

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

### 6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Separate common rooms for male and female teacher educators/students-teachers.
- (c) Arrangement may be made for parking of vehicles.
- (d) Safe drinking water be provided in the institution.
- (e) The institution's campus, building, facility etc should be disabled friendly.
- (f) There shall be games facilities with a playground. Alternatively, the playground available with the attached school or local body may be utilized exclusively for fixed periods. Where there is scarcity of space as in metropolitan towns/hilly regions, facilities for small court games, yoga and indoor games may be provided.

(Note : If more than one courses 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.)

### 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/Company, Educationists, Primary/Elementary Education Experts and Staff Representatives.

### APPENDIX- 3

## Norms and Standards for the bachelor of elementary teacher education programme leading to the Bachelor of Elementary Education (B.El.Ed.) Degree

### 1. Preamble

- 1.1 The Bachelor of Elementary Education (B.El.Ed) is a four-year professional degree programme of teacher education offered after Senior Secondary. It aims to prepare teachers for the elementary stage of education, i.e. for Classes I to VIII. In addition, the programme prepares students for a wide range of professional and academic options in elementary education including teaching in elementary schools with special orientation for government schools; leading elementary school systems in various capacities; teaching and research in elementary education in the government and non-governmental sector; pursuing post-graduate and research studies in education and other disciplines; and working as teacher educators in various State Institutes and University Departments / Colleges offering programmes in elementary education.
- 1.2 The B.El.Ed Programme shall be offered only in a constituent or affiliated college of a University offering undergraduate studies in liberal arts, humanities, social sciences, commerce, mathematics and sciences, or a constituent or affiliated college of a University offering multiple teacher education programmes, or a University with multi-disciplinary faculty as defined in clause (b) of regulations 2.

### 2. Duration and Working Days

- 2.1 The Bachelor of Elementary Education (B.El.Ed.) shall be of a minimum duration of four academic years, including a school internship of a minimum of 20 working weeks of which 4 working weeks shall be in the third year of study and 16 working weeks shall be in the fourth/final year of study.
- 2.2 Candidates admitted in this Programme shall complete the final year examination within six years from the year of admission.
- 2.3 There shall be at least two hundred working days each year exclusive of admission and conduct of examination, and inclusive of the period of classroom transaction, practicum, engaging with schools and school internship. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which faculty shall be available for the requirements of the programme including interaction with and mentoring students.
- 2.4 The minimum attendance of student teachers shall be 80 % for all course work including practicum, and 90 % for school internship.

### 3. Intake, Eligibility, Admission Procedure and Fee

#### 3.1 Intake

There shall be a basic unit of 50 students.

#### 3.2 Eligibility

- (i) Candidates seeking admission to the B.El.Ed Programme should have cleared the higher secondary examination or any other examination recognised as equivalent thereto with a minimum aggregate of 50% marks.



- (ii) 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.

### 3.3 Admission Procedure

Admission to the four-year degree programme in Elementary Teacher Education shall be made on merit on the basis of marks obtained in the qualifying examination (i.e. 10+2 senior secondary examination) and/or in the entrance examination or any other selection process as per the policy of the affiliating university.

### 3.4 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.

## 4. Curriculum, Programme Implementation and Assessment

The B.El.Ed. is to be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses and a comprehensive school internship. As an integral part of the teaching programme, each institution shall arrange for field tours and visits to centres of innovative activity in elementary school education. The institutions imparting instructions shall follow the scheme of courses given below.

The B.El.Ed. curriculum seeks to prepare teachers for the primary and upper primary levels of schooling through a course curriculum which interweaves subject content with pedagogy and integrates practicum with theory. ICT, gender, yoga education, and disability/inclusive education shall form an integral part of the B.El.Ed. curriculum.

### 4.1 Theory Courses

The theory courses shall comprise of perspectives in education or foundation courses, discipline-based courses, and curriculum and pedagogic courses. The theory courses shall include relevant field-based units of study including assignments and projects. The theory and practicum courses shall be allocated weightage in the proportion of 60:40. The theory courses shall include the following course types:

- (a) "Perspectives or Foundation" courses shall be designed to provide an in-depth study of processes of child development and learning, concepts and perspectives in education, socio-political context in which education is situated, processes and approaches of school organisation and management, contemporary issues related to society and education and a repertoire of professional capacities to relate and communicate. Courses in domains of language, mathematics, social science and science shall be designed to provide students with the opportunity to reconstruct concepts learnt in school and to integrate them within an inter-disciplinary and pedagogic perspective.
- (b) Courses in "Curriculum and Pedagogic Studies" are to be designed to develop core teaching perspective and skills specific to the teaching of children between ages of 6 to 14 years. This includes developing perspectives in pedagogy related to specific knowledge domains. Three compulsory courses focus on pedagogic approaches in language, mathematics and environmental studies at the primary stage (I to V). Courses focusing on the upper primary stage (VI to VIII) in language, mathematics, natural sciences and social sciences shall be offered as optional courses for specialisation in one subject. Optional courses may also be provided in emerging areas in the discipline of education.
- (c) The "Discipline-based Courses" shall be designed to enrich student-teachers' knowledge-base and allow for further study in the concerned discipline. The requisite number of discipline-based courses need to be provided to enable students to pursue postgraduate studies in the respective discipline(s). These courses would enable the students to engage with concepts in specific disciplinary areas, and would build academic linkages with other undergraduate courses in that discipline.

### 4.2 Practicum

Practicum courses shall be designed to allow a variety of work experience with children within and outside elementary schools and opportunities for self-reflection and development of analytical skills, scientific enquiry and understanding social realities. Courses would be designed to give opportunities to acquire a repertoire of professional capacities and skills in craft, creative drama, music and theatre in education; children's literature and story-telling; developing and analysing curricular material; classroom management; systematic observation, documentation and evaluation. The practicum components would progressively increase as the programme advances to the final year with the aim to build connections between theory, observations and classroom teaching.

Self-Development Workshops: Activities and workshops shall be designed to provide opportunities to students for self-reflection and analysis. Students learn to be self-critical, questioning and reflective,



sharpen their abilities to relate, communicate, and develop positive attitudes towards children and teaching, and an understanding of constitutional and human values.

#### 4.3 School Engagement

The interface with school shall be designed to vary the focus, the purpose and nature of engagement with school children. The components should include establishing contact with schools, observing children, developing materials, visiting centres of innovation in education, working with communities and school management committees, and teaching school children.

#### 4.4 School Internship

Engagement of student-teachers with schools enhances progressively over the duration of the programme, culminating in School Internship both at primary and upper primary levels in the third and fourth year of the programme.

The components of school internship would include planning for teaching, teaching-learning, observation of classrooms, engaging in continuous and comprehensive assessment for learning, writing reflective journals, developing resources and designing activities and undertaking classroom-based research projects.

Students shall be actively engaged in teaching for at least 16 weeks in the final year of the programme, including an initial one week of observing a regular classroom with a regular teacher. They shall be engaged in teaching at two levels, namely, primary (classes I-V) and upper primary (VI-VIII). They should be provided opportunities to teach in government and private schools with sustained engagement, systematic supervisory support and feedback from faculty.

#### 4.5 Programme Implementation

The institutions will have to meet the following specific demands of a professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school related practicum shall be synchronised with the academic calendar of the school.
- (ii) Make an arrangement with at least ten schools indicating their willingness to facilitate arrangements for internship as well as other practicum activities required for school engagement. The arrangement shall have the approval of the concerned educational authorities.
- (iii) Transaction of the Perspectives in Education and Curriculum and Pedagogic studies courses should be done using multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (iv) Set up a mutually agreed mechanism between the TEIs and the participating schools for mentoring, supervising, tracking and assessing student-teachers. There shall be a designated person from among the faculty for coordinating School Internship programme.
- (v) Promote inter-disciplinary academic activities between education and other departments within the college/institution.
- (vi) Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty.
- (vii) School teachers shall be invited to teacher education institutions for feedback to student teachers and for extension/guest lectures and organising colloquium. Faculty from departments where students take liberal courses and from cooperating departments who are involved in teaching will be considered as extended faculty of the Department of Education. At least one faculty who is involved in teaching liberal components to Education students, from each of such coordinating departments will be nominated to participate in the academic review and planning meetings of the Department of Education. They may be drawn in to participate in field supervision, etc. so that practical activities are carried out with mutual support and enabling considerations of disciplinary content and education to be addressed in an integrated manner.
- (viii) Organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in elementary schools.

There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty and grievance redressal.

#### 4.6 Assessment

- (i) Each theory course may carry a weightage of 20% to 30% for internal assessment and 70% to 80% for external assessment. One-fourth of total marks/weightage shall be devoted to school internship. The weightage for Internal and External assessment shall be decided by the affiliating university within the above range of ratios.



- (ii) The proportion of total marks in the B.El.Ed programme may be in the following ratio: Theory 60 %, Practicum 20 %, School Internship 20 %.
- (iii) The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journal, etc.

## 5. Staff

### 5.1 Academic Faculty

For an intake of 50 students per unit, the faculty strength shall be 16 in number. The faculty shall be recruited for the curricular areas, namely Perspectives/Foundation Courses and Courses in Language, Sciences, Mathematics, Social Sciences, and for Health and Physical Education, Visual and Performing Arts, and Linguistics.

The full time faculty may be distributed as under:

1. HoD / Principal	One
2. Perspectives or Foundations of Education	Three
3. Science & its Pedagogy	Two
4. Mathematics & its Pedagogy	Two
5. Social Science(s) & its Pedagogy	Two
6. Language(s) & its Pedagogy	Two
7. Health and Physical Education	One
8. Visual Arts and Performing Arts	Two
9. Linguistics	One

**Note:** The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified. Discipline-based courses shall be taught by faculty from co-operating departments of liberal arts, humanities, mathematics, social sciences and sciences. The concerned college/institution may draw upon resource persons with equivalent qualification/expertise in the relevant area for conducting specialized practicum courses such as self-development, theatre, music, craft, story-telling etc in accordance with norms of the affiliating university.

### 5.2 Qualifications

The faculty shall possess the following qualifications.

#### A. Principal / HoD

- (i) Postgraduate degree in Science/Social Science/Arts/Humanities with 55% marks and M.Ed/M.A. (Education) with 55 % marks.
- (ii) Five years of teaching experience in a Teacher Education Institution.

**Desirable :** Degree/Diploma in Educational Administration/Leadership.

#### B. Perspectives/Foundations in Education; & Curriculum and Pedagogic Studies

Postgraduate degree in Social Sciences/ Humanities / Sciences / Mathematics / Languages with 55 % marks and M.Ed with 55 % marks [except 3 (three) positions from Philosophy, Sociology, Psychology, where the faculty qualification shall be post-graduation in any of these three disciplines with 55% marks and B.El.Ed/ B.Ed with 55% marks.]

Linguistics: Masters in Linguistics with 55% marks with B.Ed./B.El.Ed.

**Desirable :** M.Phil. / Ph.D. in Education.

#### C. Specialised Areas

##### Physical Education

- (i) Post-graduation degree in Physical Education (M.P.Ed.) with 55% marks.

##### Visual Arts

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

##### Performing Arts

- (i) Postgraduation degree in Music/Dance/Theatre Arts with minimum 55% marks or its equivalent in terms of expertise and professional experience.

### 5.3. Administrative and Professional Staff

1. Office Manager	One
2. Office Assistant cum Stenographer	One
3. Resource Centre Co-ordinator	One
4. Curriculum Lab Assistant	One
5. Library Assistant (B.Lib)	One
6. Computer Lab Assistant (BCA)	One
7. Office Attendant	One

**Note:** In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, others may be termed as HoDs.

### 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) Dedicated Infrastructure

The physical facilities to be provided in an institution offering the B.El.Ed. will include the following:

- Academic area will consist of Class Rooms (4-5 Classrooms), Curriculum Laboratory, Science Laboratory, Resource Centre, Space for Workshops, Computer Room and Library.
- Administrative area will include Principals' Room, Faculty Rooms, Central Office, Conference Room, Record Room, Computer Room and Reception Lounge.
- Amenities area will comprise Students' Common Room, Staff Room, Hall, Sports/Recreation Centres, Canteen, Cooperative Stores, Dispensary and Security Services, Toilets (separate for men and women students and for faculty).

#### (b) Shared Infrastructure

Where teacher education is provided through a Department/College as an integral part of a University/Institution having several Faculties and Departments of Studies, all Central facilities/amenities shall be shared between the Department of Elementary Education and other Departments. In the case of laboratories and workshops, necessary additional provisions shall be made so that the B.El.Ed. students can make use of them. Apart from the Central Library of the University/College, a Departmental Library shall also be developed to cater to the special needs of the B.El.Ed. students. The Resource Laboratory should be equipped with adequate reading material alongwith other equipment needed for Pedagogy-based practicum and other School Contact Programmes. Facilities such as Auditorium, Hall, Conference Rooms, etc. could be shared with other departments.

### 6.2 Instructional

(a) The Curriculum Laboratory shall be the lab area for conducting hands-on activity. The laboratory would serve this purpose for theory and practicum courses such as craft, core mathematics, language, core science, social science and courses in pedagogy and material development. The lab would contain language, science, social science and mathematics related material such as apparatus, chemicals, kits, maps, globes, instruments and tools like hammer, pliers, scissors and wires. There should be work tables for small group activities. The furniture should be movable to allow for work area on the floor as well. The lab should also have provision for use of an overhead projector, notice boards and blackboard for holding classes.

(b) The Resources Centre shall serve the purpose of a laboratory-cum-departmental library. It should have a store and access to books, curriculum materials, children's literature, textbooks, reports and documents, audio-visual equipment, LCD Projector, DVD player, camera, films on education etc. Materials should be available in sufficient numbers for use by students in schools as well. The Resource Centre may also have computer facility for use by the faculty and students. The Centre should have sufficient space for student meetings, classes and group discussions and reading as well.

(c) The Science Laboratory in a given college/composite institution shall be available to the B.El.Ed faculty and students ensuring adequate space and number of lab materials, equipment, audio visual resources and computers.



(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

### 6.3 Other Amenities

- (a) functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water in the institution.
- (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

## 7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

### APPENDIX-4

## Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

### 1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for 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 composite institutions as defined in clause (b) of regulations 2.

### 2. Duration and Working Days

#### 2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum 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.
- (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, dialogue 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 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

#### 3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / 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/U.T. Administration and the University.

#### 3.4 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.