

6.3 Cultural Activities

Suitable and adequate instruments should be provided as and when needed for various activities. Other equipment required for minor games, recreational games, relays and combative sport be procured on the basis of need and specialization.

6.4 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: If more than one programme in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules of the affiliating university/concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The committee shall comprise representatives of the sponsoring society/ trust, physical educationists, representatives of the affiliating university and of the staff.

APPENDIX- 9

Norms and standards for diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed)

1. Preamble

The elementary teacher education programme through Open and Distance Learning System is intended primarily for upgrading the professional competence of working (in-service) teachers in the elementary schools. It envisages bringing into its fold those teachers who have entered the profession without formal teacher training. It aims to prepare teachers for the elementary stage of education, that is, classes I-VIII. The programme shall use blended learning modality for design, development and delivery of the programme.

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, Open Schools, SCERTs shall be eligible to offer teacher education programmes. (The Deemed to be Universities, Agricultural, Technical or allied Universities, which specialize in a field other than teacher education and other discipline specific Universities / Institutions are not eligible to offer teacher education programme through ODL).

2.2 Territorial Jurisdiction

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

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

3. Duration

The duration of the programme shall be of two academic sessions/years. However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer / winter / staggered) are available to the learners for guided / supervised instruction and face to face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face interaction (besides learners' self-study at their choice and pace).

4. Intake, Eligibility, Admission Procedure and Fees**4.1 Intake**

The basic unit of intake for the D.El.Ed. programme shall not exceed five hundred students subject to the condition that one Study Centre shall enroll not more than one hundred students in a given session. The

request for additional units shall be examined by the NCTE on the basis of the availability of required facilities in respect of study centres and related support services in the territorial jurisdiction of the university.

4.2 Eligibility

- (i) Candidates with at least 50% marks in the senior secondary or its equivalent examination are eligible for admission.
- (ii) Two years of teaching experience in a Government or Government recognized primary / elementary school.
- (iii) Should be working as a teacher in a school at the time of making application which should be submitted through the Head of the Institution.
- (iv) 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 regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

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 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, (ii) the Study Centre shall provide to the distance learners (allocated to it) access to its library and other physical facilities, (iii) the Headquarters or the Regional Centre of the ODL institution may also function as a Study Centre at least for one hundred students.
- (c) Teacher educators/ supervisors/ academic counsellor 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, 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 syllabus of D.El.Ed offered through the face-to-face mode shall be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials developed by the institution shall be approved by the Distance Education Council/Bureau.

6.2 Programme Implementation

- (a) The university/institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other institutions or OERs, and make those A/V resources available at HQ, regional centres and study centres (and, if possible, directly to the students). Teleconferencing facilities available in the SRCs, state governments and open universities may also be utilised.
- (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) shall 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:** In a programme of two years' duration, the personal contact programme (covering counseling, workshops, school-based activities, and practice teaching) must be conducted at the Headquarters and/or Study Centres convenient to the learners for a minimum of three hundred contact hours. The personal contact programmes shall be conducted in the following forms:
- (e) **Academic Counseling:** Academic counseling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, time management, study skills, etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counseling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.
- (f) **Workshops:** In the workshops the learners shall acquire competencies and skill required by a 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 in simulated situations. The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignments, and assessment rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the classrooms. There shall be two workshops (one each year) of 6 days' duration each. Thus, in a two-year programme, total of 12 days, six study hours a day, that is a minimum 144 study hours) shall be devoted to the workshops.
- (g) **School-based Activities:** The learners pursuing teacher education courses through the ODL system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of DEEd. The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities. Thus a learner shall be supervised/guided by the mentor for a minimum of 15 study hours.
- (h) **Teaching Practice:** The learners enrolled in the D.El.Ed programme shall go through a teaching practice in the designated schools, under supervision of the teacher/ academic counselor. After each lesson, the learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, the learner shall discuss with supervisors/teacher educators the preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision on his/her teaching practice from the teacher.
- (i) **The Headquarter staff shall develop curriculum, self-learning materials, model lesson plans and A.V. materials for use at the Study Centres. There shall be student assignment system, and at least 25% weightage be given to assessment of assignments. At the end of First and Second years, external examinations will be conducted by the designated Examining Body. Study Centres located in the Teacher Education Institutions (TEIs) shall conduct examination of practice teaching and work experience components by appointing - internal and external examiners.**
- (j) **Programme organization:** Institutions offering ODL programmes shall maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-student discussion on suitable social media or networking services.

All the institutions offering ODL programmes shall ensure transparency by presenting details on their website regarding students 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.
- (l) The institutions shall also prepare manuals (for learners, and mentors, counselors and resource persons) for the implementation of the programme activities.
- (m) All the ODL institutions/universities shall enter into MoUs with study centres selected 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. Due weightage shall be given to continuous and comprehensive evaluation including for participation and performance in the workshops. Assignments/project reports submitted by the learners shall be evaluated by the tutors/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 continuous basis. The external evaluation shall encompass questions on all the Units of syllabus and shall be assessed through Objective Type/Short Answer Type/Long Answer Type questions. These questions will be moderated by a Board of Examiners appointed by the examining body. The weightage for internal and external evaluation may be in the ratio of 30:70.

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.

7. 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 all relevant disciplines like Education, Science, Mathematics, Social Sciences and two languages (English and Regional Language). Qualification in distance education will be desirable.

The break up of the faculty will be as follows:

Professor	- One
Readers / Associate Professors	- Two
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 staff of the Study Centres, monitoring and supervision of the Study Centres, maintenance / revision of the courses, programme evaluation, and other activities as decided by the University/Institution.
- (iii) The faculty strength shall be increased by one for every additional unit of five hundred students or part thereof.
- (iv) One faculty member shall be designated as 'Programme Coordinator' for this ODL programme for coordination among faculty members and between the Hqrs. and study centres.

7.2 Study Centres

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. The Academic Counsellor and student ratio shall not exceed 1:30.

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:

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 DEIEd offered through the face-to-face mode. In addition, the faculty with qualifications in ODL/experience in the ODL system shall be preferred.

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

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

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 for a study centre required.

8.2 At Study Center

Curriculum laboratory and learning resource centre, physical education room, Art and Craft Room, ICT and Educational Technology Laboratory workshop for practical work, sufficient number of rooms for individual guidance of trainees in methodology subjects, availability of an elementary practicing school, sufficient number of rooms for organizing contact classes. Other needed facilities like telephone, fax, photocopier machine, internet connection, computers, audio-video players, interactive multi media CD, 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 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 DEIED (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 DEIED 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 /