

7. 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, Performing Arts Experts, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX -13

Norms and Standards for 4-year integrated programme leading to B.Sc.B.Ed / B.A.B.Ed Degree

1. Preamble

1.1 The four-year integrated programme aims at integrating general studies comprising science (B.Sc.B.Ed.) and social sciences or humanities (B.A.B.Ed.), and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.

1.2 The programme shall be offered in composite institutions as defined in Regulations 2.1.

2. Duration and Working Days

2.1 Duration

The B.Sc.B.Ed and B.A.B.Ed programmes shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

2.2 Working Days

(a) In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.

(b) A working day will be of a minimum of 5-6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring – providing group or individual guidance.

(c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 There shall be a basic unit of fifty (50) students. Initially two units may be permitted. The affiliating university may prescribe distribution of students for different subjects.

3.2 Eligibility

(a) Candidates with at least 50% marks in the senior secondary/+2 or its equivalent are eligible for admission.

(b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.

3.3 Admission Procedure

(a) 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 Government/University / U.T. Administration.

(b) At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

3.4 Fees

The institution shall charge only such fee as is 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.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The BSc.B.Ed and BAB.Ed programmes consist of content courses on par with those of undergraduate liberal programmes in Science and Arts stream; and supportive courses, pedagogic courses, and practicum including school experience and internship in teaching.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Sc.B.Ed./B.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 they require for teaching in the 21st century classroom and for addressing issues concerning learning in global society 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. The 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

(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. The courses also provide opportunities for developing the integrated knowledge of the teacher through experiences of connecting disciplinary knowledge with knowledge about learner, learning, 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 BScB.Ed programmes; and English, Indian Language, and Social Science in BAB.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.

(iii) 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 mode/in labs or with longer timetabled periods so that there is adequate opportunity for each student to participate and develop. The

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 50% 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 ICT, self development, performing arts, and languages .

(iv) 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 responsibility 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) 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.
- (ii) Make arrangement with sufficient schools for internship as well as other practicum activities required for school engagement. These schools shall preferably be government schools and shall form the basic contact point for all practicum activities and related work throughout the programme of study. The state education administration may allot schools to different TEIs.
- (iii) 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.
- (iv) 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.
- (v) Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty.
- (vi) Organise inter-institutional interactions for students between various colleges on themes of Educational significance and also participate in such events organized in other institutions.
- (vii) Be integrated into the life of the institution and have opportunities to participate with and interact with students from the other under graduate programmes.
- (viii) Adopt a participatory teaching approach to help students develop reflective thinking and critical questioning skills.
- (ix) Facilitate interns to maintain reflective journals and observation records which provide opportunities for reflective thinking.
- (x) Maintain records of planning, observation schedules and feedback and reflective reports prepared by the interns.
- (xi) 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 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.
- (xii) 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:
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|------------|---|
| Theory: | Individual/group assignments |
| | Observation records, Presentations and Student Portfolios |
| Practicum: | 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) 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.
- (vii) 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

5.1 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 full 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 different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

- Note: (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./B.A.B.Ed programme in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. 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.

OR

- (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 : PhD. 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./BEIEd 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.

Visual Arts

- (i) Postgraduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

- (i) Postgraduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

(a) Librarian (B.Lib with 55% marks)	One
(b) Computer Lab Asstt. (BCA with 55% marks)	One
(c) Office Manager	One
(d) Office Assistant cum Data Entry Operator	One
(e) Curriculum Lab Co-ordinator	One
(f) Accounts Assistant	One
(g) Helpers/ Lab Attendant	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, B.Ed 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 sq mts (three thousand square meters) of exclusive well demarcated land for the initial intake of one hundred students out of which 2500 sq mts (two thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playgrounds 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 study, 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

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.

(b) 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.

(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 available

(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.

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 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.]

7. 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.

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