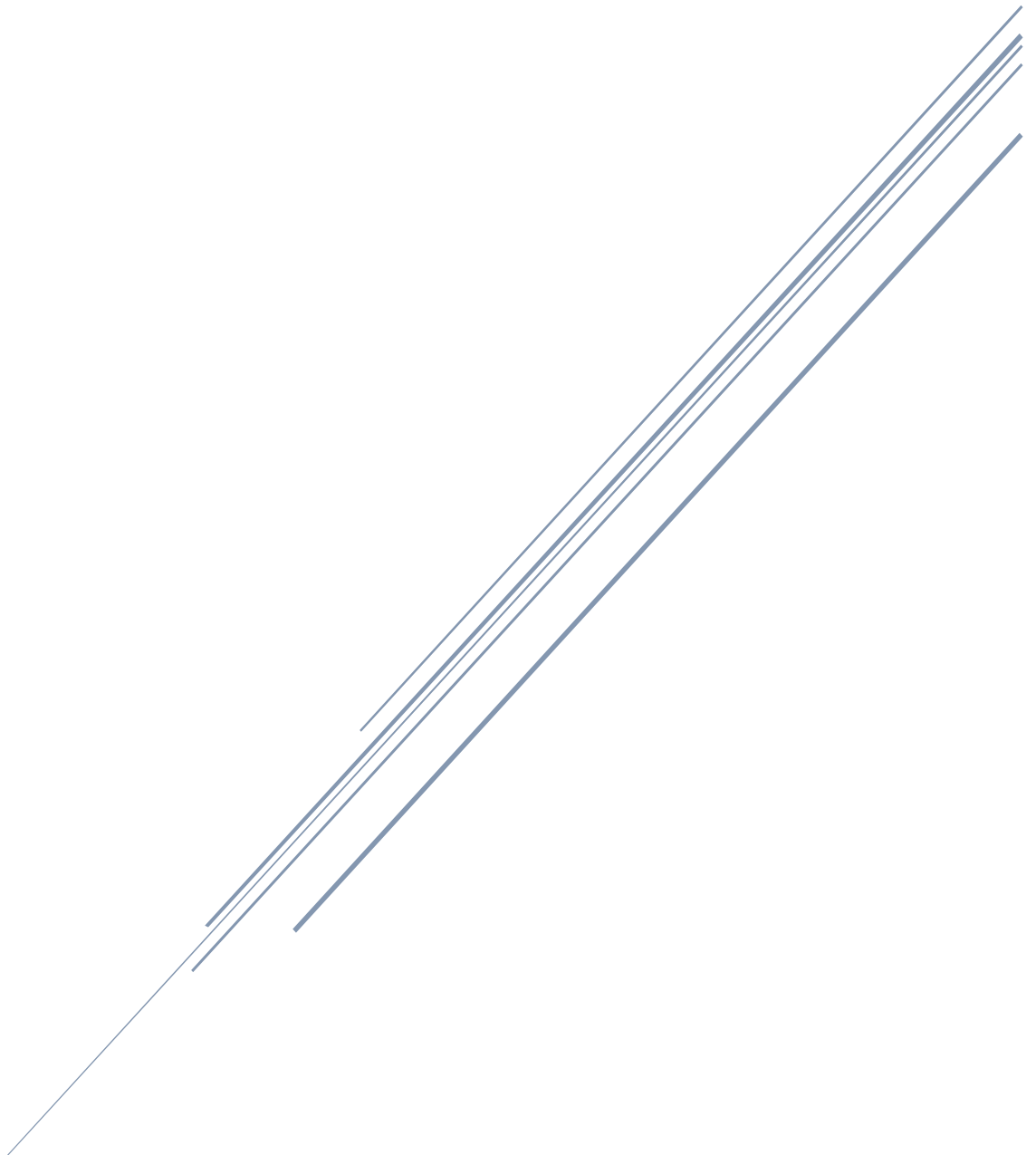


MASTER OF EDUCATION - SPECIAL EDUCATION
(INTELLECTUAL AND DEVELOPMENTAL
DISABILITY/ HEARING IMPAIRMENT) -ODL
PROGRAMME PROJECT REPORT (PPR)



School of Education

PPR of M.Ed. - Special Education (IDD/HI)-ODL 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 M. Ed. Special Education- ODL programme is of preparing teachers as education leaders. The major thrust of the M. Ed. Spl. Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities. A person qualified in M.Ed. Special Education can serve as Master Trainer to teach Special Educators undergoing training at Diploma or Graduation levels in Special Education in specific disability. In addition, they can assume the role of Researchers, Leaders, Capacity Builders, Developer and Catalysts in the area of Special Education.

Objectives: The M. Ed. Spl. Ed.- ODL programme promotes three shared philosophical stances that underlying the longstanding tradition of preparing teacher educators to be education leaders. Teaching as inquiry, teaching as curriculum creation, and teaching for social justice are examples of these stances. The program's goals are as follows:

- ✓ Assist potential teacher educators in taking the lead in advocating for and meeting the educational needs of children with disabilities in a variety of settings.
- ✓ Provide opportunities for teacher educators to gain specialized leadership skills in curriculum, pedagogy, and universal design.
- ✓ Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings

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:

The admission for the degree of M. Ed. Spl. Ed.- ODL degree shall be open to:

- ✓ A candidate who has successfully passed B. Ed Spl. Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B. Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- ✓ A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 per cent marks in each course.
- ✓ Candidate should have valid RCI registration

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:

The M. Ed Special Education- ODL Course/programme will be of two & half year course distributed in 05 semesters. Each semester will be of 06 months. The course structure are as follows:

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

| Code | Area | Courses | Credits |
|--------------------|------------------------|-------------|-----------|
| A | Core courses | 7 | 28 |
| B | Specialization Courses | 4 | 16 |
| C | Elective Courses | 1 | 04 |
| D | Dissertation | 1 | 16 |
| E | Practical I | 2 | 08 |
| F | Practical II | 2 | 08 |
| Total | | 17 | 80 |
| Total Marks | | 2000 | |

Specialisation offered (with specific reference to Area B)

The M. Ed. Spl. Ed. programme is presently being offered in following specializations:

- I. Intellectual & Developmental Disability (IDD)/ Intellectual Disability (ID)
- II. Hearing Impairment (HI)

AREA A - CORE COURSES

| Course Code | Title | Credits | Marks |
|--------------|--|-----------|------------|
| A1 | Developments in Education and Special Education | 4 | 100 |
| A2 | Psychology of Development and Learning | 4 | 100 |
| A3 | Research Methodology and Statistics | 4 | 100 |
| A4 | Curriculum Design & Development | 4 | 100 |
| A5 | Inclusive Education | 4 | 100 |
| A6 | Perspectives in Teacher Education - In-service & Pre-service | 4 | 100 |
| A7 | Educational Evaluation | 4 | 100 |
| Total | | 28 | 700 |

AREA B - SPECIALIZATION COURSES

| Course Code | Title | Credit | Marks |
|--------------|--|-----------|------------|
| B8 | Identification, Assessment and Needs of Children with* | 4 | 100 |
| B9 | Curriculum And Teaching Strategies for Children with* | 4 | 100 |
| B10 | Adulthood and Family Issues | 4 | 100 |
| B11 | Therapeutics and Assistive Devices** | 4 | 100 |
| Total | | 16 | 400 |

*Specific Disability in which M. Ed. Spl. Ed. Programme is being offered. ** As per the need of disability different title has been used.

AREA C - ELECTIVE COURSE

| Course Code | Title | Credit | Marks |
|--------------|--------------------------|----------|------------|
| C1 4 | Guidance and Counselling | 4 | 100 |
| Total | | 4 | 100 |

AREA D – DISSERTATION

| Course Code | Title | Credit | Marks |
|-------------|--------------|--------|-------|
| D | Dissertation | 16 | 400 |

AREA E - PRACTICAL RELATED TO SPECIFIC DISABILITY

| Course Code | Title | Credit | Marks |
|-------------|--------------------------------|--------|-------|
| E 1 | Related to Specific Disability | 4 | 100 |
| E 2 | | 4 | 100 |

AREA F - PRACTICAL II

| Course Code | Title | Credit | Marks |
|-------------|---|--------|-------|
| F1 | Field Engagement / Internship as a TeacherTrainer | 4 | 100 |
| F2 | | 4 | 100 |

PROGRAMME STRUCTURE & SEMESTER WISE COURSE DETAILS: SEMESTER-WISE STRUCTURE OF M. ED. SPL. ED.-ODL

Specialization:

1. Intellectual and Developmental Disability (I.D.D.)/ Intellectual Disability (I.D.)
2. Hearing Impairment (H.I.)

SEMESTER I

| COURSE TITLE | CREDITS | TE Full Marks | Assig. Full Marks | TE Full Marks |
|--------------|---------|---------------|-------------------|---------------|
|--------------|---------|---------------|-------------------|---------------|

| | | | | |
|--|----|-----|-----|-----|
| A1: DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION Unit 1: An Overview of Development of Education System Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India Unit 4: Quality Issues in Education Unit 5: Current Trends and Future Perspective | 4 | 20 | 80 | 100 |
| A2: PSYCHOLOGY OF DEVELOPMENT AND LEARNING Unit 1: Overview Educational Psychology Unit 2: Understanding the Development of the Learner Unit 3: Cognition and Information Processing Unit 4: Motivation, Learning and Personality Unit 5: Psychological Aspects of Teaching | 4 | 20 | 80 | 100 |
| B8 (I.D): IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY Unit 1: Overview of Intellectual Disability Unit 2: Screening, Identification, Assessment and Diagnosis Unit 3: Identification of Needs Unit 4: Use of Assessment Information Unit 5: Emerging and Future Issues | 4 | 20 | 80 | 100 |
| B8 (H.I.): IDENTIFICATION, ASSESSMENT AND NEEDS OF INDIVIDUALS WITH HEARING IMPAIRMENT Unit 1: Audiological Assessment, Identification and Addressing Needs Unit 2: Speech Assessment, Identification and Addressing Needs Unit 3: Language & Communication Assessment, Identification and Addressing Needs Unit 4: Educational Assessment, Identification and Addressing Needs Unit 5: Team Approach in Assessment, Identification & Assessing Needs | 4 | 20 | 80 | 100 |
| E - 1: PRACTICAL RELATED TO DISABILITY | 4 | 50 | 50 | 100 |
| Total | 16 | 110 | 290 | 400 |
| A3: RESEARCH METHODOLOGY AND STATISTICS Unit 1: Scientific Knowledge and Research Unit 2: Types and Methods of Research Unit 3: Methods of Quantitative Analysis Unit 4: Qualitative Research Methods and Analysis Unit 5: Preparing Research Proposal & Report | 4 | 20 | 80 | 100 |
| A4: CURRICULUM DESIGN & DEVELOPMENT Unit 1: Nature of Curriculum Unit 2: Approaches & Types of Curriculum Development Unit 3: Principles of Curriculum Construction Unit 4: Curriculum Development & Instructional Design Unit 5: Critical Issues in Curriculum | 4 | 20 | 80 | 100 |

| | | | | |
|---|-----------|------------|------------|------------|
| B9 (I.D.): CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY Unit 1: Curriculum Development Unit 2: Teaching Approaches Unit 3: Curricular Domains & Levels Unit 4: Instructional Programs and Methods Unit 5: Teaching Strategies & TLM | 4 | 20 | 80 | 100 |
| B9 (H.I.): CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT Unit 1: Curricular Needs at Different Levels Unit 2: Curricular Adaptations Unit 3: Differentiated Instructions Unit-4: Literacy Development & Teaching Strategies Unit 5: Research & Development in Literacy | 4 | 20 | 80 | 100 |
| E2: PRACTICAL RELATED TO DISABILITY | 4 | 50 | 50 | 100 |
| Total | 16 | 110 | 290 | 400 |
| A6: PERSPECTIVES IN TEACHER EDUCATION - IN- SERVICE AND PRE-SERVICE Unit 1: Understanding Teacher Education (TE) Unit 2: TE and Education of Children with Disabilities Unit 3: Pre-service TE in Education of Children with Disabilities Unit 4: Continued Teacher Development Program Unit 5: Issues and Challenges in TE for Education of Children with Disabilities | 4 | 20 | 80 | 100 |
| A7: EDUCATIONAL EVALUATION Unit 1: Foundations in Evaluation Unit 2: Scope of Evaluation Unit 3: Teaching- learning and Evaluation Unit 4: Programme Evaluation & Review Unit 5:Current Trends in Evaluation | 4 | 20 | 80 | 100 |
| B11 (I.D.): THERAPEUTICS AND ASSISTIVE DEVICES INDIVIDUALS WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY Unit 1: Language Speech and Communication Unit2: Physiotherapy Unit 3: Occupational Therapy Unit 4: Behaviour Modification Unit 5: Assistive Devices | 4 | 20 | 80 | 100 |
| B11 (H.I.): ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT Unit 1: Schemes & Services for Individuals with Hearing Impairment Unit 2: Listening and Assistive Devices in Audiological Management Unit 3: Assistive Devices in Management of Language & Communication Unit 4: Technology & Methods in Management of Speech Unit 5: Assistive Devices in Educational Management | 4 | 20 | 80 | 100 |
| D: DISSERTATION* | | | | |
| F1: FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS | 4 | 50 | 50 | 100 |
| Total | 16 | 110 | 290 | 400 |

| | | | | |
|---|-----------|------------|------------|------------|
| A5: INCLUSIVE EDUCATION Unit 1: Perspectives in Inclusive Education Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique Unit 3: Building Inclusive Schools Unit 4: Building Inclusive Learning Environments Unit 5: Planning for Including Diverse Learning Needs Unit 6: Collaborations | 4 | 20 | 80 | 100 |
| B 10 (I.D.): ADULTHOOD AND FAMILY ISSUES Unit 1: Human Growth & Development in Adulthood Unit 2: Family and Adult with Intellectual Disability Unit 3: Gender, Sexuality and Marriage Related Issues Unit 4: Disability Issues – Community Unit 5: Adulthood and Family Training | 4 | 20 | 80 | 100 |
| B 10 (H.I.): ADULTHOOD AND FAMILY ISSUES IN HEARING IMPAIRMENT Unit 1: Transition from Adolescence to Adulthood Unit 2: Independent Living Unit 3: Higher Education, Vocational Education & Employment Unit 4: Community & Cultural Issues Unit 5: Family Issues | 4 | 20 | 80 | 100 |
| ELECTIVE COURSE | 4 | 20 | 80 | 100 |
| C14: GUIDANCE AND COUNSELING Unit 1: Education and Career Guidance Unit 2: Vocational Guidance Unit 3: Fundamentals of Counselling Unit 4: Group approaches in Vocational Counselling and Guidance Unit 5: Assessment in Educational and Vocational Guidance and Counselling | 4 | 20 | 80 | 100 |
| D: DISSERTATION** | | | | |
| F2: FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER TRAINER | 4 | 50 | 50 | 100 |
| Total | 16 | 110 | 290 | 400 |
| D: DISSERTATION | 16 | 200 | 200 | 400 |
| Total Two and Half Years Course | 80 | 640 | 1360 | 2000 |

*Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work at the end of the Third Semester.

** During Fourth Semester, the Teacher educator have to conduct review of literature and develop relevant tools for their research projects (on special children in their respected fields).

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 | 18 Days in each Semesters= 90 days with 6 hrs in each day i.e 540 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 | 48 hrs (2 Day x 4 Semester x 6Hrs) |
| | School Based activities and Internship | Yes | 360 hrs/ requirement As per |
| | Laboratory based Practical | Yes | As per requirement |
| | Field Work including Visits | Yes | As per requirement |
| | Extension Activities/ Community Outreach Programmes | Yes | As per requirement |
| Self-Learning | SLMs | Yes | 150 hrs X 5 Semesters= 750 hrs/ As per requirement |
| | 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:**Admission Process:**

Admission to the M. Ed. Spl. Ed.- ODL will be done on the basis of Academic Merit only. On the basis of on- line submission of Application, the University shall prepare a Provisional Merit List without

verification of the accuracy and authenticity of the data submitted by the applicants. The rank of the Provisional Merit List may change due to any inaccuracy/ disparity and lack of authenticity of the data entered. Applicants shall remain responsible for the inaccuracy/ disparity and lack of authenticity of the data entered and the candidature may be denied at any stage of admission and even during the continuation of the programme. Admission will be offered only through Central Counselling process by the University after verification of the accuracy/ disparity and authenticity of the data entered based upon the Provisional Merit List provided.

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.

Eligibility: The admission for the degree of M. Ed. Spl. Ed.- ODL degree shall be open to:

- a. A candidate who has successfully passed B. Ed Spl. Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B. Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b. A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.

Special LSCs: As per the NOC issued by RCI, the university department (The Department of Special Education under School of Education) will be conducting the course.

Curriculum transaction and Evaluation:

Face to face counselling is arranged by the Department of Special education. School Based activities, teaching sessions, Field Visits, Seminar or workshop on relevant topics are arranged as per requirement of the curriculum. SLMs are provided to all learners along with SD card containing A-

V Lectures on relevant topics for facilitating self-learning. Updated information are regularly shared through sms service, Google Group, WhatsApp group, Facebook page etc.

There are two components of evaluation. Internal assessment/ home assignment for each theory paper carries 20% weightage. The final Theory examination will be held on Semester wise and carries 80% weightage. Practical examination will be held semester-wise with 40% weightage for Internal and 60% weightage for External Examiner.

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) | 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 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:

NSOU maintains well-equipped Central Library and Departmental Libraries with adequate number of prescribed textbooks and reference books in Special Education, CDs, Encyclopaedias, Journals of Teacher Education and Distance Education. In addition, Self- instructional material in sufficient quantity is available in the library.

Special Educational Lab, Speech Intervention lab, TLM Lab, ICT Lab, Psychology Lab and Resource room are made available for the learners.

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 Bengali 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.

Expected Programme outcomes:

The two-year M.Ed. programme is a perfect blend of professional, skill based and entrepreneurship courses designed to prepare efficient and competent teachers for the twenty first century and equip them to adapt and merge with the ever evolving teaching platform. Preparing teacher educators through transformative educational expertise, generating knowledge beyond horizon through intellectual practice and inculcating values for nurturing an egalitarian society are the major thrust areas of the programme. The technology driven and competency based comprehensive programme is a combination of theory and practice that aims in facilitating the learners with knowledge, competencies and skills that would help them carve a niche of their own in the global teaching scenario. The M. Ed. Spl. Ed. programme helps:

- ✓ To provide high-quality, skill- and value-based teacher education with research expertise in special, general, and inclusive education.
- ✓ To equip teacher educators with the knowledge and abilities necessary for them to serve as master trainers in Special, General, and Inclusive Education Colleges and University Departments.
- ✓ To incorporate technology-enabled teaching and learning to meet the needs of instruction around the world
- ✓ To Enhance knowledge and skills of teacher educators for professional development