

## Appendix-14

**Norms and Standards for B.Ed. (part-time) programme leading to Bachelor of Education (B.Ed.) Degree****1. Preamble**

The Bachelor of Education (part-time), known as B.Ed., is a professional programme that prepares teachers for various levels of schooling namely, upper primary or middle level (classes VI-VIII), secondary level (classes IX-X), and senior secondary level (classes XI-XII). The programme shall be offered in a staggered manner during a period of three years, combining face-to-face teaching with school internship and school-based activities.

The programme shall provide opportunities to persons employed as teachers in a secondary schools teaching classes VI-XII to acquire professional qualification. The programme shall be organised in such a way that parity of this programme with the full time face-to-face B.Ed. programme is ensured in all respects including curriculum and assessment.

**2. Institutions Eligible for Offering the Programme**

- (i) NCTE recognised Teacher Education Institutions offering B.Ed. and M.Ed. programmes which have been in existence for at least five years and having NAAC Accreditation with minimum B grade.
- (ii) Departments/Schools of Education in UGC recognised Central/State Universities, other than open universities.

**Note:** The applicant institution shall obtain prior consent of the affiliating university for conducting the programme before submitting the application to NCTE.

**3. Duration and Working Days****3.1 Duration**

The B.Ed. programme shall be of duration of three academic years, which can be completed in a maximum period of five years from the date of admission to the programme.

**3.2 Working Days**

- (a) There shall be face-to-face teaching for at least 120 days each in the 1<sup>st</sup> year, 2<sup>nd</sup> and 3<sup>rd</sup> year of the programme.
- (b) Supervised School Internship for a period of 12 weeks (60 days) – 04 weeks (20 days) each year in schools where the trainee teachers are working.
- (c) School-based and community-based activities as part of the practicum component of the curriculum for 150 days (50 days each year). These shall include preparation of case study, writing seminar/term paper, and book reviews observation of children, parent teacher meetings, text books analysis and preparation of evaluation tools. In addition, the students shall continue to be engaged in regular teaching work assigned to them by the school where they are employed.
- (d) The programme shall be conducted in a face-to-face mode in a teacher education institution during vacations, therefore it shall be possible for the institution to work for 42 hours in a week (6 x 7 hours).
- (e) The minimum attendance of students enrolled in the programme shall have to be 80% for all the course work, and 90% for school internship.
- (f) The universities, as examining bodies, shall ensure the above percentage of attendance and compliance of other requirements for granting recognition.

**4.1. Intake**

There shall be a basic unit of 50 students; but two units can be permitted depending upon the availability of instructional and infrastructural facilities.

**4.2. Eligibility**

- (a) Upper Primary and Secondary school teachers who are in service as full time teacher for at least two years at the time of making application and who shall continue to be in service during the entire duration of the programme. The applicant shall be required to furnish a certificate to this effect from the Head of the school where he/she is employed.
- (b) The applicants with at least 50% marks either in the Bachelor Degree and /or in the Postgraduate Degree in Sciences/Humanities/Social Sciences or Bachelor degree in Engineering or Technology with background /specialization in Science and Mathematics with 50% marks or any other qualification equivalent thereto are eligible for admission.

- (c) The reservation and relaxation for SC/ST/OBC/PWD shall be as per rules of the Central/State Governments, whichever applicable.

#### 4.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance test or any other selection process as per the policy of the State Government/UT Administration/affiliating University.

#### 4.4 Fees

The institution shall charge only such fee as may be 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. Curriculum, Programme Implementation and Assessment

#### 5.1 Curriculum

The B.Ed. (part-time) curriculum shall be the same as is prescribed for the full time B.Ed. programme except school internship which is briefly described below:

##### School Internship

The trainees will continue to teach in their respective schools as part of their work. However, their classroom teaching and school based activities shall be supervised by the faculty of teacher education institution and other qualified teachers and teacher educators for 12 weeks – 4 weeks each year. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X) or senior secondary (XI-XII), with at least 8 weeks in secondary/senior secondary classes.

#### 5.2 Programme Implementation

- (a) The affiliating university shall reorganise the syllabi of the two-year full-time programme to be covered in three years.
- (b) The institution shall prepare a calendar of all activities, including school internship. The period of supervised school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (c) The institution shall make arrangement for supervision as well as other school-based activities of the programme of teaching in their respective schools. The teacher education institution shall prepare a panel of M.Ed. qualified teachers available in the schools and teacher educators available in the area. The teachers and teacher educators included in the panel shall be oriented by the teacher education institution to the modality and scope of supervision.
- (d) Transaction of the 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' courses should be done using a variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, and observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (e) The institution shall encourage interaction with Principals of schools where trainees are employed by organising debates, lectures, seminars, etc.
- (f) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and also for grievance redressal.
- (h) For supervised school internship, the TEIs and the schools of the trainees shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
- (i) The commencement of the programme shall be regulated so as to ensure that the students are enrolled at least two months before the start of summer vacation in the concerned academic year and three summer vacations are available for face-to-face teaching.

#### 5.3 Assessment

Assessment and Evaluation System shall be the same as for the full time face-to-face B.Ed. programme. In view of this, the affiliating university shall conduct common examination of the students of this programme and that of the students of the corresponding full-time face-to-face B.Ed. programme. The external examination taken by the

students at the end of 2<sup>nd</sup> and 3<sup>rd</sup> year, may be the same as the examination of 1<sup>st</sup> year and 2<sup>nd</sup> year of the full time face-to-face programme.

## 6. Staff

### 6.1 Faculty

For an intake of one basic unit of 50 students, that is, total student enrolment of 150, there shall be four additional full-time Assistant Professors. The TEI shall ensure that its existing B.Ed. and M.Ed. faculty along with the additional faculty together shall conduct and supervise all the programmes including the B.Ed. Part-Time.

### 6.2 Qualifications

Qualifications of the additional faculty for this programme shall be the same as prescribed for the B.Ed. full time face-to-face programme.

**Note:** (i) The Principal of the TEI shall be the administrative and academic Head for this programme also.

- (ii) In case the institution offers two units the requirement of additional full-time faculty shall be increased to six.
- (iii) Guest faculty and resource persons shall be engaged from the faculty of the institution offering the programme and also from other TEIs or from the available pool of retired Teacher Educators.
- (iv) The institution shall also engage adequate number of resource persons for supervision of school internship.
- (v) The full-time faculty for this programme shall be responsible for teaching during face-to-face contact programme; supervision of school internship; providing guidance to students for planning, designing and conducting practicum activities, and providing feedback to students on students assignments etc.; and undertaking internal assessment of theory and practicum courses. They shall also compile and develop appropriate reading/ resource material for the use of trainees.

### 6.3 Administrative and Professional Staff

The Administrative and Professional staff available with the TEI shall also be involved in the organisation of this programme.

### 6.4 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.

## 7. Facilities

### 7.1 Infrastructure

Since the Personal Contact Programme or face-to-face teaching shall be organised when the institution will not have regular classes, separate infrastructure for this programme will not be required.

However, residential accommodation for outstation students during face-to-face contact programme and School Internship shall be desirable.

### 7.2 Equipments and Material

The students enrolled in this programme shall have easy access to the existing library and ICT resources and facilities, curriculum resources and materials, Visual Arts and Performing Arts materials and resources, and Games/Sports facilities available with the institution. The available facilities with the TEI shall be further augmented, wherever required. The institution shall ensure that the facilities and the staff members responsible for providing these facilities are available when the face-to-face teaching or School Internship is organised

## 8. 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. The Committee shall review and monitor all the programmes run in the institution including B.Ed. (part-time) programme.

It is designed to integrate the study of school subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of: Theory Courses, Practicum/Engagement with the Field, and School Internship. The theory courses shall cover two broad curricular areas: Perspectives in Education and Curriculum and Pedagogy.

The courses under each of these curricular areas shall be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

ICT, gender, yoga education and disability/inclusive education shall form an integral part of the B.Ed (part-time) curriculum.

**(i) Theory Courses**

**(a) Perspectives in Education**

Perspectives in Education shall include courses in the study of child and adolescence development, contemporary India and education, philosophical, psychological and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender issues in the context of school and society, and inclusive education. The course in childhood and adolescence studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual clarity of tools of sociological analysis and hands-on experiences of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy perspectives and learning. The course on 'Teaching and Learning' shall focus on aspects of social and emotional development; self and identity, and cognition and learning.

**(b) Curriculum and Pedagogic Studies**

Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations with a focus on the learner; and a course on the theoretical perspectives of assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline, the societal context of learning and research relating to different aspects of young childrens' learning. The design of the programme would enable students to specialize in one out of four disciplinary areas, viz. Social Science, Science, Mathematics, and Languages. Specific subject areas from these disciplines, at one/ two levels of school, will be identified. The courses shall aim at developing in students an understanding of the curriculum, and linkage of school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

**(ii) Engagement With the Field/Practicum**

The B.Ed. (part-time) programme shall provide for sustained engagement with the self, the child, community and school, at different levels and by establishing close connections between different curricular areas. This curricular area would serve as an important link between the other two broad curricular areas through its three components:

- (a) Courses on Enhancing Professional Capacities through various skills of teaching.
- (b) Tasks and Assignments that run through all the courses.
- (c) School Internship.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and also out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing sound CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committees, etc. Community-based engagement may also include oral history projects with a community of artisans as a part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy courses in Science and Mathematics may include environment-based projects to address the concerns of a particular village/town/city or a community.

Several specialised courses shall be offered to enhance professional competence of a student-teacher such as courses on language and communication, drama and art, self development and ICT resources. A course on critical understanding of ICT shall be offered as an important curricular resource, according primacy to the role of the teacher and also promoting constructivist approaches. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops, with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-

child gaps, schools as sites for bringing out social change; understanding and practicing of yoga education; developing social sensitivity and the capacity to listen and empathize.

### Appendix-15

#### Norms and Standards for three-year integrated B.Ed.-M.Ed. Degree Programme, 2014

##### 1. Preamble

The Integrated B.Ed.-M.Ed. Programme is a three-year full-time professional programme in education, without any option of intermediate exit before completing the 3 years of study. It aims at preparing teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors, and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed.-M.Ed. degree with specialisation in either elementary education (upto class VIII), or secondary and senior secondary education (VI to XII).

##### 2. Institutions Eligible to Apply

- (i) NCTE recognised Teacher Education Institutions offering B.Ed. and M.Ed. programmes which have been in existence for at least five years and having NAAC Accreditation with minimum B grade.
- (ii) Departments/Schools of Education in UGC recognised Central/State universities, other than open universities.
- (iii) Institutions mentioned at (i) and (ii) above shall have residential accommodation for the conduct of this programme.

##### 3. Duration and Working Days

###### 3.1 Duration

The Integrated B.Ed.-M.Ed. programme shall be of a duration of three academic years including two summers. Students shall be permitted to complete the programme requirements of the three-year programme within a maximum period of four years from the date of admission to the programme. The semester and/or annual schedule shall be worked out by the affiliating body in terms of credit hours based on the credit system suggested in the curriculum framework for the programme developed by NCTE and keeping in view the stipulated period of internship/attachment in schools, teacher education institutions, organisations relevant to the area of specialisation, community work and in other field-based situations. The summer and inter-semester breaks of the two academic year should be utilised for field attachment/internship, other practicum activities and/or for taught courses. The credit allocation to school experience should be of at least 16 credits, and attachment to a teacher education institution should be of 4 credits.

###### 3.2 Working Days

There shall be at least two hundred fifteen (215) working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study/internship and conduct of examination. In addition, the summer vacation shall be utilised for internship/practicum/taught components. The institution shall work for a minimum of thirty six hours in a week (five or six days as the case may be), during which faculty and students concerned with the conduct of the programme shall be available for the requirements of the programme, including interaction with and for mentoring students. The total duration of the programme including the summer sessions and the inter-semester breaks will be roughly equivalent to 107 weeks of six days each totalling up to 640 days. The minimum attendance of students shall be 80% for Taught Courses and Practicum, and 90% for Field Attachment.

##### 4. Intake, Eligibility, Admission Procedure and Fees

###### 4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for five years and has been awarded minimum B+ grade by NAAC or by any other accreditation agency approved by NCTE.

###### 4.2 Eligibility

Candidates seeking admission to the Integrated B.Ed.-M.Ed. programme should have the following qualifications:  
Essential: A Postgraduate degree in Sciences/Social Sciences/Humanities from a recognised institution with a minimum 55% marks or equivalent grade.

Desirable: It is desirable that the candidates have a demonstrated interest and experience in education.

###### 4.3 Admission Procedure