MASTER OF ARTS (EDUCATION)-ODL

PROGRAMME PROJECT REPORT (PPR)
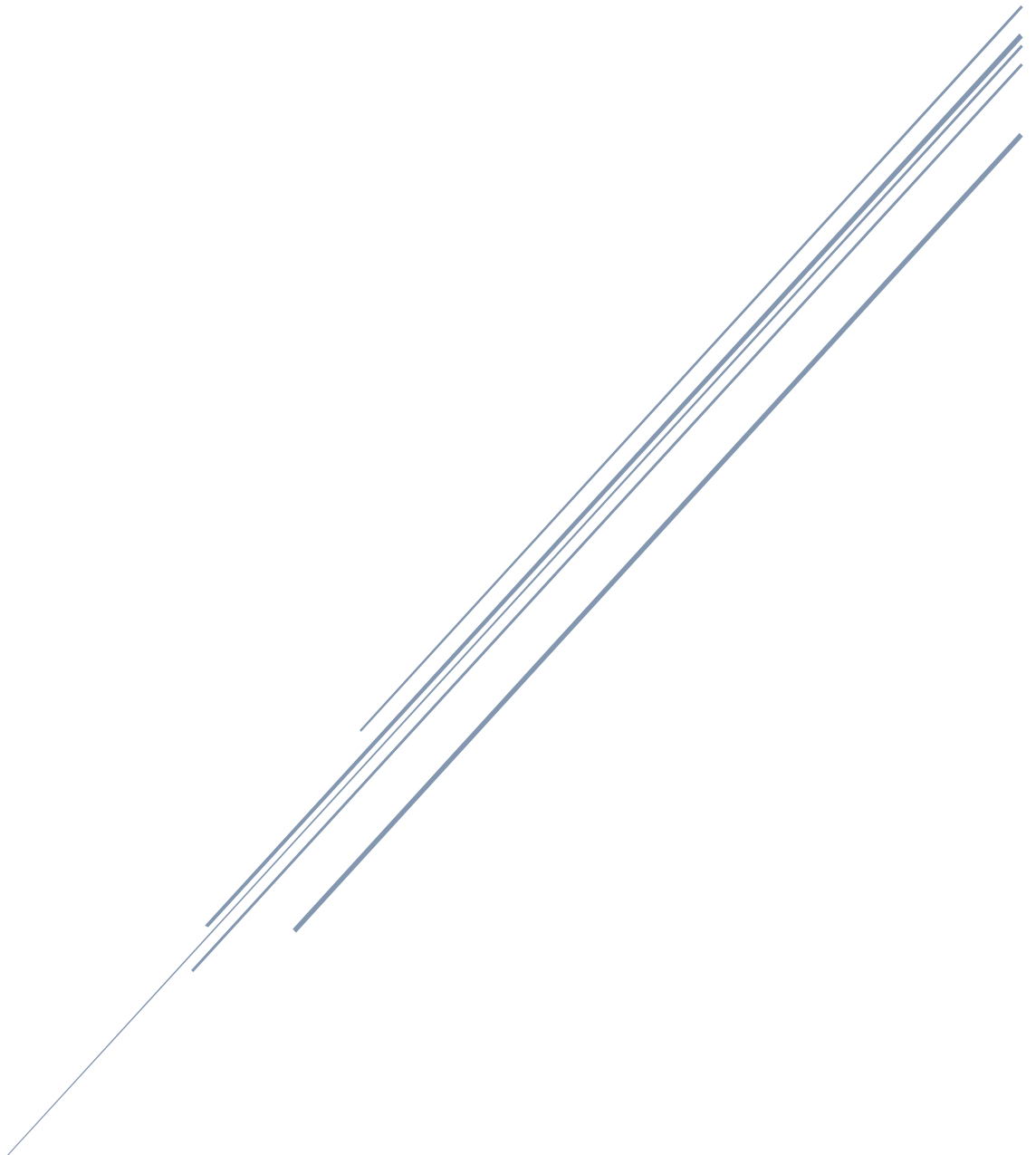
i. Programme's mission and objectives:

There are various challenges and dilemmas in the field of Education today. The quality and nature of education determines the nature and success of any educational system. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility." Education serves as a social function when it seeks to respond to the demands of individuals or communities for education suited to their particular needs, aspirations and cultural traditions. It serves as a manpower function when it seeks to provide the economy with trained personnel, to ensure that there are sufficient teachers, and other professionals to meet the needs of the society as a whole. Education should seek to discharge both social and manpower functions. So, it is necessary to understand how educational planning reconciles these functions, and to what extent manpower planning has contributed to educational planning.

The Post-Graduation Programme in Education (PGED) intends the learners with the following primary objectives:

✓ To develop the knowledge, skills and attitudes necessary to pursue further studies in Education.
✓ To deliberate on the varied understanding of the concept of Education; its various purposes/aims and its substances from different perspectives.
✓ Imparting an adequate knowledge on the bases of educational aims and goals according to different schools of thought in the Indian and Western traditions.
✓ Equipped the learners with the changing faces of education and relevant reforms and debates. • Enabling learners to understand the psychological bases of education, learner and learning factors.
✓ To appreciate the international dimensions of education and its multicultural and contemporary perspectives.
✓ To orient the learners to the pervasiveness of educational technology; develop a critical appreciation of the use of ICT in education in the context of modern India. • To emphasize that education should help the learners contrast to her or his knowledge according to the social context she or he is placed in.
✓ Equip the learners to know the broad educational concerns addressed by emerging curricula and a study of possible future trends.
✓ To introduce the nature of educational research, methods of acquiring knowledge and different paradigms of educational research.
✓ To develop an understanding of the concept of educational management and administration.
✓ Acquaint learners with the fundamental and contemporary issues of environmental and population education.
✓ Give an understanding of Special Education, Inclusive Education, and Teacher Education and Women Education perspectives in particular-their status and concerns

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

HEI aims to provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the region. It also upholds higher education through the regional language i.e. Bengali and make education affordable to the unreached segment of the state. The program intends to provide lifelong education to the desired learners. The course strives for up-gradation of technology as well as a savior for basic values of the society. In a nutshell, it contributes to the development of the state and the nation and thereby motivate learners to strive for secular, scientific and democratic education.

iii. Nature of prospective target group of learners:

The learners aspiring to know and pursue careers in teaching (at school, college, TEIs and University), public sector job, higher education and research. A heterogeneous base is noticed regarding the age, background and aspiration in pursuing Post Graduation in Education. There are aspirants who are mostly employed and seek for job promotion at their respective workplaces as per Govt. rules and norms. Many aspirants enrol to fulfil the dreams of pursuing higher education which they could not complete owing to socio-cultural and or economic barriers

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

The programme is in abreast with the new developments in the realm of education as a discipline and education as a pragmatic body of knowledge. It has been designed keeping an eye to rejuvenate the aims of education as envisaged in the five pillars of education. Furthermore, the programme strives to prepare value added human resources for the integrity of the nation.

The Post Graduate in Education programme fervently puts thrust in education to employability based on the changing philosophy from idealism to pragmatism. From a specialized approach, there is a shift to multidisciplinary programme with modular approach on a life-long learning basis. Moreover, keeping the local needs trajectory, NSOU have learners from the diverse section of the community to be able to make the necessary socio-economic development of the country. The University has a clear understanding of what they are seeking to achieve through their curricular offerings, research and extension programmes.

This programme provides-
✓ Futuristic and emerging areas into foci.
✓ Nurtures social temperament.
✓ Focuses on ICT-based curricular transaction.
✓ Develops graduate attributes as per the need of the discipline.
✓ Develops the overall personality of the learners to be excellent professionals.
✓ Inculcates human values and having regard for heritage and culture.

Keeping in view the characteristics of the ODL system, the ICT plays a significant role in the delivery mechanism and, accordingly, it provides choice to the learners regarding choice of courses, LSCs, place, pace and time etc. The University has integrated ICT tools in its various activities including the teaching-learning-evaluation system. The objective of democratization of education can also be fulfilled by integrating the ICT in the education system. Due to emergence of digital pedagogy, the programme has integrated ICT in the pedagogy of the courses. The ICT intervention in NSOU Pedagogy helps in minimizing the distance and facilitates real-time interaction. In short, this particular initiative has the potential to i) meet the learning needs of individual learners, ii) provide quality educational resources & iii) promote equal opportunity.

v. Instructional Design:

a. Introduction: Curriculum Design: This Programme is stretched to two academic years. The Curriculum encompasses 800 marks, of which 400 to be studied in the Part-1 and remaining 400 in the Part-2 respectively. Part-2 of the programme offers four optional papers as specialisation areas, of which a student is expected to choose any one. The curriculum has all theoretical areas. Hence no practical components are present in the 2-year curriculum. In the light of this, various orientation, sensitization of learners, academic counsellors, coordinators across the Learner Support Centres, thematic seminars and workshops pertaining to the programme are carried out in tandem to the need as and when required. Each paper/course is of 8 credits carrying 100 marks. There are 08 papers/courses for this 2-year programme, a total credit of 64.

The programme stitches four basic foundations viz., more opportunity for large numbers, flexible learning in terms of pace and time, continuous learning, i.e., life-long learning, & including the excluded. All these are achieved to a large extent through effective utilization of ICT-based pedagogy braided with traditional pedagogy. To address the learners' varied needs/ demands, the ICT intervention is a contextual solution both from institutional & learners' point of view. The unique

initiative of "ICT enabled pedagogy" facilitates each and every learners residing at remote places through the judicious use of ICT

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

	Paper	Paper Code	Paper Type	Weightage for Assignment	Weightage for Term End	Full Marks
1st Year	Philosophy of Education & History of Education In India	PGED-I	Theory	20%	80%	100
	Psychological Foundation of Education	PGED-II	Theory	20%	80%	100
	Sociological Foundation of Education	PGED-III	Theory	20%	80%	100
	Methodology of Educational Research & Statistical Treatment of Data	PGED-IV	Theory	20%	80%	100
2nd Year	Educational Technology & Curriculum studies	PGED-V	Theory	20%	80%	100
	Educational Administration & Management	PGED-VI	Theory	20%	80%	100
	Evaluation & Measurement in Education & Guidance & Counselling	PGED-VII	Theory	20%	80%	100
	Subject of special study (any one from the following): A. Special Education B. Teacher Education C. Education of Women in India D. Population Education	PGED-VIII E1 E2 E3 E4	Theory	20%	80%	100

a) **Detailed Syllabus:**

DETAILED SYLLABUS
Paper – I: Philosophy of Education and History of Education in India

Module 1 – Philosophy of Education
Unit 1- Western Schools of Philosophy – Idealistic, Naturalistic, Realistic, Pragmatic and Marxist schools.Unit 2- Oriental schools of Philosophy- Brahmanic, B uddhist and Islamic schools.
Unit 3- Aims and concepts of Education with reference to the individualistic and socialistic views in Education.
Unit 4- Educational Philosophy of Plato, Rousseau, Froebel, Pestalozzi, Vivekananda, Rabindranath Tagore andMahatma Gandhi
Unit 5- Some issues in Education- i) Freedom and Discipline in Education,
ii) Democratic ideals in Education, iii) Education and Humanity and
iv) Internationalism in Education.
Module 2 History of Education in IndiaUnit 6- Education in Vedic and Post Vedic period.
Unit 7- Brahmanic Education, Education in Buddhist period and Islamic Education in the Medieval India.
Unit 8- Education in India during British rule with special reference to
i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902),
Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.

Unit 9- Education in free India with special reference to i) Indian Education Commission or RadhakrishnanCommission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1953), iii) National Education Commission or Kothari Commission (1964-1966), iv) National policy of Education (1986) and subsequent developments.

Unit 10- Some issues in Indian Education i) Women's Education, ii) Adult Education
iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Educationfor all.

Paper II
Psychological Foundation of Education

Module – 1: Psychological Foundation of Education
Unit 1- Educational Psychology- Definition of Educational Psychology, Scope of Educational Psychology, modern trends and methods of
Educational Psychology.
Unit 2- Growth and Development of learners- Concept of Growth and Development Stages of development.
Determinants of Development, Heredity and Environment. Physical Development, Motor Development, Emotional and Social Development.
Unit 3- The process of Learning- Concept and types of learning, Theories of learning-Pavlov's
Conditioning, Thorndike's Trial and Error, Skinner's Operant Conditioning and Gestalt theory.Modern views of learning.
Unit 4- Transfer of learning- Concept and Types of Transfer, Theories of Transfer and uses of
Transfer in teaching- learning.
Unit 5- Memory and Forgetting- Concept of Memory and Forgetting, Processes Involved in memory. Information Processing Model of memory. Causes of forgetting. Nature of forgetting according to nature of processing and other cognitive views.

Module 2- Factors Related to Learning
Unit 6- Learner's Intelligence- Concept of Intelligence. Nature of Intelligence. Nature of Intelligence according to Spearman, Thurstone, Guilford and Sternberg.
Unit 7- Learner's Motivation- Concept of Motivation. Theories of Motivation- Maslow, Weiner, McLelland and Atkinson. Motivation and Learning.
Unit 8- Learner's Attention- Nature of Attention. Determinants of Attention. Theories of Attention-Broadbent's Funnel Theory, Resource allocation Theory, Modern views of Attention.
Unit 9- Learner's personality and Mental Health- Concept of Personality. Theories of Personality-Elementary idea of Psychodynamic, Trait and Social Learning Theories. Concept of mental healthand adjustment. Causes of disturbed mental Health. Education and mental health.
Unit10- Learner's with Exceptional ability Giftedness- Concept and Special needs of gifted learners. Identifying gifted Learners and theireducation.
Mental Retardation – Concept and types of mental retardation. Characteristics of RetardedLearners. Causes of disturbed mental health. Education of the Retarded Children.

Paper III
Sociological Foundation of Education

Module – 1: Education and Society
Unit 1- Sociology of Education- Evolution of Society (A brief account). Meaning and Scope of Sociology ofEducation. Social determinants of Education – Religion, Class, Culture, Technology, Economic Issues. Society and its constituent factors-Location, Population, Human Relation. Education as Social Subsystem. Social function of Education.
Unit 2- Socialization- Concept of Socialization. Agencies of Socialization and Education-Family, Community, Peer Group, Media, School, State Policy and Religion.
Unit 3- Social Change. Meaning and Factors of Social Change. Education and Culture, Education and Democracy. Education as a vehicle of Social Change. Scientific and Technological development.
Unit 4- Modernity- Concept and Characteristics of Modernity. Modernization through Education

Unit 5- Social Stratification and Mobility- Meaning of Social Stratification and Mobility. Relationship of Education and Social Stratification and Mobility. Dimension of culture diversity in India and their impact on Education- Language, Religion, Ethnicity, Caste and Territoriality. Education, National Development, National Identity, National Integration.

Module 2- Theories and Social Issues in Education

Unit 6- Theories of Sociology and their impact on Education- Functionalist, Marxist and Integral Humanist Theories. Social Determinants of Education- Views of Durkheim, Parsons Merton, Bourdium andYoung.

Unit 7- Equality of Educational opportunity- Meaning of Equality of Educational opportunity. Constitutional privation in India. Factors effecting Equality of Educational opportunity. Problems of Education of Disadvantaged People- Women, Disadvantaged Community, Physically and Mentally Challenged. Problems related to Rural, Urban, Industrial Population.

Unit 8- Group- Nature and types of Groups. Primary and Secondary Groups. Formation of classroom groupsand cliques. Impact of groups on Education. Sociometry.

Unit 9- Delinquency and Youth Unrest- Sociological and other views on their causes and remedies

Unit10- Educational Institution as a Social micro system- Inter institutional and intra institutional dynamics

in educational institution. Institutional climate- its meaning. Determinants and impact on Education. Leadership- Types and Characteristics.

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Paper – IV
Methodology of Educational Research and Statistical Treatment of Data

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Module – 1 Methodology of Educational Research

Unit 1a) Concept, Aim and Nature of Scientific Research- Concept and Aims of Scientific Research. Natureof Scientific Research. Educational Research and Scientific Research. Types of Educational Research- Fundamental, Applied and Action Research. Historical and Philosophical research in Education.

Ethnographic Research. Qualitative and Quantitative research.

Unit 1b) Variables- Concept of variables. Types of Variables- Dependent and Independent Variable, Intervening variables, extraneous variables. Research and control variables.

Unit 2- Sample and Sampling- Concept of Population and Sample. Characteristics of good sample. Probability sampling techniques - Concept of probability. Types and characteristics of probability sample and sampling. Nonprobability sampling. Types and characteristics ofnonprobability sample and sampling.

Unit 3a) Formulation of research problem and research design- Characteristics of good research problem. Selection of research problem. Framing hypothesis, meaning of hypothesis, place of hypothesis inresearch, types of hypothesis.

3b) Research design- Meaning of Research design, need and characteristics of good research design. Descriptive research- Survey, Experimental research design, types of experimental design-single group design, quasi-experimental design, randomized design, randomized block design andfactorial design, correlational research design.

Unit 4- Tools and collection of data- meaning and types of data, tools and methods

of data collection – Observation, interview, questionnaire, test scales, analysis of data.

Unit 5- Writing a research report- importance of writing a research report. Purpose of Writing a researchreport. Steps involved in report writing.

Module- 2: Statistical Treatment of Data

Unit 6- Need of Statistical Treatment of Data and descriptive analysis – need of statistical treatment of datain educational research. Preparation for data analysis- frequency distribution. Measures of centraltendency- Mean, Median

and Mode. Measures of variability - Standard deviation and Quartile Deviation. Graphical representation of data- frequency polygon and histogram. Nature of distribution - Concept of normal distribution and normal probability curve.

Deviation from normality- Skewness and Kurtosis.

Unit 7- Relation and prediction – Correlation – Product Moment Correlation, Biserial and Point biserial Correlation, Phi-coefficient. Spearman's Rank Correlation. Significance of correlation. Regression and Prediction- Linear and multiple regression. Multivariate relation – Partial correlation and multiple correlation.

Unit 8- Testing hypothesis- Comparison of two means- t-test (correlated and uncorrelated), t-test for small N. Analysis of variance.

Unit 9- Nonparametric test- Chi-square test, sign test, Wilcoxon Signed Rank Test, Median test,Mann-Whitney U test.

Unit 10- Psychological scaling- percentile score and percentile rank. T-score andZ-score.

Paper V
Educational Technology and Curriculum Studies

Module – 1: Educational Technology

Unit 1- Concept of Educational Technology. Definition, Nature, Scope and Limitation of Educational Technology. Components of Educational Technology: Hardware and Software approach. Educational Technology and Instructional Technology.

Unit 2- Instructional design and Programmed Learning. Taxonomies of instructional objectives. System Approach-Concept and components of instructional system. Programmed Instruction- Concepts, Theories and Types- Linear and Branching; Computer assisted instruction.

Unit 3- Teaching Methods and Teaching Models. Concept of Teaching and major methods of teaching. Models of Teaching- Concept and types of models. Uses and limitations. Microteaching and Team teaching.

Unit 4- Communication and Classroom Interaction. Definition and types of communication. Barriers of classroom communication. Classroom Interaction-Meaning of Classroom Interaction. Analysis of Classroom Interaction by Flanders Interaction category system.

Unit 5- Teaching Aids and Trends of Educational System. Teaching Aids- Psychology ofusing Teaching Aids, types of Teaching Aids- Projected, Non projected and Audio-visual aids. Computer as teaching aid. Formal and Non-formal education,Distance and correspondence education.

Module 2- Curriculum StudiesUnit 6- Concept of Curriculum. Traditional and Modern approaches of Curriculum.

Types of Curriculum. Role of Curriculum in Education.

Unit 7- Bases of Curriculum, Philosophical Psychological and Sociological bases of Curriculum. Unit 8- Learning theories and Curriculum. Cognitive developmental approach, Connectionism and Constructivism. Information processing Model.

Unit 9- Curriculum Construction. Principles of Curriculum Construction. Taxonomies of Educational Objectives. Curriculum Development process and System approach. Determinants of contentselection – culture based, knowledge based and need based.

Unit 10- Curriculum Evaluation. Meaning and purpose of Curriculum evaluation.Means of Curriculum Evaluation. Formative Summative Evaluation.

Paper VI
Educational Administration and Management

Module – 1: Educational Administration

Unit 1- Nature and scope of Educational Administration. Agencies of Educational Administration. Role of central and state govt. and local bodies. Views of NPE1986 and Rammurty Committee on Educational Administration.

Unit 2- Theories of Educational Administration.

Classical Theory

Neo classical Theory

Modern Management Theory

Unit 3- Concept of Organisation. Departmentation. Delegation of authority. Decentralisation. Autonomy of institution. Self-managed institution. Organisational structure.

Unit 4- Educational Finance: Resource acquisition and allocation. Sources of finance. Privatization of educational institution. Partnership between public and private sector institution.

Unit 5- Inspection and Supervision- Meaning and concept. Role of modern Supervisor

Module 2- Management

Unit 6- Concept of Management. Relation between Management and administration. Managerial function of educational administrators- Planning, Organising, Staffing, Controlling, Directing. Application of Management science in the field of education. Roles of teachers in different areas of educational Management including teaching learning process and social responsibility.

Unit 7- Leadership in educational Management. Management in action- guidance, supervision, control, communication, coordination. Leadership skills. Theories of leadership. Leaders as team manager andmotivator. Effective decision making by the leaders.

Unit 8- Educational planning- concept and objectives. Approaches to planning. Micro, macro, grass root levelplanning. Drawbacks of Educational planning. Institutional planning.

Unit 9- Control process. Performance Standard for critical areas of control in Educational Management.:role of accreditation bodies: NAAC, NCTE quality control in education. Application of TQM principles in education. Performance appraisal.

Unit10- Development of Educational organization. Managing change, resolution of conflict. Developmentof manpower and training.

Paper VII
Evaluation And Measurement In Education And Guidance And Counselling

Module – 1: EVALUATION AND MEASUREMENT IN EDUCATION

Unit1- Concept and characteristics of Measurement. Concept and characteristics of Evaluation. Place of Evaluation in education. Difference and relationship between Measurement and Evaluation. Evaluationand Examination. Types of Evaluation.

Unit 2- Educational objectives and Evaluation – Meaning and types of Educational Objectives. Taxonomy ofEducational Objectives under Cognitive Affective and Psychomotor Domain. Sources of Educational Objectives. Use of the objectives in Educational Evaluation.

Unit 3 – Tools of Evaluation - need for Tools of Evaluation. Type of Tools. Criterion referenced tests – Characteristics, uses and limitations. Method of preparing criterion referenced tests. Norm referenced tests –Characteristics and types. Essay tests – Meritsand Demerits. Improvement of Essay tests. Objective Tests – Types, Merits and Demerits. Intelligence Tests. Aptitude Tests. Personality Tests. Interest Inventories.

Attitude Scales. Diagnostic Tests.

Unit 4 – Emerging Trends in Evaluation – Types of Conventional Tests. Written, Oral and Practical Examinations.Their merits and demerits. Overall demerits of existing examination system. Question Bank. Grading system –

Concept, Method, Advantages and Disadvantages. Semester System – Concept, Advantages and Disadvantages.Use of computer in Evaluation.

Unit 5 – Recording, Reporting and Using Evaluation outcomes. Need for recording and reporting. Conventional recording and reporting. Cumulative Record Card. Computer recording and online transfer of data. Exit Portfolio.

Module 2 Guidance and Counseling

Unit 6 – Concept of Guidance and Counseling – Meaning of Guidance and Counseling. Difference and Relationbetween the two. Base principles of counseling. Counseling and Psychotherapy.

Unit 7 – Steps in Guidance and Counseling. Steps in Counseling. Steps in Guidance. Ethical issues in Counseling.

Unit 8 – Area of Guidance and Counseling. Clinical, Personal, Marital, Rehabilitation counseling. Educationaland Vocational Guidance.

Unit 9 – Approaches of Guidance and Counseling. Directive, Non-directive and Eclectic approaches. Individual and Group Counseling.

Unit 10 – Essential Information for Guidance and Counseling. Personal Information –Information about Physical, Intellectual, Personality, Academic Achievement and others. Educational Information – Scope and Opportunities available. Occupational Information – Scope and Opportunities for employment. Career prospects.

Paper VIII (E1)-Revised Syllabus: Special Education

MODULE 1: INCLUSIVE EDUCATION
Unit 1: Understanding Diversity
Concept of Diversity
Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
Diversity in learning and play
Addressing diverse learning needs
Diversity: Global Perspective
Unit 2: Introduction to Inclusive Education Marginalisation vs. Inclusion: Meaning & Definitions
Changing Practices in Education of Children with Disabilities: Segregation,Integration & Inclusion
Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
Principles of Inclusive Education: Access, Equity, Relevance, Participation &Empowerment
Barriers to Inclusive Education: Attitudinal, Physical & Instructional
Unit3: Adaptations Accommodations and Modifications

Meaning, Difference, Need & Steps
Specifics for Children with Sensory Disabilities
Specifics for Children with Neuro-Developmental Disabilities
Specifics for Children with Loco Motor & Multiple Disabilities Engaging Gifted Children

Unit 4: Inclusive Academic Instructions
Universal Design for Learning: Multiple Means of Access, Expression, Engagement&Assessment Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching,Alternate Teaching & Team Teaching Differentiated Instructions: Content, Process & Product Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted LearningStrategies ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education
Stakeholders of Inclusive Education & Their Responsibilities
Advocacy & Leadership for Inclusion in Education
Family Support & Involvement for Inclusion
Community Involvement for Inclusion
Resource Mobilisation for Inclusive Education

Unit 6: Polices & Frameworks Facilitating Inclusive Education
International Declarations: Universal Declaration of Human Rights (1948), WorldDeclaration for Education for All (1990)
International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities(UNCRPD) (2006)
International Frameworks: Salamanca Framework (1994), Biwako MillenniumFramework of Action (2002)
National Commissions & Policies: Kothari Commission (1964), National EducationPolicy (1968), National Policy on Education (1986), Revised National Policy Education (1992), National Curricular Framework (2005), National Policy For
Persons with Disabilities (2006)
National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), NationalTrust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

MODULE-2: EDUCATION OF THE DIFFERENTLY ABLED CHILDERN

Unit 1: Visual Impairment-- Nature and Assessment
Process of Seeing and Common Eye Disorders in India
Blindness and Low Vision--Definition and Classification
Demographic Information--NSSO and Census 2011
Importance of Early Identification and Intervention
Functional Assessment Procedures

Unit 2: Educational Implications of Visual Impairment
Effects of Blindness--Primary and Secondary
Selective Educational Placement
Teaching Principles
Expanded Core Curriculum-- Concept and Areas
Commonly Used Low Cost and Advanced Assistive Devices

Unit 3: Hearing Impairment: Nature & classification
Types of Sensory Impairment (Hearing Impairment, Visual Impairment) &Dualsensory impairment (Deaf-blindness), Importance of hearing
Process of hearing & its impediment leading to different types of hearing loss
Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/deafness/ hearing impaired/ disability/ handicapped
Challenges arising due to congenital and acquired hearing loss

Unit4: Impact of Hearing Loss
Characteristics of learners with hearing loss and impact of different degrees of hearingimpairment on communication
Language & communication issues attributable to hearing loss and need for earlyIntervention
Communication options, preferences & facilitators of individuals with hearing loss
Issues & measures in literacy development and scholastic achievement of students withhearing loss
Restoring techniques using human (interpreter) & technological support (hearingdevices)

Unit5: Learning Disability: Nature, Needs and Intervention
Definition, Types and Characteristics
Tools and Areas of Assessment
Strategies for reading, Writing and Maths
Curricular Adaptation, IEP, Further Education,
Transition Education, Life Long Education

Unit6: Autism Spectrum Disorder: Nature, Needs and Intervention
Definition, Types and Characteristics
Tools and Areas of Assessment
Instructional Approaches
Teaching Methods
Vocational Training and Career Opportunities

Paper VIII (E2)TEACHER EDUCATION

Module – 1: Principles of Teacher Education
Unit 1- Concept of teacher education- Difference between Training and Education, Need for 'training inteaching' and 'education for teachers'.
Unit2- Some Philosophical issues on teacher education:
Image of a teacher
Role of a teacher

Education and social change
Value oriented teacher education

Unit3- Origin and Development of teacher education.

Unit4-Objectives of teacher education.

Unit 5- Managing Agencies of teacher education.

Module 2- Practices of Teacher Education
Unit 6- Programme of Teacher Education at different levels of Education in India.

Unit 7- Framing ofcurriculum of teacher education.

Unit8- Professional preparation for teacher education-Pre-serviceteacher education.
In-service teacher education.

Unit9- Some contemporary issues in Teacher Education Models of Lesson Plan Micro Teaching Simulated teaching Action Research

Unit 10- Problems and Prospects of Teacher Education in India and their remedial measures.

Paper VIII (E3)
EDUCATION OF WOMEN IN INDIA

Module – 1: Perspectives of Women Education
Unit1- Overview of Women's Education in India. Concern for Women's Education. Historical Perspectives,present status and other issues of Women's Education.
Unit2- Development of Women's Education during pre-independence period. Contribution of Missionaries. Role of British Govt.
Unit3- Contribution of Indian thinkers. Rammohan Roy, Iswar Chandra Vidyasagar, Radhakanta Dev andNibedita.
Unit4- Major Constraints of Women's Education – Social, Political, Psychological, Economic and Religious.
Unit5- Women's Education, Literacy and Population Growth. UNESCO Document.

Module 2: Post-independence Development of Women's Education in India
Unit6- Policy perspectives. Role of UGC, MHRD, National policy of education- 1968,1986, POA 1992. Constitutional Provision.
Unit7- Committees and Commissions on Women's Education- Radhakrishnan, Mudaliar and Kothari Commission. Durgabai Deshmukh committee, Hansraj Mehta Committee and Bhaktabatsalam Committee.
Unit8- Present Status of Women's Education. A brief account of the growth of Women's Education.
Unit9- Women's Education, empowerment and social transformation.
Unit10- Trendsof research in Women's Education.
   REFERENCES:
   1) A.Kumar, Women Education
   2) S.P.Agarwal, Women Educatio in India

Paper VIII (E4)
POPULATION AND ENVIRONMENTAL EDUCATION

Module – 1: POPULATION EDUCATION

Unit1- Concept of Population Education- Concept, History and Objectives of Population Education. PopulationEducation Programme in India.

Unit2- Population Dynamics. Definition and component of population. Demographic characteristics. Changes in population. Population control measures- Family planning, education and reproductive health.

Unit3- Population and quality of life. Quality of life Resource, Level of living, Social and political system, process of development. Health and sustainable development Sex education- Objective, curriculum, Methodology, Adolescenteducation- Objective, curriculum Family life education Health education

Unit4- Population and Natural resource. Types- renewable nonrenewable. Conservation and recycling of resource

Unit5- Agencies and curriculum of population education. Agencies- formal and non-formal. Curriculum of Population Education. Integration and correlation of curriculum.Co-curricularactivities. Planned Lesson- A few probable methods of teaching.

Module 2- Environmental Education

Unit6- Concept of Environmental Education: Definition, nature, scope, objectives and limitations of EnvironmentalEducation.

Unit7- Concern for Environment. Pollution, Resource degeneration. Population explosion. Man and environment- ecological and psychological views.

Unit8- Agencies of Environmental Education. Formal and non-formal. Governmental and nongovernmental agencies. Mass Media- Newspaper, Radio, Electronic media and others.

Unit9- Curriculum and Approaches of Environmental Education. Principles and content of EnvironmentalEducation. Methodology. Environmental consciousness.

Unit 10- Teacher's training for Environmental Education. Present status, agencies, curriculum of Teacher's training. Problems and remedies of Teacher's training, different aids of Environmental Education

c. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Professor	Dr. Debi Prosad Nag Chowdhury	RC - 1	1
2	Professor	Dr. Sibaprasad De	RC - 1	1
3	Professor	Dr. Nimai Chand Maiti	RC - 1	1
4	Associate Professor	Dr. Papiya Upadhyay	RC - 1	1
5	Assistant Professor	Dr. Parimal Sarkar	RC - 1	1

d. Support Staff:

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

e. Instructional Delivery Mechanisms:

The University makes use of several methods to provide maximum possible exposure of the students to the course contents and to this instructional programme. To start with, printed SLMs/SIMs (Self-Learning Materials/Self-Instructional Materials) packages and contact programmes involving face-to-face interaction with academic counselors (as approved by the Board of studies) are available. Eventually audio-visual presentations and occasional discussion sessions through webcast are organized.

PCP schedule for PG Education is prepared by the school and circulated among the Study Centres as well as notified in the official website of the university well ahead of the schedule. PCPs are conducted

at selected accredited Study Centres (known as PCP Centres) of this university from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays. In the time of need, special sessions are arranged on weekdays with a notification in the University website.

Students are recommended to read their SLMs thoroughly before participating in the PCP sessions to find it immensely useful. For each 100 marks of a theoretical paper, there are generally maximum 10 PCP sessions of 3 hours' duration each. Attendance at PCPs is optional, unless otherwise specified. PCPs are conducted in both the languages (English & Bengali) as per convenience and need. Students attending PCPs make their own arrangements for boarding/lodging.

Student Support service:

The prime focus of the academic and administrative structure of this University is to make the course more learner-friendly. It is provided in the following ways:

- Pre-admission counseling at Headquarters and study Centres
- Teaching support in the form of PCP sessions
- ICT support
- Conduct of workshops/extended contact programmes (if required)
- Continuous evaluation & feedback
- Library facility
- Conduct of examination at selected study centres

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	For each paper, thirty hours of the personal contact programme are held in different PCP centres as proposed by the university. In total, 120 hours of classes are taken by the academic counsellors.
	Tutorials/ Special Classes/ Remedial Classes/ PCP	Yes	For each paper, ten hours of the tutorials, special classes, and remedial classes are conducted by the Department of Bengali. As part of an ICT-based learning management system, forty hours of online interaction were conducted each year.
	Seminar/ Research Colloquium	Yes	Throughout the year, seminars and conferences are held on interdisciplinary subjects online and offline at the different campuses of the university.
Self-Learning	SLMs	Yes	The self-learning materials for each paper are provided to the learners, in addition to e-content if required from time to time during online sessions and a personal contact program.
	Reference Books	Yes	Each unit includes a list of recommended books to read in the self-study material. In addition, instructors at LSC (during PCP) and NSOU (during online sessions) help students through the use of reference books.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners are facilitated by a learning management system and the NSOU Android app.
	Offline DVD/SD Card/USB Drive	No	

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
	Telecommunications	NO	
Blended	Smart Classrooms	Yes	Arrangements are available at all the RC's and at LSC's as per the norms of the university.
	Flipped Learning	Yes	Preparation is done paper-wise in the NSOU official app in the form of audio-visual lectures, paper-wise.

Medium of Instruction: English and Bengali

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

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 University employs a variety of strategies to maximize the exposure of students to course material and each instructional programme. Initially, printed SLMs/SIMs (Self Learning Materials/Self Instructional Materials) packages and contact programmes including face-to-face engagement with academic counsellors are offered. Ultimately, audio materials, audio-visual presentations, teleconferences, and sporadic discussion sessions through webcasting and online radio may be implemented. The following instructional Learning Methodologies and Student Support Services are utilised to improve the Open and Distance learning environment:

➢ SLM in Print
➢ eSLM on the University Website
➢ Live AV Lectures Using LMS platform integrating App based education
➢ AV Lectures in DVD Mode; subsequently integrated on NSOU android app (Over 40 hrs run time)
➢ Blended Learning through PCP at LSC and online instruction
➢ SLP

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)
Admission	Nov	Jan
Distribution of SLM	Jan	Mar
Contact Programmes (counselling, practical, etc.)	Apr	Nov
Assignment Submission	Oct	Nov
Evaluation of Assignment	Nov	Dec
Examination	Dec	Jan
Declaration of Result	Mar	Apr
Renewal/ Re–registration	Jan	Feb

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

A**ssignment / 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 80% 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 20% (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:

Laboratory: 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: 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. 7,600/- (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	5
	Counselling/ PCP/ Lab Counselling	25
	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:

University is supported with a strong group of Board of Studies (BOS) members. All highly competent and esteemed professors have constantly supported this programme to cater to equitable quality education. They are engaging their self in time-to-time reviewing of syllabus. They do moderation and in such a way this BOS is responsible to check and maintain the quality of this program. NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 to ensure the delivery of high quality programmes to its learners.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Post Graduate Programme in Education as per University norms. BOS plays a vital role as the following

✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print. 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.

The programme strives for betterment as the defining element in imparting courses through a combination of quality assurance, promotion and sustenance initiatives. It follows-
✓ Identification of gaps through feedback from stakeholders-Learners, academic counsellors, subject experts and alumni
✓ Implementation of feedback analyses into the present
✓ Dissemination of best practices to maintain and sustain the programme relevance and demand in the everchanging society
✓ The overall purpose and intent of the quality practice envisions-
✓ A repertoire of university's efforts to improve the programmes and it's quality assurance
✓ Development of an understanding of the fundamentals that lead to success,

- ✓ Focus on continuous improvement efforts, and
- ✓ Management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class dissemination in catering to reaching out to the unreached, meeting the unmet, and serving the unserved

Expected Programme outcomes:

- ✓ Higher study in Education or in the concerned areas, viz., M. Phil. Ph.D. etc.;
- ✓ Professional studies in the Teacher Education or in the relevant areas,
- ✓ Appearing TET, CTET and allied competitive examinations to obtain jobs in Teaching at variouslevels (after fulfilling the minimum eligibility).
- ✓ Job Promotion towards Sub-Inspector of Schools or Education Services at Government level (afterfulfilling 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.