

NATIONAL COUNCIL FOR TEACHER EDUCATION (RECOGNITION, NORMS AND PROCEDURE), REGULATION 2014

æio REGD. NO. D. L.-33004/99 Che Gazette of Stidia 3461 No. 3461 PART •M—Süti0h 4 PUBLISHED BY AUTHORITY 1, 10, 1936 NEW DELHI, MONDAY, DECEMBER 1, ZOU/AGRAHAYANA 10, 1936 28 2014 n. 51—1 /2014 fir 1993 (1993 73ai) 32 (2) men 2009 2014 3-1TQTQ RTRT 1993 (1993 73a-D 1 (q a-rrq-a a-EQ•rqzF e.g..ßT 1 (q) zrgi 1993 (1993 73@'0 1TZiI I 3. m:nmrzrf -e-en-qi 2 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] @ 3-wra•r (fig 4. qnm. g, @ æiv g) 3-1 eÄT (77) 1956 (1956 Qir 3-rea•r F) gINT 2013 (2013 I q-rå I (2) \$1 www.ncte-india.org (3) Q.rr \$1 qfrzû 7Tg I a•r8T \$1 2, Rszrr 1 31 \$ me-TT (6) 1 31 qzf \$1 3*rq aen•r 3 — ardr 1997 9 7. 3ßfh (Qi) \$1 1997 g) 15 5 (4) 3 i. q•rgrrr 30 \$1 (5) 3-T2.ßT \$1 45 a.p.n•r I 3R.rQT I ZB 30 15 •\$ (7) \$1 a.Tt:rå åznEl MT I aq•fÄ7TH fiufzr ZB G:rrgrrr g•Tq \$1 N*Te--TdT Rufu I (8) R•qe--TOT aur f*reT a•zF I fi•QeTCT xj•q (9) Rqié 3ik (10) q•rå 3-rarrq•qs Rg aft (11) RIHT (12) - zrg \$1 Rum (13) •a q•rgq-rl 4 THE GAZETTE OF INDIA : EXTRAORDINARY a-zn a-rqqI Ng ag 3Fzr \$1 me-TOT (q) 3-re.rqr• e,iSt (ii) qe I (fir) \$1 I 17. H•zt 18 trRT< qr 18. g. (2) a-rq•av aen - I .3Fz:r * 3F:u I (3) e; \$1 q•tü garrzFf I (ii) * (iii) 7 Rßzi äzr I 'Tiå, VET 5 (4) g•zi7T t Qrq•rzra Ottl. ag 1 \$1 I QTfzrr I (10) 7 (16) grqr (11) t t. 3-le.RT (12) (13) t, (14) qiT 6 9

10. THE GAZETTE OF INDIA : EXTRAORDINARY QTfg z•rg Fr [PART III—SEC. 43 2. 3. 4. 5. 7. 8. 9. 11. 12. 13. 14. 15. 1 15 am: RIHT .g@Lgg.) rrq Rig) trRRE—12 qR-mz—13 ügz. qq.g-e. (3 —2 —3 —5 —8 —9 —11 —14 —15 zm•zf3FH 7 13 an•zra üTå qiq «e.rrq (3) 30 a•err 7 (iii) 11. — (1) m, 1 15 (u) (u) (2) q7 a•råQ.. TFTr 60 \$1 e.pra•r era I a.rr@, Rufzr gg 13. — (1) 2009 e-TQ.AT Ng qvt 111/4/am./131g/14] qR•mz-1 1. 1.1 O.«.qz.) GET en a5T t t ZF1•zt5R 3 6 2. 2.1 2.2 F) 200 I 8 3.4 4. 4.1 THE GÄZETTE OF INDIA EXTRAORDINARY 5 6 36 (ii) 2002 [PART III—SEC. 4] aqz.l Q-ezi, ZB *a-« qur qpFQfq Nfh Rtrzii t:rg I 3TT#ra, RTHt t•q-r: 9 (a) R&zrf 3tN Ftrq•r m.rr (q) WRrq) t; 1: Bem; 20 I 16 .-Qf 42 arraN11ft•tF ghfi. (ii) Gii) ZFTZfM% a-IT \$1 I FriZFT (v) aig. (vi) \$1 (vii) 10 4.3 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III'—SEC. 41 20 30 70 eo 16 Rig fäg ütFfT I/eiZ5i q•rgfrr a-TtFTT Blu•ftzri, 5. 50 100 Vf 2 o G) t. 15 (ii) qjr Ng GTT 52 (0 Gi) F) 50% 50% I L qrrr 4] (iii) (v) 5.3 6.4 6 50% 500/0 qivr: («.ge) so% (q) 50% (VfQ5-rRZF) (iii) (iv) gfrzrr 6.1 QTRg: 1500 2500 3000 3500 4000 2500 3000 3000 3500 4000 12 (q) 62 F) ID00 (ii) (iii) THE GAZETTE OF INDIA : EXTRAORDINARY soo *req (gm arf (PART III—SEC. 41 (i) Gi) (iii) (v) (vi) (vii) (viii) (ix) (x) (xi) (xii) (xiii) (xiv) (xv) (xvi) 50 500 (qiü *etrzr 2000 @ 10 (xvii) (xviii)3ZIFå, (xix) 10 u•ftge) zrr@g I Ill (v) (vii) (i) (iii) (iv) (v) (vii) 6.3 (a) (q) (q) 13 I 11 (EBQ 8T*r: qlé. EFI-zrfeE5 I a.rra•r i I Q.rr qRRTZ—2 (Sr.g«.gz) «rzfm 1. 1.1 I VIII I 14 3

4. THE GAZETTE OF INDIA : EXTRAORDINARY 1.2 ire. *Are a.a (a) (qiv eerr : 80 (Ng 90 [PART III—SEC. 4] 3.1 3.3 50 (+2) 50% \$1 a-Fu I 34 qpfr-h) 2002 4.1 *r.ga.gg qr•tzt •NIT, zzyrqa:5 42 15 qrrv. åzrrq I (•å.g•öl.gg) 20 4 16 \$1 qzrfq OTT: (i) (iii) (v) (vi) (vii) (viii) (ix) gfi-z:n-t I Ng qq•f a-z:IT .G-æ-r ZB Rmrz:rai aera•r 16 e. 5.2 THE GAZETTE OF INDIA : EXTRAORDINARY [PART HI—SEC. 4] 20% 30% 3ifi 80% 16 fray Ez:rÉfF I mzzrfäzi efiut, 5.1 50—50 nzrr@tzi tg, 16 Gilt:rr 1 t: 2, 3. 4. 5. 6. 7. 8. TI-@Td ä-e-<TQT 3Fu (ii) 2, a-rzrr I G) 55 ZB 50 EB \$1 (ii) NT&-fl 81) 50 \$1 50 50 (Riff) [(q) 50 50 0) (i) G) so men \$1 (gq.lh.w.) I 50 17 5.3 \$111? åa [eqvfi: (3RFTfiT), -8. \$.g«.gz 1500 2500 3Sö0 .4000 2500 3000 3000 •3500 4000 (i) (iii) (W) (v) (vi) Wii) (viii) (xi) (xii) {7.2 a 3 Ng SOO a•tf a•rf e-h 50 zmr- l 2000 a-rf ZB 200 \$1 drq I 18 (q) (g) (q) (xiii) (xiv) (xv) (xvi) (xvii) (xviii) (xix) €5) (ii) (iii) (v) (vi) (vii) THE GAZETTE OF INDIA : EXTRAORDINARY I zrfi•g I aærrqa — vzrtQ57 Ng Wßfi•qt [PART lil— SEC. 41 \$1 (Thai. a•fre) üTé. aq•rå. IJft•zrr a-Fu (Té q•roe *Rrü, (Ga). fin, g t (R*tzr (Z51fiZN). CFK1fizrt, E) å gINT \$1 me-a I (B) 6.3 7. 2. (g) (q) 1.1 1.2 üå ait dTfÜkf an-flh -qi-ur I -q-gi gas 2, Qi*) qiz t) gRRr.—3 1 8 aztr 2 1 ZFTZfr5H (3.m•qftF) t gam, üfi-a a.qa.gz ZFTZfrF% t. .31e.ra-r 2.1 t, I 2.1 20 t, 16 I 2.2 U: 2.3 \$1 O: R•q) Ei2 \$1 3?re 2.4 \$T e. go 90 I 20 3. THE GAZETTE OF INDIA : EXTRAORDINARY 50 [PART lit—SEC. 41 \$1 3-N 50 '3.3 ZB 10+2 34 4. VH1•zi 2002 \$19, I I 3- 1ezrrq•q 3M Gg *7fi. åzn•g I 60 q•rgm I (T) åu•r åznq 6 14 an•få7 Rz:rrfäzfi \$1 trfäZ5 I 4] 21 4.2 4.3 4.4 TR.t a-ft a-ft Rig I : Rzrr@tai I Rzrrp.t åz:rR a-T2ßT 16 I 1-5) (NT 6-8) aarrq•q 4.5 wr gi7rr : 2. 3. 4. s. 6, 7. * Rig Gig l. *7111 a-ft qæfi•zi trot (-ä*3N) Erzn@tzi ZB 22 5. 2. 3. 4. S. 6. 7. 8

9. THE GAZETTE OF ENDEA : EXTRAORDINARY [PART III—SEC. 4] 8. 4.6 (2) (3) I Rzti@tzi zm•zi e. 20% 700/0* 80 I-m 3.qq•ra \$1 : 60%, 20%, gmem 20% 5.1 50 ZB \$1 16 : qra-zrQf mzi, 5.2 1. 55 55

6. III-GQ 4] 2.erfäM 55% 55 (Qfq (3) ü8i : 55 1. 55 1 55 ZB (gqgv) 1. 55 nra•r 5.3 5.4 \$1 tar \$1 a-Fu 6.1 zrr•T . (4—5 *TQFT, zmzfa:r, azrr@fzi m 23 24 THE GAZETTE OF INDIA : EXTRAORDINARY g. qi fhT q-rg•trn Ga--T, [PART III—SEC. 4] 62 I Rta) fig I Rszrr \$1 I Ng a:rzre.F1 I zrrreg: -a-ftg. RüTfU•zi q•qia-it qzifq ZB Ng qqfq 25—30 6.3 CT) I (v) (gvmi, eq mtr @.gz.) age. vi-viii). ix-x). (EF&TT xi-xii), åzrr I *1.q-g. \$4 2.2 @ (200) I 1 (a) 36 Eit (q•tq V: (T) rm•zf 80% \$1 900/0 I 3.1 \$1 50 g•rztfiZF 25 32 m / equ-al 50 55% -art eqezq•r 3*1T 34 2002 -i 4.1 age. \$1 .3R7fa ft. qqf qü auT qMrzr Rza•azi wz:ifrlö qazrq•zfi. qTö2fiTuf SIFT, Rz.naQT zrr g-\$ (iii) (3T2-1f1 "Rra-1T qfiiN" •qa•zrzBlf m•zri 3-rr g 311 qTöz.rërq•frqz.F 2 q•rzäfrTZF zm•zi 3?rq \$1 yRmr eæ:rrqqi \$1 .3-rlTFz I 27 ---T* ZB I 4 (QIN) EFR-IT VI-VIII) [X-X] XI-XII) 16 t 20 (4 16 I \$1 37E.u•rrq I 4.2 te-T@TZF I (u) ae.rr (10) \$1 3fi•qrzf (u) q•qf me-11 Qjr I (g.) 3FqSF&-4T tifh I a.rN'H I g) mew 4.3 NT 20% 30% 70% 800/0 fäg ZB I Rzrr@izi Aft* föré. gmRui. 5. 5.1 28 2 3 4 5 8 THE GAZETTE OF INDIA : EXTRAORDINARY (•r@Td. [PART III—SEC. 4] 100 * va•rzrr 5.2 g. gaTQT 2, lh.gq.€T. 'i) 55% (ii) 55% 550/0 eiqh (i) (Wittgz) 550/0 (i) 2i (gRWR) 55% 29 5.3 YtQT (550/0 m-rrRttt 5.4 (i) 50 2500 qzf @ 1500 (Vö q•tq fie•q) 500 \$1 fäg 3500 Qf qzf \$1 500 Gi) t.qz. 3500 *1.gv. -6 qtf (iii) -t) (\$) 50 azrrfää (a) gzhq•q *Tzrq (no atf (T) (9 30 THE GAZE'rrE OF INDIA : EXTRAORDINARY (q) *rer [PART III—SEC. 4] (iv) : (åå (vi) (vii) Ng tzrrq mew Ng \$1 1000 10 2000 20 i OTT Rurazr t (u) RüT@fzä \$1 g-ä 3000 * I aen qq.t.rtg 200 .3FQ e•Mq«). I *ratl RR i 63 (q) aerr \$1 Ill-avg 4] 31 7. 2. 3. 4. å7f qRRtæ-s (gq.gz) åztR qq«zrf VIII dG) f?THT VI (1) qiq WtUIZFT Qi) 3.1 4 •ag-I REIT@fzff arr V: Rq) 36 80% I Aim, 4.1 50 *a-a \$1 I g•rq (q) 50 (ii) t.q.tl.ge, (iv) &ga.gz. 50 43 grq qN 32 s. T_ .HE [PART III—SEC. 4] 2002 ii<T. gq.w. ZB t' /ä err 3) ag 4) RR--IT 60% erg 40% I (q) (i) ga•zrrtl q-as — (VIII (VIII XII) I ütffT I Ru•re.ff h. å*zr (qq.w.) \$1 (i) gq.ge. 4) 33 (ii) (iii) (iv) (v) (vii) GTVTT, I g— (a) FT) RHTT g•zi Rye--RFi 5.3 e. 972B m' 700/0-HRfiF 6.1 50 100 —m:neö 1:10 1. crra•-qquf \$1 I 62 (i) (iii) t. (i) (ii) 55% RHTT 55% qq.g) I 34 7. THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] (lii) (i) (ii) (iii) i3t:ntr I eH 55% I (qq.gG./RIHT gq. g) Reffiq 6.3 (ii) / (iii) (iv) (v) gÄIT, gzt *ert5 7.1 Trzf3öH GT gq.gz. 3000 2000 gai Zb 500 OTT I 50 Rzrrfäui 60 30 -Q 100 \$1 100 1 (T) •3-T<p-r zmzfN< 72 gsi.gg. 1000 g•Rzr0 100 ae.ZITYEfi Ill-au-g 4] 7.3 (R) (O (O 35 gR•zn: tl.t.. (FRB, Zia; (arrwYT) (Qüt?Z zMQ) i 7.1 7.2 a@fa B. 2. 3. (Eq•ofr. t ti *rzfi, (ü.€l.ge.) Wrq•r Äg («T I-VIII) ö1•ztZ59 22 3.1 3.2 200 EFTZf Z5TZf 50 I t | q?re-TT a 36 4. THE GAZETTE OF INDIA : EXTRAORDINARY [PART "I—SEC. 4] 4.1 42 (da qQe-ff at\$) 2002 ZB qrrffiqT I gr«q.f *.ttT.gz. 2T*ra 34\$•q 3-12.RT I q•ræ). MRrq) u«e.n 20 4 ai 10 I 4.3 5. (v) (q) (e) (q) (ii) E.rrQ Ge.n -ea•ia, 20 30 70 80 .3.-tä5 an--u-r•a Rz.FTé, I a-ICRT *teal fäg 2. 3. 4. 5. 6. 7. 37 aft, 38 5.2 THE GAZEITE OF INDIA : EXTRAORDiNARY [PART KII—SEC. 4] (iii) (iv) (t) (w) (u- F3Tgst 5. 55 qq.cb.ge. 50 W. a-na I *Trzz (üa a(Tg 621 (iii) (v) (ii) (iii) (ii) 39 vra 10 * i-m I 2000 ATf I HFit 3-rrqæZEF via äg cru-fq 1200 qiq 2. *.t.gz. tin: 62 6.3 2. *.t.ge. 3. *.t.ge, QIT*T. q. gg. t?l. ge. 1200 Alf 2700 3900 500 a•tf \$1 (G) (fia). (Re — qi; 0th. - 15 30 50 100 ftq _ Q a--e•q _ i 40 7

1. THE 0ÅZEffe OF : EXTRAØWN•AkY „sec. 4] 64 ZI Gii) (ii) (iii) (v) Wi) — -tre•« —I *TW. Rte — — 2.5 5 10 20 tie, q•afq i, Q.rrq z:rR tRRte-7 O. W,) ere (tl.t.gg.) t. VI-X XI--XII trRrRZF 1 41 3. 4. 97 z 3.1 32 3.3 3.4 200 R•q) 36 I 50 312.BT 45 I 45 ulid 45 frzrr q•zrq 3-11NTR ZB a 3F:u eB 2002 4.1 R-æia 42 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] qfi* firr8, q•æftzri, (a) qa-m•r æ.F@ å?T\$ r t); (HN ATE), (T) "RFItetfirq) W. Tl-å-m•q \$1 gÄ•zrrT 30 20 10 a-T&-uN qzrtq i I 4.2 (T) 6) (u) (s) a-Fu i•fh .3Fa «rzrfa•zl 3åq Q-TPT Ng R•qE .3åq I 43 5. 4.3 5.1 5.2 (q) (iii) (g) 2. 3. 4. 5. 6. 7. m' fig MüTIR•zrt I 20 30 70 80 3-re.a•r (3iZIZF1frE5) (i) (ii) (iii) 55 ie a-M •air, a-na crtq a-reg 44 5.3 THE GAZETTE OF INDIA EXTRAORDINARY [PARI"III--SEC. 4] 6) (W) €5) (v) 55 -.31Q.BT 3-æra•r Sc.B RufiZ1fi7Z1. a-R.ET 55 W. 61) (3iQ*T) (3.t?TQ5TäZF) : a-hg -\$1 5.4 45 6.1 62 (i) (iii) (v) (vi) (ii) (iii) (v) 10 QTf Ige Ng fig \$1 I • W. *.tü. W. gq.th. W. — 1500 — 2700 arf — mo arf t.th. W. ZB ge.*ä 200 5-8 g•zrfq zn 1500 I ZB 3000 lie I ZB Ng a-Tid qzrfq I (fitli•q) qtq wr*me.f ZB a-ft, VI•zrr e: me-IT tr.t, 46 THE GAZETTE OF INDIA : EXTRAORDINARY gqfq (4 X 7 W). [PART In—sec. 4] (vi) (vii) (T) (q) (a) F) «•«-ezl — W, ülé, sg G) — 10 Qlé, zi7 : Klé 17100i ON), ft-q eei*q), Ng), fig«FT tge I : - 15 F), 30 (O, 50 100 (V5); (qq•x — W; (10 — 06, — 02; — 02; — 30; — — 06, - 6—6; — 6—6; — 3—3; — 5—5; — — 12, •e — I : (i) : (esr *z), (20). åxa); (ii) : #e), N-rr t); (iii) : (Q (åq), 67). (qi qi-Gi). å7T (ü (ang <Q.AT). (iv) (vi) : *e), - (vii) : @ *e); (viii) : (ix) : (zræ), (qr); (xi) : (QO. 2.5 q-iü 20 (frH). ü•rq). az

41 (j) (e) 47 : (50 (50 (50 (VF (QING zira *Z), *FT) (gT *e). zmzfZ5ü1•qi Oz:rfq I 64 (i) (iii) (v) (vi) mep•r 3-171 I QQQ.rr f 7. 2. q:-æ-r-q 3N-TB *11Tl qR•mz-8 atr.w.) Mr (EFRT XII) me-IT ZI 22 N.Tlfi, 200 48 3. 3.3 3.4 40 THE GAZEITE OF INDIA : EXTRAORDINARY (qiq V: 36 Ng Rr«i \$1 so: (tr.gqfr.) I @va. a-Tiu ü@rzi Ng 2002 aTIR 4.1 me-TT srzq, .3fiq•rzf RH.t.ge. i gmep•r me-TT tzrfq-gufq (a) : tfr:g, qa-1T 49 gq.t.gz. 3FOfq ae.*fa 30 10 10 10 3ü-q 42 (ii) (iii) (iv) (v) (vi) (vii) «a) m-zrr I me-Tr NT&TT I 3trq 43 70'. go: a-rtq (30 q-rvfi .3Rßf?f, 50 5. 5.1 52 (g) O) (8) THE GAZETTE OF INDIA : EXTRAORDINARY [PART 111--SEC. 41 80 \$\$ Ng) (qrq.tft.w./gq.tfi.*,) 55 (ii). 3. 4. 5. (i). (ii). (iii). (i). 55 (VH.t\gG' (ii). / R' 34fi@TZf I 55 I 6.2 111--7308 4] 5.4 6.1 (i). (ii). (iii). (iv). (v). (vi). (i). (ii). 51 a-Tn fig 1200 freg (w Qi -q-a •a-rrr I •ä (gq.th.gz vr--*t ZB €r 2000 a-rf EB 10 cgz) ZFTZf3F•q ZB qq.@F.ge_ 2700 3000 ZB ZB fig 400 arf \$1 atk i7TT I (5) gTé - (10), 52 6.4 7. THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] q•rg (fid HFireq (KQ 1. 6.3 (71) \$1 I (El) I ZB 3-pq•ra I (rre.(ÄT Ets•rzf-« & I I VIII ZB 31tzrrq* I Rfh 2.1 .31a:rrqö ZEN, zu zrr gRTH01 zm•zfmq t I 4. 4.1 5. 22 4.2 4.3 4.4 (v) (i) (iii) CIV) 53 a5T aleßT a-TQ51?T Trz:frFH \$1 100 Ng 50 equ:rrqZF *-rfi 2002 grr a-TUITQ5 (i) (100) (werg Gi) . (lii) 50 50) 1 54 6. THE GAZEITE OF INDIA : EXTRAORDINARY ae.vr _E-PART 4] 6.1 6.2 6) (v) St.ga.gz. i u•zi7T azn 3-rszaH q? a-rr 30rrrq («æ gRW<) Q.rr ültfg I w•qztrtr ZF1•zf, 144 6i I .3-ra: 3-12101 I læf Nqfo•r a-so qzrfq 12 6 (fi RT) EFTZft•rraT31i 144 Eié : ald *l.gg. 1 qziiH0T/*FT 15 31EZIZFT Eiei I (q) (e) (a) 55 zm•zf trzftHUT ZFfizri g•rq quaz:t. 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Qrs. 60 THE GAZETTE OF INDIA : EXTRAORDINARY 517 QRra•r i3lgtTr g. [PART III—SEC 4] (q) (q) (U) AIZZNUf ail zrr 3ia&r : EFTzffH Vf I 8.4*tT. (F.T qRq_) (gnm (FITOfu) \$1 GTVfi. EE-Z.1TF]Z7 qaf .3P--UTW 144 a. QTQf errvr 'Iezrz:FT qfi•g« t fig a trufq age. ZB I 15 : age. t 61 ZB VIZ. q•rgn, \$1 äz:rlN q•qf I an-uR qTö-z.iqq•Ä 25% \$1 qq nqfR< qtf8T qtT&TT 1 emN I fäg i : QT.qz q•qf I 6.3 (e) (d) (e) (U) Glg•rrr: I ZFTZt?TRT quærq•f *rftFOT 30 : 70 I 6.4 Qtr *zrr auT T•rzf3FH 62 7 72 ii iii iv 72 7.4 THE GAZETTE OF INDIA : EXTRAORDINARY q—Rtar [PART III—sec. 41 cr&ur, soö OT qq qRg« age. ENI..... I gorrrt III-os 4] 3. 4. 5. 6. 63 afra-..... fra•r, \$1 vre•r (CD-Rom)NT q•zrvuf ae.rr q•qfq aiH, qufq 83 (9 (q (T) 64 (v) (w) (q) THE GAZETTE OF INDIA : EXTRAORDINARY [PART 4] qRRre—11 viii I \$1 .3ßfÄ F) 16 (a) (gfg e•r) ao 4. 90 3.1 .371R) mzl@) qq qq.ër.a.* mzf 2002 4.1 u. 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2. Den•ltions.— In these regulations, unless context otherwise requires,— (a) "Act" means the NMionai Council for Teacher Education Act, 1993 (73 of 1993); (b) "cotnpOsite institution" means a duly recognised higher education institution offering undergraduate or programmes Of-study in the field of liberal arts or humanities or social sciences or sciences or commerce OT mmhematics, as ü•.e case may be, at tie time of applying for recognition of teacher education progranunes, or an mstitution offering milittle teacher education programmes; (c) "closure" mems discontinuation of programmes or institution permitted by the Council on •the basis ofa formal application submitted by the institution; (d) all the words and expressions used herein and defined in the National Council for Teacher Education Act, 1993 (73 of 1993) shall have the same npanings respectively as assigned to them in the said Act

3. Applicability."These regulations shall be applicable to all matters relating to teacher education programmes for preparing norms and standards and procedures for recognition of institutions, commencement of new pfogrammes and to sanctioned intake in the existing programmes including the-following, namely:— (a) recognition for cornmencement of new teacher education programmes which shall be offered in composite instintims•, (b) permission for of new progammes in existing teacher education institutions dub' recognized by the COuncil; (c) pemission for additional intake in existing leacher education progranunes duly recognised by the Ill-aus 4] Council!; (d) permission for shifting

or•relocating of premises of existing teacher education institutions; 93 (e) permission for closure or discontinuation of recognised teacher education programmes, or institutions as the case may be: Provided that for teacher education programmes offered through open and distance learning, the respective norms and standards for each such learning programme shall be applicable



4. Eligibility.—The following categories of institutions are eligible for consideration of their applications under these regulations, namely:— (a) institutions established by or under the authority of the Central or State Government or Union territory administration; (b) institutions financed by the Central or Government or Union administration; (c) all universities, including institutions deemed to be universities, so recognised or declared as such, under the Universities Grants Commission Act, 1956 (3 of 1956); (d) self financed educational institutions established and operated by 'not for profit' societies and trusts registered under the appropriate laws or a company incorporated under the Companies Act, 2013 (18 of 2013). Manner of making application and time limit.— (1) institution eligible under regulation 4, desirous of running a teacher education programme may apply to the concerned Regional Committee for recognition in the prescribed application form along with processing fee and requisite documents: Provided that institution may make simultaneous applications for shifting of premises or additional intake, additional teacher education programmes as the case may be: Provided further that an existing institution may make an application for closure or discontinuation of one or several teacher education programmes recognised by the Council. (2)

The application



form may be downloaded from the website of the Council, and different forms may be downloaded for programmes offered through open and distance learning. (3) The application shall be submitted online electronically along with the processing fee and scanned copies of required documents such as no objection certificate issued by the concerned affiliating body. While submitting the application, it has to be ensured that the application is duly signed by the applicant on every page, including digital signature at appropriate place at the end of the application. (4) While submitting the application online a copy of the registered land document issued by the competent authority, indicating that the society or institution applying for the programme possesses land on the date of application, shall be attached along with the application. (5) Duly completed application in all respects may be submitted to the Regional Committee concerned between 1 March to 3 May of the preceding year from the academic session for which recognition is sought: Provided that the aforesaid period shall not be applicable for submission of application to innovative programmes of teacher education. (6) All applications received online from March to 31 May of the year shall be processed for the next academic session and final decision, either recognition granted or refused, shall be communicated to the applicant on or before the day of March of the succeeding year.

6. Processing Fees.—The processing fee as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 as amended from time to time, shall be paid by the applicant processing of an application for grant of recognition to an institution to conduct a teacher education programme or addition to programme or intake in the existing programme, online to the designated banks as may be notified by the Council.

7. Processing of Incomplete Applications.—In case an application is not complete, or requisite documents are not attached with the application, the application shall be treated as incomplete and rejected, and application fees paid shall be forfeited. (2) An application shall be summarily rejected under one or more of the following circumstances— (a) failure to furnish the application fee, as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 on or before the date of submission of online application; (b) failure to submit print out of the applications made online along with the land documents as required under sub-regulation (4) of Regulation 5 within fifteen days of the submission of the online application.

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(3) Furnishing any false information or concealment of facts in the application, which may have bearing on the decision making process or the decision pertaining to grant of recognition, shall result in refusal of recognition of the institution besides other legal action against its management. The order of refusal of recognition shall be passed after giving reasonable opportunity through a show cause notice to the institution. (4) A written communication along with a copy of the application form submitted by the institution shall be sent by the office of Regional Committee to the State Government or the Union territory administration and the affiliating body concerned within thirty days from the receipt of application, in chronological order of the receipt of the original application in the Regional Committee. (5) On receipt of the communication, the State Government or the Union territory administration concerned shall furnish its recommendations or comments to the Regional Committee concerned within forty five days from the date of issue of the letter to the State Government or Union territory, as the case may be. In case, the State Government or Union Territory Administration is not in favour of recognition, it shall provide detailed reasons or grounds thereof with necessary statistics, which shall be taken into consideration by the Regional Committee concerned while disposing of the application. (6) If the recommendation of the State Government is not received within the aforesaid period, the Regional Committee concerned shall send a reminder to the State Government providing further time of another thirty days to furnish their comments on the proposal. In case no reply is received, a second reminder shall be given for furnishing recommendation within fifteen days from the issue of such second reminder. In case no reply is received from the State Government within aforesaid period the Regional Committee shall process and decide the case on merits and placing the application before the Regional Committee shall not be deferred on account of non-receipt of comments or recommendation of the State Government. (7) After consideration of the recommendation of the State Government or on its own merits, the Regional Committee concerned shall decide that inspection shall be inspected by a team of experts named visiting team with a view to assess the level of preparedness of the institution to commence the course. In case of open and distance learning programmes, sampled study centres shall be inspected. Inspection shall not be subject to the consent of the institution, rather the decision of the Regional Committee to cause the inspection shall be communicated to the institution with the direction that the inspection shall be caused on any day after ten days from the date of communication.

by the Regional Office. The Regional Committee shall ensure that inspection is conducted ordinarily within thirty days from the date of its communication to the institution. The institution shall be required to provide details about the infrastructure and other preparedness on the specified proforma available on the website of the Council to the visiting team at the time of inspection along with building completion certificate issued by the competent civil authority, if not submitted earlier: Provided that the Regional Committee shall organise such inspections strictly in chronological order of the receipt of application for the cases to be approved by it: Provided further that the members of the visiting team for inspection shall be decided by the Regional Committee out of the panel of experts approved by the Council and in accordance with the visiting team policy of the Council. (8) At the time of the visit of the team of experts to an institution, the institution concerned shall arrange for the inspection to be videographed in a manner that all important infrastructural and instructional facilities are videographed along with interaction with the management and the faculty, if available at the time of such visit. The visiting teams, as far as possible, shall finalise and courier their reports along with the video recordings on the same day: Provided that the videography should clearly establish the outer view of the building, its surroundings, access road and important infrastructure including classrooms, labs, resource rooms, multipurpose hall, library and others. The visiting team shall ensure that the videography is done in a continuous manner. The final unedited copy of the videography is handed over to them immediately after its recording and its conversion to a CD should be done in the presence of visiting team members: Provided further that at the time of inspection for new courses or enhancement of intake of the existing course, the visiting team shall verify the facilities for existing recognized teacher education courses and ascertain the fulfillment and maintenance and norms and standards for the existing courses as well. (9) The application and the report along with the video recordings or CDs of the visiting team shall be placed before the Regional Committee concerned for consideration and appropriate decision. (10) The Regional Committee shall decide grant of recognition or permission to an institution only after satisfying itself that the institution fulfills all the conditions prescribed by the National Council under the Act, rules or regulations, including, the norms and standards laid down for relevant teacher education programmes. (11) In the matter of grant of recognition, the Regional Committees shall strictly act within the ambit of the Act, the regulations made thereunder including the norms and standards for various teacher education programmes, and shall not make any relaxation thereto. 95 (12) The Regional Director, who is the convener of the Regional Committee, while putting up the proposals to the Regional Committee, shall ensure that the correct provisions in the Act, rules or regulations including norms and standards for various teacher education programmes are brought to the notice of the Regional Committee so as to enable the Committee to take appropriate decisions. (13) The institution concerned shall be informed, through a letter of intent, regarding the decision for grant of recognition or permission subject to appointment of qualified faculty members before the commencement of the academic session. The letter of intent issued under this clause shall not be notified in the Gazette but would be sent to the institution and the affiliating body with the request that the process of appointment of qualified staff as per policy of State Government or University Grants Commission or University may be initiated and the institution be provided assistance to ensure that the staff or faculty is appointed as per the norms of the Council within two months. The institution shall submit the list of the faculty, as approved by the affiliating body, to the Regional Committee. (14)(i) All the applicant institutions shall launch their own website with hyperlink to the Council and corresponding Regional Office websites soon after the receipt of the letter of intent from the Regional Committee, covering, inter alia, the details of the institution, its location, name of the programme applied for with intake; availability of physical infrastructure, such as land, building, office, classrooms, and other facilities or amenities; instructional facilities, such as laboratory and library and the particulars of their proposed teaching faculty and non-teaching staff with photographs, for information of all concerned. The information with regard to the following shall also be made available on the website, namely:- (a) (b) (c) (d) (e) (f) (g) (ii) (iii) sanctioned programmes along with annual intake in the institution; name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph; name of faculty members who joined during the last quarter; names of students admitted during the current session along with qualification, percentage of marks in the qualifying examination and in the entrance test, if any, date of admission and such other information; fee charged from students; available facilities; facilities added during the last quarter: number of books in the library, refereed journals subscribed to, and additions, if in quarter. The institution shall be

free 20 post additional relevant information, if it so desires. Any false or incomplete information on its website shall render the institution liable for withdrawal of recognition. (15) The institution concerned, after appointing the requisite faculty or staff as per the provisions Of norms and standards of respective programmes, and aner fulfilling the conditions under regulation 8, shall formally inform about such appointments to the Regional Committee concerned. (16) The letter granting approval for the selectim or appointment of faculty shall also be provided by the institution to the Regional Committee with the document establishing that the Fixed Deposit Receipts Of Endowment Fund and Reserve Fund have been converted into a joint account and after receipt of thé said details, the Regional Committee concerned shait issue a formal order of recognition which shall be notified as provided under the Act. (17) In cages, where the Regional Committee, aner consideration of the report of the visiting team and other facts on record, is of the opinion that the institution does not fulfill the requirements for starting or conducting the course or for enhancement of intake, after giving an opportunity of being heard to the institutiQn pass an order refusing to allow any further opportunity for removal of deficiencies or inspection for reasons to be recorded in writing:provided that against the order passed by the Regional Committee, an appeal to the Council may be preferred as provided under section 18 of the Act. (18) The reports of inspection of the institutions along with the names of the visiting team experts shall be made available on the Qfficial website of' the Regional Committee concerned after the same have been considered by the Regional Committee. (19) The Regional Committee shall process the application for closure in the manner prescribed for the processing of applications for new programmes or additional programmes or additional intake

8. Conditions for grant of New Teacher Education Institutions shall be located in composite institutions and the existing teacher education institutions shall continue to function as stand-aloné institutions; and gradually move towards becoming composite institutions.(2) An institution shali fulfil' atl the conditions pertaining to norms and standards for conducting the programme or training in teacher education. These norms, inter alia. provide conditions -relating to financial resources, 96 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] accommodatim, library, laboratory,

Odier physical infrastructure, qualified staff including teaching and Ron-teaching personnel. (3) An institution which has been recognised by the Council shah obtain accreditation from an accrediting agency approved by Council within five years of such recognition. (4) (i) No institution shall be granted recognition under these regulations unless the institution or society sponsoring the institution is in possession of required land on the date of application. The land free from ali encumbrances could be either on ownership basis or on lease from Government or Government institutions for a period of not than thirty years. In cases where under relevant State or Union territory taws the maximum permissible lease period is less than thirty years, the State Government or Union territory administration law shall prevail arxi in any case no building shall be taken on lease for running any teacher training programme. (ii) The society sponsoring the institution shall have to ensure that proposed teacher education institution has a well demarcated land area as specified by the norms. (iii) The society sponsoring the institution shall be required to transfer and vest the title of the land and building in the name orthe institution within a period of six months from the date of issue of formal recognition order under sub- regulation (16) of regulation 7. However, in case, the society fails to do so due to locat laws or rules or bye-laws, it -shall intimate in writing with documentary evidence of its inability to do so. The Regional Office shall keep this information on record and place it before the Regional Committee for its approval. (S) The institution or society shall furnish an affidavit on Rs. 100 stamp paper duly attested, by Oath Commissioner or Notary Public• stating the precise location of the land (Khasra number, village, district, state, etc.), the total area in possession and the permission of the competent authority to use the land for educational purposes and mode cf possession, i.e., ownership cr lease. In case of Government institutions, the said affidavit shall be ftrnished by the Principal or the Head of the Institution or any other higher authority. The affidavit shall be accompanied wiith the certified copy of land ownership or lease documents issued by the registering authority cr civil authority, permission of the compétént authority to use the land for educational purposes (and approved building plan) as per provision contained in suh-regulation the Regulation .5- (6) The copy of the affidavit shalt be displayed by the institution on its official website. In case, the contents of the affidavit are found to be incorrect or false, the society or trust or the institution concerned shall be liable for civil and criminal action under the relevant provisions of the Indian Penal Code and other relevant

laws, and shall also be liable for withdrawal of recognition by the Regional Committee concerned. (7) At the time of inspection, the building of the institution shall be complete in the form of a permanent structure on the land possessed by the institution, equipped with all necessary amenities and fulfilling all such requirements as prescribed in the norms and standards. The applicant institution shall produce the original completion certificate issued by the competent Authority, approved building plan in proof of the completion of building and built up area and other documents to the visiting team for verification. No temporary structure or asbestos roofing shall be allowed in the institution, even if it is in addition to the prescribed built up area. (8) At the time of inspection for new programme or enhancement of intake, visiting team shall also verify the facilities for existing teacher education programmes already accorded recognition by the Council and ascertain the fulfillment and maintenance of regulations and norms and standards for the existing programmes as well. (9) In case of change of premises, prior approval of the Regional Committee concerned shall be necessary, which may be accorded after due inspection of the institution at the new site. Application for change of premises, in the specified format along with the processing fee and other relevant documents shall be submitted by the institution online to the Regional Office for prior approval of change of premises. The change may be permitted to a site which, if applied initially, would have qualified for establishment of an institution as per specified norms of Council. The change shall be displayed on website thereafter. (10) The university or examining body shall grant affiliation only after issue of the formal recognition order under sub-regulation (16) of regulation 7 and admissions by the institution shall be made only after affiliation by the university or affiliating body. (11) Whenever there are changes in the norms and standards for a programme in teacher education, the institution shall comply with the requirements laid down in the revised norms and standards immediately. However, the revised land area related norms shall not be applicable to the existing institutions, but the required built up area shall have to be increased by existing institutions to conform to the revised norms and the institutions not having land area as per the revised norms, shall not be allowed to expand by way of programmes or additional intake. (12) The institution shall make the information or documents available to the Council or its authorised representatives as and when required by them and failure to produce or show any of the required documents, shall be treated as a breach of the conditions of recognition. (13) The institution shall maintain records, registers or other documents, which are essential for running an educational institution especially those prescribed under the relevant rules or regulation and norms and standards and guidelines or instructions of the Central or State or Union territory administrations, affiliating or examining bodies. (14) The institution shall adhere to the mandatory disclosure in the prescribed format and display up-to-date information on its official website.

9. Norms and standards.—Every institution offering the following programmes shall, in the take Shati have to comply with the norms and standards for various teacher education programmes as specified in Appendix 1 to Appendix No. 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14

15. Norms and Standards Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE) Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.). Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree. Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree, Master of education programme leading to Master of Education (Widening) degree. Diploma in physical education programme Diploma (D.P.Ed.). Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree Master of physical education programme leading to Master of Physical Education degree Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.) Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree. Diploma in art education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts) Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts) 4-year Integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree. Bachelor of education programme (Part Time) leading to Bachelor of Education (B.Ed.) B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree. 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running a programme on self-financing basis, where the letter of intent issued under sub-regulation 13 of regulation 7, there shall be an endowment fund of five lakh rupees per programme per unit and a reserve fund of seven lakh rupees per programme per unit of approved intake, in the form of a fixed deposit in a Scheduled Bank, which shall be converted into a fixed deposit in the joint name of an authorised representative of the management and the Regional Director concerned, which shall be maintained perpetually by way of renewal at the intervals of every five years. (2) The academic and other staff of the institution shall be paid such salary as may be prescribed by the concerned government or Board or affiliating body by account payee cheque or as per advice into the bank account of employee specially opened for the purpose. The institution shall maintain complete record of payment of salary to the employees, Employees Provident Fund, details of which may be given in the self appraisal report and which may be verified at any time by the Council or State Government or affiliating body. (3) Every institution shall display on its website. Every financial year by day of September, the following Statements of accounts duly certified by a Chartered Accountant :- q 728 98 THE GAZETTE OF INDIA : EXTRAORDINARY (i) Balance sheet as on the last day of the financial year; (ii) Income and expenditure account for the financial year; (iii) Receipt and payment account for the financial year. [PART VI—SEC. 41 11. Academic incumbent upon the affiliating body to regulate the process of admission in teacher education institutions by prescribing the schedule or academic calendar in respect of each of the programmes specified in Appendix to 15 under these regulations, at least three months in advance of the commencement of each academic session and to give due publicity by providing the following details, namely (a) date for the publication of notice inviting applications for admissions; (b) last date of receipt of applications for admissions for each programme; (c) date of selection test or interview; (d) date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admissions. (2) The entire process shall be completed within a period of sixty days from the date of publication of the admission notice. The affiliating body shall strictly adhere to the schedule or academic calendar notified by it. After closure of the admission, each teacher education institution shall submit the list of students admitted in each programme within two days from the last date of closure of admission to the respective affiliating or examining bodies and shall be made available on the website of the institution

12. Power to relax the provisions of these regulations, or in cases for removal of any hardship caused in adhering to the provisions. In these regulations, keeping in view the circumstances peculiar to the said Governments or Union territory, it shall be open to the Chairperson, for reasons to be recorded in writing, to relax any of the provisions of these regulations, in respect of any class or category of institutions, in the concerned State or Union Territory, or of Central Government institutions to such an extent and subject to such conditions, as may be specified in the order and decisions shall be brought to the notice of the Council in the next meeting. In exceptional cases and for reasons to be recorded in writing, the Chairperson, shall be competent to relax any of the provisions of these regulations and the related norms and standards subject to its ratification by the Council

13. Repeal and savings.—(1) The National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009 is hereby repealed. (2) Notwithstanding such repeal, anything done or any action taken or purported to have been done or taken under the regulations hereby repealed shall, in so far as it is not inconsistent with the provisions of these regulations, be deemed to have been done or taken under the corresponding provisions of these regulations. JUGLAL SINGH, Member Secy. [ADVT III/4/Exty./131 A/4] APPENDIX-I Norms and standards for diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE) 1.1 2 2.1 2.2 Preamble Preschool education aims at total child development in a learning environment that is joyful, child-centered, play and activity based. The present programme of DPSE, earlier known as Diploma in Early Childhood Education (DE.C.Ed.) aims at preparing teachers for preschool programmes which are offered under different nomenclature such as nursery schools, kindergarten schools and preparatory schools. The programme shall cover children in the age group 3 to 6. Duration and Working Days Duration The DPSE programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme. Working Days (a) There shall be at least two hundred working days each year, exclusive of period of examination and admission. 3 3.1 3.2 3.3 99 The institution shall work for a minimum of thirty six hours in a week for five or six days

during which physical presence of teachers and student-teachers in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. (b) The minimum attendance Of student-teachers shall be 80% for all course work and practicum, and 90% for school intemship. Intake, Eligibility, Admission Procedure and Fees IntRke There shall be a basic unit of fifty students for each year. Two basic units are pennissible initially. However, government institutions shall be a maximum intake of four units subject to fulfillment of other requirements. Eligibility (i) Candidates with at least fifty pa•cent (50%) marks in the higher secondary (+2) or its equivalent examination are eligible for admission. (ii) The reservation and relaxation in marks for SCJST/OBC/PWD and other categories shall be as pef the rules of the Central Government / State Government, whichever is applicable. Admission Procedure Admission shall be made on merit on the basis of marks obtained in fre qualiö'ing examination and/or in the entrance examination or any other selection process as per the policy of the State Government [UT Administration. The institution shall charge only such fee as prescribed by the affiliating body /State Govt. concerned in accordance with provisions of National Council for Teacher Educatim (NCTE) (Guidelines regulations of tuition fees and other fees chargeable by unaüed teacher education institutions) Regulations, 2002, as amended from time to time: and shall not charge donnions, capitation fee etc from the students. 4.1 Curriculum, Programme Implementation •nd Assessment Curriculum This DPSE programme shall be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. It has been conceptualised as a teacher education programme with the objective of preparing teachers for children at the preschool stage. The curriculum shall constitute three broad components: (a) theory courses, supplemented with practical content; (b) practicum, i.e. self learning/development; and (c) school internship, i.e. engagement with children in preschool. The theory and practicum courses shall be assigned a weigh!age in the proportion detennined by the affiliating body. However; it would be desirable to maintain the equal ratio between the theory compotknt on one hand and the pricticum and school intemship on the other. The classroom pedagogy and processes Shan be interactiüe and participatory, with a focus on inchßive classroom approach, tutorials, mentoring and use of blended methods. Information and Communication Technology OCT), gender, yoga education, and disability/inclusive education shalt form an integral part Of the OPSE curriculum. (a) Theory Courses The theory courses are generally categorized as Foundation Courses and Content and Pedagogy Courses keeping view the integration and balance of understanding of child and child development from a psych('Æogica! aka sociological perspective, and a sound understanding of knowledge of pedagogy of language. mathematics environmental studies along the early childhood continuum. The Foundation Courses shall include: Early Childhood, Care and Education in India (ii) Understanding Child and Childhood (iii) Health and Nutrition ot the Child (iv) Gender, Diversity and Disgrimination. 'The Content and Pedagogy Courses shall include: Preschool Education Curriculum: principles and priorities (ii) Methods and Materials for Preschool Education 100 (iii) (iv) (v) (Yi) (Wii) (viii) THE GAZETTE OF TNDIA : EXTRAORDINARY Development of Mathematica) Concepts in Children Development of Language and Literacy in Children Developing Understanding of Environment Planning and Organizing a Preschool Education Programme Working with Children with Special Needs Working with Parents and Community. [PART III—sc. 4] (b) Practicum Each theory course shall have associated practicals. Practical with theory classes aim at enabling student-teachers to: (a) internalise or understand theory better tlough linking it with the field situation, and (b) develop appropriate pedagogical competencies and skills. Activities supplementing theory may include observing children/ families/institutions; doing case studies; creating and practising use of teaching-learning materials, aids and activity plans; planning and conducting activities related to different developmental and subject dornains; and planning and designing continuing and comprehensive evaluation. (c) School Internship This is envisaged as a three stage process: Stage I : observation of preschool classes in different settings; Stage 2 : planned practice teaching in preschool classes for part of the day; and Stage 3 : full time intemshi> or immersion in preschool programmes across a range of provisions - public, private, NGO. A minimum of 20 weeks of internship in pre-schools shall be organized dt.fffing the two year duration. Of this, 4 weeks would be dedicated to classroom observa-,ions etc. during the first year, and 16 weeks during the secoN1 year for internship in pre-schools (d) -Vhe institution than have easy access 10 sufficient number of preschoolis in recognised schools for field and practice teaching related activities of student-æachers. It is desirable that it has an attached preschool of its own. The institution shall make an arrangement with at

least ten preschools/pre.primary schools indicating their willingness to allow the Internship as well as other school-based activities of the programme. These preschools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.

4.2 Programme Implementation The college/institution will have to meet the following specific demands of a professional programme of study:

- (iii) (v) (vi) Prepare a calendar for all activities, including school internship, The school internship and other school contact programmes be synchronised with the academic calendar of the school. Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Organise academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in preschool sections of elementary schools, Provisions of leave may be made for faculty to undertake in Universities and schools. Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and . observation records, which provide opportunities for reflective thinking. The development of resources for the- preschools must be emphasized and a partnership between the Teacher Education Institution and the preschool must be fostered through both the curriculum and the running of the Teacher Education Institution. There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal. For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student-teachers.

4.3 Assessment For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks weightage shall be allocated to evaluating the students' performance in classroom observations and 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the 101 5 affiliating body. Candidates must be internally assessed on the entire practicum course, and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional Students shall be given information about their as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc. Staff • Faculty For a basic unit of fifty students, i.e. one hundred in two years, the MI-time faculty strength shall be 7, along with 3 professional support staff The Principal/VHoD is included in the faculty. The distribution of faculty across courses shall be as under: 2. 3. 4. 5

6. Principal/HoD ECCE Courses, Child Development Courses Mathematics Concepts Language and Literacy Environment Studies Sociology of Education Professional Support Staff: I. Creative and Performing Arts 2. Health and Nutrition 3. ICT Applications One Two One One One One One Note:

(i) If the students' strength for two years is two hundred, the number of faculty shall be increased to a minimum of 15. The faculty in specialised areas and some of the pedagogic courses can be shared with the other teacher education programmes. (ii) Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available. 5.2 Qualifications (i) Principal (a) Academic and professional qualification shall be as prescribed for the post of lecturer (as given below); and (b) Five years experience of teaching in Early Childhood teacher education institution. (ii) Lecturers in ECCE and Child Development : Two Posts (a) (b) (c) Postgraduate degree in Early Childhood Care and Education/Early Childhood Development with 50% marks. OR Postgraduate degree in Child Development or in Home Science with specialization in Child Development/Human Development/Human Development and Family Studies/Early Childhood Care and Education with 50% marks. OR Postgraduate degree in Education or in Home Science (General Composite) and Certificate/Diploma in Early Childhood/ Nursery Education with 50% marks in both. (iii) (iv) Lecturers in Pedagogy of School Subjects: Three Posts Postgraduate degree in a relevant subject with 50% marks, and B.El.Ed./D.El.Ed./DPSE with 50% marks. Lecturers in Other Areas : One Post Sociology of Education : Post-graduate degree in Sociology or Education with Degree/Diploma in Education with 50% marks at each level. Professional Support Staff : Three Posts (a) Creative and Performing Arts: degree in Fine Arts or Music/Dance or its equivalent qualification from a recognized institution with 50% marks. (b) Health and Nutrition: degree in Physical Education (B.P.Ed.) with 50% marks. (c) ICT Applications: Bachelor degree in Computer Applications with 50% marks. 102 THE GAZETTE OF INDIA : EXTRAORDINARY 5.3 Administrative and Professional Staff (i) Librarian • One (Full time) Qualification Bachelor degree in Library Science with 50% marks. [PART II — SEC. 41 (ii) UDC/Office Superintendent (iii) Computer Operator-cum- Store keeper (iv) Helpers Qualifications: • One • One Two As prescribed by State Government/UT Administration concerned. [Note: In a composite institution, the Principal, and academic, administrative and technical staff can be shared]. Terms and Conditions of Service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/ Amending body, 6 Facilities 6.1 Infrastructure (a) Land area and Built up Area for running one unit of this course in combination with one unit of other teacher education programmes shall be as under: DPSE DPSE plus D.El.Ed DPSE plus B.Ed + Education component of B.A./B.Sc. B.Ed. DPSE plus B.Ed M.Ed D.El.Ed plus DPSE M.Ed • Built Up Area in m 1500 sq. mts. 2500 sq. mts 3000 sq. mts 3500 sq. mts 4000 sq. mts Land Area in 2500 sq. m 3000 3000 3500 4000 Additional intake of one unit of DPSE will require additional built up area of 500 sq. m (five hundred square meters). (b) The institution must have the following infrastructure: (i) (iii) (v) (vi) (vii) (viii) (ix) (xii) (xiii) (xiv) One classroom of minimum size of 500 sq. m (five hundred square feet) for every 50 students Multipurpose Hall with seating capacity of two hundred and a dias with total area of 2000 sq. ft. (two thousand square feet) Library • cum- Resource Centre ICT Resource Centre with at least 10 computers with internet facility Curriculum Resource Centre Arts and Work Experience/Resource Centre(s) Educational Toys Room Health and Physical Education Room Principal's Office Staff Room Administrative Office Girls' Common Room Canteen Store Rooms (Two) (xv) Separate Toilet facility PWD. (xvi) Visitors' rooms (xvii) Parking space for men and women student-teachers and staff out of which one should be for (xviii) Open Space for lawns, gardening activities, etc. (ix) Store Room and Multipurpose playfield size of instructional space shall not be less than 10 sq.ft. (ten square feet) per student. Each classroom should be of such size as to comfortably accommodate fifty student-teachers. (c) (d) (e) Reasonable outdoor space and facilities for indoor games shall be provided for physical education, sports and athletics. There shall be gates and facilities with Safeguard against fire hazard be provided in all parts of the building. The institutional campus, building furniture etc. should be disabled friendly. Hostel for boys and girls separately and some residential quarters are desirable. Equipments and Materials (a) Library Books, Journals and Literature: At least ! OUG titles including suggested list of books as given in the curriculum framework and the following: (i) (ii) (iii) (iv) (v) (vi) (vii) Books on Child development, Early Childhood and Ed Nutrition and Health, Sociology or Childhood and related disciplines. Self-learning material Q' ODL institutions/universities. Refereed print journals, E journals, e-materials, online resources, OERs Teachers'

magazines and e.g. Primary Teacher, Navtika, Teacher Support. Children's journals, magazines, activity books. Children's literature including picture story books, non-fiction for children; anthology of children's poems and rhymes, graded early reading books, textbooks for class and Fiction and non-fiction (travelogues, biographies etc.) for teacher educators. Encyclopedia, dictionary. 6.3 (b) Other Resources (i)

Audio-visual equipment: Hardware for projection, duplication and educational software facilities including TV, digital projector, films, charts, pictures and ROT (Received Only Terminal). SIT (Satellite Interlinking Terminal would be desirable). (ii) Musical Instruments: Simple musical instruments such as Harmonium/Synthesizer, Dhapli, Dholak, Manjira and other indigenous (iii) Adequate games and sports equipment for common indoor and outdoor games. (iv) Teaching/Learning aids: (a) Charts, pictures, models (b) Raw material such as stationery, chart paper, mounting board, cloth, cotton wool, etc. (for arts and crafts activities and for preparation of learning aids such as puppets; soft toys; picture cards, dominoes; conversation charts; story cards) (c) Tools like scissors, scales, etc. (v) Developmental assessments check lists and measurement tools (vi) Digital multimedia resources (vii) Photocopying (desirable). Other Amenities (a) (b) (c) Functional and appropriate furniture in required number for instructional and other purposes. Separate common rooms for male and female students-teachers. Sufficient number of toilets, separate for male and female staff and students. 104 2. 3. (d) (e) (g) (h) THE GAZETTE OF INDIA : EXTRAORDINARY Space and arrangement for parking of vehicles, Provision for safe-drinking water.

[PART III—SEC. 4] Arrangement for regular cleaning of campus, water and toilet facilities, repair and of furniture and other equipments. The institution's campus, building, furniture, facilities etc should be disabled Safeguard against fire hazard shall be provided in all parts of the building. Note : In case of composite institution, the infrastructural and other facilities shall be shared by various teacher education programmes. Managing Committee The institution shall have a Managing Committee constituted as per the rules of the concerned State Government, if any. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust, Educationists, Early Childhood Education Experts and Staff Representatives. APPENDIX-2 Norms and standards for diploma in elementary teacher education Wing to D.Women in Elementary Education—Part I (D.El.Ed) Preamble I The Diploma in Elementary Education (D.El.Ed) is two year professional programme of teacher It aims to prepare for the elementary stage of education. i.e. classes I to VI. The aim of elementary education is to fulfill the basic learning needs of all children in inclusive school environment bridging social and gender gaps with the active participation of the community. 1.2 The elementary teacher education programme carries different notations such as BTC, J.B.T, D.Ed. and (Diploma in the notation of the programme shall be the same across all states and it shall be referred to as the 'Diploma in Elementary Education' (D.El.Ed). Duration and Working Days 2.1 2.2 The D.El.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission

to the programme. Working Days (a) There shall be at least two hundred working days each year exclusive of the period of examination and (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed. (c) The minimum attendance of student-teachers shall be 80% for all course work including practicum, and 90% for school internship. Entry Eligibility, Procedure and Fees 3.1 Intake 3.2 3.3

The basic unit shall be of 50 students. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements. Eligibility Candidates with at least 50% marks in the higher secondary (+2) or its equivalent examination are eligible for TIW—entry and relaxation in marks shall be as per the rules of the Central Government / State Government whichever is applicable. Procedure Admission shall be made on merit on the basis of marks obtained in the qualifying and/or in the entrance examination or any other selection process as per the policy of the State Government. 4. 105 The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations 2002, amended from time to time and shall not charge donations, capitation fee from the students. Curriculum, Programme Implementation and Assessment 4.1 Curriculum The D.El.Ed. Programme is to be designed to integrate the

study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive -school intemship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. tt shall be in broad alignment with the Natipna(Curriculum Framework for Teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall



form integral part of the D.El.Ed. curriculum. (a) Theory Courses The theory courses shall comprise courses on perspectives in education, curriculum and pedagogic courses, and there shall also be optional courses in pedagogy. The theory courses shall include Foundations/Perspectives of Education in three broad rubrics, namely, Child Studies, Contemporary Studies, and Educational Studies. The theory courses shall also include language proficiency and communication, relevant field-based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas. Pedagogy courses in language, mathematics and environmental studies for the primary stage shall be compulsory; optional pedagogy courses in Social Science Education, Language Education, Mathematics Education, and Science Education shall be offered for teaching at the upper primary stage. (b) Practicum Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education. (c) School Internship The D.El.Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighborhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. The programme shall include visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, teaching-learning centres. School Internship would include stipulations in the RTE on the duties of the teacher and community engagement. The School Internship programme shall have the following components: A minimum of 20 of internship in during the of which 4 weeks be to etc. during the first year; year of internship will be minimum of 16 weeks in the elMIEN.zy primary and secondary. (d) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

4.2 Programme Implementation

The institution will have to meet the following specific demands of a professional programme of study: (ii) (iii) (iv) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school. Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEE. Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Organise academic enrichment programmes including interactions with faculty from parent disciplines; 196 4.3 S. THE GAZETTE OF INDIA : EXTRAORDINARY [PART IV—SEc. 4] (v) (vi) (vii) encourage faculty members to participate in academic pursuits and pursue research, especially in elementary Provisions of leave be made for faculty to undertake research/teaching in Universities and schools. Adopt participatory teaching approach in classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports, observation records and reflective journals, which provide opportunities for reflective thinking. The optional pedagogy course for upper primary school teaching shall be selected by the student The development of "Sources for the school must be emphasized and a partnership between the Teacher Education and the school must be, fostered through both the curriculum and the running of the Teacher Education Institution. (viii) There shall be mechanisms in the Institution for addressing complaints of students and for grievance redressal. (ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

Assessment For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% 80% for examination conducted by the examining body; and one-sixth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the affiliating body within the ranges specified above. Candidates must be internally assessed on the entire practicum course and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their as part of professional feedback so that they get the opportunity to improve

their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc.' Staff Faculty For an intake of up to two basic units of SO students each, the faculty strength shall be 16. The Principal or HOD is included in the faculty. The distribution of faculty across subject area' may be as under: 2. 3. 4. 5. 6. 7

8. Principal/HoD Perspectives in Education/Foundations of Education Science Humanities & Social Sciences Mathematics Languages Fine Arts/Performing Arts Health and Physical Education One Three Two Two Two Three Two One Note : (i) if the students' strength for two years is one hundred only, the number of faculty shall be reduced to 8. The faculty in specialised areas and some of the pedagogic courses. can be shared with the other teacher education programmes. (ii) Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available. Queliacatio.s (A) Principal/ HoD (i) in Scierwe / Social Sci'lces /Arts/ Humanities with minimum 55 0/0 rnrks, M, I MA (Edt.Äion) I M.El., Ed widi minimum 50 % marks. (ii) Five years euhing 09a•ietwe in a Edw& Institution, Desirable : Degee / Diploma in Educatbna] / Educational Lß&ship. (B) Perspectives in E.dw&b'Fmmdüns ofEducation; & Curriculum and Pedagow 107 in D.B.Ed should Dey•ee in Social Scienoe .1Hxnmities Lmguage wim 5" md M.Ed 50% Marks MA (Edwün) 50% marks pos&N shall be in widi 50% marks and B.ELEd or BEd marks, o, M. Phil/ Ph.D in Educaion]. (C) Physical (i) degee (M.PEd) widi mininun 5Wo nw•ks. O) Vistnl md Pafiming Are (i) Mastasdeyeetl widi SW. n*s.. S.3 Administrative •nd Professional Staff (a) Number (i) UDC/Office Superintendent (ii) Computer Operator-cum-Sm Keeper (iii) Computer Lab Assistan (BCA I B. Tedi (iv) ('MOI B. Lb) (b) Qualifications - One As prescribed by GovernmenAJT Adminisaation concemed. Note: In a composite institution, the Principal and acadernic, administrative and technical staff can be shared, There shall be one Principal, and od•ers may be termed as HoDs.] 5.4 Terms •ad Conditions of Service The terms md conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of supermnuation and Odier benefits shall be per the policy of the State Government/Affiliating body. 6.1. (j D.ELEd pn garnme in eomb inmim wiã teuh« Course(s) D.E1.Ed D.E1.Ed plus B.Ed.+Education BNB.Sc. B.Ed. D.E.C.Ed plus D.E1.Ed D.E1.Ed plus B.Ed plus M.Ed Comporwnt o D.E1.Ed Plus D.E.C.Ed Plus B.Ed plus M.Ed Built Up Area (in sqm) 1500Sq.mts. 3000 sq. mts 2500 sq. mts 3500 sq. mts 4000 sq. mts Land Area (in Sqm) 2500 3000 3000 3500 4000 Note; Additional intake of one unit of D.El,Ed will require additional built up area of 500 sqm•. (five hundred square meters). (b) The have fillowing include år PWD): (iii) (W) (v) 6r evay SO Multipcrpose Hall with seating capaci!y of two hundred with a dias with total area of 2000 sq. (two "uare &et). Cena•e. Cuniculum Laboratory (with science and maths kits, maps, globes, chemicals, scieme kits, ec). Computer Lab. • 108 6.2 (vi) (vii) (viii) (ix) (x) (xi) (xi.D (xiii) (xiv) (w) (xvi) (xvii) (xviiD (xix) THE GAZETTE OF INDIA : EXTRAORDINARY Ars aid Cran Resou•ce md Physical Eduction R—ource Centre. Principal's Smf Room. Adminisn•adve Omce. (two). Common noms sepuately Men student- æachers. Canteen. Visitors' Roan. [PART III—SEC. 4] Sepa•Me Toile Facility for Mai Wonwn, one should be for PWD. Parking Spwe. tr lawrs, gadening "ivies, ac. Stee Room. WtiptQose playfield. Note : Req&ement at Sl. No. (D will nwltiply widi âe nunb« oft.mits taken. (a) (b) (c) (O (e) (D The imötution shall establish Library-cum-Resource Centre wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching•learning process. These should inclL&: (i) (ii) (iii) (v) (vü) Books, journals and magazines* Children's books, Audio•visual equipmeM - TV, OHP, DVD Player, Audio-visual aids, slides, filxns, Teaching aids - charts, pictures, Developmen.l aswgnents check lists and mesurement tools, hotocopying machine. Equipment •nd Or different equipment and should be suitabk and sufficient in quantity and quality for the variety of EiYi6es planned in the progarnme. These include bllowing: Edw•-aiornl kits, models, play materials, simple books on different topics (songs, games, activities, and worksheets), puppets, picture books, photographs, blow-ups, charts, maps, flash cards, handbooks, picnns, pictorial of charaaeristics ofchildren, Equipment, Tools, Raw Material for Teaching Aids,' Play Material and and Crafts Activiti-Æ set of wood working tools, me set of tools, raw materials and equipment required for toy making, doll making, tailoring, dcpss designing, puppetry, material for preparation of charts, models; prætical activi6es be by tlk studãlt,,teacher, art material, waste material, stationery (chart papa, mount board etc.), tools like scales ee., cm. Equipment Hrãwue for F0jection and âQlic&im md educatimal software facilities including TV, DVD Player, slide projector, slides, films, charts, pictures. Satellite ROT (Receive Only Terminal) and SIT (Satellite lüaaive Tenninal) wtNId be dsirable. Simple musical instruments such as Harmonium, Tabla, Flute, other iMigenou.s insuumens. Booß

Journal and A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred books be added every year. The collection of books should include children's encyclopedias, dictionaries, reference books, books on professional education, handbooks, books on and for children (including comics, stories, picture books). But; however, the books should be published and recommended by NCEE. The institution should subscribe to journals, and journals published by NCTE, and at least three odd refereed journals in field of Education. Games 109 Adequate games and equipment for common indoor games should be available. 6.3 Other Amenities (a) (c) (d) (e) Functional and appropriate furniture in required number for instructional and other purposes. Separate common rooms for male and female teacher educators/students/teachers. Arrangement may be made for parking of vehicles. Safe drinking water be provided in the institution. The institution's campus, building, facility etc should be disabled friendly. (D) There shall be games facilities with a playground. Alternatively, the playground available with the attached school or local body may be utilized exclusively for fixed periods. Where there is scarcity of space as in metropolitan towns/hilly regions, facilities for small court games, yoga and indoor games may be provided. (Note : If more than one courses in teacher education are run by the same institution in the same the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and and instructional can be shared.) Managing Committee The institution shall have a Managing Committee constituted as per the rules, if any, of the concerned State Government. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust/Company, Educationists, Primary/Elementary Education Experts and Staff Representatives, APPENDIX. 3 Norms and Standards for the bachelor of elementary teacher education programme leading to the Bachelor of Elementary Education (B.El.Ed.) Degree . Preamble I . I The Bachelor of Elementary Education (B.El.Ed) is a four-year professional degree programme of teacher education offered after Senior Secondary. It aims to prepare teachers for the elementary stage of education, i.e. for Classes I to V III. In addition, the programme prepares students for a wide range of professional and academic options in elementary education including teaching in elementary schools with special orientation for government schools; leading elementary school systems in various capacities; teaching and research in elementary education in the government and non-governmental sector; pursuing post-graduate and research studies in education and other disciplines; and working as teacher educators in various State Institutes and University Departments / Colleges offering programmes in elementary education. 1.2 The B.El.Ed Programme shall be offered only in a constituent or affiliated college of a University offering undergraduate studies in liberal arts, humanities, social sciences, commerce, mathematics and sciences, or a constituent or affiliated college of a University offering multiple teacher education programmes. or a University with multi-disciplinary faculty as defined in clause (b) of regulations 2. Duration and Working Days 2. 3. 2.1 2.2 2.3 The Bachelor of Elementary Education (B.El.Ed.) shall be of a minimum duration of four academic years, including a school internship of a minimum of 20 working weeks of which 4 working weeks shall be in the third year of study and 16 working weeks shall be in the fourth/final year of study. Candidates admitted in this Programme shall complete the final year examination within six years from the year of admission. There shall be at least two hundred working days each year exclusive of admission and conduct of examination, and inclusive of the period of classroom transaction, practicum, engaging with schools and school internship. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which faculty shall be available for the requirements of the programme including interaction with and mentoring students. The minimum attendance of student teachers shall be 80 % for all course work including practicum, and 90 % for school internship. Intake, Eligibility, Admission Procedure and Fee 3.1 Intake There shall be a basic unit of 50 students. 3.2 Eligibility (i) Candidates seeking admission to the B.El.Ed Programme should have cleared the higher secondary examination or any other examination recognised as equivalent thereto with a minimum aggregate of 50% marks. THE GAZETTE OF INDIA : EXTRAORDINARY [PART II—SEC. 4] (ii) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government whichever is applicable. 3.3 Admission Procedure Admission to the four-year degree programme in Elementary Teacher Education shall be made on merit on the basis of marks obtained in the qualifying examination (i.e. 10+2. senior secondary examination) and/or in the entrance examination or any other selection process as per the policy of the affiliating university. 3.4 Fees The institution shall charge only

such fee as prescribed by the affiliating body / state government concerned in accordance With provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulation, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students. Curriculum, Programme Implementation and Assessment The B.Ed. is to be designed to integrate the study-of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses and a comprehensive school internship. As an integral part of the teaching programme, each institution shall arrange for field tours and visits to centres of innovative activity in elementary school education. The institutions imparting instructions shall follow the scheme of courses given below. The B.Ed. curriculum seeks to prepare teachers for the primary and upper primary levels of schooling through a course curriculum which interweaves subject content with pedagogy and integrates practicum with theory. ICT, gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

4.1 Theory Courses The theory courses shall comprise of perspectives in education or foundation courses, discipline-based courses, and curriculum and pedagogic courses. The theory courses shall include relevant field-based units of study including assignments and projects. The theory and practicum courses shall be allocated weightage in the proportion of 60:40. The theory courses shall include the following course types: (a) "Perspectives or Foundation" courses shall be designed to provide an in-depth study of processes of child development and teaching, concepts and perspectives in education. socio-political context in which education is situated, processes and approaches of school organisation and management, contemporary issues related to society and education and a repertoire of professional capacities to relate and communicate. Courses in domains of language, mathematics, social science and science shall be designed to provide students with the opportunity to reconstruct concepts learnt in school and to integrate them - within an inter-disciplinary and pedagogic perspective. (b) Courses in "Curriculum and Pedagogic Studies" are to be designed to develop core teaching perspective (c) and skills specific to the teaching of children between ages of 6 to 14 years, This includes developing perspectives in pedagogy related to specific knowledge domains. Three compulsory courses focus on pedagogic approaches in language, mathematics and environmental studies at the primary stage (E to V). Courses focusing on the upper primary stage (VI to VII) in language, mathematics, natural sciences and social sciences shall be offered as optional courses for specialisation in one subject. Optional courses may also be provided in emerging areas in the discipline of education. The "Discipline-based Courses" shall be designed to enrich student-teachers' knowledge-base and allow for further study in the concerned discipline. The requisite number of discipline-based courses need to be provided to enable students to pursue postgraduate studies in the respective discipline(s). These courses would enable the students to engage with concepts in specific disciplinary areas, and would build academic linkages with other undergraduate courses in that discipline.

4.2 Practicum Practicum courses shall be designed to allow a variety of work experience with children within and outside elementary schools and opportunities for self-reflection and development of analytical skills, scientific enquiry and understanding social realities. Courses would be designed to give opportunities to acquire a repertoire of professional capacities and skills in craft, creative drama, music and theatre in education; children's literature and story-telling; developing and analysing curricular material; classroom management; systematic observation, documentation and evaluation. The practicum components would progressively increase as the programme advances to the final year with the aim to build connections between theory, observations and classroom teaching.

Self-Development Workshops: Activities and workshops shall be designed to provide opportunities to students for self-reflection and analysis. Students learn to be self-critical, questioning and reflective. They sharpen their abilities to relate, communicate, and develop positive attitudes towards children and teaching, and an understanding of constitutional and human values.

4.3 School Engagement The interface with school shall be to vary the focus, the purpose and nature of engagement with school children. The components should include establishing contact with schools, observing children, developing materials, visiting centres of innovation in education, working with communities and school management committees, and teaching school children.

4.4 School Internship Engagement of student-teachers with schools enhances progressively over the duration of the programme, culminating in School Internship both at primary and upper primary levels in the third and fourth year of the programme. The components of school internship would include planning for teaching, teaching-

learning, observation of classrooms, engaging in continuous and comprehensive assessment for teaming, writing reflective journals, developing resources and designing activities and undertaking classroom-based research projects. Students shall be actively engaged in teaching for at least 16 weeks in the final year of the programme, including an initial one week of observing a regular classroom with a regular teacher. They shall be engaged in teaching at two levels, namely, primary (classes I-V) and upper primary (VI-VII). They should be provided opportunities to teach in government and private schools with sustained engagement, systematic supervisory support and feedback from faculty.

4.5 Programme Implementation

The institutions will have to meet the following specific demands of a professional programme of study:

(ii) (iii) (iv) (vii) (viii) Prepare a calendar for all activities, including school internship. The school internship and other school related practicum shall be synchronised with the academic calendar of the school. Make an arrangement with at least ten schools indicating their willingness to facilitate arrangements for internship as well as other practicum activities required for school engagement. The arrangement shall have the approval of the concerned educational authorities. Transaction of the Perspectives in Education and Curriculum and Pedagogic studies courses should be done using multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking. Set up a mutually agreed mechanism between the TEIS and the participating schools for mentoring, supervising, tracking and assessing student-teachers. There shall be a designated person from among the faculty for coordinating School Internship programme. Promote inter-disciplinary academic activities between education and other departments within the college/institution. Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty. School teachers shall be invited to teacher education institutions for feedback to student teachers and for extension/guest lectures and organising colloquium. Faculty from departments where students take liberal courses and from cooperating departments who are involved in teaching will be considered as extended faculty of the Department of Education. At least one faculty who is involved in teaching liberal components to Education students, from each of such Coordinating departments will be nominated to participate in the academic review and planning meetings of the Department Of Education. They may be drawn in to participate in field supervision, etc. so that practical activities are carried out with mutual support and enabling considerations of disciplinary content and education to be addressed in an integrated manner. Organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in elementary schools. There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty and grievance redressal.

4.6 Assessment

(i) Each theory course may carry a weightage (if 20% to 30% for internal assessment and 70% to 80% for external assessment. One-fourth of total marks/weightage shall be devoted to school internship. The weightage for Internal and External assessment shall be decided by the affiliating university within the above range of ratios. 112 s. THE GAZETTE OF INDIA : EXTRAORDINARY [PART "I—SEC. 4] (ii) The proportion of total marks in the B.El.Ed programme may be in the following ratio: , Theory 60 %, Practicum 20 0/0. School Internship 20 0/0. (iii) The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc. Staff 5.1

Academic Faculty

For an intake Of 50 students per unit, the faculty strength shall be 16 in number. The faculty shall be recruited for the curricular areas, namely Perspectives/Foundation Courses and Courses in Language, Sciences, Mathematics, Social Sciences, and for Health and Physical Education, Visual and Performing Arts, and Linguistics. The 6.111 time faculty may be distributed as under: 2. 3. 4. 5. 6. 7. 8

9. HOD / Principal Perspectives or Foundations of Education Science & its Pedagogy Mathematics & its Pedagogy Social Science(s) & its Pedagogy Language(s) & its Pedagogy Health and Physical Education Visual Arts and Performing Arts Linguistics One Three Two Two Two Two One Two One Note: The faculty positions listed under different subject categories may nurse(s) in the Teacher Education Programme across curricular areas' specified. Discipline-based courses shall be taught by faculty from co- operating departments of liberal arts, humanities, mathematics, social sciences and

sciences. The concerned college/institution may draw upon resource persons with equivalent qualification/expertise in the relevant area for conducting specialized practicum courses such as self-development, theatre, music, craft, story-telling etc in accordance with norms of the affiliating university.

5.2 Qualifications The faculty shall possess the following qualifications.

A. Principal HoD (i) Postgraduate degree in Science/Social Science/Arts/Humanities with 55% marks and M.Ed/M.A. (Education) with 55 % marks. (ii) Five years of teaching experience in a Teacher Education Institution. Desirable : Degree/Diploma in Educational Administration/Leadership.

B. Perspectives, Foundations in Education; & Curriculum and Pedagogic Studies Postgraduate degree in Social Sciences/ Humanities / Sciences / Mathematics / Languages with 55 % marks and M.Ed with 55 % marks [except 3 (three) positions from Philosophy, Sociology, Psychology, where the faculty qualification shall be post-graduation in any of these three disciplines with 55% marks and B.El.Ed/ B.Ed with 55% marks.] Linguistics: Masters in Linguistics with 55% marks with B.Ed./B.El.Ed. Desirable : M.Phil. / Ph.D. in Education.

C. Specialized Areas

Physical Education (i) Post-graduation degree in Physical Education (M.P.Ed.) with 55% marks.

Visual Arts (i) Postgraduation degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

5.3. 1R7 : (i) Postgraduation degree in Music/Dance/Theatre Arts with terms of expertise and professional experience. Administrative and Professional Staff minimum 113 marks or its equivalent in 2. 3. 4. 5. 6. 1, Office Manager Office Assistant cum Stenographer Resource Centre Co-ordinator Curriculum Lab Assistant Library Assistant (B.Lib) Computer Lab Assistant (BCA) Office Attendant One One One One 6. 3- Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/ Affiliating body.

6.1 Infrastructure (e) Dedicated infrastructure The physical facilities to be provided in an institution offering the B.El.Ed. will include the following

(a) Academic area will consist of Class Rooms (4-5 Classrooms), Curriculum Laboratory, Science Laboratory, Resource Centre, Space for Workshops, Computer Room and Library.

(b) Administrative area will include Principals' Room. Faculty Room. Central Office. Conference Room. Record Room, Computer Room and Reception Lounge.

(c) Amenities area will comprise Students' Common Room, Staff Room, Hall. Sports/Recreation Centres, Canteen, Cooperative Stores, Dispensary and Security Services, Toilets (separate for men and women students and faculty).

(b) Shared Infrastructure Where teacher education is provided through a Department/College as an integral part of a University/Institution having several Faculties and Departments of Studies, all Central facilities/amenities shall be shared between the Department of Elementary Education and other Departments. In the case of laboratories and workshops, necessary additional provisions shall be made so that the B.El.Ed. students can make use of them. Apart from the Central Library of the University/College, a Departmental Library shall also be developed to cater to the special needs of B.El.Ed. students. The Resource Laboratory should be equipped with adequate reading material along with other equipment needed for Pedagogy-based practicum and other School Cdnnet Programmes. Facilities such as Hall, Conference Rooms, etc. could be shared with other departments.

6.2 Instructional (a) The Curriculum Laboratory shall be the lab area for conducting hands-on activity. The laboratory would serve this purpose for theory and practicum courses such as craft, core mathematics, language, core science, social science and courses in pedagogy and material development. The lab would contain language, science, social science and mathematics related material such as apparatus, chemicals, kits, maps, globes, instruments and tools like hammer, pliers, scissors and wires. There should be work tables for small group activities. The furniture should be movable to allow for work area on the floor as well. The lab should also have provision for use of an overhead projector, notice boards and blackboard for holding classes.

(b) The Centre shall serve the purpose of a laboratory-cum-departmental library. It should have a store and access to books, curriculum materials, children's literature, textbooks, reports and documents, audio-visual equipment, LCD Projector, DVD player, camera, films on education etc. Materials should be available in sufficient numbers for use by students in schools as well. The Resource Centre may also have computer facility for use by the faculty and students. The Centre should have sufficient space for student meetings, classes and group discussions and reading as well.

(c) Science Laboratory in a given college/institution shall have available the B.El.Ed faculty and students-enjoying adequate space and necessary equipment, audio visual resources and computers. THE

GAZETTE OF INDIA : EXTRAORDINARY EU—SEC. 4] 1, (d) The Workshop Space Sha! include provision two separate spaces for the conducting of specific practicum activities such as theatre workshops, self•development workshops, •cran, music and physical education workshops (including yoga education), These spaces should allow for free physical movement for a batch of 25-30 students. 6.3 Other Amenities (a) functional and appropriate furniture in required number for instructional and other purposes. (b) Arrangement may be made for parking of vehicles. (c) Access to safe drinking water in institution, (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment. (Note: In case of composite institution, the infrastructural, insü•unctional and other facilities shall be shared by; various programmes.) Managing Committee The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust I Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty. APPENDIX-4 Norms and Standard' for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree Preamble The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme Shall be off&ed in composite institutions as defined in clause (b) Of 2. Duration and Work-idg Days 2. 3. 2.1 2.2 Duration The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme. Working Days (a) There shall be at least two hundred working days each year c: the period of examination and admission. (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as aed when needed. (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship. Intake, Eligibility, Admission Procedure and Fees 3.1 Intake There Shan be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning. 3.2 Eligibiliyy (a) Candidates with at least fifty percent marks either in-the Bachelor's Degree and/(« i}? the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other equivalent thereto, are eligible for admission to che programme. (b) The reservation relaxation fcy SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / SEE Government, whichever is applicabk. 3.3 Admission Procedure Admission Shall be made on merit on the basis of marks obtained in the qualiWing examination and/or in the entrance examination or any other selection process as per the policy of the State GovernmentAJ.T. Administntion and the University, 3.4 Fees 'I-he institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions Of National Council for Teacher Education (NCTE) (Guidelines fos regu!ations of tuition and other fees chargeable by unaided teæher edl.ntim irstin.rions) 2002. as amended from to time and shall not charge donations, etc from the students. 115 4. Curriculum, Programme Kmpkment#n and Assessment 4.1 Curriculumæ The B.Ed. cumiciuum shall be designed integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The progamme shall comprise three broad curricular areas: Perspectives in Education, Cu•riculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a va.riety of approaches, SDCh asvéase studies, discussions on reflective journals, observaions of children, and inwractions with ete community in •multiple socio—cultural environmentS. Information and Ommunicnion Technology OCT), yoga educ*ion. md disability/inclusive educatim shall form en integral pan of the B.Ed. cu.uTiculum. (I) Theory Coursæ (a) Perspectives in Education Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of

school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning. (b) Curriculum and Pedagogic Studies Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning. Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to inculcate in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate - meaningfully with children. (ii) Engagement with the Field/Practicum The B.Ed. programme shall provide for sustained engagement with the Self, the Child, the Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through three components: (a) Tasks and Assignments that run through all the courses. School Internship. (c) Courses on Enhancing Professional Capacities. The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the Community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of 116 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III— SEC 41 artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community. Seven specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and M, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, public ownership of digital resources, and promoting consumerist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as 'sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and empathize. (iii) School Internship School Internship would be a part of the broader curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course. Students are to be actively engaged in teaching for

weeks in the final year or- the course. They shall be engaged at two namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty. Internship in schools must be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, i.e. teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation The institution shall meet the following specific demands of implementing this professional programme of (a) (b) (c) (d) (e) (f) (h) Prepare a calendar activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school. Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities, These schools shall form basic contact point for all practicum activities and related work during the course of the programme. Transaction or the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking. Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in Schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools. School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium. There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal. For school internship, the TEIS and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers, 117 s.

4.3 Assessment For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5.1 Academic Faculty For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members. The distribution of faculty across different curricular areas shall be as under: 2

3. Principal/ HOD Perspectives in Education Pedagogy subjects (Maths, Science, Social Science, Language) 4

6. Head/Principal Physical Education Fine Arts Performing Arts (Music/Dance/Drama) One Four One One One Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education A. B. C. programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8. (ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications The faculty shall possess the following qualifications: Principal/HoD (i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/Commerce with minimum 55% marks; and (ii) M.Ed. with minimum 55% marks; and (iii) Ph.D. in Education or in any pedagogic subject in the institution; and (iv) Eight years of teaching experience in a secondary Teacher Education Institution. Desirable: Diploma/Degree in Educational Administration or Educational Leadership. Perspectives in Education or Foundation Courses (i) Postgraduate degree in Social Sciences with minimum 55% marks; and (ii)- M.Ed. degree from a recognised university with minimum

55% marks. OR Postgraduate (MA) degree in Education with minimum 55% marks; and (ii) B.Ed./B.El.Ed. degree with minimum 55% marks. Curriculum and Pedagogic Courses Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and (ii) M.Ed. degree with minimum 55% marks. Desirable : PhD degree in Education with subject specialisations. THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—sec. 41 [Note: In case of B and C put together, for two & culty positions, a postgraduate degree in Sociology/Psychology/ Philosophy with 55% marks, and B.Ed./BEEd with 55% marks and three years of teaching experience in a secondary school shall be considered). D. Specialised Courses Physical Education (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/Qualification in yoga education shall be desirable) Visual Arts Post graduate degree in Fine Arts (MFA) with minimum 55% marks. Performing Arts (i) post graduate degree in Music/Dance/ Arts with minimum 55% marks. 5.3 Administrative and Professional Staff (a) (b) (d) (e) (D (g) Librarian (B.Lib with marks) • Lab Assistant (BCA with 55% marks) Once-cum-Account Assistant Once Assistant-cum Computer Operator Store-Keeper Technical Assistant Lab Attendants/Helpers/Support Staff One One One One One Two Qualifications As prescribed by State Government • UT Administration concerned. Note: In a composite the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed HoDs. 5.4 Terms and Conditions of Service The terms conditions of service of teaching and staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per policy of the State Government/Affiliating body. 6. 6.1 Infrastructure (i) The institutions possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated for the initial intake of fifty students out of which 1500 sq thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them. (ii) Built up Area for running Other teacher education programmes in combination with B.Ed programme shall be as under: (ii) Facilities Co-educational B.Education Component of B.A. D.E.C.Ed plus B.E.E D.El.Ed plus B.Ed B.El.Ed plus M.Ed D.E.C.Ed plus B.El.Ed plus M.B.I D.El.Ed plus B.El.Ed plus M.Ed B.El.Ed/B.Sc.B.El.Ed D.El.Ed plus D.E.C.Ed plus B.El.Ed plus M.Ed Built up Area (in sqm) 1500 2500 3000 2000 3000 3500 4000 Land Area in (sqm) 2500 3000 3000 3000 3500 3500 4000 119 Note: Additional intake of one unit of B.El.Ed will require built up area of 500sq. m (five hundred square meters). The institution must have the following infrastructure (each item to include facilitation for PW D): (b) (d) (e) (g) (j) (k) (m) (n) (o) (P) (q) (r) (s) (v) (vi) (vii) One classroom for every 50 students Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. R) Library-cum-Reading Room ECT Resource Centre Curriculum Laboratory Art and Craft Resource Centre Health and Physical Education Resource Centre (including yoga education) Principal's Office Staff Room Administrative Office Visitor's Room Separate Common Room for male and female students Seminar Room Canteen Separate Toilet facility for male and female students. for staff, and for P WD. Parking Space Store Rooms (two) Multipurpose Playfield Open space for Additional Accommodation. There shall be games facilities with a playground. Where there is scarcity of space in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided. Safeguard against fire hazard be provided in all parts of the building. The institution campus, buildings, furniture etc. should be barrier free. Hostel for male and female students separately, and some residential quarters are desirable. (a) (b) (c) (d) 6.2 Instructional The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs-. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control. There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five

refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title. There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum. There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc. 120 (e) (O) (g) THE GAZETTE OF INDIA : EXTRAORDINARY [PART II—SEC. 41 There shall be a fully furnished Teaching-Learning Resource Centre for and Work Experience. Games and sports equipments for common indoor and out door games should be available. Simple musical instruments such as harmonium, tabla, manjira and other indigenous instruments, 63 Other Amenities (a) (b) (c) (d) Functional and appropriate furniture in required number for instructional and other purposes. Arrangement may be made for parking of vehicles. Access to safe drinking water be provided in the institution. Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments. (Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.) 1. Managing Committee The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff. 2. 3. 3.1 3.2 4. 4.1 APPENDIX-S Norms and Standards for master of programme leading to Master of Education (M.Ed.) Degree Preamble The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII). Institutions Eligible to Apply (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE. (ii) University Departments of Education. Duration and Working Days Duration The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities. Working Days There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment. Intake, Eligibility, Admission Procedure and Fees Intake The unit size for programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE. [Annex III-w/g 4] 4.2 4.3 4.4 S. (a) (b) Eligibility (a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes: (i) B.Ed. (ii) B.A.B.Ed., B.Sc.B.Ed. (iii) B.El.Ed. (iv) D.El.Ed. with an undergraduate degree (with in each). (b) Reservation and relaxation for SC/ST/OBC/PWD candidates shall be as per the rules of the Central Government/State Government whichever is applicable. Admission Procedure Admission shall be made on merit on the basis of marks in the entrance examination or any other selection process as per the policy of the State Government/Central Government/University/Institution Administration. Fees The institution shall charge only such fee as prescribed by state government concerned in accordance with provisions of National Council for regulations tuition fees and other fees chargeable by unaided teacher 2892, as amended from time to

time and shall not charge donations, capitation fee etc from the student. Curriculum, Programme Implementation and Assessment CUFFiCiiIBta The M.Ed. programme is designed to provide opportunities for students to as well as deepen their knowledge and understanding of Education, specialise in select areas and also develop research capacities- to specialisation in either elementary education or secondary education. The curriculum of the two-year M.Ed programme shall comprise of the following components: (1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, (2) (3) (4) development' component; Specialisation Branches where students choose to specialise in any one of the school elementary, or secondary and senior secondary); Research leading to dissertation; and Field immersion/attachment/internship. There shall be core courses (which have about of credits) and specialised courses in elementary education or education with about of credits. Theory (Core and Specialisation) Courses The theory courses are divided into core courses and specialisation courses. The main core courses shall comprise perspective courses, tool courses. and teacher education courses. Perspective Courses shall be in the areas of: Philosophy of Education, Sociology-History-Political Economics Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and skills, and educational technology, including workshops/courses in ICT. Teacher Education courses (which also linked with the field internship/immersion/attachment in a teacher education institution) shall be included in the core. The Specialisation component/branches shall offer to a specialisation in one of the school stays - elementary (upto VHL); or secondary/senior secondary (VI to XII)). The courses within the school specialisations shall represent/cover selected thematic to stage such as: pedagogy and assessment; Policy, economics and planning, Educational management and administration; Education for differently abled; etc. Other specialisation may also be "non". A field internship/attachment relevant to the area of specialisation shall be organised during Critical reflection on gender, disability and the courses in core and specialisations. Similarly skills pertaining to ICT and technology should be integrated in various courses the programme. Besides, yoga education shall be an integral part of the curriculum. Practicum Organisation of workshops, practicum activities and seminars to enhance professional skills and understanding of the students shall be part of the teaching module in the various taught courses. 4728 GI/14—16 122 (c) HE GAZETTE OF INDIA : EXTRAORDINARY Internship and Attachment Field attachments/internships/immersions shall [PART 41 be facilitated with organizations and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in a teacher education institution. and in the specialisation area chosen by the student shall be organised during the programme. Close mentorship by faculty in relevant areas should be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and guided research dissertation. 5.2 Programme Implementation The institution will have to meet the following specific demands of this professional programme of study (M.Ed.): (i) Prepare a calendar for all activities, including internship and field attachment. The Calendar Of the M.Ed. programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment. (ii) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be Compulsory. (iii) For the conduct of the dissertation, the ratio of faculty to students for guidance and mentoring shall be 1:5. (iv) Structured engagement of M.Ed. students with educational sites/fields for not less than four weeks resulting in (vi) a reflective report. The suggested sites/fields are as follows: (a) Professional pre-service teacher education programme. (b) An organization engaged in the development of innovative curriculum and pedagogic practices. (c) international/national/state institution involved in curriculum design; textbook development; education policy planning, formulation and implementation; educational administration and management. (d) In-service training programmes for school teachers. The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research conoquium/seminar shall be ensured. There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for redressal of grievances. S.3 6. 6.1 (vii) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution. Assessment For each theory course, at least 30%weightage shall be assigned

for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignments, seminar presentations, field attachment appraisal reports, etc. One-fourth of the total marks/credits/ weightage shall be assigned to practicum, internship, field attachment and dissertation. Staff Faculty For an intake of 50 students per unit, the faculty-student ratio for a two year programme for 100 students shall be 1 : 10. The faculty positions shall be distributed as under: Professors 2. Associate Professors 3. Professors Two Two Six The faculty members shall be appointed to cover all the core and specialised areas given in the curriculum. Principal of a college offering M.Ed. programme shall be in the rank and scale of a professor. 6.2 Qualifications A. Principal (i) The (ii) Postgraduate degree in a related discipline. M.Ed. with minimum 55% marks. Ph.D. in Education. Ten years of professional experience in teacher education. 6.3 (a) (b) 6.4 7.1 (a) (b) (d) (e) Administrative and Professional Support Staff The following administrative staff shall be provided: Office Manager IT Executive/Maintenance Staff One One 2. 3. 4

5. Library Assistant/Resource Centre Coordinator One Office Assistants Helper Two One In the University Education Departments, the administrative staff shall be deployed as per the policy of the university. Terms and Conditions of Service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body. Facilities infrastructure An Institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, shall possess a minimum of 3000 sqm land area. The corresponding built up area shall be 2060 sqm. For additional intake of one basic unit, the minimum additional built up area shall be 500 sqm. Classrooms For an intake of 50 students, there shall be provision for at least two classrooms with space and furniture to accommodate all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold tutorials and group discussions. Seminar Room Multipurpose hall in the institution shall be shared. In addition, the institute shall have a seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be for conducting seminar and workshops. Faculty Room A separate cabin for each faculty member with a functioning computer and storage spaces shall be Administrative Office Space The institute shall provide adequate working space for the Office staff, with furniture, storage and computer facilities, Common Room(s) The institution shall provide at least two separate common rooms, one each for women and men, 1.2 Equipments and Materials (a) Library The library of the Institution/ University shall be shared and shall have a minimum of 1000 relevant titles (with multiple copies) of shall cater to the requirements of the teachers and students for the following programme: 1.24 THE GAZETTE OF INDIA EXTRAORDINARY [PART III—SÉc. there, including books related to all go-arces of 'RidY, readings and literature related •With the approaches delineated-in the M.Ed. programme; educational encyclopedias, Electronic publications (CD-ROMs) online resources, and minimum five referred research journals of which at least one shall be an international publication. Library resources shall include books and journals published by NCTE, NCERT and other educational institutions. There shall also be provision of space for reading and reference section in the library. At least a hundred quality books will be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students. Resource Centre An exclusive Resource Centre shall serve the purpose of a resource library. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF,

NCFTE, research reports, reports of surveys and state level, district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports and reports of research seminars undertaken by students, - Audio-visual equipments • TV, DVD Player, LCD Projector, films (documentaries, children's films, other films-of social concerns/ issues of conflict films on education); camera and other recording devices; and desirably ROT (satellite receive only terminal) and SIT (satellite interactive terminal). Note: The facilities mentioned at 7.1 and 7.2 above shall be in addition to the facilities the institution already possesses in other teacher education programmes. Other Amenities (a) Functional and appropriate labs and furniture in required number for instructional and other purposes. (b) Arrangement may be made for parking of vehicles. (c) Access to safe drinking water be provided in the institution. Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments. If more than one programme in teacher education are run by the same institution in the same campus, the playground, multipurpose hall, library and laboratory (With proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.) Managing Committee institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing two Educationists, primary/elementary education experts, one faculty member, Heads of two institutions identified for field attachment by rotation. APPENDIX-6 Norms and Standards for diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.) Preamble The Diploma in Physical Education (D.P.Ed.) programme is a professional programme meant for preparing physical education teachers for elementary stage of school education (Class to VIM), Duration and Working Days 3. 2.] 2.2 Intake; 3.1 3.2 Duration The Diploma in Education programme shall be of a duration of two academic years: However, the to complete the programme requirements within a maximum of three years from Of admission to the programme. Working Days There shall be-at least 200. working days exclusive of period of admission but inclusive of examination With at least 36 working hours in a Eligible Year •nd Intake Theie Shall I -foi- each year. Eligibility Senior Secondary SGH004 (+2) Qis passed with at least 50% marks, However, 5% be given to those who participated in international N"nal} • SGR Sports Competition 3.3 3.4 125 The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable. Admission Procedure Admission shall be made on merit on the basis of marks obtained in the entrance examination (sports proficiency test, physical fitness test, and marks obtained in qualifying examination) or any other selection process as per the policy of the State Government. The institution shall charge only such fee as prescribed by the affiliating body / State Govt concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002. as amended from time to time

4. Curriculum, Programme and Assessment 4.1 (a) (b) (c) 4.2 Curriculum The D.P.Ed. programme is designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education and communication skills. The programme comprises of compulsory and optional theory courses, and compulsory school internship. The theory and practical courses shall be assigned a weightage in the proportion as determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) While contextualizing it for the State or region concerned. Information and Communication Technology (ICT), gender, yoga education, and disability inclusive education shall form an integral part of DP Ed curriculum. Theory Courses The theory courses comprise of courses on perspectives in physical education, curriculum and sports pedagogy and child psychology. Theory courses in first year include : History and Principles of Physical Education; Foundations of Physical Education: Basic Anatomy and Physiology; Yoga Education; Methods of Physical Education; Organisation and Administration of Physical Education: Recreation; Health Education; Environmental Studies; Value Education; and in second year include : Sports Training; Child Psychology; Sociology; information Technology in Physical Education; Education Technology; Test and Measurement in Physical Education; Sports Injuries and Rehabilitation; Youth Leadership and Social Welfare; Nutrition; and Naturopathy. Practicum The Practicum course is so designed as to give opportunity to acquire professional skills and capacities in various games, sports, physical activities and

yogic exercises suitable to primary school children. The activities include Track & Field; Swimming (if possible); Gymnastics: Yoga; Aerobics; Racket Sports : Badminton, Table Tennis, Tennis, Squash; Team Games : Baseball, Basketball, Cricket, Football, Handball, Hockey, Netball, Softball, Shooting, Volleyball; Combative Sports Boxing, Fencing, judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational/ Minor Games : Relay Games, Group Games, Minor Games, Lead-up Games; Indigenous Sports : Kabaddi, Kho-Kho; Activities of National Importance : Flag Hoisting, March Past, Ceremonies-opening, Closing, Victory, Camping/ Picnic/ Hiking/ Trekking; Mass Demonstration Activities : Lezim, Dumb- bell, Umbrella, Tipri.. Wand, Hoop or Any other Apparatus. School Internship The D.P.Ed. programme provides for sustained field -work with teachers and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities, giving exposure to teacher in the teaching-learning process. School internship/ teaching practice also includes engagement with the community. The school internship/ teaching practice programme shall have the following components. A minimum of 20 lessons in schools during the course of which 4 lessons would be dedicated to classroom observations etc. during the first year, and during the second year there will be minimum 10 lessons for the elementary classes. Programme Implementation The college/institute will have to undertake the following for implementation of the programme : 126 s. THE GAZETTE OF INDIA : EXTRAORDINARY [PART 41 (a) Prepare a calendar for all activities including school internship which shall be synchronised with the academic calendar of the school. (b) Make an arrangement with at least ten schools indicating their willingness to allow the internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District Block office of the State Education Department may allot schools to different Teacher Education Institutions. (c) Initiate discourse on physical education and yoga education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty. (d) Organise academic enrichment programmes including interactions with faculty from parent disciplines, encourage faculty members to participate in pursuit and pursue research, especially in elementary schools. Provisions of leave may be made for faculty to undertake research in University. (e) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking. (f) The development Of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institute of Physical Education. (g) There shall be mechanisms and provisions in the Institution for addressing complaints of the students and faculty, and for the grievance redressal. (h) For school internship, the Teacher Education Institutions and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, teaching and assessing the student-teachers. 4.3 Assessment For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for term-end examination conducted by the examining body; and one fourth of the total marks shall be allocated to evaluating internship tasks including the assignments of practice teaching. The weightage for internal and external assessment shall be fixed by the affiliating body. Candidates must be internally assessed on the entire practicum course and not only on the project/ field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/ marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journals, etc, Staff S. 1 Academic Faculty (i) (For a basic unit of fifty students or less with combined strength of one hundred or less for the two year course). 1. Principal /Head 2. Lecturer 3. Librarian 4. Physiotherapist 5. Specialist part time faculty (Sports Experts) 6. Dietician/ Nutrition Expert 7. ICT Instructor One Six One One Four (Part Time) One (Part Time) One (Part Time) (ii) For additional intake which will be in multiples of fifty students, the number of full time faculty shall be increased by six per additional unit. On each occasion additional intake of one basic unit shall be considered. Physical education teacher preparation courses can also be run in comprehensive or composite Institutions subject to fulfillment of norms and standards prescribed by NCTE. 127 (iii) Appointment of teachers shall be so distributed as to ensure the required nature and level of expertise for teaching courses/subjects and

activities related to physical education. Faculty can be utilized for teaching in a flexible manner so as to optimize academic expellise available. (iv) Qualifications A. B. C. D. L. F. G. Principal/ Head of the Departnrntj Teacher-in-charge (i) Academic and Professional Qualifications will be as prescribed for the post of Lecturer. (ii) At least five years of experience as Lecturer in a physical education teacher institution Lecturer (i) M.P.Ed. or equivalent degree with at least fifty five percent marks. (ii) B.P.Ed. with at least 50% marks and eight years experience as Physical Training Instructor/ Physical Education Teacher at school level. Librarian Post graduation degree in library and information science. Physiotherapist Post grpduate degree in physiotherapy with specialization in sports physiotherapy. Speciatist part time Facuâtý (Sports Experts) Bachelors'/Masters' degree in physical education with specialization in one game/sporv Bachelor's degree in physical education with Diploma in Coaching in specialized sport in at least one game/ sport Dietician/ Nutrition Expert Post graduate degree in nutrition sciences. ICT Instructor - One (Part Time) -One (Part Time) Post graduate degree in information practices / information sciences. [Note: In case of composite institution, the Principal and academic, administrative and technical staff shall be shared.] S.2 Technical Support and Administrative Staff 2. 3. 4

5. Ground-Staff (With knowledge of marking grounds and maintaining sports fields) Technical Assistant Office Assistant (With knowledge of working with computers and accounting soRware) Store Keeper (With knowledge of handling stores) Helpers / attendants Two One (Part Time) One One 6 Qualifications As prescribed by the concemed Government/' UT State Administration.5.3

Terms and Conditions or Service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating Facilities 6.1 Infrastructure 128 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] (i) To provide these facilities, the Management/ Institution shali at the time of making application, have in its possession a minimum of five acre of exclusive well demarcated land either on ownership basis or on lease / from Govt. and building constructed thereupon. (ii) There shall be provision of two class rooms per unit of iliiake, one multi-purpose halls one multi purpose laboratory, seminar/ tutorial rooms, separate rooms for the principal, faculty members, office for the administrative staiT and a store. For every instructional room like classrooms, laboratory, library etc. space shall not be less than 10 sq.ft. (ten square teet) per student. Multi-Purpose Hall shall have the seating capacity for two hundred persons having a total area of 2000 sq.ft. (two thousand square Eet). (iii)There Shall! be a multi.purpose field for outdoor sports, with at least two hundred meter track and a hall for gymnastic and indoor games and sports, (iv)Safeguard against fire hazard be provided in ali parts of the building. (v) The institutional campus, building, firniture etc. should be disabled friendly. (vi)Ifnecessary, separate hostel for boys and girls shall be provided. In addition, some residential quarters for faculty must be provided. Instructional The institution must have at least five acres of land with proper fencing which shall provide enough space for institutional building and for future expansion and open space for organizing games and sports. Built up area consisting of class rooms etc. shall not be less than 1200 sqm (one thousand two hundred square meter). This may bé ensured even in Hilly Regions where the total land may be of iess than the required five acres. Buitt up area for running other courses iii combination with 6.2 6.3 DP.Ed. programme shall be as under- 1. only D.P.Ed. 2. D.P.Ed. plus B.P.Ed. 3. D.P.Ed. plus B.P.Ed. plus M.P.Ed 1200 Sq.mts. 2700 Sq.mts. 3900 Sq.mts. (ii) (iii) Additional intake of one unit of D.P.Ed wili require additional built up area of SOO sqm (five hundred square meters). There shall be a library equipped with minimum two thousand titles and reference books related to the prescribed courses of study, educational encyclopedias, year books, electronic publications (CD-ROMs) and at least five journals on physical education and related subjects. The library shall have photocopying facility and Computer with Internet facility for the use of faculty and students teachers. Laboratories (a) Éducation Technology Laboratory Equipments Hardware for projection ad duplication and educational software required for imparting ICT literacy; Public Address System; T.V.; LCD Projector; Display Boards (Three); Movie Camera in the minimum of ten with Internet Connectivity; Music System; Computer System — Two with Printer; Photocopy Machine; GOSI DVDs/ ROM — Twenty for various Sports/ GarnesJ Skill Teaching; Smart Boards (b) Anatomy, Physiology and Health Education Laboratory Equipments Human Skeleton — Articulated (One), Disarticulated (Two); Electronic/ Digital/ Lever Based Weighing Machine — One; Anthropometric Kit One set; Stadiometer — One; Growth -Charts and Body System Charts — Ten; Desirable Weight and Height Tables — Two; Skinfold Calipers — Two; Measuring Tape (Steel) — Two;

Peak Flow Meter — One; Grip Dynamometer — Two; Flexometer (Sit and Reach Apparatus) - Two; B.P. Apparatus (Sphygmomanometers, Stethoscopes & Stop Watches) Two Sports and Field Equipments The Sports and Field equipments will be classified in following categories: (i) Athletics Measuring Tape (Steel) — 15 m., 30 m., 50 m., 100 m.; Wire for marking the track (fifty meter) - One; Stop Watches — Four; Starting Clapper — One; Stands for judges at finish — Two; Flag poles — Six; Starting blocks — Six; Stop boards - Two; Take off boards — Two; Hurdles — Twenty; High jump 6.4 6.5 6.6 129 stands - One Pair; High Jump Cross bars — Six; Shot-put for Men & Women - Two each; Discus for men & women - Two each; Hammers for men & women Two each; Javelin for Men & Women - - Six; Mattress, Weight Training Set Six each; Vaulting box for jumping — Two; Relay Batons (Mats), Landing for High Jump. (ii) Sports and Games Badminton — Posts, Nets, Racket, Shuttle Cocks; Basketball — Stand and Board, Net, Balls; Cricket - Batting pad, Batting Gloves, Abdominal Guard, Helmet, Wicket Keeping Gloves, Wicket Keepers leg guard, Stumps, Bails, Balls, Tennis Balls; Football - Goal-post, Net, Balls (Mini size 4 No.), Posts with flags; Gymnastics - Vaulting Table / Horse (Men & Women), Parallel Bar (Men), Horizontal Bar (Men), Balance Beam (Adjustable), Balance Beam (Adjustable), Gymnastics Mattresses; Handball — Goal posts, Nets, Balls; Hockey— Goal posts, Net, Balls, Sticks, Goal-keeping kit; Kho-Kho — Poles; Lawn Tennis - Posts, Nets, Balls, Rackets; Table Tennis — Table, Rackets, Balls; Volleyball - Posts, Nets, Balls, Antenna; Weight Training • Rods, Weight Plates 2.5 Kg, 5 Kg, 10 Kg, 15 Kg, 20 Kg, Collars, Benches, Weight Stand, Weight Belts and Weight Jackets; One Multi-gym or separate station wise (at least ten station) ; Judo/ Taekwondo/ Wrestling — Mats (iii). Equipment for indigenous activities / mass demonstration Leziums; Dumbbells; Flags; Hoops; Wands; Balls; Umbrellas; Skipping Ropes; Music System; Music - CDs/ Cassettes; Material like scarf drill, ribbon, placard etc. for mass display activities; Demonstration/ Display Equipment for martial arts. Cultural Activities Suitable and adequate instruments, as and when needed for various activities shall be provided. Miscellaneous Other equipment required for major games, minor games, recreational games. relays, combative games and yoga. Amenities (i) (ii) (iii) (iv) (v) (vi) and appropriate furniture in required number for instructional and other purposes. The institution shall provide separate common rooms for male and female teacher educators/students-teachers. Sufficient number of toilets, separate for male and female, shall be made available for staff and students. Arrangement may be made for parking of vehicles. Safe drinking water be provided in the institution. Effective arrangement be made for regular cleaning of campus, water and toilet facilities. repair and replacement of furniture and other equipments. '7. 2. 'Note: in case of composite institution, the facilities Of multipurpose hall, playground, library and laboratory (with proportionate addition of books and equipments) and instructional space may be. shared by various programmes. I Managing Committee The institution Shall have a Managing Committee constituted as per the rules of the affiliating University/Concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The committee shall comprise representatives of the sponsoring society/ trust, physical educationists, representatives of the affiliating university and of the staff. APPENDIX-7 Norms and standards for bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) Degree Preamble The Bachelor of Physical Education (B.P.Ed.) programme is a professional programme meant for preparing teachers for physical education in classes VI-X and for conducting physical education and sports activities in classes XI-XII. Duration and Working Days 2.8 Duration 4728 GV14—17 1-30 THE GAZETTE OF INDIA : EXTRAORDINARY [PART 4] . The B.P.Ed. Programme shall be of duration of two academic years or of four semesters. However, the students be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme. 2.2 Working Days be at least 200 working days per year exclusive of admission and examination etc. The institution work for a minimum of 36 hours in a week (five or six days a week). 3.1 Intake and Admission Procedure 3.1 3.2 4 Intake There shall be a basic unit of 100 (one hundred) students with two sections of 50 (fifty) each. Eligibility (a) (e) (d) (e) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter- College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/10/ESGF1/Govt. of India. Or Bachelor's degree in physical education with 45% marks. Or Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory/ or Bachelor's degree with 45% marks and having participated in National/ Inter University/ State or 3rd position in inter College/ Inter-Zonal/ District/ School competitions or secured competition in sports and games recognized by the JA/SGFI/Govt. of India. Or Bachelor's

degree with participation in international competitions or secured or 31' position in National/ Inter•University competition in sports and games as recognized by respective federations/ AIU/IOA/SGFI/Govt. of India. Or Graduation with 45% marks and at least three years of teaching experience (for deputed in-service candidates i.e. trained physical education teachers/ coaches) The relaxation in the percentage Of marks in the qualifying examination and in the reservation of seats SC/ST/OBC and Other categories shall be as per the rules the Central Government / State Government. whichever is applicable, Admission Procedure Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test, *POW proficiency test, physical fitness test. and marks obtained in the qualifying examination) or any Other selection process as per the policy Of the University/ State Government/ JT The institution shall charge only such fee as prescribed by the Affiliating body State Govt. concerned in accordance with provisions of NCTE (Guidelines for Regulation of tuition fees and other fee chargeable by unaided teacher education institutions) Regulations 2002, amended from time to time and shall not charge donation, capitation Fee etc. from the student*, Curriculum, Programme Implementation and Assessment 4.1 Curriculum The B.P.Ed. Programme shall be designed to integrate the study of childhood, social context of physical education, subject knowledge, pedagogical knowledge, aims of Physical education and communication skills. The programme comprises of compulsory and optional theory courses and compulsory school internship. The theory and practical courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) for the state or region concerned. 4.2 131 [CT, gender, yoga education, and disability/inclusive education shall form an integral part of the B.P.Ed. curriculum. (a) Theory Courses The Theory Courses shall comprise of courses on perspectives in Physical Education, curriculum and sports and games pedagogy. The theory course in the ISE year shall include History, Principles and Foundations of Physical Education, Anatomy and Physiology, Health Education and Environmental Studies, Yoga Education, Educational Technology and Methods of Teaching, Organisation and Sports Training, Computer Applications, Theory of Sports and Games, Officiating and Coaching; and in the 2nd year shall include Contemporary Issues in Physical Education-Fitness, Wellness, Olympic Movement, Nutrition and Weight Management, Sports Psychology and Sociology, Kinesiology and Biomechanics, Sports Medicine, Physiotherapy and Rehabilitation, Measurement and Evaluation, Sports Management and Curriculum Design, Research and Statistics, and Research Project. (b) Practicum The Practicum Course shall be designed to give opportunity to acquire professional skills and capacities in various games, sports and physical activities suitable to school children. It includes Track and Field; Swimming (if possible); Gymnastics; Yoga; Aerobics; Racket Sports : Badminton, Table Tennis, Tennis, Squash Team Games : Baseball, Basketball, Cricket, Football, Handball, Hockey, Netball, Softball, Shooting, Volleyball; Combative Sports like Boxing, Fencing, Judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational/ Minor Games like Relay Games, Group Games, Minor Games, Lead-up Games; Indigenous Sports like Kabaddi, Kho-Kho; Activities of National Importance like Flag Hoisting, March Past, Ceremonies-Opening, Closing, Victory; Camping/ Picnic/Hiking/ Trekking; Mass Demonstration Activities like Lezim, Dumb-bell, Umbrella, Tipri, Wand, Hoop or any other Apparatus. (C) School Internship The B.P.Ed. programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching-learning process. School internship/ teaching practice includes community engagement. The school internship teaching practice programme shall have the following components A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college/ institution/ department itself. The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching-related activities of student-teachers. it is desirable that it has an attached secondary school of its own. The institution shall obtain undertaking from schools willing to provide facilities for practice teaching. Programme Implementation The college/institute will have to undertake the following for implementation of the programme: (a) Prepare a calendar for all activities including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school. (b) Make an arrangement with at least ten schools indicating their willingness to allow the internship as well as other school-based activities of the programme. These schools shall form basic contact point for all practicum activities and related work

during the course of the programme. The District/ Block office of the State Education Department may allot schools to different TEIs. (c) Initiate discourse on physical education and yoga education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty. (d) Organise academic enrichment programmes including interactions with faculty from parent disciplines, encourage faculty members to participate in academic pursuit and pursue research, especially in elementary and secondary schools. Provisions of leave may be made for faculty to undertake research/teaching in Universities and School'. (e) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking. (f) The development of resources for the school must be a partnership between the Teacher Education institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institute of Physical Education. (g) There shall be mechanisms and provisions in the Institution; for addressing complaints of the students and faculty, and for the grievance redressal. (h) For school internship, the TEIs and the participating schools shall set up a mutually mechanism for mentoring, supervising, teaching and assessing the student-teachers.

132 s THE GAZETTE OF INDIA : EXTRAORDINARY [PART IO—SEC. 4] 4.3 Assessment For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for term-end examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating internship tasks including the assignments of practice teaching. The weightage for internal and external assessment shall be fixed by the affiliating body. Candidates must be internally assessed on the entire practicum course and not only on the project/ field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/ marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journals, etc.

Staff S.I Academic Faculty (i) Number (for a basic unit of one hundred students): 1. Principal 2. Associate Professors 3. Assistant Professors 4. Assistant Professors 5. Sports Trainers 6. Yoga Trainer 7. Dietician One Two Six Three (Part Time) if needed Three (Part Time) One (Part Time) One (Part Time) (ii) (iii) For an additional intake of more than one hundred students, the number of time teacher educators shall be increased by eight Lecturers/Assistant Professors in physical education. Appointment of teachers in physical education shall be such as to ensure the availability of expertise for teaching all courses/ subjects and activities related to physical education.

S.2. Qualifications A. Principal V Head (i) (ii) (iii) (iv) B. (ii) Master's degree in Physical Education (M.P.Ed./M.P.E.d) with 55% marks or its equivalent grade. i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per LGC norms. Ph. D in the field of Physical Education. Eight years teaching experience out of which five years experience in an institute or college department of physical education. Any other stipulation prescribed by the UGC/affiliating body/State Govt. from time to time for the positions of principal shall be mandatory. Associate Professor M.P.Ed. degree or its equivalent. with at least SS % marks or its equivalent grade i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UCC norms. A minimum of eight years of experience of teaching and/or research in an academic/ research position equivalent to that of Assistant Professor. in a University, College or Accredited Research Institution/ industry excluding the period of Ph.D. research with evidence of published work and a minimum of 5 publications as books and/or research/policy papers. Note : Any other stipulation prescribed by UGC / Affiliating Body/State Govt. from time to time for the position of Associate Professor shall be mandatory. C. Assistant Professor M.P.Ed. degree or its equivalent with 55 % marks or its equivalent grade i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms. Note : Any other stipulation prescribed by UGC / Affiliating Body / State Govt. from time to time for the position of Assistant professor shall be mandatory. D. Sports Trainers (Part Time) Masters. degree Bachelors degree in physical education with specialization in at least one game/sport (as applicable) or Diploma/WPG diploma in a sport (as applicable). E. Yoga Trainer (Part Time) PG Diploma in Yoga. F. Dietician. (Part Time) III-ac 4) Masters degree in nutrition or Bachelors degree in home science with diploma in nutrition and dietetics.

5.3. Technical Support and Administrative Staff 133 2. 3. 4. 5. 6. 7. 8. 9. IO. Librarian Physiotherapist Grounds-men/ Markers/ Helpers Music Teacher/ Band Master ICT Instructor Technical Assistant Accounts Assistant Office Assistant Storekeeper Helpers/ Attendants One One Two

One (Part Time) One (Part Time) One (Part Time) One One One Two Qualifications As prescribed by concerned State Government, Affiliating University/ UGC. [Note: In case of composite institution, the Principal, and academic, administrative and technical staff can be shared across programmes. There shall be one Principal, and others may be termed as HODs]. Terms-and Conditions of Service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scale, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

Facilities

6.1 Infrastructure (i) There shall be provision for at least two class rooms, one multi-purpose hall, one seminar room / ten tutorial specialization class rooms, separate rooms for the Principal, faculty members, medical facility room, office for the administrative staff and a store. For every instructional room like class room, laboratories, and libraries etc. spaces shall not be less than 10 sq. ft. (ten square feet) per student. Multi- purpose Hall shall have the seating capacity for at least two hundred persons with total built up area inclusive of dias as 2000 sq. mts (two thousand square meters). (ii) Built up Area for running Other courses in combination with B.P.Ed programme shall be as under : (a) only B.P.Ed. - 1500 sq mts. (b) B.P.Ed, plus M.P.Ed. - 2700 sq.mts. (c) B.P.Ed plus D.P.Ed plus M.P.Ed -3900 sq.mts. Additional intake of one unit of B.P.Ed. will require additional built up area of 500 sqm. (five hundred square meter). (iii) There shall be a multi-purpose play field for outdoor sports, a 400 meter athletic track (may be 200 meter in metro cities), gymnasium and a hall for indoor games and sports. (iv) The institution campus, building, furniture etc. should be disabled friendly. (v) Safeguard against fire hazard be provided in all parts of the building. (vi) Separate hostels for boys and girls for outstation students.

6.2 The institution must have at least 5-8 acres of land with proper fencing which shall provide enough space for institutional building and for future expansion and open space for organizing games and sports. Built up area consisting of classrooms etc, shall not be less than 1500 sq.mtr. For additional unit, the built up area is to be increased by 3000 sq. ft. The maximum intake capacity of an institution shall remain three hundred students taking all physical education courses together. Physical education courses are not to be run with other teacher education courses. Five to Eight acres Of land is sufficient for all physical education courses up to an intake capacity of three hundred students.

4] THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] hundred students. Labs, Gym, Library, Sports facilities can be shared with other physical education courses being run in same campus. The institution shall have easy access to sufficient number (five to ten) of recognized secondary schools in the nearby area, for field work and practice of related activities of the student- teachers. An undertaking in the prescribed format should be obtained from such institutions: It is desirable that the institution has an attached school under its own control. There shall be a library-cum-reading room, equipped with minimum two thousand titles and reference books related to the prescribed course of study, educational encyclopedias, year-books, electronic publications (CDROMS) and minimum five refereed journals on physical education and related subjects. The library shall have photocopying facility and computer with internet facility for the use of faculty and student- teachers. The institution shall have equipments and facilities for indoor sports, outdoor sports and physical activities; sports medicine laboratory; education technology laboratory; anatomy, physiology and health education laboratory; human performance laboratory; physiotherapy, athletic care and rehabilitation laboratory, sports psychology laboratory; as well as for physical activities including Athletics, Sports and games, mass display drills etc. as prescribed by the concerned University and as suggested below.

Education Technology Laboratory : Digital Camera, Plasma/ LED/ LCD T.V., DVD Recorder and Player, Smart Board, Photocopier Machine, CDs/ DVDs/ROM for various Sports/ Games/ Skills Teaching, Media Projector, Video Camera (Handy Cam Digital), Desk Tops (T FT)- 20, Colour Printer, Scanner, Public Address System, Portable Display Boards (4 feet X 7 feet), Computer Laboratory with 15 desktops (T FT) and internet. Intranet facilities with lib-net services, Music System. **Laboratory Equipments:** The institution shall have the following equipments and facilities (or various laboratories) . (a) **Anatomy, Physiology and Health Education Laboratory:** Hemoglobin Meter — One, Spirometer (wet) — Two, Human Skeleton — One, Weighing Machine — One, Human Body System Charts displaying all systems (at least one separate chart for each body system) — At least 10 Human. Body organ system models, Food Nutrient Charts, Communicable and Non-Communicable Diseases Charts, Road Safety Devices Charts, First-Aid Box (Preliminary and Advanced), Height and Weight Charts. (b) **Human Performance Laboratory:** Peak Flow Meters, Dry Spirometers, Pedometers, Heart Rate Monitors, Stop Watches (Electronic measuring time up to 1/7 100th of a second), Grip Dynamometers. Back and Leg Dynamometers, Goniometer,

Anthropometers, Siiding Calipers, Skinfold Calipers, Steel Tapes, B.P. Apparatuses (Sphygmomanometers and Stethoscope). Harvard Step Test Benches, Wall Thermometer and Barometer, Metronome, Flexometer (to measure flexibility). Finger Dexterity Test, Reaction Time Apparatus (Visual and Audio), Foot and Hand Reaction Time Apparatus, Vibrators. (c) Physiotherapy, Athletic Care and Rehabilitation Laboratory : Infra red Lamp, Diagnostic Table, Sterilizing Unit. First Aid Box (Preliminary and Advanced), B.P. Apparatus (Sphygmomanometer and Stethoscope), Thermometer (Clinical), Ultrasound Therapy..Unit, Wheel Chair, Vision Chart, Clutches, Weighing Machine, Ice Box, Stretcher, Wax bath therapy, IFF (Shon waive Diathermy), Hot packs, Ice packs. Massage tables, Refrigerator. (d) Sports Psychology Laboratory: Desirable: At least ten psychological tests and instruments for testing psychological characteristics (with rating scales and manuals) (Sports and Field Equipments - 15 m. (One), 30 m. (Two), 50 m. (One), m. (One); Wire (a) Athletics : Measuring Tape (Steel) for marking the track (fifty meter) - One; Stop Watches (with IO lap memory) - 06; Starting Clapper - 02; Stands for judges at finish - 02; Flag poles - 06; Starting blocks 20; Stop boards - 02; Take off boards •02; Hurdles 30; High jump stands - One Pair; High Jump Cross bars Six; Shot. put men and women -06 each; Discus for men and women -06 each; Hammers for men and women - 03 each'. Javelin for men and women - 05 each; Vaulting box for jumping - Two; Relay Batons -12; Weight-Lifting Set (Olympic Set) • One set. (b) Sports and Games : (i) Badminton: Badminton posts (two sets), Badminton nets (six), Badminton Rackets (20), Shuttle Cocks (ten barrels); (ii) Basketball : Basketball Stand and Boards (two sets), Basketball balls (one dozen), Basketball net (four pairs); Boxing Gloves, Punching Bags, Ring (if possible); (iii) Cricket: Cricket batting pad (three sets). Cricket Batting Gloves (three sets), Ill-avg 4] 135 Abdominal Guard (three), helmet (three), Wicket Keeping Gloves (two pairs), Wicket Keepers leg guard (two pairs), Stumps (twelve nos.), Bails (ten nos), Cricket Ball; (iv) Football: Football post (two sets), Footballs, Football Net (four sets), Posts with nags (eight); (v) Handball: Handball posts (two sets); Handball — Balls (one dozen), Ytandball Net (four pairs); (vi) Hockey: Hockey posts (two set), Hockey-bailmen doz.), Hockey Stick (thirty), Hockey Goal keeping kit (one); (vii) Kho-Kho: Kho-Kho Poles (two set); (viii) Lawn Tennis: Lawn Tennis Posts(two), Tennis Balls, Tennis racket; (ix) Table Tennis: Table Tennis Bailsmen doz.;• (x) Volleyball: Volleyball Posts (two set), Volleyballs (twenty), Volleyball Net (four), Antenna (four); (xi) Weight-Lifting: Weight Training Rods (ten), Weight Plates 2.5 Kg, five Kg, ten Kg, fifteen Kg, twenty Kg (ten each), Collars (twenty), Benches (four), Weight Stand (two), Squat Stand, One Multi-gym or separate station wise (at least ten station), Weight Jackets and Weight Belts; One Multi-gym or separate station wise (at least ten station); Mats to be used for Judonaekwondo/ Wrestling. 6.3 6.4 (c) Equipment for indigenous activities / mass demonstration: Lezium (50 pairs); Dumbbells (50 pairs); Indian Clubs (50 pairs); Flags; Hoops; Wands; Balls; Umbrella; Skipping Ropes; Musiq System; Music - CDs/ Cassettes; Material like scarf drill, ribbon, placard etc. for mass display activities. (d) Gymnastics Apparatus: Parallel Bars (one set), Uneven parallel bars (one set), Horizontal bar (one set), Two roman rings (one set), Climbing ropes (Manilq) (six), Mats (twelve rubber, twelve coir), Balance beam (adjustable sets) (one set), One Pummeled Horse (one set), Multi-gym (twelve stationed) (one set), Vaulting Table (one set), Beat board (two nos.), Crash mat (one), Cuitural Activities Suitable and adequate instruments should be provided as and when needed for various activities, Other equipment required for minor games, recreational games, relays and combative sport be procured on need and specialization basis. Amenities (iii) (v) Functional and appropriate filmilurc in required nunlber for instructional and other purposes. The institution shall provide separate common rooms for male and female staff and students. SutTicient or toilets, separate for Inatc and fenlale, shall be made available 'Or staff and students. Atrangelnenl Inay be Inade ibr parking veiiic;es drinking water be provided in the institution, Ettin•tive arrangement be made fbr regntar cleaning of campus, water and toitet ihcilitieg, repair and replacement of furniture and other equipments. 1. 2 (Nole : In case of coanpvsite institution, the infrastructural and other lhccilities shall be shated by various teacher education programmes.) MRnaging Committee 'Ebe Institution shall Il'avc a Managing Conunitlce constituted as per the rules of the affiliating (Jniversity/Concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Com'llietee on its own. 'I-he committee *hall comprisc representatives nf the sponsoring socie:y/ trust, EducRti01 liSts, Physicnl Educntiqn experts, representatives of the affiliating university and Of the staff. APPENDIX-g Norms Standards for masters or physical educ»tton progr_nmme Icudiitg to Mns"r Of Physical Education (M.P.F,d.) Degree Preg'hile 'The Mggtcr of Physical Education (M.P.Fd.) progranune is a pjoli*ional p•ugtiiiittlC meatia preparing physical

education teachers for senior secondary (classes XI and XII) level as well as assistant professors/ directors/ iii colleges/ universities and teacher educators in colleges physical education and university departments of physical education. Duration and Working Days 2.1 Duration The M.P.Ed. programme shall be of a duration of two years or four semesters. However, the students shall be permitted to complete the programme within a maximum period of three years. 136 J 4.0 4.1 THE GAZETTE OF INDIA : EXTRAORDINARY Working Days [PART III—SEC. 41 22 (a) There shall be at least 200 working days in each academic year / one hundred working days in each semester exclusive of period of examination and admission etc. (b) The institution shall work for a minimum of thirty six hours in a week (five or six days a week) during which physical presence in the institution of all the teachers and teacher educators is necessary to ensure their availability for advice, guidance, and consultation and when needed. Intake, Eligibility and Admission Procedure 3.1 3.2 3.3 Intake There shall be a basic unit of 40 (forty) students for each year. Eligibility (a) (b) Bachelor of Physical Education (B.P.Ed.) or equivalent with at least 50% marks. OR Bachelor of Science (B.Sc.) in Health and Physical Education with at least 50% marks. The reservation in seats and relaxation in the qualifying marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government whichever is applicable. Admission Procedure Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test, fitness test, interview and percentage in qualifying examination) or any other selection process as per the policy of the State Government/Affiliating University, "the institution shall charge only such fee as prescribed by the affiliating body / State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc. from the students. Curriculum, Programme Implementation and Assessment Curriculum The M.P.Ed. Programme shall be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of physical education and communication skills. The programme shall comprise of compulsory and optional theory courses, and compulsory internship in school/ college/ sports organization/ sports academy/ sports club. The theory and practical courses shall be assigned a weightage in the proportion as determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) while contextualizing it for the state or region concerned. Information and Communication Technology (ICT), gender, yoga education, and disability (inclusive education shall form an integral part of the M.P.Ed. curriculum. (a) Theory Courses The Theory Courses shall comprise courses in areas of physical education, understanding of research, and applied areas of advance studies in physical education and sports sciences. The theory courses in the Ist year shall include: Research Process in Physical Education and Sports Sciences; Applied Statistics in Physical Education and Sports; Test, Measurement and Evaluation in Physical Education; Yogic Sciences; Scientific Principles of Sports Training; Sports Technology. Physiology of Exercise; Sports Psychology; Sports In the year, the courses shall include: Sports Biomechanics and Kinesiology; Sports Medicine. Management; Curriculum Designs in Physical Education; Athletic Care and Rehabilitation; Sport Journalism and Mass Media Communication Technology; Sports Engineering; Physical Fitness and Wellness; Value and Environmental Education; Education Technology in Physical Education; Health Education and Sports Nutrition; and a Dissertation. (b) Practicum The Practicum Course, which is field-based, shall be designed to give Opportunity to acquire professional skills and capacities in various sports, games, physical activities and yoga activities suitable to students. The activities for teaching, coaching and officiating include Track and Field; Swimming; Gymnastics; Yoga; Aerobics (as also self-defence techniques); Racket Sports like Badminton, Table Tennis, Tennis, Squash; Team Games like Baseball, Basketball, Cricket. Football, Handball, Hockey, Netball, Softball, Shooting. Volleyball; Combative 4.2 137 Sports like Boxing, Fencing, Judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational Games like Relay Games, Minor Games, Lead-up Games; Indigenous Sports like Kabaddi, Kho-Kho etc.; activities of national importance like Flag hoisting, Varchas Path, Ceremonies like Opening, Closing, Victory ceremonies of different sports and games; Adventure Activities; Mass Demonstration Activities like Lezim, Dumb-bell, Umbrella, Tipri, Wand, Hoop or any other Apparatus. (c) Internship The M.P.Ed. programme shall provide for sustained field work with learners and the institution, thereby creating congenial atmosphere. The programme shall include teaching •basic skills in sports and games and

indigenous activities giving exposure to students in all such activities. Internship/ teaching practice would include engagement With the community, i.e. school/ college/ sports organization/ sports academy/ sports -club and should have the following components: A minimum of 30 lessons out of which IO teaching, IO coaching and IO officiating in the school/ college/ institutiOn/ department shall be conducted. The institution shall have easy access to sufficient number of recognized schools/colleges/ sports organizations/ sports academies/ sports clubs for field work and practice teaching related activities of student-teachers. he institution shall furnish undertaking from school/ college/ sports organization/ sports academy/ sports club willing to provide facilities for practice teaching. The institution shall make an arrangement with at least ten institutions indicating their willingness to allow the inernship as well as other activities of the programme. These institutions shall form basrc contact point for all practicum activities and related work during the course of the programme. Programme Implementation The university/institu{ion shah undertake the following for the implementation of the programme: (i) (iii) (iv) (v) (vii) 403 Assessment Prepare a calendar for all activities, including practicum and internship which shall be synchronized with the activity calendar of the institution identified tör internship (school' college/ sports organization/ sports academy/ sports club), Initiate discourse on physical education and yoga education by periodical)' organising seminars, debates, lectures, discussion groups and yoga practice camps for students and faculty. Organize acadernic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuit and pursue research. Adopt participatory teaching approach in the classroom to help students-develop reflective thinking aid critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking. The development of resources for the institution must be emphasized and a partnership between the Teacher Education Institution and the internship institution must be fostered through both the curriculum and the running of the Teacher Education Institution. There shall be mechanisms and provisions in the Institution for addressing complaints of the students and faculty, and for grievance redressal. For intemship, the Teacher Education Institutions and the participating institution shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student-teachers. s For each theory course, at least 20% to 30% marks may be assigned for continuous intemal assessment and 70% to 80 % for term-end examination conducted by the examining body; and one fourth of the total marks shall be allocated to evaluate the students' performance in internship tasks including assessment of practice. teaching. The for intemal and external assessment shall be fixed by the affliating body. Candidates must be internally assessed on the entire practicum-course and not only on the project/ field work given to them as part of thefr unis of study. Thé basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. StUdents shall' be given information about their grades/ marks as part of professional Eedback so that they get the opportunity to improve their performance. The bases of internal assessment my include individual or group assignments, observation records, sports-specific and content-related diaries, reflective journals, among others. Stam S.I Faculty (a) Number (for a basic unit of forty students with combined strength of eighty for the two year proyanme): Professor Associate Professors One Two 4728 138 [PART III—Sec. 4] THE OF INDIA : EXTRAORDINARY Assi.im Ihre Three (Part Time) shall be drawn from various areas of study included in the curriculum. (i) degree in-Physical Education (M.P.Ed./M,P.E.) with 55% marks or its equivalent (ii): Ph.D. in the area of Physical Education. (iii) At leet ten yegrs•of teaching/research experience in a department / college of physical education out of which at least five years in the postgraduate institution/Univenity department. Note: - Any other stipulation presctibed bythe UGC/ filiating bodyf State Govt from time to time. B: Associate Pmfessor (i) Postgraduate degree- in Physical Education (M.P.Ed./M.P.E.) or any relevant subject with 55% erm equivalent (ii)- Ph.D.. in thé area ef Physic* Education. (iii) At, least éight.ears of teaching/research experience in a deparanent / college of physical *ueation Out if Which ag leist three years at the postyaduate level. Abiy.@thei söPuiation prescribed by the UGU filiating body,' State Govt. from time to time. C: Professor (i) P0'tgraduate degree in Physical Education (M.P.Ed.(M.P.E.) with at least 55% marks or an gnde•, (-ii) Any *etion prescribed by the UGC / filiating body State Govt. from time to time for ihé .pdéiion •OF Assistant Professor shall be mandatory. D. Assisnm Professor in Yoga deyee in Yoga with minimum 55% marks. : Any Other irwcribed by the UGC/ affliating body/ State Govt. from time to timer E. Sports' Trainers / Coaches postgraduate degree/..Bachelors degree in physical education with specialimtion in at least one game,'

spori(as appliqablé) or Diploma PG Diploma in any coaching in a sport (as applicable). Nöte ' : Any oåer sdputation Fescribed by the UGO' affiliating body/ State Govt. from time to time. ip 'a flexible mnanner so as to academic expertise available). Pröf' sional Support Staff OÄee 2 ..Techn.iel AssisG.nts 3. Computer Assistant 4. 'HelpersGound PerSbhs/Matkers Two One Two tnrms presétibed by fre concerned affiliating University/ State Government/ UGC. 54 and of TEE terms and, :condiØonS of service of teaching and non-teaching staff including selection procedure, scales, T age Jöf•-öüperannuaüon and other benefits shall be as per the policy of the State Government/Affiliaiig body. -4 139 6. Facilities 6.V Infrastructure (i) The institution must have at ieast eight (8) acres of land which shall provide enough space building and for fiiture exparusion, aid open pace fcr organizing games sports. Built up etc. shall not be less than 1200 sq. mm (one t}usandtwo- hen*ed square meter)._ This' mug" ensured even in Hilly Regions where the total land may be _ at 'least •two acres for åadminiseativé building and three acres for sports/gamg facilities. (ii) There shall .be provision for four classrooms (two each for M.P.H 1.8 yeu .and accommodate •twenty students each and multi-purpose hall 'to *etsdnsi total area of 2000 sq.ft (two thousand square feet) inclusive Of small r_aömS-.fOr'fiQéerr conduct specialimtion classes, serninar/M0fúl roons, separÜe moins 6Ftße •Præ*BHead, faculty office for the administrative staff and a store. For every inStiuctionai rööni like room; ib'üY etc. spaces shall not be less than IO sq.fl. (ten square feet) Stu&iit. Built up Area for running other courses in combination with M.P.Ed proganime shall be as under:- (a) B.P.Ed/plus M.P.Ed.- 2700 sq.mts. (b) B.P.Ed plus D.P.Ed plus M.P.Ed.'3900 sq.mts. (c) Additional intake of one unit of M.P.Ed will reguire additional built up area of 408 sqm hundred square m) respectively. (iii) There shall be a multi-purpose hall/gymnasium for indoor sports and facilities forgatdpot sports. (iv) The institution shall provide separate comrpon rooms for male aöd nd (v) Sufficient number of toilets, separate for maie and female and PWD, shaifbe students. (vi) Hostel for boys and girls separately, and some residential quanrs fer teach8i\$ 3re 6.2 Equipments and Materials (i) Library There shall be a library with facility of reading rooms and equipped with minimum two thousand titles and reference books related to all specializations and in educatiop, educational encyclopedias, electronic publications (CD-ROMs), •online resoUrces. at least' five refereed jeumals on health/sports education and teacher education/staff develOpment., :arid.äiso inetetnet connectivity. At least one hundred quality books will be added to the - library .every year. shall have photocopying facility and sufficient number of computeis facility for he use ef faculty and students. (ii) Laboratory Equipments In addition to the laboratories •nentioned under the B.P.Ed programme, the institution offering M.P.Ed Programme shall have equipmentsand facilities specified for mentioned below: (a) Exercise Physiology Laboratory Lactate Analyzer, Body Composition Analyzer, Metabolic Analyzer, Pedometer, B.P. Apparatus (Manual), B.P. Apparatus (Electronic); Skin föld Cäliper, Dry:spird: meter' (5), H0M Rate Monitor, Multi Function pedometer (IO), Computerized 'Tread Mill. (b) Spore Psychology Laboratory EMG Biofeedback; Questionnaires on Personality, Anxiety, Group Cohesion, 'Aggression, Motivation, Mental Toughness, Self-esteem, Löcus of Cori&ol and such - other: questionnaires. as ber the requirement of the contents of the syllabus; Depth.- Perception Bppar«tüs,'• Anticipation Assessment Apparatus,- Finger Dexterity Test. (c) Sports Bio-Mechanics Laboratory Force Plate (Latest Module Complete Set), Electronic Goniometer (Latest Module), Göt Analyss System for any time, any where ahematively presure plate. (d) Measurement and Sports Training Laboratory Digital Back / Leg Dynamometer, Digital Hand Grip Dynamometer (Adult and Children), Skin föld Capillary, Anthropometry Kit (Computer) sliding and spreading, Caliper, Meuurés Goniometer; Steel Taps; Flexomeasure, Hear Rate Mmitor, Weighing Machine, Reaction Time Apparatus (Visual and Audio), Food and Hand Reaction Time Appaßtts Vibrators. (e) Facilities for Yogic KriÄ Yoga Mats. 140 6.3 Cultural Activities THE GAZETTE OF INDIA : EXTRAORDINARY [PART ill—SEC. 4] Suitable and adequate instruments should be provided as and when needed for various activities. Other equipment required for minor games, recreational games, relays and combative sport be procured on the basis of need and specialization. 6.4 Other Amenities (a) (b) (c) (d) Functional and appropriate fumiture in required number for instructional and other purposes. Arrangement may be made for parking of vehicles. Access to safe drinking water be provided in the institution. Effective arrangement be for regular cleaning of campus. water and toilet facilities (separate for male and female students and teachers), repair and replacement of mmiture and Other equipments. 7. 2. (Note: If more than one programme in teacher education are by the same institution in die same campus, facilities of playgourd,• multipurpose hall, library and laboratory (with proportionate addition of bks and equiprnents) and inSauctional space can be shared. The institution

shall have one Principal for the entire institution and HODs for different teacher education programmes in institution Managing Committee The institution shall have a Managing Committee constituted as per the rules of the affiliating university/concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The committee shall comprise representatives of the sponsoring society/autonomous, physical educationists, of the affiliating university and of the UGC Norms and standards for diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed) Preamble The elementary teacher education programme through Open and Distance Learning System is intended primarily for upgrading the professional competence of working (in-service) teachers in the elementary schools. It envisages bringing into its fold those teachers who have entered the profession without formal teacher training. It aims to prepare teachers for the elementary stage of education, that is, classes I-VIII. The programme shall use blended learning modality for design, development and delivery of the programme. Eligibility of Institutions and Territorial Jurisdiction 2.1 Eligibility of Institutions The institutions or academic units specially established for offering ODL programmes like the National Open University, State Open Universities and the Directorates of School of Open and Distance Learning in UGC-recognized Universities, Open Schools, SCERTs shall be eligible to offer teacher education programmes. (The Deemed to be Universities, Agricultural, Technical or allied Universities, which specialize in a field other than teacher education and other discipline specific Universities / Institutions are not eligible to offer teacher education programme through ODL). 2.2 Territorial Jurisdiction The University/Institution offering teacher education programme through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government. The Study Centres of the University/Institution shall also be located in its territorial jurisdiction. 3

4. Duration The duration of the programme shall be of two academic sessions/years. However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer / winter staggered) are available to the learners for guided / supervised instruction and face to face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face interaction (besides learners' self- study at their choice and pace). Intake, Eligibility, Admission Procedure and Fees 4.1 Intake The basic unit of intake for the D.El.Ed. programme shall not exceed five hundred students subject to the condition that one Study Centre shall enroll not more than one hundred students in a given session. The request for additional units shall be examined by the NCTE on the basis of the availability of required facilities in respect of study centres and related support services in the territorial jurisdiction of the university. (ii) (iii) (iv) Eligibility Candidates with at least marks in the senior secondary or its equivalent examination are eligible for admission. Two years of teaching experience in a Government or Government recognized primary / elementary school. Should be working as a teacher in a school at the time of making application which should be submitted through the Head of the institution. The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable. Admission Procedure The university/Institution shall develop a suitable procedure for the selection of candidates. 4.4 Fees The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, amended from time to time and shall not charge donation, capitation fee etc from the students. Eligibility for a Study Centre 5. 6. (a) (b) (c) (d) Only the following category of institutions shall qualify to become a Study Centre: Existing Teacher Education Institutions recognized by NCTE for offering the same programme in face-to-face mode and having all the requisite infrastructure and staff as per NCTE norms; institutions having offered the relevant teacher education course for at least last five years. Institutions declared as Study Centre for one programme by a University shall not be the Study Centres for any other programme of the same or any other University / institution. (i) The number of students allotted to a Study Centre shall not exceed one hundred, (ii) the Study Centre shall provide to the distance learners (allocated to it) access to its library and other physical facilities, (iii) the Headquarters or the Regional Centre of the ODL institution may also function as a Study Centre at least for one hundred students. Teacher educators/ supervisors/ academic counsellor engaged for various activities of the Study Centre shall be fully qualified as per the NCTE

norms. All the functionaries associated with the activities of the Study Centres must be oriented by the open university / institution in the practice of the ODL system from time to time, at least once in a year. The request for additional unit of intake in any programme shall be examined by the NCTE on the basis of availability of required facilities in respect of study centers and related support in the territorial jurisdiction of the /institution. Laid down procedures shall be followed for seeking recognition for additional intake.

Curriculum, Programme Implementation and Assessment 6.1 6.2 Curriculum The syllabus of D.El.Ed offered through the face-to-face mode shall be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials developed by the institution shall be approved by the Distance Education Council/Bureau. Programme Implementation (a) The university/institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other institutions or OERs, and make those A/ V resources available at HQ, regional centres and study centres (and, if possible, directly to the students). Teleconferencing facilities available in the SRCs, state governments and open universities may also be utilised. The programme shall be delivered in a blended mode by judiciously mixing the components of resource-based self-learning, face-to-face counseling and workshops, and technology, enabled. Interaction and learning. 142 THE GAZETTE OF INDIA EXTRAORDINARY [PART II—SEC. 4] (d) Self-learning materials: The programme shall be conducted with full professional expertise, Self-learning materials, both print and non print, must be based on the principles of instructional design and the pedagogy of self-teaming, and be duly approved by the DEC. A blended learning approach (integration of methods and media) shall be applied. The course materials shall be modular and credit-based. The study materials shall be made available to the learners at the beginning of the session itself either in one go or in a phased manner as per the requirement of the programme. Contact Programme: In a programme of two years' duration, the personal contact programme (covering counseling, workshops, school-based activities, and practice teaching) must be conducted at the Headquarters and/or Study Centres convenient to the learners for a minimum of three hundred contact hours. The personal contact programmes shall be conducted in the following forms: (e) Academic Counseling: Academic counseling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, time management, study skills, etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counseling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function. (f) Workshops: In the workshops the learners shall acquire competencies and skill required by a (g) (h) teacher or teacher educator. Therefore be engaged in certain activities as individuals or - in groups. The Study Centres shall also make arrangement for practice teaching in classrooms and in simulated situations. The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignments, and assessment rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the field. There shall be two workshops (one each year) of 6 days' duration each. Thus, in a two-year programme, total of 12 days, six study hours a day, that is a minimum 144 study hours) shall be devoted to the workshops. School-based Activities: The learners pursuing teacher education courses through the ODL system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of DEEd, The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities. Thus a learner shall be supervised/guided by the mentor for a minimum of 15 study hours. Teaching Practice: The learners enrolled in the D.El.Ed programme shall go through a teaching practice in the designated schools, under supervision of the teacher/ academic counselor. After each lesson, the learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, the learner shall discuss with supervisors/teacher educators preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision on his/her teaching practice from the teacher. (i) • The Headquarter staff shall develop curriculum, self-learning materials,

model lesson plans and A.V. materials for use at the Study Centres. There shall be student assignment system, and at least 25% weightage be given to assessment of assignments. At the end of First and Second years, external examinations will be conducted by the designated Examining Body. Study Centres located in the Teacher Education Institutions (TEIs) shall conduct examination of practice teaching and work experience components by appointing - internal and external examiners. (j) Programme organization: Institutions offering ODL programmes shall maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-student discussion on suitable social media or networking services. All the institutions offering ODL programmes shall ensure transparency by presenting details on their website regarding students enrolment, list of programme study centres, academic counselors, mentors, regional consultants and the schools where the teacher trainees- are expected to intern. 6.3 6.4 Staff 1 43 (k) The University/ODL institution shall prepare the calendar for all activities including admission, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar. (l) The institutions shall also prepare manuals (for learners, and mentors, counselors and resource persons) for the implementation of the programme activities. (m) All the ODL institutions/universities shall enter into MoUs with study centres selected in the programmes, indicating their willingness to share infrastructure and other amenities for and commitment to support the ODL learners attached to their study centres. Assessment A two-tier evaluation shall be used by the institution: continuous and comprehensive evaluation, and term-end examinations. Due weightage shall be given to continuous and comprehensive evaluation including for participation and performance in the workshops. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counselors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. Evaluation of assignments, workshop-based activities, school-based activities and teaching practice have to be conducted on a continuous basis. The external evaluation shall encompass questions on all the Units of syllabus and shall be assessed through Objective Type/Short Answer Type/Long Answer Type questions. These questions will be moderated by a Board of Examiners appointed by the examining body. The weightage for internal and external evaluation may be in the ratio of 30: 70, Monitoring and Supervision The ODL institution shall put in place a systematic monitoring mechanism Various strategies for monitoring, such as periodic field visits by the faculty, collection of regular feedback from both the learners and the Study Centre coordinators, interaction with learners through ICT etc., and specified record by the institutions Shall be some of the components of the system While satisfaction surveys shall be undertaken on a regular basis to provide feedback to the counselors and faculty in the headquarters, feedback on course content shall facilitate to maintain the programme over a period of time and undertake minor revisions. A comprehensive evaluation of structure and implementation shall be undertaken periodically. 7

7.1 Headquarters (i) The Institution / University Offering this teacher education programme through the ODL system shall have an exclusive core full time faculty of seven members with expertise in all relevant disciplines like Education, Science, Mathematics, Social Sciences and two languages (English and Regional Language). Qualification in distance education will be desirable. The break up of the faculty will be as follows: Professor Readers / Associate Professors Lecturers / Assistant Professors - One - Two - Four (N.B. The faculty shall be given designations as per the policy of the State Government/Institution.) (ii) The faculty shall be responsible for course designing, learning resources development, assessment of assignments, orientation of academic staff of the Study Centres, monitoring and supervision of the Study Centres, maintenance / revision of the courses, programme evaluation, and other activities as decided by the University/Institution. (iii) The faculty strength shall be increased by one for every additional unit of five hundred students or part thereof. (iv) One faculty member shall be designated as 'Programme Coordinator' for this ODL programme for coordination among faculty members and between the Hqs. and study centres. 7.2 Study Centres . Coordinator 2. Assistant Coordinator Part time Academic Counsellors 3. - One - One • As per need 144 8. THE GAZETTE OF INDIA : EXTRAORDINARY III—SEC. 4] 4. Administrative Staff - As per need N.B. The staff of the study centre (part-time) shall be engaged from the faculty of the host institution or present and former teacher educators. The Academic Counsellor and student ratio shall not exceed 7 , 3 Regional Centres The ODL

institution may set up Regional Centre(s), if required, to coordinate the work of study centres under its jurisdiction. The following staff shall be made available at the Regional Centre: 7.4 . Coordinator/Regional Director 2. Assistant Coordinator/Asst. RD 3. Administrative Staff Qualifications (a) Teaching Staff One - One - As per need The academic and professional qualifications of the academic staff shall be the same as prescribed in the case of the corresponding programme of DEIED offered through the face-to-face mode. In addition, the faculty with qualifications in ODL/experience in the ODL system shall be preferred. (b) Professional Support/Administrative Staff for H.Q. The administrative and other support staff may be provided as per the norms outlined below: 2. 3. 4. 5

6. Office Manager/ Superintendent Software Specialist/Professional Assessment and Evaluation Incharge Computer Operator for Maintaining Database Office Assistant Helper (for the dispatch of study material) One One One One One One Terms and Conditions of Service of Staff 7.5

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body. Facilities 8.1 At Headquarters Adequate number of seminar rooms and cabins for each of the faculty members, an office room with photocopiers, a large room for data entry operators for maintaining database of students, another room for production/processing of learning materials, a huge store for the storing and dispatch of learning materials, an audio-video studio for recording of lessons and production of CDs, and a large Conference Room for conducting meetings/teleconferencing. Teleconferencing/audio-conferencing and computer conferencing facilities with facilities for online learning and open technologies/open source software, along with broadband internet and large scale SMS information dissemination facility are desirable. However, the institution offering teacher education through ODL/ Blended Learning must put to use the centralized SMS facility, the online conferencing system, and the decentralized system of audio-video/radio-TV CD-ROM and other technology-enabled learning. In addition, the model study centre at the ODL institution should have all the facilities for a study centre required. 8.2 At Study Center Curriculum laboratory and learning resource centre, physical education room, Art and Craft Room, ICT and Educational Technology Laboratory workshop for practical work, sufficient number of rooms for individual guidance of trainees in methodology subjects, availability of an elementary practicing school, sufficient number of rooms for organizing contact classes. Other needed facilities like telephone, fax, photocopier machine, internet connection, computers, audio-video players, interactive multi media CD, F.DUSAT receive only (ROT) Satellite, or interactive terminal (SIT), LCD projector are required. 8.3 Library (a) (b) 145 Headquarter Library: There shall be a well-equipped library with adequate number of textbooks and reference books of school and elementary teacher education. Educational Technology: Lib., ICT Library, Psychological Equipment, CDs, Encyclopedias, Journals of Elementary and Distance Education. In addition, Self-instructional material in sufficient quantity shall be available in English/Hindi/Regional Language. Study Centre Library; The libraries/laboratories and workshops of the institutions where study centers are located shall be used by the trainees during contact sessions

9. Pre-requisites for applying for grant of recognition of the programme. Before applying to the NCTE for recognition of the DEIED (ODL) programme, the university/ institution shall ensure the following tasks: (a) (b) (d) (e) (f) Preparation of the project document with details about the scope of programme, fee structure, student enrolment, faculty, Study Centres with facilities and- tutors/counsellors estimated expenditure for development and implementation of the programme, norms of payment for development and implementation of the programme, norms of payment to Study Centres and resource persons, additional faculties, resources to be provided to Study Centres and monitoring and supervision of the programme. Approval of the appropriate university bodies or state government for launching the programme. Preparation of curriculum (course-wise and unit-wise structure) including scheme of evaluation/examination and support services, duly approved by the University. Preparation of the self-learning materials in print and non-print, duly certified by the Distance Education Council (DEC)/Bureau. Undertaking from the identified Study Centers in a prescribed format ensuring strict observation of DEIED norms for the study centres. Initiation of staff selection process such as advertising, screening, interviewing and offering appointment to the selected candidates. 10 Norms and standards for bachelor of education programme through Open and Distance leading to Bachelor of Education (B.Ed.) Degree b. Preamble The Bachelor of Education programme, generally known as B.Ed., is a professional programme that prepares teachers for upper primary (classes VI -VIII), secondary (classes IX-X) as well

as senior secondary (classes XI-XII) levels. The Bachelor of Education programme (B.Ed.) in ODL mode, is a professional programme for in-service teachers, a second degree in teacher education, primarily intended for upgrading the professional competence of working teachers in the upper primary, secondary schools and senior secondary level who have entered the profession without formal secondary teacher training. It aims at preparing in-service teachers for the secondary stage of education, in accordance with the notifications of the NCTE with regard to minimum qualifications for recruitment as a teacher. The programme shall use blended learning modality for design, development and delivery of the programme

2. Eligibility of Institutions and Territorial Jurisdiction 2.1 Eligibility of Institutions The institutions or-academic units specially established for offering ODL programmes University, State Open Universities and the Directorates / School of Open and Distance. Learning in UGC- recognized Universities shall be eligible to offer this teacher education programme. (The deemed to be Universities, Agricultural, Technical or allied Universities; which specialize in a field other than teacher education and other discipline specific Universities / Institutions, are not eligible to offer teacher education programme through ODL). 2.2 Territorial Jurisdiction 3. The University/ Institution offering teacher education programme through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government. The Study Centres of the University/Institution shall also be located in its territorial jurisdiction. Duration The duration of the programme shall be of two academic sessions / year. However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer / winter / 146 4. S

6. THE GAZETTE OF INDIA : EXTRAORDINARY [PART 41 staggered) are available to the learners for guided / supervised instruction and face-to-face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face interaction (besides learners' self-study at their choice and pace). Intakes Eligibility, Admission Procedure and Fees Intake 4.1 The basic unit of intake for the B.Ed. programme shall not exceed five hundred students subject to the condition that one Study Centre shall enroll not more than 50 students in a given session. The request for additional units shall be examined by the NCTE on the basis of the availability of required facilities in respect of study centres and related support services in the territorial jurisdiction of the university.. 4.2 Eligibility The following categories are eligible to be Students of B.Ed.(ODL): (i) Trained in-service teachers in elementary education. (ii)- Candidates who have completed a NCTE recognized teacher education programme through face-to-face mode, (iii) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable. 4.3 Admission Procedure The University/Institution shall develop a suitable procedure for the selection of candidates. The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students. Eligibility for a Study Centre (a) (b) (c) (d) (e) Only the following category of institutions shall qualify to become a Study Centre: Existing Teacher Education Institutions recognized by NCTE for offering the same programme in face-to-face mode and having all the requisite infrastructure and staff as per NCTE norms; institutions having offered the relevant teacher education course for at least last five years. Institutions declared as Study Centre for one course/programme by a University shall not be the Study Centres for any other programme of the same or any other University/Institution. (i) The number of students allotted to a Study Centre shall not exceed one hundred (50 for the first year and 50 for the second year), (ii) the Study Centre shall provide to the distance learners (allocated to it) access to its library, laboratories and other physical facilities, (iii) the Headquarters or the Regional Centre of the ODL institution may also function as a Study Centre at least for one hundred (50 first year and 50 second year) students, Teacher educators/ supervisors/ academic counsellors engaged various activities of the Study Centre shall be fully qualified as per the NCTE norms, All the functionaries associated with the activities of the Study Centres must be oriented by the open university /institution in the practice of the ODL system from time to time, but at least once in a year. The request for additional unit of intake in any programme shall be examined by the NCTE on the basis Of availability of required facilities in respect of study centers and related support in the territorial jurisdiction

of the institution. Laid down procedures shall be followed for seeking recognition for additional intake.

Curriculum, Programme Implementation and Assessment

6.1 Curriculum The curriculum of the B.Ed. offered through the face-to-face mode will be the curriculum of the ODL mode in this programme, hence the nomenclature of this programme shall be same and will be referred to as B.Ed. However, since the ODL mode will cater to the in-service school teachers, the curriculum will be transacted to and structure the past teaching experiences gathered while teaching. The programme shall use blended learning modality for design, development and delivery of the programme.

147 The syllabus of B.Ed for the, face-to-face programme shall be transformed into distance mode consisting of Blocks/Units as per credit hours Of study. The self-learning materials developed by the institution shall be approved by the Distance Education Council/Bureau.

6.2 Programme Implementation. The B.Ed. ODL Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with content and subject matter that they will be teaching, The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks Of their Subjects, themselves with how children learn so that they can develop and use teaching that are responsive to the learning needs of all their learners in diverse and plural settings of secondary and senior secondary classrooms.

(a) (b) (d) (g) (h) The university/institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other institutions or OERs, and make those A/ V resources available at HQ, regional centres and study centres (and, if possible, directly to the students), Teleconferencing facilities available in the SRCs, state governments and open universities may also be utilised. The programme shall be delivered in a blended mode by judiciously mixing the components Of resource-based self-learning, face-to-face counseling and workshops, and technology-enabled interaction and learning.

Self-learning materials: The programme shall be conducted with full professional expertise. Self-learning materials, both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the DEC. A blended learning approach (integration of methods and media) should be applied. The course materials shall be modular and credit-based. The study materials shall be made available to the learners in the beginning of the session itself either in one go or in a phased manner as per the requirement of the programme.

Contact Apart from the school based activities and practice teaching, in a programme of two years' duration, the personal contact programme shall cover counseling and workshops, seminar presentations, report writing etc. and must be conducted at the Headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programmes shall be conducted as per details given below:

Academic counseling Academic counseling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, dissertation; time management; study skills. etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counseling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

Workshops: In the workshops the learners shall acquire competencies and skills required by a teacher or teacher educator. Therefore, they shall be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangement for practice teaching in classrooms and on simulated situations, The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignment, rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the classrooms. There shall be two workshops (one each year) of 6 days' duration each.

School-based activities: The learners pursuing B.Ed. programme through the ODL system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of B.Ed. The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities, Thus a learner shall be supervised/guided by the mentor for a minimum of 15 study hours.

Teaching practice: A learner enrolled in the B.Ed programme shall go through a teaching

practice for three months, in the schools where he/she works, under supervision of senior teacher/academic counselor. Each lesson will be a guided, supervised, assessed, lesson and given. The learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, the learner shall discuss with supervisors/teacher educators the 148 (i) (j) (k) (n) (o) 6.3 6.4 Staff THE GAZETTE OF INDIA : EXTRAORDINARY [PART II—SEC. 4] Preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision and feedback on his/her teaching practice from the teacher. The Headquarter shall develop curriculum, self-learning materials, model lesson plans and multi media learning resources for use at the Study Centres. There shall be student assignments, and at least 250/0-weightage be given to assessment of assignments. At the end of first and second years, external examination shall be conducted by the designated Examining Body, Study Centres located in the Teacher Institutions (TEIs) shall conduct examination of practice teaching and work experience components by appointing internal and external examiners. Programme organization: Institutions offering B.Ed. through ODL shall maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-student discussion on suitable social media or networking services. All the institutions offering ODL programmes shall ensure transparency by presenting details on their Website regarding students enrollment, list of programme study centres, academic counselors, mentors, regional consultants and the schools where the teacher trainees are expected to intern. The University/ODL institution shall prepare a calendar for all activities including admission, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar. The institutions shall also prepare manuals (for learners, and mentors, counselors and resource persons) of the programme activities. All the institutions/universities shall enter into MoU with study centres selected to offer the programmes, indicating their willingness share infrastructure and other amenities for and commitment to support the ODL learners attached to their study centres. Assessment A two-tier evaluation shall be used by the institution: continuous and comprehensive evaluation, and term-end examinations with suitable weightage given to continuous and comprehensive evaluation including for participation and performance in the workshops as allotted in the curriculum framework. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counsellors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. Evaluation of assignments, workshop-based activities, school-based activities and teaching practice have to be conducted on a continuing basis. Each of the student-teacher will maintain the portfolio of his/her work-completed till through the year which will be considered for the internal assessment. Examination will be designed and conducted by the examining body. The weightage for internal and external evaluation may be in the ratio of 30:70. Monitoring and Supervision The ODL institution shall put in place a systematic monitoring mechanism. Various strategies for monitoring, such as periodic field visits by the faculty, collection of regular feedback from both the learners and the Study Centre coordinators, interaction with learners through ICT etc., and maintaining specified record by the institutions shall be some of the components of the system. While learner satisfaction surveys shall be undertaken on a regular basis to provide feedback to the counsellors and faculty in the headquarters, feedback on course content shall facilitate to maintain the programme over a period of time and undertake minor revisions. A comprehensive evaluation of the programme structure and implementation shall be undertaken periodically.

7. Headquarters (i) - The University offering this teacher education programme through the ODL system shall have a core full time faculty of seven members with expertise in relevant disciplines like Education, Science, Mathematics, Social Sciences and Languages. Qualification in distance education shall be as follows: - One 149 2. Readers Associate Professors 3, Lecturers / Assistant Professors • Two - Four (N.B. The faculty shall be given designations as per the policy of the State Government/institution.) (ii) The faculty shall be responsible for course designing, learning resources development, assessment of assignments, orientation of academic and other staff of the Study monitoring and supervision of the Study Centres, maintenance/revision of the courses, programme evaluation, and other activities as decided by the University/Institute. (iii) The faculty strength shall be increased by one for every additional unit of five hundred students or part thereof. (iv) One faculty member shall be

designated as 'Programme Co-ordinator' for this ODL programme for coordination among faculty members and the Hqrs. And study centres. (v) Teacher Educators / Supervisors engaged for various activities at the Study Centres shall be qualified as per NCTE norms for the B.Ed. programme. 7.2 Study Centres 2. 3

4. Coordinator Assistant Coordinator Part time Academic Counsellors Administrative Staff - One One • As per need - As per need NrB.

The staff of the study centre (part-time) shall be engaged from the faculty of the host institution or present and former teacher educators from other neighbouring institutions. At least one Academic Counsellor should be appointed for each of the courses prescribed for the program. -7.3 Regional Centres The ODL institution may set up Regional Centre(s), if required, to coordinate the work of study centres under its jurisdiction. The following staff shall be made available at the Regional Centre: 7.4 1. Director 2. Assistant Coordinator/ Asst. RD 3. Administrative Staff Qualifications (a) Teaching Staff - One - One - As per need The academic and professional qualifications of the academic staff shall be the same as prescribed in the case of the corresponding programme of B.Ed. offered through the face-to-face mode. In addition, the faculty with qualifications in ODL/experience in the ODL system shall be preferred. (b) Non -Teaching/Professional Support (Administrative Staff for H.Q. The administrative and other support staff may be provided as per the norms outlined below: 2. 3. 4. 5

6. Office Manager/ Superintendent Software Specialist Professional Assessment and Evaluation Incharge Computer Operator for Maintaining Database Office Assistant Helper (for the dispatch of study material) One One One One One One One One

7.5 Terms and Conditions of Service of Staff The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body. 150 8

9. THE GAZETTE OF INDIA : EXTRAORDINARY [PART 4] 3.3 Facilities At Headquarters

Adequate number of seminar rooms and cabins for each of the faculty members, an office room with photocopiers, a large room for data entry operators for maintaining database of students. another room for production/processing of learning materials, a huge store for the storing and dispatch of learning materials, an audio-video studio for recording of lessons and production of CDs, and a large Conference Room for conducting meetings/teleconferencing. Teleconferencing/ audio-conferencing and computer conferencing facilities with facilities for online learning and open technologies/open source software, along with broadband internet and large scale SMS information dissemination facility are desirable. However, the institution offering teacher education through ODL Blended Learning must put to use the centralized SMS facility, the online conferencing system, and the decentralized system of audio- video radio-TV CD-ROM and other technology-enabled learning. In addition, the model study centre at the ODL institution should have all the facilities as specified for a study centre. 8.2 At Study Center Curriculum laboratory and learning resource centre, physical education room, Art and Craft room, ICT and Educational Technology laboratory for workshop/ practical work, sufficient number of rooms for individual guidance of trainees in methodology subjects, availability of an elementary practicing school, sufficient number of rooms for organizing contact classes. Other needed facilities like telephone, fax, photocopier machine, internet connection, computers, audio-video players, interactive multi media CD, Edusat receive only (ROT) satellite, or interactive terminal (SIT), LCD projector are required. Library (a) Headquarter Library: There shall be a well-equipped library with adequate number of textbooks and reference books on school and secondary teacher education; Learning Resources Centre Library, Psychological Equipment, CDs, Encyclopedias, online resources, refereed Journals of Secondary Teacher Education and Distance Education. In addition, self-instructional materials in sufficient quantity shall be available in English/Hindi/Regional Language(s). Study Centre Library: The libraries/laboratories and workshops of the institutions where study centers are located shall be used by the student-teachers during contact sessions. Pre-requisites for applying for grant of recognition of the programme. Before applying to the NCTE for recognition of the B.Ed. (ODL) programme. the university/ institution shall complete the following: (a) (b) (d) (e) (f) Preparation of the project document with details about the scope of the programme, fee structure, student enrolment, faculty, learning resources, Study Centres with facilities and tutors/counsellors estimated expenditure for development and implementation of the programme, norms of payment for development and implementation of the programme, norms of payment to Study Centres and resource persons, additional faculties, resources to be provided to Study Centres and monitoring and

supervision • of the programme. Approval of the appropriate university body or state government for launching the programme. Preparation of curriculum (course-wise and unit-wise structure) including scheme of evaluation/examination and support services, duly approved by the University. Preparation of the self-learning materials in Drint and nan-print, duly certified by the Distance Education Board (DEB), Undertaking from the identified Study Centers in a prescribed fon•nat ensuring strict observation of B.Ed. norms for the study centres. Initiation of staff selection process such as advertising, screening, interviewing and afiCring appointment to the selected candidates. APPENDIX-I Norms and Standards for diploma in arts education (Visuat Arts) programme leading to Diploma in Arts Education (Visual Arts)

Preamble The Diploma in Art Education (Visual Ans) is a professional pre-service teacher education programme which aims to prepare teachers to teach Visual Arts upto class 151 2. Duntion and Working Days 3 2.1 2.2 (a) (b) (c) 3.1 3.2 3.3 Duration The Visual Arts programme shall be cf a duration of two academic years. However, the students Shai! be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme. Working Days There shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least 16 weeks shall be for school intemship in elementary schools. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of ail the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogues and consultation and when needed. The minimum attendance of student-teachers shalt have to be 80 % for all course work and practicum, and 90 % for school internship. Intake, Eligibility, Admission Procedure and Fees Intake There shall be a basic unit of fifty students (painting/drawing, etc) for each year, with two sections of twenty five students each. Two basic units are permissible initially. However. government institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements. Eligibility Candidates with at least fifty percent marks in the higher secondary examination (+2) or its equivalent with visual arts (paintingidrawing, graphic design/heritage crafts appiiid acts/sculpture? etc), as elective subject(s) ak the higher secondary stage are eligible for admission. The reservation in seats and relaxation in the •qualiOing marks in favour of the reserved categories shall be as per the rules of the concerned State Government, whichever is applicable. Admission Procedure Admission shall be made on merit on the basis of marks obtained in the qualifring examination and/or in the entrance examination or any other selection process as per the policy of the State Government 'UT Administration. The institution shall charge only such fee as prescribed by the affiliating body/state government concemed in accordance with provision of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institution) Regulations, 2002, as amended form time to time and shall not charge donations, capitation fee, etc. from the students

4. Curriculum, Programme Implementation and Assessment 4.1 Curriculum The two year curriculum

has the following components; A. B. C. D. a) Theory Practicum School Internship Workshops, visits, projects, displays and performances Theory (A) Core Courses In case of theory, some of the courses will be common to all Arts Education. programmes (Visual and Performing arts). (i) Child Studies shall include an in-depth study of theories of child and adolescent development', context and processes of socialization; social and emotional development; self and identity; cognition and learning; language acquisition and communication; constructs of childhood and child-rearing practices; to enhance critical and analytical thinking; learning processes involving arts and its related activities/ experiences, physical health and inclusive education. 152 (a) THE GAZETTE OF INDIA : EXTRAORDINARY [PART IV—SC. 4] (ii) Contemporary Studies Shall engage students with concepts and approaches of different art forms specially the role of arts in society and the pluralistic nature of Contemporary Indian society. It also includes concepts of culture and its diversity across the country. constitutional values and provisions of culture and societal stratification; engagement with concerns of contemporary Indian art and artistic trends: pluralistic culture, equity, gender, poverty and diversity, questions of identity and self and its discovery through various art forms; examining their positions in society etc. (iii) Educational Studies shall integrate philosophical questions about the fundamental aims and values of (iv) education; relationship between education and society; an in-depth study of status, problems and concerns of school education in India; engagement with school culture and school as a learning organisation. There shall be integration of theoretical and practical components of the preparation of a teacher. Language Proficiency and Communication courses shall include hands-on experience in using the language in different contexts, dialects, local languages, meta-linguistic awareness with a focus on listening, speaking, reading comprehension and writing for varying contexts. Various art forms are another form of language or language is an art form. The language proficiency especially to critique and give content to different art forms plays a crucial role. The students must learn to appreciate the convergence between two forms of expression. Appreciation of Arts: Though the subjects of Visual and Performing arts converge at a common plane with their respective theories and historical perspective embedded in their course, this component is essential for everyone, This course shall make the students aware of different traditions and dimensions of Indian art forms from their origin to the present day. Appreciation of different art traditions is possible only by giving adequate exposure to the student teachers through studying books, texts, articles, observing performances, Visiting museums, monuments, artists, craftspersons, looking at the resources available online and offline. Visual Arts (Painting/Sculpture/Applied Arts/ Heritage Crafts/ Design) The theory comprises of fundamentals — elements and principles of visual arts and how adolescent understands to develop his/her artistic faculty. There are different techniques and materials in different visual arts. The course shall help student- teachers understand the nature of basic disciplines of visual arts and its co-related fields. However, there are different ancient texts written on visual arts, which are a part of the theory course. They will be studying history of art in theory as well as in the course on Appreciation of Arts. Questioning, projects and comparative study on theory courses will enhance the knowledge of teacher learners. B. Pre-Practicum Exploring various mediums and techniques, the students can opt their way of expression. Students shall be equipped to cater to needs of diverse learners in school. The programme will include practices in each field of visual arts. The student teachers will explore different pedagogical processes in various mediums and materials which are appropriate for children upto secondary school. The content for these will vary from creating visual materials related to the day to day life of children, their cultural and environmental concerns and contexts, application of arts and crafts for an aesthetic school experience with designs and displays, and for the self development. 4.2 Programme Implementation a). There shall be integrative aspects in the "pedagogic courses" of all forms of Arts Education, where enduring issues of assessment including CCE, classroom management, and the role of ICT will be addressed. A course integrating aspects of curriculum across the areas shall be included comprising of review of principles and processes of curriculum formulation, pedagogic principles across the curriculum, classroom processes, especially in the context of stipulations of RTE 2009. The courses shall be designed to help student teachers understand the nature of basic disciplines, key concepts and construct, critical understanding of school curriculum, content of elementary school subjects, and how children learn in general and how they learn arts education areas in particular. Since the Arts Education subjects are more practical based, the ratio of weightage for theory and practical should be 40:60. (B) School Internship in

both years the students teachers will be sent to schools for observations and organizing classroom and out of classroom activities. The duration of the school internship shall be at least 16 weeks. c) Workshops, visits, projects, displays and performances Workshops with eminent artist or crafts persons, visit to local monument, museum, art galleries, local fair and festivals etc. and conducting discussions, writing reports or giving seminar after these experiences are also part of their art experiences.. There should be process oriented projects based on social, cultural or environmental s. Ill-aug 4] theme can be given individually or in groups. There should at least be one workshop each • online* artist or group in the field of tribal art for at least ten days to appreciate and understand that particular field Visit to local historical monument, museum, art performances. local art; ! discussing and reporting through report writing in groups or through seminar. 43 Assessment Since the Arts Education subjects are more practical based, the ratio of weightage to should be 40:60, out of the total marks for the entire programme. 250/0 marks may be assessment of school internship activities. An Assessment plans which is valid and reliable. It is manageable shall be prepared. Students should receive on-going feedback from teachers and encouraged to take responsibility for their own learning through discussion, self-reflection peer A Teachers might record students' achievement as part of this strategy students should keep a log, Will be used as part of a formal assessment and report. Log will be outcome individually. It is important that teaching programs allow for individual outcomes and that assessment strategies allow for each student to achieve. Staff S.I Academic Faculty For a basic unit of fifty students or less with combined strength of one hundred or less course. 2. 3. 4. 5. 6, Principal Lecturers (Arts) Lecturer in Education Lecturer in Health and Physical Education Lecturer in Language Lecturer in Art and Craft

our 5.2 Qualifications (a) Principal Academic and professional qualification Will be for Five years experience of teaching in arts teacher education teacher education institution, or institutions of visual arts. Lecturers (b) Lecturer in Education M.Ed. 'M.Ed. (Elementary) with fifty five percent marks OR (i) M.A. in Education with fifty five percent marks (ii) Diploma/Degree in art education elementary Education/secondary education with fifty percent marks. (c) Arts subjects Four (b) (c) (d) Painting Sculpture Graphics History of Arts One One One One essential Qualifications Masters degree in fine arts (visual arts) with fifty percent marks and specialization in the concerned, mentioned above. 4728

Gi 114—20 154 Desirable THE GAZETTE OF INDIA : EXTRAORDINARY [PART II—SEC. 4] Degree/Diploma in education with marks and proficiency in the use of computer for educational purpose. (d) Health and Physical Education - Lecturer One Essential Post-graduation in Physical Education (M.P.Ed.) with fifty percent marks. (e) Lecturer in Literature One Post graduate in English or Regional language with fifty five percent marks (i) Degree/Diploma in education with fifty percent marks (f) Art and craft (Lecturer Essential: (g) Librarian One Or A traditional crafts person-pottery/weaving metal crafts/ bamboo work/traditional painting etc. who is a state or national level Master crafts person. One Bachelor degree in Library and information Science with fifty percent marks. S.3 5.4 (a) Staff Number (i) JDC/Office Superintendent (ii) Computer Operator Qualifications As prescribed by State Government/UT Administration concerned. Note: - One • One For additional intake of fifty student the additional staff shall comprise five full time lecturers, one Assistant and one Office Assistant. In a composite institution, the Principal, and academic, administrative and technical staff can be shared. • Terms and conditions of service. The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age or superannuation and other benefits shall be as per the policy of the State Government/Affiliating body. Facilities infrastructure 6.1 (ii) The institutions shall possess 2500 sq. mts. (two thousand five hundred square meters) land for the initial intake of one unit out of which 1500 sq. mts. (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one unit or part (hereof it shall possess additional land of 500 sq. mts. (five hundred square meters) out of which 300 sq. mts. (three hundred square meters) shall be the built up area. The institution must have the following infrastructure: One classroom for every 25 students. Multipurpose Hall with seating capacity of two hundred and a day library -cum-Resource Centre Resource Centre for Arts Education with ET and KCT facilities. Arts studio for painting with facilities for fifty students, Applied arts studio with facilities for fifty students, Sculpture studio with facilities for fifty students, Health and physical education resource centre. 155 (ix) (x) (xi) (xiii) (xiv) (xv) (xvi) (xvii) (xviii) . (xix) (XX) (c) Principals Office Staff Room Administrative Office Store rooms for storing arts materials (Two) Girls' Common Room Canteen Visitors Room Separate Toilet Facility for male and female students Parking Space Open space for lawns, gardening activities, etc. Store Room for administrative

office Multi purpose playfield The institutional campus, building, furniture etc. should be disabled friendly. 6.2 6.3 If more than one course in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and resource centres (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal the entire institution and Heads for different teacher education programmes offered in the institution. School Internship Facilities The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching. Not more than ten student teachers shall be attached with each school. Equipments and Materials (i) The institution shall establish studios and Resource Centers as given in 6(1) wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. (a) (b) (c) (e) (f) (g) (h) (j) These should include: Books on arts and crafts, journals and magazines Children's books Audio-visual equipment • TV, DVD Player, Electronic Projector Audio-visual aids, video audio tapes, slides, films. Teaching aids - charts, pictures Motivational materials such as children's art works, work of well-known artists and master craft persons Developmental assessments check lists and measurement tools. Photocopying machine Materials for different Art Activities Easels, drawing boards, canvases. paper, brushes, sculpture specific 100% kit, craft specific '00% kit'. applied arts kit and raw materials sufficient for fifty students. Teaching and Learning Material/Aids The equipment and materials should be suitable and sufficient in quality and activities planned in the programme. These include the following: Collection of slides on different arts, documentaries on the methods and practices of arts, art education kits, models, play materials, books on art subjects, puppets, photographs. charts, flash cards handbooks, pictures, pictorial representation of children. THE GAZETTE OF : EXTRAORDINARY Audio Visual Equipment [PART II—SEC. 41 for projection and duplication and educational software facilities including TV, -DVD projector, blank audio video cassettes, video-audio tapes, slides, films, charts, pictures. ROT (Receive Only Terminal) and SIT (Satellite Interlinking Terminal) would be desirable. Musical Instruments Simple Musical Instruments such as Harmonium, Tabla, Flute, Mridangam, Veena, Manjira and other traditional indigenous musical instruments. Books, and Magazines A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, and reference books, books on professional education, teachers' handbooks, and books on and for Children (including comics, stories, picture books, and poems). The institution should subscribe to at least three journals of which at least one should be on art education. Games, Sports games and sports equipment for common indoor and outdoor games should be available. The institution shall have a Managing Committee constituted as per the rules, if any, of the concerned State in the absence of any such rule, the sponsoring society shall constitute the Managing Committee of its own. The Committee shall comprise representatives of the Managing Society, staff, artists, and elementary Education Officers and Staff Representatives. dig. omz APPENDIX-K2 arts Arts) programme leading to Diploma in 'V, " pre-service teacher education programme up to Class V 01. The programme shall be of a of two academic years. However, the institution shall be permitted to complete the programme requirements within a maximum period years from the date to the programme. Days shall be at least two hundred working days each year exclusive of the period of examination and admission, out of which at least 16 weeks shall be for school internship in elementary schools. The institution shall work for a minimum of thirty six hours in a week (five or-six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogues and as when needed. minimum attendance student-teachers have to be 80 % for all course work, and 90 % school internship. 157 3 4. Intake, Eligibility, Admission Procedure and Fees 3.1 Intake 3.2 3.3 3.4 There shall be a basic unit of fifty students for each year, with two sections of twenty five students each. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements. Eligibility (a) Candidates with at least fifty percent marks in the higher secondary examination (+2) with music/dance/theatre as elective subject(s) at the senior secondary stage are eligible for admission. Or (b) Candidates who do not have performing art subjects at higher secondary examination but who have learnt music/dance/theatre from a professional

institution and has acquired a certificate recognised as equivalent to higher secondary are eligible for admission. (c) The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned State Government, whichever is applicable. Admission Procedure Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or' in the entrance examination or any other selection process as per the policy of the State

Government [UT Administration. Fee The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provision of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institution) Regulations, 2002, as amended from time to time and shall not charge donations. capitation fee, etc. from the students. Curriculum, Programme Implementation and Assessment Curriculum

The two year curriculum has the following courses/ components; A. Theory B. Practicum C. School Internship Programme D. Workshops, visits, projects, displays and performances A. Theory a) Core Course & In case of theory, some of the theory courses will be common to all Arts Education programmes (Visual and Performing Arts). (i) Child Studies shall include an in-depth study of theories of child and adolescent development', context and processes of socialization; social and emotional development; self and identity; cognition and learning; language acquisition and communication; constructs of childhood and child-rearing practices; to enhance critical and analytical thinking; learning processes involving performing arts and its related activities/ experiences, physical health and inclusive education. (ii) Contemporary Studies shall engage students with concepts and approaches of different art forms specially the role of arts in society and the pluralistic nature of contemporary Indian society. These courses -also include concepts of culture and its diversity across nation, constitutional values and provisions of culture and societal stratification; engagement with concerns of contemporary Indian art and artistic trends; pluralistic culture, equity, gender, poverty and diversity, questions of identity and self and its discovery through various art forms; examining their positions in society etc. (iii) Educational Studies shall integrate philosophical questions about the fundamental aims and values of education; relationship between education and society; an in-depth study of status, problems and concerns of school education in India; engagement with school culture and school as a learning organisation. There shall be integration of theoretical and practical components of the preparation of a teacher. 158 B. THE GAZETTE OF INDIA : EXTRAORDINARY (iv)

Language Proficiency and Communication shall include hands-on experience, [PART IV—SEC. 4] ; the Language in contexts, dialects, local languages, meta-linguistic awareness with a listening, speaking, reading comprehension and writing for varying contexts. Art is another form of language or language is; an art form. The language proficiency specially to critique and give content to a crucial role. The students must learn to appreciate the convergence between two forms of expression. (v) Appreciation of Arts Though the subjects of Visual and Performing arts will have its own theory and historical perspective embedded in their course, this component is essential everyone. This course shall make the students aware of different traditions and dimensions of Indian art forms from their origin to the present day. Appreciation of different art traditions is possible only by giving adequate exposure to the student teachers through studying books, texts, articles, observing performances, visiting museums, monuments, artists, craftspersons, looking at the resources available online and offline. Music (Vocal and Instrumental) C. (i) Theory Theory of Music includes the role of music in child development, music as a tool in child education, aims and objectives of teaching music in schools, music and its relationship with mathematics, culture, sociology, psychology, physics (sound and its propagation etc.), music and physiology and healing/ music therapy, voice culture and physiology of human throat and ear, nurturing and cultivating adolescent voice. Study of following texts over two years: Natyashastra. Sangeet Ratnakara, Swar Mala Kalanidhi, Chaturdandi Prakashika and Sangeet Parijat Indian Aesthetics [Theory of 'Ras'] and introduction of Indian notation system and basic knowledge of four fold classification of musical instruments. (ii) Practicum Student teachers can opt either for vocal/ instrumental (melody) Hindustani or Vocal/instrumental (melody) Carnatic music and pursue it for pedagogical interventions in schools. They will be doing planning and development of lessons keeping in view an inclusive participatory classroom. They should be able to tune one's own instrument and also able to tune and play Tanpura and Tabla {basic thekas}, compose music for stage productions i.e. ability to compose and direct an ensemble and orchestra, experimentation in music, collection of regional and folk songs, devotional songs, patriotic songs etc. Critical appreciation and comparative study of ragas and talas having common features and learning of the following ragas: Yaman, Bhairav, Bihag, Vrindavani-Sarang,

Jaunpuri, Alhiya Bilawal. Pitu, Kafi, Bharavi etc. should be a part of the practicum. They should also be able to maintain and repair the musical instruments. Drama & Theatre (i) (Foundations of Drama & Theatre)

This subject would include study of two broad areas in both theory and practice i.e. (a) The History and overview of various disciplines in theatre so that they can contextualize their study in each of the areas. (b) Study and understanding through practice the complexities and possibilities of various elements of theatre i.e. Acting, Design Direction and Theatre Techniques to be able to employ theatre within the educational framework with greater ease and confidence. Student teachers shall study the history of World Drama and Indian Drama from the Classical to the modern times, along with the history of Design, Acting and Play Production. This must also include study of iconic play texts i.e. *Natyashastra* and *Abhinaya darpan* and productions to understand the unique nature of Drama as different from other modes of expression. The

History teaching could be done through theatre techniques to introduce methods of teaching theory through the experiential mode which they can later use with children when they teach in schools. The theory will also include the study of pedagogical importance and concept of each of the skills and techniques they learn. Drama in Education could also be divided into two distinct segments. One that concentrates on performance for and by children could be termed Theatre in Education which focuses on the key approaches and practices in theatre for children. This aims at providing practical, hands on experience of diverse theatre practices used for engaging children- along with a brief background of theoretical basis underlying each approach. The other is Drama in Education which is more class room based and aims to impart methods and conventions to use theatre as a pedagogic tool, and to evolve a comprehensive perspective of the learning process. Ill-ugg 4] 159 (a) The Student teachers shall study History of the, interface between Theatre and Education over the years. They will therefore be looking at the importance of this interface, approaches and Strategies on the use of drama in teaching learning process. both in India and the West. (b) Role of Drama in personality development, confidence building, enhancing socializing skills and stimulating intellectual curiosity, in addressing cultural diversity, in therapy etc. (c) History and Practice of participatory theatre in the world. (d) Theory of key drama conventions evolved by DIT practitioners, techniques, strategies. (e). Introduction to the conceptual

framework of pedagogy of subjects in schools i.e. Languages; Social Studies, Mathematics, Science and arts and Crafts. (ii) Practicum They would be required to undergo practice training for each of the elements of theatre, (a) (b) (c) (d) (e) Within the Acting component they would learn Yoga, Movement, Martial arts, Clowning, Acrobatics, Voice Speech, Story Telling, Theatre Games, Improvisations, and Characterisation.

Within the Theatre techniques and Design they will have to learn to make properties, masks, puppets, Lighting, Make Up, Costume Design and Set Design and explore ways of using them. To understand and consolidate different elements of theatre learnt, they should rehearse and perform a play, around issues of interest to children and learning child psychology as well as to act as children. The plays chosen or evolved could be on the pattern of the Gripps methodology. This can also be seen as a practical-related to their study of Theatre in Education. Learn the Process drama conventions that can be employed very effectively

for teaching theatre or any other subject, conducting theatre workshops and creating participatory performances. Create a participatory performance under the direction of an expert using all the drama conventions and perform in schools. 4.2 D. Dance (i) Theory What is dance? What are the types of Dances? Introduction to Classical, folk/regional, and other dances. The that is seen in the Dances of India is to be identified. A brief introduction to the worshipping deities like the Nataraja, Krishna and other familiar ones. The student teachers shall learn the Folk dances of their state. A brief introduction to *Natyashastra* and *Abhinaya Darpanam* is to be read, The student teachers shall history of Classical Dances of India and the role of the kings and the temples in patronizing dance, basic knowledge Of prevalent notation system and Four fold classification of musical instruments. Modern dance thinkers like Udayshankar,

Rabindranath Tagore, Rukmini Devi Arundale, Balasaraswati, Madam Menaka, Ramgopal and other personalities' contribution to dance in India. (H) Practicum Following this exploration of rhythm and its variation is an important part of the curriculum, where beating, clapping, and spacing is highlighted. Semiotic Study related to Dance includes the *hastamudra* of *Abhinaya Darpanam* or any other text as followed by Classical dances along with facial expressions. These may be applied on Children's stories, epics, jatakas and other well known stories. Within the dance component they would learn yoga, movement, acrobatics, improvisation and characterization. They would also learn stage management, lighting, makeup, costume design etc. Programme Implementation School Internship: Students during this

two year course will have to undergo school experience programme of 16 weeks each year. This will include school observation its systems and activities. observation of children in classes through music, theatre and dance observing the children in offler locations as well as observe the environment around then-i to create improvised performances in the first year and in the second year they will be attached to some schools as intems Where they teach theatre for 20 days with adequate lesson plans using the various skills and methodologies learnt during the entire course. This will be guided, observed and assessed by experts. The student teachers will be asked 'to maintain a Self Reflective Jouma! (SRJ) to anal)'\$ their performance through the term and through the sessions in the Schools. They may also do summer workshops/ apprenticeship/ intemship independently during the summer vacations culminating in a small performance prepared by/with children, 160 4.3 S. THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] Note; There shall be integrative aspects in the pedagogic courses of all forms of Arts Education, where enduring issues of assessment including CCE, classroom management, and the role of wilf be addressed. A course integrating aspects of curr.iculum across the areas shall be included comprising of review of principles and processes of curriculum formulation, pedagogic principles across •the curriculum, classroom processes, especially in the context of stipulations of RTE 2009. The courses shall be designed to help student teachers understand the nature of basic disciplines, key concepts and construct, critical understanding of school curriculum, content of elementary school subjects, and how •children learn in general and how they learn arts education areas in particular. Assessment Since the Arts Education subjects are more practica! based, the ratio of weigthage for theory and practical should be 40:60. Out of the total marks for the entire programme, 25% marks may be ear-narked for the assessment of internship activities. An Assessment plans which is valid and reliable, time efficient and manageable should be prepared. Students should receive on-going feedback from teacher' and peers and be encouraged to take responsibility for their own learning through discussion, self-reflection and peer assessment. Teachers might record students' achievement as part of this strategy but students should know if these results will be used as part of a fonnal assessment and reponing practice. Each of the outcome may not be assessed individually. It is imponant that teaching programs allow for md encourage students eo address all the syllabus outcomes and that assessment smtegies allow for each student to demonstrate their achievement. While the theory component can be assessed through written projects/ seminars _ and written paper, the practice gomponent should be assessed on a continuous basis by the teacher. The criteria would be understanding, implementing, creativity in implementation, initiative and performance output through the sessions including quality of participation in production and workshops. in theatre production and performnace will be a pan of the main course and assessment will take place in production, thus more hours will be required for practice and preparation which should be provided to students. Staff 5.1 Academic Faculty For a basic unit of fifty stut lents or less with combined snength of one hundred or less for the two year course: 2. 3. 4. 5. (5.1) Qualifications Principal Lecturers (Arts) Lecturer in Education Lecture in Literature Lecturer in Health & Physical Education - One - Four - One - One - Cne (a) PrincipaVHead • (i) Academic and professional qualification will be as prescribed for the post of lecturer; and (ii) Five years experience Of teaching in •arts teacher education or elementary/secondary teacher education institution, or institutions of pe!

forming arts, Lecturer (b) Lecture in Education M.Ed. fM.Ed(Elementary) with fifty five percent marks OR M.A. in Education With fifty five percent marks Seven One Diploma/Degree in art education/Elementary Education /secondpry education• wirh fifty percent marks (c) Performing Arts Vocal Music Four (iii) (iv) Instrumental Music Dance/ (melody instruments) Theatre Arts Chie one Essential Master's degree in music/dance/theatre arts with fifty discipline as mentioned above. Desirable Degree/diploma in education and proficiency in the use ef fer edu.-o (i) Working knowledge of Harmonium. (ii) Working knowledge of Table/Pakhawaj;mridangnn (iii) B grade artist of AIR]Doordarshan. Note: The services of local artists and/or eminent artists {nay be availed from time to Eime as (d) (e) (f) (g) Lecturer in Literature One (i) Post graduate degree in English or Langua=e With (ii) Degree/Diploma in Education with 500 Health and Physical Education Lecturer Essential Post-graduation in Physical Educa\ion (M.P.EdA 'Cii7.,h fitly Tabla Accompanist One (i) Bachelor in music (tabla) with fifty percent ditrks. (ii) (iii) (B) Or Bachelor degree with diploma in performing arts education with tifiy Enavks. or Any other equivalent degree or gharandar artist with good perfbxncig abflii.y high grade artist of AIR,' Harmonium or any other melody instruments Same as Table accompanist. (h) Librarian One Bachelor degree in Library and Infonnation Science with fifty percent nxarks. •Administrative Staff s.3 Note: (ii) Number (a) UDCfOffice Superintendent (b) Computer Operator Qualifications As prescribed by State Govetnment/U1* Admini ' si.ah - one ration concerned. shah comprise , For additional intake of fifty students. the Assistant and one Office Assistant. 4728 162 5.4 6. 6.2 THE GAZETTE OF INDIA : EXTRAORDINARY [PART 111 —SEC. 41 In a composite institution, the Piincipal, and academic, administrative and technical staff can be shared. Terms and conditions of service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body. Facilities (1) Infrastructure (a) The institutions shall possess 2500 sq. mts. (two thousand five hundred square meters) land for the initial intake of one unit out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one unit or part there it shall possess additional land of 500 sq mts (five hundred square meters), out of which 300 sq mts (three hundred square meters) shall be the built up area. The institution must have the following infrastructure: (b) (i) One classroom for every 25 students (ii) Multipurpose Hall with seating capacity of two hundred and a dias (iii) Library-cum-Readiag Room (iv) Resource Centre for Arts Education with ET and ICT facilities. (v) Performing arts resourcecentre with mirrors. (Wi) Instrumentai music room with mirrors, (vii) Vocal music room with mirrors, (viii) Health and physical education resource centre, (ix) Principal's Office (x) Staff Room (xi) Administrative Office (xii) Store rooms for storing arts materials (Two) (xiii) Girl's Common Room (xiv) Canteen (xv) Visitors Room (xvi) Separate Toilet Facility for Boys and Girls (xvii) Parking Space (xviii) Open space for lawns, gardening-activities, etc. (xix) Store Room for administrative office (xx) Multi purpose playfield (xxi) Make up and dressing rooms (for boys and girls) with mirrors etc. (xxii) Dance room with mirror The institutional campus, building. mrniture etc should be disabled friendly. If more than one courses in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate. addition of books and equipments) and instructional space can pe shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes-offered in the institution. School Internship Facilities The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached elementary school of its own. The institution Shal] filmish undertaking from the schools willing to provide facilities for practice teaching. Not more than IO student teachers shall be attached with each school. 163 6.3 Equipments and Materials (i) The institution shall establish music rooms and Resource Centres as given in 6(1) wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning procesS. These should include: Books on music/dance/theatre arts, journals and magazines. Children's books. Audio-visual equipment -'TV, DVD Player, Slide Projector. Audio-visual aids, video - audio tapes, slides, films. Teaching aids - charts, pictures. CDs on both performing and visual arts, Developmental assessments check lists and measurement tools. Computers with internet facility. Photocopying machine Musical Instruments and Related Materia' (i) Basic musical instruments- harmonium, keyboard tabla, dholak,maal, Tanpura, Hammer. (ii) Costumes, jewellery used in various

dance forms and theatrical forms. (iii) Instruments used in hindustani and camatak music, like sitar, Veena, Mridangam/Pakhawaj, electronic tanpura. (a) (b) (iii) (iv) (v) (iv) (vii) (viii) (ix) Regional musical instruments. Make up material. Costume ward. Showcase for storing musical instruments. Carpets, durries. Sound system. The equipment and materials should be suitable and sufficient in quality and quantity for the variety of activities planned in the programme. These include the following: Collection of CDs and DVDs, documentaries on methods and procedures in different fields of arts, art education kits, models, play materials, books on art subjects, puppets, photographs, blowups, charts, flash cards handbooks, pictures, etc. Audio Visual Equipment Hardware for projection and duplication and educational software Elities including TV, DVD Play", slide projector, blank audio video cassettes, video-audio tapes, slides, films, charts, pictures. ROT (Receive Only Terminal) and SIT (Satellite Interlinking Terminal) would be desirable, microphones. headphones; Books, Journals and Magazines A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, and reference books, books on professional education, teachers' handbooks, and books on and for children (including comics, stories, picture books/albums, and poems). The institution should subscribe to- at least three journals of which at least one should be on art education. Games and Sports Adequate games and sports equipment common indoor and games should be available. i 6.4 3, GAZETTE OF INDIA : EXTRAORDINARY Connaiz (ez [PART III—SEC 4] i he institution shall have a Managing Committee constituted as per the rules, if any of the State Government- in the absence of any such rule, the sponsoring society shall constitute the Managing Committee on comprise representatives of the Managing Society trust, Performing Arts Experts, Education Experts and Staff Representatives. APPENDIX -13 4-year integrated programme leading to B.Sc.B.Ed / BA.B.Ed Degree four-year programme aims at integrating general studies comprising science (BSc.B.Ed.) and social humanities (B.A.B.Ed.), and professional studies comprising foundations of education, and practicum related to the tasks and functions of a school teacher. It between theory and practice, coherence and integration among the components of ;n,;. representing a wide knowledge base of a secondary school teacher. The programme aims at for Upper Primary and Secondary stages of education. r: ht offer ei a composite institutions as defined in Regulations 2.1. Duration 9G bays 2 i Bu ratiou ft. Sc B.A.B.Ed programmes shall be of four academic years or eight semesters including exper•awes in *aching. Student teachers shall, however, be permitted to withifi maximum period of six years from the date of admission to the - ...nd fifty working days per year excluding the period of minimum of 5- C hours adding up to a minimum of 36 hours per week. The of teachers and students for consultation and mentoring — individual!ta! OR udeüt-teachers shall have to be 80% for an course work and practicum, and Or internship. intake, AdmissiGt' Procedure and Fees be a basic unit of fifty (50) students. Initially two units may be prescribe of students for different subjects. permitted. The affiliating 300.4, marks 'be senior secondary/+2 or its equivalent are eligible for admission. *'ion in marks tar SC/ST/OBC/PWD and other category shall be per the rules of Snaie Goytfifüfütent whichever üpplicable.. Aqi;nission Procedure (a) Admission shall be made on merit on ti•w basis of marks obüed in the quali\$'ing examination and imthe eno•ance examination or any other selection process per the policy of the State GovzmenVUniversity / U.T. Adminisffation. (b) At the time of admission to the programme, the student will need to indicate their seJection of the subjects to be pursued tot the discipline options and the accompanying pedagogic specialimtions for which •aley are applying, and these may be assigned on the basis of for&r of merit and availability. Fees "The institution shall charge only such fee as is prescribed by the affiliating body/State Government concerned accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulatibn• of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as .t,ended from time tn time. 165 4. Curriculum, -and Assessment 4.1 Curriculum. The BSc.B.Ed, and BABI.Ed :.programmes consist, of content courses on- par with those of undergraduate libera] programmes in Science Arts and supportive courses, pedagogic courses, and practicum including school experience and intemship in te#h.ing. Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integai part of the B.Sc.B.EdJB.A.B.Ed. curriculum. (a) Theory Courses (i) Perspectives in Education. (a) The sub-course in 'general education? is planned to equip student teachers with the basic knowledge and skills that, the.y require for teaching-in tie. century classroom and for addressing issues concerning learning in global,, sdciety as well.as for successful

learning in this programme. The courses cover: Language and Communication, Critical and Creative Thinking, and ICT for Teaching and Learning, Indian Constitution and Human Rights, and Environment Education. (b) The sub-courses from 'education foundations' shall include areas-of-education theory, aims of education, etc., developing understanding of Indian society, education in India, the nature of knowledge and knowing, human development with a focus on adolescence, learning theory, etc. These courses are aimed at developing perspectives of the student teacher, enable the formation of beliefs regarding education aims, nature of knowledge, learning and their own role as teachers. These courses must be designed to engage students in autobiographical reflections and to engage with social reality around them. - The theory courses will include assignments through which students engage in short field studies in a variety of contexts. The practicum courses will require the student to observe and interact with children and teachers in a range of settings, in and outside the school and home. In general, these courses may be taught by faculty of education with specialization in foundation areas. They may also be taught by cooperating faculty from related disciplines/departments such as psychology, sociology, development studies, gender studies, philosophy, etc. (c) The sub-course under 'educational studies' facilitates student-teachers to learn: key concepts and principles of education related to different aspects of pedagogical knowledge of secondary school teacher that are necessary for effective teaching and reflective practice in schools. courses cover general pedagogical knowledge areas. such as principles and purposes of education, learner and learning, learners diversity, educational contexts; learning assessment, classroom management and general methods of teaching. (ii) Curriculum and Pedagogic Studies: (iii) (a) The area of 'pedagogic studies' includes four courses each on mathematics or physical science or biology, Indian language, English; and social science. These courses will help student teachers to acquire critical awareness of subject curriculum; subject-specific pedagogical knowledge, skills and dispositions, besides enhancing understanding of subject matter knowledge to be taught in secondary schools. - these courses also provide opportunities for developing the integrated knowledge of teacher through experiences of connecting disciplinary knowledge with knowledge about learner, learning environment, technology and research relating to learning the subject. (b) The other area of study in-the-programme deals with teacher's subject matter knowledge related to the teaching field specialisation namely Mathematics, Physical Science, and Biology in BSc.Ed programmes; and English, Indian Language, and Social Science in BA.Ed programme. Student teachers opting for mathematics, biology Or Indian Language or English as a teaching subject, are required to study all the prescribed courses related to subject area. Student teachers specializing in teaching physical science study physics and chemistry as major core courses in chemistry or physics, and courses in mathematics as a supportive subject. Likewise, student teachers opting for social science study courses equivalent to a major either in history or, geography, core courses in geography or history and civics and economics. The subject courses comprise of core, advanced and supportive courses. Language and Communication, and Development of Self These courses shall be designed to enable the student teacher to develop communicative capabilities of the language in which they will teach (medium of instruction of the programme). They will provide equal opportunity for the development of expressive and receptive capabilities including listening, speaking, reading and writing, and the use of ICT. The pedagogy will include the use of techniques from performing arts and theatre and self development. A large component of these courses will therefore be conducted in workshop model in labs or with longer timetabled periods so that there is adequate opportunity for each student to participate and develop. The THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] (iv) course may be designed around themes that enable the self of the student teacher to develop and to develop social sensitivity and awareness to issues concerning children. The credits of this course will be considered as practicum for the purpose of timetabling. Upto of this course may be assessed through internal assessments, The language courses will be taught by education faculty with specialization in language pedagogy along with inputs from others with specialization in [CT, self development, performing arts, and languages . Practicum and School Internship School Experience and Internship in Teaching is an integral component of a teacher preparation program to help student teachers learn and enhance their professional role. The school experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full for classroom teaching during the internship in teaching experience. During the programme, the duration of internship will be 20 weeks involving 4 weeks in the third year and 16 weeks in the fourth year. 4.2

Programme Implementation The institutions will have to meet the following specific demands of the professional programme of study: (i) (ii) (iii) (iv) (v) (vi) (vii) (viii) (ix) (X) (xi) (xii) Prepare a calendar for all activities, including school internship. The school internship and other school related practicum shall be synchronised with the academic calendar of the school. Make with sufficient schools for Internship as well '3 other practicum activities required for school engagement. These schools shall preferably be government schools and shall form the basic point for all practicum activities and related work throughout the programme of study. The state education administration may allot schools to different TEIs. There shall be a coordinating mechanism between schools, TEIs of the region and Government to ensure consonance with the school academic calendar and to ensure a rational and reasonable distribution of student- teachers in various schools, and consonance with the school calendar, to ensure school support and mutual cooperation. Develop institutional mechanisms to involve school teachers of the Internship schools, in processes related to school internship. An orientation may be planned at school with the commencement of the Internship programme, where faculty from the institute/college interacts with school teachers. Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty. Organise inter-institutional interactions for students between various colleges on themes of Educational significance and also participate in such events organized in other institutions. Be integrated into the life of the institution and have opportunities to participate with and interact with students from the other under graduate programmes. Adopt a participatory teaching approach to help students develop reflective thinking and critical questioning Facilitate interns to maintain reflective journals and observation records which provide opportunities for reflective thinking. Mainuin records of planning, observation schedules and feedback and-reflective reports prepared by the interns. Faculty from departments where students take liberal courses and from cooperating departments who are involved in teaching will be considered as extended of the Department of Education. At least one faculty who is involved in teaching liberal components to Education students, from each of such coordinating departments will be nominated to participate in the academic review and planning meetings of meetings of the Department of Education. They may be drawn in to participate in field supervision, etc., so that practical activities are carried out with mutual support and enabling considerations of disciplinary content and education to be addressed in an integrated manner. They will also be provided with faculty development opportunities to be oriented to the content of the education courses. The institution shall provide opportunities for faculty development and also organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in secondary school.

4.3 Assessment (i) The scheme of evaluation shall be such as is prescribed by the affiliating University. (ii) Each theory course may carry a weightage of 20 to 40% for internal assessment and between 60-80% for an annual examination. At least one-fourth of total marks shall be allocated to assessment of 16 weeks of practice teaching. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. (iii) For the liberal disciplinary component the practices of the University will be followed. (iv) All practicum courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation, spread-in a manner to reflect the development of the student. (v) The basis of Internal Assessment shall be as follows: Theory. Practicum: Individual/group assignments Observation records, Presentations and Student Portfolios Observational records/diaries/journals Individual and group reports Faculty observations and evaluation Headmaster/cooperating teaches report on the overall school involvement of the student will also be taken into account. (vi) (vii) A Moderation Board constituted by the concerned University shall monitor issues of quality and parity in grading and assessment between Colleges affiliated to a particular University and offering the four year programme for all Practicum Courses and the School Internship Programme. There shall be a provision for grievance redressal and removal of biases in the internal assessment Mechanisms shall be worked out where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved

5. Staff S.I Faculty For an intake of one basic unit of 50 students, faculty shall be recruited for the following Curricular Areas, with the specified essential and desirable qualifications and specialisations. The number of time faculty shall increase proportionately as per the norms indicated above. Additional

faculty shall be appointed by the college/institute subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled. For an intake of two basic units of 50 students each, there shall be 16 full-time faculty members. The distribution of faculty across curricular areas shall be as under: 1. Principal/ HOD 2. Perspectives in Education 3. Pedagogic subjects (Maths, Science, Social Science, Language) 4. Health and Physical Education 5. Fine Arts 6. Performing Arts (Music/Dance/Theatre) One Four One One One Note: A. (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). (ii) Faculty can be utilised for teaching a - B.Sc.B.Ed.n.A.B.Ed programme in flexible manner so as to optimize academic expertise available. Qualifications The faculty shall possess the following qualifications: Principal/HoD (i) Postgraduate degree in Arts/Sciences/Social Sciences/ Humanities / Commerce with minimum 55% marks; and (ii) M.Ed. with minimum 55% marks; and (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and (iv) Eight years of teaching experience in a secondary Teacher Education Institution. Desirable: Diploma/Degree in Educational Administration/Leadership. B. Perspectives in Education or Foundation Courses (i) Postgraduate degree in Social Sciences with minimum 55% marks; and (ii) M.Ed. degree from a recognised university with minimum 55% marks. 168 THE GAZETTE OF INDIA : EXTRAORDINARY OR [PART IN—SEC. 4] (iii) Postgraduate (MA) degree in Education with minimum 55% marks; and B.Ed. degree with minimum 55% marks. C Curriculum and Pedagogic Courses (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and (ii) M.Ed. degree with minimum 55% marks. Desirable : Ph.D. in Education with pedagogic specialisation. (Note: In case of B and C put together, for two faculty positions, a •postgraduate degree in Sociology/ Psychology/Philosophy with 55% marks and B.Ed./BEEd with 55 % marks and three years of teaching experience in a secondary school shall be considered.) D. Specialised Courses Physical Education (i) Master of-Physical Education minimum 55% marks. Visual Arts (i) Postgraduate degree in Fine Arts (MFA) with minimum 55% marks. Performing Arts Postgraduate degree in Music/Dance/ Theatre Arts with minimum 55% marks. (i) S.3 Administrative and Professional Staff (a) Librarian (B.Lib with 55% marks) (b) Computer Lab Asstt. (BCA with 55% marks) (c) Office Manager (d) Office Assistant cum Data Entry Operator (e) Curriculum Lab Co-ordinator (f) Accounts Assistant (g) Helpers/ Lab Attendant One One One One One One Two The qualifications shall be as prescribed by the State Government / Affiliating body for equivalent posts. Note: [In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs. 5.5 Terms and Conditions of Service of Staff The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body

6. Facilities 6.1 Infrastructure (a) The minimum essential space for an institute offering BSc, BEd and B.A., B.Ed programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access. The Department of Education shall possess 3000 sqm (three thousand square meters) of exclusive well demarcated land for the initial intake of one hundred which 2500 sq m (two thousand five hundred square meters) shall be the built up area; and the remaining space for lawns, playfields etc. (a) Classrooms: The Institute shall have one classroom for every 50 students with an area of 500 sq. ft for each classroom. 6.2 Instructional (a) Library The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books. These include text and reference books related to all courses of readings, and literature related with the approaches delineated in the programme, educational encyclopaedias, electronic publications (CD ROMs) and digital online resources, and minimum five refereed professional research-journals of which at least one shall be an international publication. Library resources will include books and journals published and recommended by NCTE, NCERT and other statutory bodies, Education Commission Reports and Policy documents. There shall also be provision of space (b) 169 for reading and reference in the library that can accommodate at least sixty persons at a time. At least a hundred quality books will be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students. Resource Centre Teacher Education Institute shall provide an integrated Resource Centre for language, science, mathematics, arts, psychology, ICT health and physical education and

special education. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports; reports of surveys- national and state level, district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports, research seminars undertaken by students, Audio-visual equipments — Interactive boards, TV, DVD Player, LCD Projector, films (documentaries, children's films, other films of social concerns/ issues of conflict, films on education); camera and other recording devices and adequate number of internet facilities/nodes. [It shall have multiple sets of science apparatus required to perform and demonstrate the experiments prescribed in the syllabus for secondary/senior secondary classes. Chemicals, etc. should be provided in the required quantity. The resource centre will also have equipment to undertake making TLMs etc, Computer lab to address the language lab requirements as well as ICT integration requirements. 6.3 7. (c) Health and Physical Education Centre Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, should be (d) Multipurpose Hall Institute shall have one seminar hall with seating capacity of two hundred and minimum total area of 2000 sq.ft. (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops. (e) Faculty Room . A faculty room, with individual workspaces, functioning computers and Storage spaces shall also be provided. (f) Administrative Office Space Institute shall provide an adequate working space for the office staff, with furniture, storage and computer facilities. (g) Common room(s) Institute shall provide at least two separate common rooms, for women and men. (h) Toilets A minimum number of six toilets shall be provided by the Institute, two for students (one each for women and men) and two for faculty members and two for PWD. (i) Store Adequate space for storage shall be provided. Note: The infrastructural and instructional facilities for other departments and the whole institution shall be as per the Norms of the affiliating University. These will include Science Laboratories, Playgrounds, Lecture Halls, Auditorium, Open Spaces etc. Other Amenities (a) Functional and appropriate furniture in required number for instructional and other purposes, (b) Arrangement may be made for parking of vehicles. (c) Access to safe drinking water be provided in the institution. (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments. [Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.] •Managing Committee The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff. 170 2. o. THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC. 4] Appendix-14 Norms and Standards for B.Ed. (part-time) programme leading to Bachelor of Education (B.Ed.) Degree Preamble The Bachelor of Education (part-time), known as BEd., is a professional programme that prepares teachers for various levels of schooling namely, upper primary or middle level (classes VI-VIII), secondary level (classes IX- X), and senior secondary level (classes XI-XII). The programme shall be offered in a staggered manner during a period of three years, combining face-to-face teaching with school internship and school-based activities. The programme shall provide opportunities to persons employed as teachers in a secondary schools teaching classes VI-XII to acquire professional qualification. The programme shall be organised in such a way that parity of this programme with the time face-to-face B.Ed. programme is ensured in all respects including curriculum and assessment. Institutions Eligible for Offering the Programme (i) NCTE recognised Teacher Education Institutions offering B.Ed. and M.Ed. programmes which have been in existence for at least five years and having NAAC Accreditation with minimum B grade. (ii) Departments/Schools of Education in UGC recognised universities. Note: The applicant should submit the application to NCTE. Duration and Working Days Central State Universities, other than open 3.1 3.2 (a) (b) (c) (d) (e) (f) 4.1. 4.2. (a) Duration The B.Ed. programme shall be of duration of three academic years, which can maximum period of five years from the date of admission to the programme. Working Days There shall be face-to-face teaching for at least 120 days each in the year, 2nd programme. Supervised School Internship for a period of 12 weeks (60 days) — 04 weeks (20 schools where the trainee teachers are working. be completed in a and 3rd year of the days) each year in School-based and community-based

activities as part of the practicum component of the curriculum for 150 days (50 days each year). These shall include preparation of case study, writing seminar/term paper, and book reviews observation of children, parent teacher meetings, text books analysis and preparatory of evaluation tools. In addition, the students shall continue to be engaged in regular teaching work assigned to them by the school where they are employed. The programme shall be conducted in a face-to-face mode in a teacher education institution during vacations, therefore it shall be possible for the institution to work for 42 hours in a week (6 x 7 hours). The minimum attendance of students enrolled in the programme shall have to be 80% for all the course work, and 90% for school internship. The universities, as examining bodies, shall ensure the above percentage of attendance and compliance of other requirements for granting recognition. Intake There shall be a basic unit of SO students; but two units can be permitted depending upon the availability of instructional and infrastructural facilities. Upper Primary and Secondary school teachers who are in service as full time teacher for at least two years at the time of making application and who shall continue to be in service during the entire duration of the programme. The applicant shall be required to furnish a certificate to this effect from the Head of the school where he/she is employed. The applicants with at least 50% marks either in the Bachelor Degree and 'or in the Postgraduate Degree in Sciences/Humanities/Social Sciences or Bachelor degree in Engineering or Technology with background Specialization in Science and Mathematics with 50% marks or any other qualification equivalent thereto are eligible for admission. III-4] 171 s. '(c) The reservation and relaxation for SC/ST/OBC/PWD shall be as per -rules of Central/State Governments, whichever applicable. 4.3 Admission Admission shall be made on merit on the basis of marks obtained in the qualifying examination in entrance test or any other selection process as per the policy of the State Administration/affiliating University. 4.4 Fees The institution shall charge only such fee as may be prescribed by the affiliating body, State concerned in accordance with provisions of National Council for Teacher Education (NCTE) regulation of tuition fees and other fees chargeable by teacher education institution amended from time to time and shall not charge donations, capitation fee etc from the students. Curriculum, Programme Implementation and Assessment S. 1 Curriculum The B.Ed. (part-time) curriculum shall be the same as is prescribed for the time B.Ed. school internship which is briefly described below: School Internship The trainees will continue to teach in their respective schools as part of their work, teaching and school based activities shall be supervised by the faculty of teacher education institution and qualified teachers and teacher educators for 12 weeks —4 weeks each year. They shall be engaged namely, upper primary (classes VI-VIII) and secondary (IX-X). Of senior secondary weeks in secondary/senior secondary classes. S.2 (c) (d) (e) (f) (h) (i) Programme Implementation The affiliating university shall reorganise the syllabi of the two-year full-time three years. The institution shall prepare a calendar of all activities, including school interns' supervised school internship and other school contact programmes shall be synchronised with academic calendar of the school. The institution shall make arrangement for supervision as well as other school-based programme of teaching in their respective schools. The teacher education institution shall provide, a. of M.Ed. qualified teachers available in the schools and teacher educators available in the schools and teacher educators included in the panel shall be oriented by the teacher to the modality and scope of supervision Transaction of the 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' courses should be done using a variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, and observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking. The institution shall encourage interaction with Principals of schools where trainees are by organising debates, lectures, seminars, etc. Organise academic enrichment programmes including interactions with faculty from parent discipline and encourage faculty members to participate in academic pursuits and pursue research, schools. There shall be mechanisms and provisions for addressing complaints of students and grievance redressal. For supervised school internship, the TEIS and the schools of the trainees shall set up a mechanism for mentoring, supervising, tracking and assessing the student teachers. The commencement of the programme shall be regulated so as to ensure that the students are enrolled least two months before the start of summer vacation in the concerned academic year and three vacations are available for face-to-face teaching. 5.3 Assessment Assessment and Evaluation System shall be the same as for the full time face-to-face B.Ed. of this, the affiliating university shall conduct common examination of the students of this full-time programme and that of the students of the corresponding part-time B.Ed. programme, The external in 4728 GI/14--23 172 8. THE

GAZETTE OF INDIA : EXTRAORDINARY [PART IO—SEC. 4] students at the end of 2nd and 3rd year, may be the same as the examination of Ist year and 2nd year of the full time face-to-face programme

6. Staff 6.1 Faculty For an intake of one basic unit of 50 students, that is, total student enrolment of 150, there shall be four additional full-time Assistant Professors. the TEI shall ensure that its existing B.Ed. and M.Ed. faculty along with the additional faculty together shall conduct and supervise all the programmes including the B.Ed. Part-Time. 6.2 Qualifications Qualifications of the additional faculty for this programme shall be the same as prescribed for the B.Ed. full time face-to-face programme. Note: (i) The Principal of the TEI shall be the administrative and academic Head for this programme also. (ii) In case the institution offers two units the requirement of additional full-time Faculty shall be increased to six. (iii) Guest faculty and resource persons shall be engaged from the faculty of the institution offering the programme and also from other TEIs or from the available pool of retired Teacher Educators. (iv) The institution shall also engage adequate number of resource persons for supervision of school internship. (v) The full-time faculty for this programme shall be responsible for teaching during face-to-face contact programme; supervision of school internship; providing guidance to students for planning, designing and conducting practicum activities, and providing feedback to students on students assignments etc.; and undertaking internal assessment of theory and practicum courses. They shall also compile and develop appropriate reading/ resource material for the use of trainees. 6.3 Administrative and Professional Staff The Administrative and Professional staff available with the TEI shall also be involved in the organisation of this programme. 6.4 Terms and Conditions of Service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy. of the State Government/affiliating body

7. Facilities Infrastructure Since the Personal Contact Programme or face-to-face teaching shall be organised when the will not have regular classes, separate infrastructure for this programme will not be required. However, residential accommodation for outstation students during face-to-face contact programme and School Internship shall be desirable. 7.2 Equipments and Material The students enrolled in this programme shall have easy access to the existing library and ICT resources and facilities, curriculum resources and materials, Visual Arts and Performing Arts materials and resources, and Games/Sports facilities available with the institution. The available facilities with the TEI shall be further augmented, wherever required. The institution shall ensure that the facilities and the staff members responsible for providing these facilities are available when the face-to-face teaching or School Internship is organised.

Managing Committee The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring Society/Trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff. The Committee shall review and monitor all the programmes run in the institution including B.Ed. (part-time) programme. it is designed to integrate the study of school subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of: Theory Courses, Practicum/Engagement with the Field, and School Internship. The theory courses shall cover two broad curricular areas: Perspectives in Education and Curriculum and Pedagogy. 3.173 The courses under each of these curricular areas shall be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments. [CT, gender, yoga education and disability/inclusive education shall form an integral part of the B.Ed (part-time) curriculum. (i) Theory Courses (a) Perspectives in Education Perspectives in Education shall include courses in the study of child and adolescence development, contemporary India and education, philosophical, psychological and sociological in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender issues in the context of school and society, and inclusive education. The course in childhood and adolescence studies shall enable student-teachers to engage with studies on Indian society and acquire conceptual clarity of tools of sociological analysis and hands-on experiences of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with

analyses of significant policy debates in Indian education. The course on 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy perspectives and learning. The course on 'Teaching and Learning' shall focus on aspects of social and emotional development; self and identity, and cognition and learning. Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations with a focus on the learner; and a course on the theoretical perspectives of assessment for learning. Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline, the societal context of learning and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one out of four disciplinary areas, viz, Social Science, Science, Mathematics, and Languages. Specific subject areas from these disciplines, at one/ two levels of school, will be identified. The courses shall aim at developing in students an understanding of the curriculum, and linkage of school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children. (ii) Engagement With the Field/Practicum The B.Ed. (part-time) programme shall provide for sustained engagement with the self, the child, community and school, at different levels and by establishing close connections between different curricular areas. This curricular area would serve as an important link between the other two broad curricular areas through its three components; (a) Courses on Enhancing Professional Capacities through various skills of teaching. (b) Tasks and Assignments that run through all the courses. (c) School Internship. The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and also out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing 'Olivid CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committees, etc. Community-based engagement may also include oral history projects with a community of artists as a part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy courses in Science and Mathematics may include environment-based projects to address the concerns of a particular village/town/city or a community. Several specialised courses shall be offered to enhance professional competence of a student-teacher such as courses on language and communication, drama and art, self development and ICT resources. A course on critical understanding of ICT shall be offered as an important curricular resource, according primacy to the role of the teacher and also promoting constructivist approaches. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops, with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult- THE GAZETTE OF INDIA : EXTRAORDINARY [PART II—SEC. 4] as sites for bringing out social change; understanding and practicing of yoga education; developing its ability the capacity to listen and emphasize. Appendix-IS Norms and Standards for three-year integrated B.Ed.-M.Ed. Degree Programme, 2014 Integrated B.Ed.-M.Ed. Programme is a three-year full-time professional programme in education, without any of intermediate exit before completing the 3 years of study. It aims at preparing teacher educators and others in education, including curriculum developers, educational policy analysts, educational planners and school principals, supervisors, and researchers in the field of education. The completion of the . GLilninGtrac:rs. ne shall lead to. integrated B.Ed.-M.Ed. degree with specialisation in either elementary education (upto V 11), or secondary and senior secondary education (VI to XII). Eligible to Apply recognised Teacher Education Institutions offering B.Ed. and M.Ed. programmes which have been for at least five years and having NAAC Accreditation with minimum B grade. or Education in UGC recognised Central/State universities, other than open mentioned at (j) and (ii) above shall have residential accommodation for the conduct of this programme. i, Working Days B •Ed-M.Ed. programme shall be of a duration of three academic years

including two summers. . he permitted to complete the programme requirements of the three-year programme within a of years from the date of admission to the programme. The semester and/or annual schedule out by affiliating body in terms Of credit hours based on the credit system suggested in the work for the programme developed by NCTE and keeping in view the stipulated period or equivalent in schools, teacher education institutions, organisations relevant to the area of specialisation, and in other field-based situations. The summer and inter-semester breaks of the two academic years shall be utilised for field attachment/internship, other practicum activities and/or for taught courses. The school experience should be of at least 16 credits, and attachment to a teacher education of 4 credits, i.e. two hundred and thirty-two working days each year exclusive of the period of admission and transaction. Practicums, field study/internship and conduct of examination. In addition, the student shall utilise internship/practicum/taught components. The institution shall work a six hours in a week (five or six days as the case may be), during which faculty and students shall conduct the programme shall be available for the requirements of the programme, including supervision and for mentoring students. The total duration of the programme including the summer sessions and breaks will be roughly equivalent to 107 weeks of six days each totalling up to 640 days. Attendance of students shall be 80% for Taught Courses and Practicum, and 90% for Field Eligibility, Admission Procedure and Fees until the programme shall be 50. An Institution shall be allowed only one unit. Additional unit shall be permitted based on quality of infrastructure, faculty and other resources. After the offer of the programme for five years and has been awarded minimum B+ grade by NAAC or by agency approved by NCTE. Admission to the Integrated B.Ed.-M.Ed. programme should have the following qualifications: i) undergraduate degree in Sciences/Social Sciences/Humanities from a recognised institution with a marks or equivalent grade, desirable (that the candidates have a demonstrated interest and experience in education. ii) Admission Procedure S. 175 Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State/Central Government/UT Administration/affiliating University. Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government whichever is applicable. 4.4 Fees The institution shall charge only such fee as is prescribed under the provisions of affiliating body/State/UT Government/University in accordance with the provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc. from the students. Curriculum, Programme Implementation and Assessment S.I Curriculum The curriculum of the B.Ed.-M.Ed. integrated programme shall comprise of Core and Specialisation Components. The Core shall have the following four components: i) Perspective Courses; ii) Research, Tools and Self-Development Component including dissertation, taught courses and workshops; iii) Teacher Education Component including taught courses and internship/attachment with teacher education institutions; v) School- related field experiences. The Specialisation component shall have 2 levels where students choose to specialise in: a) one of the school levels/areas (elementary, or secondary including senior secondary) and content-cum- pedagogy in school subject areas, which will comprise the core within the specialisation, and, b) within the school level chosen, the students select one domain/theme based area for specialisation (such as Education administration and management, Education policy. Inclusive Education, Curriculum, pedagogy and assessment, Educational technology, Foundations of Education. Higher Education, Early Childhood Education, etc.). The programme shall begin with courses: workshops and field experiences that are contextualised in school teaching, and gradually advance the level of study to teacher education level. Close mentorship by faculty in relevant areas shall be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and supervised research project leading to dissertation. (a) Theory Courses Perspective Courses shall be in the areas of: Philosophy of Education; Sociology-History-political Economy of Education; Psychology of Education; Education Studies; and Curriculum and Pedagogic Studies. The courses in foundational disciplines shall have two levels (basic and advanced). Critical reflection on gender, childhood, disability, and marginalisation, in relation to education, shall cut-across the core with a possibility of offering courses focussing on these. The courses across the programme shall enable the prospective professionals to work towards inclusive classroom environments and education. Research, Tools and Self-Development Component shall comprise

of workshops and courses in basic and advance level education research methods, research project leading to a dissertation, academic/professional writing, communication skills, observing children, language and teaching-learning, theatre in education, educational technology (including ICT), and the like. There shall be provisions for Self-development of the students (for example through workshops with focus on physical and mental well-being through modalities such as meditation, Yoga) and for critical engagement with gender and education, inclusive education and on areas of similar significance. Skills pertaining to ICT and educational technology shall be integrated in various courses in the programme. Teacher Education courses, which are also linked with the internship/attachment in teacher education institution(s) shall also be included. The Specialisation component shall offer a possibility to specialise in one of the school stages (elementary or secondary including senior secondary, etc.). These shall include courses in content-cum-pedagogy of school subjects. Other courses within the school stage specialisations shall cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Inclusive Education and Education differently abled; etc. The programme shall offer baskets of elective courses enabling specializations in selected themes/areas with advance courses in Education administration and management; Education policy and planning; Inclusive Education; Curriculum, pedagogy and assessment; Educational technology, Foundations of Education; and the like. There shall be flexibility to allow students to choose relevant courses while specialising in one area.

(b) Practicum Organisation of workshops, practicum activities, projects and seminars that enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses. Hands-on experiences shall be organised at relevant places during transaction of the curriculum.

(c) Internship and Attachment At least an equivalent of about 30 weeks or six days each of the three-year programme shall be devoted to field-based activities. The programme shall have the following kinds of systematically planned field-based activities and internships/attachments: 1. School based attachment as per the school-level specialization which shall include 176 6. TRE GAZETTE OF INDIA : EXTRAORDINARY [PART II—SEC. 4] school and classroom observations, classroom teaching practice, and focussed assignments/projects (16 weeks); 2. Working with community, 3. Working in an in-service teacher education context as per the school-level specialization and in a pre-service teacher preparation context as per the school-level specialization (4 weeks); 4. Exposure to a curriculum and/or textbook agency, policy making body, state education department etc. relevant to understanding educational practice at sites other than schools; and 5. Working in a field situation related to the thematic or focus area of specialization (4 weeks). These experiences shall be supplemented with opportunities for reflection, action research and writing.

5.2 Programme Implementation

The institution will have to meet the following specific demands of this professional programme of study:

- (i) Prepare a calendar for all activities, including internships, practicum, assessments and submission of dissertation. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Make field-networking arrangements to facilitate internship with schools, teacher education institutions and other organisations like: community/community-based organisations; organizations engaged in the development of innovative curriculum and pedagogic practices, etc.; international/national/state institution involved in curriculum design, textbook development, education policy planning, formulation and implementation, educational administration and management, or as per the areas of specialisations offered in the 3-year programme.
- (iii) Make arrangements for the conduct of workshops suggested in the curriculum.
- (iv) The dissertation work shall begin in the second semester of the second year of the programme and be submitted in the last semester of the final year. Make arrangements for students' research dissertation and evaluation. For the conduct of the dissertation, the ratio of faculty to students for guidance shall be 1:5.
- (v) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Student participation in the weekly research colloquium/seminar shall be ensured. Practitioners working in schools, teacher education institutions and other relevant areas in education shall be invited for seminars and interactions with students.
- (vi) Make provisions for addressing complaints of students and faculty, and for grievance redressal.

5.3 Assessment

For each theory course, at least 30% marks shall be assigned for continuous and comprehensive internal assessment and at most 70% marks for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the university concerned broadly based on the above formulation. At least one-fourth

of the total marks/credits in the programme shall be given to practicum and internship/field attachment and dissertation. The internal assessment may include individual/group assignments, seminar presentations, field attachment reports, reflective journals, design of AV materials, etc. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. Staff 6.1 Academic Faculty For an intake of 50 students per unit, the faculty-student ratio for the programme shall be 1:15. The faculty positions shall be distributed as under: 1. Principal/Head of the Department (in the rank of Professor): One 2. Professors: One 3. Associate Professors: Two 4. Assistant Professors: Six The faculty profiles shall cover all courses/ areas of the B.Ed.-M.Ed. programme. 6.2 Qualifications A. The Principal/VHoD (i) Postgraduate degree in a related discipline. (ii) M.Ed, with minimum 55% marks. (iii) Ph.D. in Education. (iv) Ten years of professional experience in teacher education. B. Professor and Associate Professor: (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation. (ii) Postgraduate degree in Education (M.Ed. or M.A. Education) with minimum 55% marks. (iii) Ph.D. degree in Education or in the discipline relevant to the area of specialisation. (iv) Any other qualifications or length of professional teaching experience as per UGC or state government norms for the positions of Professor and Associate Professor. C. Assistant Professor (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation. (ii) Postgraduate degree in Education (M.Ed. or M.A. Education) with minimum 55% marks. (iii) Any other qualifications prescribed by UGC (like NET) or central/state/UT government. (Note: Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available. 7.17 Depending on the areas of specialisations the faculty shall be shared between the various teacher education programmes offered by the institution). 6.3. Administrative and Professional Support Staff (a) The following administrative staff shall be provided: (i) Office Manager: One (ii) IT Executive/Maintenance Staff: One (iii) Library Assistant/Resource Centre Coordinator: One (iv) Field Coordinator: One (v) Office Assistants: Two (vi) Helper: One In the University Education Departments, the administrative staff shall be deployed as per the policy of (b) the university. 6.4 Terms and Conditions of Service The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body. Physical Infrastructure and Equipment 7.1 Infrastructure The requirement of land area for an Institution already having one teacher education programme and proposing to offer B.Ed.-M.Ed. for one basic unit, shall possess a minimum of 3000 sqm. The corresponding built up area shall be 3000 sqm. For additional intake of one basic unit, the minimum additional built up area should be 500 sqm. (a) The institution shall have the following facilities: (i) Two classrooms for every 50 students (ii) Multipurpose Hall with seating capacity of 200 (iii) Library-cum-Reading Room (iv) Resource Centre (v) Labs for school subjects (vi) Health and Physical Education Centre (vii) Principal's Office (viii) Seating and storage arrangements for Faculty (ix) Administrative Office (i) Visitor's Room (xi) Common Rooms for students (xii) Separate toilet facility for male and female students, for staff, and for PWD (xiii) Store Rooms (xiv) Multipurpose Playfield (b) Classrooms For an intake of a unit of 50 students, there shall be provision for at least three classrooms with adequate space and furniture for all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold electives, tutorials and group discussions, (c) Seminar Room Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops. (d) Faculty Rooms A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided. (e) Administrative Office Space The institute shall provide adequate working space for the office staff, with furniture, storage and computer facilities. (f) Common Room(s) The institution shall provide at least two common rooms. 7.2 Equipment and Materials (a) (b) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its

control. The Library Of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of the essential and frequently used titles) for the three year programme shall be there. These shall include text and reference books related to all 178 8. (c) (d) (e) 7.3 (a) (b) (c) (d) THE GAZETTE OF INDIA : EXTRAORDINARY courses of study, readings and literature relevant to the research interests of students; educational encyclopedias; electronic publications including online resources, and minimum seven professional refereed research journals of which at least three shall be foreign journals. Library resources shall include books and journals published and recommended by NCTE, NCERT and other statutory bodies. -there shall also be provision of space for reading in the library that can accommodate at least thirty persons at a time. At least hundred quality books shall be added to the library every year, There shall be provision for photocopying facility and computer with Internet facility for the use of faculty and students. A Resource Centre shall serve the purpose of a resource centre-cum-department library/computer centre. it shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports, reports of Surveys (national and state level), district and state level data; teachers' handbooks; books and journals relevant for course readings, field reports. research seminars undertaken by students, audio-visual equipment - TV, DVD Player, [LCD] Projector. films (documentaries. children's films, other films on social concerns/ issues of conflict, films on education); camera and other recording devices; ICT facilities with computers and internet facilities; and desirably ROT (receive only terminal) and SIT (satellite interactive terminal). Games and sports equipments for common indoor and out door games should be available. Simple musical instruments such as harmonium, tabla, mridanga and other indigenous instruments. Other Amenities Functional and appropriate labs and furniture in required number. for instructional and other purposes. Arrangement may be made for parking of vehicles. Access to safe drinking water be provided in the institution. Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other (Note; If more than one courses in teacher education are run by the same institution in the same campus, facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipment'; and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads of the teacher education programmes offered in the institution Managing Committee The institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing Society, two Educationists, primary / elementary education experts, one faculty member, Head of two institutions identified for field attachment work (by rotation amongst the schools that the TEI engages with). University Departments, the structure of management and governance shall be as provided for in the concerned university statutes, Printed by the Manager, Government Of India Press. Ring Road. Mayapuri. New Delhi-110054. and Published by the Controller of Publications. Delhi-110054.