



**Workshop on
Curriculum Revision and Content Development (Print & Non-print)**

Date: 25-27 July 2018

==UNDER THE PROJECT ==

“Increase access and improve institutional capacity for sustainable development through vocational education and training”

**Organized by
Netaji Subhas Open University (NSOU)
and
Commonwealth Educational Media Centre for Asia (CEMCA)**

Introduction

The School of Vocational Studies, NSOU is working on a three-year project titled “***Increase Access and Improve Institutional Capacity for Sustainable Development through Vocational Education and Training***” with the active support of Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi. Five job oriented courses have been identified for revision of course curricula and content development in print and non-print version and will be further uploaded at NSOU-OER repository. The current year’s activities started with 3-day workshop on “*Curriculum Revision and Content Development (print & non-print)*” held on 25-27 July 2018 at the University Headquarters. Twenty-two subject experts from four selected courses attended the workshop. The Inaugural session was graced by Hon’ble Vice Chancellor, Professor Subha Sankar Sarkar, Dr. Manas Ranjan Panigrahi, Program Officer, Commonwealth Education Media Centre for Asia and the Registrar, Sri Mohan Kumar Chattopadhyay.



In the inaugural session, Professor Anirban Ghosh, Project Investigator informed all the participants about the current project which was started in 2017-18. Last year the School developed the e-content for Needlework, Modern Office Management, Travel and Tourism, export & import management and Safety and Security Management. This workshop was particularly meant for the subject experts who would be engaged in curricula revision and content development. The workshop was designed to revise curriculum and development of content both in print form and audio/video form. Generally, in conventional institutions, teaching-learning process is nurtured in face to face mode but in ODL, learners are not available for day to day interaction. Therefore, ODL system has to depend on the technology enabled learning, to bridge the gap between the learners and the teachers in a University setup. In view of foregoing, CEMCA is playing a pro-active role towards empowerment of the entire educational system through its diversified activities. The CEMCA is supporting NSOU to reach the

unreached learners and to include the excluded. They have extended their support for the benefits of the society and learners as well. He shows his expectation of reaching the unreached learners of the university by using Information and Communication Technology for fruitful accomplishment of the project and initiatives, this year during 2018-19, SVS, NSOU selected another 5 courses. As he mentioned, last year School of Vocational Studies, NSOU developed e-content for 5 courses which are on roll, this year selected courses are i) Entrepreneurship Development, ii) Disaster Risk Management, iii) Human Rights, iv) Organic Agriculture and Horticulture and v) Consumer Rights and Awareness. The selected and invited subject experts will be involved in the curriculum revision and content development.

Smt. Barnali Roy Choudhury, Assistant Professor in Library and Information Science and Co-Project Investigator, highlighted the importance of the current project in reaching out to maximum number of learners for successful implementation of CEMCA integrated higher education model. In her deliberations, Mrs. Roy Choudhury briefed the Workshop objective, expected outcomes, and explained the need of quality development of higher education through Vocational Courses by stressed upon the improvement of human resources, women empowerment and capacity building. She has focused on this three-year planning in which NSOU will implement and test this higher education model to increase access and improve quality of higher education by avoiding duplication of cost. She also emphasis on the main objective of this project i.e., to increase access and improve institutional capacity for sustainable development. She highlighted the other important objectives viz. development and delivery of online training program through MOOCs; increasing women and first generation participation in training programs through outreach programs and enhancement of capacity for faculty members and trainers to develop quality of learning materials which are actually OER in nature. These OER materials of NSOU are meant for promoting online learning for their further improvement through learner support system in online mode as well as in offline mode; and development of a network of prospective employers and linking the learners to prospective employers through web portals for sustainable development to generate skilled human resources for the job market and make them employable.



Dr. Manas R. Panigrahi in his presentation stressed upon increasing employability and entrepreneurship for not only in west Bengal but also for the nation as a whole. He also requested all the participants to involve themselves in the process of development of course materials both print and non-print version.

On this occasion, a two minutes' video on NSOU's activities was released by Hon'ble Vice Chancellor, NSOU.

Professor Subha Sankar Sarkar, in his presidential address voiced that this is a sequel of last year's program which actually was the initiation of this process. This workshop was meant for subject experts and two things have been integrated- one is e-content development and the second is curriculum revision. These two things are integral parts of all sorts of courses undertaken by any open distance learning institution. As per the deliberations of Hon'ble Vice-chancellor, NSOU, ODL system follows hybrid mode of education depending on 4 important issues viz. *1. e-content development, 2. the SLM one of the backbone of open distance learning, 3. ICT that is ICT intervention and 4. face to face mode of interaction.* By concentrating upon these four pillars of education SVS is planning for the development of courses as mentioned. Main focus of his eloquent speech was about the access to these four types of delivery mechanisms i.e., Personal Contact Program (PCP), Self-Learning Material (SLM), OER repository and ICT intervention where synchronous and asynchronous interaction can be done. And he advocated that education may reach to the unreached with constant support of OER and ICT intervention which may bring success in near future. He also expressed his words of gratitude for CEMCA's constant encouragement to develop institutional OER Repository which is happened to be one of the pioneer universities in India in OER map.

The inaugural session ended with the vote of thanks proposed by Mrs. Kasturi Sinha Ghosh.

The entire three-day workshop schedule was divided into six sessions excluding the inaugural session and valedictory session.

Session I started with the interaction among the participants to know each other and to enhance self-confidence. Dr. M. Panigrahi introduced CEMCA by focusing on its vision and mission as follows:

- Linkage and exchange of information on educational issues.
- Promotes Media enabled learning for sustainable development with slogan “let no one left behind”.
- Quality materials, Learning objectives, hybrid method, face to face teaching and ODL.
- ICT Technology enabled learning.
- Community learning program.
- Skills and livelihood.
- We do make our learners to develop skills and livelihood.
- How skills be integrated in higher education.
- Gender mainstreaming, Inclusive education, education for disadvantageous and disabled students.

Initiatives taken by CEMCA, COL are addressed to increase in access to higher education; Skill Development – technical and Vocational Skill Development and Community Media.

Then he continued on e-content development and its integration with the Four-quadrant approach in Open and Distance learning environment. Four quadrant viz. **E – Tutorial** which includes instruction, video along with the transcript; **E – content**, includes self – instruction materials, case studies, presentations, web Resources, references etc.; **Assessment** includes question and exercises for assessment and lastly **Discussion Forum** – includes forum for discussions and doubts and clarification on real term basis.

He started with group activity 1 which was conducted and continued up to session II as per course of action given below:

Group Activity – 1

At the beginning, all the participants were divided on the basis of their subject domain and were requested to do Course wise Revision of curriculum and syllabus. For this what is needed is Identification of challenges –Topics needs to add and Topics need to remove, Industry Linkage Vocational and Processional activities.

Participants were divided into four groups and they were asked to identify the issues in each topic pertaining to the courses. (Vocational) Courses are –

- 1) Disaster Risk management
- 2) Human Right.

- 3) Consumers Affairs
- 4) Entrepreneurship Development.

Format was given by the workshop facilitators particularly by Dr. M. Panigrahi and Mrs. Barnali Roy Choudhury for the participants.

1. Paper/Modules	4. Topic Add or Remove
2. Challenges	5. Industry / VDC
3. Strength	6. Remarks.

Course Name, Duration of the course, Total marks need to be mentioned. participants were asked to follow the instructions given by the facilitators. Presentation on Group Activity 1. Each group presented their paper on course wise issues for revision of course curriculum and syllabus.

EDBSM	Disaster Risk Management

In a nutshell, Session II started with group Activity number 1 as per the schedule. In this activity, total number of participants were segregated into four groups for each subject viz., Human Rights, Consumer Affairs, Entrepreneurship and Disaster Risk Management on the basis of their subject domain. They started their work on the existing syllabus provided by the university. Each group prepared a chart highlighting the distribution of papers/ modules for each course incorporating new ideas. The session ended with the presentation of the revised and proposed curriculum.



The day ended with the prior plan of the second day.

Day – 2, 26th July 2018:

Session III started with the thought-provoking speech and presentation by Shri Ashim Sekhar Paul, Assistant Professor, Electronic digital Media Management, Satyajit Ray Film and Television Institute, Kolkata on topic “***Digital Storytelling: Amusement with Education***”. Through the entire session he has nicely spell out the journey of educational video lecture from inception to the present day. He exposed different aspects relating to electronic media (specially videos) viz. Amusement with Education; Blending Education and Entertainment; Defining Edutainment; Audio Book and Materials; Video Lesson. etc. by stressed upon respective factors. Education and entertainment go hand on hand. He spells out that traditional education involves lot of modalities like traditional entertainment, internet, movies, T.V etc. **blending education and entertainment through Knowledge, Media and Edutainment** and also highlighted factors looking into consideration at the time of developing video lectures viz. Neutral, Scalable, decentralized, Collaborative, Flexible, Expressive, Extensible and create efficient understanding of social content. Mr. Paul also told that presentation is important parameter for users’ engagement.

Sri Paul showed first educational video/film entitled Tommy Tucker’s tooth (1922) by Walt Disney, for Dencer Dental Institute. He mentioned the importance of creating Video Training in view of marketing forum; Video and learning – parameters they are using; planning etc. which was supported by Technical patterns. He also added impact of smart phone and internet coverage to enrich the power of digital learning.

This session ended with the thought provoking discussion between participants.

Session IV was dedicated for group activity to identify the hard spots in the curriculum for which video contents, PPTs, Animations, Tables and Figures and other resources are required. In **Group Activity – 2** Participants were asked for identifying hard spots in the syllabus and courses and to mention requirements of video contents and an additional resource. Format was given by the workshop facilitators to be followed by the participants. Each group formed followed by the earlier instruction and performed their work seriously. They were asked for presentation of their papers.

Course name:		Course level:		Duration:	Total marks :
Paper / Modules	Hard Topics	Video Lectures	PPTS	Additional Resources	Story on your video content

Presentation on Group Activity 2

Each group of the participants presented their paper after identifying hard spots mentioning the requirements of video contents, additional resources.

Figure: is given below as an example of the same.



After presentation, discussion and suggestion and suggestion from the facilitators took place which definitely helped the participants for their course Development.



In **Session V**, a live demonstration on NSOU- LMS was presented by M/S Schoolguru who are technically associated with NSOU for development and dissemination of ICT supports. They extended their enormous supports to Participants for widening up the use and accessibility of ICT enabled learners support system. After lunchbreak Schoolguru discussed the Guidelines for A/V lectures (technical issues related with recording). After Tea Break same issues were discussed and Group discussion were conducted to upgrade themselves in terms of topic and contents of the subject domain.

At the end of the day, Review of day – 2 and planning for day – 3 were finalized.

Day – 3, 27th July 2018:

In **Session VI**, the groups were engaged in identification of various components viz. PPT, Script, e-text, voice over etc. to develop respective e-contents. The session ended with the presentations from each group. All group members participated in an enthusiastic mode for better understanding of the new plethora of educational system.



Three-day workshop on “*Curriculum Revision and Content Development (print & non-print)*” ended with the valedictory session which was chaired by Hon’ble Vice-Chancellor, Prof. Subha Sankar Sarkar.



He expressed his gratefulness to all participants for their active participation throughout the entire workshop and expressed his hope for the future endeavour. He also greeted project team members for their active work plan. Dr Panigrahi also greeted participants and shows his highest expectations to the participants for fruitful execution of the initiatives. The valedictory session as well as the workshop ended with distribution of certificates to the participants.



Conclusion:

Through this workshop, University is trying to focus its mission on capacity building of university functionaries, faculties in creating and delivering digital learning materials as SLMs/ AV lectures to strengthen student support systems for Asynchronous communication. Through these three days we will revise and development five existing need-based courses with four-quadrant approach on **Entrepreneurship development, Disaster Risk Management, Organic Agriculture and Horticulture, Human Rights and Consumer Affairs** by focusing on preparation of video lecture. Hope such initiative of NSOU will help learners in their future endeavour.

Follow-up Action

Meeting of the Expert Committee for finalization of syllabus under CEMCA Project dated 09.08.2018

Meeting of the expert committee was organised by School of vocational studies as a continuation of the workshop. Twelve (12) participants from different reputed institutions attended the meeting.



Among which 2 are from **Entrepreneurship development**, 3 are from **Disaster Risk Management**, 2 are from **Organic Agriculture and Horticulture**, 3 are from **Human Rights** and 2 are from **Consumer Affairs** along with PI and Co-PI as following table:

Sl. No.	Name & Mobile no. , E-mail	Institute	Subject
1.	Amritapa Basu, 9903133210 amritapa.basu@gmail.com	Inst. Of Advanced Studies	Human Rights
2.	Dr Champak Bhattacharji	IPS	Human Rights
3.	Upasana Singh , 9830566770 advocateupasanasingh@gmail.com	S.S. Educational Inst.	Consumer Affairs
4.	Sri Sudarshan Roy professorsudarshan@gmail.com	NSOU	Entrepreneurship & Consumer Affairs
5.	Sri Gopal Bhattacharyya M-9830068026	Ex DG, Fire, GoWB	Disaster Risk Mgt.

	gkb1509@gmail.com		
6.	Sri Utpal Chowdury, Ph.8013484259 utpal.aig@gmail.com	Fire Sub Officer, Dept. of Atomic Energy, GoI	Disaster Risk Mgt.
7.	Joydeb Bhowmik 9733827810 jaydevbhaumik999@gmail.com	PIMT	Disaster Risk Mgt.
8.	B. B. Das, M – 9830062422	Liebigs Agro Chemical Pvt. Ltd.	Organic Agriculture
9.	R. C. Nath –Ltd., M – 9836739482	Dy. M.D. Liebigs Agro Chemical Pvt.	Organic Agriculture
10.	Mr Subha Kumar Bhaduri Mob:98300-36095 bhaduriskb@gmail.com,	EDI	Entrepreneurship
11.	Dr. Anirban Ghosh	NSOU	PI
12.	Mrs. Barnali Roy Choudhury	NSOU	Co-PI

They had framed final curricula of their respective subject and submitted to the project team at the end of the day as follows:

Final & Revised SYLLABUS

Consumer Affairs (CoA)

Eligibility: 10+2
Duration : 6 Months
Full Marks: 400

Course Structure

Module I: An Introduction to Consumer Affairs
Module II: Business Environment
Module III: Legislation
Module IV: Project Work

Module I: An Introductory to Consumer Affairs

- 1) An Introduction to History and Development of Consumer Movement;
- 2) An introduction to International Organizations and Agreements;
- 3) Product Liabilities Including Tortious Liabilities;
- 4) Role of Non-Government Organizations (NGOs) and Voluntary Consumer Organizations (VCOs);
- 5) Assignments and few Sample Question papers

Module II: Business Environment

1. An introductory to Various Economy;
2. Nature and Evolution of Business Environment;
3. Globalization and it's Consequences;
4. E- Commerce;
5. Unfair Trade Practice;
6. Assignments and few Sample Question papers.

Module III: Legislation

1. Features and Aim of Consumer Protection Act;
2. Consumer Protection Act;
3. Comparison between Pre and Post Legislation Period;
4. Land Mark Judgement;
5. Assignments and few Sample Question papers.

Module IV: Project Work

1. An Introduction to the Project Work;
2. Contents of a Good Project;
3. Probable Ares of Project Work;
4. Sample Projects

Post Graduate Diploma in Disaster Risk Management (PGD DRM)

Level : Post Graduate Diploma

Eligibility: Graduate Degree (10+2+3)

Duration: 1 Year

No. of Paper: 6

Full Marks: 600

Course Structure:

Paper 1:

Module A: Basic Concepts of Disaster Management

Module B: Disaster Risk Management

Paper 2:

Module A: Emergency Response and Crisis Management

Module B: Disaster Risk Mitigation

Paper 3:

Module A: Government interventions and Institutional Mechanism for Disaster Management

Module B: Practical

(Each module will have 50 marks)

Paper-4: Natural Hazards Risk Management

Paper-5: Climate Variability & Disaster Risk and Urban-Rural Risk Management

Paper-6: Industrial Hazard Risk Management

Detailed Syllabus

Paper 1:

Module –A: Basic Concepts of Disaster Management:

Objective: To familiarize the Students with the concepts, terminologies and developments in the field of Disaster Management and to inform them about the prospects of a Disaster Manager.

- i) **Introduction** – the necessity of studying Disaster Management (DM); the scope for a Disaster Manager
- ii) **Disaster** – Definition; Types of disasters; History of disasters; Components of disaster; Dimension of disasters; Phases of disaster.

- iii) **Hazard** – Definition; types of hazards; characteristic features, occurrence and impact of different types of hazards viz. natural hazards (including geo hazards), human induced hazards, environmental hazards, bio hazards; Hazard map of India.
- iv) **Vulnerability** – Definition; Types of vulnerability – physical vulnerability, socio-economic vulnerability, vulnerability related to gender and age, rural & urban vulnerability; Vulnerability analysis with special reference to India.
- v) **Disaster Risk** – Definition; Significance; Factors of disaster risk; Disaster Risk analysis (with special reference to the Indian context) – Inter-relationship between Hazard, Vulnerability and Disaster Risk; Global disaster risk situation; Disaster risk situation of India; Hazard-Vulnerability maps of India; Case studies.
- vi) **Disaster Management** – Definition; Components of DM; Crisis Management; Risk Management; Disaster Management Cycle; Impact of disaster on development; UNISDR mandate in Disaster Relief & Management; IDNDR; Yokohama Strategy and Hyogo Framework – a ‘Paradigm shift’ in disaster management policy (policy for reduction of disaster consequences); India’s response to changes in DM Policy

Module – B: Disaster Risk Management:

Objective: To help the Students to learn how to assess disaster risk and prepare DRM Plans and how to implement them.

- i) **Assessing Disaster Risk** - Disaster Risk and Damage potential of disasters; Case studies on some major disasters and Lessons learnt there from (identification of the gaps causing the disasters); Assessment of Disaster Risk.
- ii) **Ways of minimising disaster risk** – Preparedness, Mitigation and Prevention – definition, specific interventions required for each, procedure to be followed and role of various stakeholders in each.
 - a) **Preparedness** – Awareness generation; Information management; Early warning dissemination system; Community participation – Task force formation; Training and Capacity building; Preparedness plan preparation; Simulation.
 - b) **Mitigation** – Knowledge of disaster specific risk; Analysing the mechanism of disaster damages and possible interventions for minimizing the impact of disaster; Preparation of Mitigation plan.
 - c) **Prevention** – Analysing the nature of a hazard and ways of minimizing its intensity; Preparation of disaster prevention plan.
- iii) **Disaster Risk Management (DRM) plan** – Preparing Hazard-Vulnerability profile; Stakeholder analysis; Disaster risk assessment; Incorporation of Preparedness, Mitigation and Prevention plans.
- iv) **Implementing DRM plan** – Sharing DRM plan with all stakeholders; Division of Roles and responsibilities as per DRM plan; Resource mobilization; Monitoring and Evaluation.
- v) **Role of Risk transfer and insurance** in DRM

Paper 2:

Module – A: Emergency Response and Crisis Management

Objective: To help the Students to learn how to prepare Crisis Management plans how to respond to a disaster so as to restore normalcy at the earliest and how to document the whole process for guidance in future.

- i) **Crisis Management** – Rescue, relief, rehabilitation and reconstruction; Crisis Management plan; Case studies.
- ii) **Emergency response** – Standard Operation Procedure (SOP) for disaster response; Information Management System; Warning Dissemination; Evacuation; Search and Rescue operations; Relief operations; Emergency Operation Center (EOC); Resource Management & Networking – India Disaster Resource Network; Role of Disaster Response Forces and Community Based Organisations (CBO) in emergency response mechanism.
- iii) **Relief Operations** – Arranging for Temporary shelter, Food, Safe drinking water, Sanitation and Medical aids; Role of NGOs and Health workers in relief operations; Maintaining law and order.
- iv) **Recovery**- Decisions and actions related to rehabilitation and reconstruction taken after a disaster with a view to restoring or improving the pre-disaster living conditions of the affected community, while encouraging and facilitating necessary adjustments to reduce disaster risk.
 - a) **Rehabilitation** – Damage Assessment; Need analysis of disaster affected people; Resource mobilisation for rehabilitation; Restoration of basic amenities – housing, drinking water, sanitation, medical facilities, power supply etc.; Creating Livelihood options.
 - b) **Reconstruction** – Repair and reconstruction of roads, bridges, crossways, buildings, structures and establishments damaged or destroyed in the disaster; Restoration of operations of the service sector.
 - c) **Documentation** – Documenting disaster; Lessons learnt; Updating DRM Plan for risk mitigation.

Module – B : Disaster Risk Mitigation:

Objective: To help the Students learn about the nature and characteristics of major natural disasters and how to mitigate the risk involved with such disasters.

- i) **Earthquake Risk Mitigation** – Earthquake, its Causes and Characteristic features; Magnitude and Intensity of earthquake; Major earthquakes; Seismic zoning; Earthquake vulnerability of India; Earthquake risk mitigation – Seismic performance examination of RCC Buildings, Retrofitting of vulnerable buildings, Construction of earthquake resistant buildings following proper BIS codes, Earthquake preparedness; Case study – ‘Bhuj Earthquake’.
- ii) **Flood Risk Mitigation** – Causes of Flood; Major floods; Flood vulnerability of India; Flood preparedness and mitigation; IT-tools and techniques of Flood Control; Preventive measures against floods (dams, barrages and embankments); Emergency response during floods; Case study – ‘The Deluge 2000’ (most devastating Flood in South Bengal till date).
- iii) **Cyclone Risk Mitigation** – Causes of Cyclone; its characteristics; Cyclone vulnerability of India; Cyclone preparedness; Forecast and early warning dissemination; Case study – ‘Orissa Super cyclone’.
- iv) **Coastal degradation** – Coastal erosion and Marine degradation; Wave Erosion; Tidal storm; Tsunami; Coastal Risk Mitigation; Measures for sea beach protection; Protection of Marine environment.

- v) **Drought Risk Mitigation** – Causes and characteristics of Drought; drought vulnerability of India; Drought preparedness and Mitigation.
- vi) **Landslide Risk Mitigation** – Causes and Characteristics of Landslides; Landslide vulnerability of India; Mitigation measures; Prevention measures.

Paper 3:

Module – A : Government interventions and Institutional mechanism for Disaster Management:

Objective: To help the Student learn what interventions the Government is doing in the field of Disaster Management.

- i) **Disaster Management Policy Environment and local Action** – Disaster Management Act 2005; Disaster Management Authority at National, State and District levels; Roles and responsibilities of Govt. Authorities including Local Self Govt. at various levels.
- ii) **Funding for Disaster Management** – State Disaster Mitigation fund, State Disaster response fund (SDRF), National Disaster Response Fund (NDRF), Prime Minister National Relief Fund (PMNRF), Chief Minister Relief Fund and Role.
- iii) **Capacity Building** – Setting up EOCs at state, district and block levels; Raising National/State Disaster Response Force; Training and Capacity building of all stakeholders – National Institute of Disaster Management (NIDM); Disaster Management Centres (DMC) in every State; Centres of Excellence.

Module – B : Practical (Hands on Experience):

Objective: To judge the mastery of the Students in preparing DM Plan and to help them acquire the skills for search, rescue and evacuation operations.

- i) Hands on (Hand holding) for preparation of disaster management plan; search, rescue & evacuation; Audio-visual exercise;
- ii) Project work.

Paper 4: Natural Hazards Risk management

Earthquake Risk Management:

Earthquake Risk & Impact – Examples -Japan & Sikkim; Gap between perception of people & administration; Motivating preparedness Actions; Post Disaster Recovery Experience Gujarat; Mode Drill for public

Flood Risk Management:

Rising Flood Damage; Climate variability & change; Unprecedented Demographic changes; Increasing Environmental courses; Assessing Flood Risks; Typology of Flood Risk; Flood impact Assessment; Flood Risk Analysis; Managing Flood Risk including Adoption; Integrated Flood Management

Cyclone Risk Management

Killer Cyclones / super cyclones (Typhoons?); Framework for preparedness & mitigation: Acceptable Risk & Total Risk; Early warning & Communication; Community based disaster Preparedness; Risk transfer and Risk financing; Capacity Development training; Awareness & Education; Contingency plans

Tsunami Risk Management

Magnitude & Intensity of a Tsunami; Types of Tsunami; Features of Tsunamis; Prediction of Tsunamis; Mitigation efforts Tsunamis including Hazard Maps (Warning Centre - Hyderabad); Example Chennai Coastline

Paper 5A: Climate Variabilities & Disaster Risk & Urban – rural Risk Management

Paper 5B: Interrelationship between disaster and development

Climate Disasters & Agriculture

Impact of climate Disasters; Potential impacts of climate change on Agriculture; Vulnerability of agriculture – strategies for reduction: Disaster prevention & preparedness Drought; Mitigation; for climate disasters; Mitigation & preparedness strategy for agriculture, Examples; Farmers' Adaptation to climate change on agriculture.

Risk Management of Forest Disasters

Elements detail; Productive functions of Forest resources (including socioeconomic functions); Forests, Deforestation & climate change; Desertification & Deforestation; Flooding & Deforestation; Lessons from Forest Management & Disaster Risk Reduction

Urban Disaster Risk Management

Definitions; Understanding Risk of Urban Elements; Urban Risk Reduction

Rural Livelihood & Management of Disaster Risk Reduction

Definition of Vulnerability; Case Studies

Drought Risk Management

Drought & Development; Drought Relief, Management Prevention; National Drought Policy : Indian Case Studies & Integrating Technology & people (emphasis on traditional wisdom); Industrial Disaster Risk Reduction & Emergency Management including Industrial Hazardous; Waste Management (usually in an industry it becomes an accident and emergency management); Records of disasters / accidents; Recent major accidents; Knowing the technological advances of safety features; National legal acts; Need for emergency response planning; Formation of planning committee; Survey of potential disasters known as Hazards Survey; Plan for Emergencies – formulation based on survey and past records; Training of personnel; Notification for public and Regulatory officials; Plan Implementation includes: (i) Inventory checks on a routine basis of equipment,

Personnel, hazards and population densities (ii) Auditing of the emergency procedure (iii)

Training on routine basis (iv) Practice Drills

Paper 6: Industrial hazard Risk Management

Industrial Hazardous Waste Management (Central Govt. Framed in 1989)

Hazardous Wastes (Management & Handling); Rules in 1989 and amended it in 2000 & 2003

Climate Disasters & Agriculture

Risk Reduction:

- Tsunami related events
- Storm related events
- Storm related events
- Landslide related events

Diploma in Entrepreneurship Development and Small Business Management **(DEDSBM)**

Level : Diploma

Eligibility: 10+2

Duration: 1 Year

No. of Paper: 6

Full Marks: 600

Course Structure

Paper I: Entrepreneurship Development

Paper II: Cost and Tax Management

Paper III: Marketing Management

Paper IV: General Management & Business Environment

Paper V: Accounting and Finance

Paper VI: Project Work and Viva-Voce

PAPER I: ENTREPRENEURSHIP DEVELOPMENT

Unit – 1 Introduction

- 1.1 Introduction (With some established entrepreneurs from the past)
- 1.2 Meaning and importance
- 1.3 Factors influencing entrepreneurship
- 1.4 Characteristics of an entrepreneur
- 1.5 Entrepreneur and Intrepeneur
- 1.6 Types of entrepreneur
- 1.7 Start up

Unit- 2 Entrepreneurial Motivation

- 2.1 Motivation
- 2.2 Risk taking behavior

Unit- 3 Creativity

- 3.1 Creativity and entrepreneurship
- 3.2 Steps in Creativity
- 3.3 Innovation and inventions
- 3.4 Skills of an entrepreneur

3.5 Decision making and Problem Solving (steps in decision making)

Unit - 4 Organisation Assistance

- 4.1 Assistance to an entrepreneur
- 4.2 New Ventures
- 4.3 Industrial Park (Meaning, features, & examples)
- 4.4 Special Economic Zone (Meaning, features & examples)
- 4.5 Export Oriented Unit
- 4.6 Financial assistance by different agencies-SIDBI, WBEDC, SIDC, MSIC, SFC etc.
- 4.7 Carry on Business (COB) license
- 4.8 Environmental Clearance
- 4.9 National Small Industries Corporation (NSIC)
- 4.10 Government e-Market Place (GEM)
- 4.11 Quality Standards with special reference to ISO
- 4.12 Export oriented units
- 4.13 Make in India Initiative, Skill India CSDCI, Destination Bengal Initiative

Unit - 5 Rules and Legislation

- 5.1 Factories Act, 1948.
- 5.2 West Bengal Shops and Establishment Act, 1963
- 5.3 Environment (Protection) Act, 1986
- 5.4 The sale of Goods Act, 1950
- 5.5 Industrial Dispute Act 1947
- 5.6 MSME Act
- 5.7 An Introduction to NI Act

PAPER - II: COST AND TAX MANAGEMENT

Unit - 1 Costing

- 1.1 Introduction (Definition, features, classifications etc.)
- 1.2 Cost Sheet

Unit- 2 Inventory Management

- 2.1 Introduction
- 2.2 ABC Analysis
- 2.3 EOQ
- 2.4 Stock Levels

Unit - 3 Quality Management

- 3.1 Quality-Concepts & tools
- 3.2 ISO 9000 System
- 3.3 Importance and need for Quality Systems

Unit - 4 Direct Taxation

- 4.1 Introduction
- 4.2 Heads of income (in brief)
- 4.3 How to Compute Total Income
- 4.4 Profit and Gains of Business or Profession
- 4.5 Set Off and Carry Forward of losses
- 4.6 E- filing of return

Unit - 5 Indirect Taxation

- 5.1 Introduction
- 5.2 Goods and Service Tax
(Introduction, features, classifications and rates etc.)

PAPER – III: MARKETING MANAGEMENT

Unit- 1 Marketing Management

- 1.1 Introduction
- 1.2 Concept
 - 1.2.1 Products
 - 1.2.2 Exchange
 - 1.2.3 Marketers and Prospects

Unit - 2 Product

- 2.1 Introduction
- 2.2 Positioning and Re-positioning
- 2.3 Test Marketing
- 2.4 Product Life Cycle

Unit - 3 Consumer Behavior

- 3.1 Introduction
- 3.2 Factors influencing Consumer Behaviour

Unit- 4 Sales Management

- 4.1 Introduction
- 4.2 Choice of Distribution Channel
- 4.3 Organization of Sales Personnel
- 4.4 Sales Analysis

Unit - 5 Product Pricing

- 5.1 Introduction
- 5.2 Nature and types of pricing
- 5.3 Methods of pricing strategy
- 5.4 Tendering

Unit - 6 Promotion and Branding

- 6.1 Introduction

- 6.2 Importance of Advertising and Sales Promotion
- 6.3 Branding: Concepts and benefits
- 6.4 Packaging & Labelling
- 6.5 Warranty vs. Guarantee
- 6.6 Sales Promotional Techniques

Unit - 7 Rural Marketing

- 7.1 Introduction
- 7.2 Potential
- 7.3 Problems
- 7.4 Strategy

Unit - 8 Export Marketing

- 8.1 Introduction
- 8.2 Potential
- 8.3 Problems
- 8.4 Strategy
- 8.5 Export Councils

PAPER – IV: GENERAL MANAGEMENT & BUSINESS ENVIRONMENT

Unit - 1 General Management

- 1.1 Introduction
- 1.2 Levels of Management
 - 1.2.1 First line Managers
 - 1.2.2 Middle level Managers
 - 1.2.3 Top Managers
 - 1.2.4 Span of Control
- 1.3 An Introduction to Functions of Management
 - 1.3.1 Planning
 - 1.3.2 Organization
 - 1.3.3 Directing
 - 1.3.4 Controlling
 - 1.3.5 Communicating

Unit - 2 General Business Environment

- 2.1 Environment
 - 2.1.1 Business and Environment
 - 2.1.2 Internal and External Environment
- 2.2 The Political Environment
 - 2.2.1 Business Environment
- 2.3 The Social and Demographic Environment
- 2.4 Business Ethics

- 2.5 Social Responsibility of business
- 2.6 The Technological Environment
- 2.7 Ecological Environment
- 2.8 Indian Business Environment

Unit - 3 International Business Environment

- 3.1 Globalization
- 3.2 Globalization in India
- 3.3 Foreign Trade of India
- 3.4 World Trade Organizations
- 4.5 Social & Ethical Responsibility of International Business

PAPER - V: Accounting and Finance

Unit - 1 Basics of Accounting

- 1.1 Introduction (process, equation)
- 1.2 Golden Rule with various accounts
- 1.3 Journal
- 1.4 Ledger
- 1.5 Trial Balance

Unit - 2 Books of Accounts

- 2.1 Introduction
- 2.2 Cash Book
- 2.3 Bank Reconciliation Statements (BRS)
- 2.4 Day Book
- 2.5 Journal Proper

Unit - 3 Preparation of Financial Statements

- 3.1 Introduction
- 3.2 Final Accounts
- 3.3 Profit & Loss Accounts

Unit - 4 Analysis of Financial Statements

- 4.1 Introduction
- 4.2 Ratio Analysis

PAPER - VI: Project Work and Viva-Voce

- 1. An Introduction to the Project Work;
- 2. Contents of a Good Project;
- 3. Probable Areas of Project Work;
- 4. Sample Projects (Both product and service).

Certificate in Human Rights (CHR)

Level : Certificate
Eligibility: 10+2
Duration : 6 Months
No. of Papers: 4
Full Marks: 400

PAPER I – Human Rights: International Perspective
PAPER II - Human Rights in India
PAPER III – Redressal Mechanism against Human Rights Violation
PAPER IV - Group Rights

PAPER I - HUMAN RIGHTS: INTERNATIONAL PERSPECTIVE

Unit- 1: Historical Development of Concept of Human Rights at the international level;
Unit 2: UN system and Human Rights;
Unit 3: UDHR and Human Rights Treaties;
Unit 4: Human Rights Council, High Commissioner for Human Rights.

PAPER II - HUMAN RIGHTS IN INDIA

Unit 1: Concept of Dharma in Ancient India
Unit 2: Social Movement and Freedom Struggle;
Unit 3: Human Rights under Indian Constitution;
Unit 4: Statutory Protection for Human Rights in India.

PAPER III - REDRESSAL MECHANISM AGAINST HUMAN RIGHTS VIOLATION

Unit 1: National Human Rights Commission and Other Statutory Commissions;
Unit 2: Role of Judiciary;
Unit 3: Media Advocacy;
Unit 4: Role of NGOs, Human Rights Literacy and Awareness.

PAPER IV - GROUP RIGHTS

Unit 1: Disadvantaged Groups: Women, Children, Scheduled Castes, Scheduled Tribes, Physically and Mentally Handicapped etc.
Unit 2: Refugee and Internally Displaced Persons.
Unit 3: Project Work (Submission of one Project on Contemporary Human Rights within 4000 words).

**Workshop on
Curriculum Revision and Content Development (Print & Non-print)
25-27 July 2008**

List of participants

Sl. No.	Name & Mobile no. , E-mail	Institute	Subject
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25.	Dr. Anirban Ghosh	NSOU	

**Workshop on
Curriculum Revision and Content Development (Print & Non-print)
25-27 July 2008**

Schedule

Date/Time	Activity	Activities and material support
Day-1: 25 July 2018		
10.00-10.30 hrs	Registration	
10.30hrs-11.15hrs	Opening Session: <ul style="list-style-type: none"> • Welcome Address: <i>Professor Anirban Ghosh, Director, School of Vocational Studies, NSOU</i> • Briefing on the workshop objective and expected outcomes: <i>Mrs. B. Roy Choudhury, Assistant Prof, NSOU</i> • Address by facilitator: <i>Dr Manas R. Panigrahi, CEMCA</i> • Presidential Address by: <i>Professor Subha Sankar Sarkar, Vice-Chancellor, NSOU</i> • Vote of Thanks: <i>Dr. P. Upadhyay, Asst. Prof, NSOU</i> 	
11.20hrs-11.30 hrs	<i>Tea/Coffee Break</i>	
11.30hrs-12.00 hrs Coordinator: Mrs. B. Roy Choudhury	<ul style="list-style-type: none"> • Know each other • Understanding of Four Quadrant Approach for eContent 	
12.00hrs-13.00 hrs Coordinator: Dr. P. Upadhyay	<ul style="list-style-type: none"> • Course wise issues for Revision of Course Curriculum & Syllabus 	Group Activity-1: Identification of challenges Topics need to add Topics need to remove Industry linkage Vocational and Professional activities
13.00-14.00 hrs	<i>Lunch</i>	
14.00-15.30 hrs	<ul style="list-style-type: none"> • Presentation on Group Activity-1 	
15.30-15.45 hrs	<i>Tea/Coffee Break</i>	

15.45-17.00 hrs	<ul style="list-style-type: none"> • Demonstration of NSOU LMS • Preview of Model Educational Videos • Discussion 	Demonstration Preview Discussion
17.00-17.30 hrs	Review of Day-1 and Planning for Day-2	
DAY-2: 26 July 2018		
10.30hrs-11.30 hrs Coordinator: Mrs. B. Roy Choudhury	Topic: <i>“Digital Storytelling: Amusement with Education”</i> By Shri Ashim Sekhar Paul, Assistant Professor Electronic & Digital Media Management	SRFTI
11.30-11.45 hrs	<i>Tea/Coffee Break</i>	
11.45-13.00 hrs Coordinator: Dr. P. Upadhyay	<ul style="list-style-type: none"> • Hard Spots and video contents • Presentation on Group Activity-2 	Group Activity-2: Identification of hard spots Requirements of video contents, additional resources
13.00-14.00 hrs	<i>Lunch</i>	
14.00-15.30 hrs	<ul style="list-style-type: none"> • Guideline for A/V lectures (Technical issues related with recording) Group discussion 	Schoolguru
15.30-15.45 hrs	Tea/Coffee Break	
15.45-17.00 hrs	<ul style="list-style-type: none"> • Guideline for A/V lectures (Technical issues related with recording) • Group discussion 	Schoolguru
17.00-17.30 hrs	Review of Day-2 and planning for Day-3	
DAY-3: 27 July 2018		
10.30hrs-11.30 hrs Coordinator: Dr. P. Upadhyay	<ul style="list-style-type: none"> • Development of Plan of Action for Course Development 	Group Activity-3: Identification of number of video contents Preparation of PPTs, animations, simulations and story board Preparation of Time Line
11.30-11.45 hrs	<i>Tea/Coffee Break</i>	

11.45-13.00 hrs Coordinator: Mrs. <i>B. Roy Choudhury</i>	Development of Plan of Action for Course Development	Group Activity-3: Cont.
13.00-14.00 hrs	<i>Lunch</i>	
14-00-15.30 hrs	Presentation and Discussion on Group Activity - 3	
15.30-15.45 hrs	Tea/Coffee Break	
15.45-16.30 hrs	Valedictory and Way Forward	
