

# PROGRAMME PROJECT REPORT

## **B.Ed. ODL Programme**

(2 Year Programme in accordance with NCTE)



**School of Education**

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

17

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# Contents

Introduction of the Programme

B.Ed. ODL

1 Programme's mission and objectives

2 Relevance of the program with HEI's Mission and Goals

3 Nature of prospective target group of learners

4 Programme Outcomes

5 Instructional Design

5.1 Structure of the Programme Instructional Delivery Mechanism

5.2 Instructional Delivery Mechanism

6 Procedure for admissions, curriculum transaction and evaluation

6.1 Admissions Process

6.2 Curriculum Transaction

6.3 Evaluation

6.4 Cost estimate of the programme and the provisions

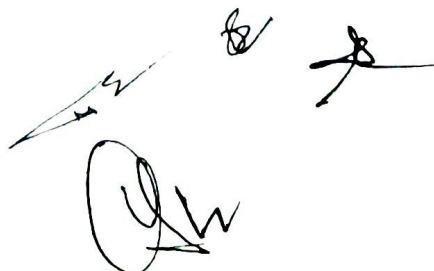
7 Laboratory Support and Library Resources

8 Academic Counselor in Learners Support Centres

9 Quality assurance mechanism and expected programme outcomes

APPENDIX-I: Detailed Programme structure & syllabus

APPENDIX-II: Guidelines for Research Project



## **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.



19



- (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"> <li>• advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context.</li> <li>• a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,</li> <li>• cognitive and technical skills relating to the established research methods and techniques,</li> </ul>
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• 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,</li> <li>• apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.</li> </ul>

LO 4	Generic learning outcomes	<ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields of learning,</li> <li>• 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.</li> <li>• 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.</li> <li>• problematize, synthesize and articulate issues and design research proposals,</li> <li>• define problems, formulate appropriate and relevant research questions,</li> </ul>
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in one's life.</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.</li> </ul>
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>• 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.</li> <li>• exercising supervision in the context of work having unpredictable changes.</li> </ul>

## 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

Semester	Paper Nature	Paper Code	Title of the Paper	Credit	Marks
First Semester	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
Second Semester	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

Study Hours ?

			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
<b>Third Semester</b>	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
	<b>Fourth Semester</b>	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](http://gyansangam.uprtou.ac.in)
- e-GYANARJAN: It is a Learning Management System based on Moodle ([gyanarjan.uprtou.ac.in](http://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.

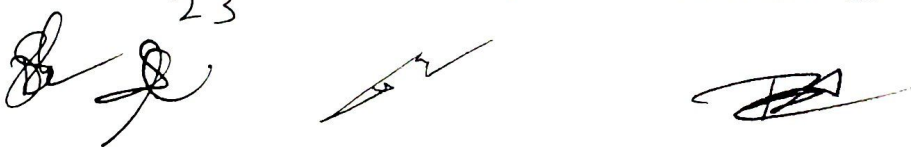
**6.2 Curriculum Transaction** <sup>25000/-</sup>

**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 the block. In the first block of each course, we start with course introduction. This is followed by a brief introduction to the block. After the block introduction, emphasis is given on contribution of ancient Indian knowledge into that specific course. Next, each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning-based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents.

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



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) Terminal Examination	70
Assignment	30
<b>Total</b>	<b>100</b>
<b>(b) Practical course:</b>	<b>Max. Marks</b>
Terminal Practical Examination followed by Viva-voce	100

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS 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 <sub>i</sub> = number of credits of the i <sup>th</sup> course in j <sup>th</sup> semester G <sub>i</sub> = grade point scored by the learner in the i <sup>th</sup> course in j <sup>th</sup> semester.
$CGPA = \frac{\sum (C_j * S_j)}{\sum C_j}$	where, S <sub>j</sub> = SGPA of the j <sup>th</sup> semester C <sub>j</sub> = total number of credits in the j <sup>th</sup> 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 will be 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 <sup>st</sup> Division	6.31 or more and less than 10 CGPA
2 <sup>nd</sup> Division	4.73 or more and less than 6.31 CGPA
3 <sup>rd</sup> 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

**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
<b>Total</b>			<b>33,35000</b>

**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.

26

PO-9 To use other discipline like sociology, History, Economic, Political Science, Languages and Management etc. in the field of education.

Programme:	B.Ed. ODL	
Year	First Introduction year: 2003	
<b>Revision of Programme in accordance with NCTE</b>		
Initiation year of revision		2015
Completion year of revision		2016

