

Yashwantrao Chavan Maharashtra Open University
B.Ed. ODL Programme
PPR (Programme Project Report)

Name of Programme:- B.Ed. - ODL	
Year	2025-2027
Date of Approval of PPR	27-05-2024
Upload of PPR	27-05-2024
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Expected outcome	<p>On completion of Teacher Education Programme (B.Ed.), the trainee teachers will able to</p> <ul style="list-style-type: none"> • Develop key competencies as identified by National Council of Teacher Education (NCTE). • Empower themselves with pedagogical skills and content knowledge • Develop teaching competency with effective communication • Develop professional ethics and scientific temperament • Attain harmonious development of personality • Develop management skills and team work abilities to contribute to the community service. • Enhance abilities of problem solving and critical thinking through action research • Compete at the global level through the use of interdisciplinary knowledge. • Engage themselves in the process of self directed learning through theuse of innovative practices. • Become reflective learners with an insight of human welfare. • Establish a link between theory and practice.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020 (Attached PPR)	Yes

Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
<p>Programme’s mission & objectives</p>	<p><u>Mission:</u> The Mission of Teacher Education Programme (B.Ed.) is “Making affordable higher education available to all those aspiring to it” and to train the in-service elementary teachers who are intrinsically motivated, thus to enhance their professional qualifications and develop certain strengths derived from exposure to the school climate.</p> <p>We are Committed to develop a teacher who is a reflective practitioner with the ability to solve problems, determine to continuous professional development, self-learning through information and communication technology, and creating suitable learning environment using learner-centric pedagogies with flexible teaching styles to achieve high standard of professional standards and commitment to the profession.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • To develop high quality B.Ed. programme for In-service Teacher. • To prepare elementary teachers for secondary teaching roles • To equip the necessary content and pedagogical knowledge needed to become a secondary teacher. • To gain knowledge in areas of in the areas of contemporary issues in education, Educational Psychology, Educational Sociology, knowledge and curriculum, Value Education, Inclusive Education, Action Research, Assessment and Evaluation of learners, etc. • To develop the knowledge, vision, skills required for academic research.
<p>Relevance of the program with HEI’s Mission and Goals</p>	<p>Objectives of the YCMOU (as per the YCMOU Act), which would be fulfilled by implementing the proposed program: The program is relevant to the following goals of the university:</p> <ol style="list-style-type: none"> a. To provide through instruction, teaching and training and other educational opportunities, access to larger and larger segments of the population, and in particular to the disadvantaged groups such as those living in remote and rural areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various field; [1(a)] b. To promote acquisition of knowledge in a rapidly developing and changing

	<p>society and to continually offer opportunities of upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavour by developing educational network with the use of modern communication media and technologies appropriate for a learning society;[1 (b)]</p> <p>c. To provide an innovative system of university level education, flexible and open, in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes with a view to promote learning and encourage excellence in all fields of knowledge; [1(c)]</p> <p>d. To contribute to the improvement of the educational system in the State by providing a non-formal channel complementary to the formal system and encouraging transfer of credits and exchange of teaching staff by making wide use of texts and other software developed by the University;[1(d)]</p>
<p>Nature of prospective target group of learners</p>	<ul style="list-style-type: none"> • The primary target group comprises individuals who are In-service elementary teachers • The B.Ed. program for in-service teacher is regarded as the most significant as it promote, support and disseminate innovations in Open and Distance Learning (ODL) System • Qualifying criteria includes the learners who have Degree / Post Graduate Degree in any discipline from a U.G.C. recognized University. Minimum 50% marks (49.5 to 50 percent marks) for open category candidates and minimum 45% (44.5 to 45 percent marks) marks for backward category candidates are mandatory in the degree / master's degree examination. (Maharashtra Govt. has applied graduation scale to primary teachers, there is no requirement of passing marks in Graduation / Post Graduate examination, but must be passed.) • Teachers who have completed D.Ed./D.T.Ed. and are working full-time / part-time in a Government-approved post at recognized elementary level and having at least two years (4 years if part-time) experience. Admission will be based on seniority. • Experience of at least two years shall be mandatory for admission. Graduate teachers who can produce a certificate from the Head of School/Block Education Officer to the effect that they are in full time / part time service and will remain in service till completion of the Education Degree course will be considered eligible for admission to this course.

	<ul style="list-style-type: none"> • Special efforts have been made to create a culture of innovations in the University by developing ICT enabled Innovations for ODL system such as Online learning/Webinar/ Conferences/Seminars/ Presentations to deliberate on innovative ideas, products and practices, capacity building through in-service teacher training programs. • To put it brief, the Teacher Education program aims to train a broad range of learners who are motivated to improve their knowledge and abilities in teaching, the school of education has taken special initiatives to create an ecosystem for innovations in the University helping the In-service Teachers.
Instructional Design	<p>The curriculum design and detail syllabus (as per NCTE guidelines) is as under. A learner is required to take following courses in B. Ed. ODL Programme in first and second year:</p> <p>1st Year. Theory Courses: Compulsory Courses –</p> <ol style="list-style-type: none"> 1) EDU 401 Childhood and Growing up 2) EDU 402 Learning and Teaching 3) EDU 403 Learning across Curriculum 4) EDU 421 Assessments and Evaluation 5) Pedagogy of School Subjects (Any 2 Subjects - First subject should be studied at degree level. You can take the second subject as per your own choice.) <ul style="list-style-type: none"> • EDU 405 Pedagogy of School Subject: Marathi • EDU 406 Pedagogy of School Subject: Hindi • EDU 407 Pedagogy of School Subject: English • EDU 408 Pedagogy of School Subject: Sanskrit • EDU 409 Pedagogy of School Subject: History • EDU 410 Pedagogy of School Subject: Geography • EDU 411 Pedagogy of School Subject: Mathematics • EDU 412 Pedagogy of School Subject: Science • EDU 413 Pedagogy of School Subject: Economics • EDU 414 Pedagogy of School Subject: Accountancy. 6) Credit Course: Yoga <p>Practical for 1st Year:-</p> <ul style="list-style-type: none"> • History of one student,

- Student and parent needs and aspirations/
- Parent teacher council,
- Observation of psychological principals,
- Draw the structure of one discipline,
- Content cum methodology workshop,
- Psychological tests,
- Book Review writing,
- Development of teaching aids,
- Understanding self,
- Reading and Reflections.

2nd Year

Theory Courses: Compulsory Courses –

- 1) EDU 422 Contemporary India and Education
- 2) EDU 423 Gender, School and Society
- 3) EDU 424 Knowledge and Curriculum
- 4) EDU 425 an Inclusive School.
- 5) Optional Courses- (Any One)
 - EDU 426 Educational Technology
 - EDU 427 Early childhood Education
 - EDU 428 Teacher and self Help Group
 - EDU 429 Value Education
 - EDU 430 English for primary Teacher
 - EDU 433 Communication Modes in Education
 - EDU 434 Teacher at Primary Level & their functions
 - EDU 435 Teacher at Secondary Level & their functions
 - EDU 436 Action Research
- 6) Credit Course: Environment Education.

Practical for 2nd Year:-

- Organize a seminar on women empowerment
- Activities of content cum methodology,
- Analyzes of internal test marks,
- Annual planning, unit planning & unit test,
- Interview of two special child,

	<ul style="list-style-type: none"> • Writing of radio script, • Practical related to child education, • Practical related to self-help group, • Practical related to value education, • Script for video program, • Visit to DIET, • Visit to secondary school, • Action research <p>Other practical's</p> <ul style="list-style-type: none"> • Micro-teaching, • Lesson planning, <p>Simulated teaching,</p> <ul style="list-style-type: none"> • Practice lessons, • Test lessons, • Coaching lessons, • Self evaluation lessons, • Continuous lessons for a week, • Computer related practical, • Yoga related practical, • Environment related practical, • Action Research, <p>Reflection on school activities</p>
<p>Procedure for admissions, curriculum transaction and evaluation</p>	<p>Admissions Admission is mainly done online. For admissions to the B. Ed. Programme, advertisements are issued in state and local dailies. The admissions to this course are made solely on the basis of academic merit in qualifying criteria prescribed by this university. The documents of the candidates are verified through personal admission counseling at the headquarters / Regional Centers of YCMOU, Nashik . Intake: WRC-NCTE, New Delhi has granted recognition of 1500 seats. The distribution of seats as per the social reservation criteria prescribed by the Govt of Maharashtra .</p> <ul style="list-style-type: none"> • Minimum Eligibility: Any candidates with Degree / Post Graduate Degree in

any discipline from a U.G.C. recognized University. Minimum 50% marks (49.5 to 50 percent marks) for open category candidates and minimum 45% (44.5 to 45 percent marks) marks for backward category candidates are mandatory in the degree / master's degree examination. (Maharashtra Govt. has applied graduation scale to primary teachers, there is no requirement of passing marks in Graduation / Post Graduate examination, but must be passed.)

- Teachers who have completed D.Ed./D.T.Ed. and are working full-time / part-time in a Government-approved post at recognized elementary level and having at least two years (4 years if part-time) experience. Admission will be based on seniority.
- Experience of at least two years shall be mandatory for admission. Graduate teachers who can produce a certificate from the Head of School / Block Education Officer to the effect that they are in full time / part time service and will remain in service till completion of the Education Degree course will be considered eligible for admission to this course.

Curriculum

- **The course curriculum** has been developed in accordance with NCTE criteria. Additionally, it was created as an outcome-based curriculum, with a constant focus on the learning objectives of the students.
All learners are given access to self-study materials in Print format and in the form of PDFs/e-books for every course, including theory, practical, and project courses.
- The curriculum is made to meet the demands of this diverse target population in terms of education and professional goals, offering them a thorough, adaptable, and excellent education that equips them for successful careers in the teaching profession.
- YCMOU follows ICT enabled approach for transaction of curriculum during PCP.
- The following delivery mechanism of curriculum transaction during the enrolment of the course:
 - Self-Learning Material (SLM): The printed material of the course in the form of SLM mode will be supplied to the learners during their enrolment to the course.
 - Counseling Sessions (PCPs): The personal contact programme is compulsory for all the candidates and it shall be of 80 Credits having 2600 study hours. First

	<p>year 35 days and Second year 35 days of contact sessions comprising academic counseling sessions, workshops and school-based activities.</p> <ul style="list-style-type: none"> • The PCPs for B.Ed. course will be conducted across 35 study centres i.e. at all over Maharashtra <p>Identification of media: The students of B.Ed. ODL programme are provided with study material in SLM mode. In addition the students are provided online academic support by the faculty members through E-mail and social media groups. With regard to credit hours for each course in B.Ed. programme, the B.Ed. programme through ODL mode is of 80 credits with 4-8 credits for each course (1- Credit equivalent to 30 study hours).</p> <ol style="list-style-type: none"> 1. Learner support services made possible by technology; 2. The YCMOU has established a strong network of learner support centers, those are fully connected and provide access to learning resources. 3. A digital SLM repository for every course that is accessible via the university website; 4. YashVani: (Web Radio) online radio sessions for Interactive Radio Counseling (IRC); 5. Question and answer sheets based on QR codes; 6. Academic assistance services enabled by the web; Administrative help was made possible by technology; 7. An intuitive online admissions and re-registration system that is learner-friendly; <p>Evaluation Evaluation includes both continuous assessment (through assignments and viva-voce) and end assessment (through term end theory examinations, term end practical examinations, Action Research proposal evaluation and project viva-voce). All components of assignment carry a weightage of 30% and all components of term end examination carry a weightage of 70%.</p>
Requirement of the laboratory support and Library Resources	<p>Science-lab, language lab, psychology lab, ET/computer lab & as per regional university norms</p> <p>Yes –</p> <ul style="list-style-type: none"> • EDU 444- Micro Teaching Skill (Diagnosis process & lesson planning) • EDU 445 Micro Teaching Skill (Introduction, Explanation, Illustration with

examples and Black board writing)

- EDU 446 Micro Teaching Skills (Probing Question & Reinforcement)
- EDU 447- Micro Teaching Skills (Stimulus Variation, Conclusions & Feedback)
- EDU 451- Teaching Methods (Discussion, dramatization, communicative approach)
- EDU 452- Teaching Methods (Minimum Level of Learning/Inductive/Deductive, Lecture)
- EDU 453- Teaching Method (Problem solving, Source Method & Journey Method)
- EDU 455- Models of Teaching (Fundamental & Memory)
- EDU 456- Models of Teaching (Inquiry Training, Concept Attainment)
- EDU 457- Models of Teaching (Direct Instruction & Creativity)
- EDU 458- Models of Teaching (Advance Organized & Inductive Thinking)
- EDU 459- Game & Puzzles for Language Development
- EDU 460 Students Guide
- EDU 461- Action Research proposal & Report Writing Workbook

Workbooks

- EDU 462- Content Cum Methodology Workbook [part 1 + part 2]
- EDU 463 Statistics Workbook
- EDU 464- Value Education Workbook
- EDU 465- Computer Practical Guide
- EDU 466- Practical Guide
- EDU 467- Students Diary
- EDU 471- Observation notebook
- EDU 472- Observation of Psychological Principals
- EDU 473- Coaching Scheme
- EDU 474- Portfolio
- EDU 476- Theory Related Practical's work file
- EDU 477- Practical Work file for Micro Teaching
- EDU 478- Practical's Related to Practice Lessons (Part 1 & Part 2) work file

	<ul style="list-style-type: none"> • EDU479- Co Curricular Activities practical work file • EDU 480- Assignment booklet • EDU 482- Internship 																														
<p>Cost estimate of the programme and the provisions</p>	<p>1. Programme Development 2 lacs (Per course) 2. Program Delivery Rs. 21,000 x 1500 Students = 3,15,00,000 for 36 centers 3. Program Maintenance 5 lacs</p> <p>Fee Structure</p> <table border="1" data-bbox="995 508 1839 769"> <thead> <tr> <th>Sl.No.</th> <th>Fee Details</th> <th>First Year</th> <th>Second Year</th> <th>Total Fees</th> </tr> </thead> <tbody> <tr> <td>1)</td> <td>University Fee</td> <td>Rs. 11,002/-</td> <td>Rs. 11,002/-</td> <td>Rs.22,004/-</td> </tr> <tr> <td>2)</td> <td>Study Center Fee</td> <td>Rs. 10,500/-</td> <td>Rs. 10,500/-</td> <td>Rs.21,000/-</td> </tr> <tr> <td>3)</td> <td>Registration and other fees</td> <td>Rs. 658/-</td> <td>Rs. 908/-</td> <td>Rs. 1566/-</td> </tr> <tr> <td>4)</td> <td>Exam Fee</td> <td>Rs. 1200/-</td> <td>Rs. 1000/-</td> <td>Rs. 2200/-</td> </tr> <tr> <td></td> <td>Total charges</td> <td>Rs.23,360/-</td> <td>Rs.23,410/-</td> <td>Rs.46,770/-</td> </tr> </tbody> </table>	Sl.No.	Fee Details	First Year	Second Year	Total Fees	1)	University Fee	Rs. 11,002/-	Rs. 11,002/-	Rs.22,004/-	2)	Study Center Fee	Rs. 10,500/-	Rs. 10,500/-	Rs.21,000/-	3)	Registration and other fees	Rs. 658/-	Rs. 908/-	Rs. 1566/-	4)	Exam Fee	Rs. 1200/-	Rs. 1000/-	Rs. 2200/-		Total charges	Rs.23,360/-	Rs.23,410/-	Rs.46,770/-
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<p>Quality assurance mechanism and expected programme outcomes</p>	<p>Quality assurance mechanism The University has a CIQA with the following objectives: The primary aim of the CIQA is to develop system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. CIQA is to keep the institution abreast of and abuzz with quality sustenance activities on a wide.</p> <ul style="list-style-type: none"> • CIQA is to generate good practices, ideas, planning, implementing and measuring the outcome of academic and administrative performance of the institution. • The CIQA submits the Annual Quality Assurance Report of the University duly approved by statutory bodies of the University to NAAC regularly. • Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures. • Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School/Department or proposed to be launched in the near future with due approval of competent authority. 																														

- As and when the UGC/NCTE asked to revise the curriculum, the ODL curriculum will be changed accordingly. Steps will be initiated to install audio-video instructional delivery mechanism.
- Support services will be improved from time to time according to the needs of the learners.
- Self-Instructional Material will be developed in SLM mode by using internal and external faculty and the same is edited by senior Professors. Development of quality culture in the campus and encourage creativity and innovation among the faculty and staff.
- Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports.
- The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.
- In order to promote, support and disseminate innovations in Open and Distance Learning (ODL) System, the school of studies has taken special initiatives to create an ecosystem for innovations in the University helping the In-service Teachers
- Special efforts have been made to create a culture of innovations in the University by developing ICT enabled Innovations for ODL system such as Online learning/Webinar/ Conferences/Seminars/ Presentations to deliberate on innovative ideas, products and practices, capacity building through training programs.

Expected programme outcomes

On completion of Teacher Education Programme, the trainee teachers will be able to develop key competencies as identified by National Council of Teacher Education (NCTE).

- Empower themselves with pedagogical skills and content knowledge
- Develop teaching competency with effective communication
- Develop professional ethics and scientific temperament
- Attain harmonious development of personality
- Develop management skills and team work abilities to contribute to the community service.
- Enhance abilities of problem solving and critical thinking through action

	<p>research</p> <ul style="list-style-type: none"> • Compete at the global level through the use of interdisciplinary knowledge. • Engage themselves in the process of self directed learning through the use of innovative practices. • Become reflective learners with an insight of human welfare. • Establish a link between theory and practice.
<p>Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence</p>	<ul style="list-style-type: none"> • The program is designed & developed as per the guidelines & norms of the NCTE laid down for Open and Distance Learning mode (ODL). • It aims to develop theoretical knowledge of education, pedagogical skills & competencies & professional development of teacher. • The B.Ed. ODL program is helping teachers in remote parts of the state, both in government and private schools, to improve their teaching skills and professional development. • The course aims to create a knowledge network and connection between higher education institutions, especially in this hill state. Upon program completion, students will be able to acquire and develop the necessary knowledge, skills, and competence through a variety of hands-on experiences and will adopt the proper attitude toward the entire teaching and learning process.