

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

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

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central /State Government whichever is applicable.

4.4 Fees

The institution shall charge only such fee as is prescribed under the provisions of affiliation body/State/UT Government/University in accordance with the 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 curriculum of the B.Ed.-M.Ed. integrated programme shall comprise of **Core and Specialisation Components**. The Core shall have the following four components: **i) Perspective Courses; ii) Research, Tools and Self-Development Component** including dissertation, taught courses and workshops; **iii) Teacher Education Component** including taught courses and internship/attachment with teacher education institutions; **v) School-related field experiences.** The Specialisation component shall have 2 levels where students choose to specialise in: a) one of the school levels/areas (elementary, or secondary including senior secondary) and content-cum-pedagogy in school subject areas, which will comprise the core within the specialisation, and, b) within the school level chosen, the students select one domain/theme based area for specialisation (such as Education administration and management, Education policy, Inclusive Education, Curriculum, pedagogy and assessment, Educational technology, Foundations of Education, Higher Education, Early Childhood Education, etc.).

The programme shall begin with courses, workshops and field experiences that are contextualised in school teaching, and gradually advance the level of study to teacher education level. Close mentorship by faculty in relevant areas shall be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and supervised research project leading to dissertation.

(a) Theory Courses

Perspective; Research, Tools and Self-Development, Teacher Education and Specialisation Courses

Perspective Courses shall be in the areas of: Philosophy of Education; Sociology-History-Political Economy of Education; Psychology of Education; Education Studies; and Curriculum and Pedagogic Studies. The courses in foundational disciplines shall have two levels (basic and advanced). Critical reflection on gender, childhood, disability, and marginalisation, in relation to education, shall cut-across the core with a possibility of offering courses focussing on these. The courses across the programme shall enable the prospective professionals to work towards inclusive classroom environments and education.

Research, Tools and Self-Development Component shall comprise of workshops and courses in basic and advance level education research methods, research project leading to a dissertation, academic/professional writing, communication skills, observing children, language and teaching-learning, theatre in education, educational technology (including ICT), and the like. There shall be provisions for Self-development of the students (for example through workshops with focus on physical and mental well-being through modalities such as meditation, Yoga) and for critical engagement with gender and education, inclusive education and on areas of similar significance. Skills pertaining to ICT and educational technology shall be integrated in various courses in the programme.

Teacher Education courses, which are also linked with the internship/attachment in teacher education institution(s) shall also be included.

The Specialisation component shall offer a possibility to specialise in one of the school stages (elementary or, secondary including senior secondary, etc.). These shall include courses in content-cum-pedagogy of school subjects. Other courses within the school stage specialisations shall cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Inclusive Education and Education for differently abled; etc. In addition, the programme shall offer baskets of elective courses enabling specializations in selected themes or domains with advance courses in Education administration and management; Education policy and planning; inclusive Education; Curriculum, pedagogy and assessment; Educational technology; Foundations of Education; and the like. There shall be flexibility to allow students to choose foundation courses while specialising in one area.

(b) Practicum

Organisation of workshops, practicum activities, projects and seminars that enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses. Hands-on experiences shall be organised at relevant places during transaction of the curriculum.

(c) Internship and Attachment

At least an equivalent of about 30 weeks of six days each of the three-year programme shall be devoted to field-based activities. The programme shall have the following kinds of systematically planned field-based activities and internships/attachments: 1. School based attachment as per the school-level specialization which shall include

school and classroom observations, classroom teaching practice, and focussed assignments/projects (16 weeks); 2. Working with community, 3. Working in an in-service teacher education context as per the school-level specialization and in a pre-service teacher preparation context as per the school-level specialization (4 weeks); 4. Exposure to a curriculum and/or textbook agency, policy making body, state education department etc. relevant to understanding educational practice at sites other than schools; and 5. Working in a field situation related to the thematic or focus area of specialization (4 weeks). These experiences shall be supplemented with opportunities for reflection, action research and writing.

5.2 Programme Implementation

The institution will have to meet the following specific demands of this professional programme of study:

- (i) Prepare a calendar for all activities, including internships, practicum, assessments and submission of dissertation. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Make field-networking arrangements to facilitate internship with schools, teacher education institutions and other organisations like: community/community-based organisations; organizations engaged in the development of innovative curriculum and pedagogic practices, etc.; international/national/state institution involved in curriculum design, textbook development, education policy planning, formulation and implementation, educational administration and management, or as per the areas of specialisations offered in the 3-year programme.
- (iii) Make arrangements for the conduct of workshops suggested in the curriculum.
- (iv) The dissertation work shall begin in the second semester of the second year of the programme and be submitted in the last semester of the final year. Make arrangements for students' research dissertation and evaluation. For the conduct of the dissertation, the ratio of faculty to students for guidance shall be 1:5.
- (v) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Student participation in the weekly research colloquium/seminar shall be ensured. Practitioners working in schools, teacher education institutions and other relevant areas in education shall be invited for seminars and interactions with students.
- (vi) Make provisions for addressing complaints of students and faculty, and for grievance redressal.

5.3 Assessment

For each theory course, at least 30% marks shall be assigned for continuous and comprehensive internal assessment and at most 70% marks for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the university concerned broadly based on the above formulation. At least one-fourth of the total marks/credits in the programme shall be given to practicum and internship/field attachment and dissertation.

The internal assessment may include individual/group assignments, seminar presentations, field attachment reports, reflective journals, design of AV materials, etc. 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.

6. Staff

6.1 Academic Faculty

For an intake of 50 students per unit, the faculty-student ratio for the programme shall be 1:15. The faculty positions shall be distributed as under:

1. Principal/Head of the Department (in the rank of Professor): One
2. Professors: One
3. Associate Professors: Two
4. Assistant Professors: Six

The faculty profiles shall cover all courses/ areas of the B.Ed.-M.Ed. programme.

6.2 Qualifications

A. The Principal/HoD

- (i) Postgraduate degree in a related discipline.
- (ii) M.Ed. with minimum 55% marks.
- (iii) Ph.D. in Education.
- (iv) Ten years of professional experience in teacher education.

B. Professor and Associate Professor:

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed. or M.A. Education) with minimum 55% marks.
- (iii) Ph.D. degree in Education or in the discipline relevant to the area of specialisation.
- (iv) Any other qualifications or length of professional teaching experience as per UGC or state government norms for the positions of Professor and Associate Professor.

C. Assistant Professor

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed. or M.A. Education) with minimum 55% marks.
- (iii) Any other qualifications prescribed by UGC (like NET) or central/state/UT government.

(Note: Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available.

Depending on the areas of specialisations the faculty shall be shared between the various teacher education programmes offered by the institution).

6.3. Administrative and Professional Support Staff

- (a) The following administrative staff shall be provided:
- (i) Office Manager: One
 - (ii) IT Executive/Maintenance Staff: One
 - (iii) Library Assistant/Resource Centre Coordinator: One
 - (iv) Field Coordinator: One
 - (v) Office Assistants: Two
 - (vi) Helper: One
- (b) In the University Education Departments, the administrative staff shall be deployed as per the policy of the university.

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. Physical Infrastructure and Equipment

7.1 Infrastructure

The requirement of land area for an Institution already having one teacher education programme and proposing to offer B.Ed.-M.Ed. for one basic unit, shall possess a minimum of 3000 sqm. The corresponding built up area shall be 3000 sqm. For additional intake of one basic unit, the minimum additional built up area should be 500 sqm.

(a) The institution shall have the following facilities:

- (i) Two classrooms for every 50 students
- (ii) Multipurpose Hall with seating capacity of 200
- (iii) Library-cum-Reading Room
- (iv) Resource Centre
- (v) Labs for school subjects
- (vi) Health and Physical Education Centre
- (vii) Principal's Office
- (viii) Seating and storage arrangements for Faculty
- (ix) Administrative Office
- (x) Visitor's Room
- (xi) Common Rooms for students
- (xii) Separate toilet facility for male and female students, for staff, and for PWD
- (xiii) Store Rooms
- (xiv) Multipurpose Playfield

(b) Classrooms

For an intake of a unit of 50 students, there shall be provision for at least three classrooms with adequate space and furniture for all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold electives, tutorials and group discussions.

(c) Seminar Room

Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops.

(d) Faculty Rooms

A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided.

(e) Administrative Office Space

The institute shall provide adequate working space for the office staff, with furniture, storage and computer facilities.

(f) Common Room(s)

The institution shall provide at least two common rooms.

7.2 Equipment and Materials

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) **The Library** of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of the essential and frequently used titles) for the three year programme shall be there. These shall include text and reference books related to all

courses of study, readings and literature relevant to the research interests of students; educational encyclopedias, electronic publications including online resources, and minimum seven professional refereed research journals of which at least three shall be foreign journals. Library resources shall include books and journals published and recommended by NCTE, NCERT and other statutory bodies. There shall also be provision of space for reading in the library that can accommodate at least thirty persons at a time. At least hundred quality books shall be added to the library every year. There shall be provision for photocopying facility and computer with Internet facility for the use of faculty and students.

- (c) **A Resource Centre** shall serve the purpose of a resource centre-cum-department library/computer centre. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports, reports of surveys (national and state level), district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports, research seminars undertaken by students, audio-visual equipment - TV, DVD Player, LCD Projector, films (documentaries, children's films, other films of social concerns/ issues of conflict, films on education); camera and other recording devices; ICT facilities with computers and internet facilities; and desirably ROT (receive only terminal) and SIT (satellite interactive terminal).
- (d) Games and sports equipments for common indoor and out door games should be available.
- (e) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

7.3 Other Amenities

- (a) Functional and appropriate labs and 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 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 equipment) 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)

8. Managing Committee

The institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing Society/Trust, two Educationists, primary / elementary education experts, one faculty member, Head of two institutions identified for field attachment work (by rotation amongst the schools that the TEI engages with). For University Departments, the structure of management and governance shall be as provided for in the concerned university statutes.