

Department of Education
Doctor Harisingh Gour Vishwavidyalaya, Sagar
(A Central University)

**Qualification of Faculty for Pedagogic Courses/ Educational Studies with
required specialization**

S.N.	Denigration	Specialization	No. of Post	Minimum Qualification
1.	Assistant Professor	Pedagogy of Hindi	02	1. Postgraduate Degree in Hindi Literature with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
2.	Assistant Professor	Pedagogy of English	02	1. Postgraduate Degree in English Literature with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
3.	Assistant Professor	Pedagogy of Sanskrit	01	1. Postgraduate Degree in Sanskrit Literature with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
4.	Assistant Professor	Pedagogy of History	01	1. Postgraduate Degree in History with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
5.	Assistant Professor	Pedagogy of Geography	01	1. Postgraduate Degree in Geography with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education

6.	Assistant Professor	Pedagogy of Civics	01	1. Postgraduate Degree in Political Science with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
7.	Assistant Professor	Pedagogy of Economics	01	1. Postgraduate Degree in Economics with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
8.	Assistant Professor	Pedagogy of Mathematics	01	1. Postgraduate Degree in Mathematics with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
9.	Assistant Professor	Pedagogy of Zoology	01	1. Postgraduate Degree in Zoology with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
10.	Assistant Professor	Pedagogy of Botany	01	1. Postgraduate Degree in Botany with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
11.	Assistant Professor	Pedagogy of Chemistry	01	1. Postgraduate Degree in Chemistry with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education

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12.	Assistant Professor	Pedagogy of Chemistry	01	1. Postgraduate Degree in Chemistry with minimum 55% marks or its equivalent grade 2. M.Ed. degree with minimum 55% marks. 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education
13.	Assistant Professor	Educational Studies	01	1. M.Ed. degree with minimum 55% marks or its equivalent grade 2. Postgraduate degree in Psychology/Philosophy/Sociology 3. Qualified National Eligibility Test (UGC-NET) Desirable: Ph.D. Degree in Education

For further details/references:

1. <https://ncte.gov.in/website/PDF/regulation/regulation2014/english/appendix5.pdf>
2. https://ncte.gov.in/website/PDF/regulation/509Regulations_2014.pdf
3. <https://ncte.gov.in/website/PDF/regulation/regulation2014/english/appendix4.pdf>
4. https://ugc.ac.in/pdfnews/4033931_UGC-Regulation_min_Qualification_Jul2018.pdf

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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, Performing Arts Experts, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX -13

Norms and Standards for 4-year integrated programme leading to B.Sc.B.Ed / BA.B.Ed Degree

1. Preamble

- 1.1 The four-year integrated programme aims at integrating general studies comprising science (B.Sc.B.Ed.) and social sciences or humanities (B.A.B.Ed.), and professional studies comprising foundations of education, pedagogy of school subjects, and practicum related to the tasks and functions of a school teacher. It maintains a balance between theory and practice, and coherence and integration among the components of the programme, representing a wide knowledge base of a secondary school teacher. The programme aims at preparing teachers for Upper Primary and Secondary stages of education.
- 1.2 The programme shall be offered in composite institutions as defined in Regulations 2.1.

2. Duration and Working Days

2.1 Duration

The B.Sc.B.Ed and B.A.B.Ed programmes shall be of four academic years or eight semesters including school based experiences and internship in teaching. Student teachers shall, however, be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

2.2 Working Days

- (a) In a year, there shall be at least two hundred and fifty working days per year excluding the period of examination and admission.
- (b) A working day will be of a minimum of 5-6 hours adding up to a minimum of 36 hours per week. The institution shall ensure the availability of teachers and students for consultation and mentoring – providing group or individual guidance.
- (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 There shall be a basic unit of fifty (50) students. Initially two units may be permitted. The affiliating university may prescribe distribution of students for different subjects.

3.2 Eligibility

- (a) Candidates with at least 50% marks in the senior secondary/+2 or its equivalent are eligible for admission.
- (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other category shall be as per the rules of the Central Government/State Government whichever is applicable.

3.3 Admission Procedure

- (a) Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/University /U.T. Administration.
- (b) At the time of admission to the programme, the student will need to indicate their selection of the subjects to be pursued for the discipline options and the accompanying pedagogic specializations for which they are applying, and these may be assigned on the basis of order of merit and availability.

3.4 Fees

The institution shall charge only such fee as is prescribed by the affiliating body/State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time.

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4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Sc.B.Ed and BAB.Ed programmes consist of content courses on par with those of undergraduate liberal programmes in Science and Arts stream; and supportive courses, pedagogic courses, and practicum including school experience and internship in teaching.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Sc.B.Ed./B.A.B.Ed. curriculum.

(a) Theory Courses

(i) Perspectives in Education

(a) The sub-course in 'general education' is planned to equip student teachers with the basic knowledge and skills that they require for teaching in the 21st century classroom and for addressing issues concerning learning in global society as well as for successful learning in this programme. The courses cover: Language and Communication, Critical and Creative Thinking, and ICT for Teaching and Learning, Indian Constitution and Human Rights, and Environment Education.

(b) The sub-courses from 'education foundations' shall include areas of education theory, aims of education, etc., developing understanding of Indian society, education in India, the nature of knowledge and knowing, human development with a focus on adolescence, learning theory, etc. These courses are aimed at developing perspectives of the student teacher, enable the formation of beliefs regarding education aims, nature of knowledge, learning and their own role as teachers. These courses must be designed to engage students in autobiographical reflections and to engage with social reality around them. The theory courses will include assignments through which students engage in short field studies in a variety of contexts. The practicum courses will require the student to observe and interact with children and teachers in a range of settings, in and outside the school and home.

In general, these courses may be taught by faculty of education with specialization in foundation areas. They may also be taught by cooperating faculty from related disciplines departments such as psychology, sociology, development studies, gender studies, philosophy, etc.

(c) The sub-course under 'educational studies' facilitates student-teachers to learn key concepts and principles of education related to different aspects of pedagogical knowledge of secondary school teacher that are necessary for effective teaching and reflective practice in schools. The courses cover general pedagogical knowledge areas such as principles and purposes of education, learner and learning, learners diversity, educational contexts, learning, assessment, classroom management and general methods of teaching.

(ii) Curriculum and Pedagogic Studies

(a) The area of 'pedagogic studies' includes four courses each on mathematics or physical science or biology, Indian language, English, and social science. These courses will help student teachers to acquire critical awareness of subject curriculum, subject-specific pedagogical knowledge, skills and dispositions, besides enhancing understanding of subject matter knowledge to be taught in secondary schools. The courses also provide opportunities for developing the integrated knowledge of the teacher through experiences of connecting disciplinary knowledge with knowledge about learner, learning, learning environment, technology and research relating to learning the subject.

(b) The other area of study in the programme deals with teacher's subject matter knowledge related to the teaching field specialisation namely Mathematics, Physical Science, and Biology in B.Sc.B.Ed programmes; and English, Indian Language, and Social Science in BAB.Ed programme. Student teachers opting for mathematics, biology or Indian Language or English as a teaching subject, are required to study all the prescribed courses related to subject area. Student teachers specializing in teaching physical science study physics and chemistry as major core courses in chemistry or physics, and courses in mathematics as a supportive subject. Likewise student teachers opting for social science study courses equivalent to a major either in history or geography, core courses in geography or history and civics and economics. The subject courses comprise of core, advanced and supportive courses.

(iii) Language and Communication, and Development of Self

These courses shall be designed to enable the student teacher to develop communicative capabilities of the language in which they will teach (medium of instruction of the programme). They will provide equal opportunity for the development of expressive and receptive capabilities including listening, speaking, reading and writing, and the use of ICT. The pedagogy will include the use of techniques from performing arts and theatre and self development. A large component of these courses will therefore be conducted in workshop mode/in labs or with longer timetabled periods so that there is adequate opportunity for each student to participate and develop. The

course may be designed around themes that enable the self of the student teacher to develop and to develop social sensitivity and awareness to issues concerning children. The credits of this course will be considered as practicum for the purpose of timetabling. Upto 50% of this course may be assessed through internal assessments. The language courses will be taught by education faculty with specialization in language pedagogy along with inputs from others with specialization in ICT, self development, performing arts, and languages.

(iv) **Practicum and School Internship**

School Experience and Internship in Teaching is an integral component of a teacher preparation program to help student teachers learn and enhance their professional role. The school experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. During the programme, the duration of internship will be 20 weeks involving 4 weeks in the third year and 16 weeks in the fourth year.

4.2 Programme Implementation

The institutions will have to meet the following specific demands of the professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school related practicum shall be synchronised with the academic calendar of the school.
- (ii) Make arrangement with sufficient schools for internship as well as other practicum activities required for school engagement. These schools shall preferably be government schools and shall form the basic contact point for all practicum activities and related work throughout the programme of study. The state education administration may allot schools to different TEIs.
- (iii) There shall be a coordinating mechanism between schools, TEIs of the region and Government to ensure consonance with the school academic calendar and to ensure a rational and reasonable distribution of student-teachers in various schools, and consonance with the school calendar, to ensure school support and mutual cooperation.
- (iv) Develop institutional mechanisms to involve school teachers of the Internship schools, in processes related to school internship. An orientation may be planned at school with the commencement of the Internship programme, where faculty from the institute/college interacts with school teachers.
- (v) Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty.
- (vi) Organise inter-institutional interactions for students between various colleges on themes of Educational significance and also participate in such events organized in other institutions.
- (vii) Be integrated into the life of the institution and have opportunities to participate with and interact with students from the other under graduate programmes.
- (viii) Adopt a participatory teaching approach to help students develop reflective thinking and critical questioning skills.
- (ix) Facilitate interns to maintain reflective journals and observation records which provide opportunities for reflective thinking.
- (x) Maintain records of planning, observation schedules and feedback and reflective reports prepared by the interns.
- (xi) Faculty from departments where students take liberal courses and from cooperating departments who are involved in teaching will be considered as extended faculty of the Department of Education. At least one faculty who is involved in teaching liberal components to Education students, from each of such coordinating departments will be nominated to participate in the academic review and planning meetings of meetings of the Department of Education. They may be drawn in to participate in field supervision, etc., so that practical activities are carried out with mutual support and enabling considerations of disciplinary content and education to be addressed in an integrated manner. They will also be provided with faculty development opportunities to be oriented to the content of the education courses.
- (xii) The institution shall provide opportunities for faculty development and also organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in secondary school.

4.3 Assessment

- (i) The scheme of evaluation shall be such as is prescribed by the affiliating University.
- (ii) Each theory course may carry a weightage of 20 to 40% for internal assessment and between 60-80% for an annual examination. At least one-fourth of total marks shall be allocated to assessment of 16 weeks of practice teaching. Students shall be given information about their grades/marks as part of professional feedback so that

they get the opportunity to improve their performance.

- (iii) For the liberal disciplinary component the practices of the University will be followed.
- (iv) All practicum courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation, spread in a manner to reflect the development of the student.

- (v) The basis of Internal Assessment shall be as follows:

Theory:	Individual/group assignments Observation records, Presentations and Student Portfolios
Practicum:	Observational records/diaries/journals Individual and group reports Faculty observations and evaluation Headmaster/cooperating teaches report on the overall school involvement of the student will also be taken into account.

- (vi) A Moderation Board constituted by the concerned University shall monitor issues of quality and parity in grading and assessment between Colleges affiliated to a particular University and offering the four year programme for all Practicum Courses and the School Internship Programme.
- (vii) There shall be a provision for grievance redressal and removal of biases in the internal assessment. Mechanisms shall be worked out where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved.

5. Staff

5.1 Faculty

For an intake of one basic unit of 50 students, faculty shall be recruited for the following Curricular Areas, with the specified essential and desirable qualifications and specialisations. The number of full time faculty shall increase proportionately as per the norms indicated above. Additional faculty shall be appointed by the college/Institute subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

For an intake of two basic units of 50 students each, there shall be 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).
- (ii) Faculty can be utilised for teaching a B.Sc.B.Ed./B.A.B.Ed programme 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/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.

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OR

- (iii) Postgraduate (MA) degree in Education with minimum 55% marks; and B.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. in Education with pedagogic specialisation.

[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.

Visual Arts

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

Performing Arts

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

5.3 Administrative and Professional Staff

- | | |
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| (a) Librarian (B.Lib with 55% marks) | One |
| (b) Computer Lab Asstt. (BCA with 55% marks) | One |
| (c) Office Manager | One |
| (d) Office Assistant cum Data Entry Operator | One |
| (e) Curriculum Lab Co-ordinator | One |
| (f) Accounts Assistant | One |
| (g) Helpers/ Lab Attendant | Two |

The qualifications shall be as prescribed by the State Government / Affiliating body for equivalent posts.

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.

5.5 Terms and Conditions of Service of Staff

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) The minimum essential space for an Institute offering BSc, B.Ed and B.A., B.Ed programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.

The Department of Education shall possess 3000 sq mts (three thousand square meters) of exclusive well demarcated land for the initial intake of one hundred students out of which 2500 sq mts (two thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc.

- (a) Classrooms: The Institute shall have one classroom for every 50 students with an area of 500 sq. ft for each classroom.

6.2 Instructional

(a) Library

The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books. These include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications (CD ROMs) and digital/online resources, and minimum five refereed professional research journals of which at least one shall be an international publication.

Library resources will include books and journals published and recommended by NCTE, NCERT and other statutory bodies, Education Commission Reports and Policy documents. There shall also be provision of space

for reading and reference in the library that can accommodate at least sixty persons at a time. At least a hundred quality books will be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students.

(b) **Resource Centre**

Teacher Education Institute shall provide an integrated Resource Centre for language, science, mathematics, arts, psychology, ICT health and physical education and special education. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports; reports of surveys- national and state level, district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports, research seminars undertaken by students, Audio-visual equipments - Interactive boards, TV, DVD Player, LCD Projector, films (documentaries, children's films, other films of social concerns/ issues of conflict, films on education); camera and other recording devices and adequate number of internet facilities/nodes. It shall have multiple sets of science apparatus required to perform and demonstrate the experiments prescribed in the syllabus for secondary/senior secondary classes. Chemicals, etc. should be provided in the required quantity. The resource centre will also have equipment to undertake making TLMs etc, Computer lab to address the language lab requirements as well as ICT integration requirements.

(c) **Health and Physical Education Centre**

Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, should be available

(d) **Multipurpose Hall**

Institute shall have one seminar hall with seating capacity of two hundred and minimum total area of 2000 sq.ft. (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops.

(e) **Faculty Room**

A faculty room, with individual workspaces, functioning computers and storage spaces shall also be provided.

(f) **Administrative Office Space**

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

(g) **Common room(s)**

Institute shall provide at least two separate common rooms, for women and men.

(h) **Toilets**

A minimum number of six toilets shall be provided by the Institute, two for students (one each for women and men) and two for faculty members and two for PWD.

(i) **Store**

Adequate space for storage shall be provided.

Note: The infrastructural and instructional facilities for other departments and the whole institution shall be as per the Norms of the affiliating University. These will include Science Laboratories, Playgrounds, Lecture Halls, Auditorium, Open Spaces etc.

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.

- (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.

4.2 Eligibility

- (a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
- B.Ed.
 - B.A.B.Ed., B.Sc.B.Ed.
 - B.El.Ed.
 - D.El.Ed. with an undergraduate degree (with 50% marks in each).
- (b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

4.3 Admission Procedure

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

4.4 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.

5. Curriculum, Programme Implementation and Assessment**5.1 Curriculum**

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of the two-year M.Ed. programme shall comprise of the following components:

- A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self-development component;
- Specialisation Branches where students choose to specialise in any one of the school levels/areas (such as elementary, or secondary and senior secondary);
- Research leading to dissertation; and
- Field immersion/attachment/internship. There shall be core courses (which shall have about 60% of credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

(a) Theory (Core and Specialisation) Courses

The theory courses are divided into core courses and specialisation courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.

Perspective Courses shall be in the areas of: Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT. Teacher Education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.

The Specialisation component/branches shall offer to students a specialisation in one of the school stages - elementary (upto VIII), or secondary and senior secondary (VI to XII)). The courses within the school stage specialisations shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; etc. Other specialisations may also be planned. A field internship/attachment relevant to the area of specialisation shall be organised during the programme.

Critical reflection on gender, disability and marginalisation should cut-across the courses in core and specialisations. Similarly skills pertaining to ICT and educational technology should be integrated in various courses in the programme. Besides, yoga education shall form an integral part of the curriculum.

(b) Practicum

Organisation of workshops, practicum activities and seminars to enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses.

(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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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.

Done
6/06

**Doctor Harisingh Gour Vishwavidyalaya,
Sagar-470 003 (M.P.) India
College of Paramedical Sciences**

Qualifications for direct recruitment

Professor:

Master's Degree (Nursing or Paramedical Sciences) with 10 years experience out of which 7 years should be teaching experience from a recognized institution. Candidate must have a valid registration with Nursing Council of India (NCI) or concerned council, Ph.D. (Nursing) desirable.

Associate Professor:

Master's Degree (Nursing or Physiotherapy or Paramedical Sciences) with 8 years experience including 5 years teaching experience from a recognized institution. Candidate must have a valid registration with NCI or concerned council, Ph.D. (Nursing/ Physiotherapy/ Paramedical/ Medical) desirable.

Assistant Professor:

Master's Degree (Nursing or Physiotherapy) or Anatomy or Physiology or Pathology or Microbiology or Biochemistry or Paramedical Sciences) with 3 years teaching experience from a recognized institution. Candidate must have a valid registration with NCI or concerned council, Ph.D. desirable.

**Doctor Harisingh Gour Vishwavidyalaya,
Sagar-470 003 (M.P.) India
Environmental Sciences**

EDUCATIONAL QUALIFICATIONS: Minimum Educational Qualifications, Experience and Publication etc. for all the posts shall be applicable as prescribed by the "UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION, 2018 and concerned statutory bodies as amended from time to time.

1. PROFESSOR: Eligibility A or B

A.

(i) An eminent scholar having a Ph.D. degree in the concerned/allied/relevant discipline, and published work of high quality, actively engaged in research with evidence of published work with, a minimum of 10 research publications in the peer-reviewed or UGC listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.

(ii) A minimum of ten years of teaching experience in university/college as Assistant Professor/Associate Professor/Professor, and / or research experience at equivalent level at the University/National Level Institutions with evidence of having successfully guided doctoral candidate.

OR

B.

An outstanding professional, having a Ph.D. degree in the relevant/allied/applied disciplines, from any academic institutions (not included in A above) / industry, who has made significant contribution to the knowledge in the concerned/allied/relevant discipline, supported by documentary evidence provided he/she has ten years' experience.

2. ASSOCIATE PROFESSOR: Eligibility

(i) A good academic record, with a Ph.D. Degree in the concerned/allied/relevant disciplines.

(ii) A Master's Degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).

(iii) A minimum of eight years of experience of teaching and / or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry with a minimum of seven publications in the peer-reviewed or UGC listed journals and a total research score of Seventy five (75) as per the criteria given in Appendix II, Table 2.

3. ASSISTANT PROFESSOR: Eligibility A or B

A.

(i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

(ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET : Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions:-

- a) The Ph.D. degree of the candidate has been awarded in a regular mode;
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate has been conducted;
- d) The Candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal;
- e) The candidate has presented at least two papers based on his/her Ph.D. work in conferences/seminars sponsored/funded/supported by the UGC / ICSSR/ CSIR or any similar agency.

The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.

Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET

(iii) Ph.D. Degree shall be mandatory.

OR

B.

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

- (i) Quacquarelli Symonds (QS)
- (ii) The Times Higher Education (THE)

(iii) The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

(A) Concerned/Relevant/Allied Discipline for Environmental Sciences.

Concerned Discipline	Relevant Discipline	Allied Discipline
Environmental Sciences	Botany, Chemistry, Zoology, Microbiology, Biotechnology, Geology	Environmental Engineering

(B) Desirable Specialization: Preference will be given to candidates having experience/ specialization in Environmental Sciences.

Note: The Academic score as specified in Appendix II (Table 3A) for Universities (as per UGC Regulations, 2018) shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

**Doctor Harisingh Gour Vishwavidyalaya,
Sagar-470 003 (M.P.) India
Department of Vedic Studies**

EDUCATIONAL QUALIFICATIONS: Minimum Educational Qualifications, Experience and Publication etc. for all the posts shall be applicable as prescribed by the "UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION, 2018 and concerned statutory bodies as amended from time to time.

ASSISTANT PROFESSOR: Eligibility A or B

A.

(i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

(ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET : Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions:-

- a) The Ph.D. degree of the candidate has been awarded in a regular mode;
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate has been conducted;
- d) The Candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal;
- e) The candidate has presented at least two papers based on his/her Ph.D. work in conferences/seminars sponsored/funded/supported by the UGC / ICSSR/ CSIR or any similar agency.

The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.

Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET

OR

B.

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

(i) Quacquarelli Symonds (QS)

(ii) The Times Higher Education (THE)

(iii) The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

Assistant Professor

Acharya/Master's degree in Ved or Acharya/Master's degree in Sanskrit with Ved group.

OR

Master's degree in Mathematics/ relevant disciplines with specialization in Vedic Mathematics (specialization will be considered based on Research/Ph. D. in Vedic Mathematics or evidence of published work in the field of Vedic Mathematics or Certificate /Diploma Course in Vedic Mathematics).

Concerned/Relevant/Allied Discipline for Vedic Studies:

Concerned Discipline	Relevant Discipline	Allied Discipline
Vedic Studies	Sanskrit (with Ved Group) Mathematics (with Specialization in Vedic mathematics)	Disciplines with Speciatization in Vedic Mathematics

Note: The Academic score as specified in Appendix II (Table 3A) for Universities (as per UGC Regulations, 2018) shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

Doctor Harisingh Gour Vishwavidyalaya,

Sagar-470 003 (M.P.) India

Centre for Studies on Indigenous Knowledge

EDUCATIONAL QUALIFICATIONS: Minimum Educational Qualifications, Experience and Publication etc. for all the posts shall be applicable as prescribed by the "UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION, 2018 and concerned statutory bodies as amended from time to time.

1. PROFESSOR: Eligibility A or B

A.

(i) An eminent scholar having a Ph.D. degree in the concerned/allied/relevant discipline, and published work of high quality, actively engaged in research with evidence of published work with, a minimum of 10 research publications in the peer-reviewed or UGC listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.

(ii) A minimum of ten years of teaching experience in university/college as Assistant Professor/Associate Professor/Professor, and / or research experience at equivalent level at the University/National Level Institutions with evidence of having successfully guided doctoral candidate.

OR

B.

An outstanding professional, having a Ph.D. degree in the relevant/allied/applied disciplines, from any academic institutions (not included in A above) / industry, who has made significant contribution to the knowledge in the concerned/allied/relevant discipline, supported by documentary evidence provided he/she has ten years' experience.

2. ASSOCIATE PROFESSOR: Eligibility

(i) A good academic record, with a Ph.D. Degree in the concerned/allied/relevant disciplines.

(ii) A Master's Degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).

(iii) A minimum of eight years of experience of teaching and / or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry with a minimum of seven publications in the peer-reviewed or UGC listed journals and a total research score of Seventy five (75) as per the criteria given in Appendix II, Table 2.

3. ASSISTANT PROFESSOR: Eligibility A or B

A.

(i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

(ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET : Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions:-

- a) The Ph.D. degree of the candidate has been awarded in a regular mode;
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate has been conducted;
- d) The Candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal;
- e) The candidate has presented at least two papers based on his/her Ph.D. work in conferences/seminars sponsored/funded/supported by the UGC / ICSSR/ CSIR or any similar agency.

The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.

Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET

(iii) Ph.D. Degree shall be mandatory.

OR

B.

The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

- (i) Quacquarelli Symonds (QS)
- (ii) The Times Higher Education (THE)

(iii) The Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

(A) Concerned/Relevant/Allied Discipline for Indigenous Knowledge.

Concerned Discipline	Relevant Discipline	Allied Discipline
Indigenous Knowledge/ Anthropology/ Tribal Studies.	Botany/Chemistry/Biochemistry/ Agriculture/ Pharmacognosy & Phyto-chemistry (Pharmacy)/ Ayurveda, Unani, Siddha	Microbiology/ Biotechnology

(B) Desirable Specialization: Experience of Field Studies in Indigenous Knowledge and research papers pertaining to Indigenous Knowledge.

Note: The Academic score as specified in Appendix II (Table 3A) for Universities (as per UGC Regulations, 2018) shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.