

PROGRAMME PROJECT REPORT

B.Ed. ODL Programme

(2 Year Programme in accordance with NCTE)



School of Education

**U. P. Rajarshi Tandon Open University,
Prayagraj**

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B.Ed. ODL Degree Programme

The National Education Policy (NEP) 2020 envisions a new vision that enable an individual to study one or more specialized areas of interest at a deep level and develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that “National Higher Education Qualifications Framework (NHEQF)” shall be aligned with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE).

The design of B.Ed. ODL programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development of a learner.

The uniform grading system will also enable potential employers to assess the performance of the learner. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between university degree and employability by introducing skills and competencies in the graduates.

B.Ed. ODL Programme

The structure and duration of postgraduate programme of B.Ed. ODL in accordance with NEP 2020 includes duration of 02 Years period, with appropriate certification of B.Ed. ODL Degree.

1. Programme Mission & Objectives

In line with the mission of the University to provide flexible learning opportunities to all, particularly to those who could not join regular colleges or universities owing to social, economic and other constraints, the 2-year B.Ed. ODL Programme in Teacher Training Education aims at providing holistic and value-based knowledge. The program offers a platform to the learners to fulfill the eligible criteria in various teaching and educational administrative jobs in government and private sector.

The B.Ed. ODL programme aims at the following objectives:

The Bachelor of Education (B.Ed.) Degree Programme to be conducted by the U.P. Rajarshi Tandon Open University, Prayagraj through open and distance learning system shall aim to enable the untrained working teachers to achieve the following objectives-

- (i) To systematize experiences and strengthen the professional competency of in-service teachers.
- (ii) To imbibe the knowledge and develop understanding of various methods and approaches of organizing learning experiences of secondary school students.
- (iii) To develop skills required in selection and organizing learning experiences.
- (iv) To understand the nature of the learner and the learning processes.
- (v) To develop skills required for dealing of various academic and personal problems of the students.
- (vi) To develop skills involved in dealing with the academic and personal problems of learners.
- (vii) To acquire knowledge and develop understanding about the various procedures and techniques of evaluation and their classroom application.

- (viii) To develop skills involved in selecting, developing and using evaluation tools
- (ix) To provide knowledge and develop understanding about various aspects of school management.
- (x) To develop competencies for organizing various instructional and student –support activities.
- (xi) To develop an appreciation of the role of the teacher in the prevailing socio-cultural and political context in general and the educational system in particular.

2. Relevance of the Programme with HEI’s Mission and Goals

The 2-years B.Ed. ODL Programme is designed with the objective of equipping learners to cope with the emerging trends and challenges in the social domain. In congruence with goals of the University the Programme also focuses to provide skilled manpower to the society to meet global demands. The Programme is designed in such a manner that a successful learner can go for higher studies as well as join as a trained teacher in the various schools or colleges and educational administrative jobs, academic societies or can run their own start-ups.

3. Prospective Target Group of Learners

The Program is targeted to all individuals looking to earn a B.Ed. ODL degree for employment, further higher education, promotion in career, professional development.

4. Programme Outcomes

Learning outcomes		
Learning Outcomes	Elements of the descriptor	B.Ed. ODL Degree
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context. • a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> • a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques,
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> • apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning, • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.

LO 4	Generic learning outcomes	<ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields of learning, • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research. • problematize, synthesize and articulate issues and design research proposals, • define problems, formulate appropriate and relevant research questions,
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in one's life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> • managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team. • exercising supervision in the context of work having unpredictable changes.

5. Instructional Design

5.1 B.Ed. ODL Programme Structure As per NCTE

The University follows the credit system in all its programmes. One credit is equal to 30 hours of learner's study time which is equivalent to 15 lectures in conventional system. To earn a B.Ed. ODL degree, a learner must earn 80 credits in a minimum of four semesters (two years) with 20 credits per semester. For earning 80 credits, a learner must go through the following Programme Structure:

Programme Structure of B.Ed. ODL under NHEQF

<i>Semester</i>	<i>Paper Nature</i>	Paper Code	Title of the Paper	Credit	Marks
<i>First Semester</i>	Theory Compulsory	B.Ed. E-01	Childhood and Growing Up	8	100
		B.Ed. E-02	Contemporary India and Education	8	100
		B.Ed. E-03	Assessment for Learning	8	100
	Practical	B.Ed. EPC-I	Reading and reflecting on texts	4	50
<i>Second Semester</i>	Theory Compulsory	B.Ed. E-04	Learning and Teaching	8	100
		B.Ed. E-05	Language across the Curriculum	4	50
		B.Ed. E-06	Understanding Disciplines and	4	50

			Subjects		
	Theory Elective (Any one)	B.Ed. E-21	Vocational Education and Work Education	8	100
		B.Ed. E-22	Health and Physical Education	8	100
		B.Ed. E-23	Peace Education	8	100
		B.Ed. E-24	Guidance and Counseling	8	100
	Practical	B.Ed. EPC-II	Drama and Art in Education	4	50
Third Semester	Theory Compulsory	B.Ed. E-07	Creating an Inclusive School	8	100
		B.Ed. E-08	Knowledge and Curriculum- I	4	50
		B.Ed. -0E9	Knowledge and Curriculum- II	4	50
	Theory Elective-I (Any one)	B.Ed. E-31	Pedagogy of Hindi	4	50
		B.Ed. E-32	Pedagogy of English	4	50
		B.Ed. E-33	Pedagogy of Mathematics	4	50
		B.Ed. E-34	Pedagogy of Biological Science	4	50
	Theory Elective-II (Any one)	B.Ed. E-41	Pedagogy of Social Studies	4	50
		B.Ed. E-42	Pedagogy of Physical Sciences	4	50
		B.Ed. E-43	Pedagogy of Commerce	4	50
		B.Ed. E-44	Pedagogy of Home Science	4	50
	Practical	B.Ed. EPC-III	Understanding ICT	4	50
	Fourth Semester	Theory Compulsory	B.Ed. E10	Gender, School and Society	4
Practical		EPC-IV	Understanding the Self	4	50
		B.Ed. EPC-V	School Internship	20	250

Course curriculum: The detail of syllabus is given in Appendix-I

Language of Instruction: Hindi. However, learner can write assignment and give Term End Examination (TEE) either in Hindi or English.

Duration of the Programme

Minimum duration in years: 02

Maximum duration in years: 04

Faculty & Support Staff

Director (1) Professor (2), Associate Professor (2) Assistant Professor (1), and support staff (3)

5.2 Instructional Delivery Mechanisms

The Open University system is more learner-oriented, and the student is an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.

The University follows a multi-media approach to instruction. It comprises of:

- self-instructional printed material (Self Learning Material)
- audio and video lectures
- face-to-face counselling
- assignments
- laboratory work
- Project work in some courses /Dissertation work
- teleconference/web conference
- Web Enabled Academic Support Portal
- e-GYANSANGAM (Open Educational Repository): gyansangam.uprtou.ac.in
- e-GYANARJAN: It is a Learning Management System based on Moodle (gyanarjan.uprtou.ac.in) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

6 Procedure for admissions, curriculum transaction and evaluation

6.1 Admission Procedure

- (a) The University follows the Entrance Test for admission in the programme as per NCTE approved seats under all required norms and regulations.
- (b) **Eligibility:** Eligibility criteria follows as per NCET.
- (c) **Programme Fee:** Rs. 18500/- per year or as per University decision.

6.2 Curriculum Transaction

Through Self-Learning Material

The Self Learning Material (SLMs) are prepared in line with the UGC guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature.

The course material is divided into blocks. Each block contains a few units. Lessons, which are called Units, are structured to facilitate self-study. The units of a block have similar nature of contents. The first page of each block indicates the numbers and titles of the units comprising

Each unit has several “Check Your Progress” Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online web link for MOOCs/Open

Educational Resources for additional reading are suggested.

Through Audio and Video lectures

Apart from SLM, audio and video lectures have been prepared for some courses. The audio-video material is supplementary to print material. The video lectures are available at YouTube channel of university (<https://www.youtube.com/@uprtouonlinestudy5413>)

Through Counselling Classes

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s)he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The timetable for counselling classes is displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, the learner must go through the course materials and note down the points to be discussed as it is not a regular class or lecture.

Through Assignments

The purpose of assignments is to test the comprehension of the learning material that learner receives and help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments.

Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of the university website. In any case, the learner must submit assignments before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term-end examination (TEE). The marks obtained by the learner in the assignments will be counted in the result. Therefore, it is advised to take assignments seriously. However, there will be no written assignments for Lab courses.

Through Practical Work

Practical courses are an integral component of the B.Ed. ODL programme for school-based activities, workshop-based activities and school internship. While designing the curricula for Practical courses, particular care has been taken to weed out experiments not significant to the present-day state of the discipline. Importance has been given to the utility of an experiment with respect to real life experience, development of experimental skills, and industrial applications.

Through Teleconference/Web conference

Teleconference/web conference, using done through ZOOM/Webex in form of online special counselling sessions is another medium to impart instruction to and facilitate learning for a distance learner. The students concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

Through Web Enabled Academic Support Portal

The University also provides Web Enabled Academic Support Portal to access the course materials, assignments, and other learning resources.

Through e-GYANSANGAM and e-GYANARJAN

Uttar Pradesh Rajarshi Tandon Open University having the e-GYANSANGAM (UPRTOU-OER REPOSITORY) and is e-GYANARJAN as an open access platform for educational resources to facilitate Self Learning Materials, Lecture Notes, Audio/video Lectures, Assignments, Course materials etc. through face-to-face mode as well as distance mode.

6.3 Evaluation

The evaluation consists of two components: (1) continuous evaluation through assignments, and (2) term-end examination. The learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one Written /Practical Terminal Examination. The evaluation of every Theory course shall be in two parts, that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(a) **Theory course**

Max.Marks

Terminal Examination	70
Assignment	30
Total	100

(b) Practical course: Max. Marks

Terminal Practical Examination followed by Viva-voce 100

The following 10-Point Grading System for evaluating learners' achievement is used forCBCS programmes:

10-Point Grading System in the light of UGC-CBCS Guidelines

Letter Grade	Grade Point	% Range
O (Outstanding)	10	91-100
A+ (Excellent)	9	81-90
A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average)	5	41-50
P (Pass)	4	36-40
NC (Not Completed)	0	0-35
Ab (Absent)	0	
Q	Qualified	Applicable only for Non-Credit courses
NQ	Not Qualified	

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation also, learner must get at least a 'P' grade in each course to be eligible for the B.Ed. ODL degree.

Computation of CGPA and SGPA

(a) Following formula shall be used for calculation of CGPA and SGPA

For jth semester $SGPA (S_j) = \frac{\sum (C_i * G_i)}{\sum C_i}$	where, C _i = number of credits of the i th course in j th semester G _i = grade point scored by the learner in the i th course in j th semester.
$CGPA = \frac{\sum (C_j * S_j)}{\sum C_j}$	where, S _j = SGPA of the j th semester C _j = total number of credits in the j th semester

The CGPA and SGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be will written as 7.24)

CGPA will be converted into percentage according to the following formula:

Equivalent Percentage = CGPA * 9.5

(b) Award of Division

The learner will be awarded division according to the following table:

Division	Classification
1 st Division	6.31 or more and less than 10 CGPA
2 nd Division	4.73 or more and less than 6.31 CGPA
3 rd Division	3.78 or more and less than 4.73 CGPA

7. Requirement of the laboratory support and Library Resources

The required labs and library resources for the programme are also established at the Study Centre as per NCTE norms. Workshop/school based activities and library resources related facilities are provided to the learners without any extra charges. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also has a subscription of National Digital Library to provide the learners with the ability to enhance access to

information and knowledge of various courses of the programme.

8. Cost estimate of the programme and the provisions

2-year B.Ed. ODL programme consists of 22 theory courses, 1 school based activities, four workshop based activities. Nine courses of 4 credits and 13 courses of 4 credits which consists of approx. 330 units. The total approximated expenditure on the development of 22 courses is:

S. No.	Item	Cost per Unit (writing Editing and vetting)	Total cost (Rs.)
1	Total no. of units in 22 courses = 22*15= 330	9500	31,35000
2	BOS Meetings etc.	200000	200000
Total			33,35000

9. Quality assurance mechanism and expected programme outcomes

(a) **Quality assurance mechanism:** The program structure is developed under the guidance of the Board of studies comprising external expert members of the concerned subjects followed by the School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs.

The Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

- ✓ Annual academic audit
- ✓ Feedback analysis for quality improvement
- ✓ Regular faculty development programs
- ✓ Standardization of learning resources
- ✓ Periodic revision of program depending upon the changing trends by communicating to the concerned school
- ✓ Pre-Admission counselling at the study center
- ✓ Orientation Programme at the study center

(b) Expected programme outcomes (POs)

PO-1	To understand the foundations of B.Ed. ODL Programme.
PO-2	To explain the Impact of Indian and western Philosophies on Indian Education.
PO-3	To discuss about the various issues of education.
PO-4	To use the technology in education.
PO-5	To understand the various areas of education like Educational Philosophy, Educational Psychology, Teacher Education, Open and Distance Education, Special Education, Educational Guidance and Counselling, Educational Administration, Management and Subject teaching training etc.
PO-6	To formulate the educational actions in different areas of education.
PO-7	To construct tools for educational measurement and evaluation.
PO-8	To perform as a good teacher and good educational administrator in the field of education.

PO-9	To use other discipline like sociology, History, Economic, Political Science, Languages and Management etc. in the field of education.
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Programme:	B.Ed. ODL	
Year	First Introduction year: 2003	
Revision of Programme in accordance with NCTE		
	Initiation year of revision	2015
	Completion year of revision	2016

Programme Structure of B.Ed. ODL under NHEQF

<i>Semester</i>	<i>Paper Nature</i>	Paper Code	Title of the Paper	Credit	Marks
<i>First Semester</i>	Theory Compulsory	B.Ed. E-01	Childhood and Growing Up	8	100
		B.Ed. E-02	Contemporary India and Education	8	100
		B.Ed. E-03	Assessment for Learning	8	100
	Practical	B.Ed. EPC-I	Reading and reflecting on texts	4	50
<i>Second Semester</i>	Theory Compulsory	B.Ed. E-04	Learning and Teaching	8	100
		B.Ed. E-05	Language across the Curriculum	4	50
		B.Ed. E-06	Understanding Disciplines and Subjects	4	50
	Theory Elective (Any one)	B.Ed. E-21	Vocational Education and Work Education	8	100
		B.Ed. E-22	Health and Physical Education	8	100
		B.Ed. E-23	Peace Education	8	100
		B.Ed. E-24	Guidance and Counseling	8	100
	Practical	B.Ed. EPC-II	Drama and Art in Education	4	50
<i>Third Semester</i>	Theory Compulsory	B.Ed. E-07	Creating an Inclusive School	8	100
		B.Ed. E-08	Knowledge and Curriculum- I	4	50
		B.Ed. -0E9	Knowledge and Curriculum- II	4	50
	Theory Elective-I (Any one)	B.Ed. E-31	Pedagogy of Hindi	4	50
		B.Ed. E-32	Pedagogy of English	4	50
		B.Ed. E-33	Pedagogy of Mathematics	4	50
		B.Ed. E-34	Pedagogy of Biological Science	4	50
	Theory Elective-II (Any one)	B.Ed. E-41	Pedagogy of Social Studies	4	50
		B.Ed. E-42	Pedagogy of Physical Sciences	4	50
		B.Ed. E-43	Pedagogy of Commerce	4	50
		B.Ed. E-44	Pedagogy of Home Science	4	50
	Practical	B.Ed. EPC-III	Understanding ICT	4	50
	<i>Fourth Semester</i>	Theory Compulsory	B.Ed. E10	Gender, School and Society	4
Practical		EPC-IV	Understanding the Self	4	50
		B.Ed. EPC-V	School Internship	20	250

Academic Year 2023 Detailed Programme Structure & Syllabus

Year wise Structure of B.Ed. ODL

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: I
Subject: Education			
Course Code: BEd E-01		Course Title: Childhood and Growing Up	
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.			
Course Outcomes: After completion of this course the learner will be able –			
CO1 : To understand the process of human development.			
CO2 : To explain theoretical perspectives and dimensions of human development			
CO3 : To recognize individual differences among the learners			
CO4 : To Understand the various of variable of psychology			
CO5 : To analyse the implications of group psychology			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Basics of Educational Psychology		
Unit 1	Educational Psychology : Meaning and Concepts		
Unit 2	Schools and Methods of Educational Psychology		
Unit 3	Principles and Stages of Growth and Development		
Block 2	Psychology of Development		
Unit 4	Physical and Emotional Development		
Unit 5	Cognitive and Language Development		
Unit 6	Social and Moral Development		
Block 3	Intelligence, Personality and Creativity		
Unit 7	Intelligence : Concept, Theories and Measurement		
Unit 8	Personality : Concept, Theories and Measurement		
Unit 9	Creativity : Concept and Measurement		
Block 4	Motivation, Memory and Conflict		
Unit 10	Thinking, Reasoning and Problem Solving		
Unit 11	Remembering, Forgetting, Habit Formation and Discipline		
Unit 12	Tension, Frustration and Conflict		
Block 5	Exceptional Child, Mental Health and Group Psychology		
Unit 13	Exceptional Children		
Unit 14	Mental Health & Hygiene and Adjustment		
Unit 15	Group Psychology		
Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.			
Suggested online courses (MOOCs)			
This course can be opted as an elective by the students of following subjects:			
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.			

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: I
Subject: Education			
Course Code: B Ed E-02		Course Title: Contemporary India and Education	
Course Objectives: Understand and explain the philosophy and educational views of Indian & Western thinkers and the various educational issues in contemporary India.			
Course Outcomes: After completion of this course the learner will be able – CO1 : To understanding the philosophy and educational views of Indian and Western thinkers CO2 : To appreciate the unity and strengths of Indian diversities. CO3 : To acquire knowledge about the salient features of Indian Constitution. CO4 : To explain the various educational issues in contemporary India. CO5 : To appraise about the policy initiatives taken in educational reforms in India.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Educational Development		
Unit 1	Meaning and Concept of Education : Ancient to Present		
Unit 2	National System of Education : Role of State-Centre		
Unit 3	Constitutional Provisions of Education		
Block 2	Indian Educational Thinkers		
Unit 4	Educational Thoughts of Gandhi and Tagore		
Unit 5	Educational Thoughts of Aurobindo and Vivekanand		
Unit 6	Educational Thoughts of Krishnamurti and Gijju Bhai		
Block 3	Schools of Educational Philosophy		
Unit 7	Indian Philosophical Ideas		
Unit 8	Idealism and Naturalism		
Unit 9	Realism, Pragmatism and Existentialism		
Block 4	Contemporary Issues of Education		
Unit 10	Universalization of Elementary and Secondary Education		
Unit 11	Education for development of Responsible Citizens		
Unit 12	Education for Conservation of Environment		
Block 5	Quality in Education		
Unit 13	Quality in Education: Meaning, Indicators and Standards for Performance		
Unit 14	Liberalization, Privatization and Globalization in Education		
Unit 15	Enhancement of Quality in Secondary Education		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: I
Subject: Education			
Course Code: B Ed E-03		Course Title: Assessment for Learning	
Course Objectives: Explain and applied the concepts of measurement assessment and evaluation tools.			
Course Outcomes: After completion of this course the learner will be able – CO1 : To explain the concepts of measurement assessment and evaluation. CO2 : To understand the various issues in assessment and evaluation. CO3 : To elaborate different kinds and forms of assessment of learning. CO4 : To applied a wide range of assessment tools. CO5 : To analyze Policy Perspective and Trend in Assessment.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Perspectives of Assessment		
Unit 1	Meaning and Concepts of Assessment, Measurement and Evaluation		
Unit 2	Purposes of Assessment		
Unit 3	Classification of Assessment		
Block 2	Programme for Assessment		
Unit 4	Taxonomies of Educational Objectives		
Unit 5	Behavioral Objectives		
Unit 6	Construction of Assessment Programme		
Block 3	Tools and Techniques for Assessment		
Unit 7	Techniques and Tools for Assessment		
Unit 8	Assessment Devices		
Unit 9	Qualities of a Good Measuring Tool		
Block 4	Tests and its Standardization		
Unit 10	Tests and Types of Tests Items		
Unit 11	Construction of Achievement Test		
Unit 12	Processing and Reporting Students Performance		
Block 5	Existing Practices and Issues of Assessment		
Unit 13	Grading and Scaling		
Unit 14	Problems and Issues of Examination		
Unit 15	Policy Perspective and Trends in Assessment		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: II
Subject: Education			
Course Code: B Ed E-04		Course Title: Learning and Teaching	
Course Objectives: Understand and analyze the concept of learning and various leaning theories to address diversity of students in a classroom.			
Course Outcomes: After completion of this course the learner will be able –			
CO1 : To understand the concept of learning and various leaning theories.			
CO2 : To Acquired understanding the Factors of Influencing Learning.			
CO3 : To explain the concept of teaching from various perspectives.			
CO4 : To illustrated various Approaches of Learning			
CO5 : To analyze teaching strategies to address diversity of students in a classroom.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Understanding Learning		
Unit 1	Learning: Concept, Nature, Types		
Unit 2	Learning Theories of Skinner and Pavlov		
Unit 3	Learning Theories of Thorndike, Koehler and Gagne		
Block 2	Factors Influencing Learning		
Unit 4	Factors Influencing Learning		
Unit 5	Transfer of learning		
Unit 6	Approaches of Learning		
Block 3	Nature of Teaching		
Unit 7	Teaching: Concept, Levels and Phases		
Unit 8	Teaching skills and Micro Teaching		
Unit 9	Teachers' Roles and functions in the phases of teaching		
Block 4	Approaches and strategies of Teaching		
Unit 10	Learner centric approaches		
Unit 11	Teachers centric strategies		
Unit 12	Group centric approaches and strategies		
Block 5	Teaching organizing of Learning Process		
Unit 13	Planning and Decision making in Teaching		
Unit 14	Issues and concerns in classroom learning		
Unit 15	Maxim of teaching, Issues of Media and Professionalism		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: II
Subject: Education			
Course Code: B Ed E-05		Course Title: Language across the Curriculum	
Course Objectives: Understand and analyze the Origin and Development of Language.			
Course Outcomes: After completion of this course the learner will be able – CO1: To understand the Origin and Development of Language. CO2: To understand various medium of instruction of language. CO3: To differentiate Various Language issues in classroom. CO4: To generalize Various Skills of Language diversity in classroom. CO5: To analyze the nature of classroom interaction.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Origin and Development of Language		
Unit 1	Origin of Indian Language		
Unit 2	Development of Language		
Unit 3	Norms of Standard Language		
Block 2	Instructional Language		
Unit 4	National and Regional Language		
Unit 5	Medium of Instruction		
Unit 6	Three Language formula		
Block 3	Understanding the Language		
Unit 7	Language diversity in classroom		
Unit 8	Language Proficiency		
Unit 9	Language issues in schools		
Block 4	Skills of Language		
Unit 10	Reading and Writing Skills		
Unit 11	Listening and Speaking Skills		
Unit 12	School of Writing		
Block 5	Understanding the nature of classroom interaction		
Unit 13	Communication Skills in Language		
Unit 14	Classroom Interaction		
Unit 15	Use of ICT in Classroom		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL	Year: First	Semester: II
Subject: Education		
Course Code: B Ed E-06	Course Title: Understanding Disciplines and Subjects	
Course Objectives: Understand and recognize process of School curriculum in Languages, Social sciences, Sciences and MATHMETICS.		
Course Outcomes: After completion of this course the learner will be able – CO1 : To understand the Nature and Role of Discipline. CO2 : To analyse the School curriculum in Languages. CO3 : To analyse the School curriculum in Social sciences CO4 : To analyse School curriculum in Sciences CO5 : To analyse School curriculum in MATHMETICS		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Nature and Role of Discipline Knowledge	
Unit 1	Nature of Disciplines	
Unit 2	Role of Disciplines in Knowledge Development	
Unit 3	Paradigm shift in Disciplines	
Block 2	Analysis of School curriculum in Languages	
Unit 4	Salient features of School Curriculum in Languages	
Unit 5	Methods of Languages	
Unit 6	Relevance of Languages in School Curriculum	
Block 3	Analysis of School curriculum in social sciences	
Unit 7	Salient features of School Curriculum in Social Sciences	
Unit 8	Methods of Social Sciences	
Unit 9	Relevance of Social Sciences in School Curriculum	
Block 4	Analysis of School curriculum in sciences	
Unit 10	Salient features of School Curriculum in Sciences	
Unit 11	Methods of Sciences	
Unit 12	Relevance of Sciences in School Curriculum	
Block 5	Analysis of School curriculum in Mathematics	
Unit 13	Salient features of School Curriculum in Mathematics	
Unit 14	Methods of Mathematics	
Unit 15	Relevance of Mathematics in School Curriculum	
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: II
Subject: Education			
Course Code: B Ed E-21		Course Title: Vocational and Work Education	
Course Objectives: Understand and recognize process of vocational assessment and make vocational training plan, transition from School to job, classify various avenues for job placement, choice of vocational trades, independent living and empowerment.			
Course Outcomes: After completion of this course the learner will be able – CO1 : To understand of vocational education & its relevance. CO2 : To analyze vocational assessment and make vocational training plan. CO3 : To explain plan for transition from School to job. CO4 : To classify various avenues for job placement. CO5 : To facilitate in making choice of vocational trades. CO6 : To acquire the concept of independent living and empowerment.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Vocational Education		
Unit 1	Vocational Education; Nature, Relevance and Types		
Unit 2	Scope and Need for Vocational Education		
Unit 3	Agencies for Vocational Education		
Block 2	Work Education		
Unit 4	Nature of work Education		
Unit 5	Principles of Work Education		
Unit 6	SUPW		
Block 3	Vocational and Work Education		
Unit 7	Identification of Vocation and Work		
Unit 8	Selection of Vocation and Work		
Unit 9	Follow –up		
Block 4	Role of School in vocational & work Education		
Unit 10	Career Information		
Unit 11	Career Guidance		
Unit 12	Training for Special Groups		
Block 5	Recent trends of Vocational and work education		
Unit 13	Role of other Agencies		
Unit 14	Employment Bureau/Schemes of self-employment/ Placement Services		
Unit 15	Recent trends of Vocation and Work Education		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: II
Subject: Education			
Course Code: B Ed E-22		Course Title: Health and Physical Education	
Course Objectives: Understand and recognize process of holistic health, its various dimensions and determinants, health and physical education as individual, skills for physical fitness, learn correct postural habits and activities, practice of yoga asanas and meditations.			
Course Outcomes: After completion of this course the learner will be able –			
CO1 : To understand the concept of holistic health, its various dimensions and determinants			
CO2 : To develop positive attitude towards health and physical education as individual.			
CO3 : To sensitive, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities.			
CO4 : To understand various policies and programmes related to health and physical education.			
CO5 : To create interest for the practice of yoga asanas and meditations.			
CO6 : To use the process of assessment of health and physical fitness.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Health and Hygiene		
Unit 1	Health: Meaning, Types and Factors Influencing Health		
Unit 2	Health Indicators a Technique		
Unit 3	Hygiene: Meaning, Scope and Importance		
Block 2	Health Education		
Unit 4	Health Education: Meaning, Scope and Need		
Unit 5	Objectives and Curriculum of Health Education		
Unit 6	Methods and Techniques of Health Education		
Block 3	Food and Nutrition		
Unit 7	Health and Nutrition		
Unit 8	Diet Therapy		
Unit 9	Advanced Nutrition, Recommended, Dietary Allowances		
Block 4	Health services		
Unit 10	Public health: Nature, scope, Significance and Types		
Unit 11	Community Nutrition		
Unit 12	Health Programmes- Prevention from Community Diseases		
Block 5	Physical Education		
Unit 13	Physical Exercise in Schools		
Unit 14	Meditation & Yogic Asan's		
Unit 15	Martial Arts		
Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.			
Suggested online courses (MOOCs)			
This course can be opted as an elective by the students of following subjects:			
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.			

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: II
Subject: Education			
Course Code: B Ed E-23		Course Title: Peace Education	
Course Objectives: Understand and recognize process of Promotion of Peace for Social Security, policies and programmes related to Peace education, motivate and help in Society for Peace, practice of major issues in Education for Peace.			
Course Outcomes: After completion of this course the learner will be able –			
CO1 : To understand the Concept and Relevance of Peace Education in India.			
CO2 : To develop Positive attitude towards Promotion of Peace for Social Security			
CO3 : To understand various policies and programmes related to Peace education.			
CO4 : To understand sensitive, motivate and help in Society for Peace			
CO5 : To create interest for the practice of major issues in Education for Peace			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Concept and Relevance of Peace Education		
Unit 1	Peace Education: Meaning, Relevance and Significance of Peace Education		
Unit 2	Historical Perspective of Peace Education		
Unit 3	Indian Perspective in Peace Education		
Block 2	Dangers to Social Security		
Unit 4	Terrorism, Wars and Naxalism		
Unit 5	Natural Calamities		
Unit 6	Promotion of Peace for Social Security		
Block 3	Education for Peace		
Unit 7	Meaning and Concept of Difference in Education for Peace		
Unit 8	Strategies for Education for Peace		
Unit 9	International Efforts for Peace Education		
Block 4	Role of teacher in Education for Peace		
Unit 10	Role of Teacher in the Context of Education for Peace		
Unit 11	Need for sensitizing learner for peace		
Unit 12	Role of Media in Peace Education		
Block 5	Major issues in Education for Peace		
Unit 13	Legal aspects of Peace Education		
Unit 14	Factors influencing Education for Peace		
Unit 15	Training of Teachers for Education for Peace		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: First	Semester: II
Subject: Education			
Course Code: B Ed E-24		Course Title: Guidance and Counseling	
Course Objectives: Understand and recognize process of guidance and counseling in classroom situations, development of self-image and self-esteem, counseling and guidance in inclusive settings, vocational guidance and career counseling programme, various procedures of organizing & various vocational guidance and career counseling services.			
Course Outcomes: After completion of this course the learner will be able –			
CO1 : To understand the skills of guidance and counseling in classroom situations.			
CO2 : To describe the process of development of self-image and self-esteem.			
CO3 : To appreciate the types and issues of counseling and guidance in inclusive settings.			
CO4 : To acquaint the aims of vocational guidance and career counseling programme.			
CO5 : To develop the understanding of various procedures of organizing various vocational guidance and career counseling services.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Nature and Scope of Guidance		
Unit 1	Guidance; Meaning, Scope, Need and Significance		
Unit 2	Psychological Basis of Guidance		
Unit 3	Models of Guidance		
Block 2	Types of Guidance		
Unit 4	Personal Guidance		
Unit 5	Vocational Guidance		
Unit 6	Educational Guidance		
Block 3	Basis of Counseling		
Unit 7	Meaning and Approaches to counseling		
Unit 8	The Counselor		
Unit 9	Types of counseling		
Block 4	School Guidance and counseling services		
Unit 10	Theories of Guidance and Counseling		
Unit 11	School Guidance and counseling services		
Unit 12	Guidance and counseling at various stages of schools		
Block 5	Recent trends in guidance and counseling		
Unit 13	Follow-up Services		
Unit 14	Use of ICT		
Unit 15	Guidance and Counseling for special groups		
Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.			
Suggested online courses (MOOCs)			
This course can be opted as an elective by the students of following subjects:			
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.			

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-07	Course Title: Creating an Inclusive School	
Course Objectives: Understand and recognize process of Inclusive education, Policy and legislative frameworks promoting inclusion, inclusive pedagogy, resource mobilization, inclusive school.		
Course Outcomes: After completion of this course the learner will be able –		
CO1 : To understand the meaning and significance of Inclusive education		
CO2 : To achieve knowledge on Policy and legislative frameworks promoting inclusion		
CO3 : To create inclusive classrooms and use inclusive pedagogy		
CO4 : To understand the linkages and collaborations for resource mobilization.		
CO5 : To better understanding about inclusive school		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Introduction to Inclusive Education	
Unit 1	Marginalization vs Inclusive Education, Segregation and Integrations	
Unit 2	Principles of Inclusive Education and Diversity in Classroom	
Unit 3	Barriers to inclusive Education	
Block 2	Policies & frameworks Facilitating Inclusive Education	
Unit 4	Universal Declaration of Human Rights	
Unit 5	International Conventions and Frameworks	
Unit 6	National policies, Programmes, Acts and Commission	
Block 3	Adaptations, Accommodations and Modifications	
Unit 7	Meaning, Difference, Needs and Steps	
Unit 8	Children with Sensory, Neuro-developmental, Loco Motor & Multiple Disabilities	
Unit 9	Gifted Children	
Block 4	Inclusive Academic Instructions	
Unit 10	Universal Design for learning	
Unit 11	Differentiated and Peer Mediated instructions	
Unit 12	ICT for instructions	
Block 5	Supports and Collaborations for Inclusive Education	
Unit 13	Stakeholders of Inclusive Education, Advocacy & Leadership for Inclusion	
Unit 14	Family & Community support involvement for Inclusion	
Unit 15	Resource Mobilization for Inclusive Education	
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-08	Course Title: Knowledge and Curriculum- I	
Course Objectives: Understand and recognize process of Philosophical Perspective of Knowledge, culturally, symbols, values and child-friendly in pedagogy, Inclusion and Exclusion of Different Social Groups in Curriculum.		
Course Outcomes: After completion of this course the learner will be able –		
CO1 : To understand the Philosophical Perspective of Knowledge		
CO2 : To develop Construction process of Knowledge		
CO3 : To Differentiate the knowledge, culturally, symbols, values and child-friendly in pedagogy.		
CO4 : To Aquired Knowledge of Inclusion and Exclusion of Different Social Groups in Curriculum.		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Understanding the Knowledge	
Unit 1	Knowledge- Concept, Nature and its Kinds	
Unit 2	Sources of Knowledge	
Unit 3	Methods of obtaining Knowledge	
Block 2	Philosophical Perspective of Knowledge	
Unit 4	Metaphysics - Meaning, Concepts and its Implication in Education	
Unit 5	Epistemology - Meaning, Concepts and its Implication in Education	
Unit 6	Axiology - Meaning, Concepts and its Implication in Education	
Block 3	Construction of Knowledge	
Unit 7	Paradigm Shift of Knowledge	
Unit 8	Knowledge and Pedagogy: Constructivist, Alternative and Blended	
Unit 9	Construction process of Knowledge	
Block 4	Educational and Knowledge	
Unit 10	The Four Pillars of Education (Delores Commission Report)	
Unit 11	Futurology of Education	
Unit 12	Creators of Knowledge	
Block 5	Knowledge and Power	
Unit 13	Sociological Perspective of Knowledge	
Unit 14	Inclusion and Exclusion of Knowledge of Different Social Groups in Curriculum	
Unit 15	Role of Education to Remove Diversities	
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-09	Course Title: Knowledge and Curriculum- II	
Course Objectives: Understand and recognize process of basic concepts and process of curriculum, curriculum framework related to teacher education, Curriculum Engagement and Transduction, Curriculum Evaluation and Research		
Course Outcomes: After completion of this course the learner will be able –		
CO1 : To understand the basic concepts and process of curriculum		
CO2 : To analyze text books objectives of education and learning outcome.		
CO3 : To analyze various curriculum framework related to teacher education		
CO4 : To organized the Curriculum Engagement and Transduction		
CO5 : To understand Curriculum Evaluation and Research		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Curriculum and Related Concepts	
Unit 1	Curriculum: Meaning, Nature, Need and Types	
Unit 2	Differences between (i)Curriculum, Syllabus and Content (ii)Teaching and Instruction (iii)Text Books and Reference Books (iv)Supplementary Books and Work Books	
Unit 3	Curriculum Determinants	
Block 2	Critical Appraisal of Curriculum	
Unit 4	National Curriculum Framework- 2005 (NCF 2005)	
Unit 5	National Curriculum Framework for Teacher Education-2009 (NCFTE 2009)	
Unit 6	International Consideration for Curriculum Development	
Block 3	Curriculum Planning	
Unit 7	Curriculum Planning: Concept, Need and Objectives	
Unit 8	Approaches of Curriculum	
Unit 9	Models of Curriculum	
Block 4	Curriculum Engagement and Transduction	
Unit 10	Role of School philosophy for Curriculum Engagement	
Unit 11	Infrastructure Support and Curriculum Engagement	
Unit 12	Curriculum Transduction	
Block 5	Curriculum Evaluation and Research	
Unit 13	Curriculum Evaluation	
Unit 14	Contemporary Issues of Curriculum	
Unit 15	Research in Curriculum	
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-31	Course Title: Pedagogy of Hindi	
Course Objectives: Understand and recognize process of contribution of language in individual and society development, using Hindi language, objective of Hindi teaching, teaching methods and techniques of Hindi.		
Course Outcomes: After completion of this course the learner will be able –		
CO1 : To explain the contribution of language in the development of individual and society development.		
CO2 : To identify the skills of using Hindi language.		
CO3 : To understand behavioral objective of Hindi teaching		
CO4 : To develop unit plan and lesson planning.		
CO5 : To competent to use various teaching methods and techniques		
CO6 : To use various techniques to evaluate the achievement of the learner in Hindi language.		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
खण्ड 1	हिन्दी भाषा के आधार	
इकाई 1	हिन्दी भाषा की प्रकृति और प्रकार्य	
इकाई 2	हिन्दी भाषा की अधिगम प्रक्रिया	
इकाई 3	विद्यालयी स्तर पर हिन्दी भाषा की पाठ्यचर्या एवं उसमें सुधार	
खण्ड 2	हिन्दी भाषा शिक्षण के लिए व्यूह रचना – प्रथम	
इकाई 4	हिन्दी के भाषिक तत्व	
इकाई 5	श्रवण एवं मौखिक अभिव्यक्ति के कौशल का विकास	
इकाई 6	पठन योग्यता एवं लिखित अभिव्यक्ति कौशल का विकास	
खण्ड 3	हिन्दी भाषा शिक्षण के लिए व्यूह रचना– द्वितीय	
इकाई 7	कविता शिक्षण	
इकाई 8	गद्य की अन्य विधाओं का शिक्षण	
इकाई 9	व्याकरण शिक्षण	
खण्ड 4	हिन्दी भाषा अधिगम का मूल्य निर्धारण	
इकाई 10	भाषा सम्प्राप्ति मूल्यांकन	
इकाई 11	भाषा परीक्षण एवं परीक्षण पदों की रचना	
इकाई 12	निदानात्मक एवं उपचारात्मक कार्य	
खण्ड 5	हिन्दी भाषा में अधिगम संसाधन	
इकाई 13	अधिगम संसाधन: अर्थ, प्रकार, कार्य, निर्माण एवं उपयोग	
इकाई 14	भाषा प्रयोगशाला और भाषा शिक्षक	
इकाई 15	क्रियात्मक शोध और समुन्नयन कार्य	
Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
Suggested online courses (MOOCs)		
This course can be opted as an elective by the students of following subjects:		
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-32	Course Title: Pedagogy of English	
Course Objectives: Understand and recognize process of language teaching, evolution and trends in English literature, methods to teach English language, evaluate the achievement of the learner in English.		
Course Outcomes: After completion of this course the learner will be able –		
CO1 : To understand the principles of language teaching, evolution and trends in English literature.		
CO2 : To prepare an instructional plan in English.		
CO3 : To adapt various approaches and methods to teach English language.		
CO4 : To use various techniques to evaluate the achievement of the learner in English.		
CO5 : To know the criteria of good book of English.		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Foundations of English Language	
Unit 1	Nature of English Language	
Unit 2	Learning of English Language	
Unit 3	Curriculum Reforms in School English Language	
Block 2	Strategies for Teaching English Language-1	
Unit 4	Teaching of Listening	
Unit 5	Developing Speaking/ Oral Activities	
Unit 6	Speaking Activities and Listening Comprehensive	
Block 3	Strategies for Teaching English Language-II	
Unit 7	The Reading Process and Developing Reading Skills	
Unit 8	Teaching Writing and Study Skills	
Unit 9	Teaching Grammar	
Block 4	Assessment of and for English Language Learning	
Unit 10	Stating Measurable Objectives	
Unit 11	Construction of Test Items and Test	
Unit 12	Diagnosing and Remedial Work in English Language Teaching	
Block 5	Learning Resource in English Language	
Unit 13	Meaning, Types, function, Preparation and Utilization of Learning Resources	
Unit 14	Text Book, Drama, Debate and Speech Programme	
Unit 15	Language Laboratory and English Language Teacher	
	Suggested Readings: The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-33	Course Title: Pedagogy of Mathematics	
<p>Course Objectives: Understand and recognize process of contribution of Mathematicians, teaching Mathematics at school level, different methods of teaching Mathematics, various evaluation tools to measure learner achievement in Mathematics.</p>		
<p>Course Outcomes: After completion of this course the learner will be able –</p> <p>CO1: To Explain the nature of Mathematics and its historical development with contribution of Mathematicians.</p> <p>CO2: To describe the aims and objectives of teaching Mathematics at school level.</p> <p>CO3: To demonstrate and apply skills to select and use different methods of teaching Mathematics.</p> <p>CO4: To demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.</p> <p>CO5: To demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.</p>		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Foundations of Mathematics	
Unit 1	Nature of Mathematics	
Unit 2	Learning of Mathematics, Psychology of Learning and Teaching of Mathematics Constructivism and Inactivism	
Unit 3	Curriculum Reforms, Aims and Objectives of Teaching Mathematics	
Block 2	Strategies for Teaching Mathematics-I	
Unit 4	Teaching of Mathematical Concepts	
Unit 5	Learning by Exposition and Learning by Discovery	
Unit 6	Learning Mathematics in Groups, Group Work and Cooperative or Collaborative Strategies	
Block 3	Strategies for Teaching Mathematics-II	
Unit 7	Teaching for Understanding Proof	
Unit 8	Teaching Problem Solving in Mathematics, Definition and Importance	
Unit 9	Problem Solving in Algebra and Geometry	
Block 4	Assessment of and for Mathematics Learning	
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Proof	
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching	
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper	
Block 5	Learning Resource in Mathematics	
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources	
Unit 14	Text Book, Calculators, Models and Computers, Graphic Calculators	
Unit 15	The Mathematics Laboratory, Mathematics Outside and in the Classroom	
<p>Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.</p>		
<p>Suggested online courses (MOOCs)</p>		
<p>This course can be opted as an elective by the students of following subjects:</p>		
<p>Suggested equivalent online courses (MOOCs) for credit transfer: N.A.</p>		

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-34	Course Title: Pedagogy of Biological Science	
Course Objectives: Understand and recognize process of science in day to day life and its relevance to modern society, different methods of teaching the content of sciences, teaching learning experiences, various evaluation tools to measure learner achievement in sciences.		
Course Outcomes: After completion of this course the learner will be able –		
CO1 : To explain the role of science in day to day life and its relevance to modern society.		
CO2 : To describe the aims and objectives of teaching science at school level.		
CO3 : To demonstrate and apply skills to select and use different methods of teaching the content of sciences.		
CO4 : To demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.		
CO5 : To demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Foundations of Biological Sciences	
Unit 1	Nature of Biological Sciences	
Unit 2	Learning of Biological Sciences, Psychology of Learning and Teaching of Biological Sciences, Constructivism and Inactivism	
Unit 3	Curriculum Reforms; Aims and objectives of Teaching Biological Sciences	
Block 2	Strategies for Teaching Biological I Sciences -I	
Unit 4	Teaching of Biological Sciences Concepts	
Unit 5	Learning by Exposition and Learning by Discovery	
Unit 6	Learning Biological Sciences in Groups, Group Work and Cooperative or Collaborative Strategies	
Block 3	Strategies for Teaching Biological Sciences -II	
Unit 7	Co-Curricular and Non-Formal Approaches in Biological Science Learning	
Unit 8	Programmed Instruction in Biological Science Learning	
Unit 9	New Approaches in Biological Science Teaching	
Block 4	Assessment of and for Biological Sciences Learning	
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method	
Unit 11	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching	
Unit 12	Construction of Unit Tests, Blue Print, Constructions of Question Paper	
Block 5	Learning Resource in Biological Sciences	
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources	
Unit 14	Text Books, Journals, Handbooks, Students Work Books	
Unit 15	The Biological Sciences Laboratory, Biological Sciences Outside and in the classroom	
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL		Year: Second	Semester: III
Subject: Education			
Course Code: B Ed E-41		Course Title: Pedagogy of Social Studies	
Course Objectives: Understand and recognize process of scope of social science, evaluation for social science teaching, activities and community resources for promoting social science learning.			
Course Outcomes: After completion of this course the learner will be able – CO1: To explain the concept, nature and scope of social science. CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. CO3: To develop skills in preparation and use of support materials for effective social science teaching. CO4: To develop the ability to organize co-curricular activities and community resources for promoting social science learning.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Foundations of Social Studies		
Unit 1	Nature of Social Studies		
Unit 2	Learning of Social Studies, Psychology of Social Studies, Learning and Teaching of Social Studies, Constructivism and Enactivism		
Unit 3	Curriculum Reforms, Aims and Objectives of Teaching Social Studies		
Block 2	Strategies for Teaching Social Studies -I		
Unit 4	Teaching of Social Studies Concepts		
Unit 5	Learning by Exposition and Learning by Discovery		
Unit 6	Learning Social Studies in Groups, Group Work and Cooperative or Collaborative Strategies		
Block 3	Strategies for Teaching Social Studies-II		
Unit 7	Co-Curricular and Non-Formal Approaches in Social Studies Learning		
Unit 8	Programmed Instruction in Social Studies Learning		
Unit 9	New Approach in Social Studies Teaching		
Block 4	Assessment of and for Social Studies		
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations Problems Solving and Project Method		
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching		
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper		
Block 5	Learning Resource in Social Studies		
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources		
Unit 14	Text Books, Journals, Handbooks, Students Work Books		
Unit 15	The Social Studies Laboratory, Social Studies Out Side and in the classroom		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: Second	Semester: III
Subject: Education			
Course Code: B Ed E-42		Course Title: Pedagogy of Physical Science	
Course Objectives: Understand and recognize process of scope of physical science, evaluation for physical science teaching, effective physical science teaching.			
Course Outcomes: After completion of this course the learner will be able –			
CO1: To explain the concept, nature and scope of physical science.			
CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for physical science teaching.			
CO3: To develop skills in preparation and use of support materials for effective physical science teaching.			
CO4: To develop the ability to organize co-curricular activities and community resources for promoting physical science learning.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Foundations of Physical Sciences		
Unit 1	Nature of Physical Sciences		
Unit 2	Learning of Physical Sciences, Psychology of Learning and Teaching of Physical Sciences, Constructivism and Enactivism		
Unit 3	Curriculum Reforms; Aims and Objectives of Teaching Physical Sciences		
Block 2	Strategies for Teaching Physical Sciences -I		
Unit 4	Teaching of Physical Sciences Concepts		
Unit 5	Learning by Exposition and Learning by Discovery		
Unit 6	Learning Physical Sciences in Groups, Group Work and Cooperative or Collaborative Strategies		
Block 3	Strategies for Teaching Physical Sciences -II		
Unit 7	Co-Curricular and Non Formal Approaches in Physical Science Learning		
Unit 8	Programmed Instruction in Physical Science Learning		
Unit 9	New Approaches in Physical Science Teaching		
Block 4	Assessment of and for Physical Sciences Learning		
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method		
Unit 11	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching		
Unit 12	Construction of Unit Tests, Blue Print, Test Constructions and Question Paper		
Block 5	Learning Resource in Physical Sciences		
Unit 13	Learning Resources; Meaning, Types Preparation and Utilization of Resources		
Unit 14	Text Books, Journals, Handbooks, Students Work Books		
Unit 15	The Physical Sciences Laboratory, Physical Sciences Outside and in the classroom		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL		Year: Second	Semester: III
Subject: Education			
Course Code: B Ed E-43		Course Title: Pedagogy of Commerce	
Course Objectives: Understand and recognize process of nature and scope of commerce, function of commerce, evaluation for commerce teaching, effective commerce teaching.			
Course Outcomes: After completion of this course the learner will be able –			
CO1: To explain the concept, nature and scope of commerce.			
CO2: To understand the function of commerce.			
CO3: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for commerce teaching.			
CO4: To develop skills in preparation and use of support materials for effective commerce teaching.			
CO5: To develop the ability to organize co-curricular activities and community resources for promoting commerce learning.			
Credits: 08		Type of Course: Core	
Max. Marks: 100		Min. Passing Marks: 36	
Block 1	Foundations of Commerce		
Unit 1	Nature of Commerce		
Unit 2	Learning of Commerce, Psychology of Learning and Teaching of Commerce Constructivism and Enactivism		
Unit 3	Curriculum Reforms, Aims and Objectives of Teaching Commerce		
Block 2	Strategies for Teaching Commerce -I		
Unit 4	Teaching of Commerce Concepts		
Unit 5	Learning by Exposition and Learning by Discovery		
Unit 6	Learning Commerce in Groups, Group work and Cooperative or Collaborative Strategies		
Block 3	Strategies for Teaching Commerce -II		
Unit 7	Co-Curricular and Non-Formal Approaches in Commerce Learning		
Unit 8	Programmed Instruction in Commerce Learning		
Unit 9	New Approach in Commerce Teaching		
Block 4	Assessment of and for Commerce Learning		
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method.		
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching.		
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper		
Block 5	Learning Resource in Commerce		
Unit 13	Learning Resources Meaning, Types Preparation and Utilization of Resources		
Unit 14	Text Books, Journals, Handbooks, Students Work Books		
Unit 15	Commerce Laboratory, Commerce Outside and in the classroom		
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
	Suggested online courses (MOOCs)		
	This course can be opted as an elective by the students of following subjects:		
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed E-44	Course Title: Pedagogy of Home Science	
Course Objectives: Understand and recognize process of nature and scope of home science, evaluation for home science teaching, effective home science teaching, co-curricular activities and community resources for promoting home science learning.		
Course Outcomes: After completion of this course the learner will be able – CO1: To explain the concept, nature and scope of home science. CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for home science teaching. CO3: To develop skills in preparation and use of support materials for effective home science teaching. CO4: To develop the ability to organize co-curricular activities and community resources for promoting home science learning.		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Foundations of Home Science	
Unit 1	Nature of Home Science	
Unit 2	Learning of Home Science, Psychology of Learning and Teaching of Home Science, Constructivism and Enactivism	
Unit 3	Curriculum Reforms, Aims and Objective, of Teaching Home Science	
Block 2	Strategies for Teaching Home Science-I	
Unit 4	Teaching of Home Science Concepts	
Unit 5	Learning by Exposition and Learning by Discovery	
Unit 6	Learning Home Science in Groups, Group Work and Cooperative or Collaborative Strategies	
Block 3	Strategies for Teaching Home Science-II	
Unit 7	Co-Curricular and Non-Formal Approaches in Home Science Learning	
Unit 8	Programmed Instruction in Home Science Learning	
Unit 9	New Approach in Home Science Teaching	
Block 4	Assessment of and for Home Science Learning	
Unit 10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method	
Unit 11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching	
Unit 12	Construction of Unit Tests, Blue Print, Construction of Question Paper	
Block 5	Learning Resource in Home Science	
Unit 13	Learning Resources; Meaning, Types, Preparation and Utilization of Resources	
Unit 14	Text Books, Journals, Handbooks, Students Work Books	
Unit 15	The Home Science Laboratory, Home Science Outside and in the classroom.	
	Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.	
	Suggested online courses (MOOCs)	
	This course can be opted as an elective by the students of following subjects:	
	Suggested equivalent online courses (MOOCs) for credit transfer: N.A.	

Theory Compulsory

Programme: B.Ed. ODL	Year: Second	Semester: IV
Subject: Education		
Course Code: B Ed E-10	Course Title: Gender, School and Society	
Course Objectives: Understand and recognize process of concepts related gender issue, disparities and inequalities existing in the society, issues in curriculum, school and society, gender-based violence, gender equity in society.		
Course Outcomes: After completion of this course the learner will be able –		
CO1: To understand familiarity with key concepts related gender issue.		
CO2: To know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society		
CO3: To understand gender issues in curriculum, school and society.		
CO4: To explain gender-based violence in society and evolve strategies for addressing it.		
CO5: To promoting the gender equity in society.		
Credits: 08	Type of Course: Core	
Max. Marks: 100	Min. Passing Marks: 36	
Block 1	Gender: Concepts and Issues	
Unit 1	Concepts of Gender, Sex and Sexuality, Types of Gender	
Unit 2	Equity and Equality in Education with Respect to Gender	
Unit 3	Gender Bias: Concept, Factors and Remedies for Removing Gender Bias	
Block 2	Gender Studies: Paradigm Shift	
Unit 4	Historical Perspective of Gender Studies	
Unit 5	Theories of Gender Studies	
Unit 6	Factors Influencing Paradigm Shift in Gender Studies	
Block 3	Gender, Power and Education	
Unit 7	Gender Identities and Social Practices	
Unit 8	Inequalities in Education of Girls	
Unit 9	Legal Right for Women	
Block 4	Gender Issues in Curriculum	
Unit 10	Gender Disparities in Curriculum	
Unit 11	Gender Equality in School: Need and strategies	
Unit 12	Committees and Commissions on Women Education	
Block 5	Woman Empowerment	
Unit 13	Concept, Strategies and Issues of Women Empowerment	
Unit 14	Current Social Structure and Girls Education	
Unit 15	Role of Education and Society in Woman Empowerment	
Suggested Readings: The self-learning material (SLM) with suggested readings will be provided by the University after the admission.		
Suggested online courses (MOOCs)		
This course can be opted as an elective by the students of following subjects:		
Suggested equivalent online courses (MOOCs) for credit transfer: N.A.		

Guidelines for Practical Work (B.Ed. ODL)

Course Code: B.Ed. ODL EPC- 01, 02, 03, 04 & 05

Guidelines to Prepare Practical Work

➤ Objectives of the Practical Work

- To facilitate the learner to independently formulate and solve a educational or technological problem and present the results in written and oral form.
- To render learners to the Teaching learning and real-life problems.
- To provide opportunities to learners to interact with stakeholder of education and present them confidently.
- To provide opportunities to learners to develop and practice of various teaching skills.

➤ Types of Practical Work

The learners are expected to Practical Work on Workshop based activities (EPC 01,02, 04), School based activities (EPC 03) and School Internship (EPC 05).

➤ Eligibility of the mentor/counsellor

Mentor/counsellor should be a regular teacher/study center counsellor of the University/College/ study center.

➤ Introduction to the Practical Work

The learner should include the details in the Practical file, The Practical Work should be documented with scientific approach to the solution of the problem that the learners have sought to address. The Practical Work should be prepared in order to solve the problem in a methodical and professional manner, making due references to appropriate techniques, technologies and professional standards. The Practical Work should contain enough details to enable examiners to evaluate the work.

➤ Structure and Format of the Practical Records

Practical file/report has to be hard bound.

Title Page: Sample format of Title page is given below. Learners should follow the given format.

(All the text should be in Times New Roman)

<TITLE OF THE PRACTICAL>
(NOT EXCEEDING 2 LINES, 24 BOLD, ALL CAPS)

A Practical Report (12 Bold)

Submitted in partial fulfillment of the
Requirement of the award of the Degree of (Size- 12)

B.Ed. ODL (14 BOLD, CAPS)

By (12Bold)

Name of The Student (Size 15, title case)

Enrollment Number (Size- 15)

Study Centre Name (Size- 15)

UNIVERSITY LOGO

SCHOOL OF SCIENCES (12 BOLD, CAPS)
U. P. RAJARSHI TANDON OPEN UNIVERSITY,
PRAYAGRAJ, 211013 (14 BOLD, CAPS)
UTTAR PRADESH (12 bold, CAPS)
YEAR (12 bold)

➤ **Detail of Course Contents**

The detail of contents gives the readers a view of the detailed structure of the Practical Work. The learners would need to provide section and subsection headings with associated pages. The formatting details of these sections and subsections are given below. The detail of content may be modified by the mentor/counsellor as per the need of Practical file.

Programme: B.Ed. ODL	Year: First	Semester: I
Subject: Education		
Course Code: B Ed EPC-01	Course Title: Reading and Reflecting on texts	
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes: After completion of this course the learner will be able – CO1: To read and respond to written texts in a right way. CO2: To examine and appreciate authentic literary and non-literary texts. CO3: To develop study and reference skills CO4: To reflect his/her thoughts on the ideas expressed in the texts. CO5: To demonstrate plan, draft, edit and present a piece of writing.		

Required Activities: All the activities will be recorded in practical files.

- Collect two views/articles from newspapers /magazines on burning issues of education and write your comments on each collected article or views.
- Review of any education related books or autobiography of some educationist

DETAIL OF CONTENTS (20bold, caps, centered)

Should be generated automatically using word processing software.

1: Introduction
2: Objectives 02(no bold)
3: Detail of the theme
.....
.....
4: Conclusions
.....
5: Educational Implication
.....
REFERENCES

➤ **Evaluation**

- During the Practical Work, its progress will be monitored, on monthly basis, by the counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file followed by Viva.

Evaluation Components	
Type of evaluation	Max. Marks
Report file followed by Viva	50

Programme: B.Ed. ODL	Year: Second	Semester: II
Subject: Education		
Course Code: B Ed EPC-02	Course Title: Drama and Art in Education	
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes: After completion of this course the learner will be able –		
<p>CO1: To find basics differences in art and drama.</p> <p>CO2: To discriminate artistic and aesthetic sensibility.</p> <p>CO3: To judge the beauty in different art forms, through genuine exploration, experience and free expression.</p> <p>CO4: To develop skills for integrating different art forms across school curriculum.</p> <p>CO5: To site the rich cultural heritage of the country.</p>		
Required Activities: All the activities will be recorded in practical files.		
<ul style="list-style-type: none"> • Students will write an essay on the local culture and art forms/ famous educational T V shows • Prepare a report of Cultural Activities/ Visit to an art gallery, exhibition and cultural festivals 		

➤ **Evaluation**

- During the Practical Work, its progress will be monitored, on monthly basis, by the counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file followed by Viva.

Evaluation Components	
Type of evaluation	Max. Marks
Report file followed by Viva	50

Programme: B.Ed. ODL	Year: Second	Semester: III
Subject: Education		
Course Code: B Ed EPC-03	Course Title: Understanding ICT	
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes:		
After completion of this course the learner will be able –		
<p>CO1: To explained the basics concept of ICT.</p> <p>CO2: To demonstrate the main components of the computer hardware.</p> <p>CO3: To use the computer and its applications in his/her teaching-learning activities.</p> <p>CO4: To construct of ICT based Teaching Aids.</p> <p>CO5: To use the ICT in measurement and evaluation.</p>		
Required Activities: All the activities will be recorded in practical files. The list of activities is as follows: -		
<ol style="list-style-type: none"> 1. Understanding Basics of ICT, Basic Structure of Computer and Operating Computer 2. MS Word-Creating, Opening and Saving Documents 3. Preparation of Excel Sheets, Power Point Presentation 		

4. Editing and Formatting Text, Viewing and Formatting and Proofing a Documents
5. Installation of Software, Antivirus etc.
6. Data Storage
7. Use of MS Word, Excel and Access in Education
8. Using Internet
9. Computer, Networks, Distributed Processing
10. Preparation of ICT Based Teaching Aids

➤ **Evaluation**

- During the Practical Work, its progress will be monitored, on monthly basis, by the counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file followed by Viva.

Evaluation Components	
Type of evaluation	Max. Marks
Report file followed by Viva	50

Programme: B.Ed. ODL	Year: Second	Semester: IV
Subject: Education		
Course Code: B Ed EPC-04		Course Title: Understanding the Self
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes: After completion of this course the learner will be able –		
<p>CO1: To explain the concepts of self and identity.</p> <p>CO2: To develop his/her understanding of self.</p> <p>CO3: To use Soft Skills in his/ her life.</p> <p>CO4: To organize different programmes for Conservation of Environment and health consciousness.</p> <p>CO5: To appreciate the critical role of teachers in promoting self and students' well-being.</p>		
Required Activities: All the activities will be recorded in practical files. The list of activities is as follows: -		
<ul style="list-style-type: none"> • Workshop for Soft Skill Development • Journal Writing • Participation of Social Activities • Participation in Vriksharopan and Swachchhata Abhiyan • Visit to Rural and Slum Areas 		

➤ **Evaluation**

- During the Practical Work, its progress will be monitored, on monthly basis, by the counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file followed by Viva.

Evaluation Components	
Type of evaluation	Max. Marks
Report file followed by Viva	50

Programme: B.Ed. ODL	Year: Second	Semester: IV
Subject: Education		
Course Code: B Ed EPC-05	Course Title: School Internship	
Course Objectives: Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes: After completion of this course the learner will be able –		
CO1: To construct Unit Plans, Micro Teaching Plans and Lesson Plans.		
CO2: To develop Learning Resources.		
CO3: To organize Sports and Games activities in the institution.		
CO4: To organize Academic and Cultural Activities in the institution.		
CO5: To teach, examine the student performance and documentation in an effective manner.		
Required Activities: All the activities will be recorded in practical files. The list of activities is as follows:-		
<ul style="list-style-type: none"> • Workshop-1 (One Week) Preparation of Skill Plan, Preparation Unit plan, Micro Teaching and Lesson Planning • Workshop-2 (One Week) Development of Learning Resources (Charts & Diagrams Development, Graphs and Figures Development, Models Development, Audio, Video and Audio- Video Aids, Multi Media Presentation) • Participation in All School Activities (60 Day) Morning Assembly, Attendance, School Library, Administration of Psychological Tool, Staff and Parents Meetings, Maintenance of school Records, Health Checkup and its Records, Letters to the Parents and others, Organization of Sports and Games, Organization of Group Discussion / Debates / Symposium / Seminar, Cultural Activities, Construction of Question Papers, Observation of School and its Classroom, Participate in Planning, Teaching, Examination, Assessment, Evaluation, Interaction with School Teachers, Assessment of Teaching Learning Process in School and Peer Group etc. • Practice Teaching 20 Lessons in Each School Subject (10 Lessons under the Supervision of Mentor in Each School Subject, 05 Lessons under the Supervision of School Principal and 05 Lessons under the Supervision of Teacher Educator). 		

➤ **Evaluation**

- During the Practical Work, its progress will be monitored, on monthly basis, by the counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file and Viva.

Type of evaluation	Max. Marks
All record files followed by teaching practice evaluation and Viva-voce	250