

8.3 Library

- (a) Headquarter Library: There shall be a well-equipped library with adequate number of textbooks and reference books of school and elementary teacher education. Educational Technology Library, ICT Library, Psychological Equipment, CDs, Encyclopedias, Journals of Elementary Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity shall be available in English/Hindi/Regional Language.
- (b) Study Centre Library; The libraries/laboratories and workshops of the institutions where study centers are located shall be used by the trainees during contact sessions.

9. Pre-requisites for applying for grant of recognition of the programme.

Before applying to the NCTE for recognition of the DEEd (ODL) programme, the university/ institution shall ensure the following tasks:

- (a) Preparation of the project document with details about the scope of the programme, fee structure, student enrolment, faculty, Study Centres with facilities and tutors/counsellors estimated expenditure for development and implementation of the programme, norms of payment for development and implementation of the programme, norms of payment to Study Centres and resource persons, additional faculties, resources to be provided to Study Centres and monitoring and supervision of the programme.
- (b) Approval of the appropriate university bodies 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 Council (DEC)/Bureau.
- (e) Undertaking from the identified Study Centers in a prescribed format ensuring strict observation of DEEd norms for the study centres.
- (f) Initiation of staff selection process such as advertising, screening, interviewing and offering appointment to the selected candidates.

APPENDIX- 10

Norms and standards for bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education

(B.Ed.) Degree**1. Preamble**

The Bachelor of Education programme, generally known as B.Ed., is a professional programme that prepares teachers for upper primary (classes VI -VIII), secondary (classes IX-X) as well as senior secondary (classes XI-XII) levels.

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

2. Eligibility of Institutions and Territorial Jurisdiction**2.1 Eligibility of Institutions**

The institutions or academic units specially established for offering ODL programmes like the National Open University, State Open Universities and the Directorates / School of Open and Distance Learning in UGC-recognized Universities shall be eligible to offer this teacher education programme. (The Deemed to be Universities, Agricultural, Technical or allied Universities, which specialize in a field other than teacher education and other discipline specific Universities / Institutions, are not eligible to offer teacher education programme through ODL).

2.2. Territorial Jurisdiction

The University/ Institution offering teacher education programme through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government.

The Study Centres of the University/Institution shall also be located in its territorial jurisdiction.

3. Duration

The duration of the programme shall be of two academic sessions / years. However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer / winter /

staggered) are available to the learners for guided / supervised instruction and face-to-face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face interaction (beside learners' self-study at their choice and pace).

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit of intake for the B.Ed. programme shall not exceed five hundred students subject to the condition that one Study Centre shall enroll not more than 50 students in a given session. The request for additional units shall be examined by the NCTE on the basis of the availability of required facilities in respect of study centres and related support services in the territorial jurisdiction of the university.

4.2 Eligibility

The following categories are eligible to be students of B.Ed.(ODL):

- (i) Trained in-service teachers in elementary education.
- (ii) Candidates who have completed a NCTE recognized teacher education programme through face-to-face mode.
- (iii) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

4.3 Admission Procedure

The University/Institution shall develop a suitable procedure for the selection of candidates.

4.4 Fees

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

5. Eligibility for a Study Centre

- (a) Only the following category of institutions shall qualify to become a Study Centre:
Existing Teacher Education Institutions recognized by NCTE for offering the same programme in face-to-face mode and having all the requisite infrastructure and staff as per NCTE norms; institutions having offered the relevant teacher education course for at least last five years. Institutions declared as Study Centre for one course/programme by a University shall not be the Study Centres for any other programme of the same or any other University/Institution.
- (b) (i) The number of students allotted to a Study Centre shall not exceed one hundred (50 for the first year and 50 for the second year), (ii) the Study Centre shall provide to the distance learners (allocated to it) access to its library, laboratories and other physical facilities, (iii) the Headquarters or the Regional Centre of the ODL institution may also function as a Study Centre at least for one hundred (50 first year and 50 second year) students.
- (c) Teacher educators/ supervisors/ academic counsellors engaged for various activities of the Study Centre shall be fully qualified as per the NCTE norms.
- (d) All the functionaries associated with the activities of the Study Centres must be oriented by the open university /institution in the practice of the ODL system from time to time, but at least once in a year.
- (e) The request for additional unit of intake in any programme shall be examined by the NCTE on the basis of availability of required facilities in respect of study centers and related support in the territorial jurisdiction of the /institution. Laid down procedures shall be followed for seeking recognition for additional intake.

6. Curriculum, Programme Implementation and Assessment

6.1 Curriculum

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

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

6.2 Programme Implementation

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

- (a) The university/institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other institutions or OERs, and make those A/V resources available at HQ, regional centres and study centres (and, if possible, directly to the students). Teleconferencing facilities available in the SRCs, state governments and open universities may also be utilised.
- (b) The programme shall be delivered in a blended mode by judiciously mixing the components of resource-based self-learning, face-to-face counseling and workshops, and technology-enabled interaction and learning.
- (c) *Self-learning materials:* The programme shall be conducted with full professional expertise. Self-learning materials, both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the DEC. A blended learning approach (integration of methods and media) should be applied. The course materials shall be modular and credit-based.

The study materials shall be made available to the learners in the beginning of the session itself either in one go or in a phased manner as per the requirement of the programme.

- (d) *Contact programme:* Apart from the school based activities and practice teaching, in a programme of two years' duration, the personal contact programme shall cover counseling and workshops, seminar presentations, report writing etc. and must be conducted at the Headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programmes shall be conducted as per details given below.:
- (e) *Academic counseling:* Academic counseling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, dissertation, time management, study skills, etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counseling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.
- (f) *Workshops:* In the workshops the learners shall acquire competencies and skills required by a teacher or teacher educator. Therefore, they shall be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangement for practice teaching in classrooms and on simulated situations. The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignment, assessment rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the classrooms. There shall be two workshops (one each year) of 6 days' duration each.
- (g) *School-based activities:* The learners pursuing B.Ed. programme through the ODL system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of B.Ed. The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities. Thus a learner shall be supervised /guided by the mentor for a minimum of 15 study hours.
- (h) *Teaching practice:* A learner enrolled in the B.Ed programme shall go through a teaching practice for three months, in the schools where he/she works, under supervision of senior teacher/ academic counselor. Each lesson will be a guided, supervised, assessed, lesson and feedback given. The learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, the learner shall discuss with supervisors/teacher educators the

preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision and feedback on his/her teaching practice from the teacher.

- (i) The Headquarter staff shall develop curriculum, self-learning materials, model lesson plans and multi media learning resources for use at the Study Centres. There shall be student assignments, and at least 25% weightage be given to assessment of assignments. At the end of first and second years, external examinations will be conducted by the designated Examining Body. Study Centres located in the Teacher Education Institutions (TEIs) shall conduct examination of practice teaching and work experience components by appointing internal and external examiners.
- (j) *Programme organization:* Institutions offering B.Ed. through ODL shall maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-student discussion on suitable social media or networking services.
All the institutions offering ODL programmes shall ensure transparency by presenting details on their website regarding students enrollment, list of programme study centres, academic counselors, mentors, regional consultants and the schools where the teacher trainees are expected to intern.
- (k) The University/ODL institution shall prepare the calendar for all activities including admission, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar.
- (n) The institutions shall also prepare manuals (for learners, and mentors, counselors and resource persons) for the implementation of the programme activities.
- (o) All the ODL institutions/universities shall enter into MoUs with study centres selected to offer the programmes, indicating their willingness to share infrastructure and other amenities for and commitment to support the ODL learners attached to their study centres.

6.3 Assessment

A two-tier evaluation shall be used by the institution: continuous and comprehensive evaluation, and term-end examinations with suitable weightage given to continuous and comprehensive evaluation including for participation and performance in the workshops as allotted in the curriculum framework. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counsellors in a given time frame and returned to them alongwith constructive comments and suggestions so that they can improve their performance.

The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. Evaluation of assignments, workshop-based activities, school-based activities and teaching practice have to be conducted on a continuing. Each of the student-teacher will maintain the portfolio of his/her work completed all through the year which will be considered for the internal assessment.

The term-end examination will be designed and conducted by the examining body.

The weightage for internal and external evaluation may be in the ratio of 30:70.

6.4 Monitoring and Supervision

The ODL institution shall put in place a systematic monitoring mechanism. Various strategies for monitoring, such as periodic field visits by the faculty, collection of regular feedback from both the learners and the Study Centre coordinators, interaction with learners through ICT etc., and maintaining specified record by the institutions shall be some of the components of the system. While learner satisfaction surveys shall be undertaken on a regular basis to provide feedback to the counsellors and faculty in the headquarters, feedback on course content shall facilitate to maintain the programme over a period of time and undertake minor revisions. A comprehensive evaluation of the programme structure and implementation shall be undertaken periodically.

Staff

7.1 Headquarters

- (i) The Institution / University offering this teacher education programme through the ODL system shall have an exclusive core full time faculty of seven members with expertise in relevant disciplines like Education, Science, Mathematics, Social Sciences and Languages. Qualification in distance education will be desirable.

The break up of the faculty will be as follows:

1. Professor

- One

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|-------------------------------------|--------|
| 2. Readers / Associate Professors | - Two |
| 3. Lecturers / Assistant Professors | - Four |

(N.B. The faculty shall be given designations as per the policy of the State Government/Institution.)

- (ii) The faculty shall be responsible for course designing, learning resources development, assessment of assignments, orientation of academic and other staff of the Study Centres, monitoring and supervision of the Study Centres, maintenance/revision of the courses, programme evaluation, and other activities as decided by the University/Institute.
- (iii) The faculty strength shall be increased by one for every additional unit of five hundred students or part thereof.
- (iv) One faculty member shall be designated as 'Programme Co-ordinator' for this ODL programme for coordination among faculty members and the Hqrs. And study centres.
- (v) Teacher Educators / Supervisors engaged for various activities at the Study Centres shall be qualified as per NCTE norms for the B.Ed. programme.

7.2 Study Centres

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| 1. Coordinator | - One |
| 2. Assistant Coordinator | - One |
| 3. Part time Academic Counsellors | - As per need |
| 4. Administrative Staff | - As per need |

N.B. The staff of the study centre (part-time) shall be engaged from the faculty of the host institution or present and former teacher educators from other neighbouring institutions. At least one Academic Counsellor should be appointed for each of the courses prescribed for the program.

7.3 Regional Centres

The ODL institution may set up Regional Centre(s), if required, to coordinate the work of study centres under its jurisdiction. The following staff shall be made available at the Regional Centre:

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|-----------------------------------|---------------|
| 1. Coordinator/Regional Director | - One |
| 2. Assistant Coordinator/Asst. RD | - One |
| 3. Administrative Staff | - As per need |

7.4 Qualifications

(a) Teaching Staff

The academic and professional qualifications of the academic staff shall be the same as prescribed in the case of the corresponding programme of B.Ed. offered through the face-to-face mode. In addition, the faculty with qualifications in ODL/experience in the ODL system shall be preferred.

(b) Non-Teaching/Professional/Support /Administrative Staff for H.Q.

The administrative and other support staff may be provided as per the norms outlined below:

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| 1. Office Manager/ Superintendent | One |
| 2. Software Specialist/Professional | One |
| 3. Assessment and Evaluation Incharge | One |
| 4. Computer Operator for Maintaining Database | One |
| 5. Office Assistant | One |
| 6. Helper (for the dispatch of study material) | One |

7.5 Terms and Conditions of Service of Staff

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

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.