



NEW NORMS AND STANDARDS OF NCTE FOR SECONDARY TEACHER EDUCATION (2014)

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Abstract

The National Council for Teachers education was set up by an Act of parliament in 1993. NCTE is to planned norms and standards to development and increased the quality in field of teacher education. Two years secondary teacher education programme leading to the Bachelor of Education Degree.

Key Words: NCTE, Secondary Teacher Education, Norms and Stands.

Introduction

The National Council for Teachers Education was set up by an Act of parliament in 1993 and it commenced its statutory functioning with effect from 17th August 1995.

The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and standards in the teacher education system.

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).

2.Duration and Working days

2.1Duration :

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

2.2Working Days

- (a) There are at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The Institution is work for a minimum of thirty six hours in a week.
- (c) The minimum attendance of student-teachers have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1Intake

There is a basic unit of 50 students, with a maximum of two units. There cannot 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.

3.2Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree or in the master's Degree in Sciences/ Social Sciences/ Humanity, Bachelor's in Engineering of 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 are as per rules of the Central Government/State Government, whichever is applicable.

3.3Admission Procedure

Admission is made on merit on the basis of marks obtained in the qualifying examination or in the entrance examination or any other selection process as per the policy of the state government/UT admission and the University.

3.4Fees

The Institution charges only such fee as prescribed by the affiliating body of state government concerned in accordance withprovisions of NCTE Regulation 2002.



4. Staff

4.1 Academic Faculty:

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

The distribution of faculty across different curricular areas are as under :

1. Principal – one
2. Perspectives in education – four
3. Pedogogy subjects – Eight (Math, Science, Social Science, Language)
4. Health and physical Education – one
5. Fine Arts – one
6. Performing Art/Music/Dance/Theatre - one

4.2 Qualifications:

A Principal/HOD

- (i) Postgraduate degree in Arts/Science/ Social Sciences/ Humanities/ Commerce with Minimum 55% marks;
- (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 secondary teacher education institution.

(B) Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social sciences with minimum 55% marks; and
 - (ii) M.Ed. degree from a recognized University 55% marks; and
- or
- (i) Post graduate (M.A.) degree in Education with minimum 55% marks; and
 - (ii) B.Ed/B.E/Ed degree with minimum 55% marks.

(C) Curriculum and Pedagogic Courses

- (i) Post graduate degree in sciences/ Mathematics/ Social Sciences/Languages with minimum 55% marks; and
- (ii) M.Ed degree with minimum 55% marks.

Desirable: Ph.D. degree in Education with subject specialization.

[**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 are considered].

(D) Specialized Courses Physical Education

- (i) Master of physical education (MP.Ed) with minimum 55% marks (Training/Qualification in Yoga Education shall be desirable)

Visual Arts

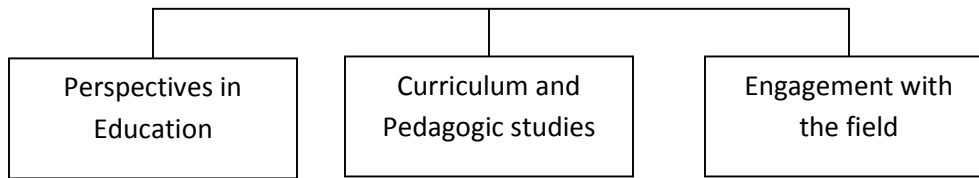
- (i) Postgraduate degree in Fine Arts (MFA) with minimum 55% marks.
- (ii) Performing Arts Postgraduate degree in Music/Dance/Theatre Arts with minimum 55% marks.

4.3 Administrative and Professional Staff

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| a. | Librarian (B.Lib with 55 marks) | one |
| b. | Lab Assistant (BCA with 55% marks) | one |
| c. | Office Assistant – cum Computer operator | one |
| d. | Office cum-account Assistant | one |
| e. | Store-keeper | one |
| f. | Technical Assistant | one |
| g. | Lab Attendants/Helpers/Support Staff | two |

5. Curriculum Framework

The B.Ed curriculum is designed to integrate the study of subject. knowledge, human development, pedagogical knowledge and communication skill. The programme is comprise three board curriculum areas.



(a) Perspectives in Education:

Perspectives in Education the following course are includes.

- 1 Childhood and growing up
- 2 Contemporary India and Education
- 3 Learning and Teaching
- 6 Gender, School and Society (1/2)
- 8 Knowledge and Curriculum
- 10 Creating and Inclusive School (1/2)

(b) Curriculum and Pedagogic studies

Curriculum and pedagogic studies offers a study of the nature of disciplines, critical understanding of the school curriculum. The following course are includes-

- 4 Language across the curriculum (1/2)
- 5 Understanding Disciplines and subject (1/2)
- 7 (a & b) pedagogy of a school subject
- 9 Assessment for Learning
- 11 Optional Course (1/2)

(c) Engagement with the field

This curricular area have three composes:

- (i) Tasks and Assignments that run through all the courses
- (ii) School Intership
- (iii) Courses on Enhancing profession Capacities (EPC)

EPC-1 : Reading and Reflecting on Texts (1/2)

EPC-2 : Drama and Art in Education (1/2)

EPC- 3 : Critical understanding of ICT (1/2)

EPC- 44 : Understanding the self (1/2)

- The circular areas of perspectives in education and curriculum and pedagogic studies' are offer field engagement through different tasks and projects with the community, the school, and the child in school and out of school.
- Several specialized courses are offered to enhance professional capacities of a student teacher such as courses on language and communication, drama and art, self development and ICT.

School Intership

- School intership is a part of the broad curricular area of "Engagement with the field", student-teacher are equipped to cater to diverse needs of learners in schools. These activities are organized for 4 weeks in the first year of the course students are to be actively engaged in teaching for 16 weeks in the final year of the course. They are engaged at two levels, namely, upper primary (Class VI-VIII) and Secondary (IX-X), or senior secondary, with atleast 16 weeks in secondary/senior secondary classes.

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