

## B.Ed (e-Education) Program

### Prospectus

#### 1. About YCMOU, MKCL and I-CONSENT

##### About YCMOU:

YCMOU was established at Nashik by the Maharashtra Legislative assembly Act no 20/1989 on July 1<sup>st</sup>, 1989. The university is recognized by UGC under section 12B. It's programs and activities are geared towards becoming a 'mass varsity'. In 2004 Commonwealth of Learning (COL), Canada appreciated the efforts made by YCMOU at grass-root level by conferring upon the "Award of Excellence for Institutional Achievement".

##### About MKCL:

MKCL-Maharashtra Knowledge Corporation Limited- is a public limited company established in Mumbai by the Government of Maharashtra, India, in August 2001 to create new paradigm in education and development through universalization and integration of Information Technology in teaching, learning and educational management processes in particular and socio-economic transformative processes in general.

##### About I-CONSENT:

I-CONSENT-Indian Consortium for Educational Transformation is a consortium of about dozen institutions that include universities, organizations and NGOs and is established for transforming and establishing a new paradigm of education for the emerging Knowledge Society. It is a not-for-profit organization and is supported in its academic activities by Commonwealth of Learning, Vancouver, Canada. It has developed two programs, e-B Ed and Virtual School and Learning Homes, and works by establishing partnerships of public & private institutions and communities.

##### About the Programme

The program of Bachelor of e-Education or B Ed (e-Education), which is popularly known as e-B Ed, will be a preparation of the teacher for e- education as well as through e- mode.

##### Distinguishing Features of the Program

It is a unique program by itself having the following features:

- i. This is the preparation of the teachers for e-mode and through e-mode.
- ii. Its content as well as organization is futuristic but applicable now.
- iii. Since the program will be offered through e-mode, it will not be restricted to a particular state or a country. This international program will develop global perspective in the learner.
- iv. The program will give an opportunity to learners construct their own knowledge through situated learning.
- v. The program has been supported by Commonwealth of Learning (COL), Canada with the involvement of International experts in the field.
- vi. The first batch will be the pilot batch.
- vii. The 12 partner institutions in the consortium are experts in specific fields thus they have contributed their best to this programme.



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- viii. Constructivist theory is followed throughout the programme, i.e. learning involves constructing one's own knowledge from one's own experiences.
- ix. Situated Learning Design and field-related assignments have been adopted in all the six courses of this programme.
- x. Participants' competencies are developed in the context of the classroom, the school and the community so that the teacher becomes a change agent.
- xi. The objectives of each program are also put in the form of developmental objectives for each course.
- xii. Cooperative Learning and universal human values are integrated into the programme.
- xiii. Teacher becomes a specialist in e-learning, an action research and evaluation

### Programme Structure

#### Objectives of the Program

1. To prepare professionals for technology enhanced learning of students in conventional and virtual schools, and to play various roles such as learners, teachers, tutors, mentors, instructional designers, producers, assessors, researchers, managers, organizers, leaders and change makers in futuristic networked learning environment.
2. To prepare professionals as reflective practitioners and as knowledge resource developers for information and knowledge creation at local and global levels.
3. To acquaint the professionals with the variety of ICTs and to develop skills to select and use the best suited technology in teaching /learning processes.
4. To promote innovativeness, creativity, entrepreneurship and leadership qualities in professionals in the context of e-education and enable them to cultivate these qualities amongst their students.
5. To acquaint professionals with the modernizing factors and forces in the context of globalization affecting education and learning outcome.
6. To develop communication, interaction skills and collaborative-cooperative learning skills in professionals
7. To enable professionals to identify and use community resources as educational inputs for learning and developing.
8. To enable professionals to undertake action research and to use and adopt innovative practices for professional development.
9. To enable the prospective teachers to visualize and use Tech-MODE to achieve situational developmental goals and adopt appropriate models of private-public-community partnership with win-win situation to develop learners as effective citizens of the new knowledge society.

#### Role based courses

EDU170	Teacher as a Nurturer of e-Culture
EDU171	Teacher as a Change Agent and Net worker
EDU172	Teacher as an e- Learning Specialist
EDU173	Teacher as an e- Learning Resource Developer
EDU174	Teacher as a Content –Based Techno-pedagogue
EDU175	Teacher as an Action Researcher and Evaluator

The practical aspect of the program, is integrated with the course contents for development of specific competencies, in the form of learning activities including practice lessons in real and virtual class, learning resources like OERs, application of constructivist pedagogy, field related assignments and a major project related to some developmental activities.

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### Learning Method:

The program will be deployed and delivered on-line, using a network of study and access centers, using integrated Tech-MODE strategy and appropriate ICT available, through the distributed learning sessions involving audio-graphic and video inputs, enrichment sessions, group discussions and cooperative and collaborative learning activities. Study Groups will be formed, maintained, supported with enrichment, activities at different places-situates like class, school, community, home involving support activities and networked interactivities.

The learning resources like Learner's Handbook, Study Material (Scenarios), Texts and References in Study Material will be made available on Website. Study Center Library will be accessible to the students and Counseling sessions with Mentor and Tutor support in face to face (F-2-F) mode as well as expert inputs on-line are also being made available to the learners.

They will conduct their field related assignments and project work under the direct guidance of the Mentors/ Tutors / Experts.

### Admission Procedure

#### Eligibility:

- 1 Graduation  
Teacher Trained (B Ed or D Ed)  
Or  
Person working in e-Learning Industry

A few seats will be allotted to the fresh graduates

- 2 Pre-requisites (No formal certificates required)
  - a. Proficiency in and Comfortable to work in English
  - b. ICT Literacy
    - 1 Well- versed with MS-Office
    - 2 Online skills: e-mail, discussion forum, surfing, chatting
    - 3 Ability to participate in Virtual Learning Classroom sessions

The online form is to be downloaded and submitted to one of the study centers in hard copy alongwith the DD of INR 250/- in the favour of MKCL payable at Pune.

**Program Fees:** Rs 25, 000/-

The program fees are to be paid on confirmation of the admission after the personal interview.

#### Duration:

Minimum : 2 years  
Maximum : 5 years

If one is not able to complete the program in the period of five years, he/she can re-register by paying the full fees.

**Medium of Instruction:** English

Max Enrolment at a Study Center: 50

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### Academic Calendar

**1 Orientation:** This will give inputs for the ICT literacy needed for those who lack the literacy skills.

**2 Term 1:** This will comprise the counseling sessions for courses I and II and the completion of the assignments related. These two courses are pre-requisites for the further course work. One will not be allowed to go further unless these are completed. The viva will be conducted at the end of the first term in order to endorse the course work completion successfully.

### 3 Terms 2 to 4:

**a. Theory:** This will offer the course work for the courses III to VI simultaneously. The learner will be able to complete the course work and submit assignments simultaneously and prior to the program-end viva. If the learner is ready with the course work completed and the mentor endorses the completion, he /she can appear for the viva even at the end of the third term.

**b. Project Work:** The project work will run through second till fourth semester. The project proposal will be finalized during the second term and the learner will continue with the project till the fourth term. If he / she completes the project work in the second term itself, that will be allowed. The project will be action research project related to his/ her area of work / subject to teach.

Term no.	Orientation	Courses		Project
		I & II	III to VI	
1	√	Contact Sessions & Assignments submission and viva	-	-
2 <sup>nd</sup> to 4 <sup>th</sup>	-	-	Contact Sessions & Assignments submission	Project Proposal Finalization in second term
	-	-		Project Report Submission in third or fourth term

### Contact Sessions:

There will be three kinds of contact sessions during the period of the program.

\* F-2-F

\* Through virtual learning centers (VLCs)

\* Through distributed classroom centers

Minimum 80 % Attendance for all the contact sessions for the program will be compulsory.

### Evaluation Procedure

There will not be any formal written exam at the end of the program. Since program is based on development of skills, competencies, attitudes and capabilities courses will be examined through formative evaluation during the course period (50 % weightage) and remaining at the end of the program completion while assessing Project Work. It will be based on the comprehensive examination based on portfolio assessment, demonstration of performance and presentations and performance in the interview; and will carry the remaining 50 % weightage. The main headings for the evaluation will be

\* Assignments submission

\* Viva-voce

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### 1 Assignment Submission

There will be stipulated assignments for every course and the learners will be required to complete all of them in order to go further with the course work and at the end for the successful completion of the program.

### 2 Viva-voce:

1. The final viva will be conducted by a panel of internal and external referee (appointed by the University). The internal and external examiner each will rate the candidates on pre-validated ten point scales on various components of performance
2. There will be two parts of the viva:
  - i. Total Internal Course work:
    1. Assignments
    2. practicals
    3. Lessons conducted-both real time and virtual
    4. Learning resources prepared and used
    5. Group activities
    6. Collaborative learning activities
    7. Cooperative learning activities
  - ii. Action Research Project
3. The viva-voce will be conducted individually for every candidate.
4. For endorsing completion of pre-requisites courses viva on the activities and assignment of courses I & II is needed. Only those completing the course work and viva successfully will be allowed to proceed with the rest of the courses.
5. The learner can appear for the final viva after the completion of the second term provided,
  - i. the mentor endorses the completion of the course work and
  - ii. The learner submits all the necessary record.
6. The committee for the final viva will be arranged at the end of every term for conducting viva for those learners, who complete their course work.

### 3 Credits:

There are six courses, 8 CPs each including assignments, practice and other co-curricular activities; plus a major project of equal weightage of a course i.e. 8 CPs.

**Total = 56 CPs**

Success will be judged on 5-Point grading system and will include all the work and study components mentioned above. A student has to complete all the course-work including practicum component and field project to the satisfaction of the panel of examiners to get a degree. .

The evaluation is done in terms of 5 - Point Grade System, and a student will be awarded grade along with Cumulative Grade Point Average (CGPA) and will be issued a transcript indicating performance and achievements.

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### Study Centers

Sr No	City	Study Center Code	Study Center	Contact Person	Tel No	e-mail ID
1.	Mumbai	31234	Kapila Khandawalla College of Education, Santacruz (W), Mumbai	Savita Manchekar	(022) 2660 - 8747	b.ed.e.education.mumbai@gmail.com
2.	Nashik	54163	School of Education, YCMOU, Nashik	Madhavi Dharankar	(0253) 223 - 1714 Ext 3007	b.ed.e.education.nsk@gmail.com
3.	Pune	62280	Indian Institute of Education, Kotharud Road, Pune	Dr Ambika Jain	(020) 2543-4700	b.ed.e.education.pune@gmail.com

### Contacts

9.1 Director, School of Education, YCM Open University, Goverdhan, Nashik, MS – 422 222.  
**b.ed.e.education@gmail.com**, (0253) 223- 1714 Ext 3007

9.2 Yogesh Thorve, MKCL, Pune. yogesht@mkcl.org

### Learning Outcomes for Each Role-Based Course:

#### 1. Teacher as a Nurturer of e-Culture (pre-requisite for further progression)

##### 1.1. E-Learning culture

- 1.1.1. State the merits and demerits of various media, techniques and tools of ICT.
- 1.1.2. select the appropriate technique, medium and tool
- 1.1.3. use the appropriate technique, medium and tool.
- 1.1.4. put forth the case of E-learning mode
- 1.1.5. follow ethical and legal practices regarding copyright laws and IPR
- 1.1.6. accept change in attitude of people especially young learners

##### 1.2. Cooperative learning and Universal Human Values

- 1.2.1. carefully consider the contrasts between cooperation and competition and the benefits of cooperative and collaborative learning

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- 1.2.2. learn about and start practicing F2F (and adaptation to tech mode) cooperative learning structures of Team-Discussion-Write-Share, Pair-Discussion-Write, Team-Discussion, and Think-Pair-Share, Roundtable and tech-mode collaborative-learning activities methods of brainstorming, Discussion Circle poster-sharing, and the Discussion Board, use with confidence some of the above cooperative learning structures
- 1.2.3. redefine the concept of leadership, family and identify elements of moral capability building for a teacher as a change agent
- 1.2.4. learn about and practice some educational cooperative game and process the same
- 1.2.5. discuss the aim of moral development
- 1.2.6. develop the capability of managing one's affairs with rectitude of conduct
- 1.2.7. promote rectitude of conduct, unity of action and cultivating initiative in others
- 1.2.8. exercise initiative in a creative and disciplined way
- 1.2.9. prepare an evolving conceptual frameworks for social action
- 1.2.10. develop the capability of initiating a community project addressing a local need through a service learning activity approach

### 1.3. Culture of quality and excellence in education

- 1.3.1. Explain clearly the culture of quality and excellence in education
- 1.3.2. Exhibit the capacity to think critically and creatively about quality and excellence in education
- 1.3.3. Apply what he/she learns in the classroom in service learning activities in his/her school or community
- 1.3.4. Develop and demonstrate the necessary capabilities to promote excellence in education
- 1.3.5. Carry out self-assessment of her/his performance, his students, and school in general

## 2. Teacher as a change Agent and Net worker

### 2.1. Impact of Globalization on e-education

- 2.1.1. To **recognise** the pros and cons, and implications of globalisation on e-education
- 2.1.2. To **identify and undertake** different roles in context to e-education.
- 2.1.3. To **promote** the usage of e-learning materials. (st., inst, community)

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- 2.1.4. To **initiate and participate in** e-based Life Long Learning activities for different groups (e-programmes)
- 2.2. **Role of e-education in development**
  - 2.2.1. To put **convey** the effective role of e-education in the development of global society.
  - 2.2.2. To **participate** in the process of enhancement of knowledge based society.
  - 2.2.3. To **develop** appropriate models of e-education for the enhancement of society.
  - 2.2.4. To **create and implement** sustainable development e-activities in the context of globalisation.
- 2.3. Working with networked system of education
  - 2.3.1. To **participate**, individually and in group activities in virtual network of e-education
3. **Teacher as e- Learning Specialist**
  - 3.1. Plan for effective e-learning
    - 3.1.1. Set up a proper e-learning environment Integrating Neil Lasher's four A's.
    - 3.1.2. Apply Gilly Salmon's Model to an e-learning situation
    - 3.1.3. Schedule the e- learning process using Laurillard's Conversational Model
  - 3.2. Plan and Execute e-learning activities based on individual differences
    - 3.2.1. Identify the-learning styles of the e-learners.
    - 3.2.2. Identify the-various smarts ( Multiple intelligences) of the e- learners
  - 3.3. Provide appropriate-learning experiences to e- learners in different e-settings.
    - 3.3.1. Plan and Execute e-learning activities based on cognitive constructivism
    - 3.3.2. Plan and execute e-learning activities based on social constructivism
    - 3.3.3. To formulate an action plan implementing collaborative-learning strategies.
    - 3.3.4. Apply collaborative-learning strategies.
    - 3.3.5. Identify the motivational needs of the e- learners.
    - 3.3.6. Select and design suitable motivational strategies for the e-learning.
    - 3.3.7. Apply the strategies of group dynamics
    - 3.3.8. Identify students who need counseling.
    - 3.3.9. Decide the approach of counseling required for the student.
    - 3.3.10. Use the basic approaches of counseling.

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3.4. Guide the e-learners to introspect.

3.4.1. Guide the e-learners to introspect their value system.

3.4.2. Guide the e-learners to evaluate their personal skills.

3.5. Develop facilitation skills

3.5.1. Distinguish between teaching and facilitation of learning.

3.5.2. Create an environment to facilitate-learning in the classroom

3.5.3. Choose and apply strategies to facilitate-learning in the classroom

3.5.4. Practise the learned strategies in various learning situations.

### 4. **Teacher as e- Learning Resource Developer**

4.1. Develop a curriculum for e-learning course (subject based)

4.2. Frame syllabus for a course through tech-mode

4.3. Develop instructional material for different settings

4.4. Acquire the knowledge of foundations for learning designs

4.5. Acquire the knowledge of different learning designs

4.6. Identify content matter befitting the different learning designs

4.7. Identify tech-mode communication procedures

4.8. Use computer networking

4.9. Use tech-mode for teaching in virtual classroom

4.10. Acquire knowledge about multimedia

4.11. Use multimedia tools

4.12. Develop multimedia packages for teaching through tech-mode

4.13. Acquire knowledge about web-based learning

4.14. Use web for learning and teaching

4.15. Develop evaluation tools for e-portfolios

4.16. Develop suitable learning designs for the content

4.17. Use computers for e-teaching

### 5. **Teacher as a Content – based – Techno – pedagogue**

5.1. context of knowledge enrichment

5.1.1. Delineate the structure of discipline to be studied.

5.1.2. Determine the place of unit in the structure of discipline and school curriculum.

5.1.3. Analyses the teaching content and determined the nature of the content.

5.1.4. Prepare concept mapping of the specific content, units and find out its relationship with other concept.

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- 5.1.5. Identify areas of the content enrichment in the context of e-teaching strategies and e-media.
- 5.1.6. Enrich one's own knowledge by undertaking the various content enrichment activities.
- 5.2. Context integration of e-media, e-setting and teaching learning strategy
  - 5.2.1. Identify different physical setting of e-learning situation and corresponding roles of teacher, skills & media required.
  - 5.2.2. Select appropriated teaching-learning strategies and media for the given content and e-setting.
  - 5.2.3. Search for the various knowledge representations (KR) and select appropriate KR for the content.
  - 5.2.4. Prepare lesson plans as per the setting of e-learning.
  - 5.2.5. Inculcate core areas and developmental values related to the content through e-media and teaching learning strategies.
  - 5.2.6. Conduct lessons as per the lesson plan and modify the lesson as per the requiement.
  - 5.2.7. Evaluate learner's performance in the context of content based techno-pedagogy using e-evaluation techniques.
6. **Teacher as an Action Researcher and Evaluator**
  - 6.1. Identify problems faced by student in e-learning situation
  - 6.2. Plan the strategic action
  - 6.3. Identify, select relevant e-resources
  - 6.4. Identify, select or develop data gathering tools for e-action research
  - 6.5. Implement the strategies developed.
  - 6.6. Analyze and interpret the data
  - 6.7. Reflect and plan further action.
  - 6.8. Write a report of action research conducted.