

Uttarakhand Open University
School of Education
Department of Teacher Education
Programme Project Report (PPR)
for
Bachelor of Education Programme through Open and Distance learning
system
B.Ed. (ODL)
Programme Code: BED 21

A. Programmes Mission & Objectives: Bachelor of Education through Open and Distance learning system (B.Ed. (ODL)) is an undergraduate professional degree programme. This programme seeks to introduce students to various aspects of Educational Studies. It further intends to enable students to critically examine the education in various perspectives. It enables students to critically understand the policies and practices of education. It also acquaints the students with the historical and social aspects of education. It focuses on education from a psychological perspective; exploring human development and education in a variety of social and cultural environments. It considers historical and contemporary discussions concerning education and studies education's role in economic and social change. Finally, it focuses on the training of prospective teachers.

Mission:

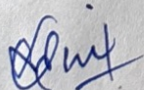
To develop in students the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium

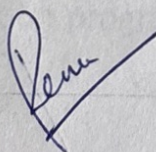
Objectives:

On the basis of the NCTE curriculum framework for Two Year B.Ed. programme (2014), the objectives of this programme are as follows:

To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

To develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.





To focus on aspects of social and emotional development; self and identity, and cognition and learning. To address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives,

with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning. To develop an understanding of the cultures, policies and practices that needs to be addressed in order to create an inclusive school.

To develop an understanding of the curriculum, linking school knowledge with community life in students.

To reconstruct concepts from subject knowledge though appropriate pedagogic processes that communicates meaningfully with children,

To lead the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.

To equip Student teachers to cater the diverse needs of learners in schools.

To provide opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.

To focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga.

To offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing social sensitivity and the capacity to listen and empathise.

B. Relevance of the program with HEI.s Mission and Goals: Students with Bachelor of Education are able to apply for a diverse range of jobs in most fields open to teacher education graduates. The programme is equally beneficial from carrier's point of in the field of teaching, research, policy analysis, social work, counselling professions and public services in the case of Uttarakhand State. Educational processes are important in almost all settings and teacher education graduates have a valuable role in most of the organizations.

c. Nature of prospective target group of learners: Candidates who have passed Bachelor's degree in Sciences/ Social Sciences/ Humanities (at least 50% marks) or Bachelor's degree in Engineering or Technology (at least 55% marks) with NCTE recognized teacher education programme through face to face mode or

trained in-service teachers in elementary education are the target group of learners for this programme. The programme Bachelor of Education has been developed for the learners who want to be a teacher in secondary education system, pursue Master of Education and research in the field of teacher education.

d. Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence: ODL is characterized by two factors: its philosophy and its use of technology and this technology usage make it much easier to communicate the intricacies of the programme more appropriately to the students. It focuses to remove barriers to education, and allow students to study what they want, when they want and where they want. Open and distance is about increasing educational access and increasing educational choice. It makes use of technology to mediate learning with the help of digitalized SILMs, assignments, audio-video lectures, radio talks and other components.

e. Instructional Design:

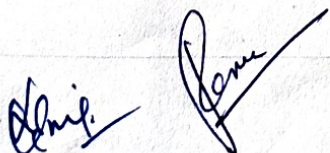
- Curriculum Design and detailed syllabi are enclosed herewith as Annexure I
- Duration: Minimum 02 Years and Maximum 04 Years
- Faculty and Support staff requirement:

Faculty: 01 Professor, 02 Associate Professors and 04 Assistant Professors

Support staff: 01 Office Superintendent, 01 Software Specialist, 01 Assessment and Evaluation In charge, 01 Computer Operator, 01 Office Assistant, 01 Helper
Instructional Delivery Mechanism and Identification of Media: Learning Management System, SILMS, Print Media, Audio- Video Lectures, Online Digitalized SILMs.

f. Procedure for admissions, curriculum transaction and evaluation:

- Admission: Candidates who have passed Bachelor's degree in Sciences/ Social Sciences/ Humanities (at least 50% marks) or Bachelor's degree in Engineering or Technology (at least 55% marks) with NCTE recognized teacher education programme through face-to-face mode or trained in-service teachers in elementary education are eligible to take admission in this programme. As per the NCTE norms admission procedure will be conducted with the help of entrance examination.



Curriculum transaction through SILMs, Audio Lectures, Video lectures, Contact programmes, Workshops, Blogs, E-resources, Learning Management System etc.

Evaluation through Term-end examination, Assignments, Practical and Internship.

Fee Structure

Semester	Detail of Fee (₹)							
	program	Project/Workshop	Exam	Practical	Viva-Voce	Miscellaneous	Degree fee	Grand Total
I	8100	1000	1250	-	-	150	-	10500
II	8100		1500	-	-	-	-	9600
III	8100	1000	500	500	500	-	-	10600
IV	8100		1000	500	-	-	500	10100

g. Requirement of the laboratory support and Library Resources: Limited laboratory support is required for the concerned programme. Library resources are required in order to provide wide learning experience to the students.

h. Cost estimate of the programme and the provisions.

S.NO.	Items	Cost Per Unit	No. of Units	Total Cost
1	Unit Writing	Rs. 6000	Unit 371	2226000
2	Unit Editing	Rs. 3000	Unit 371	1113000
	Total			3339000

i Quality assurance mechanism and expected programme outcomes: The Self-Instructional Learning Materials and LMS (Learning Management System) shall be revised and modified through Expert Committee and Board of Studies as per the requirement in order to incorporate the contemporary issues in the

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curriculum. The expected programme outcomes are the skills and competencies in the students necessary to play the multifaceted role of the teacher in the new millennium. The effectiveness of the programme shall be monitored by the number of students enrolled in the programme.

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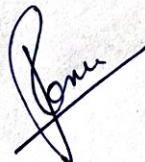
Semester wise distribution of courses and detailed Syllabi

Semester Wise Distribution of Course

Semester-1 (16 Credits)

Semester Code- BED 1

Course/ Paper	Credit	Total Marks	Assignment	External Marks
BED I-PE 1: Childhood and Growing Up	4	100	30	70
BED I- PE 2: Contemporary India and Education	4	100	30	70
BED I- CPS 1: Language across the Curriculum	2	50	15	35
BED I- CPS 2: Understanding Disciplines and Subjects	2	50	15	35
BED I- CPS 3: Assessment for Learning	4	100	30	70
<i>Engagement with the field: Tasks and Assignments for the above courses.</i>				
Total	16	400	120	280

Semester-II (16 Credits)

Semester Code- BED II

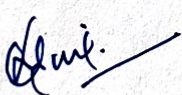
Course/ Paper		Credit	Total Marks	Assignment	External Marks
BED II- PE 3: Knowledge and Curriculum		4	100	30	70
BED II-PE 4: Learning and Teaching		4	100	30	70
<i>Optional Course: Any Two Relevant Pedagogy Papers of the following</i>	BED II- CPS 4: Pedagogy of Hindi (Part i)	2	50	15	35
	BED II- CPS 5: Pedagogy of English (Part i)	2	50	15	35
	BED II- CPS 6: Pedagogy of Sanskrit (Part i)	2	50	15	35
	BED II- CPS 7: Pedagogy of Physical Science (Part i)	2	50	15	35
	BED II- CPS 8: Pedagogy of Biological Science (Part i)	2	50	15	35
	BED II- CPS 9: Pedagogy of Mathematics (Part i)	2	50	15	35
	BED II- CPS 10: Pedagogy of Social Science (Part i)	2	50	15	35
	BED II- CPS 11: Statistics for Assessment of Learning		2	50	15
BED II- EPC 1: Critical Understanding and uses of ICT		2	50	15	35
<i>Engagement with the field: Tasks and Assignments for the above courses.</i>					
Total		16	400	120	280

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Semester-III (16 Credits)**Semester Code- BED III**

Course/ Paper		Credit	Total Marks	Assignment	External Marks
<i>Optional Course: Any Two Relevant Pedagogy Papers of the following</i>	BED III- CPS 12: Pedagogy of Hindi (Part II)	2	50	15	35
	BED III- CPS 13: Pedagogy of English (Part II)	2	50	15	35
	BED III- CPS 14: Pedagogy of Sanskrit (Part II)	2	50	15	35
	BED III- CPS 15: Pedagogy of Physical Science (Part II)	2	50	15	35
	BED III- CPS 16: Pedagogy of Biological Science (Part II)	2	50	15	35
	BED III- CPS 17: Pedagogy of Mathematics (Part II)	2	50	15	35
	BED III- CPS 18: Pedagogy of Social Science (Part II)	2	50	15	35
BED III- CPS 19: School Internship		12	150	-	150
Viva-Voce		-	150	-	150
<i>Engagement with the field: Tasks and Assignments for the above courses.s</i>					
<i>Note: Assessment of Practice Teaching Related to School Internship by the Board of Internal and External Examiners</i>					
Total		16	400	120	280



Semester-IV (16 Credits)

Semester Code- BED 4

Course/ Paper		Credit	Total Marks	Assignment	External Marks
BED IV- PE 5: Gender School and Society		2	50	15	35
BED IV- PE: 6 Creating an Inclusive School		2	50	15	35
BED IV- PE: 7 Yoga Education		2	50	15	35
<i>Optional Course: Any One of the following</i>	BED IV - CPS 20 Guidance and Counselling	4	100	30	70
	BED IV – CPS 21: Peace Education	4	100	30	70
BED IV- EPC 2		2	50	-	50
BED IV- EPC 3		2	50	-	50
BED IV- EPC 4		2	50	-	50
<i>Engagement with the field: Tasks and Assignments for the above Course. Note: - Assessment by the board constituted by internal and external examiners. With regard to EPC 2, 3 and 4</i>					
Total		16	400	75	325
Grand Total		64	1600	345	1255

Ami.

Janu
DIRECTOR
School of Education
Uttarakhand Open University
Haldwani