

**8. 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, alongwith 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.

**8.3 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).
- (b) **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.

**9. 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) 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.
- (b) Approval of the appropriate university body or state government for launching the programme.
- (c) Preparation of curriculum (course-wise and unit-wise structure) including scheme of evaluation/examination and support services, duly approved by the University.
- (d) Preparation of the self-learning materials in print and non-print, duly certified by the Distance Education Board (DEB).
- (e) Undertaking from the identified Study Centers in a prescribed format ensuring strict observation of B.Ed. norms for the study centres.
- (f) Initiation of staff selection process such as advertising, screening, interviewing and offering appointment to the selected candidates.

**APPENDIX – 11****Norms and Standards for diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)****1 Preamble**

The Diploma in Art Education (Visual Arts) is a professional pre-service teacher education programme which aims to prepare teachers to teach Visual Arts upto class VIII.

## 2. Duration and Working Days

### 2.1 Duration

The Visual Arts programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme.

### 2.2 Working Days

- (a) 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 internship in elementary schools.
- (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, dialogues and consultation as and 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.

## 3 Intake, Eligibility, Admission Procedure and Fees

### 3.1 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.

### 3.2 Eligibility

Candidates with at least fifty percent marks in the higher secondary examination (+2) or its equivalent with visual arts (painting/drawing, graphic design/heritage crafts applied arts/sculpture? etc), as elective subject(s) at the higher secondary stage are eligible for admission.

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.

### 3.3 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.

### 3.4 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.

## 4. Curriculum, Programme Implementation and Assessment

### 4.1 Curriculum

The two year curriculum has the following components;

- A. Theory
  - B. Practicum
  - C. School Internship
  - D. Workshops, visits, projects, displays and performances
- a) 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.

- (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 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.
- (iv) **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.
- (v) **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.

**(a) 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 -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. Practicum**

Exploring with 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 students 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 the 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 craftspersons, 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

theme can be given individually or in groups. There should at least be one workshop each year with an eminent 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 galleries, performances, local fair and festivals etc. and discussing and reporting through report writing in groups or through seminar.

#### 4.3 Assessment

Since the Arts Education subjects are more practical based, the ratio of weightage for theory and practical should be 40:60, out of the total marks for the entire programme, 25% marks may be earmarked for the assessment of school internship activities. An Assessment plans which is valid and reliable, time efficient and manageable shall be prepared. Students should receive on-going feedback from teachers and peers and are 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 formal assessment and reporting practice. Each of the outcome may not be assessed individually. It is important that teaching programs allow for and encourage students to address all the syllabus outcomes and that assessment strategies allow for each student to demonstrate their achievement.

### 5. Staff

#### 5.1 Academic Faculty

For a basic unit of fifty students or less with combined strength of one hundred or less for the two year course.

1. Principal	-	One
2. Lecturers (Arts)	-	Four
3. Lecturer in Education	-	One
4. Lecturer in Health and Physical Education	-	One
5. Lecturer in Language	-	One
6. Lecturer in Art and Craft	-	One

#### 5.2 Qualifications

##### (a) Principal/Head

- Academic and professional qualification will be as prescribed for the post of lecturer; and
- Five years experience of teaching in arts teacher education or elementary/secondary teacher education institution, or institutions of visual arts.

Lecturers - Seven

##### (b) Lecturer in Education - One

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

(a) Painting	One
(b) Sculpture	One
(c) Graphics	One
(d) History of Arts	One

#### Essential Qualifications

Master's degree in fine arts (visual arts) with fifty percent marks and specialization in the concerned subject as mentioned above.

**Desirable**

Degree/Diploma in education with 55% 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**

- (i) Post graduate in English or Regional language with fifty five percent marks
- (ii) Degree/Diploma in education with fifty percent marks

**(f) Art and craft Instructor - One**

Or

**Essential:** A traditional crafts person-pottery/weaving metal crafts/ bamboo work/traditional painting etc. who is a state or national level Master crafts person.

**(g) Librarian - One**

Bachelor degree in Library and Information Science with fifty percent marks.

**5.3 Administrative Staff****(a) Number**

- (i) UDC/Office Superintendent - One
- (ii) Computer Operator - One

**(b) Qualifications**

As prescribed by State Government/UT Administration concerned.

**Note:**

For additional intake of fifty students, the additional staff shall comprise five full time lecturers, one Library Assistant and one Office Assistant.

In a composite institution, the Principal, and academic, administrative and technical staff can be shared.

**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 Facilities****6.1 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 thereof 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.
- (b) The institution must have the following infrastructure:
  - (i) One classroom for every 25 students.
  - (ii) Multipurpose Hall with seating capacity of two hundred and a dias
  - (iii) Library -cum-Resource Centre
  - (iv) Resource Centre for Arts Education with ET and ICT facilities.
  - (v) Arts studio for painting with facilities for fifty students,
  - (vi) Applied arts studio with facilities for fifty students,
  - (vii) Sculpture studio with facilities for fifty students,
  - (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) Girls' Common Room
- (xiv) Canteen
- (xv) Visitors Room
- (xvi) Separate Toilet Facility for male and female students
- (xvii) Parking Space
- (xviii) Open space for lawns, gardening activities, etc.
- (xix) Store Room for administrative office
- (xx) Multi purpose playfield
- (c) The institutional campus, building, furniture etc. should be disabled friendly.

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 for the entire institution and Heads for different teacher education programmes offered in the institution.

## 6.2 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.

## 6.3 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. These should include:
  - (a) Books on arts and crafts, journals and magazines
  - (b) Children's books
  - (c) Audio-visual equipment - TV, DVD Player, Electronic Projector
  - (d) Audio-visual aids, video - audio tapes, slides, films.
  - (e) Teaching aids - charts, pictures
  - (f) Motivational materials such as" children's art works,
  - (g) work of well-known artists and master craft persons
  - (h) Developmental assessments check lists and
  - (i) measurement tools.
  - (j) Photocopying machine

### (ii) Materials for different Art Activities

Easels, drawing boards, canvases, paper, colours, brushes, sculpture specific toolkit, craft specific toolkit, 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 quantity for the variety of activities planned in the programme. These include the following:

Collection of slides on different arts, documentaries on the methods and procedures in different fields of arts, art education kits, models, play materials, books on art subjects, puppets, photographs, blow-ups, charts, flash cards handbooks, pictures, pictorial representation of children.

**((iii) Audio Visual Equipment**

Hardware for projection and duplication and educational software facilities including TV, DVD Player, 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.

**(iv) Musical Instruments**

Simple Musical Instruments such as Harmonium, Tabla, Flute, Mridangam, Veena, Manjira and other regional indigenous musical instruments.

**(v) 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.

**(vi) Games and Sports**

Adequate games and sports equipment for common indoor and outdoor games should be available.

**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, Art Educationists, Primary/Elementary Education Experts and Staff Representatives.

**APPENDIX-12**

**Norms and Standards for diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)**

**Preamble**

The Diploma in Arts Education (Performing Arts) is a professional pre-service teacher education programme which aims to prepare teachers to teach Performing Arts up to class VIII.

**Duration and Working Days****2.1 Duration**

The Performing Arts programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme.

**2.2 Working Days**

- (a) 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 internship in elementary schools.
- (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, dialogues and consultation as and 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.