



NETAJI SUBHAS OPEN UNIVERSITY
School of Education

PROGRAMME GUIDE

For
Post Graduate Degree Programme
Bachelor Degree Programme
And
2nd Degree Programmes

DD-26, Sector-I, Salt Lake, Kolkata-700064
(www.wbnsou.ac.in)



Netaji Subhas Open University
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Programmes under School of Education

- ❖ Post Graduate Programme in Education
- ❖ Bachelor Degree Programme in Education
- ❖ B.Ed in Special Education (I.D/ H.I/V.I)



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PREFACE

In the curriculum structure introduced by the University for Bachelor Degree Programme/ Post Graduate Degree Programme/2nd Degree Programmes (in compliance to the concerned regulatory body) in various disciplines is equally available to all learners. Instead of being guided any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not deliver in artificial differentiation.

Keeping this in view, Self Learning Materials of the programme in different disciplines are being prepared on the basis of a well laid out syllabus. The course structure combines the best elements in model syllabi of UGC in respective subject. It has been so designed as to be upgradable with addition of new information as well as of fresh thinking and analysis. The University has also taken initiatives to prepare the Programme Guide for the benefit of the learners. The Programme Guide will help the learners in completing the course successfully by well designed plan of entire learning process. It also provides different sources of e-Resources.

The more a learner would seriously follow the Programme Guide the easier it will be for her/ him to reach out to longer horizons of a subject. If anything remains still difficult to follow, the learners are advised to attend the counselling sessions arranged at designated Learner Support Centres (LSCs) of the University.

Needless to add, a great part of these efforts is still experimental – in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. With the new initiatives of the University, I hope that the Programme Guide would be beneficial to the learners and as well as to the Academic Counsellors. I also welcome suggestions and feedback from the users for its further improvement.

Professor Subha Sankar Sarkar

Vice-Chancellor

Netaji Subhas Open University

Post Graduate Degree in Education

M.A in Education (PGED)

Prepared by
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**P
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D**

EXPECTATION FROM THE LEARNERS

The internationally shared belief that higher education has a role to play in delivering graduates with an ability to contribute to the knowledge-based economy is one of the main driving forces behind the 'employability agenda' that has emerged in higher education in recent years. A postgraduate is a hybrid between a student, academician and a researcher. PGED programme requires the development of a unique set of expectations from its learners. They are expected:

- To pursue the programme within the guidelines provided by the University.
- To devote an appropriate amount of time and energy toward achieving academic excellence and earning the degree.
- To work hard and embrace ICT to meet the challenge of successful completion of the programme.
- To inform them of and conduct themselves in accordance with the School's policies and procedures, specific program requirements, and standards of performance established by faculty and articulated in University brochure.
- To locate and review University website for notices, circulars, and announcements related to all academic and administrative affairs from time to time
- To gain expertise in a particular area of study, expand the knowledge of that disciplinary field or to push disciplinary boundaries through interdisciplinary/ collaborative learnings/ studies, by discovering and pursuing a topic of scholarly inquiry and research.
- Pursue, to the extent possible, teaching and training opportunities that are relevant to achieve their tangible goals and career expectation that enhance education to diverse learners and populations.
- To Seek and receive appropriate comprehension and evaluation for social roles.

- To pursue professional training programs, seminars, and courses that will enhance their professional and personal growth and development and help them build a broad network of professional contacts.

PROGRAMME INFORMATION

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. In the light of this, various seminars and workshops pertaining to the programme are carried out in tandem to the need as and when required.

SYLLABUS MAPPING:

	Paper	Paper Code	Paper Type	Study Hours	Full Marks
1st Year	Philosophy of Education & History of Education In India	PGED-1	Theory	30	100
	Psychological Foundation of Education	PGED-2	Theory	30	100
	Sociological Foundation of Education	PGED-3	Theory	30	100
	Methodology of Educational Research and Educational Statistics	PGED-4	Theory	30	100
	Educational Technology & Curriculum studies	PGED-5	Theory	30	100
	Educational Administration & Management	PGED-6	Theory	30	100
	Evaluation & Measurement & Guidance & Counselling	PGED-7	Theory	30	100

	Paper	Paper Code	Paper Type	Study Hours	Full Marks
2nd Year	Subject of special study/Elective (anyone from the following):	PGED-8	Theory	30	100
	A. Special Education(E1)	(E1/ E2/ E3/ E4)			
	B. Teacher Education(E2)				
	C. Education of Women in India(E3)				
	D. Population Education(E4)				

RECOMMENDED APPROACH

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 University Faculties and approved academic counselors. Eventually audio-visual presentations and occasional accompaniment discussion sessions through webcast are organized. For each 100 marks of a theoretical paper there is generally maximum 10 PCP sessions of 3 hours' duration each for 100 marks of a theoretical paper.

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/ locations/areas 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. Learners are recommended to read their SLMs thoroughly before participating in the PCP sessions to find it immensely useful.

Medium of Delivery: Bilingual (English and Bengali)

Recent Interventions: The School has stretched its teaching-learning process to cater to the curricular requirements of nearly 4000 enrolled learners through the ICT support of the University. By embracing the tech-enabled virtual sessions and special lectures, the learners experienced the joy and enrichment of learning even in the circumscribed phase due to the outbreak of pandemic.

PROGRAMME OBJECTIVES

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 Programme 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 global 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, Teacher Education and Women Education perspectives in particular-their status and priorities.

EXPECTED PROGRAMME OUTCOMES

The PG in Education program may be helpful to the candidates

- To understand the bases of education, learner, learning factors & evaluation.
- Equip the learners with the changing faces of education, special education, inclusive education and relevant reforms and debates.
- 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 various levels (after fulfilling the minimum eligibility).
- 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.

COURSE / PAPER OBJECTIVES

Paper-I: Philosophy of Education and History of Education in India

M-1: Philosophy of Education

1. understand the concept Education as the field of Knowledge, its aims, & disciplines.
2. be acquainted with the Indian Schools of Philosophy with reference to educational implication

3. be acquainted with the Western Schools of Philosophy with reference to educational implication
4. be acquainted with the educational thoughts of some important Indian, Western and some Radical thinkers; develop an understanding about the Educational philosophy.
5. Discuss in details the issues in the light of education: democracy, freedom, discipline, human rights and globalization.

M-2: History of Education in India

1. understand educational thought of Indian social reformers in the development of education
2. be acquainted with a synoptic view of the Initiatives, Acts, Reports, Charter, Minutes and Policy adaptations for the development of Indian education during British period;
3. be acquainted with the development of Indian education in the context of National Education Movements in the post-independent era;
4. explain and discuss the national values as enshrined in the Indian Constitution
5. outline major trends in Indian education in the areas: Women education, Adult education, Non-formal education, liberal education, inclusive education, vocational education, distance education.

Paper-II: Psychological Foundation of Education

M-1: Psychological Foundation of Education

1. understand the concept of Psychology and its relation with Education;
2. realize the concept, stages and types of growth and development and applications in Education;
3. be acquainted with the concept, process, types and approaches to learning & its impact in Education
4. understand about transfer of learning-concept, nature, types, theories and methods
5. be acquainted with the aspects of memory and forgetting and its bearing on education

M-2: Factors Related to Learning

1. understand the factors influencing learning;
2. be acquainted with concept of intelligence, nature, types and assessment.
3. develop an understanding about concept, theories of motivation and its relation to learning;
4. be acquainted with concept and theories of mental health and its bearing on learning
5. make deep understanding about psychology and education of diverse learners.

Paper-III: Sociological Foundation of Education

M-1: Education and Society

1. be acquainted with the concept of Sociology of Education, difference between Sociology of Education & Educational Sociology;
2. understand the with Sociological knowledge as the foundation of Education;
3. be familiar with the Social Groups and Socialization process;
4. be acquainted with the determinants of education & Education as a social subsystem;
5. be aware with the aspects of Social Change, Social mobility, Social stratification and role of Education; understand some social ethos to address through Educational Sociology.

M-2: Theories of Sociology and Social Issues in Education

1. gain an understanding of sociological views of eminent sociologist and their impact on education.
2. explain the concept, factors & strategies of equality and equity and its wider perspectives.
3. discuss nature, types and impact of groups on Education and concept of sociometry.
4. be acquainted with the knowledge of youth problems, social unrest and issues pertaining to socio-political changes across the world.

5. understand and explain linkages between educational policies and national development, and social problems of education and sub-concepts therein.

Paper-IV: Methodology of Educational Research and Educational Statistics

M-1: Methodology of Educational Research

1. be acquainted with the scientific methods of Research in Educational Studies; Meaning, Nature, Scope, need and purpose and limitation of educational research and emerging trends in educational research.
2. extend an understanding about types of educational research systematically;
3. be acquainted with Population and sampling: meaning, purpose, procedure and methods of sampling & sampling errors;
4. expand an understanding about the tools & techniques of data collection;
5. develop an understanding about steps of educational research in a systematic manner.

M-2: Methodology of Educational Research

1. be acquainted with the measures of central tendency, variability and respective uses, develop skills in organising the types, classification, quantification and graphical representation of data;
2. make an understanding about the concept of NPC and non-normality standard scores;
3. be acquainted with measures of relationship;
4. understand and compute reliability and validity: concept and types, importance methods of estimation in educational research;
5. understand the concept and compute various parametric tests in educational statistics, their uses.

Paper-V: Educational Technology and Curriculum Studies

M-1 Educational Technology

1. understand the concept of educational technology, its basic components and significance;
2. be acquainted with the ISD, systems approach, its components and problems of implementation;

3. develop an understanding about educational process and communication technology, basic model and factors affecting classroom communication;
4. be acquainted with different forms of hardware technology, ICT and E-learning;
5. make an understanding about models of teaching and computer assisted learning;

M-2: Curriculum Studies

1. Develop an understanding about concept, principles and classification of curriculum
2. Acquaint with the different bases of curriculum
3. Understand curriculum design and educational objectives
4. Comprehend different approaches to curriculum development and factors of curriculum construction.
5. Gain an understanding of curriculum evaluation: concept, sources and methods of curriculum evaluation.

P-VI: Educational Administration and Management

M-1: Educational Administration

1. make an understanding about the theories of administration, the concept of educational administration, relation between administration & management;
2. understand about organization, the leadership in educational administration and its premise and significance;
3. be acquainted with concept, types, objectives & drawbacks of educational planning
4. know about the educational finance and its systems
5. make an understanding about different aspects of educational organization: conflict, resolution, manpower, training etc;

M-2: Educational Management

1. gain an understanding about the concept, nature, types, functions & evolution of educational management;

2. understand about the concept & various aspects of supervision & managerial behaviours;
3. Know about roles of teachers in different areas of educational Management including teaching learning process and social responsibility.
4. be acquainted with management and control processes;
5. delineate & explain the various aspects of Human Resource Development in Education;

P-VII: Evaluation and Measurement in Education and Guidance and Counselling

M-1: Evaluation and Measurement in Education

1. develop an understanding of the concepts of Measurement, Assessment and Evaluation in the field of education;
2. be acquainted with educational objectives and evaluation;
3. understand, characterize, classify tools of evaluation.; different types of testing, its purposes and significance;
4. be acquainted with current trends in evaluation.
5. Use, compute and justify the different forms of evaluation: their needs and uses in education.

M-2: Guidance and Counselling

1. understand about the concepts, principles and relation of guidance and counseling;
2. make an understanding about different steps of Guidance & Counselling;
3. develop an understanding about potential areas and levels of Guidance & Counselling;
4. be acquainted with Pre-requisites and approaches of guidance and Counselling;
5. understand about guidance process, organization and essential information and opportunities pertaining to Guidance and Counselling;

P-VIII E1: Special Education

M-1- Inclusive Education

1. know the background of diversity and its canvas;
2. familiar with the Inclusive Education: its perception & functionality
3. gain an understanding of adaptation, accommodation & modification in executing Inclusive setting;
4. be acquainted with Inclusive academic instructions.
5. comprehend the pragmatic areas of Supports and Collaborations for Inclusive Education
6. extend an understanding of Policies & Frameworks Facilitating Inclusive Education

M-2: Education of The Differently Abled Children

1. know the nature and assessment of Visual impairment
2. familiar with the educational implications of Visual Impairment
3. gain an understanding of nature & classification of Hearing Impairment
4. comprehend the impact of hearing loss
5. understand and explain Learning Disability: Nature, Needs and Intervention
6. be aware and understand Autism Spectrum Disorder

P-VIII E2: Teacher Education

M-1: Principles of Teacher Education

1. to develop a knowledge of concept of teacher education
2. make an understanding about the philosophical issues of the teacher education
3. be acquainted with the origin and development of teacher education
4. know & understand objectives of teacher education;
5. be acquainted with the managing agencies of teacher education

M-2: Practices of Teacher Education

1. know & understand about the Programme of Teacher Education at different levels of Education in India;
2. understand and analyse the framing of curriculum of teacher education
3. to develop knowledge in the Professional preparation for pre & in service teacher education
4. comprehend contemporary issues in teacher education
5. to remain abreast and evaluate Problems and Prospects of Teacher Education in India and their remedial measures.

P-VIII E3: Education of Women in India

M-1: Perspectives of Women's Education

1. develop an overview of women education
2. be acquainted with Development of Women's Education during pre-independence period.
3. Reflect on the thinkers of women education;
4. reflect upon the major constraints of women education in India;
5. reflect upon the present status of women education;

M-2: Post independence Development of Women's Education in India

1. to know about the policy perspectives of women education in India
2. to analyse the Committees and Commissions on Women's Education in India
3. to delineate the present status of women education in India
4. to reflect on empowerment, social transformation and women education
5. to understand and attain reflecting skills on trends in researches in women education

P-VIII E4: Population and Environmental Education

M-1: Population Education

1. develop an understanding of Concept of Population Education;
2. be acquainted with the terms and knowledge of Population Dynamics;
3. develop an in-depth understanding of Population and quality of life
4. reflect on relationship of Population and Natural resource
5. extend an understanding of agencies and curriculum of population education

M-2: Environmental Education

1. to gain an understanding of the concept of Environmental Education
2. to extend and map the knowledge of the concern for Environment
3. to know the various significant agencies of Environmental Education
4. to know and reflect upon the curriculum and approaches of Environmental Education
5. understanding and evaluating the myriad avenues of Teacher's training for Environmental Education

LEARNING OUTCOMES

After completing the courses/papers of the two-year PG Education programme:

1. The learners are equipped to compare Indian, modern and western philosophies and their relevance to education, adjudge the principles of education and contemporary issues to educational context.
2. The learners are acquainted with wide array of knowledge of framework on philosophy, principles with emphasis on eastern, western and eclectic schools of philosophy and contemporary issues of education per se.
3. The learners are able to achieve various instructional objectives in a hierarchical manner. These outcomes are (a) Knowledge, (b) Understanding, (c) Critical thinking, (d) Practical skills, (e) Interests and (f) Attitudes relating to history of Education in India.
4. The course also synthesizes aspects of developmental and educational

psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in educational settings. The course also empowers them with an in-depth understanding of factors related to learning.

5. Sociological foundation of education makes the learners explore deep understanding into the essentials of education and society on one hand, and fit to analyze various theories of Sociology and Social Issues in Education.
6. Methodology of Educational Research and Educational Statistics enable the learners with the skills and competencies of research in education and handling data through basic and advanced statistical analyses.
7. The learners are well equipped to know, understand and enumerate different facets, ideas, approaches and lines of technology in education and technology of education
8. The learners get a ready involvement in understanding the curriculum studies and its relation to education.
9. The course lends a thorough comprehension of administration, management, organization, finance, control, conflicts, human resources in the light of education.
10. The learners come into clear terms and gain an understanding on the measurement, evaluation, tests in Education and its underlying practical themes in an educational setting.
11. The learners get a well-developed knowledge on the guidance and counselling in education and also its implications in society.
12. As aspirants of Post-Graduation programme, the four Subjects of Special study/Elective paper as offered (Special Education, Teacher Education, Education of Women in India & Population & Environmental Education) ensures the following:
 - ❖ There's no one size fits all
 - ❖ Electives are chosen after satisfied with the required course and desire to pursue
 - ❖ Take advantage of aspirants' interests and strengths
 - ❖ Free electives are the most flexible in nature

- ❖ Area of study electives enhances their selected field of study
- ❖ Often elective open their eyes to a new career path

Examination System:

University holds two Term-End Examinations — first year Examination at the end of the first year and second year Examination at the end of the second year. Examination fees and Centre fees will be announced before filling in forms for examination. In Open and Distance Learning (ODL) mode of education in case of theoretical papers, the students would be subject to continuous evaluation in the form of Assignments. In compiling results 20% will come from the Assignment evaluation (A) and 80% from the performance in the Term-End Examination (B).

It is also noteworthy that the marks obtained in each paper would be a summation of Assignment Marks (A) and Term-End Examination Marks (B) recalculated in 20% and 80% weightages respectively. Rounding of marks (obtained out of 100), following the usual procedure, is allowed only paper-wise - while calculating the 'Marks Obtained' (A + B) for each individual paper, as narrated in the Mark Sheet.

DETAIL SYLLABUS

http://www.wbnsou.ac.in/student_zone/courses/education/syllabus/PG/20191018_PG_in_Education_Syllabus-upload.pdf

E-RESOURCES

The University has its own e-repositories along with a strong ICT support which enables the learners to access the e-learning materials whenever they require. Various e-content, self-learning materials (e-SLM), audio-video lectures (A/V Lectures) and other relevant information pertaining to the course are available in the university website for the learners. Learners can download and read the study materials as per their convenience. Learner friendly Android based mobile application is also developed for the benefit of the learners. Learners can also refer to the various reference links for detailed study further clarification of their course. Some of the important and useful links to browse for exploring deeper into discourse are:

- NSOU Post Graduate Programme: (digitized SLM & Audio Video lecture)
www.wbnsou.ac.in

- www.nsouict.ac.in (through user ID & P/W)
- OER Repository: <http://nsouoer.krc.net.in/>
- NSOU Web TV: http://www.wbnsou.ac.in/online_services/webtv.shtml#active_webtv
- <https://epgp.inflibnet.ac.in/>—Click on -e Adhyayan (e Books)
- <https://shodhganga.inflibnet.ac.in/>—search in the top 10 Universities contributed
- https://shodhganga.inflibnet.ac.in/bitstream/10603/9594/18/18_apendix.pdf—search for e-Books
- <https://pitt.libguides.com/openeducation/biglist>—Browse by topics discipline specific, subject resources, lectures etc
- <https://open.umn.edu/opentextbooks/>—Browse by subject domain
- <https://ndl.iitkgp.ac.in>—Browse by topic, subject
- www.ias.ac.in
- www.niscair.res.in
- www.insa.ac.in

Bachelor Degree in Education

B.A in Education (EED)

Prepared by
Dr. Parimal Sarkar
Assistant Professor

EXPECTATIONS FROM THE LEARNERS

Netaji Subhas Open University is the only State Open University in West Bengal. Thus, the expectation of the learners from diverse backgrounds in the State of West Bengal is found paramount to enroll and cater undergraduate programme in Education. The women, the employees of both the Govt. & non- Govt. sectors, the learners enrolled in regular system for other technical education, dropouts from face-to-face higher education system etc. are the general types of learner coming to pursue their bachelor degrees in the subject of Education. However, considering the above fact, university always tries to meet its duties and responsibilities in a very empathetic and humanitarian manner. In the same way, the University expects the vice-versa roles from learners. There are few expected duties and responsibilities from the learners end as stated below:

- ❖ Learners in the Open System should visit the University website frequently.
- ❖ They should maintain proper communication with their respective Study Centre.
- ❖ They should attend Personal Contact Programme (PCP) as per schedule and on time.
- ❖ They should have proper communication and understanding with their fellow learners so that they can discuss various issues related to over all academic activities and administrative affairs time to time.
- ❖ As a learner, he/she should upgrade themselves in Technology enabled Learning (TEL) or learning through Information and Communication Technology (ICT).

- ❖ They should participate in seminar, conference, symposium and workshop to enhance their knowledge and skills for making themselves competent and proficient in professional life.
- ❖ They should be productive and responsible citizen of the society so that society can utilise them in social welfare as well as for mankind.

PROGRAMME INFORMATION

This Programme is stretched to three academic years. The Curriculum encompasses 800 marks, of which 200 to be studied in the Part-1, 300 to be studied in the Part-2 and remaining 300 in the Part-3 respectively. Each Paper of BDP EED is of 100 Marks with two Groups (A & B). Each Group is of 50 marks. Part-I (1st Year) includes Papers-I & II (200 marks), Part-II (2nd Year) includes Papers-III, IV & V (300 marks), and Part – III (3rd Year) includes Papers – VI, VII & VIII (300 marks) respectively with a, total of 800 marks.

Notification for its Learners: University notifies its various policies for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notifications regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, through the learner’s registered mobile number and through the Study Centres where the course is offered.

PCP schedule for BDP in Education is prepared by the respective Study Centre as well as notified in the official website of the Study Centres and displayed on the Notice Board of the respective Study Centre. 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. Learners are recommended to study their SLMs thoroughly before participating in the PCP sessions to find it immensely useful.

MEDIUM OF DELIVERY: Bilingual (English and Bengali)

SYLLABUS MAPPING:

			Paper Code	Paper Type (Th/Prac.)	Weightage for Assignment	Weightage for Term End	Study Hour	Credits
1 st Year	SEM - I	Foundation Course in Bengali	FBG	Theo	30%	70%	15	4
		Foundation Course in English	FEG	Theo	30%	70%	15	4
		Philosophical and Sociological Foundations of Education	EED-1	Theo	30%	70%	30	8
	SEM - II	Foundation Course in Humanities and Social Sciences	FHS	Theo	30%	70%	30	8
		Educational Psychology and Pedagogical Perspective of Education	EED-2	Theo	30%	70%	30	8
		Environmental Studies	ENVS	Theo	30%	70%	15	4
2 nd Year	SEM-III	Foundation Course Sciences and Technology	FST	Theo	30%	70%	30	8
		Development of Indian Education & Heritage	EED-3	Theo	30%	70%	30	8
	SEM - IV	Trends and Issues in Education and Comparative Education	EED-4	Theo	30%	70%	30	8
		Educational Evaluation and Statistics in Education	EED-5	Theo	30%	70%	30	8
		Subsidiary History- I / Bengali-I / English- I	SHI-I/ SEG-I SBG-I	Theo	30%	70%	30	8

			Paper Code	Paper Type (Th/Prac.)	Weightage for Assignment	Weightage for Term End	Study Hour	Credits
3 rd Year	SEM - V	Educational Management, Administration and Fundamentals of Educational Technology	EED-6	Theo	30%	70%	30	8
		Educational Guidance, Counseling and Curriculum Studies	EED-7	Theo	30%	70%	30	8
		Subsidiary History -II / Bengali- II / English- II	SHI-II/ SEG-II SBG-II	Theo	30%	70%	30	8
	SEM - VI	Educational Research and ICT in Education	EED-8	Theo	30%	70%	30	8
		Application Oriented Course (Food Processing)	AOC-2	Theo	30%	70%	30	8
		Subsidiary History-III / Bengali-III / English -III	SHI-II/ SEG-II SBG-II	Theo	30%	70%	30	8
		Total				465	124	

RECOMMENDED APPROACH

The University has adopted the use of several methods to provide maximum possible exposures of the students to the course contents 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 the University Faculties and approved academic counselors are provided.

PROGRAMME OBJECTIVES

The mission of introducing Education Hons (BDP) in the school of Education is to provide a high-quality education for an ethnically diverse student body, equipping them to pursue lifelong learning and lead fulfilling, productive lives in an ever changing society. After completing the course, the students will open up their minds for the promotion of different domains related to the subject.

EXPECTED PROGRAMME OUTCOMES

The BDP (BA Hons.) in Education program may primarily be helpful to the candidates who are aspiring for:

1. Higher study in Education or in the concerned areas, viz., MA (Education), M. Phil. Ph.D. etc.;
2. 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.;
3. 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;
4. Job Promotion towards Sub-Inspector of Schools or Education Services at Government level (after fulfilling the minimum eligibility);
5. Meeting the growing demands of human resources in Educational Planning and Management at Government, Semi-Government and Private sectors;
6. 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.
7. This course may be helpful for the learners who are interested in working at the Non-Govt. organizations (NGO).

COURSE / PAPER OBJECTIVES

EED -1: Philosophical and Sociological Foundations of Education

Course Objectives:

After completion of the course, the learners will be able to:

- Discuss the meaning and scope of educational philosophy
- Discuss the meaning, nature, scope and aims of education.
- Explain the factors of education and their relationships.
- Describe the epistemology, metaphysics and axiology of different Indian schools of philosophy namely Sankhya, Yoga and Buddhism.
- Discuss the educational view of different Western schools of philosophy namely Idealism, Naturalism, Pragmatism.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Krishnamurthy, Rousseau, Dewey and Froebel.
- Discuss the meaning, nature and scope of Educational sociology and relation between education and sociology
- Describe the social factor and their relation to Education.
- Define social groups, socialization and social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.
- Highlight Social problems and its relation with education.

EED – 2: Educational Psychology and Pedagogical Perspective of Education

Course Objectives:

After completion of the course, the learners will be able to:

- Discuss the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.

- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.
- The meaning and concept of Pedagogy, theories of teaching and methods of teaching.
- Explain the Flanders's Interactional analysis and Characteristics of a good teacher.
- Discuss the nature of classroom teaching and function of a teacher.
- Discuss the factors affecting Perception, Attention, Attitude and Teaching Methods.

EED-3: Development of Indian Education and Heritage

Course Objectives:

After completion the course the learners will be able to:

- Discuss the development of education in India in historical perspectives.
- Discuss the Vedic and Post-Vedic features of education.
- Describe the salience features of education in India: Brahamanic and Buddhist system of Education.
- Discuss the Medieval and British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Elaborate the National Policy on Education and National Education System.

EED – 4: Trends and Issues in Education and Comparative Education

Course Objectives:

After completion of the course the learners will be able to:

- Explain the Meaning, Constitutional Provision with special Education reference to RTE Act. DPEP, SSA-SSM of Universalization of Elementary Education.

- Describe the Meaning, aims & objectives, significance of Universalization of Secondary Education and Role of RMSA.
- Explain the concept, role of Higher Education and Knowledge Commission and RUSA.
- Discuss the modern issues in Indian Education.
- Discuss the meaning, nature, scope, importance and methods of Comparative Education.
- Understand the Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian education system with abroad global system.

EED-5: Educational Evaluation and Statistics in Education

Course Objectives:

After completion of the course the learners will be able to:

- Discuss the concepts of measurement and evaluation in the field of education
- Explain the different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Describe the concept of statistics and its use in education
- Represent educational data through graphs.
- Use various statistical measures in analysis and interpretation of educational data.
- Explain the Normal Probability Curve and its uses in education.
- Use various inferential statistics in analysis and interpretation of educational data.

EED – 6: Educational Management, Administration and Fundamentals of Educational Technology

Course Objectives:

After completion of the course the learners will be able to:

- Explain the Meaning, Nature, Scope, Function, Needs and types of Educational management.

- Explain the meaning and function of Educational Administration.
- Explain Meaning, Purpose of Supervision and Distinguish between Supervision and Inspection.
- Illustrate educational planning and types of educational planning.
- Discuss the functions of some selected Administrative Bodies.
- Discuss the concept, nature and scope of educational technology.
- Explain the role of Communication & Multimedia Approach in the field of Education.
- Discuss the role Seminar, Panel Discussion. Team teaching in the field of education.
- Describe the role of technology in modern teaching-learning process.
- Discuss in details about the Open and distance mode of education.

EED – 7: Educational Guidance, Counseling and Curriculum Studies

Course Objectives:

After completion of the course the learners will be able to:

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counseling.
- Explain the concept of tools and techniques of Guidance & Counseling.
- Discuss the concept and nature of mental health and Adjustment.
- Illustrate the Meaning, Nature, Scope, determinants and functions of Curriculum.
- Discuss the types and Bases of Curriculum.
- Explain the concept of curriculum Framework and NCF-2005.
- Discuss the basis of curriculum construction, evaluation and innovation.
- Describe the definition and types of curriculum theories

EED-8: Educational Research and Information and Communication Technology (ICT) in Education

Course Objectives:

After completion of the course the learners will be able to:

- Define and explain the meaning and nature of research.
- Define and explain the meaning and nature of Educational research.
- Identify source of data for Research.
- Describe the types of Research.
- Describe the meaning of Research problem, Review of Related Literature.
- Explain the concept of Hypothesis, Variables, and Research data.
- Analyze the Qualitative and Quantitative data.
- Acquaint with the process of collecting data.
- Apply relevant statistical techniques to analyze data.
- Explain the importance of ICT in education.
- Discuss the approaches and stages of ICT
- Discuss the importance of ICT uses in pedagogy.

LEARNING OUTCOMES

After completing the courses/papers of the three year BDP Education (EED) programme:

1. The learners will acquire varied understand of the concept of education; its various purposes / aims and its essence from different perspectives and cross cuttings issues in education as a liberal discipline.
2. The learners will be equipped to analyse Indian and western philosophies and their relevance to education adjudge the principles of education and contemporary issues to educational context.
3. The learners will be efficient to achieve various instructional objectives in a hierarchical manner. These outcomes are (a) Knowledge, (b) Understanding, (c) Critical thinking, (d) Practical skills, (e) Interests and (f) Attitudes

relating to sociology of Education in India.

4. The learners also will be competent enough to synthesize aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in educational settings. The learners also will be empowered through this course with an in-depth understanding of factors related to pedagogical perspective of education.
5. The learners will be well equipped to discuss the historical perspective of education and trends and issues in education and comparative education.
6. The learners will be enabled for handling data through basic statistical analyses and also will be skilled in evaluation and assessment procedure.
7. The comprehension of administration, management, organization, finance, control, conflicts, and human resources in the light of education will be known by the learners.
8. The knowledge will be developed by the learners on the guidance and counselling in education and also its implications in society.
9. The learners also will be mature enough in understanding the curriculum studies and its relation to education.
10. The learners will be well equipped to define, explain, justify the research problem and nature of research and get ready to use ICT in education.

EXAMINATION SYSTEM

The assessment process should be comprehensive and continuous involving both quantitative and qualitative parameters to ensure constructive experience. University holds six Term-End Examinations — from first semester to six semesters at the end of the six month duration. Examination fees and Centre fees is announced before filling in forms for examination. In Open and Distance Learning (ODL) mode of education in case of theoretical papers, the students would be subject to continuous evaluation in the form of Assignments. In compiling results 30% will come from the Assignment evaluation (A) and 70% from the performance in the Term-End Examination (B) out of 100 total marks per paper.

It is also noteworthy that the marks obtained in each paper would be a summation of Assignment Marks (A) and Term-End Examination Marks (B) recalculated in 30% and 70% weightages respectively.

DETAILED SYLLABUS

http://www.wbnsou.ac.in/student_zone/courses/education/syllabus/BDP/20191018_BDP_in_Education_Syllabus-upload-1.pdf

E-RESOURCES

The university has its own e -repositories along with a strong ICT support which enables the learners to access the e-learning materials whenever they require. Various e-content, self-learning materials (e-SLM), audio-video lectures (A/V Lectures) and other relevant information pertaining to the course are available in the university website for the learners. Learners can download and read the study materials as per their convenience. Learner friendly Android based mobile application is also developed for the benefit of the learners. Learners can also refer to the various reference links for detailed study further clarification of their course. Some of the important links are:

<https://epgp.inflibnet.ac.in/>—Click on e Adhyayan (e Books)

<https://shodhganga.inflibnet.ac.in/>—search in the top 10 Universities contributed

https://shodhganga.inflibnet.ac.in/bitstream/10603/9594/18/18_appendix.pdf—search for e-Books

<https://pitt.libguides.com/openeducation/biglist>—Browse by topics discipline specific, subject resources, lectures etc

<https://open.umn.edu/opentextbooks/>—Browse by subject domain

<https://ndl.iitkgp.ac.in/>—Browse by topic, subject

www.ias.ac.in

www.niscair.res.in

www.insa.ac.in

2nd Degree Programme

B.ED. Special Education (I.D/H.I/V.I)

Prepared by
Dr. Abhedananda Panigrahi
Coordinator, B.Ed.

Expectations from the Learners

The B.Ed. Spl. Ed. (Disability Specialization) programme aims to prepare teachers who are able to continuously assess and improve their professional practices as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with content and subject matter that they will be teaching. The students-teachers will also be familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of secondary and higher secondary classrooms.

The University/Institution shall develop curriculum based audio-video resources on its own or adapt such resources from other or Open Education Resources(OERs)and make those AV/ resources available at HQs and Study Centers (and, if possible, directly to the students). Tele-conferencing facilities wherever available such as State Resource Centers. State Governments and Open Universities may also be utilized.

The programme shall be developed in a blended mode by judiciously mixing the components of resource-based self-learning face-to face counselling and workshops and technology-enabled interaction and learning.

B. Ed. Special Education ODL is a practice-based professional and an academic discipline, which aims to promote special education, empowerment and ensures social justice as well as Human Rights thereby enhancing wellbeing of our Society. The learners of B.Ed. Spl. Education course are expected to be committed to their profession and be empathetic towards the individual, group or community for whom they are working with. A true Special Educators is supposed to possess certain qualities which the learners are expected to develop in due course of time as they are obtaining the professional training in Special Education.

**B
E
D**

A Special Educator is expected to make a difference in the children with special needs who are identified as a divyanjan or children with special needs. A professionally qualified special educator must also have a good communication skill and knowledge to convey right message to the concerned person.

The two and half years' curriculum of Special education gives the learners scopes to gain extensive grass root level field experiences and classrooms experience which would help them know the ground realities of various problems. The learners are expected to apply the core methods and principles of Special Education and thus develop desired professional attitudes to plan strategies to deal with such problems scientifically and pragmatically.

Programme Information

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.

The courses are run through Personal Contact Programmes (PCPs) at the chosen study centers. The PCP sessions are mostly conducted on Sundays and practical classes may be conducted on weekdays. The Academic Counsellors are College or University teachers with academic background as stipulated by the RCI.

Recommended Approach

The Special Education course is conducted through Personal Contact Programme (PCP) in its various study centers. Besides these PCP sessions the University also conducts special lectures in its Regional Centers from time to time. The learners are expected to read the Self learning materials before coming to the PCP sessions and clarify their doubts. They supposed to ask questions and check their progress in these sessions.

There is a strong liaison between the coordinators of the study centers and the concerned authorities of the university so that an effective mode of communication is established and relevant information are timely disseminated amongst the learners about the various curriculum like submission of assignments, notice related to practical works or matters related to examination. The university has its own e - repositories along with a strong ICT support which enables the learners to access the e-learning materials whenever they require. The learners are welcome to meet the concerned faculty on the Regional Centre whenever they feel the need. The learners and the concerned faculties are in regular contact through social networking sites. The University therefore adopts a very democratic and flexible approach where the learners are encouraged to learn from anywhere and in anytime.

Program Objective

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

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

Course Objectives

B.Ed. Special Education	
Name of the Course	Objectives
<p>A1</p> <p>Human Growth and Development</p>	<p>After studying this course the student- teachers will be able to</p> <p><i>Explain the process' of development with special focus on infancy, childhood an adolescence critically analyze developmental variations among childrencomprehend adolescence as a period of transition and threshold of adulthood analyze different factors influencing child development</i></p>
<p>A2</p> <p>Contemporary India and Education</p>	<p>After completing this course the student teachers will be able to- <i>Explain the history, nature and process and Philosophy of education Analyse the role of educational system in the context of Modern Ethos Understand the concept of diversity Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context</i></p>
<p>B7</p> <p>Introduction to Sensory Disabilities</p>	<p><i>After completing the course the learners will be able to:</i></p> <p>Name the different types of sensory impairments & its' prevalence& describe the process of hearing & implications of various types of hearing lossExplain the issues & ways to address challenges in educating students with hearing lossDescribe nature, characteristics & assessment of students' with low vision & visual impairmentSuggest educational placement and curricular strategies for students with low vision & visual impairmentExplicate the impact of deaf-blindness & practices for functional development</p>

Name of the Course	Objectives
<p>B8 Introduction to Neurodevelopmental Disabilities</p>	<p>After completing the course the learners will be able to:</p> <p>Discuss the characteristics and types of learning disability. Describe the tools, areas of assessment and apply intervention strategies to enhance learning Explain the characteristics and types of Intellectual disability. Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living Explain the characteristics and types of Autism spectrum Disorder Describe the tools, areas of assessment and apply intervention strategies</p>
<p>B-9 Introduction to Locomotor and Multiple Disabilities</p>	<p>After completing the course the student will be able to: (sequencing of objectives)</p> <p><i>Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multipledisabilities Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities</i></p>
B.Ed. Special Education 2nd Semester	
<p>A3 Learning Teaching and Assessment</p>	<p>After completing this course the student will be able to:</p> <p>Comprehend the theories of learning and intelligence and their applications for teaching children Analyse the learning process, nature and theory of motivation Describe the stages of teaching and learning and the</p>

Name of the Course	Objectives
	<p>role of teacher Situate self in the teaching learning process Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.</p>
<p>A4 (Part – I) Pedagogy of Teaching Science</p>	<p>After completing the course, the student-teachers will be able to:</p> <p><i>Explain the role of science in day to day life and its relevance to modern society. Describe the aims and objectives of teaching science at school level. Demonstrate and apply skills to select and use different methods of teaching the content of sciences. Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.</i></p>
<p>A4 (Part – II) Pedagogy of Teaching Mathematics</p>	<p>After completing the course, the student will be able to:</p> <p><i>Explain the nature of Mathematics and its historical development with contribution of Mathematicians. Describe the aims and objectives of teaching Mathematics at school level Demonstrate and apply skills to select and use different methods of teaching Mathematics. Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.</i></p>

Name of the Course	Objectives
A4 (Part – III) Pedagogy of Teaching Social Science	<p><i>After completing the course the learners will be able to:</i></p> <p><i>Explain the concept, nature and scope of social science. Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. Develop skills in preparation and use of support materials for effective social science teaching. Develop the ability to organize co-curricular activities and 'community resources for promoting social science learning.</i></p>
B-6 Inclusive Education	<p><i>After completing the course, the learners will be able to:</i></p> <p><i>Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education. Explicate the national & key international policies & frameworks facilitating inclusive education Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms Describe the inclusive pedagogical practices & its relation to good teaching. Expound strategies for collaborative working and stakeholders support in implementing inclusive education</i></p>
C-12 Assessment and Identification of Needs (HI)	<p><i>After completion of this course, the student will be able to:</i></p> <p><i>Explain the need and techniques for early Identification of hearing loss in children Acquire knowledge in the area of audiological assessment and its relevance in education To discuss communicative and language related needs with the understanding of its development and assessment Understand the need for assessment of various processes involved in production of speech</i></p>

Name of the Course	Objectives
	Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.
C-12 Assessment and Identification of Needs (ID)	<p>After completing the course the learners will be able to:</p> <p><i>Gain insight into importance of assessment at' Pre School and school level and become familiar with development and adaptive. behaviour alassessment and assessment tools at pre-school level. Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment. Develop understanding about significance of different types off amily needs their assessment and implications for extending support to their families, demonstration.</i></p>
C-12 Identification of Children with Visual Impairment and Assessment of Needs (VI)	<p>After completing this course the learners will be able to:</p> <ul style="list-style-type: none"> ❖ <i>Describe the structure of eye and common eye defects</i> ❖ <i>Explain the etiology of visual impairment</i> ❖ <i>Analyze the implications of visual impairment and identify their needs</i> ❖ <i>Develop skills to identify and assess children with visual impairment</i> ❖ <i>Describe the needs and develop skills to assess children with visual impairment and multiple disabilities(VIMD)</i>
B.Ed. Special Education 3rd Semester	
A5 (Part – V) Pedagogy of Teaching Bengali	<p>সমগ্র পাঠক্রমটি পাঠের পর শিক্ষার্থী—</p> <p>বাংলা ভাষা শিখনের মূল নীতিগুলি অনুধাবন করতে পারবেন পাঠক্রম রচনার নীতি, লক্ষ্য ও উদ্দেশ্য সম্বন্ধে অবহিত হতে পারবেন। একক পরিকল্পনা ও পাঠ পরিকল্পনা নির্মাণ করতে পারবেন।</p>

Name of the Course	Objectives
A5 (Part-V) Pedagogy of Teaching English	<ul style="list-style-type: none"> ● বাংলা ভাষা ও সাহিত্য শিক্ষণের বিভিন্ন কৌশল ও পদ্ধতি সম্বন্ধে অবগত হবেন সংশোধনী পাঠের গুরুত্ব ও প্রয়োজনীয়তা অনুধাবন করতে পারবেন বাংলা ভাষা। ● সাহিত্যের ক্ষেত্রে আধুনিক মূল্যায়ন পদ্ধতির বিভিন্ন দিক সম্বন্ধে অবহিত হতে পারবেন। ● বাংলা ভাষা ও সাহিত্য শিক্ষার ব্যবহারিক ক্ষেত্রগুলির সঠিক প্রয়োগে সক্ষম হবেন। <p><i>After completing the course the learners will be able to:</i></p> <p>Explain the principles of language teaching, understand evolution and trends in English literature. Prepare an instructional plan in English Adapt various approaches and methods to teach English language. Use various techniques to evaluate the achievement of the learner in English.</p>
C-13 Curriculum Designing, Adaptation And Evaluation (HI)	<p>After completing the course. the student shall be able to:</p> <p><i>Familiar with the concepts of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills; Develop capacity of developing literacy skills of reading and writing in children with hearing impairment; Describe the need for curricular adaptation and decide suitable adaptation and undertake it; Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.</i></p>
C-13 Curriculum Designing, Adaptation And Evaluation (ID)	<p>After completing the course the learners will be able to :</p> <p><i>Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation. Develop insight in to importance of early childhood special education, its domains and school readiness programme and their implications. Acquire</i></p>

Name of the Course	Objectives
	<p><i>knowledge about curriculum domains at secondary, prevocational and vocational level and understand its simplifications. Understand different strategies for curriculum adaptation, accommodation, modification and their significance. Evaluation and make effective use of different techniques.</i></p>
<p>C-13 Curriculum, Adaptation And Strategies For Teaching Expanded Curriculum</p>	<p>After completing this course, the learners would be able to</p> <ul style="list-style-type: none"> ➤ <i>Define curriculum, its types and explain its importance.</i> ➤ <i>Demonstrate techniques of teaching functional academic skills.</i> ➤ <i>Explain importance and components of independent living skills.</i> ➤ <i>Explain curricular adaptations with reasonable accommodations.</i> ➤ <i>Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.</i>
<p>C-14 Intervention and Teaching Strategies(HI)</p>	<p>After completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> ➤ <i>To understand about programmers for early intervention of infants</i> ➤ <i>Explain various approaches to teaching, strategies for speech intervention</i> ➤ <i>Describe methods, techniques and options to facilitate language and communication</i> ➤ <i>Explain the concept, principles and practices, linkages and outcomes of educational intervention</i>
	<p>which compels a person to commit crime. The learners also learn about the various mechanism to control of occurrence of crime in our society and the role of a professional Social Worker in this regard.</p>

Name of the Course	Objectives
C-14 Intervention and Teaching Strategies (ID)	<p>After completing the course, the learners will be able to:</p> <p><i>Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it. Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation. Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas. Understand nature and identification maladaptive behaviour and develop insight into various modes of its management. Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.</i></p>
C-14 Intervention and Teaching Strategies (VI)	<p>After completing this course the learners would be able to:</p> <ul style="list-style-type: none"> ➤ <i>Explain various theoretical perspectives related to intervention & teaching strategies</i> ➤ <i>Demonstrate techniques of teaching Mathematics to visually impaired children</i> ➤ <i>Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment</i> ➤ <i>Acquire and apply necessary skills for adapting TLM insocialscience and assessment of the learners with special reference to children with visual impairment</i> ➤ <i>Describe the process of assessment visual efficiency and classroom management for children with low vision</i>

B. Ed Special Education 4th Semester

Name of the Course	Objectives
B-10 (A) Guidance and Counselling	<p>After completing the course, the learners will be able to:</p> <p style="text-align: center;"><i>Apply-the skills of guidance and counselling in classroom situations Describe the process of development of self-image and self-esteem</i></p> <p style="text-align: center;"><i>Appreciate the types and issues of counselling and guidance in inclusive settings</i></p>
C-15 Technology and Disability (HI)	<p>After completion of this course, the student will be able to:</p> <ul style="list-style-type: none"> ➤ <i>Enumerate various listening devices and describe ways of effective usage and maintenance</i> ➤ <i>Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech</i> ➤ <i>Narrate the range of technological applications that can be used for facilitating communication and language</i>
C-15 Technology and Disability (ID)	<p>After completing the course the learners will be able to:</p> <p style="text-align: center;"><i>Understand Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.</i></p> <p style="text-align: center;"><i>Understand nature of ICT, its basis, development and use.</i></p> <p style="text-align: center;"><i>Use computer programme and software for the benefit of children with ID.</i></p> <p style="text-align: center;"><i>Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.</i></p> <p style="text-align: center;"><i>Apply technology for developing lesson plan and adapted assistive devices.</i></p>

Name of the Course	Objectives
C-15 Technology and Education of the Visually Impairment (VI)	<p>After completing this course, the leavers will be able to:</p> <ul style="list-style-type: none"> ➤ <i>Relate the concept and nature of educational technology and ICT to the education of children with visual impairment</i> ➤ <i>Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques</i> ➤ <i>Get familiar with technologies for print-access for children with visual impairment</i> ➤ <i>Describe and use different technologies for teaching low vision children as also various school subjects</i> ➤ <i>Demonstrate understanding of computer-based teaching-learning processes.</i>
C- 16 Psychosocial and Family Issues (HI)	<p>After learning the course the learners will be able to:<i>Explain psycho social development of early childhood and role of family</i> <i>To understand the family needs and find self-ready to support families “far empowering the child with disability</i> <i>Ensure family involvement in educational programs</i></p>
C- 16 Psychosocial and Family Issues (ID)	<p>After completing the course the learners will be able to:</p> <ul style="list-style-type: none"> ➤ <i>To realize importance of family involvement in rehabilitation process by forming parents self-help group and parent association.</i> ➤ <i>Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDsand to explore probable employment opportunities for them.</i> ➤ <i>Comprehend role of community and community participation and models. advantages</i> ➤ <i>/ disadvantages of CBR programme for Pw/Ds</i>

Name of the Course	Objectives
C- 16 Psychosocial and Family Issues (VI)	<p>After completing this course the learners will be able to:</p> <ul style="list-style-type: none"> ➤ <i>Describe the effect of birth of a child with visual impairment on the family</i> ➤ <i>Analyze the role family-and parental concerns related to their child with visual impairment from birth to adult hood</i> ➤ <i>Develop different skills to empower families in meeting the challenges of having a child with visual impairment</i>
C-17 Reading and Reflecting on Text	<p>After completing the course the learners will be able to:</p> <ul style="list-style-type: none"> ➤ <i>Reflect upon current level of literacy skills of the self</i> ➤ <i>Show interest and begin working upon basics skills required to be active readers in control of own comprehension.</i> ➤ <i>Show interest and begin working upon basic skills required to be independent writers under standing adequate intent, and organization of the content.</i>
B- 11 (E) Management of Learning Disability	<p>After completing the course the learners will be able to:</p> <ul style="list-style-type: none"> ➤ <i>Explain the concept, causes and characteristics of learning disabilities.ÿÿDiscus different types of learning disabilities and its associated conditions</i> ➤ <i>Develop teacher made assessment test in curricular areas</i> ➤ <i>Plan appropriate teaching strategies asper the specific needs of children with learning disability.</i>
D-19 Basic Research and Statistics	<p>After completion of this course the student will be able to</p> <ul style="list-style-type: none"> ➤ <i>Describe the concept and relevance of research in education and special education</i> ➤ <i>Develop an understanding of the research process and acquire competendes for conducting are search</i> ➤ <i>Apply suitable measures for data organization and analysis</i>

Expected Learning Outcomes

The successful candidates of this B.Ed. Special Education programme will be able to obtain “**Registered Professional Certificate**” from the **Rehabilitation Council of India** to work as a teacher in the field of special education. For this the applications of the successful students will be forwarded to RCI by the study center.

The learner after completion of the course become knowledgeable, competent and efficient to ensure, to secure for themselves good job opportunities in Special Schools, General Inclusive Schools and or even compete for government services to seek career in various government organization or even go for further M.Ed. Course in the field of special education. The training in special education would make the learner to develop all the qualities which are expected to be possessed by the professional special educators. The course shall prepare the learner to face the competition world and other social challenger with lot of confidence. They would be in the position of taking responsibilities and adopt an emphatic approach to extend all kinds of support needed for the wellbeing and empowerment of human beings.

The Learning Outcomes are as follows:

- Students may register as a Special Education teachers/Educators with Rehabilitation Council of and act as a Special Educator for the children with disabilities in various settings (including Inclusive, Special, Open School and Home Based Education).
- Acquire knowledge and develop competencies and skills to impart education and training effectively to children with special needs as well as all other children and this being teachers for all children.
- Write down in details with examples Approaches to Human Development
- Understand in details with examples Theoretical Approaches to Development
- Deliberate the details of Middle Childhood to Adolescence
- Deliberate the characteristics of philosophical Foundations of Education
- Deliberate in depth the concept of Contemporary Issues and Concerns
- Specify in details with examples Education Commissions and Policy
- Understand the classification and characteristics of Nature and Classifications
- Identify the details of Impact of hearing Loss
- Understand in details with application of Educational Implications of V.I
- Specify in depth the concept of Learning disability: Nature, needs and Intervention
- Specify the classification and characteristics of Intellectual Disability: Nature, needs and Intervention

- Deliberate in depth the concept of ASD: Nature, needs and Intervention
- Specify in details with application of C.P

Examination System

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

Course Structure

Programme Structure & Semester wise Course Details:

1ST SEMESTER (JULY-DECEMBER)

	Course Code	Title	Internal Assess--ment	Term End	Pass Marks	Credits
AREA-A (Core Course)	A1	Human Growth & Development	20	80	50	4
	A2	Contemporary India and Education	20	80	50	4
AREA-B (Cross Disability And Inclusion)	B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	10	40	25	2
	B8	Introduction to Neuro Developmental Disabilities (LD, MR[ID], ASD)	10	40	25	2
	B9	Introduction to Locomotor & Multiple Disabilities (CP,MD)	10	40	25	2
AREA-E (Practical Related to Disability)	E1	Cross Disability and Inclusion	20	24	25	2
Total Marks in 1 st Term End Examination			90	310	200	16

2nd SEMESTER (JANUARY-JUNE)

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A (Core Course)	A3	Learning, Teaching and Assessment	20	80	50	100	4
	A4 Any One	Pedagogy of Teaching(Special Reference to Disability) PART-I: Science (Special reference to Disability) PART-II: Mathematics (Special Reference to Disability) PART-III: Social Science (Special Reference to Disability)	20	80	50	100	4
AREA-B (Cross Disability And Inclusion)	B6	Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialisation Courses)	C12 B9 E1	Assessment and Identification of Needs (H.I.)	20	80	50	100	4
		Assessment and Identification of Needs (M.R.)					

		Identification of Children with Visual Impairment and Assessment of Needs (V.I) Unit 1: Anatomy and Physiology of Human Eye Unit 2: Types of V.I and Common Eye disorders Unit 3: Implications of V.I Unit 4: Identification and Assessment of V.I Unit 5: Assessment of learning Needs of Children with VIMD					
AREA-E (Practical Related to Disability)	E2	Disability Specialization	20	24	25	50	2
Total Marks in 2nd Term End Examination			90	310	200	40	16

3rd SEMESTER (JULY-DECEMBER)

	Corse Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credit
AREA-A	A5	Pedagogy of Teaching (Special Reference to Disability)	20	80	50	100	4
Core	Any						
Course	One	PART IV: Bengali PART V: English					

	Corse Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credit
AREA-C Disability Specialization Courses	C 13	Curriculum Designing, Adaptation and Evaluation (H.I)	20	80	50	100	4
		Curriculum Designing, Adaptation and Evaluation (M.R.)					
		Curriculum Adaptation and Strategies for Teaching Expanded Curriculum (V.I.)					
	C 14	Intervention and Teaching Strategies (H.I)	20	80	50	100	4
		Intervention and Teaching Strategies (M.R.)					
		Intervention and Teaching Strategies (V.I.)					
AREA-E (Practical Related to Disability)	E 2	Disability Specialization	40	60	50	100	4
Total Markes in 3rd Term End Examination			100	240	200	400	16

4th SEMESTER (JULY-DECEMBER)

	Corse Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credit
AREA-B Disability And Inclusion	B 10	skill based Optional Course (Cross Disability and Inclusion) B 10 (A) Guidance and Counselling	20	80	50	100	4
AREA-C (Disability	C 12	Technology and Disability (H.I.)	20	80	50	100	4
		Technology and Disability (M.R.)					
		Technology and Education of the Visually Impaired (V.I.)					
Specialisation Courses)	C 16	Psycho Social and Family Issues (H.I.)	10	40	25	50	2
		Psycho Social and Family Issues (M.R.)					
		Psycho Social and Family Issues (V.I.)					
AREA-D (Enhancement of Proffesional Capacities (EPC)	D 17	Reading and Reflecting on Texts	10	40	25	50	2
	D 18	Drama and Art in Education	10	40	25	50	2

	Corse Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credit
AREA-F Field Engagement/ School Attachment/ Internship	F1	Main Disability Special School (Related to Area C)	40	60	50	100	4
Total Markes in 4th Term End Examination			100	240	200	400	16

5th SEMESTER (JULY-DECEMBER)

	Corse Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credit
AREA-B Cross Disability And Inclusion	B11	Skill based Optional Course (Disability Specialization)	10	40	25	50	2
		B 11 (E) Management of Learning Disability					
AREA-D Enhancement of Professional Capacities (EPC)	D19	Basic Research & Basic Statistics	10	40	25	50	2
AREA-E (Practical Related to Disability)	E1	Cross Disability and Inclusion	40	60	50	100	4
AREA-F (Field Engagement/	F 2	Other Disability Special School (Related to Area-B)	40	60	50	100	4

	Corse Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credit
School Attachment/ Internship	F 3	Inclusive school (related to AREA B & C)	40	60	50	100	4
Total Markes in 5th Term End Examination			140	260	200	400	16
Grand Total in Two and Half Years Course			520	1480	1000	2000	80

Detailed Syllabus

http://www.wbnsou.ac.in/student_zone/courses/education/syllabus/BEd_Spl_Ed-ODL/20191017_4_NAAC_BED_SPECIAL_EDUCATION_SYLL.pdf

Sources of E-resources

The university has its own e -repositories along with a strong ICT support which enables the learners to access the e-learning materials whenever they require. Various e-content, self-learning materials(e-SLM), audio-videlectures(A/VLectures) and other relevant information pertaining to the course are available in the university website for the learners. Learners can download and read the study materials as per their convenience. Learner-friendly Android based mobile application is also developed for the benefit of the learners. Some of the important links are mentioned below:

NSOU – Online Service –SLM

www.nsouict.ac.in (through user ID & P/W)

OER Repository: <http://nsouoer.krc.net.in/>

NSOU Web TV: http://www.wbnsou.ac.in/online_services/webtv.shtml#active_webtv

http://www.wbnsou.ac.in/online_services/slm_BED.shtml#active_slm_BED

<http://ayjnihh.nic.in/regional-centre-kolkata>

<http://www.niepmd.tn.nic.in/>