

**Minutes of the Meeting to review the norms of B.Ed & M.Ed. Special education Courses held at RCI on 04/05/2009**

The following persons were present in the meeting.

1. Major Gen. Ian Cardozo	Chairman, RCI
2. Prof. S. R. Mittal	Member
3. Dr. Susheel Gupta	Member
4. Prof. R. Rangnathan	Member
5. Dr. Preeti Verma	Member
6. Dr. Asmita Huddar	Member
7. Dr. J. C. Gupta	Member
8. Dr. Swati Sanyal	Member
9. Dr. Renu Malviya	Member
10. Dr. J. P. Singh	Member Ex-Officio
11. Dr. S. K. Mishra	Convenor

Major Gen. Ian Cardozo, Chairman, RCI welcomed the members in the meeting and in his opening remarks emphasized the importance of adherence to norms by training institutions. Dr. J. P. Singh, Member Secretary, RCI, in his address mentioned about the importance of appointing faculty for teaching core papers and enhancement of infrastructural facilities in the light of Reservations in Admission Act (2006)

The following decisions were taken unanimously in the meeting:

1. It was decided that institute/ college offering B.Ed. / M.Ed. in Special Education must enter into an MOU with a College of Education offering B.Ed./ M.Ed. in General Education for teaching common papers or alternatively appoint guest faculties for teaching common papers.
2. The faculty requirement in terms of minimum number of faculty to be appointed for each of the course was finalized. Please see enclosed annexure - I .
3. Norms for direct recruitment were finalized. Please see enclosed annexure - II.
4. No change has been made in career advancement scheme for promotion of teaching faculty (annexure – III). However, the scheme will be reviewed after UGC norms are revised, till then the existing scheme of RCI will continue.

Meeting ended with thanks to the chair.

\*\*\*\*\*

**NORMS FOR APPOINTMENT OF FACULTY  
FOR  
B.ED. AND M.ED. SPECIAL EDUCATION**

- 1. FACULTY REQUIREMENT AT TRAINING PROGRAMS**
- 2. DIRECT RECRUITMENT NORMS**
- 3. CAREER ADVANCEMENT SCHEME**

**(VALIDITY: TILL MAY 2015)**

**REHABILITATION COUNCIL OF INDIA  
B-22, QUTAB INSTITUTIONAL AREA  
NEW DELHI - 110 016  
2009**

## Annexure - I

### Norms for Faculty Requirement for B.Ed. & M.Ed. Special Education courses (to be appointed through direct recruitment)

Finalized on 4<sup>th</sup> May 2009 at RCI, New Delhi

#### MINIMUM NUMBER OF FACULTY PER COURSE

COURSE	Disability specialization faculty	Common paper faculty	Professor	Reader	Lecturer
B.Ed. (One Disability Specialization)	2	2	-	1	3
B.Ed. + M.Ed. (Same Disability Specialization)	3	2	1	1	3
B.Ed.+ M.Ed. (First Disability Specialization)+B.Ed. (Second Disability Specialization)	4	2	1	1	4
B.Ed.+M.Ed. (First Disability Specialization)+B.Ed+M.Ed. (Second Disability Specialization)	5*	3	1	2	5
B.Ed.+ M.Ed. (First Disability Specialization)+ B.Ed.+ M.Ed. (Second Disability Specialization)+ B.Ed. (Third Disability Specialization)	6*	3	1	2	6
B.Ed.+ M.Ed. (First Disability Specialization)+ B.Ed.+ M.Ed. (Second Disability Specialization)+ B.Ed.+ M.Ed.(Third Disability Specialization)	7*	3	2	2	6

\* Minimum 2 in each disability area

#### Note:

1. It is obligatory on the part of institute/ college offering B.Ed. / M.Ed. in Special Education to enter into an MOU with a College of Education offering B.Ed./ M.Ed. in General Education for teaching common papers or alternatively appoint guest faculties.
2. Faculty for common papers refers to general educators and psychologists.
3. Professors and Readers as indicated above must be from the field of Special Education in the concerned disability specialization.
4. Lecturers for Common papers and Disability Specialization papers are to be appointed proportionately in case of more courses than indicated in above table.
5. Minimum Intake of students in B.Ed. = 25  
Minimum Intake of students in M.Ed = 10  
Additional seats for Management quota, NRIs, and OBCs

\*\_\*\_\*\_\*\_\*

**DIRECT RECRUITMENT NORMS****MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY FOR  
M ED/B ED IN SPECIAL EDUCATION**Finalized on 4<sup>th</sup> May 2009 at RCI, New Delhi

<b>S.No.</b>	<b>Designation</b>	<b>Essential Qualification</b>	<b>Desirable Additional Qualification</b>
1	Lecturer (Disability papers)	<p>a. Masters Degree in any discipline with not less than 50% of marks</p> <p>b. M.Ed. Degree in specific disability area with not less than 55% of marks or an equivalent grade of B in 7 point scale Or An equivalent degree from a foreign university recognized by RCI.</p>	<p>Ph.D./M.Phil in Education with research emphasis on Special Education</p> <p>Experience for a period of at least 3 years as teacher or researcher in the area of specific disability Or 3 years of teaching experience at Diploma level</p>
2	Reader (Disability papers)	<p>a. Masters Degree in any discipline with not less than 50% of marks</p> <p>b. M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B in 7-point scale Or An equivalent degree from a foreign university recognized by RCI.</p> <p>c. Ph.D in Education with research emphasis on Special Education</p> <p>d. Should have completed at least 5 years of experience as lecturer in specific disability area</p>	<p>Publications pertaining to Special Education in indexed journals and research experience</p>

		e. Should have completed at least one general orientation course and two refresher courses in education/special education of UGC	
3	Professor (Disability papers)	<p>a. Should have completed at least 5 years of experience as Reader in Special Education in relevant disability area</p> <p>b. Eminent scholar with published work of high quality, actually engaged in research at doctoral level</p> <p>Or</p> <p>An outstanding scholar with established reputation who has made significant contribution to knowledge in Special Education</p>	Publications pertaining to Special Education in indexed journals and research experience

**Note:**

1. The qualifications prescribed above are valid for five years only i.e., up to May 2015.
2. The teacher – student ratio is 1:8.
3. The specific disability area mentioned in this document refers to visual impairment, hearing impairment, mental retardation, learning disability, multiple disability, locomotor disability etc. The specific disability areas are not interchangeable as a measure of maintenance of standards in Special Education. For example, a person who has specialized in B.Ed. Special Education in visual impairment cannot get admission in M.Ed. mental retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.
4. For specialization in VI area, Masters degree in school subject will be required. Similarly for specialization areas in Mental Retardation and Hearing Impairment, Masters degree in Psychology, Child Development/Human Development, Sociology, Linguistics and Education will be preferred.
5. The teacher preparation programmes should have a model school or a section providing services to children with disabilities either in an inclusive, integrated and special school mode for providing more practical experience to the teacher trainees.

6. Part-time faculty is one who is on the rolls of the institute for taking a fixed number of classes per week/per month basis whereas a visiting faculty is invited as and when required or as per the availability of the faculty.
7. There is no separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI for running teacher preparation courses. The qualifications of the head of the B.Ed/M.Ed. programme should be as that of the Reader as laid down by the RCI.
8. For Institutes offering only B.Ed. (Special Education) programme, the Senior faculty will be treated as Head of the Department.
9. For M.Ed. Special Education course appointment on contract basis should be for minimum of 12 months. Appointment on contract basis will be allowed for running M.Ed. course if B.Ed. course already exists at the institute in the field of Special Education.
10. In case of non-availability of a candidate with M.Ed. (Special Education) in particular disability specialization for faculty position at B.Ed. (Special Education) level, M.Ed. (Special Education ) in some other disability specialization / M.Ed. (General) preferably with dissertation / research work in Special Education with B.Ed. (Special Education) in respective disability area may be considered on temporary basis.
11. The Board of Studies of affiliating / concerned university to have a member nominated by RCI.

\*\_\*\_\*\_\*\_\*

## **CAREER ADVANCEMENT SCHEME**

### **1.0 Career Advancement Scheme of RCI in the field of Special Education at B.Ed., M.Ed. and higher levels.**

- 1.1 Minimum length of service for eligibility to move into the grade of Lecturer (Senior Scale) would be four years for those with Ph.D., five years for those with M.Phil, and six years for others at the level of Lecturer, and for eligibility to move into the Grade of Lecturer (Selection Grade) / Reader, the minimum length of service as Lecturer (Senior Scale) shall be uniformly five years.
- 1.2 For movement into grades of Reader and above, the minimum eligibility criterion would be Ph.D. Those without Ph.D. can go up to the level of Lecturer (Selection Grade).
- 1.3 A Reader with a minimum of eight years of service in that grade will be eligible to be considered for appointment as a Professor.
- 1.4 The Selection Committees for Career Advancement shall be the same as those for Direct Recruitment for each category, however, RCI nominee will also be present in the Selection Committee.

### **2.0 Lecturer (Senior Scale)**

A Lecturer will be eligible for placement in a senior scale through a procedure of selection, if she/he has:

- (i) Completed 6 years of service after regular appointment with relaxation of one year and two years, respectively, for those with M.Phil. and Ph.D.
- (ii) Accumulated minimum 100 CRE points as per RCI norms or participated in one orientation course and one refresher course of approved duration, or engaged in other appropriate continuing education programmes of comparable quality as may be specified or approved by the University Grants Commission. (Those with Ph.D. degree would be exempted from one refresher course).
- (iii) Consistently satisfactory performance appraisal reports.

### **3.0 Lecturer (Selection Grade)**

Lecturers in the Senior Scale who do not have a Ph.D. degree or equivalent published work, and who do not meet the scholarship and research standards, but fulfill the other criteria given above for the post of Reader, and have a good record in teaching and, preferably, have contributed in various ways such as to the corporate life of the institution, examination work, or through extension activities, will be placed in the Selection Grade, subject to the recommendations of the Selection Committee which is the same as for promotion to the post of Reader. They will be designated as Lecturers in the Selection Grade. They could offer themselves for fresh assessment after obtaining Ph.D. and / or fulfilling other

requirements for promotion as Reader and, if found suitable could be given the designation of Reader.

#### **4.0 Reader (Promotion)**

1.1 A Lecturer in the Senior Scale will be eligible for promotion to the post of Reader if she/he has:

- (i) Completed 5 years of service in the Senior Scale;
- (ii) Obtained a Ph.D. degree or has equivalent published work;
- (iii) Made some mark in the areas of scholarship and research as evidenced e.g. by self-assessment, reports of referees, quality of publications, contribution to educational innovation, design of new courses and curricula and extension activities;
- (iv) After placement in the Senior Scale accumulated minimum 100 CRE points as per RCI norms or participated in two refresher courses/summer institutes of approved duration, or engaged in other appropriate continuing education programmes of comparable quality as may be specified or approved by the University Grants Commission, and
- (v) Possesses consistently good performance appraisal reports.

1.2 Promotion to the Post of Reader will be through a process of selection by a Selection Committee to be set up under the Statues/Ordinances of the concerned University or other similar Committees set up by the appointing authorities.

#### **5.0 Professor (Promotion)**

In addition to the sanctioned position of Professors, which must be filled in through direct recruitment through all India advertisements, promotions may be made from the post of Reader to that of Professor after 8 years of service as Reader.

**6.0** The Selection Committee for promotion to the post of Professor should be the same as that for direct recruitment. For the promotion from Reader to Professor, the following method of promotion may be followed.

The candidate should present herself/himself before the Selection Committee with some of the following:

- (a) Self-appraisal reports (required).
- (b) Research contribution/books/articles published.
- (c) Any other academic contributions.



The best three written contributions of the teacher (as defined by her/him) may be sent in advance to the Experts to review before coming for the selection. The candidate should be asked to submit these in 3 sets with the application.

- (d) CRE / Seminars / Conferences attended.
- (e) Contribution to teaching / academic environment / institutional corporate life.
- (f) Extension and field outreach activities.

**7.0** The requirement of participation in orientation/refresher courses/summer institutes, each of at least 3 to 4 weeks duration, and consistently satisfactory performance appraisal reports, shall be the mandatory requirement for Career Advancement from Lecturer to Lecturer (Senior Scale) and from Lecturer (Senior Seale) to Lecturer (Selection Grade). **Wherever the requirement of orientation/refresher courses has remained incomplete, the promotions would not be held up but these must be completed by the year 2008.**

The requirement for completing these courses would be as follows:

- (i) For Lecturer to Lecturer (Senior Scale), one orientation course would be compulsory for University and College teachers. Those without Ph.D. would be required to do one refresher course in addition.
- (ii) Two refresher courses for lecturer (Senior Scale) to Lecturer (Selection Grade).
- (iii) The senior teachers like Readers / lecturers (Selection Grade) and Professors may opt to attend two Seminars / Conferences in their subject area and present papers as one aspect of their promotion/selection to higher level or attend refresher courses in respective area of disability to be offered by Academic Staff Colleges or any other agency of RCI/UGC for this level.

**8.0** If the number of years required in a feeder cadre are less than those stipulated in this notification, thus entailing hardship to those who have completed more than the total number of years in their entire service for eligibility in the cadre, may be placed in the next higher cadre after adjusting the total number of years.

**NOTE:**

1. Under Career Advancement Scheme, work load will not change, it will remain the same as was earlier that is before the promotion in all the cases.

2. No break of services should be there for counting the period of service for availing Career Advancement Scheme. Discontinuation during vacations will not be counted as a break.
3. RCI nominee should also be present in the selection committee of teaching faculty for Career Advancement Scheme at B.Ed. & M.Ed. (Special Education) level.

\*\_\*\_\*\_\*\_\*