and hadith.
CLO 3	Define the Conceptual Development of Education.
CLO 4	To analyze the education philosophy, Contribution of educational philosopher.
CLO 5	To point out the administrative problem of Bangladesh in Secondary level, conceptualize the importance of world educational conference.

Program learning outcomes (PLOs) of Bachelor of Education:

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

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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	To analyze the Importance of education according to the quran and hadith.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Define the Conceptual Development of Education.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO	To analyze the education		Assignment

4	philosophy, Contribution of educational philosopher.	Interviewing / Discussion / Question Answer / Observation	Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out the administrative problem of Bangladesh in Secondary level, conceptualize the importance of world educational conference.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0114-1197,

Course Title: Co-Curricular Project: Games & Sports

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 0114-1198,

Course Title: Co-Curricular Project: Cultural Competition

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 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. 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 0114-1199,

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, Repots, 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 competitions 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 0111-2301,

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, Brunner'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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks. Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 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,	Expert Jigsaw or Jigsaw reading / Group Discussion /	Assignment Quiz

	Influence of anxiety on learning, attention for education, Development, guidelines for teaching exceptional children in regular classroom.	Debates Visualization / Group Presentation	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 0111-2302,

Course Title: Education for Human Resource Development

Credit : 4 credit hours

Rationale

This course is designed to allow the students know and understand what development is all about and the role of education in development especially in human resource development. The process of planning and general development processes and programs of the education sector of Bangladesh will be highlighted. This course prepares trainee teachers with the skills and knowledge of the relation between education and development. So the fundamental reason for this course is that to provide them in depth understanding of the role of education in development. Especially in human resource development, acquaint them the characteristics of developed, underdeveloped and developing countries and the hindrance & causes of under development. Assist them to have the comprehensive ideas of various educational programs related to human resource development in Bangladesh and applying their knowledge and skills in developing proposal in any aspects of education.

Course Content:

1. Introduction to Education- Development.
2. Evolution of Development, Theories of Development.
3. Role of Education in Socio-economic development.
4. Human resource and development.
5. The emerging concepts of national development, Barriers of development in developing country.
6. Population Education, Population problem in Bangladesh.
7. Co-curricular activities Work Oriented Education.

8. Current development initiatives in education sector.

References:

1. Andre. G. Frank. *The Sociology of Under Development*.
2. D. Adam. *Education and National Development*. 1971
3. F. Herbison Myers, *Education, Manpower and Economic Growth*, 1968
4. Govt. of Bangladesh, Planning Commissions, *Five Year Plans & Annual Development Plan*
5. S.T.Sodhi, *Education and Human Resource Development*, Allied Publishers, Bombay, 1973
6. আবু মাহমুদ, *উন্নয়ন উচ্ছাস ও তৃতীয় বিশ্ব*, মুক্তধারা, ঢাকা, ১৯৮৪
7. আবু হামিদ লতিফ, *শিক্ষা পরিকল্পনা উন্নয়ন*, ঢাকা-২০০৩
8. দেলোয়ার হোসেন শেখ, *শিক্ষা উন্নয়ন; উন্নয়নশীল দেশের প্রতিশ্রুতি*, শাকিল প্রকাশনী, ঢাকা, ১৯৯৮
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 definition of development, it's nature and scope.
CLO 2	Explain the relation between education and development.
CLO 3	To conceptualize what is Human Resource Development and what are the ways of HRD in developing country.
CLO 4	To analyze the barriers of development in developing country.
CLO 5	To point out different developmental process and programs in Bangladesh.

Program learning outcomes (PLOs) of Bachelor of Education:

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

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 definition of development, it's nature and scope.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Explain the relation between education and development.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize what is Human Recourse Development and what are the ways of HRD in developing country.	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 barriers of development in developing country.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	To point out different developmental process and programs in Bangladesh.	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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**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
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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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 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 / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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: 0114-4501-04,
Course Code and Title: Reflective Practice
Course Credit: 3.5

Rationale

The internees are exposed to an environment where they encounter learners for the first time and face them with multitude of ideas, approaches, techniques and processes. During the internship period the internees will get ample opportunities to demonstrate the art of teaching in actual situation and participate in all activities at the school level. The internees experience in school will include, among others, teaching two subjects observation of others' lessons, organizing co-curricular activities, developing and administering tests, scoring answer scripts, statistical treatment and interpretation of test results and performing other responsibilities as assigned by the heads of the schools. (S) He will solve the problems through action research.

The major rationale of this course is- of the Internship program is to help the internees to acquire firsthand experience through working in an educational institution and taking part in all major activities of the institution Create effective teaching-learning environment in the classroom through using appropriate management technique. Develop and use achievement tools to assess pupils' performance and provide necessary assistance and guidance to the pupils. Organize co-curricular activities for harmonious development of the pupils. Develop attitude and skills to adapt innovative techniques and measures in solving pedagogical problems. Develop a commitment to the profession through harmonization of professional ethics and materialization of professional responsibilities.

Content/Activities

Unit 1: Classroom Observation

At the end of internship an internee has to observe at least 3 classes taken by the trained teacher of the cooperating school in each of the two subjects. (S)He has to write two reports, one for each subject, highlighting the main features of the lessons observed. Strengths and weaknesses of the lessons and possible ways of improving the lessons have to be covered in the reports

Unit 2: Organizing Co-curricular Activities

Each trainee has to organize co-curricular activities for students in the class or in the school. (S)He has to arrange rehearsal classes and one final show in presence of the pupils, school head and other teachers of cooperating school and his/her school coordinator.

Unit 3: Report on Cooperating School

An internee will work in the cooperating school for one full semester. (S)He has to make an assessment of the school and submit a report to the school coordinator. The report will include, among others, brief history, physical facilities, profile of teachers and students, results of public examinations (statistics of 5 years), remarkable characteristics – strengths and weaknesses, areas of concern and suggestions for overcoming the problems and guideline for further improvement of the school.

Unit 4: Action Research

An interne will solve problems through action research. (S) He will find out problems and solve them.

Unit 5: Reflective Diary

(S) He will maintain a reflective diary.

Jointly the Head of the department and school coordinator will assess co-curricular activities, class observation report, school assessment and adherence to school rules. Other activities will be assessed by the concerned subject supervisors.

Course Code 0114-4505,

Course Title: Report on School Visit, Class Observation, Co-curricular Activities

Credit : 0.5 credit hours

Rationale

The main rationale of this course is overcoming the problems and guideline for further improvement of the school. This cohort is intended to make prospective professionals and experts. An internet will work in the cooperating school for one full semester. (S)He has to make an assessment of the school. Each trainee has to organize co-curricular activities for students in the class or in the school. (S)He has to arrange rehearsal classes and one final show in presence of the pupils, school head and other teachers of cooperating school and his/her school coordinator. (S) He submits a report to the school coordinator. The report will include, among others, brief history, physical facilities, profile of teachers and students, results of public examinations (statistics of 5 years), remarkable characteristics – strengths and weaknesses, areas of concern and suggestions for overcoming the problems and guideline for further improvement of the school.

This course is designed to enable the students to- Acquire first-hand experience through working in an educational institution and taking part in all major activities of the institution. Develop lesson

plans taking into consideration the nature of subject content and the characteristics of the pupils. Create effective teaching-learning environment in the classroom through using appropriate management techniques. Organize co-curricular activities for harmonious development of the pupils. Make an assessment of the school and submit a report to the supervisor.

Course Content:

1. Introduction to Internship.
2. Lesson plan, classroom observation, maintaining a reflective dairy.
3. Co-curricular Activities.
4. School Visit Report.
5. Importance of education Personal Social life.
6. Practical life Education.
7. Teaching as a Profession.
8. School Visit & class observation.
9. Problem solving class.
10. Co-Curricular Activities.

References:

1. Butler, J. Donald (1957), Four philosophies, Revised Edition, Harper & Brothers Publishers, New York.
2. Ehlerns, 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 Centaury, 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	Acquire first-hand experience through working in an educational institution.
CLO 2	Develop lesson plans.
CLO 3	Create effective teaching-learning environment in the classroom through using appropriate management techniques.
CLO 4	Organize co-curricular activities.
CLO 5	Make an assessment of the school visit, class observation, co-curricular activities and submit a report to the supervisor.

Program learning outcomes (PLOs) of Bachelor of Education:

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

- PLO1: 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.
- PLO3: Promote social cohesion, international understanding and protection of human rights and rights of the child.
- PLO4: Become competent and committed professionals willing to perform the identified tasks.
- Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive educatin etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and atributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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	Acquire first-hand experience through working in an educational institution.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Develop lesson plans.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	Create effective teaching-learning environment in the classroom through using appropriate management techniques.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group	Assignment Quiz Mid term Viva Term paper Presentation

		Presentation	Final
CLO 4	Organize co-curricular activities.	Interviewing / Discussion / Question Answer / Observation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 5	Make an assessment of the school visit, class observation, co-curricular activities and submit a report to the supervisor.	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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive educatin etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and atributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

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 সম্পর্ক, 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। সন্তোষী 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 যা জানতে 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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
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 ক্রাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রোজেক্টেশন 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 ক্রাস বোর্ড উপস্থাপনা ও প্রয়োজনে	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার

		মাল্টিমিডিয়া উপস্থাপনা	প্রেজেন্টেশন 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 ক্রাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রেজেন্টেশন ফাইনাল পরীক্ষা চূড়ান্ত পাঠদান অনুশীলন
CLO 4	ভাষা দক্ষতা সম্পর্কে সুস্পষ্ট ধারণা প্রদান।	পাঠ আলোচনা অংশগ্রহণমূলক পদ্ধতি-কৌশল প্রশ্ন ও উত্তরপর্ব সমস্যা ভিত্তিক অনুশীলন ক্রাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রেজেন্টেশন 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 ক্রাস বোর্ড উপস্থাপনা ও প্রয়োজনে মাল্টিমিডিয়া উপস্থাপনা	চূড়ান্ত পাঠদান অনুশীলন অ্যাসাইনমেন্ট কুইজ মিডটার্ম মৌখিক পরীক্ষা টার্ম পেপার প্রেজেন্টেশন 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 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 Mathematics 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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	Answering Questions / Listing / Group Presentation	Assignment Quiz

	and apply different methods of solving scientifically problems.	/ Power Point Presentation & Use of Multimedia	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 Presentation	Assignment Quiz Mid term Viva Term paper 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 0114-4225,
Course Title: Teaching Bangladesh and Global Studies
Credit : 4 credit hours

Rationale

Global Studies focus on the analysis of events, activities, ideas, trends, processes and phenomena that appear across national boundaries and cultural regions. This course has an important position in the list of (B.Ed) program. It can be mentioned briefly to provide basic instructions for effective Teaching Bangladesh and Global Studies 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.

So the rationality of this course is that to help the trainees to – Understand about the nature and scope of Bangladesh & Global Studies as a discipline. Make them understand the objectives and purposes of Teaching Bangladesh & Global Studies as a subject. Acquaint them with different

methods and techniques used in teaching of BGS. Master the methods, techniques and skill of teaching BGS effectively in a planned manner.

Course Content:

1. BGS as a Discipline.
2. Objectives of Teaching BGS in different of education in Bangladesh.
3. National curriculum-2012.
4. Exploring teaching learning approaches to curriculum topics.
5. Classroom Management and Teaching Process of BGS.
6. Professional Development Teaching As a Profession.
7. Selected topics of BGS.
8. A planning framework for BGS lesson.

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. ড. ডি.এম. ফিরোজ শাহ (২০১৭), মাধ্যমিক শিক্ষা, মিতা ট্রেডার্স, ঢাকা।
5. National Curriculum-2012 : NCTB, Dhaka
6. জাতীয় শিক্ষানীতি, ২০১০
7. Jones, B.A. (2000), Educational Leadership, Policy Dimensions in the 21st Centaury, Stamford, APC.
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 and analyze Bangladesh & Global Studies as discipline with fundamentals of social science curriculum.
CLO 2	Identify and explain policy towards BGS 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	Define and discuss some topics of BGS to practice with participatory Teaching-Learning approach (Methods & Techniques)

Program learning outcomes (PLOs) of Bachelor of Education:

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

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks. Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 Bangladesh & Global Studies 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 BGS 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,	Expert Jigsaw or Jigsaw reading / Group Discussion /	Assignment Quiz Mid term

	Professional Development.	Debates Visualization / Group Presentation	Viva 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	Define and discuss some topics 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 0114-4231,
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:

১. সামাজিক বিজ্ঞান শিক্ষণ, মো. মুজিবুর রহমান ও রওনক জাহান, প্রভাতী লাইব্রেরি, ইসলামিয়া মার্কেট, নীলক্ষেত, ঢাকা।
২. সামাজিক বিজ্ঞান শিক্ষণ, মো. নজরুল ইসলাম ও নাসরিন আক্তার, প্রভাতী লাইব্রেরি, ইসলামিয়া মার্কেট, নীলক্ষেত, ঢাকা।
৩. সামাজিক বিজ্ঞান শিক্ষণ, মো. আবু হেনা মোস্তফা জালাল, প্রভাতী লাইব্রেরি, ইসলামিয়া মার্কেট, নীলক্ষেত, ঢাকা।
৪. শিক্ষা, শিখন, শিক্ষক, প্রশিক্ষণ, মো. আব্দুল হামিদ লতিফ
৫. মাধ্যমিক শিক্ষা, শিক্ষাক্রম ও শিশুর ক্রমবিকাশ, ড. ডি.এম. ফিরোজ শাহ, মিতা ট্রেডার্স, ঢাকা।
৬. 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 4	To analyze the communication skills and cooperation with others based on LSBE, C.P.D, and Lesson	Interviewing / Discussion / Question	Assignment Quiz Mid term

	plan.	Answer / Observation	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 Health, World Health Organization, 1992,
2. Yule W. and 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, Pregame 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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive educatin etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and atributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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

Course Code 0112-4256,

Course Title: Teaching Early Childhood and Pre-Primary

Credit : 4 credit hours

Rationale

Basics of this course prepares trainees with the skills and knowledge of the Early Childhood and Pre-primary Curriculum and methods and techniques, classroom management, teaching aids, lesson plan and evaluation of teaching Early Childhood and Pre-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 pre-school.

Course Content:

1. Introduction to Education.
2. Meaning & Scope of Early Childhood Education.
3. Early Growth & Development During Early Childhood.
4. Education Commission Report.
5. Works In Pre-Primary & Early Childhood Care Education.
6. Teaching Learning Strategies in Pre-Primary & Early Childhood Care Education.
7. Administration & Management.

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: ঈযরযফ ফবাবষড়ঢ়সবহঃ,চৎবহঃরপব ঐধষষ, ঘববি উবষযর.
৫. আহমেদ, শাহীন, শিশু বর্ধন, বিকাশ পরিচালনা ও পারিবারিক সম্পর্ক, আইডিয়াল বুকস, ঢাকা, ২০০৫।
6. আশরাফুজ্জামান, মোঃ, প্রাথমিক শিক্ষা, প্রভাতী লাইব্রেরী, ঢাকা, ২০১৯।
7. শেখ, ডক্টর মোঃ দেলোয়ার হোসেন, শিক্ষা ও উন্নয়নঃ উন্নয়নশীল দেশের প্রতিশ্রুতি, ঢাকা-২০১১।
8. 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	Define 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 Bachelor of Education:

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

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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: 0114-4301-56,
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.

Course Code: 0114-4401-56,
Course Title: Teaching practice at school
Course Credit: 8.0

Rationale:

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

So the major rationale of the Internship program is to help the internees to Acquire firsthand experience through working in an educational institution and taking part in all major activities of the institution. Develop lesson plans taking into consideration the nature of the subject content and the characteristics of the pupils. Create effective teaching-learning environment in the classroom through using appropriate management technique. Teach effectively in the real classroom situations following teaching-learning strategies appropriate for the learners and the subject content. Develop and use achievement tools to assess pupils' performance and provide necessary assistance and guidance to the pupils. Organize co-curricular activities for harmonious development of the pupils. Develop attitude and skills to adapt innovative techniques and measures in solving pedagogical problems. Develop a commitment to the profession through harmonization of professional ethics and materialization of professional responsibilities.

Content/Activities

Teaching in the Classroom

An internee has to teach at least two subjects under the supervision of two subject supervisors in the school. (S)He shall have to develop lesson plans and prepare/collect necessary teaching aids and take classes. In a semester (s) he shall have to take at least 50 classes in each of the two subjects with approved lesson plans.

During the first 36 classes each supervisor will supervise at least 7 full classes and provide necessary guidance to the internee to make up his/her deficiencies. During the last 14 classes each subject supervisor will observe at least 4 classes to assess the classroom performance of the internee.

Construction and Use of Achievement Tests

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

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

Reference & Materials:

- Related website
- YouTube (Model class, Demonstration & Simulation class)
- Checklist

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: 0111-1100,

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 worms 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, ঠmdwU †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 lger 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 is 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.

Course Code: 0111-3300,
Course Code & Title: Counseling Skills.
Credit: 0 Credit hours

Rationale:

Counseling skills are soft (interpersonal) and hard (technical) attributes that a counselor puts to use in order to best help their clients work through personal issues and overcome obstacles that are currently preventing them from living a full and happy life. Good counseling should reduce the client's confusion. Allowing them to make effective decision leading to positive changes in their attitude and / or behavior. The course has emphasized on why are counseling skills important? How can I improve my counseling skills? What are the duties of a counselor? / What are the qualities of a good counselor?

Lecture & Keynotes :

- Basic counseling skills
- Micro and Macro skills in counseling
- Importance of learning counseling skills.

Support Materials :

Video, Audio & PPT / Slide share

1. Basic counseling skills PPT
2. Online counseling programs.
3. View related images.

Question & Answer (Activity)

1. Counseling skills-Definition & Examples
2. Basic counseling skills explained
3. Professional skills in counseling

Reference & Materials :

1. Counseling & Therapy Techniques: Theory & practice, by Augustine Meier & Michelin Boivin.
2. Techniques Every Counselor should know by Bradley Erford.
3. Basic counseling Techniques : A Beginning Therapist's Toolkit, by Wayne Perry.

Report writing :

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

Course Code: 0111-4200,
Course Title: Classroom Management & Motivation
Credit: 0 Credit hours

Rationale:

Classroom management is an overarching term that refers to how a teacher structures the physical, instructional and social arrangements in the classroom to create an environment that is conducive to learning. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic settings that a benefit will occur as a result of their participation in an instructional experience. The course has emphasized on how does classroom environment affect learning? How to motivate students who don't care? Why is motivation essential in management? Or what is the effect of motivation to you and in the management.

Lecture & Keynotes :

- Class Management & motivation
- Importance of classroom motivation
- Classroom management strategies for teachers
- Motivation & classroom management : Theory, practice & Implementations.

Support Materials :

Video, Audio & PPT / Slide share

1. Classroom Management & motivation tips-slide share
2. Motivation in the classroom, PPT
3. View related images.

Question & Answer (Activity)

1. How do you motivate your classroom ?
2. How can students improve their motivation in the classroom.?
3. Why is classroom management so important ?
4. How do you create management & Motivation ?

Reference & Materials :

1. Classroom Management Module by Thomas R. Kratochwill & more
2. The Making of Manager : What to do when everyone Looks to you, by Julie Zhuo.
3. The power of positive thinking by Norman Vincent Peale.

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: 0111-4300,

Course Title: Revised Bloom's Taxonomy, Creative Question, Lesson Planning & Teaching.

Credit: 0 Credit hours

Rationale:

Bloom's Taxonomy is a hierarchical model that categorizes learning objectives into varying levels of complexity. This book comprises three learning domains : cognitive, affective, and psychomotor within each domain, learning can take place at a number of levels ranging from simple to complex in 2001, Bloom's initial taxonomy was revised to reflect how learning is an active process and not a passive with several valid criticisms, it is still widely used in the educational setting today.

The framework elaborated by bloom & his collaborators consisted of six major categories:
Knowledge (Remembering)

Comprehension (Understanding)

Application (Applying)

Analysis (Analyzing)

Synthesis (Analyzing)

Evaluation (Evaluating)

Effective lesson planning requires the teacher to determine three essential components The course has emphasized on What is Bloom's Taxonomy & why is it important? What has replaced Bloom's Taxonomy? What are the 6 Revised Bloom's taxonomy by Anderson 2001? What are creative thinking question, how do answer C.Q & its importance. What makes a lesson plan effective? Strategies for effective lesson Planning? (Apply the revised Bloom's Taxonomy) What are the characteristics of effective teaching? Some examples of effective teaching.

Lecture & Keynote :

- Bloom's revised Taxonomy (6 Levels, objectives, teaching-learning, Questions, Example domain,
- Background, Implication,
- Lesson Plan
- Effective Teaching.

Support Materials :

Video, Audio, PPT, Slide share

- Comprehensive framework for effective instruction (Professional Development).
- Model lesson plan.
- Effective Teaching strategies use in classroom.

Question & Answer (Activities)

1. How do you use Bloom's taxonomy in a lesson plan.
2. What are the benefits of blooms taxonomy.
3. What are Bloom's taxonomy questions ?
4. What is the difference between Bloom's taxonomy and revised taxonomy ?
5. How it can be applied effectively to develop critical teaching skills.
6. Effective teaching strategies for the classroom.
7. Student centered approach to learning.

Reference & Material :

1. A revision of Bloom's taxonomy : An overview, by Krathwohl-
2. The New taxonomy of Educational objectives. Book by Robert J. Marzano.
3. How to use Bloom's taxonomy in the classroom the complete guide book by Mike Gershon.
4. Bloom's taxonomy & performance objectives, lesson plan-scholar's choice edition, Book by Renee Bergeron.

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 0111-4643,

Course Title: Evaluating the Intellectually Disabled

Credit : 4 credit hours

Rationale

The important point of this course is to briefly mention that, it 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 will also offer students to discover unique learning characteristics and instructional techniques that have been found to work better for the intellectually disabled.

So this course is designed to enable the students to- Help students to develop historical understanding of the treatment of intellectually disabled and the effects on program and service provided today. Help students to describe the system of classification used. Help the students to develop a basic understanding of educational programs and service of educable, trainable and severely related. Enable the students to acquire knowledge of incorporating cognitive, affective and psychomotor aspects of development in the children.

Course Content:

1. Intellectual disability Brief history of intellectual disability.
2. Biological causes of intellectual disability.
3. Learning and memory in intellectual disabled.
4. Language and intellectual disability.
5. Cognitive development in the retarded.
6. Treatment of behavioral and emotional problem.
7. Education of the mildly retarded child.
8. **Education for the moderately and severely retarded.**
9. **The intellectually retarded adult.**
10. Some Problems of the Term Paper.

References:

1. Ehlers, Henry and G.C. Lee, (1966), Crucial Issues in Education, Holt, Rinehart and Winston, New York.
2. Purkait, BiswaRanjan (2001), Great Educators and Their Philosophies, New Central Book Agency (P) Ltd. Kolkatta.
3. Educational Psychology b Prof. NazmulHaq
4. National Curriculum-2012 : NCTB, Dhaka
5. Hutt. M.L., and Gibby, R.G., The Mentally Retarded Child: Development, Training and Education 3rd edition, Allyn and Bacon, Inc. Toronto 1979.
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	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 Bachelor of Education (B.Ed) Program at AUB, Trainee Teacher will be able to:

PLO1: 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.

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 curriculum, CCA, illustrate the role of CCA in child development and set a policy for holding.	Answering Questions / Listing / Group Presentation / Power Point Presentation	Assignment Quiz Mid term Viva

		& Use of Multimedia	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 0111-4644,
Course Title: Evaluating Children with Special Needs
Credit : 4 credit hours

Rationale

The rationality of 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 will offer students to discover unique learning characteristics and instructional techniques that have been found to work better for the intellectually disabled. This course will also be able to offer prospective teachers knowledge of various types of assessment techniques for the children with special needs. The course advocates a systematic approach; it retains a deep sense of the wider needs of special children. It helps to develop his individuality and above all his creative abilities.

So the main rationale of this course is to help the trainees to – Develop a historical understanding of the treatment of children with special needs. It will help participants to describe the system of classification used. Acquaint them with different methods and techniques used in evaluating children with special needs. The students will be able to formulate teaching objectives for each individual child with special needs. The course will also help students to design and carry out individualized teaching schemes and how to test not only the progress of the child but the effectiveness of one own teaching.

Course Content:

1. Overview of the course, Children with special needs.
2. Biological causes of Intellectual Disability.
3. Learning and Memory in Children with Special Needs.
4. Language and Intellectual Disability Cognitive Development in the Retarded.

5. Treatment of Behavioral and Emotional problem.
6. Education of the mildly retarded child, Education of the moderately & severely retarded child.
7. Assessing people with special Needs.
8. Introduction of Behavior Modification for the Retarded, Ways of Increasing Behavior – reinforcement.
9. Professional Development Building up new Behavior Imitation, Generalization and Discrimination.
10. An Initial Assessment Individual Differences.
11. 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., and Orlansky, 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 Manual for Teachers, Nurse and Parents*, Pergaman 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	Explain and analyze historical understanding of the treatment of children with special needs.
CLO 2	Identify and explain the system of classification used.
CLO 3	To conceptualize different methods and techniques used in evaluating children with special needs.
CLO 4	To analyze teaching objectives for each individual child with special needs.
CLO 5	To conceptualize students to design and carry out individualized teaching schemes and how to test not only the progress of the child but the effectiveness of one own teaching.

Program learning outcomes (PLOs) of Bachelor of Education:

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

PLO4: Become competent and committed professionals willing to perform the identified tasks.

Learning outcome based curriculum framework, essential of effective teacher preparation and life skilled based education.

PLO5: Use competencies and skills needed for becoming an effective teacher. Educational practices with the best teaching methodologies and the way of learners performance evaluation with authentic assessment.

PLO6: Be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, inclusive education etc.

PLO7: Inculcate rational thinking and scientific temper among the students.

PLO8: Develop critical awareness about the social realities among the students.

PLO9: Use managerial and organizational tasks and skills. Using procedure for executing or implementing purpose through differentiating organizing and attributing.

PLO10: Equip them with values along with ethical and cultural orientation as a teacher. Making judgments based on criteria and standards through teaching practice with checking and critiquing.

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 historical understanding of the treatment of children with special needs.	Mini lecture/ Using Multimedia /Discussion Post Box / Participatory approaches	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 2	Identify and explain the system of classification used.	Answering Questions / Listing / Group Presentation / Power Point Presentation & Use of Multimedia	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO 3	To conceptualize different methods and techniques used in evaluating children with special needs.	Expert Jigsaw or Jigsaw reading / Group Discussion / Debates Visualization / Group Presentation	Assignment Quiz Mid term Viva Term paper Presentation Final
CLO	To analyze teaching objectives for		Assignment

4	each individual child with special needs.	Interviewing / Discussion / Question Answer / Observation	Quiz Mid term Viva Term paper Presentation Final
CLO 5	To conceptualize students to design and carry out individualized teaching schemes and how to test not only the progress of the child but the effectiveness of one own teaching.	Brainstorming/ Text Book reading / Report Presentation Mind- Mapping or Spider grams / Question Answer	Assignment Quiz Mid term Viva Term paper Presentation Final

Course Code 0111-4599,
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.

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.