

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.

### 4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field 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, student portfolio, diaries, journal etc.

## 5. Staff

### 5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

**Note:** (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

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

### 5.2 Qualifications

The faculty shall possess the following qualifications:

#### A. Principal/HoD

- (i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
  - (ii) M.Ed. with minimum 55% marks; and
  - (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
  - (iv) Eight years of teaching experience in a secondary Teacher Education Institution.
- Desirable: Diploma/Degree in Educational Administration or Educational Leadership.

#### B. Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
- (ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

- (i) Postgraduate (MA) degree in Education with minimum 55% marks; and
- (ii) B.Ed./B.El.Ed. degree with minimum 55% marks.

#### C. Curriculum and Pedagogic Courses

- (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and
- (ii) M.Ed. degree with minimum 55% marks.

**Desirable :** PhD degree in Education with subject specialisations.

[Note: In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BEIEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

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

Performing Arts

- (i) Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

**5.3 Administrative and Professional Staff**

- |  |     |
|--|-----|
| (a) Librarian (B.Lib with 55% marks)       | One |
| (b) Lab Assistant (BCA with 55% marks)     | One |
| (c) Office-cum-Account Assistant           | One |
| (d) Office Assistant-cum Computer Operator | One |
| (e) Store-Keeper                           | One |
| (f) Technical Assistant                    | One |
| (g) Lab Attendants/Helpers/Support Staff   | Two |

**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**

(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

**(c) Internship and Attachment**

Field attachments/internships/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in a teacher education institution, and in the specialisation area chosen by the student shall be organised during the programme.

Close mentorship by faculty in relevant areas should be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and guided research dissertation.

**5.2 Programme Implementation**

The institution will have to meet the following specific demands of this professional programme of study (M.Ed.):

- (i) Prepare a calendar for all activities, including internship and field attachment. The Calendar of the M.Ed. programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment.
- (ii) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be compulsory.
- (iii) For the conduct of the dissertation, the ratio of faculty to students for guidance and mentoring shall be 1:5.
- (iv) Structured engagement of M.Ed. students with educational sites/fields for not less than four weeks resulting in a reflective report. The suggested sites/fields are as follows:
  - (a) Professional pre-service teacher education programme.
  - (b) An organization engaged in the development of innovative curriculum and pedagogic practices.
  - (c) International/national/state institution involved in curriculum design; textbook development; education policy planning, formation and implementation; educational administration and management.
  - (d) In-service training programmes for school teachers.
- (v) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research colloquium/seminar shall be ensured.
- (vi) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for redressal of grievances.
- (vii) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution.

**5.3 Assessment**

For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% 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 affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignments, seminar presentations, field attachment appraisal reports, etc. One-fourth of the total marks/credits/ weightage shall be assigned to practicum, internship, field attachment and dissertation.

**6. Staff****6.1 Faculty**

For an intake of 50 students per unit, the faculty-student ratio for a two year programme for 100 students shall be 1:10. The faculty positions shall be distributed as under:

- |                         |     |
|-------------------------|-----|
| 1. Professors           | Two |
| 2. Associate Professors | Two |
| 3. Assistant Professors | Six |

The faculty members shall be appointed to cover all the core and specialised areas given in the curriculum. The Principal of a college offering M.Ed. programme shall be in the rank and scale of a professor.

**6.2 Qualifications****A. 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./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 prescribed by UGC like NET qualification 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./M.A Education) with minimum 55% marks.
- (iii) Any other qualifications prescribed by UGC like NET qualification.

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

**6.3 Administrative and Professional Support Staff****(a) The following administrative staff shall be provided:**

- |  |     |
|--|-----|
| 1. Office Manager                                | One |
| 2. IT Executive/Maintenance Staff                | One |
| 3. Library Assistant/Resource Centre Coordinator | One |
| 4. Office Assistants                             | Two |
| 5. 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 Facilities****7.1 Infrastructure**

An Institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, shall possess a minimum of 3000 sqm land area. The corresponding built up area shall be 2000 sqm. For additional intake of one basic unit, the minimum additional built up area shall be 500 sqm.

**(a) Classrooms**

For an intake of 50 students, there shall be provision for at least two classrooms with space and furniture to accommodate 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 tutorials and group discussions.

**(b) 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.

**(c) Faculty Rooms**

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

**(d) Administrative Office Space**

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

**(e) Common Room(s)**

The institution shall provide at least two separate common rooms, one each for women and men.

**7.2 Equipments and Materials****(a) Library**

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 relevant textbooks) for the M.Ed. programme shall be

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