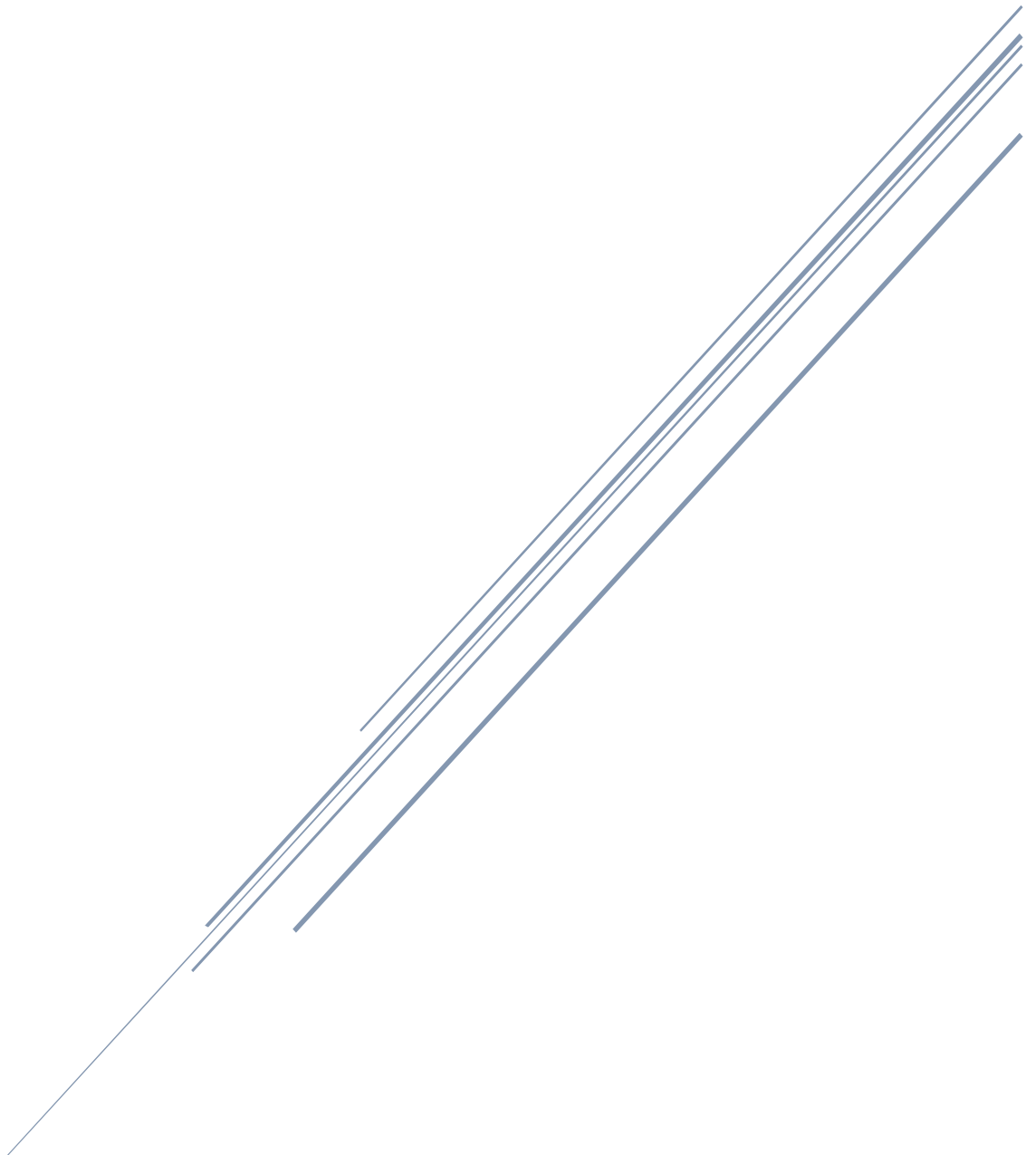# BACHELOR OF ARTS (HONS) (EDUCATION)-ODL

PROGRAMME PROJECT REPORT (PPR)

School of Education

PPR of BA in Education 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 goal of introducing the Hons in Education (HED) is to offer a high-quality education to a student body that is ethnically diverse, including students from migrant workers' families, minority girls, students from the background of daily wage earners and learners from the family of marginal class background, empowering them to pursue lifelong learning and lead fulfilling, productive lives in a society that is constantly changing. Additionally, this programme will assist the students in becoming accustomed to the changing employment market on all levels, from the local to the global. After finishing each course, the students' brains will be more open to the promotion of many subject-related domains.

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

In 2006, Netaji Subhas Open University launched its Education programme. In 2013, the School of Education was established. The institution decided to launch the subject's bachelor degree programme. The requests made by the students were crucial in this situation. The objective and mission were to meet the needs of the students who wanted to pursue further education in the field. In the future, it will benefit society as well as students. Education is regarded as a theory-based subject in West Bengal and is in high demand at the +2 level, the degree stage, and the higher education level. Students who earn a degree in the subject may begin teaching at the +2 level, while those who earn a postgraduate degree in education may begin at the college level or a higher level. For students who are struggling financially, pursuing higher education is a cost-effective approach. The development of course materials in a local language will greatly aid students in becoming familiar with the course topic.

iii. Nature of prospective target group of learners:

For the programme, the students have successfully completed Higher Secondary level from any recognized board. They are considered as the target group of learners for the programme. In West Bengal, a lot of Learners pass higher secondary (10+2) examination. But due to limitation of seats in the conventional Universities/ colleges in Education (Honours), all of them could not get enrolled themselves in the subject of their choice (i.e., Education). In recent years there are ample scope of higher studies as well as research in Education, thus the Learners opt this subject by choice.

Besides, target group of learners are people from different age groups who wishes to pursue higher education and enhance their knowledge in the discipline to seek for a better career and lead a responsible life. The learners are from different socio-economic background and are located in different parts of the state of West Bengal and also from neighbouring other states. In compliance with the ultimate objective of distance education to reach the unreached, special care is taken to include learners from marginalised sections of the society, backward caste and tribes.

This makes for a very heterogeneous learner group.

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

Many of the students are employed, as was already said. They are unable to go to regular classes. Additionally, they wish to raise their academic standards in order to advance their careers. Those with a +2 who work in primary or elementary schools desire to advance their education for their careers. Many of them are young people without jobs. They aim to advance their academic careers to increase their chances of finding employment. The majority of the students are females and young girls. Because of various factors, they were unable to enrol themselves. Education is one of their elective subjects. They will gain something from this course as well.

The course is traditional and prepares learners of the University to step out in the competitive job market, at par with students who take the course from Conventional University departments. The students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio-visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first-century scenario.

v. Instructional Design:

The curriculum design and detailed syllabus for UG-CBCS Education Learners is as follows.

Introduction: The curriculum has been created in accordance with university standards and guidance from the Council. With six semesters, this will operate in ODL mode (three years). The course recognises the relevance of field education and offers students several chances to engage with ODL environments, practise teaching-learning techniques, and integrate the importance of real-world contexts with the value of theories. To provide a positive experience, the assessment process should be thorough and ongoing and involve both quantitative and qualitative characteristics. Print, audio, video, audio-visual, and online computer-aided systems are all included in instructional design. Through these, support services for learners are also offered in various ways.

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):

SEM		CODE	Course Name	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks
1st Year	I	CC-ED-01	Introduction to Educational Studies	6	180	50	20	70
		CC-ED-02	Philosophical Foundation of Education	6	180	50	20	70
		AE-BG-11	* Bengali	2	60	50	20	70
		AE-EG-12	* English					
		GE-01: # Refer Table below		6	180	50	20	70
	II	CC-ED-03	Sociological Foundation of Education	6	180	50	20	70
		CC-ED-04	Psychological Foundation of Education	6	180	50	20	70
		AE-ES-21	Environmental Studies	2	60	50	20	70
		GE-02: # Refer Table below		6	180	50	20	70
2nd Year	III	CC-ED-05	Policy Perspective and Development of Indian Education (Pre-Independent)	6	180	50	20	70
		CC-ED-06	Pedagogical Studies	6	180	50	20	70
		CC-ED-07	Curriculum Studies	6	180	50	20	70
		SE-ED-11	**ICT in Education**	2	60	50	10	60
		GE-03: # Refer Table below		6	180	50	20	70
	IV	CC-ED-08	Evaluation in Education	6	180	50	20	70
		CC-ED-09	Educational Technology	6	180	50	20	70
		CC-ED-10	Guidance and Counseling in Education	6	180	50	20	70
		SE-ED-21	**Reading &Reflecting on Text**	2	60	50	10	60
		GE-04: # Refer Table below		6	180	50	20	70
3rd Year	V	CC-ED-11	Policy Perspective and Development of Indian Education (Post-Independent)	6	180	50	20	70
		CC-ED-12	Value Education	6	180	50	20	70
		DS-ED-11	Comparative Education	6	180	50	20	70
		DS-ED-21	Special and Inclusive Education	6	180	50	20	70
	VI	CC-ED-13	Educational Management and Planning	6	180	50	20	70
		CC-ED-14	Basic Research Methodology & Statistics in Education	6	180	50	20	70
		DS-ED-31	Child Development and Pedagogy	6	180	50	20	70
		DS-ED-41	¥ Education and Community Development	6	180	50	20	70
		DS-ED-42	¥ Open and Distance Education					

GE combination list:

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
History	GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (EARLIEST TO 1203/1204)	GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1203/1204-1757)	GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1757-1947)	GE-HI-41: Making of Contemporary India
				GE-HI-42: MAKING OF CONTEMPORARY WORLD
Sociology	GE-SO-11: Indian Society	GE-SO-21: Population and Society	GE-SO-31:Gender and Violence	GE-SO-41: Sociology of Social Movements
				GE-SO-42: Rethinking Development
Political Science	GE-PS-11: Nationalism in India	GE-PS-21: Feminism: Theory and Practice	GE-PS-31: Gandhi and the Contemporary World	GE-PS-41: Understanding Ambedkar
				GE-PS-42: United Nations and Global Conflicts

* Learner have to choose any one from AE-BG-11: Bengali or AE-EG-12: English as Ability Enhancement Compulsory Course 1

Learner have to choose any one subject from GE combination list, accordingly group papers of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV respectively. If there is 2 option available for GE paper 4 in Semester IV, candidate have to choose any one option.

¥ Learner have to choose any one for Discipline Specific paper 4 learner have to choose one paper from DS-ED-41: Education and Community Development or DS-ED-42: Open and Distance Education.

Course Legend: CC – Core Courses, AECC – Ability Enhancement Compulsory Courses, GEC – Generic Elective Courses, SEC – Skill Enhancement Courses, DSEC – Discipline Specific Elective Courses

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)

SEM	Course Title	Textual Syllabus	
I	Introduction to Educational Studies (CC-ED-01)	Module-I: Education as a subject of study	Unit 1: Educational Studies Unit 2: Education and Human Resource Developmnt Unit 3: Education as Academic Discipline
		Module II: Goals of Education	Unit 4: Aims & Objectives of Education Unit 5: Education as a Process Unit 6: Education for Knowledge Development
	Philosophical Foundation of Education (CC-ED -02)	Module I: Philosophical Foundation of Education	Unit 1: Philosophy and Education Unit 2: Indian Philosophy Unit 3: Western Philosophy
		Module II: Educational Philosophy	Unit 4: Values & Education Unit 5: Thoughts of Great Educators Unit 6: Education for National & International Understanding
II	Sociological Foundation of Education (CC-ED -03)	Module I: Educational Sociology	Unit 1: Education & Sociology Unit 2: Sociology as the Foundation of Education Unit 3: Education for Socialization
		Module II: Social Thoughts & Indian Social Ethos	Unit 4: Social Thoughts Unit 5: Social Change Unit 6: Indian Social Ethos
	Psychological Foundation of Education (CC-ED - 04)	Module I: Psychological Foundation of Education	Unit 1: Educational Psychology Unit 2: Growth & Development Unit 3: Theories of Development
		Module II: Educational Psychology	Unit 4: Psychology of Personality Unit 5: Psychology of Human Abilities Unit 6: Psychology of Learning

SEM	Course Title	Textual Syllabus	
III	Policy Perspective and development of Indian Education (Pre-Independent) (CC-ED - 05)	Module I: Educational Policy Development in 19th Century	Unit 1: Indigenous System of Education Unit 2: Educational Policy in early 19th Century Unit 3: Educational Policy in Late 19th Century
		Module II: National Education Movement & Modern Indian Education	Unit 4: National Education Movement Unit 5: Bengal Renaissance Unit 6: Modern Indian Education
	Pedagogical Studies (CC-ED -06)	Module I: Pedagogy & Teaching	Unit 1: Pedagogy y Unit 2: Pedagogy & Teaching Unit 3: Teaching
		Module II: Pedagogical Practices	Unit 4: Cognition Unit 5: Pedagogy y in Practice Unit 6: Teacher & Teaching
VI	Curriculum Studies (CC-ED - 07)	Module I: Curricular Issues	Unit 1: Introduction to Curriculum Unit 2: Curriculum as a Process Unit 3: Major Approaches to Curriculum
		Module II: Development & Transaction Of Curriculum	Unit 4: Curriculum Development Unit 5: Curriculum Evaluation Unit 6: Recent Trends in Curriculum
	Evaluation in Education (CC-ED -08)	Module I: Evaluation	Unit 1: Assessment, Measurement & Evaluation Unit 2: Tools & Techniques of Educational Evaluation Unit 3: Achievement Test Construction
		Module II: Testing & Evaluation	Unit 4: Types of Evaluation Unit 5: Types of Testing Unit 6: Modern Trends in Evaluation
	Educational Technology (CC-ED -09)	Module I: Educational Technology & Communication	Unit 1: Technology & Education Unit 2: Systems Approach in Education Unit 3: Classroom Communications
		Module II: Technology Adoption in Education	Unit 4: Hardware Technology in Education Unit 5: Models of Teaching Unit 6: Technology Adoptions & Blended Learning
	Guidance and Counseling in Education (CC-ED -10)	Module I: Stress, Mental Health & Education	Unit 1: Mental Health and Education Unit 2: Adjustment & Maladjustment Unit 3: Stress Coping Strategies
		Module II: Mental Health & Role of Teacher	Unit 4: Mental Health Assessment Unit 5: Guidance & Counselling Unit 6: Mental Health & Education
V	Policy Perspective and Development of Indian Education (Post-Independent) (CC-ED-11)	Module I: Educational Policy Perspectives in Independent India	Unit 1: Indian Education Commissions Unit 2: National Policies on Education Unit 3: National Apex Bodies in Education
		Module II: National Issues in Education	Unit 4: Education for All in India Unit 5: Life-long Learning & Human Resource Development Unit 6: Educational Policies

SEM	Course Title	Textual Syllabus	
VI	Value Education (CC-ED-12)	Module I: Values & Value Inculcation	Unit 1: Basics of Values Unit 2: Inculcation of Values Unit 3: Value Education Unit 4: Values in Schools
		Module II: Values for National Integrity	Unit 5: Values for Nation Unit 6: Rights and Constitution
	Educational Management and Planning (CC-ED -13)	Module I: Educational Planning	Unit 1: Educational Organization Unit 2: Basics of Educational Planning Unit 3: Principles of Educational Planning
		Module II: Educational Management	Unit 4: Organizational Management Unit 5: Educational Administration Unit 6: Leadership & Education
	Basic Research Methodology and Statistics in Education (CC-ED -14)	Module I: Identification of Research Problem	Unit 1: Research in Education Unit 2: Review of Related Studies Unit 3: Research Objectives & Hypotheses
		Module II: Research Findings	Unit 4: Tools & Techniques Unit 5: Qualitative Data Analysis Unit 6: Research Report Writing

Discipline Specific Elective Course (DSEC):

Course Title	Textual Syllabus	
Comparative Education (DS-ED-11)	Module I: Comparative Education as an Emerging Academic Discipline	Unit 1: Factors of Comparative Education Unit 2: Approaches, Methods & Problems of Comparative Education Unit 3: Significance of Comparative Education
	Module II: Indian Education in Comparison to Global Context	Unit 4: Education in the Global Context Unit 5: Comparative Study of Basic Education in different Asian Countries Unit 6: Comparative Study of Higher Education in advanced countries
Special and Inclusive Education (DS-ED-21)	Module I: Special Education	Unit 1: Perspectives of Special Education Unit 2: Status of Special Education Unit 3: Instructional Models for CWSN
	Module II: Inclusive Education	Unit 4: Inclusive Education Planning Unit 5: Multi-level Support System Unit 6: Role of Govts & NGOs
Child Development and Pedagogy (DS-ED-31)	Module I: Child Development	Unit 1: The Child Unit 2: Child Centered Progressive Education Unit 3: Types of Children
	Module II: Pedagogy	Unit 4: Language, Learning & Critical Thinking Unit 5: Learning & Teaching Unit 6: Measurement & Evaluation
Education and Community Development (DS-ED-41)	Module I: Indian Thoughts on Community Development	Unit 1: Education & Community Unit 2: Thoughts on Village Reconstruction Unit 3: Youth for Community Development
	Module II: Institution-	Unit 4: Community Development Programmes Unit 5: Community Development for National Development

	Community Interaction for Development	Unit 6: Extension Education for Community Development
Open and Distance Education (DS-ED-42)	Module I: Perspectives of Open & Distance Education	Unit 1: Perspectives of Distance Education Unit 2: Philosophical Perspectives of Distance Education Unit 3: Socio- Political Issues of Distance Education
	Module II: Support Services to Open & Distance Education	Unit 4: Support Services for Open & Distance Education Unit 5: Principles of Text Design for Open & Distance Education Unit 6: Blended Learning

c. Duration of the programme:

The minimum duration of the Programme is 3 (three) years from the date of registration. 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	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

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	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (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	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	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
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

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
	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:

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 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 – 50 marks
Total marks for each course – 70

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 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. 9,900/- (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 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 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).