

NATIONAL COUNCIL FOR TEACHER EDUCATION (APPLICATION FOR RECOGNITION, THE MANNER FOR SUBMISSION, DETERMINATION OF CONDITION)

m---sw. 41 GAZETTE OF INDIA, MARCH 20, 1999 CHALOUNA 29, 1920) (ii) Recurring : Annual (a) Salaries (b) Maintenance costs (Honorarium, Travel, Field Visits, Laboratories and Library, Purchase of soft-wares and General amenities etc.) Library books (c) Replenishment of sports (d) games and athletics equipment 973 Essential (as per UGC/state/ central govt. norms) 2 lakhs Rs. 50,000/- Rs. Desirable 5 lakhs Rs. 25,000/- Rs. •Note : Provision of Rs. 2 lakhs annually be made to add to the facilities and amenities under plan head. 5.4 Fees The fee structure should be as prescribed by the state government/university from time to time. The guiding criteria for prescribing the annual tuition fee is that it should not exceed what is being spent per student annually under recurring expenditure. 10% of the students should be given freeship/scholarship on merit-cum-means basis. 6.0 More than one course in the same institution If one or more courses in teacher education are run by the same institution in the same building complex, the facilities in terms of building, hall, library, hostels, equipment, play fields etc. may be shared in a reasonable manner C: IWPWIN60/WPDOCS/JULY-10/PT-GRU- CWPD 1999 PRINTED BY MANAGER, GOVERNMENT OF PUNJAB, AND PUBLISHED BY THE CONTROLLER OF PUBLICATIONS, DELHI, 1999 *004 07 €r—2110, Fff 29 1998 32qft 1993 (1993 73) 14 16 qü, 28—1 29 1995 1995 -\$1 fu-Ä-ur fqftrqvr, 1998 1995 Tl (TO, 11 (q) 11 (T) qü, 8 (q) q.ftrTEII : ftrQTT) 11 (q) : 11 (T) : 11 1998/14 1998 1999 1192 t) qf-«q ä-2/10, gf«T 1998 frT4Tr I frä) I 3-6 frT4TT 27, fr#T : fqfRT, 3, i4T__ t, frT4TT 1999 1921) fiq•\$r I fratr 1 fä«i 3TFZT I qrä— Tfr- : 2 1:10) (LB-IRK) 16--16 ost (0 EkJ 0 V) (EIEEJ (ib&Z) lhP ohh kh ILh2V h@EJ : (e 0 h ohh 9 : (iEEk) o h h-bEJ o o o 0 k he ohh ohh 2Jig» ±.hlh.qk E? khle--kbl•e (lt6L 6661 'EUh) '(41k (>J1h ü>----111X 3.1. 1 (Tfä-fq•fuzä 4000 I qft— 3iEr | 007 27, 1999 (+r 6, 1921) 3.1.2 I fq•q-zü 7Tfäfi__ frT4-TT 50 40 4 (& 70 2 45 Tq7r, frT?q, frT4TT (75 Rto) 3iTTX 5—519 Gli9S (100 Éto m M_eÜcL 100B 27 3. 1.4 3. 1.5 50 3. 1.6 q-ft--fiT I (ST\$FT Fq) @ft- 50 3FZT 3. 1.7 1000 50 2S Z 1999 & 6, 20 40 20 20 1921) üqSi, q9f&i, {4-1, i-rrq ÜfiT4t tQö4;-54 111-...-..o•g 41 3.3. 1 fitar (Qqg, (fifi 3T(T), 3.3.2 üt-ütT, fiz, 27, 4999 1921), 3. 3.4 1009 qtTä, ETRT 3.3.5 1000 fiTqT 2000 75 '(quüx) 4. 4. 1.1 ft-g 2) qtr4TT, 45 eifi ucT5TQ/Äi -1010 4. 1.2 4.2 FTä, fig (250 Eiä) äTRT. (250 Eiü) 3fiT(T I (4.5. 1 4. 5.2) I 4.3 fqq--q-«g •1999 6, *qt7), 200 20 (100@ 180 (900 400 €2 500 ü 220 (Rüt 5-6 (1100—1320 Eiü) 15 (75 5 205 (1025 90 (450 115 (675 Eiü) qTqq, qzfä-qä 4. * 5 q-dfä : * * frT47T I q-af«qt 250 275 I 60 (k±J * L.kh.bä Lbhlh k21b-l-bOh anA1h) (ELJ * Lb2 * ihh) (et (EV42) * (IELh -LEE) (hALh 44) 't t * (ilk) (Ake) * E21h-Ä2h (h) æE.4h (l Z6•L 1 9 666-L -hl±h (Eblhqh 09) (k hhh 07,) -Eblhqh k uhh, '121b, 1 (EJEh 21b., LbNEh2 k h@hß -00091 : —00001 . • æEkJh Elh.bh kJh -0001 - OSL : Vhlh k21h-POh oh okJ OEJ >IhNEh2 F.J&J hlt&kJ hEJ 'El>.h EJ2b h±h21b * Li-au * (2bJLJ * Ehbah-E-k t b>----ill (Lt6l '9 67 : h>JIE hbkJ h-b>J hbkJ k (k os + k 09) k, 001 1 lh.kJ 001 I k..uæ k 1 e.1E (k os+k 09) 001 k BJEh (LZ6L '9#) 6661 (1) . &k.lh hkJ (L.EgJiLK) uu.lh 8661 24.bLE2 'O 8661 11 bJLh2Qh .h12h2Qh (SAEEk) k : (iühk?) k : 0 lob 010b .&12hEk (iiE4) : Inh.IBJ-h h&EJ I (hbk?) : oh k hkhJ ohh E.hlbak k .hhEJ : h12-h2@ hlPhElh ±kjh.qlh 010b (1) Y.b1h3h : k 02h ohh b&EJ k (1) (hkk&) k h&EJ khllqh hkhJ blh ' e oEh o hh/oh ohh k kJ2h (s) hkhJ khLJ oh ohh k 02b ohh k oh ohh : Nh Uhl.hqh k -Lb -lh.glh oh ohh k hkhJ IklhJ/02h ohh QhhkJ h•hlh I - •l hhE.b EblEh h.4 kli.b k k.lib (hhEJ k.1E lb 2AA----1i11 '9 6661 29JE te.k 9101 41 27, 1999 6, .1921)_ (1) (ft qrg) I (2) qrg 1 _ fr--€jrrf 2.2 2.3 3TfrfiTä 50 5 6 _ 6 5 60 75 I 75 150 I 6—519 GI/98 2s 1015 fQFöt-54 1016 3.1 3.1..1 5000 1000 to 1, 27, 1999 (#6, 1921) 15 oooqo 1500 12 q o [iTTTT 1[1—«« fig 3@QTT- 2. 3. 4. 8. 4 : 60 100 q o 1. 1 30 75 q o qfto 16—20 2; 150 qo 150 q o 50 150 15'fiüT€T@fr 75 go 75 q o 1; 1 1 75 60 q o 50 40 t; Erar IT Eli I ; 30 1 75 q o 75 go 75 q o grJZTR 60 50 50 q o 27, 6, i 924) 1 999 3.2 3.2.1 frqr 1017 40 50 3. 1.5 f&rä, 60 3.fif4-Tä 50 1 50 a; äzfiFe,7, ql—ü, frT4TT 500 000 I qrfa 3.2.2 ät) • xqft), q7rqir fif@« ibis 27, 3.2, 4 fl?T, I TÉT, ftTiTé, 3. 2.6 ziä- (Ü 100 (50) i 099 (e 6, i \$2 T) 3âqTR, 3.2.7 qf\$ 1500 100 I 3000 200 I 3.4 75 (1) (3 vitex 2 tfro) 41 Kft 2. 3. 5 7. 8 i 999 & G, - 1921) 27, (120) (20) 1 . 25 x 10 (o. 6 qfro *) O. (20) (1) 2000 2000 .3 000 (12) 26 J [tpu-; 27, 1021) (€3) (A) (1) (2) (2) (5) (3) (15) 100 I 100 t 4.1 50 I qtr«r 4.2 200 (1200 Q) 220 (1320 x--t-qr I (7.2) I 150 fü (900• (240 Q) (60 G) 200 (1200•) 160 50 10 (60<2) 220 (132') 27, 1999 6, 1921) 4.2.2 frr«vr) fäqTQff : * * * 4. 1 1 qvÉf Fq 50 q 5 1 3 3 15 1+1 OTT I qtt&rr qcq ntJe5fßcC (504-50 97) 25 1921) J 022 5.2. I 5 . 2.2 3TÄEf -err-Gf efifrTd--1000,l- fuf- frap-if 1 999 1 00 o. 50 74 40 1500 1. 5 qrq o. 75 22 199814 1998 qfrqx -2/10 1998

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2. They shall come into force with immediate effect

3. The existing three Appendices, namely, Appendix II(A), Appendix II(B) and Appendix II(C) to the National Council for Teacher Education (application for recognition, the manner for submission, determination of conditions for recognition of institutions and permission to start new course or training) Regulations 1995 and referred to in sub-para (b) of para 8 and sub-para (b) of para 9 Of the said Regulations 1995 shall be substituted by the enclosed Appendices, namely .Appendix II(A) : Norms and Standards for Teacher Education Institutions—Pre-primary (Early Childhood Care and Education). Appendix II(B) : Norms and Standards for Teacher Education Institutions—Elementary. Appendix II(C) : Norms and Standards for Teacher Education Institutions—Secondary (B. Ed). Surendra Singh, Member. Secretary 11—519 GI/98 MARCH 27, 1999 (CHAITRA 6, 1921) Appen4jÆ'74 NORMS AND STANDARDS FOR EDUCATION INSTITUTIONS PRE-PRIMARY (EARLY CHILDHOOD CARE AND EDUCATION) 1. Preamble Early Childhood Care and Education a substitute nomenclature, a broader and inclusive concept than Pre-primary Education constitutes a crucial input for the child development. There are presently a wide variety of programmes like integrated Child Services, Early Childhood Education Grant-in-aid scheme, Creches and Day Care Centres, Barwadis and Pre-primary schools. Correspondingly, there are various types of training courses for ECCE like pre-primary teachers/nursery functionaries teachers and Anganwadi/Balwadi workers The Programmes related to the former category primarily pre-service in nature whereas those of the latter are in the continuing education mode. Thus ECCE training programmes prepare personnel to work in both formal and non-formal settings. These courses vary in their orientation and duration (which ranges from a few months to 3 years) and the level at which they are offered (for entrants with less than class X up to graduate qualification). The norms and guidelines given here relate specifically to pre-service teacher education programmes at the pre-primary level catering to children in the age group- 3-6 years. The aim of pre-primary education is to promote a healthy, happy, humane, autonomous learning child and not to teach the child reading, writing and In keeping with arithmetic as is. often the practice noted objectives of the development and process early childhood education, teacher education programmes in this area should developing in the student teachers concepts, competencies, attitudes and skills related to implementation of a developmentally appropriate curriculum based on child-centred, activity and play based, approach to ECCE. The areas to be encompassed in the curriculum would be cognitive and language development, health and nutrition, socio-emotional development, Physical and psychomotor development, aesthetic development, creativity and play, programme planning and school organisation, community mobilisation and participation. Within this broad guideline, the curriculum could be flexible to accommodate differ-

With emphasis on It supervised field work 2nd practical activities. is essential that this ratio be 1:10 (desirable) for an intake of 40 students each year. With the staff comprising of a Principal, 6 full-time and 2 part-time teachers (801 students - (I and 11 year). The teachers may specialise in arts (craft, painting, pottery, sculpture etc), performing arts (drama, music, etc.) science (life, environmental, physical) etc. All teachers should have suitable specialisation in ECCE. All general/basic teaching staff should be appointed on full time regular basis after selection by a duly constituted selection committee. Specialist teachers may be engaged on a part-time basis. Designation Principal 1 full-time Part-time teachers : 2 (1) • Deputy Assistant cum Technician; an Essential Qualifications M. Sc. (Hons Science) with a minimum of 5 years teaching experience. M. Ed. / M.A. with ECCE • Lecturer with M. A. Developmental Psychology • Desirable Qualifications Ph.D. in Human Development/Child Development/ECCE M. Ed. or M.A. Education with ECCE and 5 years teaching experience. M. Ed. / M.A. with ECCE • Lecturer with M. A. Developmental Psychology • Desirable Qualifications Ph.D. in Human Development/Child Development/ECCE 3 years of teaching experience. Specialisation in Arts/Science Fine Arts/Performing Certificate/Diploma in Primary Science or B. Ed. M. Ed. Training as a Technician/in Computer Education. Note. For those who are already employed or where qualified Principal and teachers with training in ECCE are not available, the Staff should attend at least two refresher training programmes of minimum 21 days duration each in regular ECCE or the Distance Education Programme in ECCE b) IGNOU

PART IIk—SEC. 4] 2.2. Administrative Staff De>ignation UDC. cum .Office Superintendent LDC/Typist Tech/Lib Asst./Store Keeper/Comp. Operator Helpers Total 3. Physical Infrastructure 3 . I. Space and Building i THE GAZETTE (OF INDIA, MARCH .27, 1999 and playground. The institutionql. bé located in .a relatively noise-free and -pollution-friëy; area. There should good •transportation :âiidZ communication facilities and availability Of 'WâtéY, electricity and toilets. goit et@ftive ,innoyqive ways of utilising spaqe purpose use, following local cultural norms, and•h1XV of appropriate furniture. i*lt •desirable provision be mage for quarters for Staff and 41*1•• for students where 30 % are oug,Sti4ti9.n Essential One One One Two Five 3.1 J. Land area and location Essential There should be a total land area of approxi- mately 4000 sq. m. for both in-door and out-door activities with adequate lighting, ventilation, safety and sanitation. There should be sufficient open space for garden (flowering plants, herbal plants)

3.1.2. Instructional area Institutional building standards should provide effective use of space, air, sunshine adopting indigenous building techniques compromising on safety. It should have provision for theory classrooms, space for •Indoor activities, a large multi-purpose •hall to accommodate ')the wide range and variety of teaching•leai'hilig •aeti- vities related to art and craft, music and . moVetnUit material production, educational (technology aetcl, and library/learning resource centre. may be for a maximum of 50 student teachers in a section but preferably for 40. Desirable Item Classrooms Activities related to art, craft, music, material production and movement, technology educational Learning Resource Centre* Indoor games/Physical education/sports, athletics Essential 2 (45 sq. mts. each) One large multipurpose hall 150 sq. One spacious room (75 sq. mts.) mts Reasonable outdoor space for physical education, sports and athletics 4(60 Sq. mts. each) Hall (100 sq. mts.) and •scrãiaå jocjr,s for these activities. Separate room for library, Educational Tech. Computer Lab. Additionally, a separate room for indoor games. Instead of having *Learning Resource Centre separate library, educational technology and psychology laboratory facilities establishing a composite Learning Resource Centre be considered as an alternative. The Learning Resource Centre aims to provide a setting wherein teachers and students can use a variety of materials and resources to support and enhance the teaching-learning process. The centre should include *Books, journals and magazines *Children's books. *Audio-visual equipment-TV , recorder, slide projector. 3.1.4 . Office accommodation Description Principal's Room Teachers Common Room Office Room Store Room vCR, *Audio-visual aids, video-audio tapes, films *Teaching aids-pharts, pictures. *Developmental assessment checklist's measurement tools. *Computer, Xerox machine. 3.1

3. Laboratory School It is desirable to have a primary school/ECCE Centre attached to the training institution. However till such time the institution has its own fire- primary school the institution may adopt a nearby school or a cluster of schools by signing a mutual memorandum of understanding for adoption. 20 sq. 40 sq. 20 sq. 20 sq. Essential m. approx. 100 sq. m. approx. 25 sq. 75 sq. 30 sq. 30 sq. Desirable m. approx. m. approx. m. approx. 1058 3.1 5. THE GAZETTE OF INDIA, MARCH 27, 1999 (CHAITRA 6, 0921) [PART Amenities Essential XA Common room for Women students (minimum floor area of 50 sq. m.) Separate toilets for women and men trainees Drinking water facilities at least two places with drinking water available at all times during working hours 3.1 : 6. Residential Area Student's Hostel Desirable A hostel for women students. A hostel for men students is also desirable if the students come from outside the municipal area. The hostel should have single seated or two seated rooms and kitchen, dining and toilet facilities. Staff Quarters Desirable Quarters may be provided for at least- 50% teaching staff apart from that of the Principal's accommodation. Non-teaching staff whose services are required at odd times should also be provided accommodation near the campus. In those areas, where there is a scarcity of private rented accommodation, quarters should be provided for all the staff. 3.1.7 Play Fields Essential The institution shall have reasonable open space (about 1000 sq. m.) to engage at least 50% of the students at a time in active outdoor games •like Volley ball, basket ball, badminton, throw ball, kho-kho, Kabadi, and other indigenous games. Desirable It is desirable to have play grounds for more active and organised outdoor games such as ball games, athletics and rooms for indoor games. It is also desirable to have some space for gardening with •flowers, fruit, and herbal plants with provision of trees on the road side and other suitable places. 3.2 Furniture All rooms in the institutional building should have appropriate and adequate furniture (minimum as indicated below). The furniture should fit the purpose and function of the room. It should also suit the different teaching-learning modes adopted, like activity, demonstration, lecture, discussion, group work, project work. The furniture should be light, movable and multi-purpose that could be 2 9-9 Desirable A Common room each for men and women students. Additional separate toilet for Staff Water coolers Desert coolers for •Principal's room, staff room, library, common room. arranged in different ways as required. Essential furniture required is as follows : —Chairs and Tables for students, teachers as required. —Sufficient chairs for dias, students, teachers and guests in Hall. —Work Tables, Stools, Armchairs. —Chairs, Tables for all staff as needed. —Book Shelves, Tables, . Chairs, Periodicals Racks, Filing Cabinets in sufficient number in Library. . —Notice Boards, Bulletin Boards, Blackboards. —Storage Racks. —Dais, Carpets, Tables of appropriate dimensions for Art/Music activities. 3.3 Equipment and materials for different activities 3.3.1. Teaching—Learning materials and Aids 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. Essential Educational kits, models, play

materials, simple books on different topics; •Gongs, games, activities, work pages), puppets, picture books, photographs, blow-ups, charts, maps, flash cards; - hand- books pictures, pictorial representations of developmental characteristics of children Desirable Kit for determining physical health status, equipment for preparing supplementary diet, First Aid Kit. 3.3.2. Equipment, Tools, Raw material for aids, play material and arts and crafts activities. Essential One set of wood working tools, one set of garden's tools, raw materials and equipment for THE GAZETTE OF INDIA, MARCH 27, 1999 (CHAITRA 6, 19ii) toy making, doll making, tailoring, dress designing, 3.3.S. Books, Journals and Magazines puppetry, material for preparation of charts, models Essential and other practical activities to be done by the A minimum of, JOCO books on relevant subjects be available during the first year of establishment of student teacher-art material, waste material, stationery and a reasonable number, of 'standard books and necessary (chart paper, mount board etc.), tools like every year. collection include encyclopedias, dictionaries, reference 'books, on preschool scissors, scales etc., cloth. education, teachers' handbooks, books on. for children (including comics, stories, picture' & Desirable The institution should subscribe to -at' least three 'journal of which at least one -should be On professional- education. Multiple sets of hand tools and other equipment Desirable for activities described above such as sewing machines The institution should have 2000 and pro- etc. vision be made by adding around' 75 books every.-year: at should subscribe to at least five journal, Of which at least. two should be professional. 3.3.3. Audio visual equipment 3.3.6. Games and Sports Essential Essential TV, VCR, Audio Cassette Recorder, Slide Adequate games and sports equipment for common indoor and outdoor games should be available. Projector, blank audio video cassettes, audio visual aids, video-audio tapes, slides, films, charts, pictures. Desirable More than one set of materials for games and materials and equipment required for training in athletics. Desirable 4. Academic Inputs Computer and other accessories. 4.1. Admission 4.1.1. Eligibility 3.3.4. Music and Movement Essential Essential Minimum qualification for admission •to pre-primary• teacher education programme (Two years) is Senior' School Simple musical instruments such as Harmonium, Intermediate (104-2) or equivalent examination with 45% marks. Tabla, Flute, Manjira and other indigenous instruments. Reservation of seats may be provided in accordance with the constitutional/ legislative. provisions. 4.1.2. Selection Procedure Desirable Students should be selected for admission on the basis of Dholak, Tambourine, Triangles, Rhythm merit as determined by selection tests (comprehension, communication, Cymbals, Ghungroos, any other locally available or musical, general awareness) and interview to •be by managing body of the institution, university or national/ state level agency approved by NCTE. Desirable 220 (of 5—6 hours each) (1100—1320 Hours) 15 (75 hrs. per day) 205 (1025 hrs) 90 (450 hrs.) 115 (575 hrs.) Philosophical foundations of ECCE Early Education-Développement aspects• and activities for 0 to 3, 3 to 6 and 6 to 8 years. Programme planning and Classroom organisation. Health and Nutrition. School organisation and Management. Community Education and Mobilisation. Methods and Materials. More weightage should be given. to- understanding or development aspects and activities pertaining to early childhood. improvised teacher made material. 4.2 Working days.(Hours) Number of working days (of 5 hours duration each) Number of working for: admissions administrative work, examination work etc. Number of days/hours for curriculum transaction —Theory —Practicals Essential 200 (2000 Hours) 20 (100 hrs.) 180 (900 hrs.) 400 hrs. SOO hrs. Note : Practical include practice teaching in the field in pre school community centres, anganwadis/ wadis (250 hrs) •and practical work carried out within the institution like observations, peer teaching, preparation of teaching aids (250 hrs.). Some suggested details in respect of these two parts of course are given separately (4.5.1 and 4.5.2). 4.3. Content of the Course Content should cover the following areas . Historical development and status of Early Childhood and Early Education in India and its place. practical- Child- significance- GAZETTE OF INDIA, MARCH 27, 1999 6, 1921) :Puppets one set (each piece) In addition to the above, go-curriculum activities for student teachers' personality development should also be organised. Suggested : (one; 100 hrs.) •4.4. - Ciltich1t%tr. transaction indirect 'teaching methods like •lectures and demonstration• should •emphasise the •proactive• and •method. ' •Participatory methods : . small and large group discussions, role play, games, quiz, working in •simulations, material preparation, project work, hands - on experiences •with children, organising activities •like Balmela, community programmes etc. Self-learning methods - practicum and field work, preparation' of reports, •case studies, compilation - of * * * * * Cards for classification (352 can be used) puzzles-Agony, of 2, 3, 4, pieces ('paratgly')• Relationship cards Picture dominoes (any) Colour filters (three colours, each colour. card should have

different shape) Science ..toys Sensory ikit Feely bag •(fbr sense .of -touch), smell böxés, sound boxes, Touch cards, Taste Musical toys (eg. Rattles, Rhythm sticks, Dumroo) Seriation cards (for size) First Aid Kit. störiés, GOngS and •games, library Use of audio visual aids. Field visits and excursions. 4.5 Practicals 4.5.1. Practice Teaching Essential—250 hours. Desirable—275 hours. Approx. 60 sessions. The student •teachers should plan and carry out "practice teaching" in the pre •Séhools/centres/anganwadis/balwadiS not in time bond "lessons/periods" but in terms of full day pro- grammes (school duration). This is to ensure twaining in time management and planning from a. holistic' perspective in identified pre-schools that offer prescribed play-way methodo- logy. The terms 'teaching';• 'lesson', 'class room' etc. should accordingly be understood in their proper developmental con- The practice -teaching should be dividée into phases, Breferahbi 3 phases as follows . Desirable B. C. Sdft• toys Shapes/Figures for matching Story :qh9rt (,OAV) Self corrective puzzles (Association and Oposites) Balance Visual discrimination trip Sound discrimination strip Flash cards Skill Development Art and Craft Use of teaching - learning materials Skills of communication Obsequvation sq,f_ children - maintenance of •untulative re- Phase 1 * Phase 2 Observation of classrooms in 'identified pre- school centres in the ratio of not more than 1 student teacher to 12 children. (20% of .time) Participatory observation of the classroom activities as aide (as a support to the regular teachers of the practising centres) (30% of time) Independent working with children. Planning and conducting the classroom programme independently (internship 50% of time). cords; progresS caYds etc. D. Health and Nurtrition First Aid Planning and preparing appropriate diet and nutri- These phases should be closely supervised by the teacher education faculty. The yupervision should, inchide ; Checking. thE%Son • Éläñs, féédback discussions, guidance for linking plans with theoretical inputs, monitoring and follow-up. The ratio for supervision at a given time should not be more than 1 faculty member to 6 student teachers. Tho assessment should be continuous, based on self reports by. the student teachers, observ.ation- reports by the faculty •members and the pre-Séhbol personnel. The foci for assess- ment should be on planning, class organisation, preparation and use of teaching-learning materials, quality of interaction with children. Greater weightage Shöüld be given for inter- nal assessment. 4.5.2. Practical work Practicals, other than practice teaching, to be carried out by the student teacher -include the following Essential 4. Preparation/Compiilation of Teaching-Learning Material .tive food items. E. p.leld Visits (reports) F. Case Study. 4.6 Assessment, Evaluation and Monitoring Assessment, evaluation and monitoring _shquld have following components (a) Assessment of student teacher's performance (b) Evaluation of Training programme the (a) 'Collection of 20 stories (b) Collection of 20 gameg (c) Preparation of Veachipg,learning materials as per below : Essential Four dolls making one family .(parents •children) Masks and list two Parameters for assessing student teacher's performance vC9Qtent knowledge (examination oral gnd witten) Participation leve (continuous evalüa!ion of practice teaching) Involvement in the class room Communication skills (verbal and non-verbal). Plapning and organisation skills. Initiative and Innovativeness. Capacity to •relate with children, parents and com- munity. EVaYuaYion of Training Cour;es *their _trans:action Tgaching Self-appraisal of -teachers. Courses and their transaction. Teaching methodology. Interaction with practising schools and centres. Supervision and follow-up of practice teaching. Methods and approaches for assessing student teacher's performance. PAiQ m=SEe•.. 4] TÉÉ INDIA+MARCEI 27. .19Y9-,. 64.1420 Provision, maintenance and utilisation Siaf development programmes. Teacher-student teacher ratio. Extra curricular activities for student Staff meeting for sharing of experiences

5. Financial Provisions 5.1' Endowment and Reserve Fund of facilities, teachers; The institution should possess sufficient funds to meet the, recurring and non-recurring expenses. The Ébvernment/local bodies/uhi+e}sity maintained insti- tutioÖS should, as far as possible give ad. undertaing to provide adequate finance to meet •the" pxp.eqsgs: of the institutions. The .institutions under private nignâgemgt should have en- dowment funds as required bj: th'e Mate government/um: versity norms. Besides, they nave a reserve fui)d adequate three months salary of all their staff; -6.2 Financial Management funds of the institution should be dep(hitéd• 'iK ä' nationalised bank/State Bank of India or sübSidiäaeS. The institution should adopt financial procedure prescribed by the university/state government. Adequate provision should be made in the ånnual budéCt' the in'ëtütution for all esseâ- tial recurring costs as follows* . 5.2.1 Salaries Salaries of all staff including allowances and benefits as per UGC/State/Centra11 Govt. abirovéd phy scales and other benefits. 5.2.2 Cost of instructional materials Items Teaching-Learning materials Play Materials Education and Dévelbbm'eht, ASsessment, Educa- tional Technology Art, Music and Movement

Sports and Games Books (ind Stationary Contingencies Essential Rs. 7507: Desirable Rs. 1000/- per student/year per student/year The cost of recurring expenditure for the institution can be estimated on basis of the number of books, Journals, A.V. Aids Essential Desirable Rs. 10,000/year Rs. 15,000/year 5.3 Fee Structure and Scholarships Essential The fee structure should be as decided by the State government. From time to time: In any case the total fees and other charges collected from a student should not exceed the per pupil recurring expenditure Desirable Adequate free studentships be provided for poor meritorious students. Adequate scholarships may be provided purely on merit

6. More . One Course If one or more courses in teacher education are same institution in the same building in terms of building, hall, field's etc. may be shared in a reasonable manner FOR TEACHER EDUCATION INSTITUTIONS (ELEMENTARY] 1. Preamble The National policy on Education; has, stated that in elementary, education will be on (i) universal enrolment/ universal retention of children upto 14 years of age, (ii) substantial improvement in the quality of education. The improvement in quality of elementary education will to a large extent depend on the quality of teachers who operate these programmes. Therefore, in turn will try to improve the quality in teacher education programmes for different ages the National Council for Teacher Education has laid down the norms and standards for teacher education institutions for a two-year elementary teacher education course after passing the 12th standard Examination or its equivalent, human resources, physical infrastructure, academic and financial facilities. The norms are presented under two levels : (i) essential norms which define the minimum that all institutions should fulfil in order to be eligible for statutory strive to achieve in a reasonable period of time. The norms have been worked out for the minimum intake of 100 student teachers (SO, 11 50/ 100. portion increases, in staff and facilities will have to be made by institutions which admit more than this number. The minimum will apply even though the intake is less than 100. The management of land, building, space; rooms etc. mentioned in the document under Physical Infrastructure as essential or are to be treated as approximate and to serve as a guide. The main purpose is to determine the size in which the teaching-learning process can be conducted conveniently and easily

2. Human Resources 2.1 Teaching Staff Essential Teacher-student ratio for the training institutions. must be 1 : 12 an intake of 100 students (50; first year) the teaching staff required would be 10 teachers. If student intake is more, the increased proportionately to maintain the 1 : 12. Part-time teachers should not be in the ratio. There should be at least one teacher with knowledge of the subject-content and its methodology in each of the following school teaching areas : English, Mother Tongue (or State language), Mathematics, Science, Social Studies, and Computer Education. There should be two separate teachers to teach Foundations Of Education and the general subjects. In addition, there should be one instructor for each of the following areas . Physical Education, Music, Workshop practice. Educational Technology. The number of teachers required--will depend on the lecture work-load and the work of practice teaching supervision and other practical work. Further the adequacy of the number of teachers in a teacher education institution will have to be assessed from the point of view of the number of students who are in optional group and also in terms of subjects to be offered by a student -11 this is subject to the condition that the qualified teacher should teach each teaching subject) and one teacher per batch to teach the general subjects. E 28 (1062 THE GAZETTE OF INDIA, MARCH 27, 1921) [PART II The rank and qualifications of the Principal and teachers will be as follows : designation of Lecturer for General Subjects (2) Lecturer in Methodology of Teaching School Subjects (5) Lecturer in Educational Technology (1) Instructor in Physical Education (1) Instructor in Art/Music (2) Workshop Instructor/Instructor in Work Experience (1) Instructor in Educational Technology (1) Note : Essential Rank: Reader/Sr. Lecturer in a College Qualifications M.Ed/M.A. Education and five years' teaching experience as Lecturer Rank : Lecturer in a College Qualifications M.Ed/M.A. in Education Rank : Lecturer in a College Qualifications M Ed./M.A.I in Education with a first Degree in the concerned subject and specialization in the concerned methodology or M A./M.Sc.in the concerned school subject with specialization in teaching the subject. Rank : Lecturer in a College Qualifications M.Ed. with specialization in Educational Technology or M Ed. in Educational Technology Rank : PG Teacher Qualifications B.P.Ed/B.P.E. Rank : Secondary School Teacher Qualifications Degree in Art/Music or a Diploma in Art/Music after higher secondary Rank :

Secondary School Teacher Qualifications Diplöma in Engineering Rank : P.G. Teacher Qualifications P.G. Diploma in Computer Science Desirable Rank: Profesöor Qualifications Master's Degree in a schoOl subject plus Master's Degree in EducatiÖn with five years' teaching experience in thé rank of Lecturer Rank : Readér Qdalfiéätions M.Ed/M/A. in 'Education and, Master's Degree in a relevant.subject, prefeyably in Psych'Olögy/Soti010É9 Rdlik : keader Qualifications M.Ea./M.A. ih Edüdåfion Master's Degree in the concerned or relevant school subject. Rank : Lecturer in a College Qu afificati Ons Degree in Engineering with special training in Educational Technology. Rank : Lecturer in a College Qualifications M.P. Ed/M.P.E. Rank : Lecturer in a College Qualifications Post- Graduate Degree/Diploma Art/Music Rank : Lecturer in a College QualifietiOns Degree in Engineering Rank : Lecturer in College Qualifications Degree in Computer Science in (i) Suitable designations to be given when higher ranks and higher qualifications are prescribed (e.g. designation of alnstructor to be upgraded to that of Lecturer etc.). (ii) AIL academic staff are to .bb abpointbd on a feÉular• and full-time basis, with salary scales as brescribed' by (iii) (iv) All selections are to be made by duly constituted selection committees with specialists aé"members. Pail-time teachers may be appointed in Art, Music, and Work-exporieice •etc; depending' On the teaching workload. These part tißle Nill hot bé con- sidered while calculating teacher-student ratio. State/Cent:taI Govt. service. 2 Téhnica•l Support Staff Deignation Li br arian Library•Assistant 2.3 Administrative Staff Designation Assistant Accou Ots Assistant TypiSt : Word processor Assistaitl Esgential One Qualificaiions DiDloma in Library Science One Qualifications Certificate in library science or equivalent. Essential One One One Two 28 C Desirable Qual ificati ons Degree in Library ScieDce. library automation Two Qualifications Diploma in library scie nce. Desirable Two Two Two Four experie lice in THE.GAZETTE.@F 27, Note : For calculating staff requerements and the facilities for batch size. in excess of 50, the following principle will be observed batch size. 50 - 55 - Requirements for batch size 50 Batch size 56 - 65 - Requirements for batch size 60. Batch .size 66 - 75 - Requirements for batch size 70 Strength beyond 75 will not be permitted for a single batch. When the intake for a year exceeds 75. the procedure for run- ning•• a second independent batch will have to be adopted, following the. rules prescribed for the concerned- batch sizes. • Admission,,for a single year should, in no casei exceed 150

3. Physical Infrastructure 3.1 Space and Buildings 3.1.1 Land, area and Location Essential Adequate space for the administrative wing, ecademig wigg and play grounds/space for. recreation. The institution should be located in a relatively. noise:free and pollution-free zone, having adequate .supply of•. drinking water and electricity. It should have good conveyänce' *and communication facilities with the nearest town. Requirements for intake in First & Second Year—50+50 Item Total Land Area Floor Area of Building (Excluding Hostel & Staff Floor Area per Student 3.1.29 Instructional Facilities Quarters) Essential 5000 sq. • mts 1000 sq. mts IO sq. ints The main building should 'have the following facilities: 1. 2. 3%. 4, 5. 6. 7

8. CI assrooms Assembly Hall Libraryrcumrreadi ng room * *Multipurpose Educational La boratory Workshop Art and Music Room Games Room Educational Technology Room Ess entia! 4; 60 sq.m. each 1;100 sq. 1 ;100 Sq. m, Seating for 30 students 1 •,75 Sq.m. Practical Works facility for 16 ;20 students. 1:75 sq. m. 1 ;60 sq.m. 1 sq.m. 1 ;40 sq.m. Desirable- 15000 sq. mts 1500 sq. mts 12 sq. mts Desirable 6; 150 sq.m. 1 ;150 sqm. I ; 150 sq.m. Seating for SO students. 2;75 sq.m. facility for 15 studencs. 2;75 sq. m. each 2 separate rooms of 50 sq.m. each 1 +1 Hall for indoor Games—50 sq.mts. 1 +1 Seiarate Computer Room; MO-sq.hl. **Laboratory requirements of institutions of teacher educa- tion will have to be redefined to accommodate new educational thinking and practices. What is required is not a regular science laboratory or a psychology laboratory; but a cömpre- hensive multi purpose educational laboratory with different Section (science education lab, mathematics education lab, 3.1 .3 Administration Block The administration block should haye the following rooms : Rooms Principal's Room Teachers* Common R oom Office Room store Room 3.1.4 Other Amenities Essential Essential f; 30Sq. m. 1; 60 sq. m 1; 50 sq. m. 1; SO sq. m. One Common Room for women students, having a floor area of 40 sq. m. and facility for pure drinking water and toilet. Desirable Two common rooms one for men and one for women stu- dents. each of area 50 sq. m. with attached and separate toilets for men •and women students and staff. Water-cooler facilitieq at two places. 12—51931/98 2 language education lab, educat;onal technology. 14b,. science lab) and a supporting mini workshop. fff a large sized room for a common multipurpose r.aLQry is not available separate sections may have separate abogatory rooms. Desirable 50 sq. m. 75 sq.

m. 75 sq. m. 75 sq. 3.1.5 Residential Area (a) Students' Hostel Desirable Two hostels. one for men student; and another for students to accommodate the students. (b) Staff Quarters Desirable Quarters to be provided for at least 50% of the teaching staff and all the non-teaching staff whose services are required. Principal's Quarters may at odd hours, near the campus. be provided close to the institution. THE GAZETTE OF INDIA, MARCH 27, 1999 (CHAITRA 6, 1921) 1064 [PART III—SBC.-4 (c) Play Fields Essential Institution should have minimum play fields to engage at least 50% of the students at a time, in active outdoor games requiring small fields for the following outdoor games : volley ball, basket ball, badminton, kho kho, kabaddi, or other local games. A minimum of 500 sq. m. area should be provided for play fields and physical education. Desirable Play fields area - 1000 sq. m. Facilities for large field games like football, hockey, cricket. A hall for indoor games— Table-tennis etc. Gymnasium and athletics track.

3.2 Equipment 3.2.1 Multipurpose Educational laboratory (i) Multipurpose Educational Laboratory (Science Section) Essential The institution should have all the apparatus and chemicals required to demonstrate all the experiments indicated in the syllabus of primary and middle school classes. Desirable Multiple sets of apparatus for the above; facility for preparing experimental kits using indigenous materials. 3.2.2 Multipurpose Education Laboratory (Psychology Section) Essential Provision for conducting following tests : Sensory-motor, Intelligence (Performance, Verbal and Non-verbal), Aptitude, Personality and Interest Inventories including Projective Tests : provision for conducting simple Piagetian and Brunerian experiments. Desirable Equipment to conduct psychological experiments like Span of attention, Distraction of attention, Maze learning, Bilateral transfer of training, Free versus controlled association, Effect of coding on memory. Retroactive Inhibition. Effect of rest pause on psychomotor learning, Effect of mental set on problem solving Effect of mental set on concept formation. Effect of nature of stimulus material on retention; Association Mediation Effect, Learning concept formation and learning. All the requirements for experiments indicated above. Multiple sets of the above-mentioned tests. 3.2.3 Multipurpose Education Laboratory (Educational- Technology Section) Essential One TV. One Audio Cassette Recorder, one strip projector. Adequate number of blank audio and video cassettes. Drawing materials for preparation of charts. One Radio/ Transistor set, Video-cassette, Cordless Microphone. Desirable Video Camera, one Amplifier. one Computer, two Speakers, two Microphones, two Audio Cassette Recorders. one VCR, one OHP, provision for computer assisted self-learning, a movie camera and film development facilities. 3.2.4 Workshop attached to the Multipurpose Education Laboratory Essential One set of wood-working hand tools, one set of gardener's tools and other essential equipment required for work experience activities provision for practising work experience in tailoring, type-writing, and performing simple experiments in electronics; a section with facility for practicing Wood work, carpentry, smithy, model making in clay, and sheet metal work. Desirable Section for glass blowing, foundry practice, paper pulp modelling, and welding; provision for developing educational aids in cardboard, sheet metal, wood and clay. 3.2.5 Art & Music Section Essential Art paper, board, brushes, colours etc. for use of visual art. Simple musical instruments, such as harmonium, tabla, mridangam, flute, other popular local instruments; costumes and accessories for staging dance and drama performance, curtains and other accessories. Desirable Sound recording equipment, recorded music. of reputed musicians, copies of the painting of great artists to represent important schools of art. video recorded dance performance - of reputed artists/ video of different kinds of folk dances. 3.2.6. Games and sports Essential Adequate games and sports equipment and materials for important outdoor and indoor games; materials and equipment required for training in athletics and body building. Desirable Exercising instruments, video-supported study material for different games, different kind; of exercises and yoga poses. 3.2.7 Computer Centre Two computers and accessories for working them. Desirable Five Computers, Internet connection and E-mail facility. 3.3 Books and Journals Essential A minimum of 1500 books including reference and textbooks, should be available during the first year of the functioning of the institution and at least 100 books; be added every year. The institution should subscribe to at least three professional journals. m--SBC. 4] Desirable THE GAZETTE OF INDIA, MARCH 27, 1999 (CHAITRA 6, 1921) 3.4. Furniture 1065 The institution should have 3000 books; initially and 200 books added each year. There should be at least five professional journals. All rooms in the main building should have adequate furniture for seating the sanctioned number of students and the staff of the institution. The furniture requirements for different rooms (calculated for a total of 100 students) are as follows: Room 1 I. Classroom 2. Assembly Hall Laboratory 3

4. Workshop Computer Room 5

6. Library Principal's Room 7

8. Teachers Room Essential 2 Requirements per classroom : Students' -seats (50) Teachers' chair

(1) Teacher's table (1) Black Board (1) White board (1) 3 mtX2 mt. Additional chairs (2) OHP (1) Dais of size 6 mtX 3 mt. x 0.5 mt. Students' seats (120) Teachers' chair (20) Guest chair (5) (1) 5 Tables of size 1.25 mt. X 2mt. x 0.9 mt. in each section of lab. Tall Stools (20) (0.6 mt. ht.) Teachers' table (1) Teacher's chair (1) Almirah (1) 5 Work benches of size 1.25 mt. X 2mt mt. Stools (of ht. 0.6 Teacher's table (1) Teachers' chair (1) Almirah (1) Computer desks (2) Student's seats (2) Table for consol (1) Instructors chair (1) Almirah (1) White board (1) Book shelves for 2000 books Periodical rack (1) Catalogue Cabi nets each with 4 Card Trays to hold 2000 Cards. Librarians table (1) Chairs (2) Long tables Student's chairs (50) Notice board (1) Tablesize 2mt X 1.25 mt. x 0.45 mt(1) Desirable 3 Seats for 75 students per classroom One additional hall of the size of the Assembly Hall with facilities for conducting demonstration classes 10 tables of the type indicated on the left. Additional Almirah (1) Basic furniture for workshop practice. Additional Almirah (2) Furniture for installing Computers. (5) E-mail and Internet Connections. Book shelves for 3000 books Catalogue Cabinets to hold 3000 cards. Bulletin Board Sofa set (1) (1) Chairs (5) Almirah (1) Book rack (1) Chairs (12) Tables (12) Additional chairs (b) Steel Shelves for teachers Teachers Cabins/Rooms Attached rest room for teachers with sufficient furniture; Almirah one each. (12) 1666 1 THE GAZETTE OF INDIA, 27, ±999 COHÅITkA6, '1921) 9. office IO. Store Room 11. Student Common Room 2 Tables (3) Chait for each administrativestaff (1) Steel Almirah (1) Filling rack(1) Notice boards (2) Additional •chairs (2) Almirah (3) Racks (2) Long table (i) Student's -chaffs (20) Addi tionalRoom for visitors Chairs for visitofs (6) Almirah (5) Racks (3) rooms for men and Separate rest women students with long tables (2) and student chairs (15) for each room Note: The requirements are for an intake of 100 students in two batches; for student strength in ex- cess of 100, proportionate increases are expected in all the facilities listed here

4. Academic Input 4

1. Admission Criteria 4.1.1. Eligibility Essential pass in Highgr Seoonldty Soll')ol Certificate Examination of.500/o marks in the aggregate. Reservation of seats may be provided in accor- dance with the constitutional/legislative provisions. 4.1.2. SeLction Procedure: Students should be selected for admission 011 the basis of merit as determined by performance in quali- fying examination and/or an entrance written test and/or interview to be conducted by an agency—State government/institution— approved by NCTE. 4.2. Curriculum Transaction And Internship 4.2.1. Working Days and Hours of Instruction: Total number of Essential 200 (1200 hours). Desirable 220 (1320 hours). working days A •working day will be of 6 hours for a 6-day workingweek. For a 5-day working week, the hours will be Pro>ortionately longer (7.2). This Will be distributed as follows: Essential Teaching days (hours) per 150 days (900 hours) Year Sup-eryised Practice Teaching in Schools Admission and Exami- nation Days Total 40 days (240 hours) 10 days (60 hours) 200 Desirable 160 (960 hours) 50 (300 hours) 10 (60 hours) 220 (1200 hours)(1320 hours) 4.2.2. Practical work (other than Practice Teaching) to be performed by each student. Each student should perform under Supervision, the following practical work during each year of the coUrse: O 0 e Item Pfoject in Szience/Mlths/Language/Social Science Preparation of Teaching Aids Administering of Tests, Interpreting Test Scores P:eparation, Administration and Inter- pretation of Diagnostic.Tests 022rati0!1 of Al-ldio-Visual Equipments C)Äduct of Micro-teaching Lessons Observation of I>monstration Lessons Observation of Lessons Participation in Games & Sports Participation in Work Experience Projects Case Study/ActionResearch Project Participation. in school activities/features Simulation/Case Study in Educational Management Computer Practice Essential 1 per subject 3 per subject 1 per subject I in any one subject Use of all essential equipments 2 basic skills 2 in each subject 10 in each subject 2 hours each week 2 hours each week 1 All activitics I per year per- week Desirab e 1 5 1 1 per subject Also, use of all desirable equipments. 3 3 15 I hour per day 3 hours 1+1 1+1 I ver•day THE GAZETTE OF INDIA, MARCH 27, 1999 (CHÅiTRA8, 41 4.±.3. Supervised Practice Teaching The new teacher education should also make use of opportunities provided by the new technologies for a deeper exposure of student teachers to pro- fessional skills in the form of simulation, video- critical-incident teche record 3d micro-teaching, niques, case study approaches, internet and computer individualised learning facilities for instruc- a tional purposes. Practice Teaching should be

conducted in a planned manner. A student teacher should teach two periods per day and observe two lessons of per student teachers. At least 50% of the practice lessons should be fully supervised by teachers of the institution. A student should teach a minimum of 15 lessons in each of the optional teaching subjects. Micro-teaching should be used for first-level induction to teaching; each cycle of micro-teaching (plan- 5.2.1. Non-recurring Cost Item Building (excluding hostel & staff quarters) Equipment and Books Furniture (for institution only) 5.2.2. Recurring Cost Adequate provision should be made in the annual budget for all essential recurring costs which will ensure its optimal functioning, making provision for the following: (a) Salary and other benefits as per State/Central Government norms. (b) Expenditure for purchase of Instructional Material, maintenance of labs, workshops, physical education wing, computers wing and other academic activities indicated earlier. teach-replan-reteach) may be included in phase of teaching practice which be within the institution. The institution should have working ment with adequate number of .elemenuy for practice teaching. It is desirable practising school attached to it

5. Financial Provisions 5

1. Endowment and Reserve Fund Each institution should have a properly prepared annual budget. Institutions under ment should have an endowment fund Rs. 5.00 lakhs and a reserve fund •Cofer months, salary Of all staff. 5.2. Cost (for 50+50 Students) Essential 30 lakhs (area 1000 sq. mis.) 1 lakh 0.50 lakh Desirable 40 Lakhs (area 1000 sq/mts,) 1.5 'lakhs 0.75 lakh 6. More than One Course in the Same Institution If one or more courses in teacher education run by the same institution in the •same building/ complex, th) facilities in terms of building, hall, library, hostels, equipment, play fields -etc, may shared in a reasonable manner. 22 July, 1998/September 4, 1998 Appendixd(€) Expenditure per student per year : Essential Desirable 5.3. Fee Structure Essential Rs. 700/- Rs. 1000/- The fee structure should be as decided by the State Government from time to time. In any case the ,total fees and other charges collected from a student should not the per pupil recurring expenditure of the institution. It is desirable to provide some free studentships for gnetitious poor students. NORMS AND STANDARDS FOR T.EACrtÉKÉDiY-CATION INSTITUTIONS SECONDARY (B.ED.) NATIONAL COUNCIL FOR TEACHER EDUCATION C-2/10 Safdarjung Development Area NEW DELHI 1998 NORMS AND STANDARDS FOR TEACHER -EQUC•A- TION INSTITUTIONS—SECONDARY 1 •0 Preamble Teacher preparation course for the rally known as B.Ed., is a professional course having three (a) theoretical orientation, (b) major components : school experience and (c) practical work. Sound exposure to all the three aspects is a pre-requisite for the preparation of a competent teacher. Theoretical orientation in teacher education includes core courses such as philosophical, sociological and psychological basis of education. These courses aim at helping the cher/would be teacher in formulating his/her own authen- 1668 THE GAZETTE OF INDIA, MARCH 27, 1999 (CHAITRA 6, 1921) tic {esponseSto reality, and his/her own self, to •situate edu- cation in the social context, to develop a better understand- ing Of the needs, interests and abilities of the learners and to Subjects like history of create effective learning situations. education, school administration, educational measure- ment and evaluation and educational technology, along with content-cum-methodology courses in different school subjects, make an inseparable part of the theoretical orientation and pedagogical thrust in teacher education. The other component—school experience or exposure to the life at school includes, inter alia, classroom teaching for practice for a specified period and participation in the academic and Adequate preparatory socio-cultural life of the school. exercises in the form of demonstration lessons, discussion of lesson plans, micro-teaching, simulated teaching, experiments in science subjects and reviewing of films and film strips related to classroom teaching are conducted at the teacher education institutions. It is kept in mind that the theory and practice retain close relationship. The third component—practical/ sessional work—relates to audio visual activities, preparation of teaching aids, work ex- perience, games and sports, recording of psychological observations and conducting experiments, and organization of co-curricular activities including field trips, tutorial and small group discussions and such other school-based and institution-based activities. Successful implementation of this package of activities, together with the practicum appended to theoretical courses, makes it essential for a teacher educator to be available to the students for wide ranging consultation and guidance, as and when they need it. As such, physical presence of the teacher educator for the full day in the institution is of vital importance. One of the most vital aspects of teacher education in the present times is employment of various modes of curricular transaction. Apart from classroom lectures, the teacher education course must make provision for a variety of participatory

learning activities, small group discussions, symposia, seminars, library work and written assignments etc. Tutorials are the nucleus for generating informal, live interaction amongst the students and teachers. Apart from providing excellent opportunity for observing the entry behaviour and subsequent attitudinal changes in the students, the tutorials serve as a forum for student—teachers to acquire the communicative skills and develop self concept. The tutorials also yield an invaluable opportunity for the teacher educators to reconstruct their curricular transaction in the light of feedback provided by the students. The rich repertoire of activities mentioned above imparts rigour and respectability to teaching as a profession and enjoins teacher education institutions to adopt state-of-the-art technology and innovative strategies to enable student teachers to master knowledge, skills and values relevant. No programme of action can succeed unless it vision, the will and the facilities of infrastructure and Other quality inputs to transcribe its objectives into reality. The norms and standards given below are inspired by the philosophy of teacher education and its lofty objectives outlined above. In this document, the norms and standards for regular institutional programmes of secondary teacher education leading to B.Ed. degree are presented. These norms shall regular institutional secondary teacher education programmes irrespective of the fact that this is the only educational programme of the institution or is one of several other teacher education programmes offered by the institution. These norms and standards are applicable for recognition of institutions, permission of courses and consideration of additional intake of seats. The norms are stated under two categories : (i) essential norms which are the minimum that all institutions must fulfil in order to be eligible for recognition/permission of their institution/course by NCTE, and (ii) desirable norms which institutions should strive to achieve in a reasonably short period of time. The norms cover Human Resources, Physical Infrastructure, Academic inputs and Financial Provisions and are presented in that order. The measurement of land, building, space, rooms, library etc. mentioned in the document under Physical Infrastructure as essential or desirable are to be treated as approximate and to serve as a guide. The main purpose is to ensure that the rooms etc. be of a size in which the teaching-learning of required number can be conducted conveniently and comfortably.

2.0 Human Resources

2.1 Teaching Staff Teacher-student ratio For example For 60 students For 120 students 1:10 6 teachers and 1 Principal/Head 12 teachers and 1 Principal/ Head to the present age. S. No. Designation Number Specialization 1 01. 02. 2 Principal/ Head Reader/Lecturer 3 1 3 4 Education Education (principal/Head not to be included for calculating the Teacher-Pupil ratio). The staffing should enable provision offering training in at least TWO specialization methods.

2.1 Specialization and Qualifications of Teaching Staff 6 teachers (for 60 students) be as follows : Reader/ Lecturer for General education subjects-3 Method subject teachers 1 for each; In addition, Part time teachers for Art, Music, Crafts etc. Qualifications 5 UGC Norms with PG Degree in Education and with 10 years experience in teaching, research / administration of which at least 5 years related to Teacher education. UGC norms with a P. G. degree in Education, M. A. (Edn)/M.Ed./PG in relevant school subject, 5 years teaching and / or research or experience in Teacher Education institution, Ph.D. in any subject, preferably in Education. fee—Q4 1 03. 04. 05. 06. 01. 02

03. III—SEC. 2 Lecturer Lecturer 4] THE GAZETTE OF INDIA, MARCH 27, 1999 (CHAITRA 6, 1921) 3 Instructor in Work Experience Instructor in Art, Music and Performing Art 2 3 Technical Support Staff Librarian/Asstt. Librarian Professional Asstt. Technical Asstt. 2 1 1 1 1 1 Number 2 4 Method subjects Method subject/ Physical Education Qualifications Agricultural, Industrial or other crafts. Fine Arts, Music and Performing Art Library Science Library Science Science / Technical subject Staff 01

02. Administrative Designation Office Staff Helper UGC norms with a Master's degree in a-school subject and a P.G. degree in Education, As above / Master's degree in P.Ed. Certificate / Diploma in Craft. Degree / Diploma/Certificate in Fine Arts/ Music / Performing Arts. UGC norms and qualifications (for Lecturer Grade) UGC norms and qualifications University / State Government prescribed qualifications. Qualifications As per University / State Government norms. Desirable to have one person with computer skills. As per State Government norms. Mode of appointment of staff The core teaching staff shall be appointed on full time and regular basis. Supporting academic, administrative and technical staff may be appointed on part-time basis in the beginning. In all cases properly constituted selection committees as per UGC / University / Government rules will select the candidates.

3 PHYSICAL INFRASTRUCTURE The teacher education institution should be located in a noise - free atmosphere. It should be relatively pollution free. There should be good transportation and communication facilities and availability of water and electricity. The land area chosen must provide enough space for institutional

building and for future expansion and adequate open space for organizing games and sports. 3 •1 Build-in Space / Area For a unit of 60 students, building space consisting of class rooms, library, laboratory and administrative wing 1 (ii) (iii) (iv) (v) (vi) (vii) (viii) (ix) (x) should be provided, as follows Essential Classrooms Multipurpose room Hall Multipurpose Laboratory for Computer, Psychology and Science Practical Library room with reading facilities for at least 30 students Work experience room Principal's room with attached toilet facilities . Staff room Office room Store room Number 2 1 1 1 1 1 1 1 1 Area 3 60 sq. m. each 100 sq. m. 125 sq. m. Approx. 100 sq. m. 4- 45 sq. m. for storage space 50 sq. m. including storage space. 60 sq. m. 25 sq. m. 60 sq. m. 40 sq. m. 25 sq. m. 41010 1 (xi) (xii) (xiii) THE GAZETTE OF-) ilP.âRt 4 2 Common room with adequate space for women students. Separate toilets for girls, boys and teachers / staff Provision for drinking water facilities in atleast two places with drinking water available at all times during working hours. Desirable 1 3 2S sq. m. 100 sq. m. for 50 person (ii) (iii) (iv) (v) (vii) Seminar room Separate laboratories for Science, Educational Technology Small group work rooms A large multipurpose Hall Separate school subject rooms Separate room for teachers Psychology' 1 each 75 sq. m. with 15 sq. m. for storage 2 1 1 Canteen, if possible on co-operative basis Play ground Essential Small open space for athletics, badminton, volleyball, basket ball, throw ball etc. Desirable cricket etc. 25 sq. m. 150 sq. m. 30 sq. m, each. 20 sq. m. 500 sq. m, 1000 sq. m. (a) (b) 3.3 3.4 (ii) (iii) (iv) (v) (Yi) (vii) Play grounds for big outdoor games - foot ball, Indoor games rooms. Residential area Desirable There should be provision for Furniture Students' desks and seats Principal's and staff quarters, hostel facilities. for both men and women. Hall Dais Chairs Essential one each 2 100 2 big size Chairs and tables for the Principal, teachers, and the Office staff. Work tables for Laboratory Books shelves for 3000 books. Reading tables with chairs for 30 students in the reading room. Black boards for class rooms and laboratory Librarian as 1 •25 mts. x O •9 sq. m. each. 30 chairs 1 each (2 •5 mts. x 1 one for each teacher as needed. One mt.) Desirable some extra 4 150 needed in all rooms 3 bigger size 40 chairs 1 additional board in each class (3-5 x 1 mt.) (viii) Notice boards and bulletin boards. (ix) (x) (xi) Steel almirah / cabinet Storage racks For the librarian - filing A central long Table, in addition cabinet 2 ft o PART> Ill—SEC. 41 3.5 Equipment THE GAZETTE -OF -INDIA, MARCH 27, 1999 (CHAITRA 6, 1921)' Desirable 3.5.1 Science Laboratory Essential The institution should have multiple sets of Science apparatus required to perform and demons- trate all the experiments prescribed in the Secondary and Senior Secondary classes. chemicals etc. should be available in the required quantity. The purpose student-teacher for emciently is to train the conducting classes in science practicals in school. 3.5.2 Psychology Laboratory Essential Apparatus for simple experiments related to educational psychology-intelligence tests (perfor- mance, non-verbal, verbal) aptitude testl' creativty tests personality scales, attitude tests and interest inventories etc. 3.5.3 Educational Teachnology Essential Radio I T.V.-I Audio cassette recorder-I Slide-cum-film strip projector-I, Overhead projector I-Art materials for preparation of charts and slides, materials for transparencies V.C.R.-I Amplifier- Loud speakers-2 Microphones-2 Adequate number Of blank Audio-Video cassettes. Desirable Still cetnera-l, Computer P.C.-I 3.5.4 Books and Journals Essential Books including text and reference books Professional journals 3000 5 Desirable 5000 IO At least 200 books shall be added every year. This may include additional and multiple copies of text books. 4.0 Academic Input 4.1 Admision 4.1 .1. Eligibility Essential Candidates possessing at least 450 marks in the aggregate in the Bachelor's degree/Master's degree exaniination of a recognized University pro- vided the applicant 112s offh-ed at least two school Subjects at the first and or second degree level It is desirable to restrict admission withl 50% or more ill the aggregate in the first of second degree. examinations wherever such candidates. are, avail-7 able. 4.1 .2. Selections Procedure Candidates will be selected for admission on the basis of merit. Merit shall be determined by the performance at qualifying examination and/or by a selection test and/or intfView to- be conductedl by an agency the institution, university Or n-atioial/ state level approved by the NOTE. It is desirable that lhe selection test, where held* may include•a test of knowledge of school subject, general knowledge) general awareness and communication ability and skills. Reservation of seats may be provided 'in accord- ance with the constitutional legislative provisions. 4.2 Curriculum Transaction 4.2. I (i) Number of working days/hours per session Essential 200 days or 1200 hours. Desirable 210 days or 1260 hours. 10 days (ii) Admission All admission work must be inititated be- fore the session begins and all formalities shall be completed with 10 working days after reopening of the institution. (iii) Teaching days including practice teaching work. 180 days (1080 hours) Essential 190 days (1140 hours.) Desirable (iv) Examination days IO days (60 hours) (v) A Working day shall be of

minimum of 6 hours duration if it is a six day working week. with five-days working week proportionate hours (7.2) per day. 4.2.2 Supervised Practice Teaching [it is desirable that depending on classes/sections available for practice teaching in a school, students may be deputed at the rate of not more than two students per section. A student may teach two periods per day and observe one lesson of other teachers. At least 50% of the lessons should be supervised fully by institutional teachers and, school teachers and feedback given to student orally as well as by comments in writing. Each student THE GAZETTE OF ODIA, MARCH 27, 1999 (CHAITRA 6, 1921) [PART II—Sgc. 4 should teach a minimum of 20 lessons in each method subject and maintain record thereof. Programme of practice teaching may include placement in a school for a block period of 2/4 weeks to work as intern teachers so that in addition to practice teaching, they take part in other activities of the school. The teacher education institution should preferably have a practicing school also attached to it, 4.2.3 Practical Work/Activities The institutions are expected to organise all items of work under Group A and as many as possible of the items of practical work activities listed under Group B. The norms for performance student in these activities shall be prescribed by the* University Examining Body concerned. 01. 02. 03. 04. 05. 06. 07

08. Group Practical work related to each theory paper Science Experiments (for science teaching students) Psychology experiments / tests including case studies. Preparation of Teaching aids. Preparation of lesson Plans and teaching (a) Preparatory to teaching in school (b) Teaching in real school situation Observation of lessons taught by fellow student teachers. Observation of Demonstration lessons. Construction of test items, unit test and examination question paper in each method subject. (a) (b) (c) Group B Objective items Short answer items Essay type questions. 09. 10. 11. 12. 13. 15. 16

17. Review of a Text Book Tutorial Essay Writing Report of any feature of a school Water magazine-group work. Celebration of important days Essential 1 each paper 2 3 4 3 in each method subject 17 in each method subject IO in each subject 2 IO 5 5 3 1 2 most of them. 1 (Group work) Community work Participation in social, (Group work) Practice in the use of literary, cultural and sports activities Audio-Visual equipments, Work experience related with some Theory Course Other co-curricular Group and Individual activities according to local genius and situations. Desirable 2 each paper 4 6 6 5 in each method subject 20 in each method subject 15 in each subject 5 20 .10 10 5 2 3 4 3 All items available in the institution may be handled to the maximum possible extent. As many as possible.