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Ref. No. 7967/Edu

प्रेषण संख्या/D.No. 9315
दिनांक/Date 04/02/2020
प्रवेश अनुभाग/Admissions Section
अलीगढ़ मुस्लिम विश्वविद्यालय
Aligarh Muslim University

Dated: 03/02/2020

To,
The Controller of Examination & Admission
Aligarh Muslim University, Aligarh

कार्यवाही/Office of Controller of Examinations & Adm.
पत्रांक/R. 308
दिनांक/Date 03/02/2020

Subject: Regarding deletion of Age limit from M.Ed., B.Ed. and Diploma in Teaching courses.

It is in response to your letter R. No. 7561 dated: 24.01.2020. In this connection I would like to say that the Guide to Admission 2020-2021 has included one additional clause of Age limit for the following courses.

1. M.Ed. course (page No. K10).
2. B.Ed. course (page No. K4).
3. Diploma in Teaching course (page No. K14).

Age limit

The M.Ed. and B.Ed. courses are governed by NCTE regulations in which no age limit is prescribed. Copy of the NCTE regulations is also attached here for your kind perusal. Therefore, you are requested to delete the clause of age limit from the admission guide 2020-2021 for the above mentioned three courses.

Thanking you
With regards,

03/02/2020

Dr. (Mrs.) Nasrin
Professor & Chairperson
विभागाध्यक्ष/Chairperson
शिक्षा विभाग/Deptt. of Education
अ.मु.वि. अलीगढ़/A.M.U., Aligarh

Enclosures attached:

1. M.Ed., B.Ed. and Diploma in Teaching courses pages of Guide to Admission (2020-2021)
2. NCTE regulation (M.Ed. and B.Ed. courses)

AC. (Adms)

Mr Mukhtar

Section Officer
(Admissions)
04/2/2020

(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.

4.2 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:
- (i) B.Ed.
 - (ii) B.A.B.Ed., B.Sc.B.Ed.
 - (iii) B.El.Ed.
 - (iv) 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:

- (1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self-development component;
- (2) Specialisation Branches where students choose to specialise in any one of the school levels/areas (such as elementary, or secondary and senior secondary);
- (3) Research leading to dissertation; and
- (4) 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.