



Run by: *New Akanksha Shiksha Samiti*

## **Dr. RADHAKRISHNAN COLLEGE OF EDUCATION**

(Recognised by N.C.T.E., State Govt. & Affiliated to R.D.V.V. Jabalpur)

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## **DVV- 2.5.1**

**Percentage of fulltime teachers against sanctioned posts during  
the last five years**

### **DVV Query**

**English translation of sanction letter if it is in regional language**

- **Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the principal**

### **Institution Response**

**English translation of sanction letter if it is in regional language**

- **Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the principal enclosed**

  
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**Official letter(s) of sanction of posts from the statutory body/Government / Board of Management during the assessment period**

**NCTE approval and norms documents attached**

**List showing the names of the departments and the number of posts sanctioned for the respective departments.**

SN	Name of Department	No. of Post Sanctioned
1	M Ed	10
2	B Ed	16

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

### 6.3 Other Amenities

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

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

### 7. Managing Committee

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

### APPENDIX-4

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

### 1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

### 2. Duration and Working Days

#### 2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

#### 2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

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

#### 3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

#### 3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

#### 3.3 Admission Procedure

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

#### 3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.



### 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 the 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.

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

### 6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water 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: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

### 7. Managing Committee

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

### APPENDIX-5

#### Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

#### 1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

#### 2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

#### 3. Duration and Working Days

##### 3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

##### 3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory 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 only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.



**(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.

  
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