

- (d) Space and arrangement for parking of vehicles,
- (e) Provision for safe drinking water.
- (f) Arrangement for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.
- (g) The institution's campus, building, furniture, facilities etc should be disabled friendly.
- (h) Safeguard against fire hazard shall be provided in all parts of the building.

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

#### 7 Managing Committee

The institution shall have a Managing Committee constituted as per the rules of the concerned State Government, if any. 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, Educationists, Early Childhood Education Experts and Staff Representatives.

### APPENDIX-2

#### Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education

##### (D.El.Ed)

#### 1. Preamble

- 1.1 The Diploma in Elementary Education (D.El.Ed) is a two year professional programme of teacher education. It aims to prepare teachers for the elementary stage of education, i.e. classes I to VIII. The aim of elementary education is to fulfill the basic learning needs of all children in an inclusive school environment bridging social and gender gaps with the active participation of the community.
- 1.2 The elementary teacher education programme carries different nomenclatures such as BTC, J.B.T, D.Ed. and (Diploma in Education). Henceforth, the nomenclature of the programme shall be the same across all states and it shall be referred to as the 'Diploma in Elementary Education'(D.El.Ed).

#### 2. Duration and Working Days

##### 2.1 Duration

The D.El.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period 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 be 80% for all course work including practicum, and 90% for school internship.

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

##### 3.1 Intake

The basic unit shall be of 50 students. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

##### 3.2 Eligibility

- (a) Candidates with at least 50% marks in the higher secondary (+2) or its equivalent examination are eligible for admission.
- (b) 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 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 /UT Administration.

### 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

### 4.1 Curriculum

The D.El.Ed. Programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the National Curriculum Framework for Teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall form integral part of the D.El.Ed. curriculum.

#### (a) Theory Courses

The theory courses shall comprise courses on perspectives in education, curriculum and pedagogic courses, and there shall also be optional courses in pedagogy. The theory courses shall include Foundations/Perspectives of Education in three broad rubrics, namely, Child Studies, Contemporary Studies, and Educational Studies. The theory courses shall also include language proficiency and communication, relevant field-based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas.

Pedagogy courses in language, mathematics and environmental studies for the primary stage shall be compulsory; optional pedagogy courses in Social Science Education, Language Education, Mathematics Education, and Science Education shall be offered for teaching at the upper primary stage.

#### (b) Practicum

Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education.

#### (c) School Internship

The D.El.Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighborhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. The programme shall include visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, teaching-learning centres. School Internship would include stipulations in the RTE on the duties of the teacher and community engagement. The School Internship programme shall have the following components:

A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to classroom observations etc. during the first year; second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.

(d) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

### 4.2 Programme Implementation

The institution 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 contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.
- (iii) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (iv) Organise academic enrichment programmes including interactions with faculty from parent disciplines;

encourage faculty members to participate in academic pursuits and pursue research, especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/teaching in Universities and schools.

- (v) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports, observation records and reflective journals, which provide opportunities for reflective thinking.
- (vi) The optional pedagogy course for upper primary school teaching shall be selected by the student.
- (vii) The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (viii) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

#### 4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the affiliating body within the ranges specified above. Candidates must be internally assessed on the entire practicum course and not only on the project/field work given to them as part of their units of study. 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 up to two basic units of 50 students each, the faculty strength shall be 16. The Principal or HoD is included in the faculty. The distribution of faculty across subject areas may be as under:

1. Principal/HoD	One
2. Perspectives in Education/Foundations of Education	Three
3. Science	Two
4. Humanities & Social Sciences	Two
5. Mathematics	Two
6. Languages	Three
7. Fine Arts/Performing Arts	Two
8. Health and Physical Education	One

**Note :** (i) If the students' strength for two years is one hundred only, the number of faculty shall be reduced to 8. The faculty in specialised areas and some of the pedagogic courses can be shared with the other teacher education programmes.

(ii) Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available.

##### 5.2 Qualifications

###### (A) Principal/ HoD

- (i) Postgraduate degree in Science / Social Sciences /Arts/ Humanities with minimum 55 % marks, and M. Ed / M.A (Education)/ M.El., Ed with minimum 50 % marks.
- (ii) Five years teaching experience in a Teacher Education Institution.

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

###### (B) Perspectives in Education/Foundations of Education; & Curriculum and Pedagogy

Teacher Educators in D.El.Ed should have Masters Degree in Social Science /Humanities /Science /Maths / Language with 50% marks, and M.Ed with 50% Marks or M.A (Education) with 50% marks [except (two) positions where the requirement shall be Postgraduate in Philosophy/Sociology/Psychology with 50% marks and B.El.Ed or B.Ed or D.El.Ed with 50% marks, or M. Phil / Ph.D in Education].

(C) Physical Education

- (i) Masters degree in Physical Education (M.P.Ed) with minimum 50% marks.

(D) Visual and Performing Arts

- (i) Masters degree in Fine Arts / Music / Dance / Theatre with 50% marks..

### 5.3 Administrative and Professional Staff

(a) Number

- |  |       |
|--|-------|
| (i) UDC/Office Superintendent  | - One |
| (ii) Computer Operator-cum-Store Keeper                              | - One |
| (iii) Computer Lab Assistant<br>(BCA / B.Tech with Computer Science) | -One  |
| (iv) Librarian (with B. Lib)   | - One |

(b) Qualifications

As prescribed by State Government/UT Administration concerned.

[Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and 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) Land and Built up area for running D.El.Ed programme in combination with other teacher education programmes shall be as under:

Course(s)	Built Up Area (in sqm)	Land Area (in Sqm)
D.El.Ed	1500Sq.mts.	2500
D.El.Ed plus B.Ed.+Education Component of BA/B.Sc. B.Ed.	3000 sq. mts	3000
D.E.C.Ed plus D.El.Ed	2500 sq. mts	3000
D.El.Ed plus B.Ed plus M.Ed	3500 sq. mts	3500
D.El.Ed plus D.E.C.Ed Plus B.Ed plus M.Ed	4000 sq. mts	4000

**Note:** Additional intake of one unit of D.El.Ed will require additional built up area of 500 sqm. (five hundred square meters).

- (b) The institution must have the following infrastructure (each item to include facilitation for PWD):

- (i) One classroom for every 50 students.
- (ii) Multipurpose Hall with seating capacity of two hundred with a dias with total area of 2000 sq. ft (two thousand square feet).
- (iii) Library-cum-Resource Centre.
- (iv) Curriculum Laboratory (with science and maths kits, maps, globes, chemicals, science kits, etc).
- (v) Computer Lab.

- (vi) Arts and Craft Resource Centre.
- (vii) Health and Physical Education Resource Centre.
- (viii) Principal's Office.
- (ix) Staff Room.
- (x) Administrative Office.
- (xi) Store Rooms (two).
- (xii) Common rooms separately for Men and Women student- teachers.
- (xiii) Canteen.
- (xiv) Visitors' Room.
- (xv) Separate Toilet Facility for Men and Women, student-teachers, and staff of which one should be for PWD.
- (xvi) Parking Space.
- (xvii) Open space for lawns, gardening activities, etc.
- (xviii) Store Room.
- (xix) Multipurpose playfield.

**Note :** Requirement at Sl. No. (i) will multiply with the number of units taken.

## 6.2 Instructional

- (a) The institution shall establish Library-cum-Resource Centre wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. These should include:

- (i) Books, journals and magazines,
- (ii) Children's books,
- (iii) Audio-visual equipment - TV, OHP, DVD Player,
- (iv) Audio-visual aids, slides, films,
- (v) Teaching aids - charts, pictures,
- (vi) Developmental assessments check lists and measurement tools,
- (vii) Photocopying machine.

- (b) **Equipment and Materials for different Activities**

The equipment and materials should be suitable and sufficient in quantity and quality for the variety of activities planned in the programme. These include the following:

Educational kits, models, play materials, simple books on different topics (songs, games, activities, and worksheets), puppets, picture books, photographs, blow-ups, charts, maps, flash cards, handbooks, pictures, pictorial representations of developmental characteristics of children.

- (c) **Equipment, Tools, Raw Material for Teaching Aids, Play Material and Arts and Crafts Activities.**

One set of wood working tools, one set of gardeners tools, raw materials and equipment required for toy making, doll making, tailoring, dress designing, puppetry, material for preparation of charts, models; and other practical activities to be done by the student-teacher, art material, waste material, stationery (chart paper, mount board etc.), tools like scissors, scales etc., and cloth.

- (d) **Audio Visual Equipment**

Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, slides, films, charts, pictures. Satellite ROT (Receive Only Terminal) and SIT (Satellite Interactive Terminal) would be desirable.

- (e) **Musical Instruments**

Simple musical instruments such as Harmonium, Tabla, Flute, Manjira and other indigenous instruments.

- (f) **Books, Journals and Magazines**

A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, reference books, books on professional education, teachers' handbooks, books on and for children (including comics, stories, picture books/albums, and poems) and the books/resources published and recommended by NCTE. The institution should subscribe to online resources, and the journals published by NCTE, and at least three other refereed journals in the field of Education.

- (g) **Games and Sports**

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.