

### Programme Project Report – PPR

**Name of the School: School of Education**

**Name of the Programme: Bachelor of Education (B.Ed.)**

S.No.	Name of Program:	<b>Bachelor of Education (B.Ed.)</b>
a.	Programme's mission & objectives:	<p><b>PROGRAMME MISSION</b>            The Bachelor of Education (B.Ed.) programme has been designed with the objective to develop an understanding among student teachers of the teaching-learning processes at the Secondary and Senior Secondary levels.</p> <p><b>Programme Objectives</b>            The B.Ed. programme focuses on:</p> <ul style="list-style-type: none"> <li>• enabling the student-teachers to reflect critically on the perspectives of education,</li> <li>• integrating their theoretical understanding with school and classroom practices in order to facilitate active engagement of learners in their developmental process,</li> <li>• systematizing experiences and strengthening the professional competencies of student teachers, and enabling them to become reflective practitioners,</li> <li>• developing an understanding of the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,</li> <li>• enabling student-teachers to acquire necessary competencies for organizing learning experiences and developing competencies in selecting and using appropriate strategies for facilitating learning, and</li> <li>• providing first-hand experience of school activities by engaging student teachers as interns in secondary/senior secondary schools.</li> </ul>
b.	Relevance of program with HEI's Mission & Goals:	To provide trained teachers at the Secondary and Senior Secondary School levels to contribute to the improvement of the School Education system of the country.
c.	Nature of prospective target group of learners :	<ul style="list-style-type: none"> <li>• In-service untrained teachers</li> <li>• Candidates who have completed graduation/post graduation with minimum 50% marks along with a NCTE recognized teacher education programme in face-to-face mode.</li> </ul>
d.	Appropriateness of program to be conducted in open & distance learning mode to acquire specific skills & competence :	Programme is developed by integrating all components of ODL System including SLM in print, counselling, workshops, experience at workplace

		(internship), etc. as per NCTE Norms and Standards, 2014 for B.Ed. (ODL). By offering the programme through ODL mode, gives opportunities to a large number of student-teachers to pursue a professional qualification which is essential for their career advancement.
e.	Instructional Design :	The University has adopted a multiple-media approach for imparting instruction to its learners for its various programmes of study. The University follows the Systems approach to instructional design. The programme was designed after undertaking need analysis; identifying and defining the target group; selection of appropriate media; course design and development; pilot testing and launch of the programme; and periodic revision. The self instructional format is used for developing Self Learning Material (SLM) in print and multiple media. Print is the predominant mode of instruction supplemented with audio and video programmes; face to face counselling sessions; interactive radio counselling (IRC) (Gyan Vani); educational TV broadcasts (Gyan Darshan) and web based counselling (Gyan Dhara).
f.	Procedure for admissions, curriculum transaction and evaluation:	<p><b>Admission</b> is being done through all India Entrance Examination, once in a year for January Cycle.</p> <p><b>Curriculum</b> Curriculum is transacted mainly through printed Self Learning Materials (SLMs), Face to face counselling sessions (theory/ practical), audio and video programmes, interactive radio counselling (IRC) (Gyan Vani), educational TV broadcasts (Gyan Darshan) and web based counselling (Gyan Dhara). For practical based courses practical sessions are conducted in face to face mode (which is compulsory component) in laboratories.</p> <p><b>Theory Courses (12):</b> SLM, Counselling, and Assignments <b>(40 Credits)</b></p> <p><b>EPC Courses (04) :</b> SLM, Activities at workplace as well as in Workshops <b>(08 Credits)</b></p> <p><b>Workshops (02):</b> Compulsory workshops of 12 days each in both the years. <b>(08 Credits)</b></p> <p><b>Internship:</b> 04 weeks in first year and 16 weeks in second year at work center. <b>(16 Credits)</b></p> <p><b>Evaluation:</b> The University uses formative/continuous and summative/ term end evaluation for assessing the progress of its learners</p>

		and evaluation of their performance. Formative/ Continuous evaluation is conducted at two levels i.e. through self check exercises in-built into the SLMs; formative assessment through tutor marked assignments; . Summative / term end evaluation is through term end examinations. (Grading System is being followed in B.Ed.)
g.	Requirement of the laboratory support and library recourses:	<b>Lab support:</b> Nil. <b>Library resources:</b> Library facility is available at all Learner Support Centres; Regional Centres and Headquarters of the University.
h.	Cost estimate of the program and the provisions:	Programme development is an ongoing process and the programme is already on offer. However, before development of the programme, cost analysis was done at the level of the School in coordination with Planning and Development Division (there is a dedicated full fledged Planning and Development Division for the policy planning of the University). The University has dedicated budgetary provisions for programme development at the level of School, Material Production and Distribution (there is a dedicated full- fledged Material Production and Distribution Division for material production and distribution) and Electronic Media Production Centre (there is a dedicated full- fledged Electronic Media Production Centre for electronic media production). Digital media production (there is a dedicated full- fledged Inter University Consortium for production of MOOCs and digital media)and delivery of the program through its dedicated Divisions namely Regional Services Division which oversees the operations of all Regional Centres and LSCs; E support Unit, Student Registration Division, Student Evaluation Division and Student Service Centre at the HQs.
i.	Quality assurance mechanism and expected program outcomes:	<b>Quality Assurance mechanism:</b> University has: <ul style="list-style-type: none"> <li>• Standard norms and procedures for course design and development;</li> <li>• Standard norms and procedures for establishment of LSCs,</li> <li>• Standard norms for appointment of academic counsellors and evaluators;</li> <li>• Involving external experts in maintaining quality of curriculum design and development , including student evaluation;</li> <li>• All activities of LSCs and examination</li> </ul>

		<p>centers are monitored by University.</p> <ul style="list-style-type: none"><li>• 2% assignments are being monitored by faculty of School to ensure the quality of continuous evaluation</li></ul> <p>The University has standardized its courseware based on the credit system. To further standardize its courses it has developed its own house style. There is a mechanism in place for continuous quality assessment for design, development and delivery of its academic programmes. The quality is assured at different phases by statutory bodies of the University namely: School Board of Studies, Academic Programme Committee, Planning Board and Academic Council. Programme evaluation is the norm before undertaking revision of the programme. The above mechanism has been followed for this programme also.</p> <p><b>Expected programme outcomes:</b> Learners are expected to acquire knowledge, skills and competencies in Teacher Education and serve as trained teachers at the Secondary and Senior Secondary School levels.</p>
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Name and signature of the Programme Coordinator