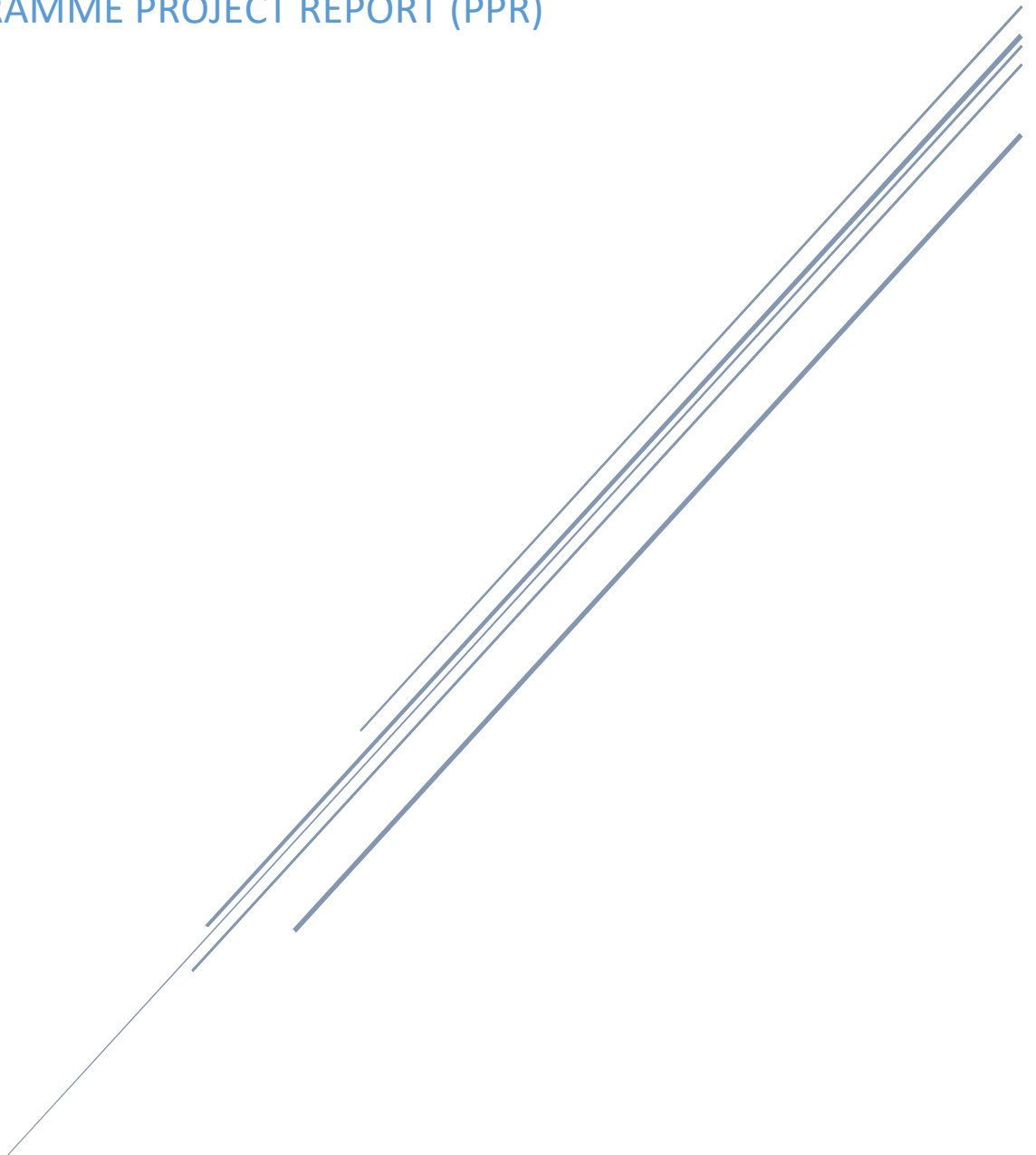


BACHELOR OF EDUCATION - SPECIAL
EDUCATION (INTELLECTUAL AND
DEVELOPMENTAL DISABILITY/ HEARING
IMPAIRMENT / VISUAL IMPAIRMENT)
BACHELOR OF ARTS (HONS) (EDUCATION)-
ODL
PROGRAMME PROJECT REPORT (PPR)



School of Education

PPR of B.Ed. Special Education-ODL (ID/HI/VI) approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

The aim of the B.Ed. Special Education- ODL programmes of preparing teachers as education programme. The B. Ed. Spl. Ed. programme aims to develop Special Education teachers/Educators for children with disabilities in various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with special needs as well as all other children and this being teachers for all children.

After completing the B.Ed. (Special Education) programme the student-teachers will:

- A. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- B. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- C. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- D. Enhance knowledge and skills for professional development

ii. Relevance of the program with HEI's Mission and Goals:

The Open and Distance Education Programme is being offered jointly by NSOU and RCI. It aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century. The Open and Distance Education Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional by imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand on their own legs but also to contribute their services to the society and the nation.

iii. Nature of prospective target group of learners:

- ✓ Candidates with RCI recognized D.Ed. in special education or equivalent through regular mode and has at least 50% marks either in the Bachelor's Degree* and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, is eligible for admission to the programme.
- ✓ In case a candidate who does not possess any RCI recognized D.Ed. in special education or equivalent through regular mode, if she /he has at least 50% either in the Bachelor's Degree* and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, is eligible for admission to the programme.
- ✓ Relaxation of marks for the Reserve Category candidates is admissible as per rules of Government of West Bengal.
- ✓ Reservation of total seats will as per existing State Govt. Rules.
- ✓ Weightage may be given to the candidates who is a Parent of a child with disability (having a Disability Certificate of the child issued by the Competent Authority)

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities including Netaji Subhas Open University through signing of Memorandum of Understanding (MoU) with them.

v. Instructional Design:

Introduction: The curriculum has been created in accordance with university standards and guidance from the RCI, India.

The Department takes every care to prepare the Learning Materials in printed form popularly known as the Self-Learning Materials (SLM) with the approach of self-explanatory, self-contained, self-motivating and self-evacuating following the guidelines offered by the University Grants Commission through its notifications. The details of the Under graduate programme given below:

a. Course Structure: (Please see the detailed table below):

The B.Ed. Special Education programme would be 4 semesters (2 years) for those learners completed RCI recognized Diploma in Special Education or Equivalent through regular mode. The duration of the programme would be 05 semesters (2 and half years) for those learners who have not completed D.Ed. in Special Education Course through regular mode.

Course structure:

Code	Area	Courses	Credits
A	THEORY: Core courses	5	20
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	6
E	Practical related to disability	2	12
F	Field Engagement /School Internship	3	12
Total		24	80

All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C).

The B. Ed. Spl. Ed. programme is offered in following specializations:

- i. Hearing Impairment (HI)
- ii. Intellectual Disability / Intellectual and Developmental Disability (ID/IDD)
- iii. Visual Impairment (VI)

AREA A: CORE COURSES

A 1	Human Growth & Development
A2	Contemporary India and Education
A 3	Learning, Teaching and Assessment
A 4	Pedagogy of Teaching (Special Reference to Disability) Any one
PART I	Science (Special Reference to Disability)
PART II	Mathematics (Special Reference to Disability)
PART III	Social Studies (Special Reference to Disability)
A 5	Pedagogy of Teaching (Special Reference to Disability) Any one
PART IV	Bengali (Special Reference to Disability)
PART V	English (Special Reference to Disability)

AREA B: CROSS DISABILITY AND INCLUSION

Note:

a. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability other than selected for Area C.

b. Institutions/organizations offering B.Ed. Spl. Ed. are expected to decide other than specialization area out of VI / HI / ID (IDD)

B 6	Inclusive Education
B 7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Inclusive Education Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B 9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B 10	Skill Based Optional Course (Cross Disability and Inclusion)
B 11	Skill Based Optional Course (Disability Specialization)

AREA C: DISABILITY SPECIALIZATION COURSES

Institutions/ Organizations offering B.Ed.Spl.Ed. are expected to decide on Specific Disability Area for Specialization out of HI /ID /(IDD) / VI

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

F3. Inclusive school (Related to Area B & C)

Programme Structure

1st Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-A (Core Course)	A 1	Human Growth & Development	20	80	50	100	4
	A 2	Contemporary India and Education	20	80	50	100	4
AREA-B (Cross Disability and Inclusion)	B 7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	10	40	25	50	2
	B 8	Introduction to Neuro-Developmental Disabilities (ID, ASD)	10	40	25	50	2
	B 9	Introduction to Locomotor & Multiple Disabilities (CP, MD)	10	40	25	50	2
AREA-B Skill based Optional	B 11 (E)	Management of Learning Disability	10	40	25	50	2
AREA-E (Practical Related to)	E 1 A	Practical: Cross Disability and Inclusion	20	30	25	50	2
Total Marks and Credits after the 1st term End Examination			100	350	225	450	18

2nd Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-A (Core Course)	A 3	Learning, Teaching and Assessment	20	80	50	100	4
	A 4	Pedagogy of Teaching (Special Reference to Disability) Part I: Science Part II: Mathematics Part III: Social Science	20	80	50	100	4
AREA-B (Cross Disability and Inclusion)	B 6	Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialization Course)	C 12	Assessment of Identification of Needs (HI)	20	80	50	100	4

AREA-E (Cross Disability and Inclusion)	E 1 B	Practical: Cross Disability and Inclusion	40	60	50	100	4
AREA-E (Cross Disability and Inclusion)	E 2 A	Practical: Disability specialization	20	30	25	50	2
Total Marks and Credits after the 2nd Term End Examination			130	370	250	500	20

3rd Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
AREA-A (Core Course)	A 5	Pedagogy of Teaching (Special Reference to Disability) Part IV: Bengali Part V: English	20	80	50	100	4
AREA-C (Disability Specialization Course)	C 13	Curriculum Designing, Adaptation and Evaluation (HI)	20	80	50	100	4
		Curriculum Designing, Adaptation and Evaluation (ID/IDD)					
		Adaptation and Strategies for Teaching Expanded Curriculum (VI)					
AREA-C (Disability Specialization Course)	C 14	Intervention and Teaching Strategies (HI)	20	80	50	100	4
		Intervention and Teaching Strategies (ID/IDD)					
		Intervention and Teaching Strategies (VI)					
AREA-D (Enhancement of Professional Capacities [EPC])	D 19	Basic Research & Basic Statistic (EPC)	10	40	25	50	2
AREA-E (Practical Related to Disability)	E 2 B	Practical: Disability specialization	40	60	50	100	4
AREA-F (Field Engagement/ School Attachment/ Internship)	F 2	Other Disability Special School (Internship)	40	60	50	100	4
Total Marks and Credits after the 3rd Term End Examination			150	400	250	550	22

4th Semester

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full marks	Credits
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AREA-B (Cross Disability and Inclusion)	B 10 (A)	Skill based Optional Course (Cross disability and inclusion) Guidance and Counselling	10	40	25	50	2
AREA-C (Disability Specialization Course)	C 15	Technology and Disability (HI)	20	80	50	100	4
		Technology and Disability (ID/IDD)					
		Technology and Education of Visual Impairment (VI)					
	C 16	Psycho Social and Family Issues (HI)	10	40	25	50	2
		Psycho Social and Family Issues (ID/IDD)					
Psycho Social and Family Issues (VI)							
AREA-D (Enhancement of Professional Capacities [EPC])	D 17	Reading and Reflecting on Texts	10	40	25	50	2
	D 18	Drama and Art in Education	10	40	25	50	2
AREA-F (Field Engagement/ School Attachment/ Internship)	F 1	Main disability special school (Related to Area C)	40	60	50	100	4
	F 3	Inclusive school (Internship)	40	60	50	100	4
Total Marks and Credits after the 4th Term End Examination			150	300	250	500	18

Semester V
School Placement/ Internship
Duration: 6 Months

Sl.	Specialization	Components/ Tasks for the Student-teacher	Days/Hours (Minimum)	Mode of Engagement
1	Intellectual & Developmental Disabilities	<ul style="list-style-type: none"> Preparation for Teaching Practices including School period observation for selection of skills/topics Lesson Plan Preparation TLM preparation with low cost /no cost materials 	30 days /180hrs.	Blended
	Hearing Impairment			
	Visual Impairment			
2	Intellectual & Developmental Disabilities	Group teaching in Actual Classroom Situation in the school(s)	30 days /180hrs.	Face to Face
	Visual Impairment			
	Hearing Impairment			
3	Intellectual & Developmental Disabilities	Assisting School Activities		
	Visual Impairment			
	Hearing Impairment			
4	Intellectual & Developmental Disabilities	Case Study on any ONE child with ID/ IDD	30 days / 180 hrs	Blended
	Visual Impairment	<ul style="list-style-type: none"> Expanded Core Curriculum training/practice Behaviour Modification (B.M.) 		
	Hearing Impairment	<ul style="list-style-type: none"> IEP 		

		<ul style="list-style-type: none"> Auditory and Speech Teaching Indian Sign Language Training 		
5	Intellectual & Developmental Disabilities	Engagement in sensitization programme/School and Community outreach programme a) Regular teaching & non-teaching staff including the hostel staff b) Peer group. c) Parents. d) Community members. e) Volunteers etc.	10 days/ 60 hrs	Face to Face
	Visual Impairment			
	Hearing Impairment			

Comprehensive Report

Completion of School Placement/ Internship and Sensitization programmes certificates are to be obtained from the respective Head of the institutions. These certificates are to be submitted to the respective LSCs. The final completion certificate will be issued based on these certificates only after verification jointly by the Coordinator of the respective LSC and the University authority.

b. Detailed Syllabus: (Learners are advised to check the relevant Self Learning Materials (SLM's) for actual distribution of Modules and Units. All courses have been designed in keeping with UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 regarding the minimum number of Units)

c. Duration of the programme:

The B.Ed. Special Education programme would be 4 semesters (2 years) for those learners completed RCI recognized Diploma in Special Education or Equivalent through regular mode. The duration of the programme would be 05 semesters (2 and half years) for those learners who have not completed D.Ed. in Special Education Course through regular mode. The registration is valid for a period of maximum 6 (six) years.

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Professor	Mukti Ganguly	RC - 1	1
2	Assistant Professor	Smt. Antara Choudhury	RC - 1	1
3	Assistant Professor	Shri. Prabir Naskar	RC - 1	1
4	Assistant Professor	Smt. Baby Dutta Chaudhuri	RC - 1	1
5	Assistant Professor	Smt. Mandira Chakraborty	RC - 1	1

e. Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC - 1	1
2	Junior Assistant Cum Typist	HQ - 1	1

f. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	180 hrs: Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
			(Total 18 hrs); for 2 Credits Ability/Skill Courses 3 counselling sessions of 2 hours each (Total 6 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ PCP	Yes	20 hrs: Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)
	Seminar/ Research Colloquium	Yes	12 hrs: Learners participates in the seminar/workshops conducted by the University as per prior notice
	Laboratory based Practical	Yes	96 hour Practical session per Core Courses and Discipline Specific Courses
	Field Work including Visits	Yes	
	Extension Activities/ Community Outreach Programmes	Yes	18 hrs
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self- study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	Yes	
	Telecommunications	Yes	Supports are given as per need. Communication Support is provided to the learners through University technical team as per requirement
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	No	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

The detail syllabus will follow the Rehabilitation Council of India, 2021 Regulations. Admission Process:

Admission to the B.Ed. Spl. Ed. - ODL will be done on the basis of Academic Merit only followed by Central Counselling, conducted as per NSOU schedule. Admission shall not be a right to the students and NSOU shall retain the right to cancel any admission at any given point of time if any irregularity is found in the admission process, eligibility etc. Each year NSOU conduct online admission process for July Session, through which applicants fulfilling the minimum eligibility criteria, can opt. The following steps are followed:

Sl. No.	Events
1.	Publication of Advertisement in Newspaper
2.	Availability of On- line Application Forms at University website

3.	Submission of processing fees to the Bank through online
8.	Online Publication of Merit List
9.	Central Counselling and online Admission
10.	Commencement of PCP

Curriculum transaction and Evaluation: Face to face counselling is arranged at the respective study centre. There are two components of evaluation. Internal assessment/ home assignment for each paper carries 20% weightage. The final term-end examination will be held on yearly basis and carries 80% weightage.

Curriculum transaction and Evaluation: Face to face counselling is arranged at the respective study centre. There are two components of evaluation. Internal assessment/ home assignment for each paper carries 20% weightage. The final term-end examination will be held on yearly basis and carries 80% weightage.

Eligibility:

- a. Candidates with RCI recognized D.Ed in special education or equivalent through regular mode and has at least 50% marks either in the Bachelor's Degree* and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, is eligible for admission to the programme.
- b. In case a candidate who does not possess any RCI recognized D.Ed. in special education or equivalent through regular mode, if she /he has at least 50% either in the Bachelor's Degree* and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, is eligible for admission to the programme.
- c. Relaxation of marks for the Reserve Category candidates is admissible as per rules of Government of West Bengal .
- d. Reservation of total seats will as per existing State Govt. Rules.
- e. Weightage may be given to the candidates who is a Parent of a child with disability (having a Disability Certificate of the child issued by the Competent Authority)

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

The whole curriculum of the programme is well structured and well designed with the updated syllabus structure. The curriculum transaction involves the face to face PCP sessions through chalk and talk method, use of Power Point presentations, web-based lessons, animated videos, etc. The PCP sessions would be such that the learner should participate actively in the discussion. Apart from this ICT enables online supports are provided for better understanding of the subject.

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

Name of the Activity	Tentative months schedule (specify months) during Year			
	From (Month)	To (Month)	From (Month)	To (Month)
Admission	Jun	Jul	NA	NA
Distribution of SLM	Jul	Aug	NA	NA
Contact Programmes (counselling, Practical, etc.)	Aug	Oct	Jan	Mar
Assignment Submission	Oct	Nov	Mar	Apr
Evaluation of Assignment	Nov	Nov	Apr	Apr
Examination	Nov	Dec	May	Jun
Declaration of Result	Dec	Dec	Jun	Jun
Renewal/ Re-registration	NA	NA	Jun	Jul

Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:

Assignment – 20 marks

Term End Examination – 80 marks

Total marks for each course – 100

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 70% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 30% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 40,000/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	15
	Counselling/ PCP/ Lab Counselling	15
	Delivery Charges	4
	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and online programme) Regulations, 2020 to ensure the delivery of high quality programmes to its learners and CIQA has the following functions:

- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from stakeholders, such as Learners, alumni, employers, and community members, is gathered through surveys, focus groups, and other methods to ensure that the program is meeting the needs of the community and to identify areas for improvement.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.

Moreover, CIQA records activities undertaken on quality assurance along with the preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and

competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor's Degree Programme as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print under Choice Based Credit System (CBCS) system. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

The HED-B.A. in Education program will be helpful to the candidates who are aspiring for:

- ✓ Higher study in Education or in the concerned areas, viz., MA (Education), M. Phil. Ph.D. etc.;
- ✓ Professional studies in the Teacher Education or in the relevant areas, viz., Elementary Teacher Education (D.El.Ed.), Primary Teacher Education, Pre-Primary Teacher Education or Secondary Teacher Education (B.Ed.) etc.;
- ✓ Appearing TET, CTET and allied competitive examinations to obtain jobs in Teaching at various levels (after fulfilling the minimum eligibility), viz., Primary, Elementary or Secondary, both at the State and National levels;
- ✓ Job Promotion towards Sub-Inspector of Schools or Education Services at Government level (after fulfilling the minimum eligibility);
- ✓ Meeting the growing demands of human resources in Educational Planning and Management at Government, Semi-Government and Private sectors;
- ✓ Grasping wider and more comprehensive understanding of Education as a field of knowledge and serving varied needs of learners as parents, guardians, teachers, social activists, NGO workers, policy framers, administrators or decision makers in the field of educational practices.
- ✓ This programme may be helpful for the learners who are interested in working at the non-Govt. organizations (NGO).

Expected Programme outcomes:

On successful completion of B.Ed. Special Education-ODL, the learners will be able to

1. Enable to comprehend the development in physical, cognitive, social and emotional areas, contemporary issues and educational policies of education system in India, teaching-learning methods, strategies, epistemological basis of education, school management, professional ethics and observation of school activities by school internship.
2. Understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance programmes and administering psychological tools, ICT based Communication and teaching and lesson planning.
3. Practice teaching in Schools, inculcate the real experiences of classroom teaching and online teaching for remote areas' students by using ICT and its different tools and software.
4. Understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, education for human rights and women empowerment, environmental education and developing online content.
5. Understand basic concepts and ideas of educational theory.
6. Build understanding and perspective on the nature of the learner, diversity and learning.
7. Comprehend the role of the systems of governance and structural – functional provisions that support school education.

8. Develop understanding about teaching, pedagogy, school management and community involvement.
9. Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.
10. Build skills and ability different disability and their teaching method.