APPENDIX B

Norms and Standards for Teacher Education Institutions- Secondary (B.Ed.) *

1.0 Preamble

Teacher preparation course for the secondary level, generally known as B.Ed., is a professional course having three major components a) theoretical orientation b) school experience and c) practical work. Sound exposure to all the three aspects is a pre-requisite for the preparation of competent teacher.

Theoretical orientation in teacher education includes core courses such as philosophical, sociological and psychological basis of education. These courses aim at helping the teacher / would-be teacher in formulating his / her own authentic responses to reality and his / her own self / to situate education in the social context, to develop a better understanding of the needs, interests and abilities of the learners and to create effective learning situations. Subjects like history of education, school administration, educational measurement and evaluation and educational technology, along with content cum-methodology courses in different school subjects, make an inseparable part of the theoretical orientation and pedagogical thrust in teacher education. The other component- school experience or exposure to the life at school includes, inter alia, classroom teaching for practice for a specified period and

participation in the academic and socio cultural life of the school. Adequate preparatory exercises in the form of demonstration lessons, discussion of lesson plans, micro-teaching, simulated teaching, experiments in science subjects and reviewing of films and film strips related to classroom teaching are conducted at the teacher education institutions. It is kept in mind that the theory and practice retain close relationship. The third component practical, sessional work relates to audio-visual activities, preparation of teaching aids, work experience, games and sports, recording of psychological observations and conducting experiments and organization of co-curricular activities including field trips, tutorial and small group discussions and such other school based and institution based activities.

Successful implementation of this package of activities together with the practicum appended to theoretical courses makes it essential for a teacher educator to be available to the students for wide ranging consultation and guidance, as and when they need it. As such, physical presence of the teacher educator for the full day in the institution is of vital importance.

One of the most vital aspects of teacher education in the present times is employment of various modes of curricular transaction. Apart from classroom lectures, the teacher education course must make provision for a variety of participatory learning activities, small group discussions, symposia, seminars, library work and written assignments etc.
Tutorials are the nucleus for generating informal, live interaction amongs the students and teachers. Apart from providing excellent opportunity for observing the entry behaviour and subsequent attitudinal changes in the student, the tutorials serve as form for student-teachers to acquire the communicative skills and develop self concept. The tutorials also yield an invaluable opportunity for the teacher educators to reconstruct their curricular transaction in the light of feedback provided by the students.

The rich repertoire of activities mentioned above imparts rigour and respectability to teaching as a profession and enjoins teacher education institutions to adopt state of the art technology and innovative strategies to enable student teachers to master knowledge, skills and values relevant to the present age.

No programme of action can succeed unless it has the vision, the will and the facilities of infrastructure and other quality inputs to transcribe its objectives into reality. The norms and standards given below are inspired by the philosophy of teacher education and its lofty objectives outlined above.

In this document the norms and standards for regular institutional programmes of secondary teacher education leading to B.Ed. degree are presented. These norms shall apply to all institutions offering regular institutional secondary teacher education programme irrespective of the fact that this is the only educational programme of the institution or is one of several other teacher
education programmes offered by the Institution. These norms and standards are applicable for recognition of institutions, permission of courses and consideration of additional intake of seats. The norms are stated under two categories: i) essential norms which are the minimum that all institutions must fulfill in order to be eligible for recognition permission of their institution/course by NCTE, and (ii) desirable norms which institutions should strive to achieve in a reasonably short period of time. The norms cover Human Resources, Physical Infrastructure, Academic Inputs and Financial Provisions and are presented in that order.

The measurement of land, building space rooms, library etc. mentioned in the document under physical infrastructure as essential or desirable are to be treated as approximate and to serve as a guide. The main purpose is to ensure that the rooms etc be of a size in which the teaching-learning of required number can be conducted conveniently and comfortably.

2.0 Human Resources

2.1 Teaching Staff

Teacher student ratio 1:10

For example

For 60 students 6 teachers and 1 Principal Head
For 120 students 12 teachers and 1 Principal Head

(Principal Head not to be included for calculating the Teacher-Pupil ratio.)
2.2 Specialisation and Qualifications of Teaching Staff

6 teachers (for 60 students) be as follows:

Reader lecturer for General education subjects - 3

Method subject teachers - 1 for each, In addition, Part time teachers for Art, Music, Crafts etc.

<table>
<thead>
<tr>
<th>Designation</th>
<th>Number</th>
<th>Specialization</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Principal/Head</td>
<td>1</td>
<td>Education</td>
<td>UGC Norms with PG Degree in Education and with 10 years experience in teaching, research, administration of which at least 5 years related to Teacher Education.</td>
</tr>
<tr>
<td>2 Reader/Lecturer</td>
<td>3</td>
<td>Education</td>
<td>UGC norms with a P.G. degree in Education, M.A. (Edn) M.Ed. /PG in relevant school subject, 5 years teaching and or research experience in Teacher Education institution, Ph.D. in any subject, preferably in Education.</td>
</tr>
</tbody>
</table>
3 Lecturer 2 Method subjects UGC norms with a Master’s degree in a school subject and a degree in Education.

4 Lecturer 1 Method subject As above Master’s degree in P.Ed. Physical Education Qualifications

5 Instructor in Work 1 Agricultural, Experience Industrial or other crafts Certificate / Diploma in Craft.

6 Instructor in Art, 1 Fine Arts Music and performing Arts/Music/Performing Arts.

2.3 Technical Support staff

<table>
<thead>
<tr>
<th>Designation</th>
<th>Number</th>
<th>Area</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian / Asst. Librarian</td>
<td>1</td>
<td>Library Science UGC norms and qualifications</td>
<td></td>
</tr>
<tr>
<td>Professional Asst.</td>
<td>1</td>
<td>Library Science UGC norms and qualifications</td>
<td></td>
</tr>
</tbody>
</table>
3 Technical Asst. 1 Science/Technical University/State Government subjects prescribed qualifications.

2.4 Administrative Staff

<table>
<thead>
<tr>
<th>Designation</th>
<th>Number</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Staff</td>
<td>2</td>
<td>As per University/State Government norms. Desirable to have one person with computer skills.</td>
</tr>
<tr>
<td>Helper</td>
<td>1</td>
<td>As per state Government norms.</td>
</tr>
</tbody>
</table>

2.5 Mode of appointment of staff

The core teaching staff shall be appointed on full time and regular basis. Supporting academic, administrative and technical staff may be appointed on part-time basis in the beginning. In all cases properly constituted selection committees as per UGC/University/Government rules will select the candidates.

3.0 Physical Infrastructure

The teacher education institution should be located in a noise-free atmosphere. It should be relatively pollution free. There should be good transportation and communication facilities and availability of water and electricity. The land area chosen must provide enough space for institutional building and for future expansion and adequate open space for organizing games and sports.
3.1 Built - in Space/Area

For a unit of 60 students, building space consisting of class rooms, library, laboratory and administrative wing should be provided as follows:

<table>
<thead>
<tr>
<th>Essential</th>
<th>Number</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Classrooms</td>
<td>2</td>
<td>60 sq.m. each</td>
</tr>
<tr>
<td>ii) Multipurpose room</td>
<td>1</td>
<td>100 sq.m.</td>
</tr>
<tr>
<td>iii) Hall</td>
<td>1</td>
<td>125 sq.m.</td>
</tr>
<tr>
<td>iv) Multipurpose Laboratory for Computer,</td>
<td>1</td>
<td>Approx 100 sq.m + Psychology and Science Practical</td>
</tr>
<tr>
<td>v) Library room with reading facilities</td>
<td>1</td>
<td>45 sq.m. for storage space for at least 30 students</td>
</tr>
<tr>
<td>vi) Work experience room</td>
<td>1</td>
<td>60 sq.m.</td>
</tr>
<tr>
<td>vii) Principal's room with attached toilet facilities</td>
<td>1</td>
<td>25 sq.m.</td>
</tr>
<tr>
<td>viii) Staff room</td>
<td>1</td>
<td>60 sq.m.</td>
</tr>
<tr>
<td>ix) Office room</td>
<td>1</td>
<td>40 sq.m.</td>
</tr>
<tr>
<td>x) Store room</td>
<td>1</td>
<td>25 sq.m.</td>
</tr>
</tbody>
</table>
xi) Common room with adequate space for women students

xii) Separate toilets for girls, boys and teachers/staff. 25 sq.m.

xiii) Provision for drinking water facilities in atleast two places with drinking water available at all times during working hours.

Desirable

i) Seminar room 1 100 sq.m. for 50 person

ii) Separate laboratories for science, Psychology, Educational Technology 1 each 75 sq.m. with 15 sq.m. for storage

iii) Small group work rooms 2 25 sq.m.

iv) A large multipurpose Hall 1 150 sq.m.

v) Separate school subject rooms 1 30 sq.m. each

vi) separate room for teachers 1 20 sq.m.

vii) Canteen, if possible on co-operative basis
3.2 Play ground

Essential
Small open space for athletics, 500 sq.m.
badminton, volleyball, basket ball,
throw ball etc.

Desirable
a) Play ground for big outdoor 1000 sq.m.
games - foot ball, cricket etc.
b) Indoor games rooms

3.3 Residential area

Desirable
There should be provision for Principal's and staff quarters, hostel facilities for both men and women students.

3.4 Furniture

i) Student's desk and seats
   Essential
   One each
   Desirable
   Some extra

ii) Hall-Dais
   2
   4

   Chairs
   100
   150

iii) Chairs and tables for the Principal, teachers, Librarian and the Office staff
   as need in all rooms
iv) Work tables for Laboratory
   - 2 big size
   - 3 bigger size
   - 1.25 mts. x 0.9
   - sq.m. each

v) Book shelves for 3000 books

vi) Reading tables with chairs for
    - 30 chairs
    - 40 chairs
    - 30 students in the reading room

vii) Black boards for class rooms
     - 1 each
     - 1 additional
     - (2.5 mts x 1 mt) board in
     - each class
     - (3.5 x 1 mt.)

viii) Notice boards and bulletin boards

ix) Select almirah/cabinet
    - One for each
    - A central long
    - teacher
    - Table, in
    - addition

x) Storage racks
   - as needed

xi) For the librarian filing cabinet
    - One

3.5 Equipment

3.5.1 Science Laboratory

Essential

The institution should have multiple sets of Science apparatus required to
perform and demonstrate all the experiments prescribed in the Secondary and
Senior Secondary classes. Chemicals etc. should be available in the required quantity. The purpose is to train the student - teacher for efficiently conducting classes in science practicals in school.

### 3.5.2 Psychology Laboratory

**Essential**

Apparatus for simple experiments related to educational psychology - intelligence tests (performance, non-verbal, verbal) aptitude tests, creativity tests, personality scales, attitude tests and interest inventories etc.

### 3.5.3 Educational Technology

**Essential**

Radio - 1, TV - 1, Audio cassette recorder - 1, Slide-cum-film strip projector -1, Overhead projector - 1, Art materials for preparation of charts and slides, materials for transparencies, VCR -1, Amplifier-1, Loud speakes -2, Microphones-2, Adequate number of blank Audio-Video cassettes.

**Desirable** Still camera-1, Video Camera -1, Computer P.C-1

### 3.5.4 Books and Journals

<table>
<thead>
<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books including text and reference books</td>
<td>3000</td>
<td>5000</td>
</tr>
<tr>
<td>Professional Journals</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

At least 200 books shall be added every year. This may include additional and multiple copies of text books.
4.0 Academic Input

4.1 Admission

4.1.1 Eligibility

Essential

Candidates possessing at least 45% marks in the aggregate in the Bachelor's degree/Master's degree examination of a recognized University provided the applicant has offered at least two school subject in the first and/or second degree level.

Relaxation will be given to candidates belonging to SC/ST and other notified categories, as per Central/State Government rules (generally of 5%)

Desirable

It is desirable to restrict admission with 50% or more in the aggregate in the first or second degree examinations wherever such candidates are available.

4.1.2 Selection Procedure

Candidates will be selected for admission on the basis of merit. Merit shall be determined by the performance at qualifying examination and/or by a selection test and/or interview to be conducted by an agency, the institution, university or national/state level-approved by the NCTE. It is desirable that the selection test, where held, may include a test of knowledge of school subject, general knowledge, general awareness and communication ability and skills.
The State and Government norms regarding reservation of seats shall be adhered to wherever applicable.

4.2 Curriculum Transaction

4.2.1 i) Number of working days/hours per session

Essential

200 days or 1200 hours

Desirable

210 days or 1260 hours

ii) Admission 10 days

All admission work must be initiated before the session begins and all formalities shall be completed within 10 working days after reopening of the institution.

iii) Teaching days including practice teaching work

Essential 180 days (1080 hours)

Desirable 190 days (1140 hours)

iv) Examination days 10 days (60 hours)

iv) A working day shall be of minimum of 6 hours duration, if it is a six day working week; with five-day working week - proportionate hours (7.2) per day.

4.2.2 Supervised Practice Teaching

It is desirable that depending on classes/sections available for practice teaching in a school, students may be deputed at the rate of not more than two
students per section. A student may teach two periods per day and observe one lesson of other teachers. At least 50% of the lessons should be supervised fully by institutional teachers and school teachers and feedback given to student orally as well as by comments in writing. Each student should teach a minimum of 20 lessons in each method subject and maintain record thereof. Programme of practice teaching may include placement in a school for a block period of 2/4 weeks to work as internee-teachers so that in addition to practice teaching, they take part in other activities of the school. The teacher education institution should preferably have a practising school also attached to it.

4.2.3 Practical work /Activities

The institutions are expected to organise all items of work under Group A and as many as possible of the items of practical work/activities listed under Group B. The norms for performance standard in these activities shall be prescribed by the University/Examining Body concerned.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practical work related to each theory paper</td>
<td>1 each paper</td>
<td>2 each paper</td>
</tr>
<tr>
<td>2. Science Experiments (for science teaching students)</td>
<td>2 each paper</td>
<td>4 each paper</td>
</tr>
<tr>
<td>3. Psychology experiments/ tests including case studies</td>
<td>3 each paper</td>
<td>6 each paper</td>
</tr>
</tbody>
</table>
4. Preparation of teaching aids
   4 each paper
   6 each paper

5. Preparation of lesson
   Plans and teaching
   a) Preparatory to teaching in school
      3 in each
      5 in each
      method subject
      method subject
   b) Teaching in real school situation
      17
      20

6. Observation of lessons taught by fellow student teachers.
   10 in each
   15 in each
   subject
   subject

7. Observation of Demonstration
   2
   5

8. Construction of test items, unit test
   and examination question paper
   in each method subject.
   a) Objective items
      10
      20
   b) Short answer items
      5
      10
   c) Essay type questions
      5
      10

9. Review of Text Book
   1
   2

10. Tutorial Essay
    3
    5

11. Writing Report of any feature of a school
    1
    2
<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Wall magazine-group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Celebration of important days</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Group work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Community work</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Participation in social, literary cultural and sports activities</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Group work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Practice in the use of Audio-Visual equipments</td>
<td>-</td>
<td>All items available in the institution may be handled to maximum possible extent</td>
</tr>
<tr>
<td>17.</td>
<td>Work experience related with some theory course</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Other co-curricular Group and individual activities according to local genius and situations</td>
<td>-</td>
<td>As many as possible</td>
</tr>
</tbody>
</table>

### 5.0 Financial Provisions

#### 5.1. Endowment and Reserve Fund

The Secondary Teacher Education institution should possess sufficient funds to meet the recurring and non-recurring expenses.

The Govt./Local self Govt/University maintained institutions should have an
undertaking to provide adequate finance to meet the expenses of the institutions.

The institutions under private management should have an endowment fund of rupees five lakhs or an amount as required by the University or Government norms. Besides they have a reserve fund adequate to meet three months salary of all the staff.

5.2 Financial Management

Adequate provision should be made in the annual budget of the institution.

The funds of the institution should be deposited in a Nationalized Bank/State Bank of India or its subsidiaries.

The institution must adopt financial procedures prescribed by the Central/State Government concerned.

5.3 Salary Structure

The institution should adopt the salary structure prescribed by the UGC/Central/State Govt. as the case may be as for its teaching and non-teaching staff.

5.4 Funds for instructional material for the following:

Science Experiments and Activities
Psychology and Education
Educational Technology
Workshop and Work experience
Art and Music
Games and Sports
Books and Journals
Contingencies
Essential Rs. 600/- per student
Desirable Rs. 900/- per student
Equipment & Books

5.5. Fee structure

i) Admission test fee

The fee charged for the Admission Test, if any, should be in consonance with the estimated expenditure involved in conducting the same. Any surplus amount saved out of such fee must be used to promote academic activities in teacher education institutions and/or for the welfare of the students.

ii) Tuition and other fees

The fee structure followed by the institution should correspond to the norms prescribed by the Central/State Government/University from time to time. In any case, the total annual receipts from student fees should not exceed the total recurring expenditure of the institution for the course. It is desirable to provide some free student-ships for meritorious poor students.

6.0 More than one courses run by the same institution

If more than one courses are run by the same institution in the same building/complex, the facilities in terms of building, hall, library, hostels, equipments, play fields etc. may be shared in a reasonable manner. The teacher-student ratio, however, must be maintained for each course separately according to the essential norms.