

PROGRAMME PROJECT REPORT

BACHELOR OF EDUCATION (B.Ed)

A Programme Mission and Objectives

Programme Mission

The Bachelor of Education programme in Open and Distance Learning mode is a professional teacher-education programme for eligible teacher-learners. Dr. C. V. Raman University will offer the programme through a blended design that combines self-learning resources, academic counselling, compulsory workshops, school-based activities, supervised teaching practice, field engagement and technology-enabled learner support. The programme will maintain the academic and professional standards applicable to the corresponding face-to-face B.Ed. programme.

The mission is to develop reflective, competent, ethical and professionally responsible teachers who understand learners in their social and cultural contexts, connect educational theory with school practice, use appropriate pedagogy and assessment, integrate information and communication technology, and improve their professional practice through inquiry, feedback and self-reflection.

Programme Objectives

1. Integrate Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the School and Community.
2. Develop an understanding of Indian society and education and use basic sociological concepts to engage with diverse communities, children and schools.
3. Understand diversity, inequality and marginalisation in society and examine their implications for education.
4. Understand learners' physical, cognitive, social and emotional development, including identity, learning and individual differences.
5. Examine school knowledge, curriculum, policy and learning from historical, philosophical and sociological perspectives.
6. Develop inclusive classroom practices that respond to varied learning needs and promote equity and participation.
7. Link curriculum and school knowledge with community life, local contexts and contemporary educational concerns.
8. Construct and communicate subject knowledge through suitable pedagogic processes, lesson planning and classroom interaction.


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9. Develop professional capacities, teacher dispositions, sensibilities, leadership, communication and ethical responsibility.
10. Use appropriate assessment, feedback, guidance, counselling and basic research tools to improve teaching and learning.
11. Develop critical and responsible use of ICT and sensitivity to environment, gender equality, population, legal literacy, health and yoga education.
12. Develop proficiency in language, artistic expression and aesthetic sensibility as part of professional teacher preparation.

B Relevance of the Programme to the University Mission and Goals

Dr. C. V. Raman University seeks to widen access to quality higher education, promote professional competence, encourage innovation and serve learners from diverse social and geographical backgrounds. The B.Ed. (ODL) programme supports these goals by providing an appropriately regulated professional pathway for eligible teacher-learners who require flexibility while continuing their professional and personal responsibilities.

Teacher education has a direct multiplier effect on the quality of school education. The programme will therefore integrate qualified teacher educators, self-learning resources, University-campus academic support, compulsory workshops, school mentors, supervised practice and digital learner support. This design will enable eligible teacher-learners to improve professional knowledge and classroom competence while remaining connected with real school and community contexts.

C Nature of the Prospective Target Group of Learners

The target group will consist only of learners who satisfy the eligibility prescribed for B.Ed. through Open and Distance Learning under the applicable NCTE norms. The eligible categories include trained in-service teachers in elementary education and candidates who have completed an NCTE-recognised teacher-education programme through face-to-face mode, together with the prescribed academic qualification, marks and other conditions notified by the competent authority.

The programme is intended for eligible working teachers and professionally prepared candidates who seek to strengthen their competence for upper-primary, secondary and senior-secondary education while continuing their professional responsibilities. Reservation, relaxation and other admission conditions will be governed by the applicable Central Government, State Government, NCTE and University provisions.


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D Appropriateness of the Programme for Open and Distance Learning

The professional nature of the B.Ed. programme requires more than independent study. The proposed ODL design therefore combines resource-based self-learning with face-to-face academic counselling, compulsory workshops, school-based activities, supervised teaching practice, assignments, field engagement, technology-enabled interaction and term-end assessment. This blended structure is appropriate for developing the following knowledge, skills and professional competencies.

- Understanding teaching as a reflective, ethical and socially situated professional activity and relating educational theory to learners, classrooms, schools and communities.
- Planning lessons, communicating in the classroom, using appropriate subject pedagogy, assessing learning and improving practice through feedback.
- Responding to learner diversity and inclusive classroom needs through suitable content, pedagogy, learning resources and assessment strategies.
- Using ICT, educational resources, research tools, collaborative learning and reflective records for continuous professional development.

E Instructional Design

Curriculum Design Detailed Syllabi and Duration

The B.Ed. (ODL) programme will be offered directly by Dr. C. V. Raman University at its University campus for a minimum duration of two academic sessions or two years and will be organised in four semesters. The curriculum of the corresponding face-to-face B.Ed. programme of the University will form the academic basis of the ODL programme. Its transaction will be redesigned for eligible teacher-learners through modular self-learning material, academic counselling, workshops, school-based activities, field engagement and supervised teaching practice.

The proposed Scheme of Examination carries 20 credits in each of four semesters and 80 credits in total. One credit represents approximately 30 learning hours; the programme therefore accounts for approximately 2,400 learning hours, including self-study, counselling, assignments, workshops, field engagement, school internship, teaching practice and assessment. The 80-credit mapping will be placed before the competent statutory bodies of the University and implemented only in accordance with the applicable NCTE and UGC requirements.

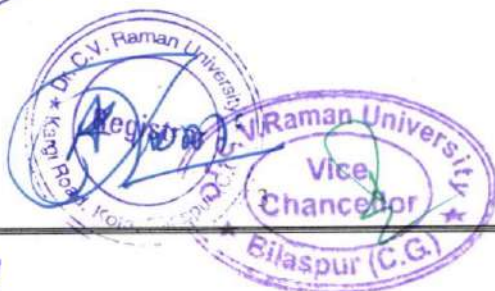
Credit Points

This programme has minimum duration of two years although student may complete the programme gradually within a maximum period of four years. The programme has total weightage of 80 credits.



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Instructional Delivery

The Instructional Design of B.Ed. (ODL) programme includes the multi-media approach, i.e., self-instructional print material, audio/video components, assignments, counseling sessions and practical work in schools and workshops.

1. Self-Learning Material: The self-learning materials in printed form for both theory and practical components of the programme shall be provided. The print material for each course shall be in the form of blocks. Each block will consist of 3-5 units. The Self Learning Material (SLM) shall be sent by registered post.

2. Audio and Visual Learning Resources: Curriculum-based audio and video lessons, recorded demonstrations, webinars and other multimedia resources will supplement the printed and electronic learning material and help learners understand difficult concepts and professional practices.

3. Academic Counselling: Counselling will be spread across the duration of the programme and organised according to the academic calendar. It will provide individual and group guidance on course content, assignments, field work, study skills, teaching practice, portfolios and time management. It will not merely repeat conventional classroom lectures.

4. Workshops: In the workshop, the learners shall acquire competencies and skills which are required by a teacher or teacher educator. Therefore, they shall be engaged in certain activities as individuals or as groups. The University shall also make arrangement for practice teaching in classroom and on simulated them in the preparation of teaching aids, research tools, worksheets, course units, assignment, assessment rubrics. The learners shall be given sufficient opportunities to practice what they are supposed to do in the classrooms. There shall be one workshop of 6-day's duration in each semester.

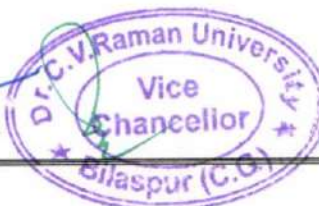
5. School-Based Activities: School Based Activities: The learners pursuing B.Ed. (ODL) programme shall be involved in school based activities which a teacher is supposed to perform in the school.

6. Teaching Practice and Internship: Teaching Practice and Internship: The learners pursuing B.Ed. (ODL) programme shall go through teaching practice in the schools where he/she works, under supervision of senior teacher/academic counsellor. Each lesson will be guided, supervised, assessed and feedback will be given. Each learner shall receive personal supervision and feedback

7. Assignments: Assignments: As per the NCTE Regulations, assignments are an integral and compulsory part of the instructional system. There are three tutor-marked assignments for each theory course. These assignments are to be submitted to the respective programme centres in accordance with the prescribed schedule given in the programme guide.


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Programme at a Glance

Particular	Approved Programme Provision
Programme	Bachelor of Education B.Ed. in Open and Distance Learning mode
Duration	Minimum 2 years; maximum completion period 4 years
Structure	4 semesters
Total Credits	80 credits, 20 credits in each semester

Proposed Scheme of Examination

Semester I Course Structure

S. No.	Course Code	Course or Component	Credits	Total Marks	Theory or External Max / Min	Practical or Field Max / Min	Internal Assignment or Viva Max / Min
1	1BEDT1	Perspectives in Education - Philosophical Perspective of Education	4	100	70 / 25	-	30 / 11
2	1BEDT2	Perspectives in Education - Psychological Perspective of Education	4	100	70 / 25	-	30 / 11
3	1BEDT3 to 1BEDT8	Pedagogic Studies I - Understanding Discipline and Subject, any one: Physical Science I; Biological Science I; Mathematics I; English I; Hindi I; Social Science I	4	100	70 / 25	-	30 / 11
4	1BEDP1	Engagement with the Field - School Internship, 4 weeks	4	100	-	100 / 50	-
5	1BEDT9	Perspectives in Education - Language Across the Curriculum	4	100	70 / 25	-	30 / 11
Semester Total			20	500	280	100	120

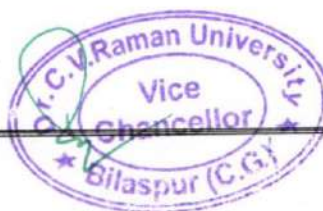
Semester II Course Structure

S. No.	Course Code	Course or Component	Credits	Total Marks	Theory or External Max / Min	Practical or Field Max / Min	Internal Assignment or Viva Max / Min
1	2BEDT9	Perspectives in Education - Learning and Teaching	4	100	70 / 25	-	30 / 11
2	2BEDT10	Contemporary Studies - Knowledge and Curriculum	4	100	70 / 25	-	30 / 11

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S. No.	Course Code	Course or Component	Credits	Total Marks	Theory or External Max / Min	Practical or Field Max / Min	Internal Assignment or Viva Max / Min
3	2BEDT11	Contemporary Studies - Gender School and Society	4	100	70 / 25	-	30 / 11
4	2BEDP2	Engagement with the Field - Case Study	4	100	-	100 / 50	-
5	2BEDP3	Engagement with the Field - Community Work	2	50	-	50 / 25	-
6	2BEDP4	Engagement with the Field - Self Identity and Teacher or Psychometric Assessment	2	50	-	50 / 25	-
Semester Total			20	500	210	200	90

Semester III Course Structure

S. No.	Course Code	Course or Component	Credits	Total Marks	Theory or External Max / Min	Practical or Field Max / Min	Internal Assignment or Viva Max / Min
1	3BEDT12 to 3BEDT17	Pedagogic Studies II - Teaching Methodology of School Subject, any one: Physical Science II; Biological Science II; Mathematics II; English II; Hindi II; Social Science II	4	100	70 / 25	-	30 / 11
2	3BEDP5	Engagement with the Field - School Internship, 16 weeks, and Viva-Voce	12	300	-	300 / 150	-
3	3BEDT18	Perspectives in Education - Sociological Perspective of Education	4	100	70 / 25	-	30 / 11
Semester Total			20	500	140	300	60

Semester IV Course Structure

S. No.	Course Code	Course or Component	Credits	Total Marks	Theory or External Max / Min	Practical or Field Max / Min	Internal Assignment or Viva Max / Min
1	4BEDT18	Perspectives in Education - Contemporary Indian Society	2	50	35 / 13	-	15 / 6
2	4BEDT19	Perspectives in Education - Yoga Education	4	100	70 / 25	-	30 / 11


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S. No.	Course Code	Course or Component	Credits	Total Marks	Theory or External Max / Min	Practical or Field Max / Min	Internal Assignment or Viva Max / Min
3	4BEDT20 to 4BEDT23	Elective, any one: Inclusive Education; Guidance and Counselling; Educational and Mental Measurement; Educational Administration and Supervision	4	100	70 / 25	-	30 / 11
4	4BEDT24	Teacher Enrichment - Assessment for Learning	2	50	35 / 13	-	15 / 6
5	4BEDT25	Teacher Enrichment - ICT in Teacher Education	4	100	70 / 25	-	30 / 11
6	4BEDP6	Engagement with the Field - Critical Understanding of ICT	2	50	-	50 / 25	-
7	4BEDP7	Engagement with the Field - Yoga Education Practical	2	50	-	50 / 25	-
Semester Total			20	500	280	100	120

Evaluation Scheme

For theory-oriented courses, continuous or internal assessment and the external semester-end examination will follow the 30:70 pattern reflected in the approved scheme. Practical, field, internship and teaching-practice components will be evaluated according to the approved practical pass requirements, with internal and external assessment wherever prescribed.

Duration

The minimum duration will be two years. Learners will be permitted to complete the programme within a maximum period of four years, subject to applicable NCTE and University provisions. The academic calendar will phase self-study, counselling, workshops, field engagement, school practice, assessment and examinations across the four semesters.

Medium

English and Hindi will be the principal media of instruction. Learners may write examinations in Hindi or English in accordance with the medium selected and the University examination rules. Self-learning resources will use clear, accessible and self-instructional language suitable for ODL learners.

Requirement of Faculty and Supporting Staff

Faculty: The B.Ed. (ODL) programme will maintain an exclusive core full-time faculty at the University campus as prescribed in NCTE Appendix 10: one Professor, two Associate Professors or Readers and four Assistant Professors or Lecturers. One faculty member will be designated as Programme Coordinator. Academic and professional qualifications will be the same as

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prescribed for the corresponding face-to-face B.Ed. programme, with ODL qualification or experience preferred wherever applicable. Faculty strength will be increased for any additional recognised unit of intake as required by NCTE.

Supporting Staff: The programme will maintain the prescribed administrative and support structure, including an Office Manager or Superintendent, Software Specialist or Professional, Assessment and Evaluation In-charge, Computer Operator for the learner database, Office Assistant and Helper for study-material dispatch and support. These personnel will work with the University's academic, technical, library, examination and learner-support units.

Learner Support Services at the University Campus

Dr. C V Raman University Centre for Distance and Online Education has a fully fledged Learner Support Division (LSD) to provide guidance and help to its students. Necessary information is passed on to the registered student through modern means of communication as SMS, website and e-mail. For the convenience of learner, computer, photocopy machine, internet, WIFI facilities etc has also been provided. Bulk SMS are sent to learners regarding their registration detail, dispatch of study material, time table for contact class, submission of examination forms, examination schedule etc. from time to time. Important information and necessary material are also sent through e-mail and through regular post. Website of Dr. C.V. Raman University, "www.cvrn.ac.in" also provides information about the various programmes being offered by the Centre for Distance and Online Education, the syllabus, assignment, programme guide.

Counselling and Study Structure

Sem.	Course Code	Course or Component	Credits	Academic Counselling Hours	Self-Study Hours	Assignment or Field Practical Hours	Total Learning Hours
I	1BEDT1	Philosophical Perspective of Education	4	16	68	36	120
I	1BEDT2	Psychological Perspective of Education	4	16	68	36	120
I	1BEDT3 to 1BEDT8	Understanding Discipline and Subject, selected school subject	4	16	68	36	120
I	1BEDP1	School Internship, 4 weeks	4	0	0	120	120
I	1BEDT9	Language Across the Curriculum	4	16	68	36	120
II	2BEDT9	Learning and Teaching	4	16	68	36	120
II	2BEDT10	Knowledge and Curriculum	4	16	68	36	120
II	2BEDT11	Gender School and Society	4	16	68	36	120
II	2BEDP2	Case Study	4	0	0	120	120
II	2BEDP3	Community Work	2	0	0	60	60

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Sem.	Course Code	Course or Component	Credits	Academic Counselling Hours	Self-Study Hours	Assignment or Field Practical Hours	Total Learning Hours
II	2BEDP4	Self Identity and Teacher or Psychometric Assessment	2	0	0	60	60
III	3BEDT12 to 3BEDT17	Teaching Methodology of selected School Subject	4	16	68	36	120
III	3BEDP5	School Internship, 16 weeks, and Viva-Voce	12	0	0	360	360
III	3BEDT18	Sociological Perspective of Education	4	16	68	36	120
IV	4BEDT18	Contemporary Indian Society	2	8	34	18	60
IV	4BEDT19	Yoga Education	4	16	68	36	120
IV	4BEDT20 to 4BEDT23	Elective, selected option	4	16	68	36	120
IV	4BEDT24	Assessment for Learning	2	8	34	18	60
IV	4BEDT25	ICT in Teacher Education	4	16	68	36	120
IV	4BEDP6	Critical Understanding of ICT	2	0	0	60	60
IV	4BEDP7	Yoga Education Practical	2	0	0	60	60
Total		Selected options	80	208	884	1,308	2,400

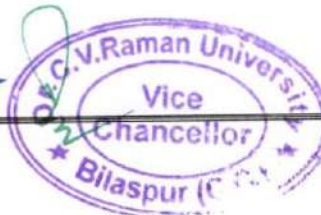
F Procedure for Admissions Curriculum Transaction and Evaluation

Admission Policy Minimum Eligibility and Fee Structure

Admission will be restricted to the learner categories and academic qualifications prescribed under the applicable NCTE norms for B.Ed. through ODL. Selection will follow the procedure approved by the competent authority, including merit and or an entrance test wherever applicable. Reservation and relaxation for eligible categories will be governed by applicable Central Government and State Government provisions. No candidate will be admitted solely on the basis of a general graduation degree if the candidate does not satisfy the NCTE-prescribed B.Ed. (ODL) eligibility conditions.

The entire admission process will be conducted and controlled directly by Dr. C. V. Raman University. The University will verify qualifying teacher-education credentials, in-service or professional status wherever applicable, identity, category and other statutory documents before enrolment. ABC-ID, DEB-ID and other learner identifiers will be obtained or verified wherever required. Admissions will begin only after receipt of the applicable NCTE recognition and UGC-DEB recognition or permission for the relevant academic session and will not be made in anticipation of recognition.


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Proposed Fee Structure

S. No.	Programme	Duration	Fee for the Complete Programme
1	B.Ed. ODL	2 years	Rs. 84,000/-

The University will charge only the fee duly approved or notified by the competent University or State authority in conformity with applicable provisions. No donation or capitation fee will be charged. The amount stated above is the current University proposal and will remain subject to the final approved fee notification.

Financial Assistance

E-scholarship is provided to SC/ST students as per norms of the Govt. of Chhattisgarh authorized schemes, Raman scholarship will be provided as per the University norms.

Procedure of Curriculum Transaction

1. The curriculum and examination framework of the corresponding face-to-face B.Ed. programme, as approved by the University's statutory bodies, will provide the academic basis of the ODL programme.
2. Course content will be reorganised into self-instructional blocks and units and mapped to credits, learning outcomes, counselling, assignments, professional activities and assessment.
3. Curriculum transaction will combine SLM and e-SLM, academic counselling, multimedia resources, compulsory workshops, school-based activities, supervised teaching practice, field engagement and LMS-enabled interaction.
4. The semester-wise academic calendar will specify induction, material access, counselling, assignment submission, workshops, field tasks, internship, examinations, viva-voce, feedback and result-related activities.

Programme Activity Planner

Period	Academic Activity	Mode or Location	Responsibility	Evidence or Record
Before Semester I	Admission verification, learner induction, orientation to ODL, programme guide and SLM access	University campus and LMS	University, Programme Coordinator and Learner Support Division	Verified admission records, induction attendance and access log
Throughout each semester	Self-study, LMS interaction, academic counselling, doubt resolution and learner communication	SLM, e-SLM, LMS and face-to-face counselling	Course faculty and academic counsellors	Counselling attendance, interaction records and learner feedback
Semester I	Theory courses, assignments and four-week school internship	University campus and approved practice school	Course faculty, teacher educators and school mentors	Assignments, lesson plans, observation records and internship portfolio

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Period	Academic Activity	Mode or Location	Responsibility	Evidence or Record
Semester II	Theory courses, case study, community work, self-identity and psychometric activities	University campus, community and approved field settings	Course faculty and field supervisors	Case record, field report, reflective record and assessment rubric
One workshop in each year	Six-day compulsory workshop covering teaching aids, ICT, research tools, assessment and simulated practice	University campus	Programme faculty and approved resource persons	Workshop attendance, products, rubrics and feedback
Semester III	Pedagogy course and sixteen-week supervised school internship with viva-voce	Approved practice school under University supervision	Teacher educators, supervisors and school mentors	Lesson plans, observation records, mentor feedback, portfolio and viva record
Semester IV	Theory courses, ICT practical, yoga practical and consolidation of professional learning	University campus and approved practical settings	Course faculty and practical supervisors	Practical records, assignment files and assessed portfolio
End of each semester	Assignment completion, practical assessment, semester-end examination, feedback and progression review	Under the direct control of the University	University, Faculty of Education and Examination Section	Award lists, examination records, feedback and result analysis

Procedure of Evaluation

The programme will use a two-tier evaluation system comprising continuous and comprehensive evaluation of assignments and professional work, and external or semester-end examinations conducted under the direct control of the University. Assignments, workshop performance, school-based activities, field engagement, teaching-practice records, portfolios and other prescribed tasks will be evaluated within the notified time frame and feedback will be provided wherever applicable.

Evaluation of Theory Courses	Evaluation of Practical and Field Courses
Self-assessment exercises within each SLM or e-SLM unit, non-credit.	Continuous evaluation of school-based activities and supervised teaching practice.
Tutor-marked assignments and prescribed continuous assessment carrying 30 percent of the course marks.	Evaluation of internship, case study, community work, practical records and learner portfolios.
Semester-end or term-end examination carrying 70 percent of the course marks.	Evaluation of workshop-based activities, teaching performance, viva-voce and reflective professional work.
Component-wise minimum marks will be governed by the approved Scheme of Examination.	Internal and external examiners will be used wherever prescribed by the approved scheme and applicable norms.

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Assessment Weightage for Theory-Oriented Courses

Assessment Component	Weightage
Semester-End or Term-End Examination	70 percent
Internal or Continuous Assessment	30 percent
Total	100 percent

School Internship Practical Work and Viva-Voce

The approved scheme includes a four-week School Internship in Semester I and a sixteen-week School Internship with Viva-Voce in Semester III, providing 20 weeks of structured school engagement. It also includes a case study, community work, self-identity or teacher-psychometric assessment, critical understanding of ICT and yoga practical. Teaching practice and school-based work will be guided and supervised by qualified University teacher educators or academic counsellors and experienced school mentors.

Assessment will use documented evidence of lesson planning, classroom teaching, school participation, observation, mentor or supervisor feedback, reflective journals and learner portfolios. Practice schools will function only as supervised practicum locations and will not perform admission, counselling, fee collection, learner-support or examination functions for the programme.

G Requirement of Laboratory Support and Library Resources

Facilities at the University Campus

The University campus will maintain adequate seminar rooms and faculty cabins; office and photocopying facilities; data-entry and learner-database facilities; a production and storage facility for learning material; an audio-video studio; conference, teleconferencing and computer-conferencing facilities with broadband internet; and other technology infrastructure required for ODL learner support. The University will also maintain curriculum and learning-resource facilities, an ICT or Educational Technology laboratory, art-and-craft and teaching-aid resources, physical-education resources, and other facilities needed for counselling, workshops and professional activities.

Facilities for Workshops Field Engagement and School Practicum

Compulsory workshops and academic contact activities will be organised at the University campus using the prescribed curriculum laboratory, learning resources, ICT facilities, classrooms and audio-video resources. School-based activities, teaching practice and internship will take place in eligible schools or practice settings with appropriate mentors and access to the facilities needed for the prescribed field tasks. These schools will remain practicum locations only.



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Library Resources

The University will maintain the Resources in the form of reference books and journal will be made available to the learner in the reference library (CDOE) and university central library which they can access for gaining knowledge.

H Cost Estimate of the Programme and Provisions

The B.Ed curriculum has been offered earlier; however, for Open and Distance mode the programme delivery system and SLMs require continuous development and upgradation in accordance with applicable UGC requirements. The current cost estimate of Rs. 11,93,640/- includes development/upgradation of four-quadrant e-learning material, audio-video production, LMS, online learner support, programme delivery, assessment/proctoring and maintenance. A provision of Rs. 12,00,000/- has been made for the programme.

I Quality Assurance Mechanism and Expected Programme Outcomes

Quality Assurance Mechanism

The Centre for Internal Quality Assurance (CIQA), CDOE shall monitor the Online BBA programme through periodic review of the curriculum, and every condition contained in the applicable NCTE recognition order and UGC-DEB recognition or permission. SLMs, learner engagement, assessment practices, learner-support services and stakeholder feedback. SLMs shall be reviewed against applicable UGC quality standards, including the four-quadrant design, accessibility, academic integrity, learning outcomes and currency of content. CIQA shall undertake annual quality review academic audit and recommend corrective and improvement measures. Learner feedback shall be used for continuous improvement. The PPR and subsequent revisions shall be implemented after approval by the appropriate statutory authority of the University and monitored for proper implementation.

Expected Programme Outcomes

- Integrate educational perspectives, curriculum and pedagogic studies with school and community engagement.
- Analyse learners and educational issues in their social, cultural, philosophical and psychological contexts.
- Plan and transact subject teaching through appropriate pedagogy, communication, learning resources and classroom organisation.
- Use assessment for learning, feedback, guidance and counselling to improve learner participation and achievement.
- Design inclusive learning experiences that respond to diversity, inequality, disability and marginalisation.


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