

COMPENDIUM
Of
NCTE Act. Rules and Regulation in force



NATIONAL COUNCIL FOR TEACHER EDUCATION,

**G-7, DWARKA, SECTOR-10, METRO STATION NEW DELHI -
110075**

July, 2022

CTE Act, Rules and Regulations presently in force – November, 2020

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54.	Amendment Notification published regarding Minimum qualifications	14.10.2021	B.Ed. M.Ed. has been incorporated as one of the minimum qualifications for school teachers for classes I to VIII.	291
55.	National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Amendment Regulations, 2021	14.10.2021	B.Ed. M.Ed. has been incorporated as one of the minimum qualifications for school teachers for classes IX to XII.	292
56.	The National Council for Teacher Education (Recognition Norms and Procedures) Amendment Regulations, 2021	14.10.2021	Preamble of Appendix-15 for B.Ed. M.Ed. course has been amended.	293
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असाधारण
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भाग II—खण्ड 1
PART II—Section 1

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इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।
Separate paging is given to this Part in order that it may be filed
as a separate compilation

MINISTRY OF LAW, JUSTICE AND COMPANY AFFAIRS

(Legislative Department)

New Delhi, the 30th December, 1993/Pausa 9, 1915 (Saka)

The following Act of Parliament received the assent of the President on the 29th December, 1993, and is hereby published for general information:—

THE NATIONAL COUNCIL FOR TEACHER EDUCATION
ACT, 1993

No. 73 of 1993

[29th December, 1993.]

An Act to provide for the establishment of a National Council for Teacher Education with a view to achieving planned and co-ordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

Be it enacted by Parliament in the Forty-fourth Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

1. (1) This Act may be called the National Council for Teacher Education Act, 1993.

(2) It extends to the whole of India except the State of Jammu and Kashmir.

210 G of I—

Short
title,
extent
and
commence-
ment,

(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Defini-
tions.

2. In this Act, unless the context otherwise requires,—

(a) "appointed day" means the date of establishment of the National Council for Teacher Education under sub-section (1) of section 3;

(b) "Chairperson" means the Chairperson of the Council appointed under clause (a) of sub-section (4) of section 3;

(c) "Council" means the National Council for Teacher Education established under sub-section (1) of section 3;

(d) "examining body" means a University, agency or authority to which an institution is affiliated for conducting examinations in teacher education qualifications;

(e) "institution" means an institution which offers courses or training in teacher education;

(f) "Member" means a Member of the Council and includes the Chairperson and Vice-Chairperson;

(g) "Member-Secretary" means the Member-Secretary of the Council appointed under clause (c) of sub-section (4) of section 3;

(h) "prescribed" means prescribed by rules made under section 31;

(i) "recognised institution" means an institution recognised by the Council under section 14;

(j) "Regional Committee" means a committee established under section 20;

(k) "regulations" means regulations made under section 32;

(l) "teacher education" means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and includes non-formal education, part-time education, adult education and correspondence education;

(m) "teacher education qualification" means a degree, diploma or certificate in teacher education awarded by a University or examining body in accordance with the provisions of this Act;

(n) "University" means a University defined under clause (f) of section 2 of the University Grants Commission Act, 1956, and includes an institution deemed to be a University under section 3 of that Act;

(o) "Vice-Chairperson" means the Vice-Chairperson of the Council appointed under clause (b) of sub-section (4) of section 3.

CHAPTER II

ESTABLISHMENT OF THE COUNCIL

Estab-
lishment
of the
Council.

3. (1) With effect from such date as the Central Government may, by notification in the Official Gazette, appoint, there shall be established a Council to be called the National Council for Teacher Education.

3 of 1956.

(2) The Council shall be a body corporate by the name aforesaid, having perpetual succession and a common seal with power to contract and shall, by the said name, sue and be sued.

(3) The head office of the Council shall be at Delhi and the Council may, with the previous approval of the Central Government, establish regional offices at other places in India.

(4) The Council shall consist of the following Members, namely:—

(a) a Chairperson to be appointed by the Central Government;

(b) a Vice-Chairperson to be appointed by the Central Government;

(c) a Member-Secretary to be appointed by the Central Government;

(d) the Secretary to the Government of India in the Department dealing with Education *ex officio*;

(e) the Chairman, University Grants Commission established under section 4 of the University Grants Commission Act, 1956 or a member thereof nominated by him, *ex-officio*;

(f) the Director, National Council of Educational Research and Training, *ex officio*;

(g) the Director, National Institute of Educational Planning and Administration, *ex officio*;

(h) the Adviser (Education), Planning Commission, *ex officio*;

(i) the Chairman, Central Boards of Secondary Education, *ex-officio*;

(j) the Financial Adviser to the Government of India in the Department dealing with Education, *ex officio*;

(k) the Member-Secretary, All-India Council for Technical Education, *ex officio*;

(l) the Chairpersons of all Regional Committees, *ex officio*;

(m) thirteen persons possessing experience and knowledge in the field of education or teaching to be appointed by the Central Government as under, from amongst the—

(i) Deans of Faculties of Education and Professors of Education in Universities —Four;

(ii) experts in secondary teacher education —One;

(iii) experts in pre-primary and primary teacher education —Three;

(iv) experts in non-formal education and adult education —Two;

(v) experts in the field of natural sciences, social sciences, linguistics, vocational education, work experience, educational technology and special education, by rotation, in the manner prescribed —Three;

(n) nine Members to be appointed by the Central Government to represent the States and the Union territory Administrations in the manner prescribed;

(o) three Members of Parliament of whom one shall be nominated by the Chairman of the Council of States and two by the Speaker of the House of the People;

(p) three Members to be appointed by the Central Government from amongst teachers of primary and secondary education and teachers of recognised institutions.

(5) It is hereby declared that the office of the Member of the Council shall not disqualify its holder for being chosen as or for being a member of either House of Parliament.

Term of office and conditions of service of Members.

4. (1) The Chairperson, Vice-Chairperson and the Member-Secretary shall hold office on a full-time basis.

(2) The term of office of the Chairperson, the Vice-Chairperson and the Member-Secretary shall be four years, or till they complete the age of sixty years, whichever is earlier.

(3) The conditions of service of the Chairperson, the Vice-Chairperson and the Member-Secretary shall be such as may be prescribed.

(4) The term of office of Members [other than the Members specified in clauses (a) to (l) and clauses (n) and (o) of sub-section (4) of section 3] shall be two years or till fresh appointments are made, whichever is later, and other conditions of service of such Members shall be such as may be prescribed.

(5) If a casual vacancy occurs in the office of Chairperson, whether by reason of death, resignation or inability to discharge the functions of a Chairperson owing to illness or other incapacity, the Vice-Chairperson holding office as such for the time being, shall act as the Chairperson and shall, unless any other person is appointed earlier as Chairperson, hold office of the Chairperson for the remainder of the term of office of the person in whose place the said person is to so act.

(6) If a casual vacancy occurs in the office of the Vice-Chairperson or any other Member, whether by reason of death, resignation or inability to discharge his functions owing to illness or other incapacity, such vacancy shall be filled up by making fresh appointment and the person so appointed shall hold office for the remainder of the term of the office of the person in whose place such person is so appointed.

(7) The Chairperson shall, in addition to presiding over the meetings of the Council, exercise and discharge such powers and duties of the Council as may be delegated to him by the Council and such other powers and duties as may be prescribed.

(8) The Vice-Chairperson shall perform such functions as may be assigned to him by the Chairperson from time to time.

Disqualification for office of Member.

5. A person shall be disqualified for being appointed as a Member if he—

(a) has been convicted and sentenced to imprisonment for an offence, which, in the opinion of the Central Government, involves moral turpitude; or

- (b) is an undischarged insolvent; or
- (c) is of unsound mind and stands so declared by a competent court; or
- (d) has been removed or dismissed from the service of the Government or a body corporate owned or controlled by the Government; or
- (e) has in the opinion of the Central Government such financial or other interest in the Council as is likely to affect prejudicially the discharge by him of his functions as a Member.

6. The Central Government shall remove a Member if he--

Vacation
of office of
Member.

- (a) becomes subject to any of the disqualifications mentioned in section 5:

Provided that no Member shall be removed on the ground that he has become subject to the disqualification mentioned in clause (e) of that section, unless he has been given a reasonable opportunity of being heard in the matter; or

- (b) refuses to act or becomes incapable of acting; or
- (c) is, without obtaining leave of absence from the Council, absent from three consecutive meetings of the Council; or
- (d) in the opinion of the Central Government, has so abused his position as to render his continuance in office detrimental to the public interest:

Provided that no Member shall be removed under this clause unless he has been given a reasonable opportunity of being heard in the matter.

7. (1) The Council shall meet at such time and places, and shall observe such rules of procedure in regard to the transaction of business at its meetings (including the quorum at such meetings) as may be provided by regulations:

Meet-
ings of
the Coun-
cil.

Provided that the Council shall meet at least once every year.

(2) The Chairperson, and in the absence of the Chairperson, the Vice-Chairperson shall preside at the meetings of the Council.

(3) If for any reason the Chairperson and the Vice-Chairperson, both are unable to attend any meeting of the Council, any other Member chosen by the Members present at the meeting shall preside at that meeting.

(4) All questions which come up before any meeting of the Council shall be decided by a majority of votes of the Members present and voting and in the event of any equality of votes, the Chairperson, or in the absence of the Chairperson the person presiding, shall have and exercise a second or casting vote.

Vacancies, etc., not to invalidate proceedings of the Council.

8. No act or proceeding of the Council shall be invalid merely by reason of—

(a) any vacancy in, or any defect in the constitution of, the Council; or

(b) any defect in the appointment of a person acting as a Member of the Council; or

(c) any irregularity in the procedure of the Council not affecting the merits of the case.

Power to co-opt.

9. (1) The Council may co-opt, in such manner and for such purposes as may be determined by regulations, not more than three persons, whose assistance or advice it may desire in carrying out any of the provisions of this Act.

(2) The person co-opted by the Council under sub-section (1) for any purpose shall have a right to take part in the discussions relevant to that purpose, but shall not have a right to vote at a meeting of the Council, and shall not be a Member for any other purpose.

Appointment of officers and other employees of the Council.

10. (1) For the purpose of enabling the Council to discharge its functions efficiently under this Act, the Council shall, subject to such regulations as may be made in this behalf, appoint (whether on deputation or otherwise) ~~such number of officers and other employees~~ as it may consider necessary:

Provided that the category of posts equivalent to Group 'A' posts in the Central Government shall be subject to the approval of the Central Government.

(2) Every officer or other employee appointed by the Council shall be subject to such conditions of service as may be determined by regulations.

Authentication of the orders and other instruments of the Council.

11. All orders and decisions of the Council shall be authenticated by the signature of the Chairperson or any other Member authorised by the Council in this behalf, and all other instruments issued by the Council shall be authenticated by the signature of the Member-Secretary or any other officer of the Council authorised in like manner in this behalf by the Chairperson.

CHAPTER III

FUNCTIONS OF THE COUNCIL .

Functions of the Council.

12. It shall be the duty of the Council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act, the Council may—

(a) undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;

(b) make recommendations to the Central and State Governments, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;

(c) co-ordinate and monitor teacher education and its development in the country;

(d) lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions;

(e) lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;

(f) lay down guidelines for compliance by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualifications;

(g) lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;

(h) lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;

(i) promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;

(j) examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions;

(k) evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised institutions;

(l) formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;

(m) take all necessary steps to prevent commercialisation of teacher education; and

(n) perform such other functions as may be entrusted to it by the Central Government.

13. (1) For the purposes of ascertaining whether the recognised institutions are functioning in accordance with the provisions of this Act, the Council may cause inspection of any such institution, to be made by such persons as it may direct, and in such manner as may be prescribed.

Inspection.

(2) The Council shall communicate to the institution the date on which inspection under sub-section (1) is to be made and the institution shall be entitled to be associated with the inspection in such manner as may be prescribed.

(3) The Council shall communicate to the said institution, its views in regard to the results of any such inspection and may, after ascertaining the opinion of that institution, recommend to that institution the action to be taken as a result of such inspection.

(4) All communications to the institution under this section shall be made to the executive authority thereof, and the executive authority of the institution shall report to the Council the action, if any, which is proposed to be taken for the purposes of implementing any such recommendation as is referred to in sub-section (3).

CHAPTER IV

RECOGNITION OF TEACHER EDUCATION INSTITUTIONS

Recogn-
nition of
insti-
tutions
offering
course or
training
in teacher
educa-
tion.

14. (1) Every institution offering or intending to offer a course or training in teacher education on or after the appointed day, may, for grant of recognition under this Act, make an application to the Regional Committee concerned in such form and in such manner as may be determined by regulations:

Provided that an institution offering a course or training in teacher education immediately before the appointed day, shall be entitled to continue such course or training for a period of six months, if it has made an application for recognition within the said period and until the disposal of the application by the Regional Committee.

(2) The fee to be paid along with the application under sub-section (1) shall be such as may be prescribed.

(3) On receipt of an application by the Regional Committee from any institution under sub-section (1), and after obtaining from the institution concerned such other particulars as it may consider necessary, it shall,—

(a) if it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions required for proper functioning of the institution for a course or training in teacher education, as may be determined by regulations, pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations; or

(b) if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing recognition to such institution for reasons to be recorded in writing:

Provided that before passing an order under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the concerned institution for making a written representation.

(4) Every order granting or refusing recognition to an institution for a course or training in teacher education under sub-section (3) shall be published in the Official Gazette and communicated in writing for appropriate action to such institution and to the concerned examining body, the local authority or the State Government and the Central Government.

(5) Every institution, in respect of which recognition has been refused shall discontinue the course or training in teacher education from the end of the academic session next following the date of receipt of the order refusing recognition passed under clause (b) of sub-section (3).

(6) Every examining body shall, on receipt of the order under sub-section (4),—

(a) grant affiliation to the institution, where recognition has been granted; or

(b) cancel the affiliation of the institution, where recognition has been refused.

15. (1) Where any recognised institution intends to start any new course or training in teacher education, it may make an application to seek permission therefor to the Regional Committee concerned in such form and in such manner as may be determined by regulations.

(2) The fees to be paid along with the application under sub-section (1) shall be such as may be prescribed.

(3) On receipt of an application from an institution under sub-section (1), and after obtaining from the recognised institution such other particulars as may be considered necessary, the Regional Committee shall,—

(a) if it is satisfied that such recognised institution has adequate financial resources, accommodation, library, qualified staff, laboratory, and that it fulfils such other conditions required for proper conduct of the new course or training in teacher education, as may be determined by regulations, pass an order granting permission, subject to such conditions as may be determined by regulation; or

(b) if it is of the opinion that such institution does not fulfil the requirements laid down in sub-clause (a), pass an order refusing permission to such institution, for reasons to be recorded in writing.

Provided that before passing an order refusing permission under sub-clause (b), the Regional Committee shall provide a reasonable opportunity to the institution concerned for making a written representation.

(4) Every order granting or refusing permission to a recognised institution for a new course or training in teacher education under sub-section (3), shall be published in the Official Gazette and communicated in writing for appropriate action to such recognised institution and to the concerned examining body, the local authority, the State Government and the Central Government.

16. Notwithstanding anything contained in any other law for the time being in force, no examining body shall, on or after the appointed day,—

(a) grant affiliation, whether provisional or otherwise, to any institution; or

(b) hold examination, whether provisional or otherwise, for a course or training conducted by a recognised institution,

unless the institution concerned has obtained recognition from the Regional Committee concerned, under section 14 or permission for a course or training under section 15.

Permis-
sion for
a new
course or
training
by recog-
nised
insti-
tution

Affilia-
ting
body to
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affilia-
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after re-
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nence by
the
Council

Contra-
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of pro-
visions of
the Act
and
conse-
quences
thereof.

17. (1) Where the Regional Committee is, on its own motion or on any representation received from any person, satisfied that a recognised institution has contravened any of the provisions of this Act, or the rules, regulations, orders made or issued thereunder, or any condition subject to which recognition under sub-section (3) of section 14 or permission under sub-section (3) of section 15 was granted, it may withdraw recognition of such recognised institution, for reasons to be recorded in writing:

Provided that no such order against the recognised institution shall be passed unless a reasonable opportunity of making representation against the proposed order has been given to such recognised institution:

Provided further that the order withdrawing or refusing recognition passed by the Regional Committee shall come into force only with effect from the end of the academic session next following the date of communication of such order.

(2) A copy of every order passed by the Regional Committee under sub-section (1),—

(a) shall be communicated to the recognised institution concerned and a copy thereof shall also be forwarded simultaneously to the University or the examining body to which such institution was ~~affiliated for cancelling affiliation: and~~

(b) shall be published in the Official Gazette for general information.

(3) Once the recognition of a recognised institution is withdrawn under sub-section (1), such institution shall discontinue the course or training in teacher education, and the concerned University or the examining body shall cancel affiliation of the institution in accordance with the order passed under sub-section (1), with effect from the end of the academic session next following the date of communication of the said order.

(4) If an institution offers any course or training in teacher education after the coming into force of the order withdrawing recognition under sub-section (1), or where an institution offering a course or training in teacher education immediately before the appointed day fails or neglects to obtain recognition or permission under this Act, the qualification in teacher education obtained pursuant to such course or training or after undertaking a course or training in such institution, shall not be treated as a valid qualification for purposes of employment under the Central Government, any State Government or University, or in any school, college or other educational body aided by the Central Government or any State Government.

Appeals

18. (1) Any person aggrieved by an order made under section 14 or section 15 or section 17 of the Act may prefer an appeal to the Council within such period as may be prescribed.

(2) No appeal shall be admitted if it is preferred after the expiry of the period prescribed therefor:

Provided that an appeal may be admitted after the expiry of the period prescribed therefor, if the appellant satisfies the Council that he

had sufficient cause for not preferring the appeal within the prescribed period.

(3) Every appeal made under this section shall be made in such form and shall be accompanied by a copy of the order appealed against and by such fees as may be prescribed.

(4) The procedure for disposing of an appeal shall be such as may be prescribed:

Provided that before disallowing an appeal, the appellant shall be given a reasonable opportunity to represent its case.

(5) The Council may confirm or reverse the order appealed against.

CHAPTER V

BODIES OF THE COUNCIL

19. (1) The Council shall constitute a Committee, called the Executive Committee for discharging such functions as may be assigned to it by the Council or as may be determined by regulations.

Execu-
tive
Com-
mittee.

(2) The Executive Committee shall consist of the following members, namely:—

- (a) the Chairperson;
- (b) the Vice-Chairperson;
- (c) the Member-Secretary;
- (d) the Secretary to the Government of India in the Department dealing with Education, *ex officio*;
- (e) the Secretary, University Grants Commission, *ex officio*;
- (f) the Director, National Council of Educational Research and Training, *ex-officio*;
- (g) the Financial Adviser to the Government of India in the Department dealing with Education, *ex-officio*;
- (h) four experts in teacher education to be nominated by the Central Government;
- (i) four State representatives to be nominated by the Central Government in such manner as may be prescribed;
- (j) the Chairpersons of the Regional Committees.

(3) The Chairperson and the Member-Secretary of the Council shall respectively, function as the Chairperson and the Member-Secretary of the Executive Committee.

(4) The Chairperson or in his absence, the Vice-Chairperson of the Council shall preside at the meetings of the Executive Committee and in the absence of both the Chairperson and the Vice-Chairperson, any other member chosen by the members present at the meeting shall preside at the meeting.

(5) The quorum necessary for the transaction of business at the meetings of the Executive Committee shall be as laid down by regulations.

(6) The Executive Committee may co-opt, in such manner and for such purposes, as may be determined by regulations, not more than two persons whose assistance and advice, it may desire in carrying out any of the functions assigned to the Executive Committee:

Provided that the persons co-opted by the Executive Committee for any purpose shall have a right to take part in the discussions relevant to that purpose, but shall not have a right to vote at a meeting of the Executive Committee, and shall not be a member for any other purpose.

(7) The Council may, if it considers necessary, establish such other committees, for such specific purpose, as it may deem fit.

Regional
Com-
mittees.

20. (1) The Council shall, by notification in the Official Gazette, establish the following Regional Committees, namely:—

(i) the Eastern Regional Committee;

(ii) the Western Regional Committee;

(iii) the Northern Regional Committee; and

(iv) the Southern Regional Committee.

(2) The Council may, if it considers necessary, establish with the approval of the Central Government, such other Regional Committees as it may deem fit.

(3) The Regional Committee shall consist of the following members, namely:—

(a) a Member to be nominated by the Council;

(b) one representative from each of the States and the Union territories of the region, to be nominated by the respective States and the Union territories;

(c) such number of persons, having special knowledge and experience in matters relating to teacher education, as may be determined by regulations.

(4) The Council shall nominate one of the members of the concerned Regional Committee to function as the chairperson of the said Committee.

(5) The term of office of the members referred to in clause (c) and the allowances payable to such members shall be such as may be determined by regulations.

(6) The Regional Committee shall, in addition to its functions under sections 14, 15 and 17, perform such other functions, as may be assigned to it by the Council or as may be determined by regulations.

(7) The functions of, the procedure to be followed by, the territorial jurisdiction of, and the manner of filling casual vacancies among members of, a Regional Committee shall be such as may be determined by regulations.

21. (1) If the Council is of the opinion that a Regional Committee is unable to perform, or has persistently made default in the performance of the duties imposed on it by or under this Act or has exceeded or abused its powers, or has wilfully or without sufficient cause, failed to comply with any direction issued by the Council for carrying out the provisions of this Act, the Council may, by notification in the Official Gazette, terminate forthwith the Regional Committee.

Power to terminate the Regional Committee.

(2) Upon the publication of a notification under sub-section (1),—

(a) all members of the Regional Committee shall, notwithstanding that their term of office had not expired, as from the date of the termination, vacate their office as such members; and

(b) all the powers and duties which may, by or under the provisions of this Act be exercised or performed by or on behalf of the Regional Committee shall, during the period when the term of office of its members stand terminated, be exercised and performed by such person or persons as the Council may direct.

(3) The Council may at any time after publication of a notification under sub-section (2), re-constitute the Regional Committee in the manner provided in sub-section (3) of section 20:

Provided that it shall be competent for the Council to appoint any person, who was a member of a Regional Committee which was terminated, as a member of the re-constituted Regional Committee.

CHAPTER VI

FINANCE ACCOUNTS AND AUDIT

22. The Central Government may, after due appropriation made by Parliament by law in this behalf, pay to the Council in each financial year such sums as may be considered necessary for the performance of the functions of the Council under this Act.

Payment to the Council.

23. (1) The Council shall have its own fund; and all sums which may, from time to time, be paid to it by the Central Government or a State Government and all the receipts of the Council, including any sum which any other authority or person in India or abroad may pay to the Council, shall be credited to the fund and all payments by the Council shall be made therefrom.

Fund of the Council.

(2) All moneys belonging to the fund shall be deposited in such banks or invested in such manner as may be decided by the Council.

(3) The Council may spend such sums as it thinks fit for performing its functions under this Act, and such sums shall be treated as expenditure payable out of the fund of the Council.

24. The Council shall prepare, in such form and at such time each year as may be prescribed, a budget in respect of the financial year next ensuing, showing the estimated receipts and expenditure, and copies thereof shall be forwarded to the Central Government.

Budget of the Council.

25. The Council shall prepare once every year, in such form and at such time as may be prescribed, an annual report giving a true and full account of its activities during the previous year and copies thereof shall

Annual report.

be forwarded to the Central Government and that Government shall cause the same to be laid before both Houses of Parliament.

Accounts
and
audit.

26. (1) The Council shall cause to be maintained such books of account in such form and in such manner as the Central Government may, in consultation with the Comptroller and Auditor-General of India, prescribe.

(2) The Council shall, as soon as may be, after closing its annual accounts, prepare a statement of accounts in such form and forward the same to the Comptroller and Auditor-General of India by such date as the Central Government may, in consultation with the Comptroller and Auditor-General, determine.

(3) The accounts of the Council shall be audited by the Comptroller and Auditor-General of India at such times and in such manner as he thinks fit.

(4) The accounts of the Council as certified by the Comptroller and Auditor-General of India or any other person appointed by him in this behalf, together with the audit report thereon shall be forwarded annually to the Central Government and that Government shall cause the same to be laid before both Houses of Parliament.

CHAPTER VII

MISCELLANEOUS

Delega-
tion of
powers
and
functions.

27. The Council may, by general or special order in writing, delegate to the chairperson or to any other member or to any officer of the Regional Committee, subject to such conditions and limitations, if any, as may be specified in the order, such of its powers and functions under this Act (except the power to make regulations under section 32), as it may deem necessary.

Protec-
tion of
action
taken
in good
faith.

28. No prosecution or other legal proceeding shall lie against the Central Government, the Council or any committees appointed by it, or any Member of the Council or member of such committees, or any officer or employee of the Central Government or the Council or any other person authorised by that Government or the Council, for anything which is in good faith done or intended to be done under this Act or the rules or regulations made thereunder.

Directions
by the
Central
Govern-
ment.

29. (1) The Council shall, in the discharge of its functions and duties under this Act be bound by such directions on questions of policy as the Central Government may give in writing to it from time to time.

(2) The decision of the Central Government as to whether a question is one of policy or not shall be final.

Power to
supersede
the
Council.

30. (1) If the Central Government is of the opinion that the Council is unable to perform, or has persistently made default in the performance of the duties imposed on it by or under this Act or has exceeded or abused its powers, or has wilfully or without sufficient cause, failed to comply with any direction issued by the Central Government under section 29, the Central Government may, by notification in the Official Gazette, supersede the Council for such period as may be specified in the notification:

Provided that before issuing a notification under this sub-section, the Central Government shall give a reasonable opportunity to the Council to show cause why it should not be superseded and shall consider the explanation and objections, if any, of the Council.

(2) Upon the publication of a notification under sub-section (1) superseding the Council—

(a) all the Members of the Council shall, notwithstanding that their term of office had not expired, as from the date of supersession, vacate their offices as such Members;

(b) all the powers and duties which may, by or under the provisions of this Act be exercised or performed by or on behalf of the Council shall, during the period of supersession, be exercised and performed by such person or persons as the Central Government may direct;

(c) all property vested in the Council shall, during the period of supersession, vest in the Central Government.

(3) On the expiry of the period of supersession specified in the notification issued under sub-section (1), the Central Government, may—

(a) extend the period of supersession for such further period as it may consider necessary; or

(b) re-constitute the Council in the manner provided in section 3.

31. (1) The Central Government may, by notification in the Official Gazette, make rules to carry out the provisions of this Act.

Power to
make
rules.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:—

(a) the manner in which the Central Government is to appoint experts to the Council under sub-clause (v) of clause (m) of sub-section (4) of section 3;

(b) the manner in which the Central Government is to appoint Members to the Council from amongst the States and the Union territory Administrations under clause (n) of sub-section (4) of section 3;

(c) the conditions of service of the Chairperson, the Vice-Chairperson and the Member-Secretary under sub-section (3) and of Members under sub-section (4) of section 4;

(d) the powers and duties of the Chairperson under sub-section (7) of section 4;

(e) the manner in which and the persons by whom the inspection of an institution is to be made and the manner in which the institution is to be associated in such inspection under sub-section (1) and (2) of section 13;

(f) the fees payable on application for obtaining recognition under sub-section (2) of section 14 and for obtaining permission under sub-section (2) of section 15;

(g) the period of limitation for an appeal under sub-section (1) of section 18, the form in which such appeal is to be made and the fees payable therefor under sub-section (3) of that section and the procedure for disposal of an appeal under sub-section (4) of that section;

(h) the manner in which the Central Government is to nominate the State representatives in the Executive Committee under clause (i) of sub-section (2) of section 19;

(i) the form in which and the time within which the budget under section 24 and the annual report under section 25 of the Council is to be prepared;

(j) the manner and the form in which the accounts of the Council are to be maintained under sub-section (1) of section 26;

(k) any other matter which has to be, or may be, prescribed.

Power to
make
regula-
tions.

32. (1) The Council may, by notification in the Official Gazette, make regulations not inconsistent with the provisions of this Act and the rules made thereunder, generally to carry out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing power, such regulations may provide for all or any of the following matters, namely:—

(a) the time and the place of the meetings of the Council and the procedure for conducting business thereat under sub-section (1) of section 7;

(b) the manner in which and the purposes for which persons may be co-opted by the Council under sub-section (1) of section 9;

(c) the appointment and terms and conditions of service of officers and other employees of the Council under sub-section (1) and (2) respectively of section 19;

(d) the norms, guidelines and standards in respect of—

(i) the minimum qualifications for a person to be employed as a teacher under clause (d) of section 12;

(ii) the specified category of courses or training in teacher education under clause (e) of section 12;

(iii) starting of new courses or training in recognised institutions under clause (f) of section 12;

(iv) standards in respect of examinations leading to teacher education qualifications referred to in clause (g) of section 12;

(v) the tuition fees and other fees chargeable by institutions under clause (h) of section 12;

(vi) the schemes for various levels of teachers education, and identification of institutions for offering teacher development programmes under clause (l) of section 12;

(e) the form and the manner in which an application for recognition is to be submitted under sub-section (1) of section 14;

(f) conditions required for the proper functioning of the institution and conditions for granting recognition under clause (a) of sub-section (3) of section 14;

(g) the form and the manner in which an application for permission is to be made under sub-section (1) of section 15;

(h) conditions required for the proper conduct of a new course or training and conditions for granting permission under clause (a) of sub-section (3) of section 15;

(i) the functions which may be assigned by the Council to the Executive Committee under sub-section (1) of section 19;

(j) the procedure and the quorum necessary for transaction of business at the meetings of the Executive Committee under sub-section (5) of section 19;

(k) the manner in which and the purposes for which the Executive Committee may co-opt persons under sub-section (r) of section 19;

(l) the number of persons under clause (c) of sub-section (3) of section 20;

(m) the term of office and allowances payable to members under sub-section (5) of section 20;

(n) additional functions to be performed by the Regional Committee under sub-section (6) of section 20;

(o) the functions of, the procedure to be followed by, the territorial jurisdiction of, and the manner of filling casual vacancies among members of, a Regional Committee under sub-section (7) of section 20;

(p) any other matter in respect of which provision is to be, or may be, made by regulations.

33. Every rule and every regulation made under this Act shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or regulation, or both Houses agree that the rule or regulation should not be made, the rule or regulation shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or regulation.

Rules
and
regulations to
be laid
before
Parliament.

Power to
remove
difficul-
ties.

34. (1) If any difficulty arises in giving effect to the provisions of this Act, the Central Government may, by order, published in the Official Gazette, make such provisions not inconsistent with the provisions of this Act as may appear to be necessary for removing the difficulty:

Provided that no order shall be made under this section after the expiry of two years from the commencement of this Act.

(2) Every order made under this section shall be laid, as soon as may be after it is made, before each House of Parliament.

K. L. MOHANPURIA,
Secy. to the Govt. of India.

रजिस्ट्री सं. डी. एन.—33004/95

REGD. NO. D.L.—33004/95



भारत का राजपत्र The Gazette of India

असाधारण
EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (ii)
PART II—Section 3—Sub-Section (ii)

प्रधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं 401] नई दिल्ली, सोमवार, जुलाई 18, 1995/आषाढ़ 19, 1917
No. 401] NEW DELHI, MONDAY, JULY 18, 1995/ASADHA 19, 1917

मानव सहायक विकास मंत्रालय

(शिक्षा विभाग)

प्रधिपूचना

नई दिल्ली, 1 जुलाई, 1995

सं. आ. 620(प्र).—राष्ट्रीय शिक्षा विज्ञान परिषद अधिनियम, 1993 (1993 का 73) को धारा 1 की उपधारा (3) द्वारा प्रदत्त अधिकारों का प्रयोग करते हुए, केन्द्रीय सरकार एनदशारा दिनांक 1 जुलाई, 1995 वह विधि विधायित्व करती है किम तागेव से उक्त अधिनियम लम्य होगी।

[सं. 61-37/94-डेस्क (डी.ई.)]

डा. आर.वी. देवनाथ अध्यक्ष, संयुक्त सचिव

1666GI/95.

(1)

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of Education)

NOTIFICATION

New Delhi, the 1st July, 1995

S.O. 620(E).—In exercise of the powers conferred by sub-section (3) of section 1 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Central Government hereby appoints the 1st day of July, 1995 as the date on which the said Act shall come into force.

[No. F. 61-37/94-Desk (TE)]

DR. R.V. VAIDYANATHA AYYAR, Jt. Secy.

रजिस्ट्री सं० डी० प्रत०—(एन)04/0007/2003—11

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भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II — खण्ड 1

PART II — Section 1

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं० 24] नई दिल्ली, बृहस्पतिवार, अक्टूबर 13, 2011/ अश्विन 21, 1933 (साक)
No. 24] NEW DELHI, THURSDAY, OCTOBER 13, 2011/ ASVINA 21, 1933 (SAKA)

इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।
Separate paging is given to this Part in order that it may be filed as a separate compilation.

MINISTRY OF LAW AND JUSTICE

(Legislative Department)

New Delhi, the 13th October, 2011/Asvina 21, 1933 (Saka)

The following Act of Parliament received the assent of the President on the 12th October, 2011, and is hereby published for general information:—

THE NATIONAL COUNCIL FOR TEACHER EDUCATION (AMENDMENT) ACT, 2011

(No. 18 of 2011)

[12th October, 2011.]

An Act to amend the National Council for Teacher Education Act, 1993.

BE it enacted by Parliament in the Sixty-second Year of the Republic of India as follows:—

1. (1) This Act may be called the National Council for Teacher Education (Amendment) Act, 2011.

Short title, and commencement.

(2) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

73 of 1993.

2. In the National Council for Teacher Education Act, 1993 (hereinafter referred to as the principal Act), in the long title, after the words "in the teacher education system", the words "including qualifications of school teachers" shall be inserted.

Amendment of long title.

Amendment
of section 1.

3. In section 1 of the principal Act, after sub-section (3), the following sub-section shall be inserted, namely:—

"(4) Save as otherwise provided in this Act, the provisions of this Act shall apply to—

(a) institutions;

(b) students and teachers of the institutions;

(c) schools imparting pre-primary, primary, upper primary, secondary or senior secondary education and colleges providing senior secondary or intermediate education irrespective of the fact, by whatever names they may be called; and

(d) teachers for schools and colleges referred to in clause (c)."

Amendment
of section 2.

4. In section 2 of the principal Act,—

(i) after clause (e), the following clause shall be inserted, namely:—

'(ea) "local authority" means a Municipal Corporation, Municipal Committee, Municipal Council, Zila Parishad, District Board or Nagar Panchayat or Panchayat, or other authority (by whatever name called), legally entitled to, or entrusted by the Government with the control or management of a municipal or local fund;'

(ii) after clause (k), the following clause shall be inserted, namely:—

'(ka) "school" means any recognised school imparting pre-primary, primary, upper primary, secondary or senior secondary education, or a college imparting senior secondary education, and includes—

(i) a school established, owned and controlled by the Central Government, or the State Government or a local authority;

(ii) a school receiving aid or grants to meet whole or part of its expenses from the Central Government, the State Government or a local authority;

(iii) a school not receiving any aid or grants to meet whole or part of its expenses from the Central Government, the State Government or a local authority;'

Amendment
of section 12.

5. In section 12 of the principal Act, in clause (d), the words "in schools or" shall be omitted.

Insertion of
new section
12A.

6. After section 12 of the principal Act, the following section shall be inserted, namely:—

Power of
Council to
determine
minimum
standards of
education of
school
teachers.

"12A. For the purpose of maintaining standards of education in schools, the Council may, by regulations, determine the qualifications of persons for being recruited as teachers in any pre-primary, primary, upper primary, secondary, senior secondary or intermediate school or college, by whatever name called, established, run, aided or recognised by the Central Government or a State Government or a local or other authority:

Provided that nothing in this section shall adversely affect the continuance of any person recruited in any pre-primary, primary, upper primary, secondary, senior secondary or intermediate schools or colleges, under any rule, regulation or order made by the Central Government, a State Government, a local or other authority, immediately before the commencement of the National Council for Teacher Education

(Amendment) Act, 2011 solely on the ground of non-fulfilment of such qualifications as may be specified by the Council:

35 of 2009.

Provided further that the minimum qualifications of a teacher referred to in the first proviso shall be acquired within the period specified in this Act or under the Right of Children to Free and Compulsory Education Act, 2009."

7. In section 32 of the principal Act, in sub-section (2), after clause (d), the following clause shall be inserted, namely:--

Amendment
of section 32.

"(dd) the qualifications of teachers under section 12A;".

V.K. BHASIN,
Secy. to the Govt. of India.

CORRIGENDUM

In the Juvenile Justice (Care and Protection of Children) Amendment Act, 2011 (12 of 2011), published in the Gazette of India, Extraordinary, Part II, Section 1, dated the 8th September, 2011 (Issue No. 17), in the long title, for "to further to", read "further to".



भारत का राजपत्र

The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (ii)

PART II—Section 3—Sub-section (ii)

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No. 1049]नई दिल्ली, शुक्रवार, जून 1, 2012/ज्येष्ठ 11, 1934
NEW DELHI, FRIDAY, JUNE 1, 2012/JYAISTHA 11, 1934

मानव संसाधन विकास मंत्रालय

(स्कूल शिक्षा और साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 1 जून, 2012

का.आ. 1265(अ).—राष्ट्रीय अध्यापक शिक्षा परिषद् (संशोधन) अधिनियम, 2011 (2011 की सं. 18) की धारा 1 की उप-धारा (2) द्वारा प्रदत्त शक्तिर्मा का प्रयोग करते हुए, केन्द्र सरकार एतद्द्वारा 1 जून, 2012 को उस तारीख के रूप में नियत करती है जिससे उक्त अधिनियम के प्रावधान लागू होंगे।

[फ. सं. 28-5/2009-ईई-10]

अंशु वैश्य, सचिव (स्कूल शिक्षा और साक्षरता)

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 1st June, 2012

S.O. 1265(E).—In exercise of the powers conferred by sub-section (2) of Section 1 of the National Council for Teacher Education (Amendment) Act, 2011 (No. 18 of 2011), the Central Government hereby appoints the 1st day of June, 2012 as the date on which the provisions of the said Act shall come into force.

[F. No. 28-5/2009-EE-10]

ANSHU VAISH, Secy. (School Education and Literacy)

	प्ररूप 3
	(कृपया नियम 14 देखें)
	वार्षिक रिपोर्ट का प्ररूप
अध्याय 1	प्रस्तावना
अध्याय 2	पूर्ववर्ती वर्ष के दौरान क्रियाकलापों का निरीक्षण
अध्याय 3	राष्ट्रीय मुख्यालय
अध्याय 4	क्षेत्रीय समितियाँ
अध्याय 5	जनराष्ट्रीय पारस्परिक कार्रवाई
अध्याय 6	परियोजनाएं और कार्यक्रम
अध्याय 7	प्रकाशन
अध्याय 8	राष्ट्रीय अध्यापक शिक्षा परिषद् द्वारा कार्यवाही किए जाने वाला कोई अन्य विषय ।

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of Education)

NOTIFICATION

New Delhi, the 3rd December, 1997

G.S.R. 689(E).—In exercise of powers conferred by section 31 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Central Government hereby makes the following rules, namely :—

1. **Short title and commencement.**—(1) These rules may be called the National Council for Teacher Education Rules, 1997.
(2) They shall come into force on the date of their publication in the Official Gazette.
2. **Definition.**—(1) In these rules, unless the context otherwise requires,—
(a) "Act" means the National Council for Teacher Education Act, 1993 (73 of 1993);
(b) "Council" means the National Council for Teacher Education established under sub-section (1) of section 3;
(c) "Executive Committee" means the Committee constituted by the Council under section 19;
(d) "section" means a section of the Act.
(2) All other words and expressions used herein and not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.
3. **Certain Expert Members of the Council.**—(1) The expert members shall be appointed under sub-clause (v) of clause (m) of sub-section (4) of section 3 alternatively from the first cycle and the second cycle as specified in sub-rules (2) and (3).
(2) The first cycle of expert members shall be one each belonging to the following fields, namely :—
(a) natural sciences;
(b) social sciences;
(c) educational technology.
(3) The second cycle of expert members shall be one each belonging to the following fields, namely :—
(a) linguistics ;
(b) vocational education and work experience ;
(c) special education.
4. **Members representing States and Union Territories :—** The manner of representation of the States and Union

Territories by the members appointed under clause (a) of sub-section (4) of section 3, shall be as under :—

- (a) one representative each of eight State Governments from the different parts of India identified by keeping in view the strength of teaching community in each State, subject to the condition that at least one State from each of the regions which is covered by the Regional Committees shall be included.
- (b) one representative of the Union Territory Administrations keeping in view the strength of the teaching community, the need for regional representation and such other factors relating to teacher education as may be deemed appropriate by the Central Government.
- (c) The term of office of members appointed under clause (a) of sub-section (4) of section 3 shall be two years from the date of their appointment or till fresh appointments are made, whichever is later.

5. Conditions of service of the Chairperson, the Vice-Chairperson and the Member-Secretary.—

- (1) The Chairperson, the Vice-Chairperson and the Member-Secretary shall be entitled to draw pay as approved by the Central Government from time to time.
- (2) The Chairperson, the Vice-Chairperson and the Member-Secretary shall be entitled to, in addition to pay, Dearness Allowance, House Rent Allowance, City Compensatory Allowance, and such other allowances appropriate to their pay as admissible to the Central Government officers of equivalent grade. The Chairperson may be provided, in lieu of House Rent Allowance, Rent free unfurnished accommodation within the ceiling prescribed by the Government of India, from time to time.
- (3) The Chairperson, the Vice-Chairperson and the Member-Secretary shall be entitled to such terminal benefits as may be specified by the Central Government in respect of officers of the Central Government of equivalent grade:
Provided that an employee of any university or institution maintained by Central Government, if appointed as the Chairperson, the Vice-Chairperson or the Member-Secretary shall be allowed to continue to contribute to any Provident Fund of which that person was a member and the Council shall contribute to the accounts of such person in that Provident fund at the same rate at which such person had been receiving employer's contribution immediately before his or her appointment as the Chairperson, the Vice-Chairperson or the Member-Secretary, as the case may be.
- (4) The Chairperson, the Vice-Chairperson and Member-Secretary shall be entitled to leave, medical benefits (for self and family), allowance on transfer for joining the post as well as on joining the Parent Department on repatriation from the Council, as per rules, regulations, orders and instructions issued by the Central Government from time to time in respect of its own officials in the corresponding scales of pay.
- (5) (a) The Chairperson, the Vice-Chairperson and the Member-Secretary shall be entitled to use the Council's staff car for official purposes.
(b) The Chairperson, the Vice-Chairperson and the Member-Secretary shall also be entitled to use staff car of the Council, for private purposes on payment basis on the conditions laid down by the Central Government under the Staff Car Rules for use of Government staff cars for private purposes by officers of the Central Government.
- (6) The Council shall make necessary payment towards leave salary, pension or contributory Provident fund, as the case may be, as well as the transfer travelling allowance as provided under the general orders of the Government of India governing deputation/foreign service from time to time in respect of the Chairperson, the Vice-Chairperson and the Member-Secretary.

6. Travelling and Daily Allowances to Members.—(1) The Chairperson, the Vice-Chairperson and the Member-Secretary shall be entitled to travelling allowance and daily allowance for official tours and journeys at the rates as applicable to the Central Government Officers of their equivalent grades.

- (2) The non-official members of the Council including the members appointed under clauses (1), (m) and (p) of sub-section (4) of section 3, shall be entitled to travelling allowance and daily allowance for official tours and journeys in accordance with the orders issued by the Central Government in relation to the non-official members of the Committees and Commissions and such like categories of persons.
- (3) Members appointed under clauses (d), (f), (g), (h), (i), (j), (k) and (n) of sub-section (4) of section 3 shall be entitled to receive reimbursement of travelling allowance and daily allowance; if so desired, at the rate applicable to them in their respective organisation.
- (4) Members appointed under clause (a) of sub-section (4) of section 3 shall be entitled to travelling allowance and

daily allowance for official ~~travelling and journeys~~ as admissible for attending the meetings of the University Grants Commission.

- (5) Members of Parliament nominated as Members under clause (c) of sub-section (4) of section 3 shall be entitled to travelling allowance and daily allowance as per orders applicable to the Members of the respective House for attending such meetings.
7. Powers and duties of the Chairperson.—(1) The Chairperson shall be the Principal Executive Officer of the Council and shall be responsible for the proper administration of the affairs of the Council and its Regional Committees.
- (2) The Chairperson shall determine the duties of all officers and staff of the Council and its Regional Committees and shall also exercise such supervision and control over them as may be necessary to carry out the functions of the Council.
- (3) It shall be the duty of the Chairperson to ensure that the Council and the bodies constituted under the Council carry out the objectives of the Act.
- (4) The Chairperson shall, except in cases in which approval of Government of India is required, issue such orders and directions as may be considered necessary in anticipation of approval of the Council or of the constituted bodies of it, if the matter cannot be delayed and shall place the orders and directions before the Council at its next meeting.
- (5) The Chairperson shall have the power to approve schemes for research, studies, development activities, publications and allied matters for the furtherance of objects of the Act, subject to such conditions and guidelines as may be laid down by the Council in this behalf and availability of funds as may be earmarked for such purposes.
- (6) The Chairperson shall have the power to engage eminent persons for a period not exceeding six months at a time for the work of the Council as Consultants or Advisers on contractual basis, on the same terms and conditions and remuneration as specified by the Government of India in case of appointment of Consultants by it.
8. Inspection.—(1) The Council may appoint one or more Committees to be called the Inspection Committees to inspect recognised institutions on its behalf.
- (2) Every Inspection Committee shall consist of at least one member of the Council and two other persons who shall be experts either in teacher education or educational administration.
- (3) Every Inspection Committee shall inspect such recognised institutions as may be assigned to it by the Council.
- (4) The Inspection Committee may, after giving at least fifteen days notice of its intention to inspect the recognised institution, visit such institution for examining the maintenance of norms and standards of teaching, examination and research undertaken by such institution.
- (5) Before an Inspection Committee inspects a recognised institution, the Committee shall send to the Head of the institution, a questionnaire seeking information on all relevant matters relating to the institution to be inspected.
- (6) After receipt of the reply to the questionnaire, the Inspection Committee shall fix the date of inspection by it and communicate the same to the institution concerned.
- (7) The recognised institution which may be inspected by the Inspection Committee shall be associated with the inspection in the following manner, namely:—
- (a) The recognised institution shall nominate not more than three representatives and their names shall be communicated to the concerned Inspection Committee.
- (b) The representation of the recognised institution shall be associated with the inspection for such time and in such a manner as may be determined by the Inspection Committee.
- (c) In carrying out the inspection, the Inspection Committee may have discussions with such officers, teachers and other members of the faculties of the institution to be inspected as may be considered necessary by the Committee.
- (8) As soon as possible after the inspection, the Inspection Committee shall report its finding to the Council.
9. Fees.—(1) Every application made under sub-section (1) of section 14 to the concerned Regional Committee for obtaining grant of recognition under the Act by any institution offering or intending to offer a course or training in teacher education on or after the appointed day, shall be accompanied by a fee to be deposited at the rates specified in sub-rule (2).
- (2) The fee payable under sub-rule (1) shall be as under :—
- (a) Rs. 1,000 for existing institutions recognised by affiliating bodies.
- (b) Rs. 5,000 for setting up new institution.
- (3) Every application made under sub-section (1) of section 15 to the concerned Regional Committee for starting any

new course or training in teacher education by the recognised institution shall be accompanied by a fee of rupees five thousand.

10. Appeals.—Any person aggrieved by an order made under section 14, section 15 or section 17 may prefer an appeal in Form I appended to these rules, to the Council within sixty days of issue of such orders, along with a fee of Rs. 1000 payable with the memorandum of appeal in the form of crossed demand draft drawn in favour of the Council:

Provided that an appeal may be admitted after the expiry of the said period of sixty days, if the appelliant satisfies the Council that he had sufficient cause for not preferring the appeal within the period of limitation of sixty days.

11. Procedure for disposal of appeals.—(1) On receipt of memorandum of appeal, the Council shall call for the records of the case from the Regional Committee concerned which passed the order appealed against and after giving the appelliant a reasonable opportunity of being heard pass such orders as it may deem fit.
- (2) The appelliant shall be entitled to be represented by an employee or officer of the appelliant institution.
- (3) The Council shall decide every appeal as expeditiously as possible and ordinarily every appeal shall be decided on a perusal of documents, memorandum of appeal, written arguments, if any, affidavits and after hearing such oral arguments as may be advanced.
- (4) The Council shall endeavour to dispose of every memorandum of appeal within a period of three months from the date of its filing.
- (5) The Council shall not ordinarily allow more than three adjournments in any appeal.
12. Membership of the Executive Committee Member representing States :—(1) Four State representatives as members of the Executive Committee of the Council under clause (i) of sub-section (2) of section 19 shall be nominated by the Central Government in the following manner :—
- (a) One representative of a State from each of the Region which is covered by the four Regional Committees.
- (b) States which are already represented on the Council in terms of clause (n) of sub-section (4) of section 3 shall not be included while considering nominations under clause (i) of sub-section (2) of section 19.
- (2) The members of the Executive Committee appointed under clause (i) of sub-section (2) of section 19 shall hold office for a period of two years and a State once represented shall be eligible for further representation only after a gap of two years subject to adherence of clause (b) of sub-rule (1).
13. Budget.—(1) The Council shall prepare the budget in respect of the financial year next ensuing, in Form II appended to these rules and submit the same for its consideration not later than 30th September of every calendar year.
- (2) A copy of the budget shall be forwarded to the Central Government with the approval of the Chairperson in anticipation of approval of Executive Committee of the Council if it is found not possible to obtain approval of Executive Committee in time.
14. Annual Report.—(1) The Council shall prepare once in every year its annual report in Form III appended to these rules.
- (2) The Council shall submit its annual report in respect of its activities in a previous financial year to the Central Government within nine months of the end of the financial year.

{F.No. 61-24/94-Desk (TE)}

ABHIMANYU SINGH, Jt. Secy.

FORM I

MEMORANDUM OF APPEAL

[See rule 11]

APPEAL BEFORE THE NATIONAL COUNCIL FOR TEACHER
EDUCATION UNDER SECTION 18 OF NCTE ACT, 1993

Appeal No. _____ of 19 _____

ABC

.....

Appellant

(here furnish complete postal
address)

versus

DEF

.....

Respondent

To

The Member Secretary,
National Council for Teacher Education,
New Delhi.

Sir,

The appellant named above begs to prefer this Memorandum of appeal under section 18 of the National Council for Teacher Education Act, 1993 on the following facts and grounds:—

FACTS

1. Your above-mentioned appellant had applied to the Regional Committee under section _____ of the National Council for Teacher Education Act, 1993 (73 of 1993) for _____.

2. The Regional Committee _____ refused to grant such _____ vide its order dated _____ a copy of which is attached.

For the reasons set out below, your appellant(s) submit(s) that the _____ ought to have been granted by the Regional Committee.

The Regional Committee erred in deciding the matter on the following grounds.

GROUNDS OF APPEAL

- 1.
- 2.
- 3.

PRAYER

The appellant therefore prays that the order appealed against may be set aside and appropriate relief granted to the appellant.

Date:

I/We _____ the appellant(s) above named do hereby declare that what is stated herein is true to the best of my/our information and belief and nothing material has been suppressed or concealed.

Place:

Date:

Signature of the appellant or
his authorised signatory

Address of the appellant(s)

Notes.— 1. Delete inappropriate words or letters.

2. The memorandum of appeal should be accompanied by a fee of Rs. 1,000 paid by way of crossed demand draft in favour of the National Council for Teacher Education, New Delhi payable at New Delhi. The fee is non-refundable and non-transferable. Memorandum of appeal received without the prescribed fee shall not be entertained.
3. A copy of the order appealed against should invariably be enclosed to the memorandum of appeal.
4. The appeal should be submitted in duplicate, both copies complete with all enclosures. Copies of the documents relied upon should be appended to the memorandum of appeal.
5. All documents enclosed to the appeal should be duly authenticated by the appellant.
6. The Memorandum of Appeal—
 - (i) should be on plain paper neatly typed in double space.
 - (ii) should be addressed to the Member-Secretary, National Council for Teacher Education by designation only.
 - (iii) should contain an index for list of documents indicating page numbers consecutively given.
 - (iv) should be complete in all respects and contain all material statements and arguments on which reliance are placed. The statements contained in the appeal should be duly supported by documentary evidence, wherever necessary.
 - (v) should not contain any extraneous or irrelevant points.
 - (vi) should be divided into suitable paragraphs, each paragraph containing a specific point or issue.
 - (vii) should not contain any disrespectful or improper language.
 - (viii) should be signed on the left hand side bottom of every page by an authorised person giving his/her official position with the office seal of the institution on whose behalf the appeal is being preferred. Corrections, if any, should be duly initialled.
7. If there are any deficiencies in the form or content of the appeal or any other shortcomings, the appellant shall be given an opportunity to cure them within 15 days of the issue of a communication in this regard from the Council. No extension of time will be allowed for this purpose.

FORM II

(See rule 13)

NATIONAL COUNCIL FOR TEACHER EDUCATION

16, I. P. Estate, New Delhi - 110002

BUDGET AND ACCOUNT HEADS**Head of Accounts (Expenditure)****I. Recurring****Personnel Services**

1. Salaries of officers and Establishment
2. Tuition fee/Children Education Allowance
3. Honorarium
4. Over time Allowance
5. Leave Travel Concession
6. Medical Reimbursement
7. Leave Salary and Pension Contribution
8. Contributory Provident Fund and Interest thereon
9. Retirement benefits/Gratuity
10. Bonus
11. Consultants Fee
12. Other Allowances

II. Wages

- III Rent for Accommodation**
- (1) Residential Building
 - (2) Official Building
- IV (A) Travel Expenses**
- (1) Domestic Travel Expenses
 - (2) Local Conveyance
- IV (B) Foreign Travel Expenses**
- IV (C) Processing of applications of Institutions for recognition by Regional Committees**
- IV (D) Travel Allowance/Dearness Allowance/Honorarium to non-official**
- V (A) Office Expenses**
1. Audit Fees
 2. Advertisement charges
 3. Electricity/Water charges
 4. Staff Car/Taxi
 - (a) Petrol/Oil/Lubricant
 - (b) Repair and Maintenance
 - (c) Hiring charges for Taxies
 5. Hospitality and Entertainment
 6. Legal Charges
 7. Liveries
 8. Postage and Telegrams
 9. Printing and Stationery
 10. Books and Periodicals
 11. Telephone Charges
 12. Bank Charges
 13. Miscellaneous office expenses
- V (B) Meetings of the Council and its Committees**
- VI Projects/Programmes**
- Non-Recurring**
1. Furniture and Fixtures
 2. Machinery and Equipment
 3. Library Networking and Documentation, etc.
 4. Building (New Proposal)
- Head of Accounts (Receipts)**
1. Grants received from the Ministry of Human Resource Development
 2. Sales Proceeds of Application Forms
 3. Fees for recognition of Institutions
 4. Other receipts

FORM III
(See rule 14)

FORM OF THE ANNUAL REPORT

Chapter I	Introduction
Chapter II	An overview of the activities during the previous year
Chapter III	National Headquarters
Chapter IV	Regional Committees
Chapter V	International Interaction
Chapter VI	Projects and Programmes
Chapter VII	Publications
Chapter VIII	Any other important matter dealt with by the National Council for Teacher Education.

(ग) बन्दोबस्ती निधि एनसीटीई के साथ
संयुक्त रूप से रखी जाती है

हां नहीं

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33. संस्थान का सारवृत्त

पिछले शैक्षणिक सत्र के दौरान संस्थान के समग्र निष्पादन पर एक संक्षिप्त मूल्यांकन तथा
भावी विकास के लिए योजनाएं।

(संस्थान के अध्यक्ष / प्रिन्सिपल के हस्ताक्षर)

[फा. सं. 61-33/2001-डैस्क (टोई)/ईई-10]

सुश्री वृन्दा स्वल्प, संयुक्त सचिव

पाद टिप्पणी :—मूल नियमावली दिनांक 3 दिसम्बर, 1997 के सं. सा.का.नि. 698(अ) के रूप में प्रकाशित की जा चुकी है।

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of Elementary Education and Literacy)

NOTIFICATION

New Delhi, the 15th September, 2003

G.S.R. 747(E).—In exercise of the powers conferred by Section 31 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Central Government hereby makes the following amendments in the National Council for Teacher Education Rules, 1997, namely:-

1. **Short title and commencement - (1)** These rules may be called the National Council for Teacher Education (Amendment) Rules, 2003.
- (2) They shall come into force on the date of their publication in the Official Gazette.
2. In the National Council for Teacher Education Rules, 1997 (herewith referred to as the said rules), for rule 8, the following rule shall be substituted, namely:-
- "8. **Inspection - (1)** The Council may inspect the recognized institutions in the manner specified in sub-rules (2) to (8)
- (2) The Council shall approve a panel of names of experts in teacher education or educational administration who may be able to inspect the recognized institutions. The Chairman shall nominate at least two persons out of the panel of experts to a inspection team.
- (3) The Council shall give a notice of its intention to the institution alongwith a questionnaire in Form - 'IV' seeking information within fifteen days on all relevant matters relating to the institution.
- (4) On receipt of the completed questionnaire, the Council shall communicate the names of the members of inspection team and the date of inspection to the institution.
- (5) The institution to be inspected shall nominate its one officer or employee, to be associated with the inspection team.

- (6) The inspection team shall ascertain as to whether the institution is functioning in accordance with the provisions of the Act and the rules and regulations made thereunder.
- (7) The members of the inspection team may, if deem necessary, interact with the faculty members and other employees of the institution.
- (8) The inspection team shall submit its report to the Council within a period of fifteen days from the last day of the inspection.”
3. In the said rules, after Form III, the following form shall be added, namely :-

“Form IV
(See sub-rule (3) of rule 8)

QUESTIONNAIRE FOR INSPECTION

Inspection of Recognised Institutions

(Under Section 13 of the National Council for Teacher Education Act, 1993)

Self-appraisal Format

Profile of the Teacher Education Institution

1. Name of the institution

2. Address for communication

3. Phone No. (with STD Code) :

4. Fax No. :

5. E-mail :

6. Date of establishment of the institution :

7. **Course(s) offered**

1	2	3	4	5
Name of the course in full	Stage/level	Duration	Year of starting the course	Intake approved

8. **Name of the University/Examining Body to which the institution is affiliated :**

9. **Number and date of the order of the Regional Committee granting recognition/Permission (course wise)** :

10. **Mode of selection of candidates :**

	Yes	No
(a) Centralised test at the state level	<input type="checkbox"/>	<input type="checkbox"/>
(b) Test conducted by the university	<input type="checkbox"/>	<input type="checkbox"/>
(c) Test conducted by the institution	<input type="checkbox"/>	<input type="checkbox"/>
(d) Test conducted by an independent agency	<input type="checkbox"/>	<input type="checkbox"/>
(e) Based on marks obtained in the qualifying examination	<input type="checkbox"/>	<input type="checkbox"/>
(f) By the management	<input type="checkbox"/>	<input type="checkbox"/>

11. **Criteria for admission**

(a) As per National Council for Teacher Education norms	<input type="checkbox"/>	<input type="checkbox"/>
(b) Norms superior to National Council for Teacher Education	<input type="checkbox"/>	<input type="checkbox"/>
(c) In relaxation of National Council for Teacher Education norms with respect to minimum percentage of marks	<input type="checkbox"/>	<input type="checkbox"/>
(d) In relaxation of National Council for Teacher Education norms with respect to qualifying course	<input type="checkbox"/>	<input type="checkbox"/>
(e) In relaxation of special eligibility provisions of National Council for Teacher Education norms such as participation in national/regional/state/university level events	<input type="checkbox"/>	<input type="checkbox"/>
(f) In relaxation of professional experience	<input type="checkbox"/>	<input type="checkbox"/>

- (g) In relaxation of professional experience and performance in qualifying course

12. Academic calendar of the outgoing academic session

- (a) Start of admission
- (b) Closure of admission
- (c) Start of teaching
- (d) Last teaching day
- (e) Number of teaching days
- (f) Number of days of vacation/break during the academic session

13. Practice Teaching at School

- (a) Total number of practicing teaching days
- (b) Minimum number of practice teaching lessons given by each student

14. Pre-practice teaching at the institution

- (a) Number of pre-practice teaching days (simulated/micro-teaching/any other)
- (b) Minimum number of pre-practice teaching lessons given by each student
- (c) Total number of demonstration lessons held

15. Examinations

- (a) Number of sessional tests held for each paper
- (b) Number of assignments for each paper
- (c) Date of commencement of annual examination
- (d) Date of declaration of result
- (e) Date of submission of dissertation (Post-graduate course)

16. Scheme of examination

	Yes	No
(a) External examination only	<input type="checkbox"/>	<input type="checkbox"/>
(b) Internal and external examinations	<input type="checkbox"/>	<input type="checkbox"/>
(c) Internal examination only	<input type="checkbox"/>	<input type="checkbox"/>

17. Student support and progression

(a) Number of students who appeared in the final examination	<input type="text"/>	<input type="text"/>	<input type="text"/>
(b) Number of students who passed in the examination	<input type="text"/>	<input type="text"/>	<input type="text"/>
(c) Number of students who failed in the examination	<input type="text"/>	<input type="text"/>	<input type="text"/>
(d) Number of students who joined higher studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
(e) Number of students who took-up teaching employment	<input type="text"/>	<input type="text"/>	<input type="text"/>
(f) Number of students who secured employment through the institution	<input type="text"/>	<input type="text"/>	<input type="text"/>

18. Teaching Resources

	Yes	No
(a) Principal/Head of the Department is in position	<input type="checkbox"/>	<input type="checkbox"/>
(b) Number of teachers employed on full-time basis	<input type="text"/>	<input type="text"/>
(c) Number of teachers employed on part-time basis	<input type="text"/>	<input type="text"/>
(d) Number of Guest lecturers engaged	<input type="text"/>	<input type="text"/>
(e) Number of teachers on regular scale of pay	<input type="text"/>	<input type="text"/>
(f) Number of teachers on consolidated remuneration	<input type="text"/>	<input type="text"/>
(g) Number of teachers with qualifications as per NCTE norms	<input type="text"/>	<input type="text"/>
(h) Number of teachers yet to qualify NET/SLET	<input type="text"/>	<input type="text"/>
(i) Number of teachers yet to obtain post-graduate degree in education	<input type="text"/>	<input type="text"/>
(j) Number of teachers without school experience	<input type="text"/>	<input type="text"/>

19. Professional Development of Teachers

- (a) Number of teachers who attended in-service courses during the preceding year
- (b) Number of teachers enrolled in part-time post-graduate course in education (M.Ed./M.A.(Education)/M.Phil)
- (c) Number of teachers enrolled in full-time post-graduate course in education (M.Ed./M.A.(Education)/M.Phil)
- (d) Number of teachers enrolled in Ph.D. programme
- (e) Number of teachers who participated in seminars/conferences/workshops
- (f) Number of papers published by the teachers
- (g) Number of teachers who received professional recognition/ awards

20. Land and Building

- | | Yes | No |
|------------------------------------------------------------------|----------------------|----------------------|
| (a) Institution functions from its own building | <input type="text"/> | <input type="text"/> |
| (b) Institution functions from a rented building | <input type="text"/> | <input type="text"/> |
| (c) Institution building is under construction | <input type="text"/> | <input type="text"/> |
| (d) Institution building is shared for running another course(s) | <input type="text"/> | <input type="text"/> |
| (e) Title of the land is on free-hold ownership basis | <input type="text"/> | <input type="text"/> |
| (f) Title of the land is on long-lease as per law | <input type="text"/> | <input type="text"/> |

21. Educational Technology

- (a) Number of computers with supporting accessories
- | | Yes | No |
|------------------------|----------------------|----------------------|
| (b) Access to Internet | <input type="text"/> | <input type="text"/> |

- (c) Number of hands - on experience hours provided to each student per week
- (d) Number of education related CD-ROMs available
- (e) Number of education related video-cassettes available
- (f) Number of education related audio-cassettes available
- (g) Website of the institution
- (h) Availability of Liquid Crystal Display (LCD)
- (i) Availability of Over-Head Projector (OHP)
- (j) Availability of Tele-Vision (TV)
- (k) Availability of Video Cassette Recorder (VCR)
- (l) Availability of public-address system

22. Library resources

- (a) Number of books in the library
- (b) Number of books added to the library during the preceding year
- (c) Total Number of educational journals/periodicals being subscribed
- (d) Number of encyclopaedia available in the library
- (e) Number of books available in the reference section of the library
- (f) Total seating capacity in the library

2.3. Sports and Physical Education Resources

Institution has	Yes	No
(a) Playground (football/hockey etc.)	<input type="checkbox"/>	<input type="checkbox"/>
(b) Playground (football/hockey etc.) of another institution on sharing basis	<input type="checkbox"/>	<input type="checkbox"/>
(c) Gymnasium/Multipurpose hall	<input type="checkbox"/>	<input type="checkbox"/>
(d) Facilities for gymnasium	<input type="checkbox"/>	<input type="checkbox"/>
(e) Facilities for athletics	<input type="checkbox"/>	<input type="checkbox"/>
(f) Facilities for Health Education	<input type="checkbox"/>	<input type="checkbox"/>
(g) Facilities for Anatomy Lab	<input type="checkbox"/>	<input type="checkbox"/>
(h) Facilities for Physiology Lab	<input type="checkbox"/>	<input type="checkbox"/>

Organisation and Management

	Yes	No
24. Institution is	<input type="checkbox"/>	<input type="checkbox"/>
(a) Government owned	<input type="checkbox"/>	<input type="checkbox"/>
(a) Aided	<input type="checkbox"/>	<input type="checkbox"/>
(b) Unaided	<input type="checkbox"/>	<input type="checkbox"/>
(c) University Department	<input type="checkbox"/>	<input type="checkbox"/>
25. (a) Minimum emoluments (basic pay and allowances) paid to teachers on regular appointment is	<input type="checkbox"/>	<input type="checkbox"/>
(b) Minimum emoluments (basic pay and allowances) paid to teachers on adhoc service is	<input type="checkbox"/>	<input type="checkbox"/>
(c) Minimum consolidated remuneration paid to teachers is	<input type="checkbox"/>	<input type="checkbox"/>
(d) Per lecture honorarium paid to guest lecturers is	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No

26. (a) Salaries are paid in cash
- (b) Salaries are paid through account payee cheque
27. (a) Salaries are disbursed each month
- (b) Teachers are paid salary for the vacation period

Yes No

Expenditure and Receipts

28. (a) Salaries paid to teaching staff during the preceding financial year
- (b) Salaries paid to non-teaching staff during the preceding financial year
- (c) Amount spent on utilities during the preceding financial year
- (d) Amount spent on purchase of books and journals for the library during the preceding financial year
- (e) Amount spent on purchase of equipment during the preceding financial year
- (f) Amount spent on purchase of furniture during the preceding financial year
- (g) Amount spent on capital expenditure during the preceding financial year
- (h) Amount spent on contingencies during the preceding financial year
29. (a) Amount carried forward from the previous financial year
- (b) Receipts from fees (tuition and all other fees) during the preceding financial year
- (c) Receipts from donation during the preceding financial year

(d) Receipts from consultancies and extension programmes during the preceding financial year

(e) Amount of grants received from the governments during the preceding financial year

(f) Income from investments during the preceding financial year

30. Excess of expenditure over income

Yes	No
<input type="text"/>	<input type="text"/>

Amount of excess expenditure over income.

31. The institutional accounts of the preceding financial year have been audited

Endowment fund and Reserve Fund

32. (a) Amount of Endowment fund

(b) Amount of Reserve fund

(c) Endowment fund is maintained jointly with NCTE

Yes	No
<input type="text"/>	<input type="text"/>

33. Resume of the Institution

Brief appraisal of the overall performance of the institution during the preceding academic session and plans for future development may be given.

(Signature of the Head of the Institution/Principal)

(Signature of the Manager/Secretary of the Society/Trust)

[F.No. 61-33/2001-Desk (TE)/EE-10]

Ms. VRINDA SARUP, Jt. Secy.

Footnote : The principal rules were published vide G.S.R. 698(E), dated 3rd December, 1997.



भारत का राजपत्र The Gazette of India

असाधारण
EXTRAORDINARY
भाग II—खण्ड 3—उप-खण्ड (i)
PART II—Section 3—Sub-section (i)
प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 495]
No. 495]

नई दिल्ली, बुधस्वतिवार, अक्तूबर 9, 2003/आश्विन 17, 1925
NEW DELHI, THURSDAY, OCTOBER 9, 2003/ASVINA 17, 1925

मानव संसाधन विकास पंत्रालय

(प्राथमिक शिक्षा और सक्षमता विभाग)

अधिसूचना

नई दिल्ली, 6 अक्तूबर, 2003

सा. का. नि. 801(अ).—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 (1993 की संख्या 73) की धारा 31 द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, केन्द्र सरकार पत्रद्वारा राष्ट्रीय अध्यापक शिक्षा परिषद् नियम, 1997 में संशोधन करने के लिए निम्नलिखित नियम बनाती है, अर्थात् :—

- (i) इन नियमों को राष्ट्रीय अध्यापक शिक्षा परिषद् (संशोधन) नियम, 2003 कहा जाए।
(ii) वे सरकारी राजपत्र में अपने प्रकारानुसार की तारीख से प्रभावों होंगे।
- राष्ट्रीय अध्यापक शिक्षा परिषद् नियम, 1997 में नियम 9 के लिए निम्नलिखित को प्रतिस्थापित किया जाएगा, नामतः :—

“9. शुल्क.—निर्धारित दिन को अथवा उसके बाद अध्यापक शिक्षा में कोई पाठ्यक्रम अथवा प्रशिक्षण प्रदान करने वाली या प्रदान करने का इरादा रखने वाली किसी संस्था द्वारा इस अधिनियम के तहत मान्यता प्रदत्त करने के लिए संबंधित क्षेत्रीय समिति को धारा 14 की उपधारा (1) के तहत किए गए प्रत्येक आवेदन और अध्यापक शिक्षा में किसी अन्य पाठ्यक्रम को शुरू करने अथवा प्रशिक्षण हेतु अनुमति प्राप्त करने अथवा किसी मान्यताप्राप्त संस्था द्वारा किसी मौजूदा पाठ्यक्रम के लिए प्रवेश क्षमता बढ़ाने हेतु संबंधित क्षेत्रीय समिति को धारा-15 की उपधारा (1) के तहत किए गए प्रत्येक आवेदन के साथ 40,000 रुपये का शुल्क भेजना होगा :

बशर्त सरकारी संस्थाओं को इस नियम के तहत शुल्क के भुगतान से मुक्त रखा जाएगा।”

[फा. सं. 61-26/02-डेस्क (टीई)/ईई-10]

वृन्दा सरूप, संयुक्त सचिव

नोट.—सा. का. नि. 689(अ) दिनांक 9 दिसम्बर, 1997 द्वारा भारत के राजपत्र, भाग-II, खण्ड-3, उप-खण्ड (i) में प्रधान नियम प्रकाशित किए गए थे।

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of Elementary Education and Literacy)

NOTIFICATION

New Delhi, the 6th October, 2003

G.S.R. 801(E).—In exercise of powers conferred by Section 31 of the National Council for Teacher Education Act, 1993 (No. 73 of 1993), the Central Government hereby makes the following rules to amend the National Council for Teacher Education Rules, 1997 namely :—

1. (i) These Rules may be called the National Council for Teacher Education (Amendment) Rules, 2003.

(ii) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education Rules, 1997, for rule 9, the following shall be substituted, namely :—

“9. Fees.—Every application made under Sub-section (1) of Section 14 to the concerned Regional Committee for obtaining grant of recognition under the Act by any institution offering or intending to offer a course or training in teacher education on or after the appointed day and every application made under Sub-section (1) of Section 15 to the concerned Regional Committee for grant of permission for starting any new course or training in teacher education or for increasing intake in respect of an existing course by a recognized institution shall be accompanied by a fee of Rs. 40,000 :

Provided that Government institutions shall be exempt from payment of the fee under this rule.”

[F. No. 61-26/02-Desk (TE)/EE-10]

VRINDA SARUP, Jt. Secy.

Note.—The principal rules were published in the Gazette of India, Part II, Section 3, Sub-section (i) vide G.S.R. 689(E) dated the 9th December, 1997.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(Department of School Education and Literacy)
NOTIFICATION

New Delhi, the 13th September, 2011

G.S.R. 675 (E).—In exercise of powers conferred by Section 31 (2) (g) of the National Council for Teacher Education Act, 1993 (No. 73 of 1993), the Central Government hereby makes the following further amendments to the National Council for Teacher Education Rules, 1997, namely :—

1. (1) These Rules may be called the National Council for Teacher Education (Third Amendment) Rules, 2011.
 (2) They shall come into force from the 1st of April, 2012.
2. In the National Council for Teacher Education Rules, 1997 (hereinafter referred to as principal Rules), in rule 9, for the figure "40,000", the figure "50,000", shall be substituted.
3. In the principal Rules, rule 10, for the existing rule, the following shall be substituted, namely :—

10 (1) Any person aggrieved by a refusal order made under Section 14 or Section 15 or withdrawal order made under Section 17 of the NCTE Act, may prefer an appeal in Form I or Form II appended to these Rules, to the Council within Sixty days of issue of such orders, along with a fee of Rs. 10,000/- payable online with the submission of appeal :

Provided that an appeal may be admitted after the expiry of the said period of sixty days, if the appellant satisfies the Council that he had sufficient cause for not preferring the appeal within the period of limitation of sixty days.

(2) The appeal may be submitted electronically through online mode on the website of National Council for Teacher Education along with processing fee of Rs. 10,000/-. The appellant shall download the filled in online application and post two sets of hard copies accompanied with the requisite documents, to the Member Secretary, NCTE, New Delhi within two days of online submission of the appeal.

[F.No. 26-61/2010-EE-10]

Dr. AMARJIT SINGH, Jt. Secy.

Note.—The principal rules were published in the Gazette of India, Extra-ordinary vide No. G.S.R. 689 (E), dated 9th December, 1997 and subsequently amended by,—

1. National Council for Teacher Education (Amendment) Rules, 2003 vide No. 450 notified on 15th September, 2003.
2. National Council for Teacher Education (Amendment) Rules, 2003 vide No. 495 notified on 9th October, 2003.

Appeal against refusal order issued under Section 14 and 15

National Council for Teacher Education
 A Statutory Body of the Government of India

Form 1

MEMORANDUM OF APPEAL

(See rule 10)

APPEAL BEFORE THE NATIONAL COUNCIL FOR TEACHER EDUCATION UNDER SECTION 18 OF NCTE ACT,
 1993

Appeal No. _____ of _____

Name of the Institution with address

(Appellant)

Vs.

The Regional Director, _____ Regional Committee,

(Respondent)

To,

The Member Secretary,
 National Council for Teacher Education,
 New Delhi.

Sir,

The appellant named above begs to prefer this Memorandum of Appeal under Section 18 of the National Council for Teacher Education Act, 1993 on the following facts and the grounds :—

1. (a) The appellant had applied to the Eastern/Western/Northern/Southern Regional Committee at Bhubaneswar/Bhopal/Bangalore under Section 14/15 of the National Council for Teacher Education Act, 1993 (73 of 1993) for grant of recognition on _____ for _____ course.

(b) The Regional Committee has refused to grant such recognition vide its order dated....., a copy of which is attached herewith for the reason(s) set out below. The appellant submit that the recognition ought to have been granted by the Regional Committee. The Regional Committee erred in deciding the matter on the following grounds :

Sl. No.	Ground of Refusal	Explanation of the institution
2.	In case, the appeal is submitted after the stipulated period of 60 days, the reasons of delay shall be furnished. Reason (s) of Delay	
3.	If the Appellant has filed any Court case, the details to be made thereof. Court Case, if Any	

PRAYER

The appellant, therefore, prays that the order appealed against may be set aside and appropriate relief granted to the appellant.

I....., the appellant above named do hereby declare that what is stated herein is true to the best of my/our knowledge/information and belief and nothing material has been fabricated/concocted and concealed. I further declare that I had not appealed against the said order earlier.

Name and Signature of the appellant or his authorized signatory

Date :
Place :
(Address of the Appellant)

Appeal against withdrawal order issued under Section 17
National Council for Teacher Education
A Statutory Body of the Government of India

Form 2
MEMORANDUM OF APPEAL
(See rule 10)

APPEAL BEFORE THE NATIONAL COUNCIL FOR TEACHER EDUCATION UNDER SECTION 18 OF NCTE ACT, 1993

Appeal No. _____ of _____
Name of the Institution with address _____ (Appellant)
Vs.
The Regional Director, _____ Regional Committee, _____ (Respondent)
To,
The Member Secretary,
National Council for Teacher Education,
New Delhi.

Sir,

The appellant named above begs to prefer this Memorandum of Appeal under Section 18 of the National Council for Teacher Education Act, 1993 on the following facts and the grounds :

- The appellant was granted recognition byRegional Committee at (Bhubaneswar/Bhopal/Jaipur/Bangalore) for.....course under Section 14/15 of the National Council for Teacher Education Act, 1993 (73 of 1993) on(Date of recognition).
- The Regional Committee has withdrawn the recognition/permission vide its order

3428 48/11-2

dated....., a copy of which is attached herewith for the grounds stated therein. The appellant submits that the Regional Committee erred in deciding the matter on the following grounds :

Grounds of Appeal

Sl. No.	Ground of Refusal	Facts/Explanation of the institution
3.	In case, the appeal is submitted after the stipulated period of 60 days, the reasons of delay shall be furnished.	Reason (s) of Delay

.....
.....

4. If the appellant has filed any Court case, the details to be made thereof.

Court Case, if Any

.....
.....

PRAYER

The appellant, therefore, prays that the order appealed against may be set aside and appropriate relief granted to the appellant.

I....., the appellant above named do hereby declare that what is stated herein is true to the best of my/our knowledge/information and belief and nothing material has been fabricated/concocted and concealed. I further declare that I had not appealed against the said order earlier.

Date :

Name and Signature of the

Place :

appellant or his authorized signatory

(Address of the Appellant)

- (ख) केन्द्रीय शैक्षिक संस्थानों या केन्द्रीय विश्वविद्यालयों या केन्द्रीय स्वायत्त निकायों के दो प्रमुख जिन्हें केन्द्र सरकार द्वारा नामित किया जाएगा, सदस्य होंगे;
- (ग) मानव संसाधन विकास मंत्रालय और इसके अधीनस्थ कार्यालयों से बाहर के दो प्रतिष्ठित व्यक्ति जिन्हें केन्द्र सरकार द्वारा नामित किया जाएगा।
- (घ) अध्यक्ष, राष्ट्रीय अध्यापक शिक्षा परिषद-सदस्य

7. अयोग्यता- कोई भी व्यक्ति

- (क) जिसने ऐसे व्यक्ति के साथ विवाह किया है जिसका पति/पत्नी जीवित है; या
- (ख) ऐसा कोई व्यक्ति जिसका पति/पत्नी जीवित है, वह किसी अन्य व्यक्ति से विवाह करता है अथवा विवाह के लिए संविदा करता है;

उक्त पद के लिए पात्र नहीं होगा:

बशर्ते केन्द्र सरकार इस बात से संतुष्ट होकर कि इस प्रकार का विवाह, ऐसे व्यक्ति और विवाह के दूसरे पक्ष पर लागू स्वीय विधि के अंतर्गत अनुमत्त है एवं इस प्रकार का कार्य करने के लिए अन्य आधार हैं तो किसी भी व्यक्ति को इस नियम के लागू होने से छूट प्रदान कर सकती है।

8. छूट का अधिकार- जहां भी केन्द्र सरकार का विचार है कि ऐसा करना आवश्यक या समयोचित है, तो वह आदेश द्वारा लिखित में रिकार्ड किए जाने वाले कारणों सहित किसी श्रेणी या वर्ग के व्यक्ति के लिए इन नियमों के किन्हीं भी प्रावधानों में छूट दे सकती है।

9. व्यावृत्ति- इस संबंध में समय-समय पर केन्द्र सरकार द्वारा जारी आदेशों के अनुसार अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग, भूतपूर्व सैनिक और अन्य विशेष श्रेणी के व्यक्तियों को आरक्षण, आयु-सीमा में छूट और प्रदान की जाने वाली अन्य रियायतों पर इन नियमों का कोई प्रभाव नहीं पड़ेगा।

[फा. सं. 61-49/2003-ईई-10]

डॉ. अमरजोत सिंह, अपर सचिव

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 19th October, 2012

G.S.R. 779(E).—In exercise of the powers conferred by sub-section (1) of Section 31 of the National Council for Teacher Education Act, 1993 (73 of 1993) the Central Government hereby makes the following rules regulating the manner of appointment and qualifications of the Vice-Chairperson of the National Council for Teacher Education, namely:—

1. **Short title and commencement.** - (1) These rules may be called the National Council for Teacher Education (Manner of Appointment and Qualifications of Vice-Chairperson) Rules, 2012.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. **Pay and Allowances.** - The Vice-Chairperson shall receive pay in the pay scale of Rs.67,000 -Rs.79,000 (Higher Administrative Grade plus Scale) with annual increment at the rate of 3 percent.

3. **Age Limit.** - The maximum age limit of appointment shall be not exceeding fifty six years as on the last date for the receipt of application.

4. **Manner and period of appointment** - The appointment shall be made by deputation (including short term contract) on tenure basis for a maximum period of four years or till the age of sixty years, whichever is earlier.

Explanation - For the purpose of this rule, the period of deputation including the period of deputation in another ex-cadre post held immediately preceding this appointment in the same or other organization or department of the Central Government shall ordinarily not exceed five years.

5. **Educational and other qualifications.**- No person shall be eligible for being appointed as the Vice-Chairperson under clause (b) of sub-section (4) of section 3 of the National Council for Teacher Education Act, 1993, unless -

(a) he is an officer of the Central Government or State Governments or autonomous organization or University, holding -

(i) analogous or equivalent posts on regular basis in the parent cadre or department; or

(ii) a post in the Pay Band of Rs.37400-Rs.67000 with Grade Pay Rs. 10000 or equivalent with 3 year of regular service in the grade in the parent cadre or department and

(iii) possessing the following qualifications namely :-

(A) Essential

(i) Doctoral Degree from a recognised university ; and

(ii) experience of working as a Professor or equivalent in State or Central University or educational institution of State or Central Government;

Or

3 years' administrative experience in school/teacher education in the Central or State Government

(B) Desirable

(i) Doctoral degree in Education from a recognized university ;

- (ii) Masters degree from a recognized university with First Class;
- (iii) impressive academic credentials;
- (iv) experience in the field of teacher education;
- (v) publications in journals, especially in journals of education, of national and international repute;
- (vi) demonstrated administrative, organisational and leadership capability.

6. **The composition of Selection Committee-** The selection shall be made on the recommendation of the Selection Committee consisting of -

- (a) Chairman - to be nominated by the Central Government ;
- (b) two Heads of Institutions of the Central Educational Institutions or Central Universities or Central autonomous bodies - to be nominated by the Central Government - Members;
- (c) two eminent persons from outside the Ministry of Human Resource Development and its subordinate offices - to be nominated by the Central Government- Members.
- (d) Chairperson, NCTE- Member.

7. **Disqualification.** - No person,-

- (a) who has entered into or contracted a marriage with a person having a spouse living ; or
- (b) who, having a spouse living, has entered into or contracted a marriage with a person,

shall be eligible for appointment to the said post:

Provided that the Central Government may, if satisfied that such marriage is permissible under the personal law applicable to such person and the other party to the marriage and that there are other grounds for so doing, exempt any person from the operation of this rule.

8. **Power to relax.**- Where the Central Government is of the opinion that it is necessary or expedient so to do , it may, by order, for reasons to be recorded in writing, relax any of the provisions of these rules with respect to any class or category of persons.

9. **Savings.**- Nothing in these rules shall affect reservations, relaxation of age limit and other concessions required to be provided for the Scheduled Castes, Scheduled Tribes, Other Backward Classes, ex-servicemen and other special categories of persons in accordance with the orders issued by the Central Government from time to time in this regard.

[F.No. 61-49/2003-BE-10]

Dr. AMARJIT SINGH, Addl. Secy.

4018/GS/12-2



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सं. 26]
No. 26]

नई दिल्ली, जून 24—जून 30, 2012, शनिवार/आषाढ़ 3—आषाढ़ 9, 1934
NEW DELHI, JUNE 24—JUNE 30, 2012, SATURDAY/ASADHA 3—ASADHA 9, 1934

इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह पृथक संकलन के रूप में रखा जा सके
Separate Paging is given to this Part in order that it may be filed as a separate compilation

भाग II—खण्ड 3—उप-खण्ड (i)
PART II—Section 3—Sub-section (i)

भारत सरकार के मंत्रालयों (रक्षा मंत्रालय को छोड़कर) और केन्द्रीय अधिकारियों (संघ राज्य क्षेत्र प्रशासनों को छोड़कर) द्वारा विधि के अंतर्गत बनाए और जारी किए गए साधारण सांविधिक नियम (जिनमें साधारण प्रकार के आदेश, उप-नियम आदि सम्मिलित हैं)

General Statutory Rules (Including Orders, Bye-laws etc. of a general character) issued by the Ministries of the Government of India (other than the Ministry of Defence) and by the Central Authorities (other than the Administrations of Union Territories)

योजना आयोग

नई दिल्ली, 28 जून, 2012

सा.का.नि. 156.—राष्ट्रपति, संविधान के अनुच्छेद 309 के परन्तुक द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और भारत के राजपत्र में सा.का.नि. 199, दिनांक 11 मई, 2000 को प्रकाशित योजना आयोग (संयुक्त सलाहकार) भर्ती नियम, 2000 को, उन बातों के सिवाय अधिक्रान्त करते हुए, जिन्हें ऐसे अधिकरण से पहले किया गया है या करने का लोप किया गया है, योजना आयोग में संयुक्त सलाहकार के पदों पर भर्ती की पद्धति का विनियमन करने के लिए निम्नलिखित नियम बनाती हैं, अर्थात् :—

- संक्षिप्त नाम और प्रारंभ.—(1) इन नियमों का संक्षिप्त नाम योजना आयोग (संयुक्त सलाहकार) भर्ती नियम, 2012 है।
(2) ये राजपत्र में प्रकाशन की तारीख को प्रवृत्त होंगे।
- पद संख्या, वर्गीकरण और वेतनमान.—उक्त पदों की संख्या, उनका वर्गीकरण और उनका वेतनमान वह होगा, जो इन नियमों से उपावद्ध अनुसूची के स्तंभ (2) से स्तंभ (4) में विनिर्दिष्ट हैं।
- भर्ती की पद्धति, आयु-सीमा, अन्य अर्हताएं, आदि.—उक्त पदों पर भर्ती की पद्धति, आयु-सीमा और अर्हताएं और उनसे संबंधित अन्य बातें वह होंगी जो उक्त अनुसूची के स्तंभ (5) से स्तंभ (13) में विनिर्दिष्ट हैं।

9. प्रतिबंध.—इस संबंध में समय-समय पर केंद्र सरकार द्वारा जारी आदेशों के अनुसार अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग, भूतपूर्व सैनिक और अन्य विशेष श्रेणी के व्यक्तियों को आरक्षण, आसू-सीमा में छूट और प्रदान की जाने वाली अन्य रियायतों पर इन नियमों का कोई प्रभाव नहीं पड़ेगा।

[फा. सं. 61-49/2003-ईई-10]

डॉ. अमरजीत सिंह, संयुक्त सचिव

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of School Education and Literacy)

New Delhi, the 29th June, 2012

G.S.R. 159.—In exercise of the powers conferred by sub-section (1) of Section 31 of the National Council for Teacher Education Act, 1993, (73 of 1993), the Central Government hereby makes the following rules regulating the manner of appointment and qualifications of the Chairperson of the National Council for Teacher Education, namely :—

1. Short title and commencement.—(1) These rules may be called the National Council for Teacher Education (Manner of Appointment and Qualifications of Chairperson) Rules, 2012.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. Pay and Allowances.—The Chairperson shall receive pay in the pay scale of Rs. 75,500—Rs. 80,000 (Higher Administrative Grade plus Scale) with annual increment at the rate of 3 per cent.

3. Age Limit.—The maximum age limit of appointment shall be not exceeding fifty six years as on the last date for the receipt of application.

4. Manner and period of appointment.—The appointment shall be made by deputation (including short term contract) on tenure basis for a maximum period of four years or till the age of sixty years, whichever is earlier.

Explanation.—For the purpose of this rule, the period of deputation including the period of deputation in another ex-cadre post held immediately preceding this appointment in the same or other organization or department of the Central Government shall ordinarily not exceed five years.

5. Educational and other qualifications.—No person shall be eligible for being appointed as the Chairperson under clause (a) of sub-section (4) of Section 3 of the National Council for Teacher Education Act, 1993, unless—

(a) he is an officer of the Central Government or State Governments or autonomous organization or University, holding—

(i) analogous or equivalent posts on regular basis in the parent cadre or department; or

(ii) a post in the pay scale of Rs 67000—79000 with one year of regular service in the grade in the parent cadre or department and

(iii) possessing the following qualifications namely :-

(A) Essential

(i) Doctoral Degree from a recognised university; and

(ii) experience of working as a Professor or equivalent in State or Central University or educational institution of State or Central Government;

(B) Desirable

(i) Doctoral degree in Education from a recognized university;

(ii) Master's degree from a recognized university with First Class;

(iii) Impressive academic credentials;

(iv) experience in the field of teacher education;

(v) publications in journals, especially in journals of education of national and international repute;

(vi) demonstrated administrative, organisational and leadership capability.

6. The composition of Selection Committee.—The selection shall be made on the recommendation of the Selection Committee consisting of—

- Chairman being a person of the rank of Secretary to the Government of India or equivalent to be nominated by the Central Government;
- two Heads of Institutions of the Central Educational Institutions or Central Universities or Central autonomous bodies, to be nominated by the Central Government—Members;
- two eminent persons from outside the Ministry of Human Resource Development and its subordinate offices - to be nominated by the Central Government—Members.

7. Disqualification.—No person,—

- who has entered into or contracted a marriage with a person having a spouse living; or
- who, having a spouse living, has entered into or contracted a marriage with a person,

shall be eligible for appointment to the said post :

Provided that the Central Government may, if satisfied that such marriage is permissible under the personal law applicable to such person and the other party to the marriage and that there are other grounds for so doing, exempt any person from the operation of this rule.

8. Power to relax.—Where the Central Government is of the opinion that it is necessary or expedient so to do, it may, by order, for reasons to be recorded in writing, relax any of the provisions of these rules with respect to any class or category of persons.

9. Savings.—Nothing in these rules shall affect reservations, relaxation of age limit and other concessions required to be provided for the Scheduled Castes, Scheduled Tribes, Other Backward Classes, Ex-servicemen and other special categories of persons in accordance with the orders issued by the Central Government from time to time in this regard.

[F.No. 61-49/2003-EE-10]
Dr. AMARJITSINGH, Jr. Secy.

खान मंत्रालय

नई दिल्ली, 20 जून, 2012

सा.का.नि. 160.—राष्ट्रपति, संविधान के अनुच्छेद 309 के परामर्श द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और भारतीय खान ब्यूरो (चौकादार), (समूह 'घ' पद) भर्ती नियम, 2007, भारतीय खान ब्यूरो (फरासी), समूह 'घ' पद भर्ती नियम, 2007, खान मंत्रालय भारतीय खान ब्यूरो कनिष्ठ गेस्टेटर आपरेटर, देपुतरी और चफासी, समूह 'घ' पद भर्ती नियम, 2008 भारतीय खान ब्यूरो (सीनियर फोल्ड अर्दली और फोल्ड अर्दली), समूह 'घ' पद भर्ती नियम, 2008 और खान मंत्रालय भारतीय खान ब्यूरो (कनिष्ठ पुस्तकालय सहायक), समूह 'घ' पद भर्ती नियम, 2008, को, इन बातों के सिवाय अधिकृत करते हुए जिन्हें ऐसे अधिक्रमण से पूर्व किया गया है या करने का लोप किया गया है, खान मंत्रालय, भारतीय खान ब्यूरो में बहु कार्य कर्मचारीवृन्द पदों पर भर्ती की पद्धति का विनियमन करने के लिए निम्नलिखित नियम बनाती है, अर्थात् :

1. संक्षिप्त नाम और प्रारंभ.—(1) इन नियमों का संक्षिप्त नाम खान मंत्रालय, भारतीय खान ब्यूरो, बहु कार्य कर्मचारीवृन्द समूह 'घ' पद भर्ती नियम 2012 है।

(2) ये राजपत्र में प्रकाशन की तारीख को प्रवृत्त होंगे।

2. पदों की संख्या, धर्गीकरण वेतन बैंड और ग्रेड वेतन या वेतनमान.—उक्त पदों की संख्या, उसका वर्गीकरण और उनके वेतन बैंड और ग्रेड वेतन या वेतनमान यह होंगे जो इन नियमों से उपाबद्ध अनुसूची के स्तंभ 2 से स्तंभ 4 में विनिर्दिष्ट हैं।

3. भर्ती की पद्धति, आयु-सीमा, अर्हताएं आदि.—उक्त पदों पर भर्ती की पद्धति, आयु-सीमा, अर्हताएं और उससे संबंधित अन्य बातें वे होंगी जो उक्त अनुसूची के स्तंभ 5 से स्तंभ 13 में विनिर्दिष्ट हैं।

4. निरहता:—वह व्यक्ति,—

(क) जिसने ऐसे व्यक्ति से जिसका पति या जिसकी पत्नी जीवित है, विवाह किया है, या विवाह की सविदा की है या

(ख) जिसने अपने पति या अपनी पत्नी के जीवित रहते हुए किसी व्यक्ति से विवाह किया है;

उक्त पद पर नियुक्ति का पात्र नहीं होगा :

परन्तु यदि केन्द्रीय सरकार का यह समाधान हो जाता है कि ऐसा विवाह ऐसे व्यक्ति और विवाह के अन्य पक्षकार को लागू स्वीय विधि के अधीन अनुज्ञेय है और ऐसा करने के लिए अन्य आधार हैं तो वह किसी व्यक्ति को इस नियम के प्रवर्तन से छूट दे सकेगी।



भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (i)
PART II—Section 3—Sub-section (i)

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 267]
No. 267]

नई दिल्ली, सोमवार, जून 3, 2013/ज्येष्ठ 13, 1935
NEW DELHI, MONDAY, JUNE 3, 2013/JYAISTHA 13, 1935

मानव संसाधन विकास मंत्रालय
(स्कूल शिक्षा और साक्षरता विभाग)
अधिसूचना
नई दिल्ली, 3 जून, 2013

सा.का.नि. 351(अ).—केन्द्रीय सरकार, राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 (1993 का 73) की धारा 31 की उपधारा (1) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, राष्ट्रीय अध्यापक शिक्षा परिषद् (नियुक्ति की प्रक्रिया और अध्यक्ष की अर्हताएं) नियम, 2012 का संशोधन करने के लिए निम्नलिखित नियम बनाती है, अर्थात्:—

1. (1) इन नियमों का संक्षिप्त नाम राष्ट्रीय अध्यापक शिक्षा परिषद् (नियुक्ति की प्रक्रिया और अध्यक्ष की अर्हताएं) संशोधन नियम, 2013 है।

(2) ये राजपत्र में प्रकाशन की तारीख को प्रवृत्त होंगे।

2. राष्ट्रीय अध्यापक शिक्षा परिषद् (नियुक्ति की प्रक्रिया और अध्यक्ष की अर्हताएं) नियम, 2012 के नियम 5क में, मद (ii) के स्थान पर निम्नलिखित मद रखी जाएगी, अर्थात् :-

“(ii) मूल संवर्ग या विभाग में, उस ग्रेड में पांच वर्ष की नियमित सेवा के आधार पर वेतनमान 37,400-67,000 रुपए धन ग्रेड वेतन 10,000 रुपए के पद पर; और”।

[फा. सं. 61-49/2003-ईई-10]

डॉ. अमरजीत सिंह, अपर सचिव

टिप्पण : मूल नियम भारत के राजपत्र, (साप्ताहिक), भाग II, खंड 3, उप-खंड (i), तारीख 24 से 30 जून, 2012 में सा.का.नि. 159, तारीख 29 जून, 2012 द्वारा प्रकाशित किए गए थे।

MINISTRY OF HUMAN RESOURCE DEVELOPMENT**(Department of School Education and Literacy)****NOTIFICATION**

New Delhi, the 3rd June, 2013

G.S.R. 351 (E).— In exercise of the powers conferred by sub-section (1) of Section 31 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Central Government hereby makes the following rules to amend the National Council for Teacher Education (Manner of Appointment and Qualifications of Chairperson) Rules, 2012, namely:—

1. (1) These rules may be called the National Council for Teacher Education (Manner of Appointment and Qualifications of Chairperson) Amendment Rules, 2013.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Manner of Appointment and Qualifications of Chairperson) Rules, 2012, in rule 5, in clause (a), for item (ii), the following item shall be substituted, namely:—

“(ii) a post in the pay scale of Rs. 37,400-67,000 plus grade pay of Rs. 10,000 with five years regular service in the grade in the parent cadre or department; and”.

[F.No. 61-49/2003-EE-10]

Dr. AMARJIT SINGH, Addl. Secy.

Note : The Principal Rules were published *vide* G.S.R.159, dated 29th June, 2012 published in the Gazette of India (weekly), Part-II, Section 3, Sub-section (i), dated June 24 to June 30, 2012.



भारत का राजपत्र

The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (i)

PART II—Section 3—Sub-section (i)

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 118]

नई दिल्ली, शुक्रवार, फरवरी 27, 2015/फाल्गुन 8, 1936

No. 118]

NEW DELHI, FRIDAY, FEBRUARY 27, 2015/PHALGUNA 8, 1936

मानव संसाधन विकास मंत्रालय

(स्कूल शिक्षा और साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 27 फरवरी, 2015

सा.का.नि. 126(ब).—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 (1993 की सं. 73) की धारा 31 द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए केन्द्र सरकार, एतद्वारा, राष्ट्रीय अध्यापक शिक्षा परिषद् नियमावली, 1997 में संशोधन करने के लिए और आगे निम्नलिखित नियम बनाती है अर्थात्:—

1. (1) इन नियमों को राष्ट्रीय अध्यापक शिक्षा परिषद् (संशोधन) नियम, 2015 कहा जाएगा।
(2) ये नियम शासकीय राजपत्र में प्रकाशित होने की तारीख से लागू होंगे।
2. राष्ट्रीय अध्यापक शिक्षा परिषद् नियमावली, 1997 में—
(i) नियम 9 में अंक "50,000" के स्थान पर अंक "1,50,000" प्रतिस्थापित किया जाएगा;
(ii) नियम 10 में अंक "10,000" के स्थान पर अंक "25,000" प्रतिस्थापित किया जाएगा।

[फा. सं. 11-41/2014-ईई-10]

जे. आलम, संयुक्त सचिव

टिप्पण:- मूल नियम भारत के असाधारण राजपत्र के भाग II, खंड-3, उप-खंड (i) में सा.का.नि. 689(अ), दिनांक 9 दिसंबर, 1997 द्वारा प्रकाशित किए गए थे और पिछली बार सा.का.नि. 675 (अ), दिनांक 13 दिसंबर, 2011 द्वारा संशोधित किए गए थे।

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 27th February, 2015

G.S.R. 126(E).—In exercise of the powers conferred by Section 31 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Central Government hereby makes the following rules further to amend the National Council for Teacher Education Rules, 1997, namely:—

1. (1) These rules may be called the National Council for Teacher Education (Amendment) Rules, 2015.
(2) They shall come into force on the date their publication in the Official Gazette.
2. In the National Council for Teacher Education Rules, 1997,—
 - (i) in rule 9, for the figure “50,000”, the figure “1,50,000” shall be substituted;
 - (ii) in rule 10, for the figure “10,000”, the figure “25,000” shall be substituted.

[F. No. 11-41/2014-EE.10]
J. ALAM, Jt. Secy.

Note:—The principal rules were published in the Gazette of India, Extraordinary Part-II, Section-3, Sub-section (i) *vide* number G.S.R. 689(E), dated the 9th December, 1997 and lastly amended by number G.S.R. 675(E), dated the 13th December, 2011.

NATIONAL COUNCIL FOR TEACHER EDUCATION

New Delhi, the 26th December 1995

No. F.28—4/95-NCTE.—In exercise of the powers conferred by sub-section (1) and clause (b) of sub-section (2) of section 32 read with sub-section (7) of section 70 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Council hereby makes the following regulations for the procedure to be followed by the Regional Committees of the National Council for Teacher Education :

1. Short Title and Commencement :

- (i) These regulations will be called the National Council for Teacher Education (procedure to be followed by the Regional Committees) Regulations, 1995;
- (ii) They shall come into force on the date of their publication in the official Gazette.

2. Applicability :

These regulations shall be applicable to the matters relating to :

- (a) consideration of applications for recognition under the Act from institutions offering courses or training in teacher education immediately before the appointed day;
- (b) consideration of applications for recognition from institutions intending to offer a course for training in teacher education;
- (c) consideration of applications for increase in the intake of students to the courses already included while granting recognition;
- (d) consideration of applications from recognised institutions for permission to start any new course or training in teacher education;
- (e) issues which fall under section 17 of the Act;
- (f) such other functions as may be assigned by the Council from time to time.

3. Definition :

In these regulations unless the context otherwise requires:

- (a) "Act means, National Council for Teacher Education Act 1993" (73 of 1993);
- (b) "Appointed day" means the date of establishment of the National Council for Teacher Education under sub-section (1) of section 3;
- (c) "Chairperson" means the Chairperson of the Council appointed under clause (a) of sub-section (4) of section 3;
- (d) "Regional Committee" means a committee established under section 20;
- (e) "Convenor" shall mean an officer of the National Council for Teacher Education nominated as Convenor of the meetings of the Regional Committee;
- (f) "Member" of the Council shall mean member nominated by the Council to the Regional Committee under clause (a) of sub-section 3 of section 20 of the Act;
- (g) "Chairperson" of the Regional Committee shall mean a Chairperson nominated by the Council under sub-section 4 of section 20 of the Act as Chairperson of the Regional Committee;
- (h) All other words and expressions used herein and not defined but defined in the National Council for Teacher Education Act 1993 (73 of 1993) shall have the meaning respectively assigned to them in the said Act.

4. The Member Secretary of the Council shall nominate the Convenor for the meetings of the Regional Committee. The Convenor shall function under the overall supervision and guidance of the Chairman of the Regional Committee

in so far as matters relating to convening, preparation of agenda and preparation of the minutes of the meetings of the Regional Committee.

5. Every meeting of the Regional Committee shall be convened by a letter in writing issued by the Convenor. Notice convening meeting of the Regional Committee shall be issued to all Members of the Regional Committee 15 days prior to the date of the meeting indicating date, time and venue of the meeting.

6. Chairman Regional Committee shall fix the time, date and venue of the meeting of the Regional Committee.

7. The Convenor of the meetings of the Regional Committee shall draw up the minutes of the meeting of the Regional Committee whenever held and after obtaining approval to the draft of the minutes shall circulate the same to all members of the Regional Committee.

In case any comments/modifications/objections are received for the minutes, the same shall be placed before the Chairman of the Regional Committee and together with his/her views, if any, the minutes shall be placed before the subsequent meeting of the Regional Committee for confirmation. In the event of any objections to the record of the minutes, the same shall be resolved in subsequent meeting of the Regional Committee subject to the provisions in respect of objections/points raised by the member nominated by the Council and would be dealt as per provisions indicated in Regulation 8 below.

8. Procedure :

- (a) The Regional Committee shall decide issues by consensus after taking into account the view point of members present in light of rationale presented in support thereof.
- (b) In the event of difference of opinion in the meeting on the interpretation of eligibility conditions for recognition and application of norms and standards laid down by the Council, the matter shall be referred to the Council by the convenor of the Regional Committee.
- (c) On receipt of reference in pursuance of clause (b) above, the matter shall be put up to the Chairperson of the Council for clarification/decision. Provided, however, the Chairperson may place the matter before the appropriate forum as deemed fit by the Chairperson.

9. The Chairperson NCTE shall nominate any other member of the Council to be its nominee, in the event of the appointed nominees of the Council being unable to attend any particular meeting or during any particular period in the meeting(s) of the Regional Committee.

SURENDRA SINGH

Member Secretary

National Council for Teacher Education

New Delhi, the 10th January 1996

No. F. 28-5/95-NCTE.—In exercise of the powers conferred in clause (a) of sub-section (2) of Section 32 read with sub-section (1) of Section 7 of the National Council for Teacher Education (NCTE) Act, 1993 (No. 73 of 1993), the National Council for Teacher Education hereby makes the following regulations, viz.

1. Short title and commencement

These regulations may be called the National Council for Teacher Education (procedure relating to meetings of the Council and quorum for such meetings) Regulations, 1995.

They shall come into force on the date of their publication in the official Gazette.

2. Definitions

In these regulations, unless the context otherwise requires:—

- (a) "Act" means the National Council for Teacher Education (NCTE) Act, 1993 (No. 73 of 1993).



भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (ii)

PART II—Section 3—Sub-section (ii)

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 103]

नई दिल्ली, बृहस्पतिवार, जनवरी 15, 2015/पौष 25, 1936

No. 103]

NEW DELHI, THURSDAY, JANUARY 15, 2015/ PAUSHA 25, 1936

मानव संसाधन विकास मंत्रालय

(स्कूल शिक्षा और साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 14 जनवरी, 2015

का.आ. 163(अ).—केंद्रीय सरकार, राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 (1993 का 73) की धारा 3 की उप-धारा (1) और उप-धारा (4) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, भारत सरकार के मानव संसाधन विकास मंत्रालय (स्कूल शिक्षा और साक्षरता विभाग) की अधिसूचना का. आ. 1109(अ), तारीख 1 मई, 2013 का निम्नलिखित संशोधन करती है, अर्थात्:—

उक्त अधिसूचना में, धारा 3 की उप-धारा (4) के शीर्ष खंड (ण) के अधीन क्रम सं. 39 और क्रम सं. 40 और उससे संबंधित प्रविष्टियों के स्थान पर निम्नलिखित रखा जाएगा, अर्थात्:—

39	डॉ हरि बाबु कम्भमपती, संसद सदस्य (लोक सभा), अशोक होटल, चाणक्यपुरी, नई दिल्ली- 110021(वर्तमान पता) सा-2 एस्पेन हाईटस, दासापल्ला हिल्स, विशाखापत्तनम-530 030 (स्थायी पता)	-सदस्य
40	श्री श्रीनिवास कोसीनेनी, संसद सदस्य (लोक सभा) अशोक होटल, चाणक्यपुरी, नई दिल्ली- 110021(वर्तमान पता) कोसीनेनी भवन, पिन्नालावरी स्ट्रीट, पुताने बस स्टैंड के सामने, विजयवाड़ा, आंध्र प्रदेश-520 002 (स्थायी पता)	-सदस्य"

[फा. सं. 11-34/2013 ईई-10]

जे. आलम, संयुक्त सचिव

टिप्पण:—मूल अधिसूचना भारत के राजपत्र में का. आ. 1109(अ) तारीख 1 मई, 2013 द्वारा प्रकाशित की गई थी और तत्पश्चात् का. आ. 328(अ), तारीख 4 फरवरी, 2014 द्वारा संशोधित की गयी थी



भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (ii)

PART II—Section 3—Sub-section (ii)

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 1723]

नई दिल्ली, मंगलवार, जुलाई 12, 2016/आषाढ 21, 1938

No. 1723]

NEW DELHI TUESDAY, JULY 12, 2016/ASADHA 21, 1938

मानव संसाधन विकास मंत्रालय

(उच्चतर शिक्षा और साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 1 जुलाई, 2016

का.आ. 2363(अ).—केन्द्रीय सरकार, राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम, 1993 (1993 का 73) की धारा 4 के साथ पठित धारा 3 की उपधारा (1) और (4) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए भारत के राजपत्र, असाधारण, भाग II, खंड -3, उपखंड (ii) में प्रकाशित, भारत सरकार के मानव संसाधन विकास मंत्रालय (स्कूल शिक्षा और साक्षरता विभाग) की अधिसूचना संख्याक का. आ. 1109(अ), तारीख 1 मई, 2013 में निम्नलिखित संशोधन करती है, अर्थात्

उक्त अधिसूचना में "धारा 3 की उपधारा (4) के खंड (ण)" शीर्षक के अन्तर्गत क्रम सं. 38 और उससे संबंधित प्रविष्टियों के स्थान पर निम्नलिखित क्रम सं. और प्रविष्टियां रखी जाएंगी, अर्थात्

*38. प्रोफेसर एम.वी. राजीव मौडा
संसद सदस्य (राज्य सभा)
सी-1/12, लोदी गार्डन,
राजेश पायलेट मार्ग,
नई दिल्ली-110003 (दिल्ली का पता)

—सदस्य

1361, 9वां क्रॉस रोड,
जे.पी. नगर, प्रथम फेज,
बंगलौर-560078 (स्थायी पता)"

[फा. सं. 26-67/2009-ईई-10 (भाग)]
जे. आलम, संयुक्त सचिव

टिप्पणी:- मूल अधिसूचना भारत के राजपत्र, असाधारण, के भाग II, खंड -3, उपखंड (ii) में का. आ. संख्यक 1109(अ), तारीख 1 मई, 2013 द्वारा प्रकाशित की गई थी।

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of School Education And Literacy)

NOTIFICATION

New Delhi, the 1st July, 2016

S. O. 2363(E).— In exercise of the powers conferred by sub-sections (1) and (4) of section 3 read with section 4 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Central Government hereby makes the following amendments in the notification of the Government of India in the Ministry of Human Resource Development (Department of School Education and Literacy) number S.O. 1109(E), dated the 1st May, 2013, published in the Gazette of India, Extraordinary, Part-II, section 3, sub-section (ii) vide No. S.O. 1109(E), dated the 1st May, 2013, namely:-

In the said notification, under the heading, Clause (o) of sub-section (4) of section 3, for serial number 38 and the entries relating thereto, the following serial number and entries shall be substituted, namely:-

- "38. Prof. M.V. Rajeew Gowda, - Member
Member of Parliament (Rajya Sabha)
C-1/12, Lodi Gardens,
Rajesh Pilot Marg,
New Delhi-110003 (Delhi address)
- 1361, 9th Cross Road,
J.P. Nagar, 1st Phase,
Bangalore- 560078 (Permanent address)".

[F. No. 26-67/2009-EE-10(Pt)]

J. ALAM, Jt. Secy.

Note:—The principal notification was published in the Gazette of India, Extraordinary, Part II, Section 3, Sub-section (ii), vide, number S.O. 1109(E), dated 1st May, 2013.

31.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, मणिपुर,	सदस्य
32.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, असम,	सदस्य
33.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, उत्तर प्रदेश,	सदस्य
34.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, राजस्थान,	सदस्य
35.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, झारखंड,	सदस्य
36.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, महाराष्ट्र,	सदस्य
37.	शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, गुजरात,	सदस्य

धारा 3 की उपधारा (4) का खंड (ग):

38.	प्रो. एम. वी. राजीव गौडा, संसद सदस्य (राज्य सभा), सी-1/12, लोधी गार्डन, राजेश पाइलट मार्ग, नई दिल्ली-110003 (दिल्ली का पता) 1361, 9वां क्रॉस रोड, जे.पी. नगर, प्रथम फेस, बंगलौर-560078 (स्थायी पता)	सदस्य
39.	डॉ. हरि बाबू काम्पूति, संसद सदस्य (लोक सभा), अशोक होटल, चाणक्यपुरी, नई दिल्ली-110021 (वर्तमान पता) सी-2, ऐस्पेन हाइड्स, दसपल्ला हिल्स, विशाखापट्टनम-530003 (स्थायी पता)	सदस्य
40.	श्री श्रीनिवास केसिनेनी, संसद सदस्य (लोक सभा), अशोक होटल, चाणक्यपुरी, नई दिल्ली-110021 (वर्तमान पता) केसिनेनी भवन, पिन्नालवैरी स्ट्रीट, पुराने बस अड्डे के सामने, विजयवाड़ा, आंध्र प्रदेश-520002 (स्थायी पता)	सदस्य

धारा 3 की उपधारा (4) का खंड (त):

41.	श्री परेश भाई त्रिवेदी, प्राचार्य, बी.एम.कॉमर्स हाई स्कूल, भावनगर	सदस्य
42.	श्री ऋषि गोयल, प्राचार्य, गीता निकेतन आवासीय विद्यालय, कुरुक्षेत्र, हरियाणा	सदस्य
43.	डॉ. राजीव पांड्या, प्राचार्य, शासकीय उच्च माध्यमिक विद्यालय, सुवासा, उज्जैन	सदस्य

[फा. सं. 11-29/2016-ईई-10]

अजय तिकी, संयुक्त सचिव

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 24th March, 2017

S.O. 959(E).—In exercise of the powers conferred by sub-sections (1) and (4) of section 3 read with section 4 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the notification of the Government of India in the Ministry of Human Resource Development, Department of School Education and Literacy No. S.O. 1109(E), dated the 1st May, 2013 except as respective things done or omitted to be done before such supersession, the Central Government hereby re-constitutes National Council for Teacher Education consisting of the following Members, namely:—

Clause (a) of sub-section (4) of section 3:	
1. Dr. Santosh P. Mathew, IAS	Chairperson
Clause (b) of sub-section (4) of section 3:	
2. Vacant	
Clause (c) of sub-section (4) of section 3:	Member Secretary
3. Sh. Sanjay Awasthi, IRS	
Clause (d) of sub-section (4) of section 3:	
4. Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India	Member (ex-officio)
Clause (e) of sub-section (4) of section 3:	
5. Chairman, University Grants Commission established under section 4 of the University Grants Commission Act, 1956 (3 of 1956) or a member thereof nominated by him	Member (ex-officio)
Clause (f) of sub-section (4) of section 3:	
6. Director, National Council for Educational Research and Training, New Delhi	Member (ex-officio)
Clause (g) of sub-section (4) of section 3:	
7. Director, National Institute of Educational Planning and Administration, New Delhi	Member (ex-officio)
Clause (h) of sub-section (4) of section 3:	
8. Adviser (Education), Planning Commission	Member (ex-officio)
Clause (i) of sub-section (4) of section 3:	
9. Chairman, Central Board of Secondary Education	Member (ex-officio)
Clause (j) of sub-section (4) of section 3:	
10. Financial Adviser, Ministry of Human Resource Development, Government of India	Member (ex-officio)
Clause (k) of sub-section (4) of section 3:	
11. Member-Secretary, All India Council for Technical Education, Delhi	Member (ex-officio)
Clause (l) of sub-section (4) of section 3:	
12. Chairperson, Eastern Regional Committee, Bhubaneswar	Member (ex-officio)
13. Chairperson, Western Regional Committee, Bhopal	Member (ex-officio)
14. Chairperson, Southern Regional Committee, Bangalore	Member (ex-officio)
15. Chairperson, Northern Regional Committee, Jaipur	Member (ex-officio)
Sub-clause (i) of clause (m) of sub-section (4) of section 3:	
16. Prof. K.S. Likhia, Vice Chancellor, Children's University, Gandhinagar	Member
17. Dr. Ajit Kumar Pandey, Principal, P.B.T.T. College, Bhagalpur, Bihar	Member
18. Dr. Prem Narayan Singh, Prof. and Head, Deptt. of Education, Smapurnanad Sanskrit University, Varanasi U.P	Member
19. Dr. Prof. Rama Mishra, School of Education, Devi Ahilya VishwaVidyalaya, Indore.	Member

Sub-clause (ii) of clause(m) of sub-section (4) of section 3:

20. Dr. Dilip Manohar Senad, Prof. (Retd) in M.Ed. College, (Kasturba Shikshan Mahavidyalaya, Borgaon Meghe, Wardha), Flat No. 204, PP Tower, Manewada Chowk, Ring Road, Nagpur Member

Sub-clause (iii) of clause(m) of sub-section(4) of section 3:

21. Mrs. Shobhana Bhide, Vice President Managing Board N.S.P. Mandal, Nashik and Vice President - Dhruv Educational Trust Member
22. Sh. Bharat Bagwanjibhai Dhokai, Niyamak, Kuchchh Kalyan Sangh, Gandhidham Member
23. Ashaben Thanki, Shishuvatika Sanyojak, Vidya Bharti Akhil Bhartiya Shiksha Sansthan Member

Sub-clause (iv) of clause(m) of sub-section (4) of section 3:

24. Prof. Dr. Medha Somaiya, Tata Chair Professor, TISS Member
25. Shri Manoj Soni, Former Vice - Chancellor, Dr. Babasaheb Ambedkar Open University, Ahmedabad, Gujarat Member

Sub-clause (v) of clause (m) of sub-section (4) of section 3:

26. Shri Mohan Lal Sar, a Prominent Linguist and Kashmiri Language Expert Member
27. Prof. Mahesh Baxi, Principal, Dharampeth Polytechnic, Nagpur Member
28. Shri Mahesh Chandra Pant, Former Chairman, NIOS Member

Clause (n) of sub-section (4) of section 3:

(Nine Members to represent States)

29. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Andhra Pradesh Member
30. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Karnataka Member
31. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Manipur Member
32. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Assam Member
33. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Uttar Pradesh Member
34. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Rajasthan Member
35. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Jharkhand Member
36. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Maharashtra Member
37. Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Gujarat Member

Clause (o) of sub-section (4) of section 3

38. Prof. M.V. Rajeev Gowda, Member of Parliament (Rajya Sabha), C-1/12, Lodhi Gardens, Rajesh Pilot Marg, New Delhi - 110 003 (Delhi Address) 1361, 9th Cross Road, J.P. Nagar, 1st Phase, Bangalore - 560 078 (Permanent Address) Member
39. Dr. Hari Babu Kambhampati, Member of Parliament (Lok Sabha), Ashok Hotel, Chanakyapuri, Delhi-110021 (Present Address) C-2, Aspen Heights, Dasapalla Hills, Visakapatnam - 530 003 (Permanent Address) Member
40. Shri Srinivas Kesineni, Member of Parliament (Lok Sabha), Ashok Hotel, Chanakyapuri, New Delhi - 110021 (Permanent Address). Kesineni Bhawan, Pinnalavari Street, Opp. Old Bus Stand, Vijaywada, Andhra Pradesh - 520 002 (Permanent Address) Member

Clause (p) of sub-section (4) of Section 3

- | | |
|---------------------------------------------------------------------------------------|--------|
| 41. Shri Paresh Bhai Trivedi, Principal, B.M. Commerce High School, Bhavnagar | Member |
| 42. Shri Rishi Goel, Principal, Gita Niketan Awasiya Vidyalaya, Kurukshetra, Haryana | Member |
| 43. Dr. Rajiv Pandya, Principal, Shasakiya Uchcha Madhyamik Vidyalaya, Suwasa, Ujjain | Member |

[F. No. 11-29/2016-EE-10]

AJAY TIRKEY, Jt. Secy.

उसके द्वारा उसे आवश्यकतानुसार अध्यक्ष, उपाध्यक्ष या बैठक की अध्यक्षता करने वाले अन्य सदस्य को उसमें सम्मिलित करने के लिए प्रस्तुत किया जाएगा। अनुमोदित कार्यवृत्त को कार्यकारिणी समिति के सदस्यों के बीच परिचालित कर दिया जायेगा।

(2) उपर्युक्त उप-निर्णय 8(1) के अंतर्गत परिचालित कार्यवृत्त को उनकी दृष्टि के लिये कार्यकारिणी समिति के समक्ष रखा जायेगा और उनमें वे संशोधन, यदि कोई है, किसे जायेंगे, जिन्हें कार्यकारिणी समिति उनमें करना उचित समझती हो और तदनन्तर अनुमोदित कार्यवृत्त पर अध्यक्ष, उपाध्यक्ष या बैठक की अध्यक्षता करने वाले अन्य सदस्य द्वारा, जैसा भी आवश्यक हो, हस्ताक्षर किये जायेंगे तथा उन्हें मंदाई और रिकार्ड के रूप में रखा जाने वाली कम्प्यूटर फाइलों और रजिस्टर का भाग बना दिया जायेगा।

9. व्यक्तियों का सहयोग

कार्यकारिणी समिति द्वारा उन व्यक्तियों की, कार्यकारिणी समिति को सौंपे गये कार्यों के निष्पादन के लिये चिन्हें बहु सहायता एवं सहाह लेना चाहते, परिषद् के कार्यों से सम्बन्धित विभिन्न क्षेत्रों में उन्हें सहयोगित करने की दृष्टि से एक सूची तैयार की जायेगी। कार्यकारिणी समिति द्वारा अनुमोदित सूची में से अध्यक्ष द्वारा किसी विशेष बैठक के लिये, जो उस विशेष बैठक की कार्यसूची में सम्मिलित पदों पर निर्भर करेगा, दो व्यक्तियों को सहयोगित करने की दृष्टि से उस बैठक में उपस्थित रहने के लिये आमंत्रित किया जायेगा।

किन्तु, शर्त यह है कि परिषद् के हित को ध्यान में रखते हुए कार्यकारिणी समिति द्वारा, जब भी कभी आवश्यकता होगी उस सूची पर पुनर्विचार किया जा सकेगा।

सचिव निम्न
 सचिव-सचिव

राष्ट्रीय अध्यापक शिक्षा परिषद्

RESERVE BANK OF INDIA
 CENTRAL OFFICE
 (DEPARTMENT OF SUPERVISION)
 Bombay-400 005, the 29th February 1996

No. 438/08-21-002/96.—In exercise of the powers under sub-section(1) of Section 41 of the State Bank of India Act, 1955 and in consultation with the Central Government the Reserve Bank of India has appointed :

1. M/s K. N. Gutgutia & Co., Calcutta
2. M/s Batliboi & Purohit, Bombay
3. M/s Faruqi & Co., New Delhi
4. M/s Jagannathan & Sankaranarayanan, Madras
5. M/s Sorab S. Engineer & Co., Bombay
6. M/s. Loonker & Co., Jodhpur
7. M/s. K. K. Soni & Co., New Delhi
8. M/s. R. Singhi & Co., Calcutta
9. M/s. Umamaheswara Rao & Co., Hyderabad
10. M/s. Bansal Sinha & Co., New Delhi
11. M/s. Jain Chopra & Co., New Delhi
12. M/s. P. B. Vijayraghvan & Co., Madras
13. M/s. Salarpuria Jajodia & Co., Patna as auditor of the State Bank of India until the next Annual General Meeting of the said Bank.

D S. RAMACHANDRA RAJU,
 Executive Director

STATE BANK OF TRAVANCORE
 (Associate of the State Bank of India)
 HEAD OFFICE

Thiruvananthapuram, the 25th March 1996

NOTICE is hereby given, that the Register of Shareholders of State Bank of Travancore will remain closed for transfer of shares from Tuesday the 4th June 1996 to Tuesday the 18th June 1996 (both days inclusive).

V. SRINIVASAN,
 Managing Director

STATE BANK OF INDORE
 HEAD OFFICE

Indore, the 22nd March 1996

NOTICE is hereby given that the Register of Shareholders of the State Bank of Indore will remain closed for transfer of shares from 20-5-96 to 15-6-96 (both days inclusive).

By Order of the Board of Directors
 Sd/- ILLEGIBLE
 Managing Director

UNITED BANK OF INDIA
 Personnel (Admin. Office Employees) Division
 HEAD OFFICE
 Calcutta-700001, the 28th March 1996

CORRIGENDA

The following are the corrections in our Notification No 1/95 dated 25 May 1995 on Page 198 in the Gazette of India (Part-III-Section-4) dated 22nd July, 1995 :

S. No.	Page No.	Para	Line	Correction
1	2	3	4	5
1	1198	1	3	The figures '1980' and '40 of' in bracket are to be deleted.
2	1198	1	4	The figure '1980' in bracket is to be deleted.

ABHIJIT RAY
 General Manager
 (Personnel)

THE INSTITUTE OF CHARTERED ACCOUNTANTS OF INDIA

Madras-600034, the 27th February 1996
 (Chartered Accountants)

No. 3 SCA (4)/2/95-96. In pursuance of Regulation 18 of the Chartered Accountants Regulations, 1988 it is hereby notified that in exercise of the powers conferred by Clause

Council from time to time for the number of days the member actually attends the meeting.

SURENDRA SINGH
National Council for Teacher Education
Member Secretary

The 29th February 1996

No. F 28-7/95-NCTE—In exercise of the powers conferred by sub-Section (1) and clauses (j) and (k) of sub-Section 2 of Section 32 read with sub-Section (1), (5) and (6) of Section 19 of the National Council for Teacher Education Act, 1993 (No. 73 of 1993), the National Council for Teacher Education hereby makes the following regulations, namely:

1. Short title and commencement

(1) These Regulations may be called the National Council for Teacher Education (matters relating to quorum, co-optation and meetings of the executive Committee) Regulations, 1995.

(2) These Regulations shall come into force from the date of their publication in Official Gazette.

2. Definitions

In these regulations, unless the context otherwise requires:—

- (a) "Act" means the National Council for Teacher Education Act, 1993 (73 of 1993).
- (b) "Council" means the National Council for Teacher Education.
- (c) "Executive Committee" means the Executive Committee of the Council constituted under sub-Section (b) of Section 19 of the Act.

3. Meetings of the Executive Committee

(1) The Executive Committee shall meet as often as may be necessary to transact its business but shall meet at least twice in a calendar year.

(2) The Chairperson shall fix the date, time and place of the meetings of the Executive Committee and approve the items of the Agenda for the meetings.

(3) A member shall attend all the meetings of the Executive Committee save where leave of absence has been granted by the Chairperson in writing, and sign the attendance register kept in the meeting.

4. Notice of meetings and list of business

(1) A written notice of every meeting of the Executive Committee shall be given to all the members of the Executive Committee at least ten days before the date fixed for the meeting.

(2) The notice shall state the place, date and time of the meeting and shall specify the business proposed to be transacted thereat.

(3) A separate agenda material for the meeting shall be despatched alongwith the notice or immediately thereafter.

(4) No business which is not on the agenda shall be considered at the meeting without the permission of the Chairperson or in his absence the Vice Chairperson or the other presiding member, as the case may be.

* All questions coming up before any meeting of the Executive Committee shall be decided by a majority of the votes of the members present and voting. In the event of equal votes for or against a question, the Chairperson or, in the absence of Chairperson, the person presiding over the meetings shall have the power to exercise a second or casting vote.

6. Quorum

(1) At every meeting of the Executive Committee at least one-third of the Members excluding the number of vacancies shall form the quorum.

(2) If at any meeting, quorum is not complete, the presiding member shall, after waiting for 30 minutes, adjourn the meeting for such hour on the same day or following day or some other day as he may think fit and a notice of such adjournment shall be given to the members present as well affixed on the Notice Board of the Council and the business which was to have been brought before the original meeting, had there been a quorum shall be brought before the adjourned meeting and may be disposed off irrespective of the quorum.

7. Emergent meetings

(a) The Chairperson may call an Emergent meeting of the Executive Committee at any time reducing the period of notice at his discretion to deal with any urgent matter requiring its attention.

(b) The Chairperson shall call an Emergent meeting at his discretion on the merits of urgency if he receives a requisition in writing signed by not fewer than five members and stating the purpose for which they desire the meeting to be called is made to the Chairperson.

8. Minutes of the Meetings

(1) Immediately after each meeting of the Executive Committee, the Member Secretary shall draw up the minutes of the meeting and submit the same to the Chairperson, Vice Chairperson or the other presiding member as the case may be for his approval for taking further necessary action. The minutes so approved, shall be circulated to the members of Executive Committee.

(2) The minutes circulated under sub-regulation 8(1) above, shall be placed before the Executive Committee for confirmation and be subject to such modifications, if any, as the Executive Committee may deem fit to make therein, and the minutes so approved, shall be signed by the Chairperson, Vice Chairperson or the other presiding member, as the case may be, and may form a part of the computer files and the register to be maintained for reference and record.

9. Co-optation of persons

The Executive Committee may draw a panel of persons for co-optations in the various fields pertaining to the functions of the Council whose assistance and advice it may desire, in carrying out the functions assigned to the Executive Committee. The Chairperson shall co-opt two persons from the panel approved by the Executive Committee to the particular meeting depending upon the items included in the agenda for the particular meeting.

Provided, however, that the Executive Committee shall review the panel as and when such contingency arises, in the interest of the Council.

SURENDRA SINGH
Member Secretary
National Council for Teacher Education

प्रकाशक, भारत सरकार मुद्रणालय, फरीदाबाद द्वारा मुद्रित
एवं प्रकाशन नियंत्रक, दिल्ली द्वारा प्रकाशित, 1996

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असाधारण

EXTRAORDINARY

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PART III—Section 4

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राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 18 जुलाई, 2007

एफ. सं. 34-2/2005/एनसीटीई/सीडीएन.—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 की धारा 19 की उप-धारा (1) के साथ पठित धारा 32 की उप-धारा (1) और उप-धारा (2) के खंड (आई) तथा (पी) के अन्तर्गत प्रदत्त शक्तियों का प्रयोग करते हुए और भारत के राजपत्र में सं. 121 के रूप में 30-8-2005 को प्रकाशित राष्ट्रीय अध्यापक शिक्षा परिषद् (कार्यकारिणी समिति को कार्यों का समनुदेशन) विनियमन, 2005 के अधिक्रमण में राष्ट्रीय अध्यापक शिक्षा परिषद् एतद्वारा निम्नलिखित विनियम बनाती है, नामतः—

1. संक्षिप्त शीर्षक और प्रारंभ :—(i) इन विनियमों को राष्ट्रीय अध्यापक शिक्षा परिषद् (कार्यकारिणी समिति को कार्यों का समनुदेशन) विनियमन, 2007 कहा जाएगा।

(ii) ये सरकारी राजपत्र में प्रकाशन की तारीख से प्रवृत्त होंगे।

2. परिभाषा :—इन विनियमों में प्रयुक्त शब्दों की परिभाषा, जब तक कि संदर्भ में अन्यथा अपेक्षित न हो, वहाँ होंगे जैसा कि राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 की धारा 2 में परिभाषित है। राष्ट्रीय अध्यापक शिक्षा परिषद् को इसके बाद राअशिप कहा जाएगा।

3. प्रकाश :—(i) कार्यकारिणी समिति राअशिप के अधिकारियों को प्रत्यायोजित शक्तियों से परे सभी प्रशासनिक और वित्तीय मामलों पर विचार करेगी और उसे अनुमोदित करेगी। कार्यकारिणी समिति को सौंपे जाने वाले विशिष्ट प्रशासनिक और वित्तीय मामले, जो राअशिप के अधिकारियों को प्रत्यायोजित शक्तियों से परे हैं, की पहचान अलग से राअशिप के कार्यालय द्वारा की जाएगी और तदनुसार यह खंड ऐसी विशिष्ट पहचान के बाद एक संशोधन विनियमन के माध्यम से संशोधित किया जाएगा।

(ii) कार्यकारिणी समिति अध्यापक शिक्षा के नियोजन और समन्वय से संबंधित सभी मामलों पर विचार करेगी और उसे अनुमोदित करेगी। कौन से मामले अध्यापक शिक्षा के नियोजन और समन्वय से संबंधित हैं, इसके निर्णय का अधिकार अध्यक्ष, राअशिप में निहित होगा।

(iii) कोई अन्य विशिष्ट मद जो परिषद् चाहती है कि कार्यकारिणी समिति इस पर पहले करने के उपरान्त संस्तुति दे।

टिप्पण : कार्यकारिणी समिति इसके बाद उपखंड (iii) के सामने दिए गए कार्य के अलावा स्वयं को सुपुर्द किए गए उपरोक्त कार्यों के संबंध में अंतिम निर्णय परिषद् के समक्ष रखे बिना ही लेगी। तथापि कार्यकारिणी समिति के बैठकों का कार्यवृत्त सूचना के लिए परिषद् के समक्ष रखा जाएगा।

4. बैठकों की अध्यक्षता करने की रीति और कार्यवृत्त का अनुमोदन :—कार्यकारिणी समिति की बैठक की अध्यक्षता अध्यक्ष, राअशिप और उनकी अनुपस्थिति में उपाध्यक्ष, राअशिप और दोनों की अनुपस्थिति में बैठक में उपस्थित सदस्यों द्वारा चयन किए गए कार्यकारिणी समिति के किसी अन्य सदस्य द्वारा की जाएगी। अध्यक्ष, राअशिप के अलावा किसी अन्य सदस्य की अध्यक्षता में कार्यकारिणी समिति की बैठक

3559 GI/2007

(1)

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में लिया गया निर्णय अध्यक्ष, राअशिप द्वारा अनुमोदन के अधीन होगा। सदस्य सचिव, राअशिप कार्यकारिणी समिति की बैठकों की कार्यसूची की करें और कार्यवृत्त तैयार करने और अध्यक्ष, राअशिप के अनुमोदन से उसे संबंधित सदस्यों को जारी करने के लिए जिम्मेदार होगा।

वी.सी. तिवारी, सदस्य-सचिव

[विज्ञापन III/IV/131/2007/असा.]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 18th July, 2007

F. No. 34-2/2005/NCTE/CDN.—In exercise of the powers conferred under sub-section (1) and clauses (i) and (p) of sub-section (2) of section 32 read with sub-section (1) of section 19 of the National Council for Teacher Education Act, 1993, and in supersession of the National Council for Teacher Education (Assignment of Functions to the Executive Committee) Regulations, 2005 published in the Gazette of India as No. 121 on 30-8-2005, the National Council for Teacher Education hereby makes the following Regulations, namely :—

1. Short title and commencement :

- (i) These Regulations may be called the National Council for Teacher Education (Assignment of Functions to the Executive Committee) Regulations, 2007.
- (ii) They shall come into force from the date of their publication in the Official Gazette.

2. Definitions :—In these Regulations, unless the context otherwise requires, the definitions of terms used shall be the same as defined in section 2 of the National Council for Teacher Education Act, 1993. The National Council for Teacher Education shall hereinafter be referred to as NCTE.

3. Functions :—(i) The Executive Committee shall consider and approve all administrative and financial matters beyond the delegated powers of the officers of NCTE. The specific administrative and financial matters to be assigned to the Executive Committee that are beyond the delegated powers of the officers of the NCTE shall be identified separately by the office of the NCTE, and this clause shall, after such specific identification, be amended accordingly through an amendment Regulation;

(ii) The Executive Committee shall consider and approve all matters relating to planning and co-ordination of teacher education. The decision as to what matters comprise planning and co-ordination of teacher education shall vest with the Chairperson, NCTE; and

(iii) Any other specific item which the Council would like the Executive Committee to consider first and make recommendations to them.

Note :—The Executive Committee shall take a final decision with respect to the above functions assigned to it, except the one against sub-clause (iii), without having to place them before the Council thereafter. The minutes of the meetings of the Executive Committee shall, however, be placed before the Council for information.

3. Manner of presiding the meetings and approval of minutes :—The meetings of the Executive Committee will be presided over by the Chairperson, NCTE and, in his absence, by the Vice Chairperson, NCTE and, in the absence of both, by any other member of the Executive Committee to be chosen by the members present at the meeting. The decisions taken in the Executive Committee meeting by any presiding member other than the Chairperson, NCTE will be subject to approval by the Chairperson, NCTE. The Member-Secretary, NCTE shall be responsible for drafting the agenda items and minutes of the Executive Committee meetings, and get them issued to the members concerned with the approval of the Chairperson, NCTE.

V.C. TEWARI, Member-Secy.

[ADVT III/IV/131/2007/Exty.]

**EMPLOYEES' STATE INSURANCE CORPORATION
(REGIONAL OFFICE, NORTH EASTERN REGION)**

Guwahati-21, the 20th March 1996

No. 43-V.34/11/95-Estt.—It is notified that the Local Committee, Tinsukia set up vide this office Notification No. 43-V.34/11/75-Estt. dated 15-3-90 for Tinsukia area, North Eastern Region under Regulation 10-A of the Employees' State Insurance (General) Regulations, 1950 has been re-constituted as under :—

Chairman

Under Regulation 10-A(1)(a)

The Asst. Labour Commissioner,
Distt. Tinsukia, P.O. Tinsukia.

Members

Under Regulation 10-A(1)(b)

The Chief Medical & Health Officer,
Distt. Tinsukia, P.O. Tinsukia.

Under Regulation 10-A(1)(c)

The Administrative Medical Officer,
E.S.I. Scheme, Assam, Guwahati
or any other medical officer nominated by him.

Under Regulation 10-A(1)(d)

1. Sri U. C. Pujalia, Manager,
M/s. National Plywood Industries,
Makum Road, Tinsukia.

2. Shri Kishore Agurwala, Director,
M/s. Bharat Feros (P) Ltd.,
Kaziranga House, Tinsukia.

Under Regulation 10-A(1)(e)

1. Sri Suresh Deka, General Secretary,
All Assam Veneer Plywood & Saw Mills
Workers Union, Tinsukia.

2. Sri K. Bhattacharjee, General Secretary,
Industries & Establishment Workers Union,
Tamulhari, Tinsukia.

Under Regulation 10-A(1)(f)

The Manager, E.S.I. Corporation,
Local Office, Tinsukia.

By order
U. C. DOLEY
Regional Director

No. 43-V.34/11/95-Estt.—It is notified that the Local Committee, Dhubri set up vide this office Notification No. 43-V.34/11/75-Estt. dated 15-3-90 for Dhubri area, North Eastern Region under Regulation 10-A of the Employees' State Insurance (General) Regulations, 1950 has been re-constituted as under :—

Chairman

Under Regulation 10-A(1)(a)

The Asst. Labour Commissioner,
Distt. Dhubri, P.O. Dhubri.

Members

Under Regulation 10-A(1)(b)

The Chief Medical & Health Officer,
Distt. Dhubri, P.O. Dhubri.

Under Regulation 10-A(1)(c)

The Administrative Medical Officer,
E.S.I. Scheme, Assam, Guwahati
or any other Medical Officer nominated by him.

Under Regulation 10-A(1)(d)

1. Sri P. P. Bhurari, Personnel Manager,
M/s. WIMCO Ltd., Dhubri.

2. Sri Bhukan Chatterjee, Director,
M/s. Dhubri Plywood Factory, Dhubri.

3. Sri K. Hariolka, Proprietor,
M/s. Harolka Mfr. Enterprise,
AMCO Road, Dhubri.

Under Regulation 10-A(1)(e)

1. Prof. P. Chinda, President,
Goalpara District Beedi Mazdoor Federation, Dhubri.

2. Md. Nasiruddin, General Secretary,
AMCO Sramik Sangha, Dhubri.

3. Sri B. B. Dutta, President,
WIMCO Workers Union, Dhubri.

Under Regulation 10-A(1)(f)

The Manager, E.S.I. Corporation,
Local Office, Dhubri.

By order
U. C. DOLEY
Regional Director

NATIONAL COUNCIL FOR TEACHER EDUCATION

New Delhi-110 002, the 22nd January 1996

No. F 28-14/95 NCTE.—In exercise of the powers conferred under sub-section (1) and clause (L) & (M) of sub-section (2) of Section 32 of National Council for Teacher Education Act read with clause (C) of sub-section (3) and sub-section (5) of Section 20 of National Council for Teacher Education Act, 1993, (No. 73 of 1993), National Council for Teacher Education here by makes the following regulations namely :

1. Short Title and Commencement

These regulations may be called the "National Council for Teacher Education (number of persons to be nominated to Regional Committee, their term of office and allowance payable) Regulations, 1995". They shall come into force on the date of the publication in the Official Gazette.

2. Definitions

In these regulations unless the context otherwise requires.

(i) "Act" means National Council for Teacher Education Act, 1993 (No. 73 of 1993)

(ii) All other terms shall have the same meaning as contained in Section 2 of the Act.

3. Number of person

Six persons having special knowledge and experience in matters relating to teacher education shall be nominated to each of the Regional Committee by Chairperson, of the Council

4. Term of Office

The term of office of persons nominated to the Regional Committee as members under Regulation 3 above shall be two years from the date of their nomination or till fresh appointments are made whichever is later.

5. Allowance payable

(1) Travelling and daily allowance shall be paid to such person, who are nominated as member of the Regional Committee, for attending the meeting of the Regional Committee, as may be decided by the Council from time to time.

(2) In addition to the travelling and daily allowance payable under sub-regulation (1) above, the nominated members shall also be paid honorarium, as may be decided by the

Council from time to time for the number of days the member actually attends the meeting

SURENDRA SINGH
National Council for Teacher Education
Member Secretary

The 29th February 1996

No. F 28-7/95-NCTE.—In exercise of the powers conferred by sub-Section (1) and clauses (j) and (k) of sub-Section 2 of Section 32 read with sub-Section (1), (5) and (6) of Section 19 of the National Council for Teacher Education Act, 1993 (No. 73 of 1993), the National Council for Teacher Education hereby makes the following regulations, namely:

1. Short title and commencement

(1) These Regulations may be called the National Council for Teacher Education (matters relating to quorum, co-option and meetings of the executive Committee) Regulations, 1995.

(2) These Regulations shall come into force from the date of their publication in Official Gazette.

2. Definitions

In these regulations, unless the context otherwise requires:—

- (a) "Act" means the National Council for Teacher Education Act, 1993 (73 of 1993).
- (b) "Council" means the National Council for Teacher Education.
- (c) "Executive Committee" means the Executive Committee of the Council constituted under sub-Section (1) of Section 19 of the Act

3. Meetings of the Executive Committee

(1) The Executive Committee shall meet as often as may be necessary to transact its business but shall meet at least twice in a calendar year.

(2) The Chairperson shall fix the date, time and place of the meetings of the Executive Committee and approve the items of the Agenda for the meetings.

(3) A member shall attend all the meetings of the Executive Committee save where leave of absence has been granted by the Chairperson in writing, and sign the attendance register kept in the meeting.

4. Notice of meetings and list of business

(1) A written notice of every meeting of the Executive Committee shall be given to all the members of the Executive Committee at least ten days before the date fixed for the meeting.

(2) The notice shall state the place, date and time of the meeting and shall specify the business proposed to be transacted thereat.

(3) A separate agenda material for the meeting shall be despatched alongwith the notice or immediately thereafter.

(4) No business which is not on the agenda shall be considered at the meeting without the permission of the Chairperson or in his absence the Vice Chairperson or the other presiding member, as the case may be.

All questions coming up before any meeting of the Executive Committee shall be decided by a majority of the votes of the members present and voting. In the event of equal votes for or against a question, the Chairperson or, in the absence of Chairperson, the person presiding over the meeting shall have the power to exercise a second or casting vote.

6. Quorum

(1) At every meeting of the Executive Committee at least one-third of the Members excluding the number of vacancies shall form the quorum.

(2) If at any meeting, quorum is not complete, the presiding member shall, after waiting for 30 minutes, adjourn the meeting for such hour on the same day or following day or some other day as he may think fit and a notice of such adjournment shall be given to the members present as well affixed on the Notice Board of the Council and the business which was to have been brought before the original meeting, had there been a quorum shall be brought before the adjourned meeting and may be disposed off irrespective of the quorum.

7. Emergent meetings

(a) The Chairperson may call an Emergent meeting of the Executive Committee at any time reducing the period of notice at his discretion to deal with any urgent matter requiring its attention.

(b) The Chairperson shall call an Emergent meeting at his discretion on the merits of urgency if he receives a requisition in writing signed by not fewer than five members and stating the purpose for which they desire the meeting to be called is made to the Chairperson.

8. Minutes of the Meetings

(1) Immediately after each meeting of the Executive Committee, the Member Secretary shall draw up the minutes of the meeting and submit the same to the Chairperson, Vice Chairperson or the other presiding member as the case may be, for his approval for taking further necessary action. The minutes so approved, shall be circulated to the members of Executive Committee.

(2) The minutes circulated under sub-regulation 8(1) above, shall be placed before the Executive Committee for confirmation and be subject to such modifications, if any, as the Executive Committee may deem fit to make therein, and the minutes so approved, shall be signed by the Chairperson, Vice Chairperson or the other presiding member, as the case may be, and may form a part of the computer files and the register to be maintained for reference and record.

9. Co-option of persons

The Executive Committee may draw a panel of persons for co-options in the various fields pertaining to the functions of the Council whose assistance and advice it may desire, in carrying out the functions assigned to the Executive Committee. The Chairperson shall co-opt two persons from the panel approved by the Executive Committee to the particular meeting depending upon the items included in the agenda for the particular meeting.

Provided, however, that the Executive Committee shall review the panel as and when such contingency arises, in the interest of the Council.

SURENDRA SINGH
Member Secretary
National Council for Teacher Education

NATIONAL COUNCIL FOR TEACHER EDUCATION

New Delhi, the 26th December 1995

No. F.28—4/95-NCTE.—In exercise of the powers conferred by sub-section (1) and clause (9) of sub-section (2) of section 32 read with sub-section (7) of section 7 of the National Council for Teacher Education Act, 1993 (73 of 1993), the Council hereby makes the following regulations for the procedure to be followed by the Regional Committees of the National Council for Teacher Education :

1. Short Title and Commencement :

- (i) These regulations will be called the National Council for Teacher Education (procedure to be followed by the Regional Committees) Regulations, 1995;
- (ii) They shall come into force on the date of their publication in the official Gazette.

2. Applicability :

These regulations shall be applicable to the matters relating to :

- (a) consideration of applications for recognition under the Act from institutions offering courses or training in teacher education immediately before the appointed day;
- (b) consideration of applications for recognition from institutions intending to offer a course for training in teacher education;
- (c) consideration of applications for increase in the intake of students to the courses already included while granting recognition;
- (d) consideration of applications from recognised institutions for permission to start any new course or training in teacher education;
- (e) issues which fall under section 17 of the Act;
- (f) such other functions as may be assigned by the Council from time to time.

3. Definition :

In those regulations unless the context otherwise requires:

- (a) "Act means, National Council for Teacher Education Act 1993" (73 of 1993);
- (b) "Appointed day" means the date of establishment of the National Council for Teacher Education under sub-section (1) of section 3;
- (c) "Chairperson" means the Chairperson of the Council appointed under clause (a) of sub-section (4) of section 3;
- (d) "Regional Committee" means a committee established under section 20;
- (e) "Convener" shall mean an officer of the National Council for Teacher Education nominated as Convener of the meetings of the Regional Committee;
- (f) "Member" of the Council shall mean member nominated by the Council to the Regional Committee under clause (a) of sub-section 3 of section 20 of the Act;
- (g) "Chairperson" of the Regional Committee shall mean a Chairperson nominated by the Council under sub-section 4 of section 20 of the Act as Chairperson of the Regional Committee;
- (h) All other words and expressions used herein and not defined but defined in the National Council for Teacher Education Act 1993 (73 of 1993) shall have the meaning respectively assigned to them in the said Act.

4. The Member Secretary of the Council shall nominate the Convener for the meetings of the Regional Committee. The Convener shall function under the overall supervision and guidance of the Chairman of the Regional Committee

in so far as matters relating to convening, preparation of agenda and preparation of the minutes of the meetings of the Regional Committee.

5. Every meeting of the Regional Committee shall be convened by a letter in writing issued by the Convener. Notice convening meeting of the Regional Committee shall be issued to all Members of the Regional Committee 15 days prior to the date of the meeting indicating date, time and venue of the meeting.

6. Chairman Regional Committee shall fix the time, date and venue of the meeting of the Regional Committee.

7. The Convener of the meetings of the Regional Committee shall draw up the minutes of the meeting of the Regional Committees whenever held and after obtaining approval to the draft of the minutes shall circulate the same to all members of the Regional Committee.

In case any comments/modifications/objections are received for the minutes, the same shall be placed before the Chairman of the Regional Committee and together with his/her views, if any, the minutes shall be placed before the subsequent meeting of the Regional Committees for confirmation. In the event of any objections to the record of the minutes, the same shall be resolved in subsequent meeting of the Regional Committee subject to the provisions in respect of objections/points raised by the member nominated by the Council and would be dealt as per provisions indicated in Regulation 8 below.

8. Procedure :

- (a) The Regional Committee shall decide issues by consensus after taking into account the view point of members present in light of rationale presented in support thereof.
- (b) In the event of difference of opinion in the meeting on the interpretation of eligibility conditions for recognition and application of norms and standards laid down by the Council, the matter shall be referred to the Council by the convener of the Regional Committee.
- (c) On receipt of reference in pursuance of clause (b) above, the matter shall be put up to the Chairperson of the Council for clarification/decision. Provided, however, the Chairperson may place the matter before the appropriate forum as deemed fit by the Chairperson.

9. The Chairperson NCTE shall nominate any other member of the Council to be its nominee, in the event of the appointed nominees of the Council being unable to attend any particular meeting or during any particular period in the meeting(s) of the Regional Committee.

SURENDRA SINGH
Member Secretary
National Council for Teacher Education

New Delhi, the 10th January 1996

No. F. 28-5/95-NCTE.—In exercise of the powers conferred in clause (a) of sub-section (2) of Section 32 read with sub-section (1) of Section 7 of the National Council for Teacher Education (NCTE) Act, 1993 (No. 73 of 1993), the National Council for Teacher Education hereby makes the following regulations, viz.

1. Short title and commencement

These regulations may be called the National Council for Teacher Education (procedure relating to meetings of the Council and quorum for such meetings) Regulations, 1995.

They shall come into force on the date of their publication in the official Gazette.

2. Definitions

In these regulations, unless the context otherwise requires:—

- (a) "Act" means the National Council for Teacher Education (NCTE) Act, 1993 (No. 73 of 1993).

- (7) to formulate guidelines on items/issues to be considered and approved by the Standing Committee on behalf of the Council;
- (8) to recommend the structure of the Council's Secretariat for consideration of the Government;
- (9) to screen all proposals coming within the purview of the Council under section 33 of the Institutes of Technology Act, 1961 (59 of 1961) and make appropriate recommendations to the Council; and
- (10) to consider all items within the jurisdiction of the Council and referred by the various Board of Governors of the individual IITs or the individual Directors of the IITs or other groups within the IITs, such as the Senates and the Faculty Associations, or the Council Secretariat for recommendation either to the Chairman of the Council for items within his purview or emergent consideration or to the Council itself at a normal scheduled meeting or for final disposal for items delegated to the Standing Committee.

DR. S. D. AWALE
Secretary, Council of IITs

NATIONAL COOPERATIVE DEVELOPMENT CORPORATION

New Delhi, the 13th March 1997

No. NCDC : A&C : 8-13/83-CPE.—In exercise of the powers conferred by Regulation 29 of the National Co-operative Development Corporation Employees' Provident Fund Regulations, 1964, National Co-operative Development Corporation, with the previous sanction of the Central Government, hereby makes the following amendments to the National Co-operative Development Corporation Employees' Provident Fund Regulations, 1964, namely:

1. Insert the following as clause (vii) under regulation 18(1)(a) and as clause (v) under regulation 19-A(1)
To meet expenses on purchase of consumer durable such as TV, VCR/VCP, Washing machine, Cooking range, Geyser, Computer etc.
2. Substitute the following for the existing proviso under Regulation 19-A(1)

Provided that (i) No withdrawal under this Regulation shall be sanctioned unless the subscriber has completed (a) 10 years of service in case of withdrawal under Clause (iv) or 15 years service in case of withdrawal under clauses (i), (ii), (iii) & (v), (b) or has attained the age of 45 years, whichever is earlier, (ii) The amount of withdrawal shall not ordinarily exceed six months' pay of the subscriber or 75% of the exempted contributions and exempted interest contained in the balance to the credit of the subscriber whichever is less. This limit may, however, be relaxed by the Committee of Trustees, (iii) The withdrawal for the purpose specified in clause (iv) above shall be subject to the further conditions;

The amendment is proposed to bring the provisions of NCDC EPF regulations at par with the provisions of GPF of Government of India.

The amendments shall come into force with immediate effect.

J. P. SINGH
Managing Director

NATIONAL COUNCIL FOR TEACHER EDUCATION

New Delhi-110 002, the 6th February 1997

No. F.28-2/96 NCTE.—In exercise of the powers conferred under clause (c) of sub-section 2 of Section 32 read with sub-section (7) of section 20 of NCTE Act, 1993 the National Council for Teacher Education makes the following Regulation namely:

1. Short Title and Commencement.

These regulations may be called the "National Council for Teacher Education" (Manner of filling casual vacancies among members of Regional Committee) Regulation 1996. They shall come into force from the date of the publication in the Official Gazette.

2. Definition

In these Regulations, unless the content otherwise requires:

- (i) "Act" means the National Council for Teacher Education Act, 1993 (No. 73 of 1993),
- (ii) All other terms shall have the same meaning as contained in Section 2 of the Act.

3. Applicability

These Regulations shall be applicable to a casual vacancy of member of Regional Committee by reason of death, resignation or inability to discharge functions owing to illness or other incapacity by a member nominated to Regional Committee under Clauses (a) and (c) of sub-section 3 of Section 20 of the Act.

Provided, however, this Regulation shall also apply to vacancy as Chairperson of Regional Committee, if such a member has been so appointed.

4. Manner of filling Casual Vacancy

If a Casual Vacancy of a member occurs (including Chairperson) of Regional Committee whether by reason of death, resignation or inability to discharge the functions of Regional Committee, such vacancy shall be filled up by making fresh nomination and the person so nominated shall hold office for the remainder of the term of the office of the person in whose place such person is so nominated.

SURENDRA SINGH
Member Secretary
National Council for Teacher Education

No. F. 28-9/96 NCTE.—In exercise of the powers conferred under sub-clauses (f) and (h) of sub-section 2 of section 32 read with sections 14 and 15 of the National Council for Teacher Education Act, 1993 (No. 17 of 1993), the National Council for Teacher Education hereby makes the following regulations:

1. Short Title and Commencement

These regulations may be called the National Council for Teacher Education (determination of conditions for recognition of institutions offering or intending to offer through correspondence education or distance education including open distance education, or any mode other than face to face instruction for any course leading to B.Ed. degree or its equivalent and permission to start any new course or training) Regulations 1996.

2. Applicability

These regulations shall be applicable to institutions including universities, open universities, constituents thereof and any other bodies called by whatever name and style.

3. Definition

In these regulations unless the context otherwise requires:—

- (i) "Act" means National Council for Teacher Education Act, 1993 (No. 73 of 1993).
- (ii) "New course or training in teacher education" means any course or training in teacher education which was not being offered by the institution at the time of recognition but is proposed to be offered by the recognised institution.
- (iii) All other terms shall have the same meaning as contained in section 2 of the Act.

4. Application for Recognition

(a) Every institution offering/intending to offer a course or training in teacher education shall make an application for recognition under the Act in the Form given in Appendix-1 to these Regulations.

भारत का राजपत्र
The Gazette of India

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 122]

नई दिल्ली, शुक्रवार, जून 7, 2002/च्येष्ठ 17, 1924

No. 122]

NEW DELHI, FRIDAY, JUNE 7, 2002/JYAISTHA 17, 1924

राष्ट्रीय अध्यापक शिक्षा परिषद्
अधिसूचना

नई दिल्ली, 28 मई, 2002

सं. फन. 9-11/2002/राअशिप.—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम की धारा 32 की उपधारा (1) तथा उपधारा (2) के खण्ड (द) के अधीन शक्तियों का प्रयोग करते हुए जिन्हें राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 (1993 का 73वां) की धारा 20 की उपधारा (7) और साथ ही राष्ट्रीय अध्यापक शिक्षा परिषद् नियमवली 1997 के नियम 7(4) के साथ पढ़ा जाए, परिषद् भारत के राजपत्र में 24 फरवरी, 1996 को प्रकाशित राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समितियों द्वारा चालन को जाने वाली क्रियाविधि) विनियम, 1995 में एतद्वारा निम्न संशोधन करती है।

संशोधन नाम और प्रवर्तन

- (1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समितियों द्वारा चालन को जाने वाली क्रियाविधि) (संशोधन) विनियम, 2002 कहलाएंगे।
- (2) ये विनियम सरकारी राजपत्र में उनके प्रकाशन की तारीख से लागू होंगे।

संशोधन की सीमा

राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समितियों द्वारा चालन को जाने वाली क्रियाविधि) विनियम, 1995 में निम्न संशोधन किए जाते हैं :

- (i) खण्ड 6 निम्न द्वारा प्रतिस्थापित किया जाता है :
"क्षेत्रीय समिति की बैठक कम से कम एक महीने में एक बार आयोजित की जाएगी। क्षेत्रीय समिति के अध्यक्ष, क्षेत्रीय समिति की बैठक का समय, तारीख और स्थान निर्धारित करेंगे।"
- (ii) निम्न के रूप में खण्ड 10 जोड़ा जाए :
"क्षेत्रीय समिति की अध्यक्षता क्षेत्रीय समिति के अध्यक्ष (चेयरपर्सन) करेंगे। यदि किसी कारण क्षेत्रीय समिति के अध्यक्ष (चेयरपर्सन) क्षेत्रीय समिति की किसी बैठक में भाग लेने में असमर्थ हों तो ऐसी बैठक की अध्यक्षता बैठक में उपस्थित सदस्यों द्वारा चयनित क्षेत्रीय समिति का कोई अन्य सदस्य करेगा।"

एत. के. रॉय, सदस्य सचिव
[विज्ञापन III/IV/असाधारण/131/2002]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 28th May, 2002

No. F. 9-11/2002/NCTE.—In exercise of the powers conferred by sub-section (1) and clause (c) of sub-section (2) of Section 32 read with sub-section (7) of Section 20 of the National Council for Teacher Education Act, 1993 (71 of 1993) and further read with Rule 7(4) of NCTE Rules, 1997, the Council hereby makes the following amendments to the National Council for Teacher Education (procedure to be followed by the Regional Committees), Regulations, 1995 notified in the Gazette of India on 24th February, 1996.

Short Title and Commencement

- (1) These Regulations may be called the National Council for Teacher Education (procedure to be followed by the Regional Committees) Amendment Regulations, 2002.
- (2) They shall come into force on the date of their publication in the Official Gazette.

Extent of Amendment

The following amendments are made in the National Council for Teacher Education (procedure to be followed by the Regional Committees) Regulations, 1995 :—

- (i) Clause 6 is substituted as under :—

"The meetings of the Regional Committee shall be held at least once every month. Chairman of the Regional Committee shall fix the time, date and venue of the meeting of the Regional Committee."

- (ii) Clause 10 is added as under :—

"The meetings of the Regional Committee will be presided over by the Chairperson of the Regional Committee. If for any reason the Chairperson of the Regional Committee is unable to attend any meeting of the Regional Committee, any other Member of the Regional Committee, chosen by the Members present at the meeting, shall preside at that meeting."

S. K. RAY, Member Secretary

[ADVT. III/V/Edy/131/2002]

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असाधारण

EXTRAORDINARY

भाग III—खण्ड 4

PART III—Section 4

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 26]

नई दिल्ली, सोमवार, फरवरी 14, 2011/माघ 25, 1932

No. 26]

NEW DELHI, MONDAY, FEBRUARY 14, 2011/MAGHA 25, 1932

राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 7 फरवरी, 2011

फा. सं. 51-1/2009/राअशिप(मानक एवं मानदण्ड).—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम 1993 (1993 का 73वां) के खण्ड 32 के उपखण्ड (3) तथा उपखण्ड (5) की धारा (ग) के साथ पठित खण्ड 32 के उपखण्ड (1) तथा उपखण्ड (2) की धाराएं (ठ) तथा (ड) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए राष्ट्रीय अध्यापक शिक्षा परिषद्, राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समिति में नामित किए जाने वाले व्यक्तियों की संख्या, उनका कार्यकाल तथा देय भत्ते) विनियम, 1995 में और आगे संशोधन करने के लिए निम्नलिखित विनियम बनाती है यथा:-

1 (i) इन विनियमों को राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समिति में नामित किए जाने वाले व्यक्तियों की संख्या, उनका कार्यकाल तथा देय भत्ते) प्रथम संशोधन विनियम 2011 कहा जाएगा।

(ii) ये विनियम सरकारी राजपत्र में उनके प्रकाशन की तारीख से प्रवृत्त होंगे।

2 राष्ट्रीय अध्यापक शिक्षा परिषद्(क्षेत्रीय समिति में नामित किए जाने वाले व्यक्तियों की संख्या, उनका कार्यकाल तथा देय भत्ते) विनियम 1995 (जिसका उल्लेख इसके बाद मूल विनियमों के रूप में किया जाएगा) के विनियम 2 में धारा (i) के बाद निम्न अन्तःस्थापित किया जाएगा यथा:-

(1क) 'चयन समिति' का आशय विनियम 3 अ के अधीन गठित समिति से है।

3 मूल विनियमों में विनियम 3 के स्थान पर निम्न प्रतिस्थापित किया जाएगा-

बशर्ते कि चयन समिति द्वारा जिस व्यक्ति की संस्तुति की गई हो वह किसी अशासकीय अध्यापक शिक्षा संस्थान के साथ प्रत्यक्ष अथवा अप्रत्यक्ष हित से जुड़ा नहीं होना चाहिए।

(4) अध्यक्ष, राष्ट्रीय अध्यापक शिक्षा परिषद्, परिषद् के दो सदस्यों जिन्हें परिषद् द्वारा इस प्रयोजन के लिए नामित किया गया हो, के परामर्श से चयन समिति द्वारा नामों की अनुशंसा की सूची में से प्रत्येक क्षेत्रीय समिति के लिए छः व्यक्तियों (एक अध्यक्ष सहित) को नामित करेंगे।

(5) प्रत्येक क्षेत्रीय समिति के लिए नामित सदस्यों के नाम परिषद् द्वारा सरकारी राजपत्र में अधिसूचित किए जाएंगे।

5 मूल विनियमों के विनियम 4 में 'विनियम 3' शब्द और संख्या के स्थान पर विनियम 3 अ शब्द और संख्या अन्तःस्थापित किए जाएंगे।

विक्रम सहाय, सदस्य-सचिव

[विज्ञापन III/4/असा./131/10]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 7th February, 2011

No. F. 51-1/2009/NCTE(N&S).— In exercise of the powers conferred by sub-section (1) and clauses (l) and (m) of sub-section (2) of section 32 read with clause (c) of sub-section (3) and sub-section (5) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following regulations further to amend the National Council for Teacher Education (number of persons to be nominated to Regional Committee, their term of office and allowance payable) Regulations, 1995, namely:-

1. (i) These Regulations may be called the National Council for Teacher Education (number of persons to be nominated to the Regional Committee, their term of office and allowance payable) First Amendment Regulations, 2011.

(ii) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (number of persons to be nominated to Regional Committee, their term of office and allowance payable) Regulations, 1995 (hereinafter referred to as principal Regulations), in regulation 2, after clause (i), the following shall be inserted, namely,-

“(ia) “Selection Committee” means the ~~Committee~~ constituted under Regulation 3A.”

3. In the principal Regulations, for regulation 3, the following shall be substituted, namely, -

“3(1) Six persons having special knowledge and experience in matters relating to teacher education, as specified in sub-regulation (2) shall be nominated to each of the Regional Committee by the Council.

(2) The persons referred to above shall include

- (a) Former Vice-Chancellors, Pro-Vice Chancellors, Deans of the Faculties of Education of Universities of Central / State Govt.
- (b) Professors and Head of the Departments of Education in the Universities under the Central Government or the State Government;
- (c) Principals of Government Post Graduate Colleges
- (d) Senior Teacher Educators, preferably of Government institutions with a minimum of 15 years experience of teaching and research in education
- (e) Former Commissioners of Education / Former Directors of State Council for Educational Research and Training (SCERT)
- (f) Person who have held a position not below the rank of Joint Secretary to the Government of India or Secretary in a State Government, dealing with education and related matters;
- (g) Former Head of national level institutions in the field of education / teacher education”

4. After regulation 3, the following shall be inserted, namely -

“3A. Procedure for nomination of Members of the Regional Committee,-

(1) There shall be a Selection Committee constituted by the Council for recommending a panel of names for appointment of members for each of the four Regional Committees.

(2) The Selection Committee shall consist of the three persons having special knowledge and experience in teacher education, one of whom shall be a retired officer of the Government of India who has dealt with the subject of education.

(3) The Selection Committee shall consider names of suitable candidates possessing requisite qualifications and experience referred to in regulation 3, on the basis of Curriculum Vitae / Bio - data received in the NCTE and those collected by it and recommend to the Chairperson, National Council for Teacher Education a panel of 12 names for each of the four Regional Committees:

Provided that a person recommended by the Selection Committee shall not have any direct or indirect interest in any non-government teacher education institution.

(4) The Chairperson, National Council for Teacher Education shall, in consultation with two members of the Council, to be nominated by the Council for the purpose, nominate six persons (including a Chairperson) as members of each Regional Committee, from the panel of names recommended by the Selection Committee.

(5) The names of members nominated for each Regional Committee shall be notified by the Council in the Official Gazette."

5. In regulation 4 of the principal Regulations, for the word and figure "Regulation 3", the word and figure "Regulation 3A" shall be substituted.

VIKRAM SAHAY, Member-Secy.

[ADVT. III/4/Exty./131/10]



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असाधारण
EXTRAORDINARY
भाग III—खण्ड 4
PART III—Section 4
प्राधिकार से प्रकाशित
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सं. 245]
No. 245]

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NEW DELHI, THURSDAY, JUNE 22, 2017/ ASADHA 1, 1939

राष्ट्रीय अध्यापक शिक्षा परिषद्
अधिसूचना

नई दिल्ली, 22 जून, 2017

फा. सं. 9-21/2016/राअधिप/स्थापना.—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम 1993 (1993 का 73वां) की धारा 32 की उपधारा (2) के खण्ड (ओ) तथा धारा 20 की उपधारा (7) के अन्तर्गत प्रदत्त शक्तियों का प्रयोग करते हुए राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समितियों की स्थापना, स्थान तथा क्षेत्रीय अधिकार क्षेत्र सम्बन्धी) (संशोधन) विनियम, 2017, इस प्रतिबंध से पहले किए गए कार्य अथवा जिन्हें छोड़ दिया गया, इनके अलावा, राष्ट्रीय अध्यापक शिक्षा परिषद् एतद्वारा निम्नलिखित विनियम बनाती है:

1. (1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद् (क्षेत्रीय समितियों की स्थापना, स्थान तथा क्षेत्रीय अधिकार क्षेत्र) विनियम, 2017 कहलाएंगे।

(2) ये विनियम सरकारी राजपत्र में प्रकाशित होने की तिथि को लागू होंगे।

2. क्षेत्रीय समितियों का स्थान और क्षेत्रीय अधिकार क्षेत्र निम्नानुसार होगा :

क्र.सं. (1)	क्षेत्रीय समिति का नाम (2)	स्थान (3)	क्षेत्रीय अधिकार क्षेत्र (4)
1.	पूर्वी क्षेत्रीय समिति	दिल्ली	अरुणाचल प्रदेश, असम, बिहार, झारखण्ड, मणिपुर, मेघालय, मिजोरम, नागालैंड, ओडिशा, सिक्किम, त्रिपुरा तथा पश्चिम बंगाल
2.	पश्चिमी क्षेत्रीय समिति	दिल्ली	छत्तीसगढ़, गोवा, गुजरात, मध्य प्रदेश, महाराष्ट्र, दक्षिण एवं नगर हवेली तथा दमन एवं दीव
3.	उत्तरी क्षेत्रीय समिति	दिल्ली	हरियाणा, हिमाचल प्रदेश, पंजाब, राजस्थान, उत्तर प्रदेश, उत्तराखण्ड, चण्डीगढ़ तथा दिल्ली
4.	दक्षिणी क्षेत्रीय समिति	दिल्ली	आन्ध्र प्रदेश, कर्नाटक, केरल, तमिलनाडु, तेलंगाना, अंडमान तथा निकोबार द्वीप समूह, लक्षद्वीप तथा पुदुचेरी

संजय अवरथी, सदस्य सचिव

[विज्ञापन—III/4/असा/121/17]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 22nd June, 2017

F.No. 9-21/2016/NCTE/Estt.—In exercise of the powers conferred under clause (o) of sub-section (2) of Section 32 and sub-section (7) of Section 20 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the National Council for Teacher Education (Establishment, Location and Territorial Jurisdiction of the Regional Committees) (Amendment) Regulations, 2017, except as things done or omitted to be done before such supersession, the National Council for Teacher Education hereby makes the following regulations, namely:—

1. (1) These Regulations may be called the National Council for Teacher Education (Establishment, Location and Territorial Jurisdiction of the Regional Committees) Regulations, 2017.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. The location and territorial jurisdiction of the Regional Committees shall be as follows:

Sl. No.	Name of the Regional Committee	Location	Territorial Jurisdiction
(1)	(2)	(3)	(4)
1.	Eastern Regional Committee	Delhi	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Sikkim, Tripura and West Bengal
2.	Western Regional Committee	Delhi	Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli and Daman and Diu
3.	Northern Regional Committee	Delhi	Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Uttarakhand, Chandigarh and Delhi
4.	Southern Regional Committee	Delhi	Andhra Pradesh, Karnataka, Tamil Nadu, Telangana, Andaman and Nicobar Islands, Lakshadweep, Puducherry and Kerala

SANJAY AWASTHI, Member Secy.

[ADVT.-III/4/Exty./121/17]

No. 15795 BSA

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23-4-96

REGD. NO. D.L.-33004/99

संजिस्टी सं० डी० एल०-33004/99



सत्यमेव जयते

भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (ii)

PART II—Section 3—Sub-section (ii)

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 622]

नई दिल्ली, सोमवार, अप्रैल 5, 2010/चैत्र 15, 1932

No. 622]

NEW DELHI, MONDAY, APRIL 5, 2010/CHAITRA 15, 1932

मानव संसाधन विकास मंत्रालय

(स्कूल शिक्षा एवं साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 31 मार्च, 2010

का.आ. 749(अ).—निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009 की धारा 29 की उप-धारा (1) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, केन्द्र सरकार एतद्वारा राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् को प्राथमिक शिक्षा के लिए पाठ्यचर्या तथा मूल्यांकन प्रविधि निर्धारित करने और इस अधिनियम की धारा 7 की उप-धारा (6) के खण्ड (क) के तहत राष्ट्रीय पाठ्यचर्या संरचना तैयार करने वाले शैक्षिक प्राधिकरण के रूप में प्राधिकृत करती है।

[फा. सं. 1-13/2009-ई.ई.-4]

अनिता कौल, संयुक्त सचिव

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 31st March, 2010

S.O. 749(E).—In exercise of the powers conferred by sub-section (1) of Section 29 of the Right of Children to Free and Compulsory Education Act, 2009, the Central Government hereby authorises the National Council of Educational Research and Training as the academic authority to lay down the curriculum and evaluation

1235 GM/2010

procedure for elementary education, and to develop a framework of national curriculum under clause (a) of sub-section (6) of Section 7 of the Act.

[F. No. 1-13/2009-EE-4]

ANITA KAUL, Jt. Secy.

अधिसूचना

नई दिल्ली, 31 मार्च, 2010

का.आ. 750(अ).—निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009 की धारा 23 की उप-धारा (1) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, केन्द्र सरकार एतद्वारा राष्ट्रीय अध्यापक शिक्षा परिषद् को शिक्षक के रूप में नियुक्त किए जाने के लिए पात्र व्यक्ति के लिए न्यूनतम अर्हताओं का निर्धारण करने वाले शैक्षिक प्राधिकरण के रूप में प्राधिकृत करती है।

[फा. सं. 1-13/2009-ई.ई.-4]

अनिता कौल, संयुक्त सचिव

NOTIFICATION

New Delhi, the 31st March, 2010

S.O. 750(E).—In exercise of the powers conferred by sub-section (1) of Section 23 of the Right of Children to Free and Compulsory Education Act, 2009, the Central Government hereby authorises the National Council for Teacher Education as the academic authority to lay down the minimum qualifications for a person to be eligible for appointment as a teacher.

[F. No. 1-13/2009-EE-4]

ANITA KAUL, Jt. Secy.



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असाधारण

EXTRAORDINARY

भाग III—खण्ड 4

PART III—Section 4

प्रधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 215]

नई दिल्ली, बुधवार, अगस्त 25, 2010/भाद्र 3, 1932

No. 215]

NEW DELHI, WEDNESDAY, AUGUST 25, 2010/BHADRA 3, 1932

राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 23 अगस्त, 2010

फा. सं. 61-03/2010/एनसीटीई (एन एंड एस)—निःशुल्क एवं अनिवार्य बाल शिक्षा अधिनियम, 2009 (2009 का 35) की धारा 23 की उप-धारा (1) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और स्कूली शिक्षा और साक्षरता विभाग, मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा जारी दिनांक 31 मार्च, 2010 की अधिसूचना सं. का.आ. 750(अ) के अनुसरण में राष्ट्रीय अध्यापक शिक्षा परिषद् एतद्वारा इस अधिसूचना की तिथि से निःशुल्क और अनिवार्य बाल शिक्षा अधिनियम, 2009 की धारा 2 के खण्ड (ढ) में संदर्भित स्कूलों में कक्षा I से VIII में अध्यापक के रूप में नियुक्ति की पात्रता हेतु निम्नलिखित न्यूनतम योग्यता निर्धारित करती है :—

1. न्यूनतम योग्यता —

(i) कक्षा I-V

(क) न्यूनतम 50% अंकों के साथ उच्चतर माध्यमिक (या इसके समकक्ष) एवं प्रारंभिक शिक्षा शास्त्र में द्विवर्षीय डिप्लोमा (जिस नाम से भी जाना जाता हो)

या

न्यूनतम 45% अंकों के साथ उच्चतर माध्यमिक (या इसके समकक्ष) एवं प्रारंभिक शिक्षा शास्त्र में द्विवर्षीय डिप्लोमा (जिस नाम से भी जाना जाता हो), जो राष्ट्रीय अध्यापक शिक्षा परिषद् (मान्यता, मानक और क्रियाविधि) विनियम, 2002 के अनुसार प्राप्त किया गया हो।

(ग) भर्ती नियमों के अनुसार 3 सितम्बर, 2001 से पहले नियुक्त अध्यापक।

5. कुछ मामलों में इस अधिसूचना की तिथि के बाद नियुक्त अध्यापक — इस अधिसूचना की तिथि से पूर्व यदि सरकारों अथवा स्थानीय प्राधिकारियों अथवा विद्यालयों द्वारा विज्ञापन जारी कर अध्यापकों की नियुक्ति की प्रक्रिया आरम्भ कर दी गई है, ऐसी स्थिति में नियुक्तियों, राष्ट्रीय अध्यापक शिक्षा परिषद (स्कूलों में अध्यापकों की भर्ती के लिए न्यूनतम योग्यताओं का निर्धारण) विनियम, 2001 (समय-समय पर यथासंशोधित) के अनुसार की जा सकती हैं।

हसीब अहमद, सदस्य-सचिव
[विज्ञापन III/4/131/10-असल]

NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION

New Delhi, the 23rd August, 2010.

F. No. 61-03/20/2010/NCTE/(N&S).—In exercise of the powers conferred by Sub-section (1) of Section 23 of the Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009), and in pursuance of Notification No. S.O. 750 (E) dated 31st March, 2010 issued by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, the National Council for Teacher Education (NCTE) hereby lays down the following minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII in a school referred to in clause (n) of Section 2 of the Right of Children to Free and Compulsory Education Act, 2009, with effect from the date of this Notification :—

1 Minimum Qualifications.-

(i) Classes I-V

(a) Senior Secondary (or its equivalent) with at least 50% marks and 2 - year Diploma in Elementary Education (by whatever name known)

OR

Senior Secondary (or its equivalent) with at least 45% marks and 2 - year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations 2002

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor of Elementary Education (B. El. Ed.)

OR

3344 GI/10-2

Senior Secondary (or its equivalent) with at least 50% marks and 2 - year Diploma in Education (Special Education)

AND

(b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

(ii) Classes VI-VIII

(a) B.A./B.Sc and 2 - year Diploma in Elementary Education (by whatever name known)

OR

B.A./B.Sc. with at least 50% marks and 1 - year Bachelor in Education (B. Ed)

OR

B.A./B.Sc. with at least 45% marks and 1 - year Bachelor in Education (B. Ed), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor in Elementary Education (B. El. Ed)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year BA/B.Sc. Ed or B.A. Ed/BSc. Ed.

OR

B.A./B.Sc. with at least 50% marks and 1 - year B.Ed. (Special Education)

AND

(b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

2 Diploma/Degree Course in Teacher Education.- For the purposes of this Notification, a diploma/degree course in teacher education recognized by the National Council for Teacher Education (NCTE) only shall be considered. However, in case of Diploma in Education (Special Education) and B. Ed (Special Education), a course recognized by the Rehabilitation Council of India (RCI) only shall be considered

3 Training to be undergone.- A person -

(a) with BA/B.Sc. with at least 50% marks and B. Ed qualification shall also be eligible for appointment for class I to V upto 1st January, 2012, provided he undergoes, after appointment, an NCTE recognized 6-month special programme in Elementary Education.

(b) with D. Ed (Special Education) or B. Ed (Special Education) qualification shall undergo, after appointment, an NCTE recognized 6-month special programme in Elementary Education.

4 Teacher appointed before the date of this Notification.- The following categories of teachers appointed for classes I to VIII prior to date of this Notification need not acquire the minimum qualifications specified in Para (1) above,:

(a) A teacher appointed on or after the 3rd September, 2001 i.e. the date on which the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time) came into force, in accordance with that Regulation.

Provided that a teacher of class I to V possessing B. Ed qualification, or a teacher possessing B. Ed (Special Education) or D. Ed (Special Education) qualification shall undergo an NCTE recognized 6 - month special programme on elementary education.

(b) A teacher of class I to V with B. Ed qualification who has completed a 6-month Special Basic Teacher Course (Special BTC) approved by the NCTE;

(c) A teacher appointed before the 3rd September, 2001, in accordance with the prevalent Recruitment Rules.

5 Teacher appointed after the date of this Notification in certain cases.- Where an appropriate Government, or local authority or a school has issued an advertisement to initiate the process of appointment of teachers prior to the date of this Notification, such appointments may be made in accordance with the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time).

HASIB AHMAD, Member-Secy.
[ADVT III/4/131/10-Exy.]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 29th July, 2011

F.No. 61-1/2011/NCTE(N&S).—In exercise of the powers conferred by sub-section (1) of the Section 23 of Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009) and in pursuance of the Notification No. S.O. 750(E), dated 31st March, 2010 issued by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, the National Council for Teacher Education (NCTE) hereby makes the following amendments to the Notification No. 215 dated 25th August, 2010 published in the Gazette of India, Extraordinary, Part - III, Section - 4, vide F.No. 61-1/2011-NCTE(N&S), dated the 23rd August, 2010, laying down the minimum qualifications for a person to be eligible for appointment as a teacher (hereby referred to as the Principal Notification), namely :—

(I) For sub-para (i) of para 1 of the Principal Notification, the following shall be substituted, namely :—

1. Minimum Qualifications :—

(i) Classes I—V

(a) Senior Secondary (or its equivalent) with at least 50% marks and 2-year Diploma in Elementary Education (by whatever name known)

OR

Senior Secondary (or its equivalent) with at least 45% marks and 2-year Diploma in Elementary Education (by whatever name known), in accordance with the NCTE (Recognition Norms and Procedure), Regulations, 2002.

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor of Elementary Education (B.El.Ed.)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 2-year Diploma in Education (Special Education)

OR

Graduation and two year Diploma in Elementary Education (by whatever name known)

AND

(b) Pass in the Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

(II) For sub-para (ii) of para 1 of the Principal Notification, the following shall be substituted, namely :—

(ii) Classes VI—VIII

(a) Graduation and 2-year Diploma in Elementary Education (by whatever name known)

OR

Graduation with at least 50% marks and 1-year Bachelor in Education (B.Ed.)

OR

Graduation with at least 45% marks and 1-year Bachelor in Education (B.Ed.), in accordance with the NCTE Recognition Norms and Procedure) Regulations issued from time to time in this regard.

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year Bachelor in Elementary Education (B.El.Ed.)

OR

Senior Secondary (or its equivalent) with at least 50% marks and 4-year B.A. / B.Sc.Ed. or B.A. Ed./B.Sc.Ed.

OR

Graduation with at least 50% marks and 1-year B.Ed. (Special Education)

AND

(b) Pass in Teacher Eligibility Test (TET), to be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose.

(III) For para 3 of the Principal Notification the following shall be substituted, namely:—

(i) Training to be undergone.—A person—

(a) with Graduation with at least 50% marks and B.Ed. qualification or with at least 45% marks and 1-year Bachelor in Education (B.Ed.), in accordance with the NCTE (Recognition Norms and Procedure) Regulations issued from time to time in this regard, shall also be eligible for appointment to Class I to V up to 1st January, 2012, provided he/she undergoes, after appointment, an NCTE recognized 6-month Special Programme in Elementary Education;

(b) with D.Ed. (Special Education) or B.Ed. (Special Education) qualification shall undergo, after appointment an NCTE recognized 6-month Special Programme in Elementary Education.

(ii) Reservation Policy :

Relaxation up to 5% in the qualifying marks shall be allowed to the candidates belonging to reserved categories, such as SC/ST/OBC/PH.

(IV) For para 5 of the Principal Notification, the following shall be substituted, namely:—

5. (a) Teacher appointed after the date of this notification in certain cases :—Where an appropriate Government or local authority or a school has issued an advertisement to initiate the process of appointment of teachers prior to the date of this Notification, such appointments may be made in accordance with the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 (as amended from time to time).

(b) The minimum qualification norms referred to in this Notification apply to teachers of Languages, Social Studies, Mathematics, Science, etc. In respect of teachers for Physical Education, the minimum qualification norms for Physical Education teachers referred to in NCTE Regulation dated 3rd November, 2001 (as amended from time to time) shall be applicable. For teachers of Art Education, Craft Education, Home Science, Work Education, etc. the existing eligibility norms prescribed by the State Governments and other school managements shall be applicable till such time the NCTE lays down the minimum qualifications in respect of such teachers.

VIKRAM SAHAY, Convener

[ADVT-III/4/131/2011/Exty.]

Note :—The Principal Notification was published in the Gazette of India, Extraordinary, Part III, Section 4, vide Number F. 61-3/2011-NCTE (N&S), dated the 23rd August, 2010.

	<p>समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 के अनुसार खेलकूद विज्ञान, खेलकूद प्रबन्ध, खेलकूद कोचिंग, योग, आलम्बिक शिक्षा, खेलकूद पत्रकारिता आदि में एक वर्ष के प्रशिक्षण कार्यक्रम सहित स्नातक। तथा (ख) राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा मान्यताप्राप्त किसी संस्थान से शारीरिक शिक्षा में कम से कम एक वर्ष की अवधि का स्नातक (बी.पी.एड.) (अथवा इसके समतुल्य)।</p>
<p>3. उच्च माध्यमिक/इंटरमीडिएट (कक्षा XI-XII के लिए)</p>	<p>शारीरिक शिक्षा में स्नातक (बी.पी.एड.) अथवा शारीरिक शिक्षा में स्नातक (बी.पी.ई.) अथवा स्वास्थ्य और शारीरिक शिक्षा में विज्ञान स्नातक (बी.एस.सी.) तथा राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और क्रियाविधि) विनियम 2009 के अनुसार कम से कम 55% अंकों सहित खेलकूद में डिग्री। अथवा राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और क्रियाविधि) विनियम 2007 (10.12.2007 को अधिसूचित) के अनुसार बी.पी.एड. डिग्री/बी.पी.एड. (एकीकृत) 4 वर्षीय व्यावसायिक डिग्री में कम से कम 50% अंक। अथवा कम से कम 55% अंकों सहित बी.पी.एड. अथवा 13.11.2002 को अधिसूचित विनियम 2009 के अनुसार राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता के लिए आवेदन पत्र, आवेदन पत्र जमा कराने की समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 के अनुसार कम से कम 50% अंकों सहित 3 वर्ष की अवधि का बी.पी.ई. पाठ्यक्रम (अथवा इसके समतुल्य)। तथा (ग) राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा मान्यताप्राप्त किसी भी संस्थान से कम से कम 2 वर्ष की अवधि का एम.पी.एड. पाठ्यक्रम।</p>

जुगलाल सिंह, सदस्य सचिव

[विज्ञापन III/4/असा./131/2014]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 12th November, 2014

F. No.-62-1/2012/NCTE (N&S).—In exercise of the powers conferred under Clause (dd) of Sub-section (2) of Section 32 read with Section 12A of the National Council for Teacher Education Act, 1993(73 of 1993) and in supersession of the National Council for Teacher Education (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 except as respects things done or omitted to be done before such supersession, the Council hereby makes the following regulations, namely:—

1. Short Title and Commencement.—

(1) These Regulations may be called the National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014:

(2) They shall come into force on the date of their publication in the Official Gazette.

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2. Applicability-

These Regulations shall be applicable for recruitment of teachers and Physical Education Teachers in any recognized school imparting Pre-primary, Primary, Upper Primary, Secondary or Senior Secondary or Intermediate Schools or Colleges imparting senior secondary education.

Explanation: - For the purpose of this regulation, the term "School" includes:-

- (i) A school established, owned and controlled by the Central Government, or the State Government or a local authority;
- (ii) A school receiving aid or grants to meet whole or part of its expenses from the Central Government or the State Government or a Local Authority;
- (iii) A school not receiving any aid or grants to meet whole or part of its expenses from the Central Government or the State Government or a Local Authority.

4. Qualifications for Recruitment -

- (a) The qualifications for recruitment of teachers in any recognized school imparting Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges imparting senior secondary education shall be as given in the First and Second Schedule(s) annexed to these Regulations.
- (b) For promotion of teachers the relevant minimum qualifications as specified in the First and Second Schedule(s) are applicable for consideration from one level to the next level.

5. Power to relax

Where the Council is satisfied on receipt of reference from the concerned State Government that special circumstances exist warranting relaxation of some of the provisions of the Regulations, it may grant relaxation of that provision to such extent, for such time period and subject to such conditions and limitations as it may consider necessary, in a just and equitable manner;

Provided, that no relaxation, shall be granted under these Regulations with regard to the minimum qualifications for appointment of teachers for Level 3 (Class I to VIII) as specified in the First Schedule.

6. Interpretation

If any question arises relating to interpretation of these Regulations or equivalence of various teacher's training programmes, the Council shall decide the same.

First Schedule

{See Sub-regulation (2) of Regulation (4)}

The National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014.

LEVEL	MINIMUM ACADEMIC AND PROFESSIONAL QUALIFICATIONS
1. Pre-School/Nursery (For children in the age group of 4-6 years)	a. (i) Senior Secondary (Class XII or its equivalent) from recognized board with at least 50% marks Or (ii) Senior Secondary (Class XII or its equivalent) from recognized board with at least 45% marks in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002 And; b. Diploma in Nursery Teacher Education/Pre-School Education/Early Childhood Education Programme (D.B.G.Ed.) of duration of not less than two years, or B.Ed. (Nursery) from National Council for Teacher Education recognized institution.
2. Pre-School/Nursery followed by first two years in a formal school.	
3. Primary and Upper Primary (For Classes I to VIII)	Minimum qualifications as laid down by National Council for Teacher Education vide its notification, dated 23.08.2010 as amended from time to time issued in exercise of the powers conferred under Sub-section (1) of Section 23 of the Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009)
4. Secondary/High School (For Classes IX-X)	(a) Graduate/Post Graduate from recognized University with at least 50% marks in either Graduation or Post Graduation (or its equivalent) and Bachelor of Education (B.Ed.) from National Council for Teacher Education recognized institution,

	<p>Or</p> <p>For deputed in-service candidates (i.e. trained Physical Education Teachers/ Coaches)— Graduation with 45% marks and at least 3 years of teaching experience as per National Council for Teacher Education (Recognition Norms & Procedure) Regulations, 2009</p> <p>Or</p> <p>Graduate in Physical Education with 40% marks</p> <p>Or</p> <p>Graduate with Physical Education as an elective subject with 40% marks</p> <p>Or</p> <p>Graduate who participated school, Inter-Collegiate in sports/games or passed NCC 'C' Certificate in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007</p> <p>Or</p> <p>Graduate in Physical Education i.e. B.P.Ed. course (or its equivalent) of 3 years duration</p> <p>Or</p> <p>Graduate having represented State/University in sports/ games/ athletics</p> <p>Or</p> <p>Graduate who has secured 1st, 2nd or 3rd position in Inter- Collegiate sports/games tournaments/possessing NCC 'C' Certificate or passed basic course in Adventure Sports</p> <p>Or</p> <p>Graduate with one year training programme in Sports Science, Sports Management, Sports Coaching, Yoga, Olympic Education, Sports Journalism etc. (in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002</p> <p>And</p> <p>(b) Bachelor of Physical Education (B.P.Ed.) of at least one year duration (or its equivalent) from any National council for Teacher Education recognized institution</p>
3. Senior Secondary/ Intermediate For Classes XI-XII	<p>Bachelor of Physical Education (B.P.Ed.) or Bachelor of Physical Education (BPE) or Bachelor of Science (B.Sc) in Health and Physical Education and Degree in Sports with at least 55% marks as per National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009.</p> <p>Or</p> <p>At least 50% marks in the B.P.Ed. degree/B.P.Ed. (Integrated) 4 years professional degree in accordance with the and National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007</p> <p>Or</p> <p>B.P.Ed. with atleast 55% marks or B.P.E. Course (or its equivalent) of 3 years duration with at least 50% marks (in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002</p> <p>And</p> <p>(e) M.P.Ed. of at least 2 years duration from any National Council for Teacher Education recognized institution.</p>

JUGLAL SINGH, Member Secy.

[ADVT III/4/Exty./131/2014]

79991/2018/CDN Section-HQ

रजिस्ट्री सं० डी० एल०-33004/99

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भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग III—खण्ड 4

PART III—Section 4

प्राधिकार से प्रकाशित

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राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 28 जून, 2018

फा. सं. एनसीटीई-रेगु 012/16/2018.—निःशुल्क एवं अनिवार्य बाल शिक्षा अधिनियम, 2009 (2009 का 35) की धारा 23 की उपधारा (1) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और स्कूली शिक्षा और साक्षरता विभाग, मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा जारी दिनांक 31 मार्च, 2010 की अधिसूचना सं. का.आ. 750(अ), दिनांक 31 मार्च, 2010 के अनुसार मे राष्ट्रीय अध्यापक शिक्षा परिषद् द्वारा इस अधिसूचना की तिथि से पुनः अधिसूचना संख्या फा. सं. 61-03/20/2010/एनसीटीई/(एनएंडएस), दिनांक 23 अगस्त, 2010 को भारत सरकार के राजपत्र, असाधारण, भाग III, अनुच्छेद 4, दिनांक 25 अगस्त, 2010 को प्रकाशित अधिसूचना में निम्नलिखित संशोधन करते हुए अधिसूचना जारी करती है:

(1) उपरोक्त अधिसूचना में पैरा 1, उप-पैरा (i), अनुच्छेद (ए) में शब्दों और कोष्ठकों के बाद "स्नातक तथा प्राथमिक शिक्षा में दो वर्षीय डिप्लोमा (चाहे किसी भी नाम से जाना जाता हो), निम्नलिखित को शामिल किया जाएगा:-

अथवा

"50 प्रतिशत अंकों के साथ स्नातक तथा शिक्षा स्नातक (बी.एड.)"

2. उपरोक्त अधिसूचना में पैरा 3, उप-पैरा (ए) के स्थान पर निम्नलिखित उप-पैरा होगा:-

"(ए) जिसने एनसीटीई द्वारा मान्यताप्राप्त संस्थान से शिक्षा-स्नातक की उपाधि प्राप्त की है उस पर कक्षा I से V तक पढ़ाने के लिए अध्यापक के रूप में नियुक्ति हेतु विचार किया जाएगा, किन्तु इस प्रकार अध्यापक के रूप में नियुक्त व्यक्ति को प्राथमिक शिक्षक के रूप में नियुक्त होने के दो वर्ष के भीतर एनसीटीई द्वारा मान्यता प्राप्त प्राथमिक शिक्षा में 6 महीने का एक संतु पाठ्यक्रम (ट्रिज कोर्स) आवश्यक रूप से पूरा करना होगा।"

संजय अवस्थी, सदस्य सचिव

[विज्ञापन-III/4/असा./12/18-19]

3676/GU/2018

(1)

नोट : प्रमुख अधिसूचना भारत के राजपत्र में, दिनांक 25 अगस्त, 2010 को असाधारण, भाग III, अनुच्छेद 4 में दिनांक 23 अगस्त, 2010 सं. 61-03/20/2010/एनसीटीई (एनएंडएस) प्रकाशित हुई थी जिसे दिनांक 29 जुलाई, 2011 को सं. 61-1/2011/एनसीटीई (एनएंडएस) से संशोधित किया गया था।

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

New Delhi, the 28th June, 2018

F. No. NCTE-Regl 012/16/2018.—In exercise of the powers conferred by sub-section (1) of Section 23 of Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009) and in pursuance of notification number S.O. 750(E), dated the 31st March, 2010 issued by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, the National Council for Teacher Education (NCTE) hereby makes the following further amendments to the notification number F.N. 61-03/20/2010/NCTE(N&S), dated the 23rd August, 2010, published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 25th August, 2010, hereinafter referred to as the said notification namely:—

(1) In the said notification, in para 1 in sub-para (i), in clause (a) after the words and brackets "Graduation and two year Diploma in Elementary Education (by whatever name known), the following shall be inserted, namely:-

OR

"Graduation with at least 50 % marks and Bachelor of Education (B.Ed.)"

2. In the said notification in para 3, for sub-para(a), the following sub-para shall be substituted namely:-

"(a) who has acquired the qualification of Bachelor of Education from any NCTE recognized institution shall be considered for appointment as a teacher in classes I to V provided the person so appointed as a teacher shall mandatorily undergo a six month Bridge Course in Elementary Education recognized by the NCTE, within two years of such appointment as primary teacher".

SANJAY AWASTHI, Member Secy.

[ADVT.-III/4/Exty./121/18-19]

Note : The Principal Notification was published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 25th August, 2010 vide number 64-03/20/2010/NCTE(N&S), dated the 23rd August, 2010 and amended vide number 61-1/2011/NCTE(N&S), dated the 29th July, 2011.



भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग III—खण्ड 4

PART III—Section 4

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राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 13 नवम्बर, 2019

फा. सं. राअशिप-रेगु./012/22/2019-अ.स. (विनियम)-मुख्यालय-बच्चों का निःशुल्क और अनिवार्य शिक्षा का अधिकार अधिनियम 2009 (2009 का 35वां) के खण्ड 23 के उपखण्ड (1) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए दिनांक 5 अप्रैल, 2010 के भारत के राजपत्र, असाधारण भाग II, खण्ड 3, उपखण्ड (ii) में प्रकाशित भारत सरकार, मानव संसाधन विकास मंत्रालय, स्कूल शिक्षा और साक्षरता विभाग के दिनांक 31 मार्च, 2010 के स्थायी आदेश संख्या 750(अ) की अधिसूचना के अनुसरण में एतद्वारा भारत सरकार राष्ट्रीय अध्यापक शिक्षा परिषद् दिनांक 23 अगस्त, 2010 के भारत के राजपत्र, भाग III, खण्ड 4 में प्रकाशित अधिसूचना फा. सं. 61-3/20/2010-राअशिप (एन तथा एस) में निम्नलिखित संशोधन करती है, यथा:

1. उपर्युक्त अधिसूचना के पैरा 1, उप-पैरा(ii) - (ए) के खण्ड (क) में प्रयुक्त "कम से कम 50% अंकों सहित शिक्षा में एक वर्षीय स्नातक(बी.एड.)" शब्द, अंक, कोष्ठक और अक्षर आगे वर्णित शब्द, अंक और अक्षरों द्वारा प्रतिस्थापित किए जाएंगे "कम से कम 50% अंकों सहित स्नातक या स्नातकोत्तर तथा बी.एड.।

(बी) अन्त में खण्ड (ख), निम्न परन्तुक जोड़ा जाएगा यथा "लेकिन शर्त यह है कि स्नातक स्तर पर अंकों के न्यूनतम प्रतिशत की शर्त उन पदधारियों के मामले में लागू नहीं होगी जिन्होंने शिक्षा में स्नातक अथवा प्राथमिक शिक्षा में स्नातक अथवा समतुल्य कार्यक्रम 29 जुलाई, 2011 से पहले दाखिला ले लिया था।"

2. ऐसा माना जाएगा कि यह अधिसूचना 29 जुलाई, 2011 को लागू कर दी गई है।

संजय अवस्थी, सदस्य सचिव

[विज्ञापन-III/4/असा./304/19]

टिप्पणी दिनांक 23 अगस्त, 2010 की मुख्य अधिसूचना फा. संख्या 61-3/20/2010-राअशिप (एन तथा एस) के रूप में भारत सरकार के राजपत्र, असाधारण, भाग III, खण्ड 4, में प्रकाशित हुई थी जिसे बाद में दिनांक 29 जुलाई, 2011 को अधिसूचना संख्या 61-1/2011-राअशिप(एन तथा एस) द्वारा संशोधित किया गया था।

व्याख्यात्मक ज्ञापन

राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा जारी की गई दिनांक 29 जुलाई, 2011 की अधिसूचना संख्या फा. 61-1/2011- राशशिप (एन तथा एस) को नीरज कुमार राय तथा अन्य बनाम उत्तर प्रदेश राज्य तथा अन्य के मामले में 2017 की सिविल अपील संख्या 9732 के माध्यम से सर्वोच्च न्यायालय में चुनौती दी गई थी और माननीय सर्वोच्च न्यायालय ने दिनांक 25 जुलाई, 2017 के अपने आदेश के माध्यम से राष्ट्रीय अध्यापक शिक्षा परिषद को अंकों की प्रतिशतता के संबंध में निर्दिष्ट करते हुए एक पूरक अधिसूचना जारी करने के निदेश दिए थे। आवश्यक संशोधन उपर्युक्त को नियमावली की अधिसूचना की तारीख से भूतलकी प्रभाव से लागू किया जाना था। यह प्रमाणित किया जाता है कि संशोधित नियमावली को भूतलकी प्रभाव से लागू किए जाने से किसी भी प्रत्याशी पर कोई प्रतिकूल असर नहीं पड़ेगा।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 13th November, 2019

F. No. NCTE-Reg/012/22/2019-US(Regulation)-HQ.—In exercise of the powers conferred by sub-section (1) of the Section 23 of Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009) and in pursuance of the notification number Government of India in the Ministry of Human Resource Development, Department of School Education and Literacy S.O. 750(E) dated 31st March 2010 published in the Gazette of India, Extraordinary, Part-II, Section 3, Sub-section (ii) dated the 5th April, 2010, the National Council for Teacher Education hereby makes the following amendments in the notification of the Government of India, National Council for Teacher Education, vide F. No. 61-3/20/2010-NCTE(N&S) published in the Gazette of India, Part III, Section 4, dated the 23rd August, 2010, namely:—

1. In the said notification in paragraph 1, in sub-paragraph(ii),-(A) in clause (a) for the words, figures, brackets and letters "Graduation with at least 50% marks and 1 year Bachelor in Education (B.Ed.)", the words, figure and letters "At least 50% marks either in Graduation or in Post-Graduation and B.Ed." shall be substituted.

(B) After clause (b), at the end, the following proviso shall be inserted, namely:—

"Provided that minimum percentage of marks in graduation shall not be applicable to those incumbents who had already taken admission to the Bachelor of Education or Bachelor of Elementary Education or equivalent course prior to the 29th July, 2011."

2. This notification shall be deemed to have come into force on the 29th July, 2011.

SANJAY AWASTHI, Member-Secy.

[ADVT.-III/4/Exty./304/19]

Note : The principal notification was published in the Gazette of India, Extraordinary, Part III, Section 4, vide number F. No. 61-3/20/2010-NCTE(N&S) dated the 23rd August, 2010 and was subsequently amended vide number F. No. 61-1/2011-NCTE (N&S) dated the 29th July, 2011.

Explanatory Memorandum

The amendment notification number F. 61-1/2011-NCTE (N&S) dated the 29th July, 2011 issued by the National Council for Teacher Education was challenged before the Supreme Court in the case of Neeraj Kumar Rai and Others Vs State of U.P. and Others in Civil Appeal No. 9732 of 2017 and the Hon'ble Court vide its order dated the 25th July, 2017 had directed the National Council for Teacher Education to issue a clarification by way of a supplementary notification regarding the percentage of marks specified therein. Necessary amendment is required to be made retrospectively from the date of notification of the said rules. It is certified that none will be adversely affected by the retrospective effect being given to the amendment rules.

(ड.) साधारण संगीत उपकरण, जैसे हार्मोनियम, तबला, मंजीरा और अन्य देशी वाद्य यंत्र।

7.3 अन्य सुविधाएं

(क) शैक्षणिक और अन्य प्रयोजनों के लिए अपेक्षित संस्थान में क्रियाशील और उपयुक्त प्रयोगशालाएं।

(ख) वाहनों को खड़ा करने के प्रबंध किए जाएं।

(ग) संस्था में सुरक्षित पेय जल के प्राप्त होने की व्यवस्था की जाए।

(घ) परिसर की नियमित रूप से सफाई करने, जल और शौचालय सुविधाओं (पुरुष और महिला विद्यार्थियों और अध्यापकों के लिए अलग-अलग), फर्नीचर अन्य उपकरणों की मरम्मत और उनके प्रतिस्थापन के लिए प्रभावकारी प्रबंध किए जाएं।

(टिप्पणी: यदि एक ही संस्थान द्वारा एक ही परिसर में अध्यापक शिक्षा के एक से अधिक पाठ्यक्रम चलाए जाते हों, तो खेल के मैदान, बहु प्रयोजनीय हॉल, पुस्तकालय और प्रयोगशाला की सुविधाओं का (पुस्तकों और उपकरणों की आनुपातिक वृद्धि के साथ) और शैक्षणिक स्थान की सुविधाओं का उपयोग सांझे रूप से किया जा सकता है। संस्था में समूह संस्थान के लिए एक प्रिंसिपल होगा और संस्था में प्रस्तुत किए जाने वाले विभिन्न अध्यापक शिक्षा कार्यक्रमों के लिए अध्यक्ष होंगे।

8. प्रबंधन समिति

संस्थान में एक प्रबंधन समिति होगी, जिसमें संस्था को प्रायोजित करने वाली सोसाइटी/प्रबंधन सोसाइटी/न्यास के सदस्य, दो शिक्षाविद्, प्राथमिक/प्रारंभिक शिक्षा विशेषज्ञ, एक संकाय सदस्य, क्षेत्र संलग्नता कार्य के लिए निर्धारित की गई दो संस्थाओं के अध्यक्ष (उन स्कूलों में बारी बारी द्वारा, जिनके साथ टीईआई जुड़ी हुई है) शामिल होंगे। विश्वविद्यालय के विभागों के मामले में, प्रबंधन और शासन का ढांचा वह होगा, जिसकी व्यवस्था संबंधित विश्वविद्यालय संविधियों में की गई होगी।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the, 28th November, 2014

No. F. 51-1/2014-NCTE (N&S).— In exercise of the powers conferred by sub-section (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education hereby makes the following regulations, namely:—

1. Short title and commencement.—(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. Definitions.— In these regulations, unless the context otherwise requires,—

- “Act” means the National Council for Teacher Education Act, 1993 (73 of 1993);
- “composite institution” means a duly recognised higher education institution offering undergraduate or postgraduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of teacher education programmes, or an institution offering multiple teacher education programmes;
- “closure” means discontinuation of recognition of programmes or institution permitted by the Council on the basis of a formal application submitted by the institution;
- all the words and expressions used herein and defined in the National Council for Teacher Education Act, 1993 (73 of 1993) shall have the same meanings respectively as assigned to them in the said Act.

3. Applicability.—These regulations shall be applicable to all matters relating to teacher education programmes for preparing norms and standards and procedures for recognition of institutions, commencement of new programmes and addition to sanctioned intake in the existing programmes including the following, namely:—

- recognition for commencement of new teacher education programmes which shall be offered in composite institutions;
- permission for introduction of new programmes in existing teacher education institutions duly recognized by the Council;
- permission for additional intake in the existing teacher education programmes duly recognised by the

Council;

- (d) permission for shifting or relocating of premises of existing teacher education institutions;
- (e) permission for closure or discontinuation of recognised teacher education programmes, or institutions as the case may be:

Provided that for teacher education programmes offered through open and distance learning, the respective norms and standards for each such learning programme shall be applicable.

4. Eligibility.—The following categories of institutions are eligible for consideration of their applications under these regulations, namely:—

- (a) institutions established by or under the authority of the Central or State Government or Union territory administration;
- (b) institutions financed by the Central or State Government or Union territory administration;
- (c) all universities, including institutions deemed to be universities, so recognised or declared as such, under the University Grants Commission Act, 1956 (3 of 1956);
- (d) self financed educational institutions established and operated by 'not for profit' societies and trusts registered under the appropriate laws or a company incorporated under the Companies Act, 2013 (18 of 2013).

5. Manner of making application and time limit.—(1) An institution eligible under regulation 4, desirous of running a teacher education programme may apply to the concerned Regional Committee for recognition in the prescribed application form along with processing fee and requisite documents:

Provided that an institution may make simultaneous applications for shifting of premises or additional intake, or additional teacher education programmes as the case may be:

Provided further that an existing institution may make an application for closure or discontinuation of one or several teacher education programmes recognised by the Council.

(2) The application form may be downloaded from the website of the Council, namely, www.ncte-india.org and different forms may be downloaded for programmes offered through open and distance learning.

(3) The application shall be submitted online electronically along with the processing fee and scanned copies of required documents such as no objection certificate issued by the concerned affiliating body. While submitting the application, it has to be ensured that the application is duly signed by the applicant on every page, including digital signature at appropriate place at the end of the application.

(4) While submitting the application online a copy of the registered land document issued by the competent authority, indicating that the society or institution applying for the programme possesses land on the date of application, shall be attached along with the application.

(5) Duly completed application in all respects may be submitted to the Regional Committee concerned between 1st March to 31st May of the preceding year from the academic session for which recognition is sought:

Provided that the aforesaid period shall not be applicable for submission of application to innovative programmes of teacher education.

(6) All applications received online from 1st March to 31st May of the year shall be processed for the next academic session and final decision, either recognition granted or refused, shall be communicated to the applicant on or before the 3rd day of March of the succeeding year.

6. Processing Fees.—The processing fee as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 as amended from time to time, shall be paid by the applicant for processing of an application for grant of recognition to an institution to conduct a teacher education programme or addition to programme or intake in the existing programme, online to the designated banks as may be notified by the Council.

7. Processing of applications.—(1) In case an application is not complete, or requisite documents are not attached with the application, the application shall be treated : incomplete and rejected, and application fees paid shall be forfeited.

(2) The application shall be summarily rejected under one or more of the following circumstance—

- (a) failure to furnish the application fee, as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 on or before the date of submission of online application;
- (b) failure to submit print out of the applications made online along with the land documents as required under sub-regulation (4) of Regulation 5 within fifteen days of the submission of the online application.

(3) Furnishing any false information or concealment of facts in the application, which may have bearing on the decision making process or the decision pertaining to grant of recognition, shall result in refusal of recognition of the institution besides other legal action against its management. The order of refusal of recognition shall be passed after giving reasonable opportunity through a show cause notice to the institution.

(4) A written communication alongwith a copy of the application form submitted by the institution shall be sent by the office of Regional Committee to the State Government or the Union territory administration and the affiliating body concerned within thirty days from the receipt of application, in chronological order of the receipt of the original application in the Regional Committee.

(5) On receipt of the communication, the State Government or the Union territory administration concerned shall furnish its recommendations or comments to the Regional Committee concerned within forty five days from the date of issue of the letter to the State Government or Union territory, as the case may be. In case, the State Government or Union Territory Administration is not in favour of recognition, it shall provide detailed reasons or grounds thereof with necessary statistics, which shall be taken into consideration by the Regional Committee concerned while disposing of the application.

(6) If the recommendation of the State Government is not received within the aforesaid period, the Regional Committee concerned shall send a reminder to the State Government providing further time of another thirty days to furnish their comments on the proposal. In case no reply is received, a second reminder shall be given for furnishing recommendation within fifteen days from the issue of such second reminder. In case no reply is received from the State Government within aforesaid period the Regional Committee shall process and decide the case on merits and placing the application before the Regional Committee shall not be deferred on account of non-receipt of comments or recommendation of the State Government.

(7) After consideration of the recommendation of the State Government or on its own merits, the Regional Committee concerned shall decide that institution shall be inspected by a team of experts called visiting team with a view to assess the level of preparedness of the institution to commence the course. In case of open and distance learning programmes, sampled study centres shall be inspected. Inspection shall not be subject to the consent of the institution, rather the decision of the Regional Committee to cause the inspection shall be communicated to the institution with the direction that the inspection shall be caused on any day after ten days from the date of communication by the Regional Office. The Regional Committee shall ensure that inspection is conducted ordinarily within thirty days from the date of its communication to the institution. The institution shall be required to provide details about the infrastructure and other preparedness on the specified proforma available on the website of the Council to the visiting team at the time of inspection along with building completion certificate issued by the competent civil authority, if not submitted earlier:

Provided that the Regional Committee shall organise such inspections strictly in chronological order of the receipt of application for the cases to be approved by it:

Provided further that the members of the visiting team for inspection shall be decided by the Regional Committee out of the panel of experts approved by the Council and in accordance with the visiting team policy of the Council.

(8) At the time of the visit of the team of experts to an institution, the institution concerned shall arrange for the inspection to be videographed in a manner that all important infrastructural and instructional facilities are videographed along with interaction with the management and the faculty, if available at the time of such visit. The visiting teams, as far as possible, shall finalise and courier their reports alongwith the video recordings on the same day:

Provided that the videography should clearly establish the outer view of the building, its surroundings, access road and important infrastructure including classrooms, labs, resource rooms, multipurpose hall, library and others. The visiting team shall ensure that the videography is done in a continuous manner, the final unedited copy of the videography is handed over to them immediately after its recording and its conversion to a CD should be done in the presence of visiting team members:

Provided further that at the time of inspection for new courses or enhancement of intake of the existing course, the visiting team shall verify the facilities for existing recognized teacher education courses and ascertain the fulfillment and maintenance of regulations and norms and standards for the existing courses as well.

(9) The application and the report alongwith the video recordings or CDs of the visiting team shall be placed before the Regional Committee concerned for consideration and appropriate decision.

(10) The Regional Committee shall decide grant of recognition or permission to an institution only after satisfying itself that the institution fulfills all the conditions prescribed by the National Council under the Act, rules or regulations, including, the norms and standards laid down for the relevant teacher education programmes.

(11) In the matter of grant of recognition, the Regional Committees shall strictly act within the ambit of the Act, the regulations made thereunder including the norms and standards for various teacher education programmes, and shall not make any relaxation thereto.

(12) The Regional Director, who is the convener of the Regional Committee, while putting up the proposals to the Regional Committee, shall ensure that the correct provisions in the Act, rules or regulations including norms and standards for various teacher education programmes are brought to the notice of the Regional Committee so as to enable the Committee to take appropriate decisions.

(13) The institution concerned shall be informed, through a letter of intent, regarding the decision for grant of recognition or permission subject to appointment of qualified faculty members before the commencement of the academic session. The letter of intent issued under this clause shall not be notified in the Gazette but would be sent to the institution and the affiliating body with the request that the process of appointment of qualified staff as per policy of State Government or University Grants Commission or University may be initiated and the institution be provided all assistance to ensure that the staff or faculty is appointed as per the norms of the Council within two months. The institution shall submit the list of the faculty, as approved by the affiliating body, to the Regional Committee.

(14)(i) All the applicant institutions shall launch their own website with hyperlink to the Council and corresponding Regional Office websites soon after the receipt of the letter of intent from the Regional Committee, covering, inter alia, the details of the institution, its location, name of the programme applied for with intake; availability of physical infrastructure, such as land, building, office, classrooms, and other facilities or amenities; instructional facilities, such as laboratory and library and the particulars of their proposed teaching faculty and non-teaching staff with photographs, for information of all concerned. The information with regard to the following shall also be made available on the website, namely:-

- (a) sanctioned programmes along with annual intake in the institution;
 - (b) name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
 - (c) name of faculty members who left or joined during the last quarter;
 - (d) names of students admitted during the current session along with qualification, percentage of marks in the qualifying examination and in the entrance test, if any, date of admission and such other information;
 - (e) fee charged from students;
 - (f) available infrastructural facilities;
 - (g) facilities added during the last quarter;
 - (h) number of books in the library, refereed journals subscribed to, and additions, if any, in the last quarter.
- (ii) The institution shall be free to post additional relevant information, if it so desires.
- (iii) Any false or incomplete information on its website shall render the institution liable for withdrawal of recognition.

(15) The institution concerned, after appointing the requisite faculty or staff as per the provisions of norms and standards of respective programmes, and after fulfilling the conditions under regulation 8, shall formally inform about such appointments to the Regional Committee concerned.

(16) The letter granting approval for the selection or appointment of faculty shall also be provided by the institution to the Regional Committee with the document establishing that the Fixed Deposit Receipts of Endowment Fund and Reserve Fund have been converted into a joint account and after receipt of the said details, the Regional Committee concerned shall issue a formal order of recognition which shall be notified as provided under the Act.

(17) In cases, where the Regional Committee, after consideration of the report of the visiting team and other facts on record, is of the opinion that the institution does not fulfill the requirements for starting or conducting the course or for enhancement of intake, after giving an opportunity of being heard to the institution pass an order refusing to allow any further opportunity for removal of deficiencies or inspection for reasons to be recorded in writing; provided that against the order passed by the Regional Committee, an appeal to the Council may be preferred as provided under section 18 of the Act.

(18) The reports of inspection of the institutions along with the names of the visiting team experts shall be made available on the official website of the Regional Committee concerned after the same have been considered by the Regional Committee.

(19) The Regional Committee shall process the application for closure in the manner prescribed for the processing of applications for new programmes or additional programmes or additional intake.

8. Conditions for grant of recognition.—(1) New Teacher Education Institutions shall be located in composite institutions and the existing teacher education institutions shall continue to function as stand-alone institutions; and gradually move towards becoming composite institutions.

(2) An institution shall fulfill all the conditions pertaining to norms and standards for conducting the programme or training in teacher education. These norms, inter alia, provide conditions relating to financial resources,

accommodation, library, laboratory, other physical infrastructure, qualified staff including teaching and non-teaching personnel.

(3) An institution which has been recognised by the Council shall obtain accreditation from an accrediting agency approved by Council within five years of such recognition.

(4) (i) No institution shall be granted recognition under these regulations unless the institution or society sponsoring the institution is in possession of required land on the date of application. The land free from all encumbrances could be either on ownership basis or on lease from Government or Government institutions for a period of not less than thirty years. In cases where under relevant State or Union territory laws the maximum permissible lease period is less than thirty years, the State Government or Union territory administration law shall prevail and in any case no building shall be taken on lease for running any teacher training programme.

(ii) The society sponsoring the institution shall have to ensure that proposed teacher education institution has a well demarcated land area as specified by the norms.

(iii) The society sponsoring the institution shall be required to transfer and vest the title of the land and building in the name of the institution within a period of six months from the date of issue of formal recognition order under sub-regulation (16) of regulation 7. However, in case, the society fails to do so due to local laws or rules or bye-laws, it shall intimate in writing with documentary evidence of its inability to do so. The Regional Office shall keep this information on record and place it before the Regional Committee for its approval.

(5) The institution or society shall furnish an affidavit on Rs. 100 stamp paper duly attested, by Oath Commissioner or Notary Public stating the precise location of the land (Khasra number, village, district, state, etc.), the total area in possession and the permission of the competent authority to use the land for educational purposes and mode of possession, i.e., ownership or lease. In case of Government institutions, the said affidavit shall be furnished by the Principal or the Head of the Institution or any other higher authority. The affidavit shall be accompanied with the certified copy of land ownership or lease documents issued by the registering authority or civil authority, permission of the competent authority to use the land for educational purposes (and approved building plan) as per provision contained in sub-regulation (4) of the Regulation 5.

(6) The copy of the affidavit shall be displayed by the institution on its official website. In case, the contents of the affidavit are found to be incorrect or false, the society or trust or the institution concerned shall be liable for civil and criminal action under the relevant provisions of the Indian Penal Code and other relevant laws, and shall also be liable for withdrawal of recognition by the Regional Committee concerned.

(7) At the time of inspection, the building of the institution shall be complete in the form of a permanent structure on the land possessed by the institution, equipped with all necessary amenities and fulfilling all such requirements as prescribed in the norms and standards. The applicant institution shall produce the original completion certificate issued by the competent Authority, approved building plan in proof of the completion of building and built up area and other documents to the visiting team for verification. No temporary structure or asbestos roofing shall be allowed in the institution, even if it is in addition to the prescribed built up area.

(8) At the time of inspection for new programme or enhancement of intake, visiting team shall also verify the facilities for existing teacher education programmes already accorded recognition by the Council and ascertain the fulfillment and maintenance of regulations and norms and standards for the existing programmes as well.

(9) In case of change of premises, prior approval of the Regional Committee concerned shall be necessary, which may be accorded after due inspection of the institution at the new site. Application for change of premises, in the specified format alongwith the processing fee and other relevant documents shall be submitted by the institution online to the Regional Office for prior approval of change of premises. The change may be permitted to a site which, if applied initially, would have qualified for establishment of an institution as per specified norms of Council. The change shall be displayed on website thereafter.

(10) The university or examining body shall grant affiliation only after issue of the formal recognition order under sub-regulation (16) of regulation 7 and admissions by the institution shall be made only after affiliation by the university or affiliating body.

(11) Whenever there are changes in the norms and standards for a programme in teacher education, the institution shall comply with the requirements laid down in the revised norms and standards immediately. However, the revised land area related norms shall not be applicable to the existing institutions, but the required built up area shall have to be increased by existing institutions to conform to the revised norms and the institutions not having land area as per the revised norms, shall not be allowed to expand by way of additional programmes or additional intake.

(12) The institution shall make the information or documents available to the Council or its authorised representatives as and when required by them and failure to produce or show any of the required documents, shall be treated as a breach of the conditions of recognition.

(13) The institution shall maintain records, registers or other documents, which are essential for running an educational institution especially those prescribed under the relevant rules or regulation and norms and standards and guidelines or instructions of the Central or State or Union territory administrations, affiliating or examining bodies.

(14) The institution shall adhere to the mandatory disclosure in the prescribed format and display up-to-date information on its official website.

9. Norms and standards.—Every institution offering the following programmes shown in the Table shall have to comply with the norms and standards for various teacher education programmes as specified in Appendix 1 to Appendix 15 :

Sl. No.	Norms and Standards	Appendix No.
1.	Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE)	Appendix-1
2.	Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.).	Appendix-2
3.	Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.	Appendix-3
4.	Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.	Appendix-4
5.	Master of education programme leading to Master of Education (M.Ed.) degree.	Appendix-5
6.	Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).	Appendix-6
7.	Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree	Appendix-7
8.	Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree	Appendix-8
9.	Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)	Appendix-9
10.	Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.	Appendix-10
11.	Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)	Appendix-11
12.	Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)	Appendix-12
13.	4-year Integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree.	Appendix-13
14.	Bachelor of education programme (Part Time) leading to Bachelor of Education (B.Ed) degree.	Appendix-14
15.	B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree.	Appendix-15

10. Financial Management.—(1) In the case of self-financed institutions including government or government aided institutions running a programme on self-financing basis, where the letter of intent issued under sub-regulation 13 of regulation 7, there shall be an endowment fund of five lakh rupees per programme per unit and a reserve fund of seven lakh rupees per programme per unit of approved intake, in the form of a fixed deposit in a Scheduled Bank, which shall be converted into a fixed deposit in the joint name of an authorised representative of the management and the Regional Director concerned, which shall be maintained perpetually by way of renewal at the intervals of every five years.

(2) The academic and other staff of the institution shall be paid such salary as may be prescribed by the concerned government or Board or affiliating body by account payee cheque or as per advice into the bank account of employee specially opened for the purpose. The institution shall maintain complete record of payment of salary to the employees, Employees Provident Fund, details of which may be given in the self appraisal report and which may be verified at any time by the Council or State Government or affiliating body.

(3) Every institution shall display on its official website, every financial year by the 30th day of September, the following statements of accounts duly certified by a Chartered Accountant :-

- (i) Balance sheet as on the last date of the financial year;
- (ii) Income and expenditure account for the financial year;
- (iii) Receipt and payment account for the financial year.

11. Academic Calendars.—(1) It shall be incumbent upon the affiliating body to regulate the process of admission in teacher education institutions by prescribing the schedule or academic calendar in respect of each of the programmes specified in Appendix 1 to 15 under these regulations, at least three months in advance of the commencement of each academic session and to give due publicity by providing the following details, namely :-

- (a) date for the publication of notice inviting applications for admissions;
- (b) last date of receipt of applications for admissions for each programme;
- (c) date of selection test or interview;
- (d) date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admissions.

(2) The entire process shall be completed within a period of sixty days from the date of publication of the admission notice. The affiliating body shall strictly adhere to the schedule or academic calendar notified by it. After closure of the admission, each teacher education institution shall submit the list of students admitted in each programme within two days from the last date of closure of admission to the respective affiliating or examining bodies and shall be made available on the website of the institution.

12. Power to relax.—(1) On the recommendations of the Central Government, or State Government, or Union territory Administration concerned, or in cases for removal of any hardship caused in adhering to the provisions in these regulations, keeping in view the circumstances peculiar to the said Governments or Union territory, it shall be open to the Chairperson, for reasons to be recorded in writing, to relax any of the provisions of these regulations, in respect of any class or category of institutions, in the concerned State or Union Territory, or of Central Government institutions to such an extent and subject to such conditions, as may be specified in the order and decisions shall be brought to the notice of the Council in the next meeting. In exceptional cases and for reasons to be recorded in writing, the Chairperson, shall be competent to relax any of the provisions of these regulations and the related norms and standards subject to its ratification by the Council.

13. Repeal and savings.—(1) The National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009 is hereby repealed.

(2) Notwithstanding such repeal, anything done or any action taken or purported to have been done or taken under the regulations hereby repealed shall, in so far as it is not inconsistent with the provisions of these regulations, be deemed to have been done or taken under the corresponding provisions of these regulations.

JUGLAL SINGH, Member Secy.

[ADVT III/4//Exty./131 A/14]

APPENDIX-1

Norms and standards for diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE)

1 Preamble

- 1.1 Preschool education aims at total child development in a learning environment that is joyful, child-centered, play and activity based. The present programme of DPSE, earlier known as Diploma in Early Childhood Education (D.E.C.Ed.) aims at preparing teachers for preschool programmes which are offered under different nomenclature such as nursery schools, kindergarten schools and preparatory schools. The programme shall cover children in the age group 3 to 6.

2 Duration and Working Days

2.1 Duration

The DPSE programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period 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 period of examination and admission.

- (iii) Development of Mathematical Concepts in Children
- (iv) Development of Language and Literacy in Children
- (v) Developing Understanding of Environment
- (vi) Planning and Organizing a Preschool Education Programme
- (vii) Working with Children with Special Needs
- (viii) Working with Parents and Community.

(b) Practicum

Each theory course shall have associated practicals. Practical with theory classes aim at enabling student-teachers to: (a) internalise or understand theory better through linking it with the field situation, and (b) develop appropriate pedagogical competencies and skills. Activities supplementing theory may include observing children/families/institutions; doing case studies; creating and practising use of teaching-learning materials, aids and activity plans; planning and conducting activities related to different developmental and subject domains; and planning and designing continuing and comprehensive evaluation.

(c) School Internship

This is envisaged as a three stage process: Stage 1 : observation of preschool classes in different settings; Stage 2 : planned practice teaching in preschool classes for part of the day; and Stage 3 : full time internship or immersion in preschool programmes across a range of provisions - public, private, NGO.

A minimum of 20 weeks of internship in pre-schools shall be organized during the two year duration. Of this, 4 weeks would be dedicated to classroom observations etc. during the first year, and 16 weeks during the second year for internship in pre-schools.

(d) The institution shall have easy access to sufficient number of preschools in recognised schools for field work and practice teaching related activities of student-teachers. It is desirable that it has an attached preschool of its own. The institution shall make an arrangement with at least ten preschools/pre-primary schools indicating their willingness to allow the Internship as well as other school-based activities of the programme. These preschools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.

4.2 Programme Implementation

The college/institution will have to meet the following specific demands of a professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (iii) Organise academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in preschool sections of elementary schools. Provisions of leave may be made for faculty to undertake research/teaching in Universities and schools.
- (iv) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking.
- (v) The development of resources for the preschools must be emphasized and a partnership between the Teacher Education Institution and the preschool must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (vi) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (vii) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student-teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks/weightage shall be allocated to evaluating the students' performance in classroom observations and 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the

affiliating body. Candidates must be internally assessed on the entire practicum course, 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, diaries, reflective journal, etc.

5 Staff

5.1 Faculty

For a basic unit of fifty students, i.e. one hundred students in two years, the full-time faculty strength shall be 7, along with 3 professional support staff. The Principal/HoD is included in the faculty. The distribution of faculty across courses shall be as under:

1. Principal/HoD	One
2. ECCE Courses, Child Development Courses	Two
3. Mathematics Concepts	One
4. Language and Literacy	One
5. Environment Studies	One
6. Sociology of Education	One

Professional Support Staff:

1. Creative and Performing Arts	One
2. Health and Nutrition	One
3. ICT Applications	One

Note: (i) If the students' strength for two years is two hundred, the number of faculty shall be increased to a minimum of 15. The faculty in specialised areas and some of the pedagogic courses can be shared with the other teacher education programmes.

(ii) Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available.

5.2 Qualifications

(i) Principal

- Academic and professional qualification shall be as prescribed for the post of lecturer (as given below); and
- Five years experience of teaching in Early Childhood teacher education institution.

(ii) Lecturers in ECCE and Child Development : Two Posts

- Postgraduate degree in Early Childhood Care and Education/Early Childhood Development with 50% marks.

OR

- Postgraduate degree in Child Development or in Home Science with specialization in Child Development/Human Development/Human Development and Family Studies/Early Childhood Care and Education with 50% marks.

OR

- Postgraduate degree in Education or in Home Science (General/Composite) and Certificate/Diploma in Early Childhood/ Nursery Education with 50% marks in both.

(iii) Lecturers in Pedagogy of School Subjects: Three Posts

Postgraduate degree in a relevant subject with 50% marks, and B.El.Ed./D.El.Ed./DPSE with 50% marks.

(iv) Lecturers in Other Areas : One Post

Sociology of Education: ; Post-graduate degree in Sociology or Education with Degree/ Diploma in Education with 50% marks at each level.

(v) Professional Support Staff : Three Posts

- Creative and Performing Arts:* Postgraduate degree in Fine Arts or Music/Dance or its equivalent qualification from a recognized institution with 50% marks.
- Health and Nutrition:* Bachelor degree in Physical Education (B.P.Ed.) with 50% marks.
- ICT Applications:* Bachelor degree in Computer Applications with 50% marks.

5.3 Administrative and Professional Staff

- (i) Librarian - One (Full time)
Qualification

Bachelor degree in Library Science with 50% marks.

- (ii) UDC/Office Superintendent - One
(iii) Computer Operator-cum- Store keeper - One
(iv) Helpers - Two

Qualifications:

As prescribed by State Government/UT Administration concerned.

[Note: In a composite institution, the Principal, and academic, administrative and technical staff can be shared].

5.4 Terms and Conditions of Service

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) Land area and Built up Area for running one unit of this course in combination with one unit of other teacher education programmes shall be as under:

	Built Up Area (in sqm)	Land Area (in sqm)
DPSE	1500 sq. mts.	2500 sq. m
DPSE plus D.El.Ed	2500 sq. mts	3000
DPSE plus B.Ed + Education component of BA/B.Sc. B.Ed.	3000 sq. mts	3000
DPSE plus B.Ed plus M.Ed	3500 sq. mts	3500
D.El.Ed plus DPSE Plus B.Ed plus M.Ed	4000 sq. mts	4000

Additional intake of one unit of DPSE will require additional built up area of 500 sq. m (five hundred square meters).

- (b) The institution must have the following infrastructure:

- (i) One classroom of minimum size of 500 sq.ft (five hundred square feet) for every 50 students
- (ii) Multipurpose Hall with seating capacity of two hundred and a dias with total area of 2000 sq. ft. (two thousand square feet)
- (iii) Library-cum-Resource Centre
- (iv) ICT Resource Centre with at least 10 computers with internet facility
- (v) Curriculum Resource Centre
- (vi) Arts and Work Experience/Resource Centre(s)
- (vii) Educational Toys Room
- (viii) Health and Physical Education Room
- (ix) Principal's Office
- (x) Staff Room
- (xi) Administrative Office
- (xii) Girls' Common Room
- (xiii) Canteen
- (xiv) Store Rooms (Two)

- (xv) Separate Toilet facility for men and women student-teachers and staff out of which one should be for PWD.
- (xvi) Visitors' rooms
- (xvii) Parking space
- (xviii) Open Space for lawns, gardening activities, etc.
- (xix) Store Room and Multipurpose playfield

The size of instructional space shall not be less than 10 sq.ft. (ten square feet) per student. Each classroom should be of such size as to comfortably accommodate fifty student-teachers.

- (c) Reasonable outdoor space and facilities for indoor games shall be provided for physical education, sports and athletics. There shall be games facilities with playground.
- (d) Safeguard against fire hazard be provided in all parts of the building.
- (e) The institutional campus, building furniture etc. should be disabled friendly.
- (f) Hostel for boys and girls separately and some residential quarters are desirable.

6.2 Equipments and Materials

(a) *Library Books, Journals and Literature:* At least 1000 titles including suggested list of books as given in the curriculum framework and the following:

- (i) Books on Child development, Early Childhood Care and Education, Primary Education, Nutrition and Health, Sociology of Childhood and related disciplines. Self-learning material of ODL institutions/universities.
- (ii) Refereed print journals, E journals, e-materials, online resources, OERs
- (iii) Teachers' magazines and journals, e.g. Primary Teacher, Navtika, Teacher Support.
- (iv) Children's journals, magazines, activity books.
- (v) Children's literature including picture story books, non-fiction for children; anthology of children's poems and rhymes, graded early reading books, textbooks for class I and II.
- (vi) Fiction and non-fiction (travelogues, biographies etc.) for teacher educators.
- (vii) Encyclopedia, dictionary.

(b) *Other Resources*

- (i) Audio-visual equipment: Hardware for projection, duplication and educational software facilities including TV, digital projector, films, charts, pictures and ROF (Received Only Terminal). SIT (Satellite Interlinking Terminal would be desirable).
- (ii) Musical Instruments: Simple musical instruments such as Harmonium/Synthesizer, Dhapli, Dholak, Manjira and other indigenous instruments.
- (iii) Adequate games and sports equipment for common indoor and outdoor games.
- (iv) Teaching/Learning aids:
 - (a) Charts, pictures, models
 - (b) Raw material such as stationery, chart paper, mount board, cloth, cotton wool, etc. (for arts and crafts activities and for preparation of learning aids such as puppets; soft toys; picture cards, dominoes; conversation charts; story cards)
 - (c) Tools like scissors, scales, etc.
- (v) Developmental assessments check lists and measurement tools
- (vi) Digital multimedia resources
- (vii) Photocopying machine (desirable).

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Separate common rooms for male and female students-teachers.
- (c) Sufficient number of toilets, separate for male and female staff and students.

- (d) Space and arrangement for parking of vehicles,
- (e) Provision for safe drinking water.
- (f) Arrangement for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.
- (g) The institution's campus, building, furniture, facilities etc should be disabled friendly.
- (h) Safeguard against fire hazard shall be provided in all parts of the building.

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

7 Managing Committee

The institution shall have a Managing Committee constituted as per the rules of the concerned State Government, if any. 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, Educationists, Early Childhood Education Experts and Staff Representatives.

APPENDIX-2

Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education

(D.EEd)

1. Preamble

- 1.1 The Diploma in Elementary Education (D.EEd) is a two year professional programme of teacher education. It aims to prepare teachers for the elementary stage of education, i.e. classes I to VIII. The aim of elementary education is to fulfill the basic learning needs of all children in an inclusive school environment bridging social and gender gaps with the active participation of the community.
- 1.2 The elementary teacher education programme carries different nomenclatures such as BTC, J.B.T, D.Ed. and (Diploma in Education). Henceforth, the nomenclature of the programme shall be the same across all states and it shall be referred to as the 'Diploma in Elementary Education'(D.EEd).

2. Duration and Working Days

2.1 Duration

The D.El.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period 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 be 80% for all course work including practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

The basic unit shall be of 50 students. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

- (a) Candidates with at least 50% marks in the higher secondary (+2) or its equivalent examination are eligible for admission.
- (b) The reservation and relaxation in marks 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 /UT Administration.

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. Curriculum, Programme Implementation and Assessment**4.1 Curriculum**

The D.El.Ed. Programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the National Curriculum Framework for Teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall form integral part of the D.El.Ed. curriculum.

(a) Theory Courses

The theory courses shall comprise courses on perspectives in education, curriculum and pedagogic courses, and there shall also be optional courses in pedagogy. The theory courses shall include Foundations/Perspectives of Education in three broad rubrics, namely, Child Studies, Contemporary Studies, and Educational Studies. The theory courses shall also include language proficiency and communication, relevant field-based units of study including assignments and projects. The curriculum and pedagogy courses shall include courses in pedagogy for primary and upper primary curriculum areas.

Pedagogy courses in language, mathematics and environmental studies for the primary stage shall be compulsory; optional pedagogy courses in Social Science Education, Language Education, Mathematics Education, and Science Education shall be offered for teaching at the upper primary stage.

(b) Practicum

Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education.

(c) School Internship

The D.El.Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighborhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. The programme shall include visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, teaching-learning centres. School Internship would include stipulations in the RTE on the duties of the teacher and community engagement. The School Internship programme shall have the following components:

A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to classroom observations etc. during the first year; second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.

(d) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

4.2 Programme Implementation

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

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.
- (iii) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (iv) Organise academic enrichment programmes including interactions with faculty from parent disciplines;

encourage faculty members to participate in academic pursuits and pursue research, especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/teaching in Universities and schools.

- (v) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports, observation records and reflective journals, which provide opportunities for reflective thinking.
- (vi) The optional pedagogy course for upper primary school teaching shall be selected by the student.
- (vii) The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (viii) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating the students' performance during the 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the affiliating body within the ranges specified above. Candidates must be internally assessed on the entire practicum course 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, diaries, reflective journal, etc.

5. Staff

5.1 Academic Faculty

For an intake of up to two basic units of 50 students each, the faculty strength shall be 16. The Principal or HoD is included in the faculty. The distribution of faculty across subject areas may be as under:

1. Principal/HoD	One
2. Perspectives in Education/Foundations of Education	Three
3. Science	Two
4. Humanities & Social Sciences	Two
5. Mathematics	Two
6. Languages	Three
7. Fine Arts/Performing Arts	Two
8. Health and Physical Education	One

Note : (i) If the students' strength for two years is one hundred only, the number of faculty shall be reduced to 8. The faculty in specialised areas and some of the pedagogic courses can be shared with the other teacher education programmes.

(ii) Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available.

5.2 Qualifications

(A) Principal/ HoD

- (i) Postgraduate degree in Science / Social Sciences /Arts/ Humanities with minimum 55 % marks, and M. Ed / M.A (Education) / M.Ed. Ed with minimum 50 % marks.
- (ii) Five years teaching experience in a Teacher Education Institution.

Desirable : Degree / Diploma in Educational Administration / Educational Leadership.

(B) Perspectives in Education/Foundations of Education; & Curriculum and Pedagogy

Teacher Educators in D.El.Ed should have Masters Degree in Social Science /Humanities /Science /Maths / Language with 50% marks, and M.Ed with 50% Marks or M.A (Education) with 50% marks [except (two) positions where the requirement shall be Postgraduate in Philosophy/Sociology/Psychology with 50% marks and B.El.Ed or B.Ed or D.El.Ed with 50% marks, or M. Phil / Ph.D in Education].

(C) Physical Education

- (i) Masters degree in Physical Education (M.P.Ed) with minimum 50% marks.

(D) Visual and Performing Arts

- (i) Masters degree in Fine Arts /Music /Dance /Theatre with 50% marks.

5.3 Administrative and Professional Staff

(a) Number

- | | |
|----------------------------------------------------------------------|-------|
| (i) UDC/Office Superintendent | - One |
| (ii) Computer Operator-cum-Store Keeper | - One |
| (iii) Computer Lab Assistant
(BCA / B.Tech with Computer Science) | -One |
| (iv) Librarian (with B. Lib) | - One |

(b) Qualifications

As prescribed by State Government/UT Administration concerned.

[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.]

5.4 Terms and Conditions of Service

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) Land and Built up area for running D.El.Ed programme in combination with other teacher education programmes shall be as under:

Course(s)	Built Up Area (in sqm)	Land Area (in Sqm)
D.El.Ed	1500Sq.mts.	2500
D.El.Ed plus B.Ed.+Education Component of BA/B.Sc. B.Ed.	3000 sq. mts	3000
D.E.C.Ed plus D.El.Ed	2500 sq. mts	3000
D.El.Ed plus B.Ed plus M.Ed	3500 sq. mts	3500
D.El.Ed plus D.E.C.Ed Plus B.Ed plus M.Ed	4000 sq. mts	4000

Note: Additional intake of one unit of D.El.Ed will require additional built up area of 500 sqm. (five hundred square meters).

- (b) The institution must have the following infrastructure (each item to include facilitation for PWD):

- (i) One classroom for every 50 students.
- (ii) Multipurpose Hall with seating capacity of two hundred with a dias with total area of 2000 sq. ft (two thousand square feet).
- (iii) Library-cum-Resource Centre.
- (iv) Curriculum Laboratory (with science and maths kits, maps, globes, chemicals, science kits, etc).
- (v) Computer Lab.

- (vi) Arts and Craft Resource Centre.
- (vii) Health and Physical Education Resource Centre.
- (viii) Principal's Office.
- (ix) Staff Room.
- (x) Administrative Office.
- (xi) Store Rooms (two).
- (xii) Common rooms separately for Men and Women student- teachers.
- (xiii) Canteen.
- (xiv) Visitors' Room.
- (xv) Separate Toilet Facility for Men and Women, student-teachers, and staff of which one should be for PWD.
- (xvi) Parking Space.
- (xvii) Open space for lawns, gardening activities, etc.
- (xviii) Store Room.
- (xix) Multipurpose playfield.

Note : Requirement at Sl. No. (i) will multiply with the number of units taken.

6.2 Instructional

- (a) The institution shall establish Library-cum-Resource Centre wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. These should include:
 - (i) Books, journals and magazines,
 - (ii) Children's books,
 - (iii) Audio-visual equipment - TV, OHP, DVD Player,
 - (iv) Audio-visual aids, slides, films,
 - (v) Teaching aids - charts, pictures,
 - (vi) Developmental assessments check lists and measurement tools,
 - (vii) Photocopying machine.
- (b) **Equipment and Materials for different Activities**
 The equipment and materials should be suitable and sufficient in quantity and quality for the variety of activities planned in the programme. These include the following:
 Educational kits, models, play materials, simple books on different topics (songs, games, activities, and worksheets), puppets, picture books, photographs, blow-ups, charts, maps, flash cards, handbooks, pictures, pictorial representations of developmental characteristics of children.
- (c) **Equipment, Tools, Raw Material for Teaching Aids, Play Material and Arts and Crafts Activities.**
 One set of wood working tools, one set of gardeners tools, raw materials and equipment required for toy making, doll making, tailoring, dress designing, puppetry, material for preparation of charts, models; and other practical activities to be done by the student-teacher, art material, waste material, stationery (chart paper, mount board etc.), tools like scissors, scales etc., and cloth.
- (d) **Audio Visual Equipment**
 Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, slides, films, charts, pictures. Satellite ROT (Receive Only Terminal) and SIT (Satellite Interactive Terminal) would be desirable.
- (e) **Musical Instruments**
 Simple musical instruments such as Harmonium, Tabla, Flute, Manjira and other indigenous instruments.
- (f) **Books, Journals and Magazines**
 A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, reference books, books on professional education, teachers' handbooks, books on and for children (including comics, stories, picture books/albums, and poems) and the books/resources published and recommended by NCTE. The institution should subscribe to online resources, and the journals published by NCTE, and at least three other refereed journals in the field of Education.
- (g) **Games and Sports**

Adequate games and sports equipment for common indoor and outdoor games should be available.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Separate common rooms for male and female teacher educators/students-teachers.
- (c) Arrangement may be made for parking of vehicles.
- (d) Safe drinking water be provided in the institution.
- (e) The institution's campus, building, facility etc should be disabled friendly.
- (f) There shall be games facilities with a playground. Alternatively, the playground available with the attached school or local body may be utilized exclusively for fixed periods. Where there is scarcity of space as in metropolitan towns/hilly regions, facilities for small court games, yoga and indoor games may be provided.

(Note : If more than one courses in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared.)

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/Company, Educationists, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX- 3

Norms and Standards for the bachelor of elementary teacher education programme leading to the Bachelor of Elementary Education (B.El.Ed.) Degree

1. Preamble

- 1.1 The Bachelor of Elementary Education (B.El.Ed) is a four-year professional degree programme of teacher education offered after Senior Secondary. It aims to prepare teachers for the elementary stage of education, i.e. for Classes I to VIII. In addition, the programme prepares students for a wide range of professional and academic options in elementary education including teaching in elementary schools with special orientation for government schools; leading elementary school systems in various capacities; teaching and research in elementary education in the government and non-governmental sector; pursuing post-graduate and research studies in education and other disciplines; and working as teacher educators in various State Institutes and University Departments / Colleges offering programmes in elementary education.
- 1.2 The B.El.Ed Programme shall be offered only in a constituent or affiliated college of a University offering undergraduate studies in liberal arts, humanities, social sciences, commerce, mathematics and sciences, or a constituent or affiliated college of a University offering multiple teacher education programmes, or a University with multi-disciplinary faculty as defined in clause (b) of regulations 2.

2. Duration and Working Days

- 2.1 The Bachelor of Elementary Education (B.El.Ed.) shall be of a minimum duration of four academic years, including a school internship of a minimum of 20 working weeks of which 4 working weeks shall be in the third year of study and 16 working weeks shall be in the fourth/final year of study.
- 2.2 Candidates admitted in this Programme shall complete the final year examination within six years from the year of admission.
- 2.3 There shall be at least two hundred working days each year exclusive of admission and conduct of examination, and inclusive of the period of classroom transaction, practicum, engaging with schools and school internship. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which faculty shall be available for the requirements of the programme including interaction with and mentoring students.
- 2.4 The minimum attendance of student teachers shall be 80 % for all course work including practicum, and 90 % for school internship.

3. Intake, Eligibility, Admission Procedure and Fee

3.1 Intake

There shall be a basic unit of 50 students.

3.2 Eligibility

- (i) Candidates seeking admission to the B.El.Ed Programme should have cleared the higher secondary examination or any other examination recognised as equivalent thereto with a minimum aggregate of 50% marks.

- (ii) The reservation and relaxation in marks 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 to the four-year degree programme in Elementary Teacher Education shall be made on merit on the basis of marks obtained in the qualifying examination (i.e. 10+2 senior secondary examination) and/or in the entrance examination or any other selection process as per the policy of the affiliating 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. Curriculum, Programme Implementation and Assessment

The B.El.Ed. is to be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses and a comprehensive school internship. As an integral part of the teaching programme, each institution shall arrange for field tours and visits to centres of innovative activity in elementary school education. The institutions imparting instructions shall follow the scheme of courses given below.

The B.El.Ed. curriculum seeks to prepare teachers for the primary and upper primary levels of schooling through a course curriculum which interweaves subject content with pedagogy and integrates practicum with theory. ICT, gender, yoga education, and disability/inclusive education shall form an integral part of the B.El.Ed. curriculum.

4.1 Theory Courses

The theory courses shall comprise of perspectives in education or foundation courses, discipline-based courses, and curriculum and pedagogic courses. The theory courses shall include relevant field-based units of study including assignments and projects. The theory and practicum courses shall be allocated weightage in the proportion of 60:40. The theory courses shall include the following course types:

- (a) "Perspectives or Foundation" courses shall be designed to provide an in-depth study of processes of child development and learning, concepts and perspectives in education, socio-political context in which education is situated, processes and approaches of school organisation and management, contemporary issues related to society and education and a repertoire of professional capacities to relate and communicate. Courses in domains of language, mathematics, social science and science shall be designed to provide students with the opportunity to reconstruct concepts learnt in school and to integrate them within an inter-disciplinary and pedagogic perspective.
- (b) Courses in "Curriculum and Pedagogic Studies" are to be designed to develop core teaching perspective and skills specific to the teaching of children between ages of 6 to 14 years. This includes developing perspectives in pedagogy related to specific knowledge domains. Three compulsory courses focus on pedagogic approaches in language, mathematics and environmental studies at the primary stage (I to V). Courses focusing on the upper primary stage (VI to VIII) in language, mathematics, natural sciences and social sciences shall be offered as optional courses for specialisation in one subject. Optional courses may also be provided in emerging areas in the discipline of education.
- (c) The "Discipline-based Courses" shall be designed to enrich student-teachers' knowledge-base and allow for further study in the concerned discipline. The requisite number of discipline-based courses need to be provided to enable students to pursue postgraduate studies in the respective discipline(s). These courses would enable the students to engage with concepts in specific disciplinary areas, and would build academic linkages with other undergraduate courses in that discipline.

4.2 Practicum

Practicum courses shall be designed to allow a variety of work experience with children within and outside elementary schools and opportunities for self-reflection and development of analytical skills, scientific enquiry and understanding social realities. Courses would be designed to give opportunities to acquire a repertoire of professional capacities and skills in craft, creative drama, music and theatre in education; children's literature and story-telling; developing and analysing curricular material; classroom management; systematic observation, documentation and evaluation. The practicum components would progressively increase as the programme advances to the final year with the aim to build connections between theory, observations and classroom teaching.

Self-Development Workshops: Activities and workshops shall be designed to provide opportunities to students for self-reflection and analysis. Students learn to be self-critical, questioning and reflective,

sharpen their abilities to relate, communicate, and develop positive attitudes towards children and teaching, and an understanding of constitutional and human values.

4.3 School Engagement

The interface with school shall be designed to vary the focus, the purpose and nature of engagement with school children. The components should include establishing contact with schools, observing children, developing materials, visiting centres of innovation in education, working with communities and school management committees, and teaching school children.

4.4 School Internship

Engagement of student-teachers with schools enhances progressively over the duration of the programme, culminating in School Internship both at primary and upper primary levels in the third and fourth year of the programme.

The components of school internship would include planning for teaching, teaching-learning, observation of classrooms, engaging in continuous and comprehensive assessment for learning, writing reflective journals, developing resources and designing activities and undertaking classroom-based research projects.

Students shall be actively engaged in teaching for at least 16 weeks in the final year of the programme, including an initial one week of observing a regular classroom with a regular teacher. They shall be engaged in teaching at two levels, namely, primary (classes I-V) and upper primary (VI-VIII). They should be provided opportunities to teach in government and private schools with sustained engagement, systematic supervisory support and feedback from faculty.

4.5 Programme Implementation

The institutions will have to meet the following specific demands of a 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 an arrangement with at least ten schools indicating their willingness to facilitate arrangements for internship as well as other practicum activities required for school engagement. The arrangement shall have the approval of the concerned educational authorities.
- (iii) Transaction of the Perspectives in Education and Curriculum and Pedagogic studies courses should be done using multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (iv) Set up a mutually agreed mechanism between the TEIs and the participating schools for mentoring, supervising, tracking and assessing student-teachers. There shall be a designated person from among the faculty for coordinating School Internship programme.
- (v) Promote inter-disciplinary academic activities between education and other departments within the college/institution.
- (vi) Initiate and deepen the discourse on education by organising seminars, debates, lectures and discussion groups for students and faculty.
- (vii) School teachers shall be invited to teacher education institutions for feedback to student teachers and for extension/guest lectures and organising colloquium. 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 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.
- (viii) Organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in elementary schools.

There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty and grievance redressal.

4.6 Assessment

- (i) Each theory course may carry a weightage of 20% to 30% for internal assessment and 70% to 80% for external assessment. One-fourth of total marks/weightage shall be devoted to school internship. The weightage for Internal and External assessment shall be decided by the affiliating university within the above range of ratios.

- (ii) The proportion of total marks in the B.El.Ed programme may be in the following ratio: Theory 60 %, Practicum 20 %, School Internship 20 %.
- (iii) 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, diaries, reflective journal, etc.

5. Staff

5.1 Academic Faculty

For an intake of 50 students per unit, the faculty strength shall be 16 in number. The faculty shall be recruited for the curricular areas, namely Perspectives/Foundation Courses and Courses in Language, Sciences, Mathematics, Social Sciences, and for Health and Physical Education, Visual and Performing Arts, and Linguistics.

The full time faculty may be distributed as under:

1. HoD / Principal	One
2. Perspectives or Foundations of Education	Three
3. Science & its Pedagogy	Two
4. Mathematics & its Pedagogy	Two
5. Social Science(s) & its Pedagogy	Two
6. Language(s) & its Pedagogy	Two
7. Health and Physical Education	One
8. Visual Arts and Performing Arts	Two
9. Linguistics	One

Note: The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified. Discipline-based courses shall be taught by faculty from co-operating departments of liberal arts, humanities, mathematics, social sciences and sciences. The concerned college/institution may draw upon resource persons with equivalent qualification/expertise in the relevant area for conducting specialized practicum courses such as self-development, theatre, music, craft, story-telling etc in accordance with norms of the affiliating university.

5.2 Qualifications

The faculty shall possess the following qualifications.

A. Principal / HoD

- (i) Postgraduate degree in Science/Social Science/Arts/Humanities with 55% marks and M.Ed/M.A. (Education) with 55 % marks.
- (ii) Five years of teaching experience in a Teacher Education Institution.

Desirable : Degree/Diploma in Educational Administration/Leadership.

B. Perspectives/Foundations in Education; & Curriculum and Pedagogic Studies

Postgraduate degree in Social Sciences/ Humanities / Sciences / Mathematics / Languages with 55 % marks and M.Ed with 55 % marks [except 3 (three) positions from Philosophy, Sociology, Psychology, where the faculty qualification shall be post-graduation in any of these three disciplines with 55% marks and B.El.Ed/ B.Ed with 55% marks.]

Linguistics: Masters in Linguistics with 55% marks with B.Ed /B.El.Ed.

Desirable : M.Phil. / Ph.D. in Education.

C. Specialised Areas

Physical Education

- (i) Post-graduation degree in Physical Education (M.P.Ed.) with 55% marks.

Visual Arts

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

Performing Arts

- (i) Postgraduation degree in Music/Dance/Theatre Arts with minimum 55% marks or its equivalent in terms of expertise and professional experience.

5.3. Administrative and Professional Staff

1. Office Manager	One
2. Office Assistant cum Stenographer	One
3. Resource Centre Co-ordinator	One
4. Curriculum Lab Assistant	One
5. Library Assistant (B.Lib)	One
6. Computer Lab Assistant (BCA)	One
7. Office Attendant	One

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, others may be termed as HoDs.

5.4 Terms and Conditions of Service

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) Dedicated Infrastructure

The physical facilities to be provided in an institution offering the B.El.Ed. will include the following:

- Academic area will consist of Class Rooms (4-5 Classrooms), Curriculum Laboratory, Science Laboratory, Resource Centre, Space for Workshops, Computer Room and Library.
- Administrative area will include Principals' Room, Faculty Rooms, Central Office, Conference Room, Record Room, Computer Room and Reception Lounge.
- Amenities area will comprise Students' Common Room, Staff Room, Hall, Sports/Recreation Centres, Canteen, Cooperative Stores, Dispensary and Security Services, Toilets (separate for men and women students and for faculty).

(b) Shared Infrastructure

Where teacher education is provided through a Department/College as an integral part of a University/Institution having several Faculties and Departments of Studies, all Central facilities/amenities shall be shared between the Department of Elementary Education and other Departments. In the case of laboratories and workshops, necessary additional provisions shall be made so that the B.El.Ed. students can make use of them. Apart from the Central Library of the University/College, a Departmental Library shall also be developed to cater to the special needs of the B.El.Ed. students. The Resource Laboratory should be equipped with adequate reading material alongwith other equipment needed for Pedagogy-based practicum and other School Contact Programmes. Facilities such as Auditorium, Hall, Conference Rooms, etc. could be shared with other departments.

6.2 Instructional

(a) The Curriculum Laboratory shall be the lab area for conducting hands-on activity. The laboratory would serve this purpose for theory and practicum courses such as craft, core mathematics, language, core science, social science and courses in pedagogy and material development. The lab would contain language, science, social science and mathematics related material such as apparatus, chemicals, kits, maps, globes, instruments and tools like hammer, pliers, scissors and wires. There should be work tables for small group activities. The furniture should be movable to allow for work area on the floor as well. The lab should also have provision for use of an overhead projector, notice boards and blackboard for holding classes.

(b) The Resources Centre shall serve the purpose of a laboratory-cum-departmental library. It should have a store and access to books, curriculum materials, children's literature, textbooks, reports and documents, audio-visual equipment, LCD Projector, DVD player, camera, films on education etc. Materials should be available in sufficient numbers for use by students in schools as well. The Resource Centre may also have computer facility for use by the faculty and students. The Centre should have sufficient space for student meetings, classes and group discussions and reading as well.

(c) The Science Laboratory in a given college/composite institution shall be available to the B.El.Ed faculty and students ensuring adequate space and number of lab materials, equipment, audio visual resources and computers.

(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. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

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

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be 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 shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

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 two 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.

[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. (Training/qualification in yoga education shall be desirable)

Visual Arts

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

Performing Arts

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

5.3 Administrative and Professional Staff

- | | |
|--------------------------------------------|-----|
| (a) Librarian (B.Lib with 55% marks) | One |
| (b) Lab Assistant (BCA with 55% marks) | One |
| (c) Office-cum-Account Assistant | One |
| (d) Office Assistant-cum Computer Operator | One |
| (e) Store-Keeper | One |
| (f) Technical Assistant | One |
| (g) Lab Attendants/Helpers/Support Staff | Two |

Qualifications

As prescribed by State Government/UT Administration concerned.

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.

5.4 Terms and Conditions of Service

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

(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

- (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:
- (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.

(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.

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.

C. Assistant 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) Any other qualifications prescribed by UGC like NET qualification.

(Note: Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available).

6.3 Administrative and Professional Support Staff**(a) The following administrative staff shall be provided:**

- | | |
|--------------------------------------------------|-----|
| 1. Office Manager | One |
| 2. IT Executive/Maintenance Staff | One |
| 3. Library Assistant/Resource Centre Coordinator | One |
| 4. Office Assistants | Two |
| 5. Helper | One |

(b) In the University Education Departments, the administrative staff shall be deployed as per the policy of the university.**6.4 Terms and Conditions of Service**

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.

7 Facilities**7.1 Infrastructure**

An Institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, shall possess a minimum of 3000 sqm land area. The corresponding built up area shall be 2000 sqm. For additional intake of one basic unit, the minimum additional built up area shall be 500 sqm.

(a) Classrooms

For an intake of 50 students, there shall be provision for at least two classrooms with space and furniture to accommodate all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold tutorials and group discussions.

(b) Seminar Room

Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops.

(c) Faculty Rooms

A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided.

(d) Administrative Office Space

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

(e) Common Room(s)

The institution shall provide at least two separate common rooms, one each for women and men.

7.2 Equipments and Materials**(a) Library**

The library of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of relevant textbooks) for the M.Ed. programme shall be

there, including reference books related to all courses of study, readings and literature related with the approaches delineated in the M.Ed. programme; educational encyclopedias, electronic publications (CD-ROMs) including online resources, and minimum five professional referred research journals of which at least one shall be an international publication. Library resources shall include books and journals published by NCTE, NCERT and other educational institutions. There shall also be provision of space for reading and reference section in the library. 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

An exclusive Resource Centre shall serve the purpose of a resource centre-cum-department library. 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 and reports of research seminars undertaken by students, Audio-visual equipments - 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 desirably ROT (satellite receive only terminal) and SIT (satellite interactive terminal).

Note: The facilities mentioned at 7.1 and 7.2 above shall be in addition to the facilities the institution already possesses for other teacher education programmes.

7.3 Other Amenities

- (a) Functional and appropriate labs and 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: If more than one programme in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.)

8 Managing Committee

The institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing Society/Trust, two Educationists, primary/elementary education experts, one faculty member, Heads of two institutions identified for field attachment by rotation.

APPENDIX-6

Norms and Standards for diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.)

1. Preamble

The Diploma in Physical Education (D.P.Ed.) programme is a professional programme meant for preparing physical education teachers for elementary stage of school education (Class I to VIII).

2. Duration and Working Days

2.1 Duration

The Diploma in Physical Education programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

2.2 Working Days

There shall be at least 200 working days exclusive of period of admission but inclusive of examination with at least 36 working hours in a week.

3. Intake, Eligibility and Admission Procedure

3.1 Intake

There shall be a basic unit of 50 students for each year.

3.2 Eligibility

Senior Secondary School (+2) or its equivalent examination passed with at least 50% marks.

However, 5% relaxation be given to those who have participated in International/ National/ SGFI Sports Competition.

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC 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 entrance examination (sports proficiency test, physical fitness test, and marks obtained in qualifying examination) or any other selection process as per the policy of the State Government.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / State Govt 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.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The D.P.Ed. programme is designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education and communication skills. The programme comprises of compulsory and optional theory courses, and compulsory school internship. The theory and practical courses shall be assigned a weightage in the proportion as determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) while contextualizing it for the State or region concerned.

Information and Communication Technology (ICT), gender, yoga education, and disability inclusive education shall form an integral part of DPED curriculum.

(a) Theory Courses

The theory courses comprise of courses on perspectives in physical education, curriculum and sports pedagogy and child psychology. Theory courses in first year include : History and Principles of Physical Education; Foundations of Physical Education; Basic Anatomy and Physiology; Yoga Education; Methods of Physical Education; Organisation and Administration of Physical Education; Recreation; Health Education; Environmental Studies; Value Education; and in second year include : Sports Training; Child Psychology; Sociology; Information Technology in Physical Education; Education Technology; Test and Measurement in Physical Education; Sports Injuries and Rehabilitation; Youth Leadership and Social Welfare; Nutrition; and Naturopathy.

(b) Practicum

The Practicum course is so designed as to give opportunity to acquire professional skills and capacities in various games, sports, physical activities and yogic exercises suitable to primary school children. The activities include Track & Field; Swimming (if possible); Gymnastics; Yoga; Aerobics; Racket Sports : Badminton, Table Tennis, Tennis, Squash; Team Games : Baseball, Basketball, Cricket, Football, Handball, Hockey, Netball, Softball, Shooting, Volleyball; Combative Sports : Boxing, Fencing, Judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational/ Minor Games : Relay Games, Group Games, Minor Games, Lead-up Games; Indigenous Sports : Kabaddi, Kho-Kho; Activities of National Importance : Flag Hoisting, March Past, Ceremonies-Opening, Closing, Victory; Camping/ Picnic/ Hiking/ Trekking; Mass Demonstration Activities : Lezim, Dumbbell, Umbrella, Tipri, Wand, Hoop or Any other Apparatus.

(c) School Internship

The D.P.Ed. programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities, giving exposure to teacher in the teaching-learning process.

School internship/ teaching practice also includes engagement with the community. The school internship/ teaching practice programme shall have the following components.

A minimum of 20 lessons in schools during the course of which 4 lessons would be dedicated to classroom observations etc. during the first year, and during the second year there will be minimum 10 lessons for the elementary classes.

4.2 Programme Implementation

The college/institute will have to undertake the following for implementation of the programme :

- (a) Prepare a calendar for all activities including school internship which shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools indicating their willingness to allow the internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/ Block office of the State Education Department may allot schools to different Teacher Education Institutions.
- (c) Initiate discourse on physical education and yoga education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- (d) Organise academic enrichment programmes including interactions with faculty from parent disciplines, encourage faculty members to participate in academic pursuit and pursue research, especially in elementary schools. Provisions of leave may be made for faculty to undertake research in University.
- (e) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking.
- (f) The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institute of Physical Education.
- (g) There shall be mechanisms and provisions in the Institution for addressing complaints of the students and faculty, and for the grievance redressal.
- (h) For school internship, the Teacher Education Institutions and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, teaching and assessing the student-teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for term-end examination conducted by the examining body; and one fourth of the total marks shall be allocated to evaluating internship tasks including the assignments of practice teaching. The weightage for internal and external assessment shall be fixed by the affiliating body. Candidates must be internally assessed on the entire practicum course 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, diaries, reflective journals, etc.

5. Staff

5.1 Academic Faculty

- (i) (For a basic unit of fifty students or less with combined strength of one hundred or less for the two year course).

1. Principal /Head	-	One
2. Lecturer	-	Six
3. Librarian	-	One
4. Physiotherapist	-	One
5. Specialist part time faculty (Sports Experts)	-	Four (Part Time)
6. Dietician/ Nutrition Expert	-	One (Part Time)
7. ICT Instructor	-	One (Part Time)

- (ii) For additional intake which will be in multiples of fifty students, the number of full time faculty shall be increased by six per additional unit. On each occasion additional intake of one basic unit shall be considered. Physical education teacher preparation courses can also be run in comprehensive or composite Institutions subject to fulfillment of norms and standards prescribed by NCTE.

- (iii) Appointment of teachers shall be so distributed as to ensure the required nature and level of expertise for teaching courses/subjects and activities related to physical education.

Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available.

(iv) Qualifications

A. Principal/ Head of the Department/ Teacher-in-charge

(i) Academic and Professional Qualifications will be as prescribed for the post of Lecturer.

(ii) At least five years of experience as a Lecturer in a physical education teacher training institution

B. Lecturer

(i) M.P.Ed. or equivalent degree with at least fifty five percent marks.

(ii) B.P.Ed. with at least 50% marks and eight years experience as Physical Training Instructor/ Physical Education Teacher at school level.

C. Librarian

Post graduation degree in library and information science.

D. Physiotherapist

Post graduate degree in physiotherapy with specialization in sports physiotherapy.

E. Specialist part time Faculty (Sports Experts)

Bachelors'/Masters' degree in physical education with specialization in one game/sport/
Bachelor's degree in physical education with Diploma in Coaching in specialized sport in at least one game/ sport

F. Dietician/ Nutrition Expert - One (Part Time)

Post graduate degree in nutrition sciences.

G. ICT Instructor - One (Part Time)

Post graduate degree in information practices / information sciences.

[Note: In case of composite institution, the Principal and academic, administrative and technical staff shall be shared.]

5.2 Technical Support and Administrative Staff

1.	Ground-Staff (With knowledge of marking grounds and maintaining sports fields)	-	Two
2.	Technical Assistant	-	One (Part Time)
3.	Office Assistant (With knowledge of working with computers and accounting software)	-	One
4.	Store Keeper (With knowledge of handling stores)	-	One
5.	Helpers / attendants	-	Two

Qualifications

As prescribed by the concerned Government/ UT State Administration.

5.3 Terms and Conditions of Service

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

- (i) To provide these facilities, the Management/ Institution shall at the time of making application, have in its possession a minimum of five acre of exclusive well demarcated land either on ownership basis or on lease / from Govt. and building constructed thereupon.
- (ii) There shall be provision of two class rooms per unit of intake, one multi-purpose hall, one multi purpose laboratory, seminar/ tutorial rooms, separate rooms for the principal, faculty members, office for the administrative staff and a store. For every instructional room like classrooms, laboratory, library etc. space shall not be less than 10 sq.ft. (ten square feet) per student. Multi-Purpose Hall shall have the seating capacity for two hundred persons having a total area of 2000 sq.ft. (two thousand square feet).
- (iii) There shall be a multi-purpose field for outdoor sports, with at least two hundred meter track and a hall for gymnastic and indoor games and sports.
- (iv) Safeguard against fire hazard be provided in all parts of the building.
- (v) The institutional campus, building, furniture etc. should be disabled friendly.
- (vi) If necessary, separate hostel for boys and girls shall be provided. In addition, some residential quarters for faculty must be provided.

6.2 Instructional

- (i) The institution must have at least five acres of land with proper fencing which shall provide enough space for institutional building and for future expansion and open space for organizing games and sports. Built up area consisting of class rooms etc. shall not be less than 1200 sqm (one thousand two hundred square meter). This may be ensured even in Hilly Regions where the total land may be of less than the required five acres. Built up area for running other courses in combination with D.P.Ed. programme shall be as under-

1. Only D.P.Ed.	-	1200 Sq.mts.
2. D.P.Ed. plus B.P.Ed.	-	2700 Sq.mts.
3. D.P.Ed. plus B.P.Ed. plus M.P.Ed	-	3900 Sq.mts.

Additional intake of one unit of D.P.Ed will require additional built up area of 500 sqm (five hundred square meters).

- (ii) There shall be a library equipped with minimum two thousand titles and reference books related to the prescribed courses of study, educational encyclopedias, year books, electronic publications (CD-ROMs) and at least five journals on physical education and related subjects. The library shall have photocopying facility and Computer with Internet facility for the use of faculty and students teachers.

(iii) Laboratories

(a) Education Technology Laboratory Equipments

Hardware for projection ad duplication and educational software required for imparting ICT literacy; Public Address System; T.V.; LCD Projector; Display Boards (Three); Movie Camera in the minimum of ten with Internet Connectivity; Music System; Computer System – Two with Printer; Photocopy Machine; GOs/ DVDs/ ROM – Twenty for various Sports/ Games/ Skill Teaching; Smart Boards

(b) Anatomy, Physiology and Health Education Laboratory Equipments

Human Skeleton – Articulated (One), Disarticulated (Two); Electronic/ Digital/ Lever Based Weighing Machine – One; Anthropometric Kit – One set; Stadiometer – One; Growth Charts and Body System Charts – Ten; Desirable Weight and Height Tables – Two; Skinfold Calipers – Two; Measuring Tape (Steel) – Two; Peak Flow Meter – One; Grip Dynamometer – Two; Flexometer (Sit and Reach Apparatus) – Two; B.P. Apparatus (Sphygmomanometers, Stethoscopes & Stop Watches) – Two

6.3 Sports and Field Equipments

The Sports and Field equipments will be classified in following categories:

(i) Athletics

Measuring Tape (Steel) – 15 m., 30 m., 50 m., 100 m.; Wire for arking the track (fifty meter) - One; Stop Watches – Four; Starting Clapper – One; Stands for judges at finish – Two; Flag poles – Six; Starting blocks – Six; Stop boards – Two; Take off boards – Two; Hurdles – Twenty; High jump

stands - One Pair; High Jump Cross bars - Six; Shot-put for Men & Women - Two each; Discus for men & women - Two each; Hammers for men & women - Two each; Javelin for Men & Women - Six each; Vaulting box for jumping - Two; Relay Batons - Six; Mattress, Weight Training Set (Mats), Landing for High Jump.

(ii) Sports and Games

Badminton - Posts, Nets, Racket, Shuttle Cocks; Basketball - Stand and Board, Net, Balls; Cricket - Batting pad, Batting Gloves, Abdominal Guard, Helmet, Wicket Keeping Gloves, Wicket Keepers leg guard, Stumps, Bails, Balls, Tennis Balls; Football - Goal-post, Net, Balls (Mini size 4 No.), Posts with flags; Gymnastics - Vaulting Table / Horse (Men & Women), Parallel Bar (Men), Horizontal Bar (Men), Balance Beam (Adjustable), Balance Beam (Adjustable), Gymnastics Mattresses; Handball - Goal posts, Nets, Balls; Hockey - Goal posts, Net, Balls, Sticks, Goal-keeping kit; Kho-Kho - Poles; Lawn Tennis - Posts, Nets, Balls, Rackets; Table Tennis - Table, Rackets, Balls; Volleyball - Posts, Nets, Balls, Antenna; Weight Training - Rods, Weight Plates 2.5 Kg, 5 Kg, 10 Kg, 15 Kg, 20 Kg, Collars, Benches, Weight Stand, Weight Belts and Weight Jackets; One Multi-gym or separate station wise (at least ten station) ; Judo/Taekwondo/ Wrestling - Mats

(iii) Equipment for indigenous activities / mass demonstration

Lezioms; Dumbbells; Flags; Hoops; Wands; Balls; Umbrellas; Skipping Ropes; Music System; Music - CDs/ Cassettes; Material like scarf drill, ribbon, placard etc. for mass display activities; Demonstration/ Display Equipment for martial arts.

6.4 Cultural Activities

Suitable and adequate instruments, as and when needed for various activities shall be provided.

6.5 Miscellaneous

Other equipment required for major games, minor games, recreational games, relays, combative games and yoga.

6.6 Amenities

- (i) Functional and appropriate furniture in required number for instructional and other purposes.
- (ii) The institution shall provide separate common rooms for male and female teacher educators/students-teachers.
- (iii) Sufficient number of toilets, separate for male and female, shall be made available for staff and students.
- (iv) Arrangement may be made for parking of vehicles.
- (v) Safe drinking water be provided in the institution.
- (vi) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.

[Note: In case of composite institution, the facilities of multipurpose hall, playground, library and laboratory (with proportionate addition of books and equipments) and instructional space may be shared by various programmes.]

7. Managing Committee

The Institution shall have a Managing Committee constituted as per the rules of the affiliating University/Concerned State Government, if any. 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, physical educationists, representatives of the affiliating university and of the staff.

APPENDIX-7

Norms and standards for bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) Degree

1. Preamble

The Bachelor of Physical Education (B.P.Ed.) programme is a professional programme meant for preparing teachers for physical education in classes VI-X and for conducting physical education and sports activities in classes XI-XII.

2. Duration and Working Days

2.1 Duration

The B.P.Ed. Programme shall be of duration of two academic years or of four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

2.2 Working Days

There shall be at least 200 working days per year exclusive of admission and examination etc. The institution shall work for a minimum of 36 hours in a week (five or six days a week).

3 Intake, Eligibility and Admission Procedure

3.1 Intake

There shall be a basic unit of 100 (one hundred) students with two sections of 50 (fifty) each.

3.1 Eligibility

- (a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.
Or
- (b) Bachelor's degree in physical education with 45% marks.
Or
- (c) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory/ elective subject.
Or
- (d) Bachelor's degree with 45% marks and having participated in National/ Inter University/ State competitions or secured 1st, 2nd or 3rd position in Inter College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.
Or
- (e) Bachelor's degree with participation in international competitions or secured 1st, 2nd or 3rd position in National/ Inter-University competition in sports and games as recognized by respective federations/ AIU/IOA/SGFI/Govt. of India.
Or
- (f) Graduation with 45% marks and at least three years of teaching experience (for deputed in-service candidates i.e. trained physical education teachers/ coaches)

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.2 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test, sports proficiency test, physical fitness test, and marks obtained in the qualifying examination) or any other selection process as per the policy of the University/ State Government/UT Administration.

3.3 Fees

The institution shall charge only such fee as prescribed by the affiliating body / State Govt. concerned in accordance with provisions of 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 donation, capitation fee etc. from the students.

4 Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.P.Ed. Programme shall be designed to integrate the study of childhood, social context of physical education, subject knowledge, pedagogical knowledge, aims of physical education and communication skills. The programme comprises of compulsory and optional theory courses and compulsory school internship. The theory and practical courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) for the state or region concerned.

ICT, gender, yoga education, and disability/inclusive education shall form an integral part of the B.P.Ed. curriculum.

(a) Theory Courses

The Theory Courses shall comprise of courses on perspectives in Physical Education, curriculum and sports and games pedagogy. The theory course in the 1st year shall include History, Principles and Foundations of Physical Education, Anatomy and Physiology, Health Education and Environmental Studies, Yoga Education, Educational Technology and Methods of Teaching, Organisation and Administration, Sports Training, Computer Applications, Theory of Sports and Games, Officiating and Coaching; and in the 2nd year shall include Contemporary Issues in Physical Education-Fitness, Wellness, Olympic Movement, Nutrition and Weight Management, Sports Psychology and Sociology, Kinesiology and Biomechanics, Sports Medicine, Physiotherapy and Rehabilitation, Measurement and Evaluation, Sports Management and Curriculum Design, Research and Statistics, and Research Project.

(b) Practicum

The Practicum Course shall be designed to give opportunity to acquire professional skills and capacities in various games, sports and physical activities suitable to school children. It includes Track and Field; Swimming (if possible); Gymnastics; Yoga; Aerobics; Racket Sports : Badminton, Table Tennis, Tennis, Squash; Team Games : Baseball, Basketball, Cricket, Football, Handball, Hockey, Netball, Softball, Shooting, Volleyball; Combative Sports like Boxing, Fencing, Judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational/ Minor Games like Relay Games, Group Games, Minor Games, Lead-up Games; Indigenous Sports like Kabaddi, Kho-Kho; Activities of National Importance like Flag Hoisting, March Past, Ceremonies-Opening, Closing, Victory; Camping/ Picnic/ Hiking/ Trekking; Mass Demonstration Activities like Lezim, Dumb-bell, Umbrella, Tipri, Wand, Hoop or any other Apparatus.

(c) School Internship

The B.P.Ed. programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching-learning process.

School internship/ teaching practice includes community engagement. The school internship teaching practice programme shall have the following components :

A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college/ institution/ department itself.

The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching-related activities of student-teachers. It is desirable that it has an attached secondary school of its own. The institution shall obtain undertaking from schools willing to provide facilities for practice teaching.

4.2 Programme Implementation

The college/institute will have to undertake the following for implementation of the programme:

- (a) Prepare a calendar for all activities including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools indicating their willingness to allow the internship as well as other school-based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/ Block office of the State Education Department may allot schools to different TEIs.
- (c) Initiate discourse on physical education and yoga education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- (d) Organise academic enrichment programmes including interactions with faculty from parent disciplines, encourage faculty members to participate in academic pursuit and pursue research, especially in elementary and secondary schools. Provisions of leave may be made for faculty to undertake research/ teaching in Universities and Schools.
- (e) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking.
- (f) The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institute of Physical Education.
- (g) There shall be mechanisms and provisions in the Institution for addressing complaints of the students and faculty, and for the grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, teaching and assessing the student-teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for term-end examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating internship tasks including the assignments of practice teaching. The weightage for internal and external assessment shall be fixed by the affiliating body. Candidates must be internally assessed on the entire practicum course 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, diaries, reflective journals, etc.

5 Staff**5.1 Academic Faculty**

(i) Number (for a basic unit of one hundred students):

1. Principal	:	One
2. Associate Professors	:	Two
3. Assistant Professors	:	Six
4. Assistant Professors	:	Three (Part Time) if needed
5. Sports Trainers	:	Three (Part Time)
6. Yoga Trainer	:	One (Part Time)
7. Dietician	:	One (Part Time)

(ii) For an additional intake of one hundred students, the number of full time teacher educators shall be increased by eight Lecturers/Assistant Professors in physical education.

(iii) Appointment of teachers in physical education shall be such as to ensure the availability of expertise for teaching all courses/ subjects and activities related to physical education.

5.2. Qualifications**A. Principal/ Head**

(i) Master's degree in Physical Education (M.P.Ed./M.P.E.) with 55% marks or its equivalent grade, i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms.

(ii) Ph. D in the field of Physical Education.

(iii) Eight years teaching experience out of which five years experience in an institute / college/ department of physical education.

(iv) Any other stipulation prescribed by the UGC/affiliating body/State Govt. from time to time for the positions of principal shall be mandatory.

B. Associate Professor

(i) M.P.Ed. degree or its equivalent with at least 55 % marks or its equivalent grade i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms.

(ii) 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 excluding the period of Ph.D. research with evidence of published work and a minimum of 5 publications as books and/or research/policy papers.

Note : Any other stipulation prescribed by UGC /Affiliating Body/State Govt. from time to time for the position of Associate Professor shall be mandatory.

C. Assistant Professor

M.P.Ed. degree or its equivalent with 55 % marks or its equivalent grade i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms.

Note : Any other stipulation prescribed by UGC / Affiliating Body / State Govt. from time to time for the position of Assistant professor shall be mandatory.

D. Sports Trainers (Part Time)

Masters degree/Bachelors degree in physical education with specialization in at least one game/sport (as applicable) or Diploma/PG diploma in coaching in a sport (as applicable).

E. Yoga Trainer (Part Time)

PG Diploma in Yoga.

F. Dietician (Part Time)

Masters degree in nutrition or Bachelors degree in home science with diploma in nutrition and dietetics.

5.3. Technical Support and Administrative Staff

1. Librarian	:	One
2. Physiotherapist	:	One
3. Grounds-men/ Markers/ Helpers	:	Two
4. Music Teacher/ Band Master	:	One (Part Time)
5. ICT Instructor	:	One (Part Time)
6. Technical Assistant	:	One (Part Time)
7. Accounts Assistant	:	One
8. Office Assistant	:	One
9. Storekeeper	:	One
10. Helpers/ Attendants	:	Two

Qualifications

As prescribed by concerned State Government, Affiliating University/ UGC.

[Note: In case of composite institution, the Principal, and academic, administrative and technical staff can be shared across programmes. There shall be on Principal, and others may be termed as HoDs].

5.4. Terms and Conditions of Service

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

(i) There shall be provision for at least two class rooms, one multi-purpose hall, one seminar room / ten tutorial specialization class rooms, separate rooms for the Principal, faculty members, medical facility room, office for the administrative staff and a store. For every instructional room like class room, laboratories, and libraries etc. spaces shall not be less than 10 sq. ft. (ten square feet) per student. Multi-purpose Hall shall have the seating capacity for at least two hundred persons with total built up area inclusive of dias as 2000 sq. mts (two thousand square meters).

(ii) Built up Area for running other courses in combination with B.P.Ed programme shall be as under :

(a) Only B.P.Ed. - 1500 Sq mts.

(b) B.P.Ed, plus M.P.Ed. - 2700 Sq.mts.

(c) B.P.Ed plus D.P.Ed plus M.P.Ed - 3900 Sq.mts.

Additional intake of one unit of B.P.Ed. will require additional built up area of 500 sqm. (five hundred square meter).

(iii) There shall be a multi-purpose play field for outdoor sports, a 400 meter athletic track (may be 200 meter in metro cities), gymnasium and a hall for indoor games and sports.

(iv) The institution campus, building, furniture etc. should be disabled friendly.

(v) Safeguard against fire hazard be provided in all parts of the building.

(vi) Separate hostels for boys and girls for outstation students.

6.2 Instructional

(i) The institution must have at least 5-8 acres of land with proper fencing which shall provide enough space for institutional building and for future expansion and open space for organizing games and sports. Built up area consisting of classrooms etc, shall not be less than 1500 sq.mtr. For additional unit, the built up area is to be increased by 3000 sq. ft. The maximum intake capacity of an institution shall remain three hundred students taking all physical education courses together. Physical education courses are not to be run with other teacher education courses. Five to Eight acres of land is sufficient for all physical education courses up to an intake capacity of three

hundred students. Labs, Gym, Library, Sports facilities can be shared with other physical education courses being run in same campus.

- (ii) The institution shall have easy access to sufficient number (five to ten) of recognized secondary schools in the nearby area, for field work and practice teaching related activities of the student-teachers. An undertaking in the prescribed format should be obtained from such institutions. It is desirable that the institution has an attached school under its own control.
- (iii) There shall be a library-cum-reading room, equipped with minimum two thousand titles and reference books related to the prescribed course of study, educational encyclopedias, year-books, electronic publications (CDROMS) and minimum five refereed journals on physical education and related subjects. The library shall have photocopying facility and computer with internet facility for the use of faculty and student- teachers.
- (iv) The institution shall have equipments and facilities for indoor sports, outdoor sports and physical activities; sports medicine laboratory; education technology laboratory; anatomy, physiology and health education laboratory; human performance laboratory; physiotherapy, athletic care and rehabilitation laboratory, sports psychology laboratory; as well as for physical activities including Athletics, Sports and games, mass display drills etc. as prescribed by the concerned University and as suggested below.
- (v) Education Technology Laboratory : Digital Camera, Plasma/ LED/ LCD T.V., DVD Recorder and Player, Smart Board, Photocopier Machine, CDs/ DVDs/ROM for various Sports/ Games/ Skills Teaching, Media Projector, Video Camera (Handy Cam Digital), Desk Tops (TFT)- 20, Colour Printer, Scanner, Public Address System, Portable Display Boards (4 feet X 7 feet), Computer Laboratory with 15 desktops (TFT) and internet, intranet facilities with lib-net services, Music System, CCTV.
- (vi) Laboratory Equipments: The institution shall have the following equipments and facilities for various laboratories :
- (a) Anatomy, Physiology and Health Education Laboratory: Hemoglobin Meter – One, Spirometer (wet) – Two, Human Skeleton – One, Weighing Machine – One, Human Body System Charts displaying all systems (at least one separate chart for each body system) – At least 10 Human Body organ system models, Food Nutrient Charts, Communicable and Non-Communicable Diseases charts, Road Safety Devices Charts, First-Aid Box (Preliminary and Advanced), Height and Weight Charts.
- (b) Human Performance Laboratory: Peak Flow Meters, Dry Spiro meters, Pedometers, Heart Rate Monitors, Stop Watches (Electronic measuring time up to 1/100th of a second), Grip Dynamometers, Back and Leg Dynamometers, Goniometer, Anthropometers, Sliding Calipers, Skinfold Calipers, Steel Tapes, B.P. Apparatuses (Sphygmomanometers and Stethoscope), Harvard Step Test Benches, Wall Thermometer and Barometer, Metronome, Flexometer (to measure flexibility), Finger Dexterity Test, Reaction Time Apparatus (Visual and Audio), Foot and Hand Reaction Time Apparatus, Vibrators.
- (c) Physiotherapy, Athletic Care and Rehabilitation Laboratory : Infra red Lamp, Diagnostic Table, Sterilizing Unit, First Aid Box (Preliminary and Advanced), B.P. Apparatus (Sphygmomanometer and Stethoscope), Thermometer (Clinical), Ultrasound Therapy Unit, Wheel Chair, Vision Chart, Clutches, Weighing Machine, Ice Box, Stretcher, Wax bath therapy, IFT (Short wave Diathermy), Hot packs, Ice packs, Massage tables, Refrigerator.
- (d) Sports Psychology Laboratory: Desirable: At least ten psychological tests and instruments for testing psychological characteristics (with rating scales and manuals)
- (vii) Sports and Field Equipments
- (a) Athletics : Measuring Tape (Steel) – 15 m. (One), 30 m. (Two), 50 m. (One), 100 m. (One); Wire for marking the track (fifty meter) - One; Stop Watches (with 10 lap memory) - 06; Starting Clapper - 02; Stands for judges at finish - 02; Flag poles - 06; Starting blocks - 20; Stop boards - 02; Take off boards -02; Hurdles - 30; High jump stands - One Pair; High Jump Cross bars - Six; Shot-put for men and women -06 each; Discus for men and women -06 each; Hammers for men and women - 03 each; Javelin for men and women - 05 each; Vaulting box for jumping - Two; Relay Batons -12; Weight-Lifting Set (Olympic Set) - One set.
- (b) Sports and Games : (i) Badminton: Badminton posts (two sets), Badminton nets (six), Badminton Rackets (20), Shuttle Cocks (ten barrels); (ii) Basketball : Basketball Stand and Boards (two sets), Basketball balls (one dozen), Basketball net (four pairs); Boxing – Gloves, Punching Bags, Ring (if possible); (iii) Cricket: Cricket batting pad (three sets), Cricket Batting Gloves (three sets),

Abdominal Guard (three), helmet (three), Wicket Keeping Gloves (two pairs), Wicket Keepers leg guard (two pairs), Stumps (twelve nos.), Bails (ten nos), Cricket Ball; (iv) Football: Football post (two sets), Footballs, Football Net (four sets), Posts with flags (eight); (v) Handball: Handball posts (two sets); Handball – Balls (one dozen), Handball – Net (four pairs); (vi) Hockey: Hockey posts (two set), Hockey-bailsmen doz.), Hockey Stick (thirty), Hockey Goal keeping kit (one); (vii) Kho-Kho: Kho-Kho Poles (two set); (viii) Lawn Tennis: Lawn Tennis Posts(two), Tennis Balls, Tennis racket; (ix) Table Tennis: Table Tennis Bailsmen doz.; (x) Volleyball: Volleyball Posts (two set), Volleyballs (twenty), Volleyball Net (four), Antenna (four); (xi) Weight-Lifting: Weight Training Rods (ten), Weight Plates 2.5 Kg, five Kg, ten Kg, fifteen Kg, twenty Kg (ten each), Collars (twenty), Benches (four), Weight Stand (two), Squat Stand, One Multi-gym or separate station wise (at least ten station), Weight Jackets and Weight Belts; One Multi-gym or separate station wise (at least ten station); Mats to be used for Judo/Taekwondo/ Wrestling.

(c) Equipment for indigenous activities / mass demonstration: Lezium (50 pairs); Dumbbells (50 pairs); Indian Clubs (50 pairs); Flags; Hoops; Wands; Balls; Umbrella; Skipping Ropes; Music System; Music - CDs/ Cassettes; Material like scarf drill, ribbon, placard etc. for mass display activities.

(d) Gymnastics Apparatus: Parallel Bars (one set), Uneven parallel bars (one set), Horizontal bar (one set), Two roman rings (one set), Climbing ropes (Manila) (six), Mats (twelve rubber, twelve coir), Balance beam (adjustable sets) (one set), One Pummel Horse (one set), Multi-gym (twelve stationed) (one set), Vaulting Table (one set), Beat board (two nos.), Crash mat (one).

6.3 Cultural Activities

Suitable and adequate instruments should be provided as and when needed for various activities. Other equipment required for minor games, recreational games, relays and combative sport be procured on need and specialization basis.

6.4 Amenities

- (i) Functional and appropriate furniture in required number for instructional and other purposes.
- (ii) The institution shall provide separate common rooms for male and female staff and students.
- (iii) Sufficient number of toilets, separate for male and female, shall be made available for staff and students.
- (iv) Arrangement may be made for parking of vehicles.
- (v) Safe drinking water be provided in the institution.
- (vi) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.

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

7. Managing Committee

The Institution shall have a Managing Committee constituted as per the rules of the affiliating University/Concerned State Government, if any. 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, Physical Education experts, representatives of the affiliating university and of the staff.

APPENDIX-8

Norms and Standards for masters of physical education programme leading to Master of Physical Education (M.P.Ed.) Degree

1 Preamble

- 1.1 The Master of Physical Education (M.P.Ed.) programme is a professional programme meant for preparing physical education teachers for senior secondary (classes XI and XII) level as well as assistant professors/ directors/ sports officers in colleges/ universities and teacher educators in colleges of physical education and university departments of physical education.

2 Duration and Working Days

2.1 Duration

The M.P.Ed. programme shall be of a duration of two academic years or four semesters. However, the students shall be permitted to complete the programme within a maximum period of three years.

2.2 Working Days

(a) There shall be at least 200 working days in each academic year / one hundred working days in each semester exclusive of period of examination and admission etc.

(b) The institution shall work for a minimum of thirty six hours in a week (five or six days a week) during which physical presence in the institution of all the teachers and teacher educators is necessary to ensure their availability for advice, guidance, and consultation, as and when needed.

3 Intake, Eligibility and Admission Procedure**3.1 Intake**

There shall be a basic unit of 40 (forty) students for each year.

3.2 Eligibility

(a) Bachelor of Physical Education (B.P.Ed.) or equivalent with at least 50% marks.

OR

Bachelor of Science (B.Sc.) in Health and Physical Education with at least 50% marks.

(b) The reservation in seats and relaxation in the qualifying marks 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 entrance examination (written test, fitness test, interview and percentage in qualifying examination) or any other selection process as per the policy of the State Government/Affiliating 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.

4.0 Curriculum, Programme Implementation and Assessment**4.1 Curriculum**

The M.P.Ed. Programme shall be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of physical education and communication skills. The programme shall comprise of compulsory and optional theory courses, and compulsory internship in school/ college/ sports organization/ sports academy/ sports club. The theory and practical courses shall be assigned a weightage in the proportion as determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) while contextualizing it for the state or region concerned.

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

(a) Theory Courses

The Theory Courses shall comprise courses in areas of physical education, understanding of research, and applied areas of advance studies in physical education and sports sciences. The theory courses in the 1st year shall include: Research Process in Physical Education and Sports Sciences; Applied Statistics in Physical Education and Sports; Test, Measurement and Evaluation in Physical Education; Yogic Sciences; Scientific Principles of Sports Training; Sports Technology; Physiology of Exercise; Sports Psychology; Sports Biomechanics and Kinesiology; Sports Medicine. In the 2nd year, the courses shall include: Sports Management; Curriculum Designs in Physical Education; Athletic Care and Rehabilitation; Sport Journalism and Mass Media Communication Technology; Sports Engineering; Physical Fitness and Wellness; Value and Environmental Education; Education Technology in Physical Education; Health Education and Sports Nutrition; and a Dissertation.

(b) Practicum

The Practicum Course, which is field-based, shall be designed to give opportunity to acquire professional skills and capacities in various sports, games, physical activities and yoga activities suitable to students. The activities for teaching, coaching and officiating include Track and Field; Swimming, Gymnastics; Yoga; Aerobics (as also self-defence techniques); Racket Sports like Badminton, Table Tennis, Tennis, Squash; Team Games like Baseball, Basketball, Cricket, Football, Handball, Hockey, Netball, Softball, Shooting, Volleyball; Combative

Sports like Boxing, Fencing, Judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational Games like Relay Games, Minor Games, Lead-up Games; Indigenous Sports like Kabaddi, Kho-Kho etc.; activities of national importance like Flag Hoisting, March Past, Ceremonies like Opening, Closing, Victory ceremonies of different sports and games; Adventure Activities; Mass Demonstration Activities like Lezim, Dumb-bell, Umbrella, Tipri, Wand, Hoop or any other Apparatus.

(c) Internship

The M.P.Ed. programme shall provide for sustained field work with learners and the institution, thereby creating congenial atmosphere. The programme shall include teaching basic skills in sports and games and indigenous activities giving exposure to students in all such activities. Internship/ teaching practice would include engagement with the community, i.e. school/ college/ sports organization/ sports academy/ sports club and should have the following components:

A minimum of 30 lessons out of which 10 teaching, 10 coaching and 10 officiating in the school/ college/ institution/ department shall be conducted.

The institution shall have easy access to sufficient number of recognized schools/colleges/ sports organizations/ sports academies/ sports clubs for field work and practice teaching related activities of student-teachers. The institution shall furnish undertaking from school/ college/ sports organization/ sports academy/ sports club willing to provide facilities for practice teaching.

The institution shall make an arrangement with at least ten institutions indicating their willingness to allow the internship as well as other activities of the programme. These institutions shall form basic contact point for all practicum activities and related work during the course of the programme.

4.2 Programme Implementation

The university/institution shall undertake the following for the implementation of the programme:

- (i) Prepare a calendar for all activities, including practicum and internship which shall be synchronized with the activity calendar of the institution identified for internship (school/ college/ sports organization/ sports academy/ sports club).
- (ii) Initiate discourse on physical education and yoga education by periodically organising seminars, debates, lectures, discussion groups and yoga practice camps for students and faculty.
- (iii) Organize academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuit and pursue research.
- (iv) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking.
- (v) The development of resources for the institution must be emphasized and a partnership between the Teacher Education Institution and the internship institution must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (vi) There shall be mechanisms and provisions in the Institution for addressing complaints of the students and faculty, and for grievance redressal.
- (vii) For internship, the Teacher Education Institutions and the participating institution shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student-teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80 % for term-end examination conducted by the examining body; and one fourth of the total marks shall be allocated to evaluate the students' performance in internship tasks including assessment of practice teaching. The weightage for internal and external assessment shall be fixed by the affiliating body. Candidates must be internally assessed on the entire practicum course 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, sports-specific and content-related diaries, reflective journals, among others.

5 Staff

5.1 Faculty

- (a) Number (for a basic unit of forty students with combined strength of eighty for the two year programme):

Professor	-	One
Associate Professors	-	Two

Assistant Professors	-	Three
Sports Trainers	-	Three (Part Time)

The teachers shall be drawn from various areas of study included in the curriculum.

5.2 Qualifications

A: Professor

- (i) Postgraduate degree in Physical Education (M.P.Ed./M.P.E.) with 55% marks or its equivalent grade.
- (ii) Ph.D. in the area of Physical Education.
- (iii) At least ten years of teaching/research experience in a department / college of physical education out of which at least five years in the postgraduate institution/University department.

Note : Any other stipulation prescribed by the UGC/ affiliating body/ State Govt. from time to time.

B: Associate Professor

- (i) Postgraduate degree in Physical Education (M.P.Ed./M.P.E.) or any relevant subject with 55% marks or an equivalent grade.
- (ii) Ph.D. in the area of Physical Education.
- (iii) At least eight years of teaching/research experience in a department / college of physical education out of which at least three years at the postgraduate level.

Note : Any other stipulation prescribed by the UGC/ affiliating body/ State Govt. from time to time.

C: Assistant Professor

- (i) Postgraduate degree in Physical Education (M.P.Ed./M.P.E.) with at least 55% marks or an equivalent grade; and
- (ii) Any other stipulation prescribed by the UGC / affiliating body / State Govt. from time to time for the position of Assistant Professor shall be mandatory.

D. Assistant Professor in Yoga

Postgraduate degree in Yoga with minimum 55% marks.

Note : Any other stipulation prescribed by the UGC/ affiliating body/ State Govt. from time to time.

E. Sports Trainers / Coaches

Postgraduate degree/ Bachelors degree in physical education with specialization in at least one game/ sport (as applicable) or Diploma / PG Diploma in any coaching in a sport (as applicable).

Note : Any other stipulation prescribed by the UGC/ affiliating body/ State Govt. from time to time.

(Faculty can be utilized for teaching in a flexible manner so as to optimize academic expertise available).

5.3 Administrative and Professional Support Staff

1. Office Superintendant	-	One
2. Technical Assistants	-	Two
3. Computer Assistant	-	One
4. Helpers/Ground Persons/Markers	-	Two
5. Lab Attendants	-	Two

Qualifications:

As per the norms prescribed by the concerned affiliating University/ State-Government/ UGC.

5.4 Terms and Conditions of Service

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**

- (i) The institution must have at least eight (8) acres of land which shall provide enough space for institutional building and for future expansion, and open space for organizing games and sports. Built up area consisting of classrooms etc. shall not be less than 1200 sq. mtr. (one thousand two hundred square meter). This must be ensured even in Hilly Regions where the total land may be at least two acres for administrative building and three acres for sports/game facilities.
- (ii) There shall be provision for four classrooms (two each for M.P.Ed 1st year and 2nd year students) to accommodate twenty students each and one multi-purpose hall to accommodate two hundred persons, having total area of 2000 sq.ft (two thousand square feet) inclusive of dias, four small rooms for fifteen students to conduct specialization classes, seminar/tutorial rooms, separate rooms for the Professor/Head, faculty members, office for the administrative staff and a store. For every instructional room like class room, laboratory, library etc. spaces shall not be less than 10 sq.ft. (ten square feet) per student.

Built up Area for running other courses in combination with M.P.Ed programme shall be as under:

- (a) B.P.Ed/plus M.P.Ed. - 2700 Sq.mts.
 (b) B.P.Ed plus D.P.Ed plus M.P.Ed - 3900 Sq.mts.
 (c) Additional intake of one unit of M.P.Ed will require additional built up area of 400 sqm (four hundred square m) respectively.
- (iii) There shall be a multi-purpose hall/gymnasium for indoor sports and facilities for outdoor sports.
- (iv) The institution shall provide separate common rooms for male and female faculty and students.
- (v) Sufficient number of toilets, separate for male and female and PWD, shall be made available for staff and students.
- (vi) Hostel for boys and girls separately, and some residential quarters for teachers are desirable.

6.2 Equipments and Materials**(i) Library**

There shall be a library with facility of reading rooms and equipped with minimum two thousand titles and reference books related to all specializations and courses in physical education, educational encyclopedias, electronic publications (CD-ROMs), online resources, at least five refereed journals on health/sports education and teacher education/staff development, and also internet connectivity. At least one hundred quality books will be added to the library every year. The library shall have photocopying facility and sufficient number of computers with internet facility for the use of faculty and students.

(ii) Laboratory Equipments

In addition to the laboratories mentioned under the B.P.Ed programme, the institution offering M.P.Ed Programme shall have equipments and facilities specified for the laboratories mentioned below:

(a) Exercise Physiology Laboratory

Lactate Analyzer, Body Composition Analyzer, Metabolic Analyzer, Pedometer, B.P. Apparatus (Manual), B.P. Apparatus (Electronic), Skin fold Caliper, Dry Spiro meter (5), Heart Rate Monitor, Multi Function pedometer (40), Computerized Tread Mill.

(b) Sports Psychology Laboratory

EMG Biofeedback; Questionnaires on Personality, Anxiety, Group Cohesion, Aggression, Motivation, Mental Toughness, Self-esteem, Locus of Control and such other questionnaires as per the requirement of the contents of the syllabus; Depth Perception Apparatus, Anticipation Assessment Apparatus, Finger Dexterity Test.

(c) Sports Bio-Mechanics Laboratory

Force Plate (Latest Module Complete Set), Electronic Goniometer (Latest Module), Gait Analysis System for any time, any where alternatively pressure plate.

(d) Measurement and Sports Training Laboratory

Digital Back / Leg Dynamometer, Digital Hand Grip Dynamometer (Adult and Children), Skin fold Capillary, Anthropometry Kit (Computer) sliding and spreading, Caliper, Girth Measures - Goniometer; Steel Taps; Flexomeasure, Hear Rate Monitor, Weighing Machine, Reaction Time Apparatus (Visual and Audio), Food and Hand Reaction Time Apparatus Vibrators.

(e) Facilities for Yogic Kriyas, Yoga Mats.

6.3 Cultural Activities

Suitable and adequate instruments should be provided as and when needed for various activities. Other equipment required for minor games, recreational games, relays and combative sport be procured on the basis of need and specialization.

6.4 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: If more than one programme in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules of the affiliating university/concerned State Government, if any. 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, physical educationists, representatives of the affiliating university and of the staff.

APPENDIX- 9

Norms and standards for diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed)

1. Preamble

The elementary teacher education programme through Open and Distance Learning System is intended primarily for upgrading the professional competence of working (in-service) teachers in the elementary schools. It envisages bringing into its fold those teachers who have entered the profession without formal teacher training. It aims to prepare teachers for the elementary stage of education, that is, classes I-VIII. The programme shall use blended learning modality for design, development and delivery of the programme.

2. Eligibility of Institutions and Territorial Jurisdiction**2.1 Eligibility of Institutions**

The institutions or academic units specially established for offering ODL programmes like the National Open University, State Open Universities and the Directorates / School of Open and Distance Learning in UGC-recognized Universities, Open Schools, SCERTs shall be eligible to offer teacher education programmes. (The Deemed to be Universities, Agricultural, Technical or allied Universities, which specialize in a field other than teacher education and other discipline specific Universities / Institutions are not eligible to offer teacher education programme through ODL).

2.2 Territorial Jurisdiction

The University/Institution offering teacher education programme through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government.

The Study Centres of the University/Institution shall also be located in its territorial jurisdiction.

3. Duration

The duration of the programme shall be of two academic sessions/years. However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer / winter / staggered) are available to the learners for guided / supervised instruction and face to face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face interaction (besides learners' self-study at their choice and pace).

4. Intake, Eligibility, Admission Procedure and Fees**4.1 Intake**

The basic unit of intake for the D.El.Ed. programme shall not exceed five hundred students subject to the condition that one Study Centre shall enroll not more than one hundred students in a given session. The

request for additional units shall be examined by the NCTE on the basis of the availability of required facilities in respect of study centres and related support services in the territorial jurisdiction of the university.

4.2 Eligibility

- (i) Candidates with at least 50% marks in the senior secondary or its equivalent examination are eligible for admission.
- (ii) Two years of teaching experience in a Government or Government recognized primary / elementary school.
- (iii) Should be working as a teacher in a school at the time of making application which should be submitted through the Head of the Institution.
- (iv) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

4.3 Admission Procedure

The university/Institution shall develop a suitable procedure for the selection of candidates.

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. Eligibility for a Study Centre

- (a) Only the following category of institutions shall qualify to become a Study Centre:

Existing Teacher Education Institutions recognized by NCTE for offering the same programme in face-to-face mode and having all the requisite infrastructure and staff as per NCTE norms; institutions having offered the relevant teacher education course for at least last five years. Institutions declared as Study Centre for one programme by a University shall not be the Study Centres for any other programme of the same or any other University / institution.

- (b) (i) The number of students allotted to a Study Centre shall not exceed one hundred, (ii) the Study Centre shall provide to the distance learners (allocated to it) access to its library and other physical facilities, (iii) the Headquarters or the Regional Centre of the ODL institution may also function as a Study Centre at least for one hundred students.
- (c) Teacher educators/ supervisors/ academic counsellor engaged for various activities of the Study Centre shall be fully qualified as per the NCTE norms.
- (d) All the functionaries associated with the activities of the Study Centres must be oriented by the open university / institution in the practice of the ODL system from time to time, at least once in a year.
- (e) The request for additional unit of intake in any programme shall be examined by the NCTE on the basis of availability of required facilities in respect of study centers and related support in the territorial jurisdiction of the /institution. Laid down procedures shall be followed for seeking recognition for additional intake.

6. Curriculum, Programme Implementation and Assessment

6.1 Curriculum

The syllabus of D.El.Ed offered through the face-to-face mode shall be transformed into distance mode consisting of Blocks/Units as per credit hours of study. The self-learning materials developed by the institution shall be approved by the Distance Education Council/Bureau.

6.2 Programme Implementation

- (a) The university/institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other institutions or OERs, and make those A/V resources available at HQ, regional centres and study centres (and, if possible, directly to the students). Teleconferencing facilities available in the SRCs, state governments and open universities may also be utilised.
- (b) The programme shall be delivered in a blended mode by judiciously mixing the components of resource-based self-learning, face-to-face counseling and workshops, and technology-enabled. Interaction and learning.

- (c) **Self-learning materials:** The programme shall be conducted with full professional expertise. Self-learning materials, both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the DEC. A blended learning approach (integration of methods and media) shall be applied. The course materials shall be modular and credit-based.
- The study materials shall be made available to the learners in the beginning of the session itself either in one go or in a phased manner as per the requirement of the programme.
- (d) **Contact Programme:** In a programme of two years' duration, the personal contact programme (covering counseling, workshops, school-based activities, and practice teaching) must be conducted at the Headquarters and/or Study Centres convenient to the learners for a minimum of three hundred contact hours. The personal contact programmes shall be conducted in the following forms:
- (e) **Academic Counseling:** Academic counseling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, time management, study skills, etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counseling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.
- (f) **Workshops:** In the workshops the learners shall acquire competencies and skill required by a teacher or teacher educator. Therefore they shall be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangement for practice teaching in classrooms and in simulated situations. The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignments, and assessment rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the classrooms. There shall be two workshops (one each year) of 6 days' duration each. Thus, in a two-year programme, total of 12 days, six study hours a day, that is a minimum 144 study hours) shall be devoted to the workshops.
- (g) **School-based Activities:** The learners pursuing teacher education courses through the ODL system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of DEEd. The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities. Thus a learner shall be supervised/guided by the mentor for a minimum of 15 study hours.
- (h) **Teaching Practice:** The learners enrolled in the D.El.Ed programme shall go through a teaching practice in the designated schools, under supervision of the teacher/ academic counselor. After each lesson, the learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, the learner shall discuss with supervisors/teacher educators the preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision on his/her teaching practice from the teacher.
- (i) **The Headquarter staff shall develop curriculum, self-learning materials, model lesson plans and A.V. materials for use at the Study Centres. There shall be student assignment system, and at least 25% weightage be given to assessment of assignments. At the end of First and Second years, external examinations will be conducted by the designated Examining Body. Study Centres located in the Teacher Education Institutions (TEIs) shall conduct examination of practice teaching and work experience components by appointing - internal and external examiners.**
- (j) **Programme organization:** Institutions offering ODL programmes shall maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-student discussion on suitable social media or networking services.
- All the institutions offering ODL programmes shall ensure transparency by presenting details on their website regarding students enrollment, list of programme study centres, academic counselors, mentors, regional consultants and the schools where the teacher trainees are expected to intern. •

- (k) The University/ODL institution shall prepare the calendar for all activities including admission, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar.
- (l) The institutions shall also prepare manuals (for learners, and mentors, counselors and resource persons) for the implementation of the programme activities.
- (m) All the ODL institutions/universities shall enter into MoUs with study centres selected to offer the programmes, indicating their willingness to share infrastructure and other amenities for and commitment to support the ODL learners attached to their study centres.

6.3 Assessment

A two-tier evaluation shall be used by the institution: continuous and comprehensive evaluation, and term-end examinations. Due weightage shall be given to continuous and comprehensive evaluation including for participation and performance in the workshops. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counsellors in a given time frame and returned to them along with constructive comments and suggestions so that they can improve their performance. The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. Evaluation of assignments, workshop-based activities, school-based activities and teaching practice have to be conducted on a continuous basis. The external evaluation shall encompass questions on all the Units of syllabus and shall be assessed through Objective Type/Short Answer Type/Long Answer Type questions. These questions will be moderated by a Board of Examiners appointed by the examining body. The weightage for internal and external evaluation may be in the ratio of 30:70.

6.4 Monitoring and Supervision

The ODL institution shall put in place a systematic monitoring mechanism. Various strategies for monitoring, such as periodic field visits by the faculty, collection of regular feedback from both the learners and the Study Centre coordinators, interaction with learners through ICT etc., and maintaining specified record by the institutions shall be some of the components of the system. While learner satisfaction surveys shall be undertaken on a regular basis to provide feedback to the counsellors and faculty in the headquarters, feedback on course content shall facilitate to maintain the programme over a period of time and undertake minor revisions. A comprehensive evaluation of the programme structure and implementation shall be undertaken periodically.

7. Staff

7.1 Headquarters

- (i) The Institution / University offering this teacher education programme through the ODL system shall have an exclusive core full time faculty of seven members with expertise in all relevant disciplines like Education, Science, Mathematics, Social Sciences and two languages (English and Regional Language). Qualification in distance education will be desirable.

The break up of the faculty will be as follows:

Professor	- One
Readers / Associate Professors	- Two
Lecturers / Assistant Professors	- Four

(N.B. The faculty shall be given designations as per the policy of the State Government/Institution.)

- (ii) The faculty shall be responsible for course designing, learning resources development, assessment of assignments, orientation of academic staff of the Study Centres, monitoring and supervision of the Study Centres, maintenance / revision of the courses, programme evaluation, and other activities as decided by the University/Institution.
- (iii) The faculty strength shall be increased by one for every additional unit of five hundred students or part thereof.
- (iv) One faculty member shall be designated as 'Programme Coordinator' for this ODL programme for coordination among faculty members and between the Hqrs. and study centres.

7.2 Study Centres

1. Coordinator	- One
2. Assistant Coordinator	- One
3. Part time Academic Counsellors,	- As per need

4. Administrative Staff - As per need

N.B. The staff of the study centre (part-time) shall be engaged from the faculty of the host institution or present and former teacher educators. The Academic Counsellor and student ratio shall not exceed 1:30.

7.3 Regional Centres

The ODL institution may set up Regional Centre(s), if required, to coordinate the work of study centres under its jurisdiction. The following staff shall be made available at the Regional Centre:

1. Coordinator/Regional Director - One
2. Assistant Coordinator/Asst. RD - One
3. Administrative Staff - As per need

7.4 Qualifications

(a) Teaching Staff

The academic and professional qualifications of the academic staff shall be the same as prescribed in the case of the corresponding programme of DEIED offered through the face-to-face mode. In addition, the faculty with qualifications in ODL/experience in the ODL system shall be preferred.

(b) Professional Support/Administrative Staff for H.Q.

The administrative and other support staff may be provided as per the norms outlined below:

- | | |
|------------------------------------------------|-----|
| 1. Office Manager/ Superintendent | One |
| 2. Software Specialist/Professional | One |
| 3. Assessment and Evaluation Incharge | One |
| 4. Computer Operator for Maintaining Database | One |
| 5. Office Assistant | One |
| 6. Helper (for the dispatch of study material) | One |

7.5 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.

8. Facilities

8.1 At Headquarters

Adequate number of seminar rooms and cabins for each of the faculty members, an office room with photocopiers, a large room for data entry operators for maintaining database of students, another room for production/processing of learning materials, a huge store for the storing and dispatch of learning materials, an audio-video studio for recording of lessons and production of CDs, and a large Conference Room for conducting meetings/teleconferencing. Teleconferencing/audio-conferencing and computer conferencing facilities with facilities for online learning and open technologies/open source software, alongwith broadband internet and large scale SMS information dissemination facility are desirable. However, the institution offering teacher education through ODL/ Blended Learning must put to use the centralized SMS facility, the online conferencing system, and the decentralized system of audio-video/radio-TV CD-ROM and other technology-enabled learning.

In addition, the model study centre at the ODL institution should have all the facilities for a study centre required.

8.2 At Study Center

Curriculum laboratory and learning resource centre, physical education room, Art and Craft Room, ICT and Educational Technology Laboratory workshop for practical work, sufficient number of rooms for individual guidance of trainees in methodology subjects, availability of an elementary practicing school, sufficient number of rooms for organizing contact classes. Other needed facilities like telephone, fax, photocopier machine, internet connection, computers, audio-video players, interactive multi media CD, EDUSAT receive only (ROT) Satellite, or interactive terminal (SIT), LCD projector are required.

8.3 Library

- (a) **Headquarter Library:** There shall be a well-equipped library with adequate number of textbooks and reference books of school and elementary teacher education. Educational Technology Library, ICT Library, Psychological Equipment, CDs, Encyclopedias, Journals of Elementary Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity shall be available in English/Hindi/Regional Language.
- (b) **Study Centre Library:** The libraries/laboratories and workshops of the institutions where study centers are located shall be used by the trainees during contact sessions.

9. Pre-requisites for applying for grant of recognition of the programme.

Before applying to the NCTE for recognition of the DEEd (ODL) programme, the university/ institution shall ensure the following tasks:

- (a) Preparation of the project document with details about the scope of the programme, fee structure, student enrolment, faculty, Study Centres with facilities and tutors/counsellors estimated expenditure for development and implementation of the programme, norms of payment for development and implementation of the programme, norms of payment to Study Centres and resource persons, additional faculties, resources to be provided to Study Centres and monitoring and supervision of the programme.
- (b) Approval of the appropriate university bodies or state government for launching the programme.
- (c) Preparation of curriculum (course-wise and unit-wise structure) including scheme of evaluation/examination and support services, duly approved by the University.
- (d) Preparation of the self-learning materials in print and non-print, duly certified by the Distance Education Council (DEC)/Bureau.
- (e) Undertaking from the identified Study Centers in a prescribed format ensuring strict observation of DEEd norms for the study centres.
- (f) Initiation of staff selection process such as advertising, screening, interviewing and offering appointment to the selected candidates.

APPENDIX- 10

Norms and standards for bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education

(B.Ed.) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional programme that prepares teachers for upper primary (classes VI -VIII), secondary (classes IX-X) as well as senior secondary (classes XI-XII) levels.

The Bachelor of Education programme (B.Ed.) in ODL mode, is a professional programme for in-service teachers, a second degree in teacher education, primarily intended for upgrading the professional competence of working teachers in the upper primary, secondary schools and senior secondary level who have entered the profession without formal secondary teacher training. It aims at preparing in-service teachers for the secondary stage of education, in accordance with the notifications of the NCTE with regard to minimum qualifications for recruitment as a teacher. The programme shall use blended learning modality for design, development and delivery of the programme.

2. Eligibility of Institutions and Territorial Jurisdiction

2.1 Eligibility of Institutions

The institutions or academic units specially established for offering ODL programmes like the National Open University, State Open Universities and the Directorates / School of Open and Distance Learning in UGC-recognized Universities shall be eligible to offer this teacher education programme. (The Deemed to be Universities, Agricultural, Technical or allied Universities, which specialize in a field other than teacher education and other discipline specific Universities / Institutions, are not eligible to offer teacher education programme through ODL).

2.2 Territorial Jurisdiction

The University/ Institution offering teacher education programme through ODL will have territorial jurisdiction as defined in its Act or as decided by the concerned State Government.

The Study Centres of the University/Institution shall also be located in its territorial jurisdiction.

3. Duration

The duration of the programme shall be of two academic sessions / years. However, students shall be permitted to complete the programme within a maximum period of five years. The commencement and completion of the programme shall be so regulated that two long spells of vacation (summer / winter /

staggered) are available to the learners for guided / supervised instruction and face-to-face contact sessions. The programme can also be sandwiched between two summer vacations for face-to-face interaction (besides learners' self-study at their choice and pace).

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit of intake for the B.Ed. programme shall not exceed five hundred students subject to the condition that one Study Centre shall enroll not more than 50 students in a given session. The request for additional units shall be examined by the NCTE on the basis of the availability of required facilities in respect of study centres and related support services in the territorial jurisdiction of the university.

4.2 Eligibility

The following categories are eligible to be students of B.Ed.(ODL):

- (i) Trained in-service teachers in elementary education.
- (ii) Candidates who have completed a NCTE recognized teacher education programme through face-to-face mode.
- (iii) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

4.3 Admission Procedure

The University/Institution shall develop a suitable procedure for the selection of candidates.

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 regulation 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. Eligibility for a Study Centre

- (a) Only the following category of institutions shall qualify to become a Study Centre:

Existing Teacher Education Institutions recognized by NCTE for offering the same programme in face-to-face mode and having all the requisite infrastructure and staff as per NCTE norms; institutions having offered the relevant teacher education course for at least last five years. Institutions declared as Study Centre for one course/programme by a University shall not be the Study Centres for any other programme of the same or any other University/Institution.

- (b) (i) The number of students allotted to a Study Centre shall not exceed one hundred (50 for the first year and 50 for the second year), (ii) the Study Centre shall provide to the distance learners (allocated to it) access to its library, laboratories and other physical facilities, (iii) the Headquarters or the Regional Centre of the ODL institution may also function as a Study Centre at least for one hundred (50 first year and 50 second year) students.
- (c) Teacher educators/ supervisors/ academic counsellors engaged for various activities of the Study Centre shall be fully qualified as per the NCTE norms.
- (d) All the functionaries associated with the activities of the Study Centres must be oriented by the open university /institution in the practice of the ODL system from time to time, but at least once in a year.
- (e) The request for additional unit of intake in any programme shall be examined by the NCTE on the basis of availability of required facilities in respect of study centers and related support in the territorial jurisdiction of the /institution. Laid down procedures shall be followed for seeking recognition for additional intake.

6. Curriculum, Programme Implementation and Assessment

6.1 Curriculum

The curriculum of the B.Ed. offered through the face-to-face mode will be the curriculum of the ODL mode in this programme, hence the nomenclature of this programme shall be same and will be referred to as B.Ed. However, since the ODL mode will cater to the in-service school teachers, the curriculum will be transacted to systematize and structure the past teaching experiences gathered while teaching. The programme shall use blended learning modality for design, development and delivery of the programme

The syllabus of B.Ed for the, face-to-face programme shall be transformed into distance mode-consisting of Blocks/Units as per credit hours of study. The self-learning materials developed by the institution shall be approved by the Distance Education Council/Bureau.

6.2 Programme Implementation

The B.Ed. ODL Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with content and subject matter that they will be teaching. The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarise themselves with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all their learners in diverse and plural settings of secondary and senior secondary classrooms.

- (a) The university/institution shall develop curriculum-based audio-video resources on its own or adapt such resources from other institutions or OERs, and make those A/V resources available at HQ, regional centres and study centres (and, if possible, directly to the students). Teleconferencing facilities available in the SRCs, state governments and open universities may also be utilised.
- (b) The programme shall be delivered in a blended mode by judiciously mixing the components of resource-based self-learning, face-to-face counseling and workshops, and technology-enabled interaction and learning.
- (c) *Self-learning materials:* The programme shall be conducted with full professional expertise. Self-learning materials, both print and non print, must be based on the principles of instructional design and the pedagogy of self learning, and be duly approved by the DEC. A blended learning approach (integration of methods and media) should be applied. The course materials shall be modular and credit-based.

The study materials shall be made available to the learners in the beginning of the session itself either in one go or in a phased manner as per the requirement of the programme.

- (d) *Contact programme:* Apart from the school based activities and practice teaching, in a programme of two years' duration, the personal contact programme shall cover counseling and workshops, seminar presentations, report writing etc. and must be conducted at the Headquarters and/or Study Centres convenient to the learners for a total period of six months. The personal contact programmes shall be conducted as per details given below.:
- (e) *Academic counseling:* Academic counseling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counseling sessions. The counseling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, teaching practice, projects, assignments, dissertation, time management, study skills, etc. A minimum of 144 study hours spread over two years shall be devoted to the counseling sessions. The counseling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.
- (f) *Workshops:* In the workshops the learners shall acquire competencies and skills required by a teacher or teacher educator. Therefore, they shall be engaged in certain activities as individuals or in groups. The Study Centres shall also make arrangement for practice teaching in classrooms and on simulated situations. The learners shall also be provided training in the preparation and use of ICT by involving them in the preparation of teaching aids, research tools, worksheets, course units, assignment, assessment rubrics. The learners shall be given sufficient opportunities to practice what they have learnt from the theory courses and what they are supposed to do in the classrooms. There shall be two workshops (one each year) of 6 days' duration each.
- (g) *School-based activities:* The learners pursuing B.Ed. programme through the ODL system shall be involved in activities which a teacher is supposed to perform in the school. The school based activities have been mentioned in the curriculum framework of B.Ed. The learners shall interact with a faculty member (a senior and experienced teacher/principal/faculty of the school/college where the learner is working) to work on school-based activities. Thus a learner shall be supervised /guided by the mentor for a minimum of 15 study hours.
- (h) *Teaching practice:* A learner enrolled in the B.Ed programme shall go through a teaching practice for three months, in the schools where he/she works, under supervision of senior teacher/ academic counselor. Each lesson will be a guided, supervised, assessed, lesson and feedback given. The learner shall be provided constructive feedback on his/her performance (strengths and weakness) by the supervisors/teacher educators. Thus, the learner shall discuss with supervisors/teacher educators the

preparation of the lesson plans, delivery of lessons and feedback on the lessons delivered. Each learner shall receive personal supervision and feedback on his/her teaching practice from the teacher.

- (i) The Headquarter staff shall develop curriculum, self-learning materials, model lesson plans and multi media learning resources for use at the Study Centres. There shall be student assignments, and at least 25% weightage be given to assessment of assignments. At the end of first and second years, external examinations will be conducted by the designated Examining Body. Study Centres located in the Teacher Education Institutions (TEIs) shall conduct examination of practice teaching and work experience components by appointing internal and external examiners.
- (j) *Programme organization:* Institutions offering B.Ed. through ODL shall maintain their website to enable students to have access to all learning materials and resources, to interact with their peers, to facilitate faculty-student discussion on suitable social media or networking services.
- All the institutions offering ODL programmes shall ensure transparency by presenting details on their website regarding students enrollment, list of programme study centres, academic counselors, mentors, regional consultants and the schools where the teacher trainees are expected to intern.
- (k) The University/ODL institution shall prepare the calendar for all activities including admission, counselling, practicum and examinations, and ensure that they conduct their activities according to the calendar.
- (n) The institutions shall also prepare manuals (for learners, and mentors, counselors and resource persons) for the implementation of the programme activities.
- (o) All the ODL institutions/universities shall enter into MoUs with study centres selected to offer the programmes, indicating their willingness to share infrastructure and other amenities for and commitment to support the ODL learners attached to their study centres.

6.3 Assessment

A two-tier evaluation shall be used by the institution: continuous and comprehensive evaluation, and term-end examinations with suitable weightage given to continuous and comprehensive evaluation including for participation and performance in the workshops as allotted in the curriculum framework. Assignments/project reports submitted by the learners shall be evaluated by the tutors/counselors in a given time frame and returned to them alongwith constructive comments and suggestions so that they can improve their performance.

The primary function of the evaluation of the assignments/projects should be to provide timely feedback to the learners to sustain their motivation and enhance their ability to comprehend. Evaluation of assignments, workshop-based activities, school-based activities and teaching practice have to be conducted on a continuing. Each of the student-teacher will maintain the portfolio of his/her work completed all through the year which will be considered for the internal assessment.

The term-end examination will be designed and conducted by the examining body.

The weightage for internal and external evaluation may be in the ratio of 30:70.

6.4 Monitoring and Supervision

The ODL institution shall put in place a systematic monitoring mechanism. Various strategies for monitoring, such as periodic field visits by the faculty, collection of regular feedback from both the learners and the Study Centre coordinators, interaction with learners through ICT etc., and maintaining specified record by the institutions shall be some of the components of the system. While learner satisfaction surveys shall be undertaken on a regular basis to provide feedback to the counsellors and faculty in the headquarters, feedback on course content shall facilitate to maintain the programme over a period of time and undertake minor revisions. A comprehensive evaluation of the programme structure and implementation shall be undertaken periodically.

7. Staff

7.1 Headquarters

- (i) The Institution / University offering this teacher education programme through the ODL system shall have an exclusive core full time faculty of seven members with expertise in relevant disciplines like Education, Science, Mathematics, Social Sciences and Languages. Qualification in distance education will be desirable.

The break up of the faculty will be as follows:

1. Professor

- One

- | | |
|-------------------------------------|--------|
| 2. Readers / Associate Professors | - Two |
| 3. Lecturers / Assistant Professors | - Four |

(N.B. The faculty shall be given designations as per the policy of the State Government/Institution.)

- (ii) The faculty shall be responsible for course designing, learning resources development, assessment of assignments, orientation of academic and other staff of the Study Centres, monitoring and supervision of the Study Centres, maintenance/revision of the courses, programme evaluation, and other activities as decided by the University/Institute.
- (iii) The faculty strength shall be increased by one for every additional unit of five hundred students or part thereof.
- (iv) One faculty member shall be designated as 'Programme Co-ordinator' for this ODL programme for coordination among faculty members and the Hqrs. And study centres.
- (v) Teacher Educators / Supervisors engaged for various activities at the Study Centres shall be qualified as per NCTE norms for the B.Ed. programme.

7.2 Study Centres

- | | |
|-----------------------------------|---------------|
| 1. Coordinator | - One |
| 2. Assistant Coordinator | - One |
| 3. Part time Academic Counsellors | - As per need |
| 4. Administrative Staff | - As per need |

N.B. The staff of the study centre (part-time) shall be engaged from the faculty of the host institution or present and former teacher educators from other neighbouring institutions. At least one Academic Counsellor should be appointed for each of the courses prescribed for the program.

7.3 Regional Centres

The ODL institution may set up Regional Centre(s), if required, to coordinate the work of study centres under its jurisdiction. The following staff shall be made available at the Regional Centre:

- | | |
|-----------------------------------|---------------|
| 1. Coordinator/Regional Director | - One |
| 2. Assistant Coordinator/Asst. RD | - One |
| 3. Administrative Staff | - As per need |

7.4 Qualifications

(a) Teaching Staff

The academic and professional qualifications of the academic staff shall be the same as prescribed in the case of the corresponding programme of B.Ed. offered through the face-to-face mode. In addition, the faculty with qualifications in ODL/experience in the ODL system shall be preferred.

(b) Non -Teaching/Professional/Support /Administrative Staff for H.Q.

The administrative and other support staff may be provided as per the norms outlined below:

- | | |
|------------------------------------------------|-----|
| 1. Office Manager/ Superintendent | One |
| 2. Software Specialist/Professional | One |
| 3. Assessment and Evaluation Incharge | One |
| 4. Computer Operator for Maintaining Database | One |
| 5. Office Assistant | One |
| 6. Helper (for the dispatch of study material) | One |

7.5 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.

8. Facilities**8.1 At Headquarters**

Adequate number of seminar rooms and cabins for each of the faculty members, an office room with photocopiers, a large room for data entry operators for maintaining database of students, another room for production/processing of learning materials, a huge store for the storing and dispatch of learning materials, an audio-video studio for recording of lessons and production of CDs, and a large Conference Room for conducting meetings/teleconferencing. Teleconferencing/ audio-conferencing and computer conferencing facilities with facilities for online learning and open technologies/open source software, alongwith broadband internet and large scale SMS information dissemination facility are desirable. However, the institution offering teacher education through ODL/ Blended Learning must put to use the centralized SMS facility, the online conferencing system, and the decentralized system of audio-video/radio-TV CD-ROM and other technology-enabled learning.

In addition, the model study centre at the ODL institution should have all the facilities as specified for a study centre.

8.2 At Study Center

Curriculum laboratory and learning resource centre, physical education room, Art and Craft room, ICT and Educational Technology laboratory for workshop/ practical work, sufficient number of rooms for individual guidance of trainees in methodology subjects, availability of an elementary practicing school, sufficient number of rooms for organizing contact classes. Other needed facilities like telephone, fax, photocopier machine, internet connection, computers, audio-video players, interactive multi media CD, Edusat receive only (ROT) satellite, or interactive terminal (SIT), LCD projector are required.

8.3 Library

- (a) **Headquarter Library:** There shall be a well-equipped library with adequate number of textbooks and reference books on school and secondary teacher education; Learning Resources Centre Library, Psychological Equipment, CDs, Encyclopedias, online resources, refereed Journals of Secondary Teacher Education and Distance Education. In addition, self-instructional materials in sufficient quantity shall be available in English/Hindi/Regional Language(s).
- (b) **Study Centre Library:** The libraries/laboratories and workshops of the institutions where study centers are located shall be used by the student-teachers during contact sessions.

9. Pre-requisites for applying for grant of recognition of the programme.

Before applying to the NCTE for recognition of the B.Ed. (ODL) programme, the university/ institution shall complete the following:

- (a) Preparation of the project document with details about the scope of the programme, fee structure, student enrolment, faculty, learning resources, Study Centres with facilities and tutors/counsellors estimated expenditure for development and implementation of the programme, norms of payment for development and implementation of the programme, norms of payment to Study Centres and resource persons, additional faculties, resources to be provided to Study Centres and monitoring and supervision of the programme.
- (b) Approval of the appropriate university body or state government for launching the programme.
- (c) Preparation of curriculum (course-wise and unit-wise structure) including scheme of evaluation/examination and support services, duly approved by the University.
- (d) Preparation of the self-learning materials in print and non-print, duly certified by the Distance Education Board (DEB).
- (e) Undertaking from the identified Study Centers in a prescribed format ensuring strict observation of B.Ed. norms for the study centres.
- (f) Initiation of staff selection process such as advertising, screening, interviewing and offering appointment to the selected candidates.

APPENDIX - 11**Norms and Standards for diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)****1 Preamble**

The Diploma in Art Education (Visual Arts) is a professional pre-service teacher education programme which aims to prepare teachers to teach Visual Arts upto class VIII.

2. Duration and Working Days**2.1 Duration**

The Visual Arts programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum period 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, out of which at least 16 weeks shall be for school internship in elementary schools.
- (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, dialogues 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 fifty students (painting/drawing, etc) for each year, with two sections of twenty five students each. Two basic units are permissible initially. However, government institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

Candidates with at least fifty percent marks in the higher secondary examination (+2) or its equivalent with visual arts (painting/drawing, graphic design/heritage crafts applied arts/sculpture? etc), as elective subject(s) at the higher secondary stage are eligible for admission.

The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned 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 /J.T Administration.

3.4 Fee

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

4. Curriculum, Programme Implementation and Assessment**4.1 Curriculum**

The two year curriculum has the following components;

- A. Theory
- B. Practicum
- C. School Internship
- D. Workshops, visits, projects, displays and performances

a) Theory**(A) Core Courses**

In case of theory, some of the courses will be common to all Arts Education programmes (Visual and Performing arts).

- (i) **Child Studies** shall include an in-depth study of theories of child and adolescent development; context and processes of socialization; social and emotional development; self and identity; cognition and learning; language acquisition and communication; constructs of childhood and child-rearing practices; to enhance critical and analytical thinking; learning processes involving arts and its related activities/ experiences, physical health and inclusive education.

- (ii) **Contemporary Studies** shall engage students with concepts and approaches of different art forms specially the role of arts in society and the pluralistic nature of contemporary Indian society. It also includes concepts of culture and its diversity across the country, constitutional values and provisions of culture and societal stratification; engagement with concerns of contemporary Indian art and artistic trends; pluralistic culture, equity, gender, poverty and diversity, questions of identity and self and its discovery through various art forms; examining their positions in society etc.
- (iii) **Educational Studies** shall integrate philosophical questions about the fundamental aims and values of education; relationship between education and society; an in-depth study of status, problems and concerns of school education in India; engagement with school culture and school as a learning organisation. There shall be integration of theoretical and practical components of the preparation of a teacher.
- (iv) **Language Proficiency and Communication** courses shall include hands-on experience in using the language in different contexts, dialects, local languages, meta-linguistic awareness with a focus on listening, speaking, reading comprehension and writing for varying contexts. Various art forms are another form of language or language is an art form. The language proficiency especially to critique and give content to different art forms plays a crucial role. The students must learn to appreciate the convergence between two forms of expression.
- (v) **Appreciation of Arts:** Though the subjects of Visual and Performing arts converge at a common plane with their respective theories and historical perspective embedded in their course, this component is essential for everyone. This course shall make the students aware of different traditions and dimensions of Indian art forms from their origin to the present day.

Appreciation of different art traditions is possible only by giving adequate exposure to the student teachers through studying books, texts, articles, observing performances, visiting museums, monuments, artists, craftspersons, looking at the resources available online and offline.

(a) **Visual Arts (Painting/Sculpture/Applied Arts/ Heritage Crafts/ Design)**

The theory comprises of fundamentals – elements and principles of visual arts and how adolescent understands to develop his /her artistic faculty. There are different techniques and materials in different visual arts. The course shall help student- teachers understand the nature of basic disciplines of visual arts and its co -fields. However, there are different ancient texts written on visual arts, which are a part of the theory course. They will be studying history of art in theory as well as in the course on Appreciation of Arts.

Questioning, projects and comparative study on theory courses will enhance the knowledge of teacher learners.

B. Practicum

Exploring with mediums and techniques, the students can opt their way of expression. Students shall be equipped to cater to needs of diverse learners in school. The programme will include practices in each field of visual/arts. The students teachers will explore different pedagogical processes in various mediums and materials which are appropriate for children upto secondary school. The content for these will vary from creating visual materials related to the day to day life of children, their cultural and environmental concerns and contexts, application of arts and crafts for an aesthetic school experience with designs and displays, and for the self development.

4.2 Programme Implementation

a). There shall be integrative aspects in the “pedagogic courses” of all forms of Arts Education, where enduring issues of assessment including CCE, classroom management, and the role of ICT will be addressed. A course integrating aspects of curriculum across the areas shall be included comprising of review of principles and processes of curriculum formulation, pedagogic principles across the curriculum, classroom processes, especially in the context of stipulations of RTE 2009. The courses shall be designed to help student teachers understand the nature of basic disciplines, key concepts and construct, critical understanding of school curriculum, content of elementary school subjects, and how children learn in general and how they learn arts education areas in particular. Since the Arts Education subjects are more practical based, the ratio of weightage for theory and practical should be 40:60.

(B) School Internship

In both the years the students teachers will be sent to schools for observations and organizing classroom and out of classroom activities. The duration of the school internship shall be at least 16 weeks.

c) Workshops, visits, projects, displays and performances

Workshops with eminent artist or craftspersons, visit to local monument, museum, art galleries, local fair and festivals etc. and conducting discussions, writing reports or giving seminar after these experiences are also part of their art experiences. There should be process oriented projects based on social, cultural or environmental

theme can be given individually or in groups. There should at least be one workshop each year with an eminent artist or group in the field of tribal art for at least ten days to appreciate and understand that particular field. Visit to local historical monument, museum, art galleries, performances, local fair and festivals etc. and discussing and reporting through report writing in groups or through seminar.

4.3 Assessment

Since the Arts Education subjects are more practical based, the ratio of weightage for theory and practical should be 40:60, out of the total marks for the entire programme, 25% marks may be earmarked for the assessment of school internship activities. An Assessment plans which is valid and reliable, time efficient and manageable shall be prepared. Students should receive on-going feedback from teachers and peers and are encouraged to take responsibility for their own learning through discussion, self-reflection and peer assessment. Teachers might record students' achievement as part of this strategy but students should know if these results will be used as part of a formal assessment and reporting practice. Each of the outcome may not be assessed individually. It is important that teaching programs allow for and encourage students to address all the syllabus outcomes and that assessment strategies allow for each student to demonstrate their achievement.

5. Staff

5.1 Academic Faculty

For a basic unit of fifty students or less with combined strength of one hundred or less for the two year course.

1. Principal	-	One
2. Lecturers (Arts)	-	Four
3. Lecturer in Education	-	One
4. Lecturer in Health and Physical Education	-	One
5. Lecturer in Language	-	One
6. Lecturer in Art and Craft	-	One

5.2 Qualifications

(a) Principal/Head

- Academic and professional qualification will be as prescribed for the post of lecturer; and
- Five years experience of teaching in arts teacher education or elementary/secondary teacher education institution, or institutions of visual arts.

Lecturers - Seven

(b) Lecturer in Education - One

M.Ed. /M.Ed. (Elementary) with fifty five percent marks

OR

(i) M.A. in Education with fifty five percent marks

(ii) Diploma/Degree in art education/Elementary Education/secondary education with fifty percent marks.

(c) Arts subjects - Four

(a) Painting	One
(b) Sculpture	One
(c) Graphics	One
(d) History of Arts	One

Essential Qualifications

Master's degree in fine arts (visual arts) with fifty percent marks and specialization in the concerned subject as mentioned above.

Desirable

Degree/Diploma in education with 55% marks and proficiency in the use of computer for educational purpose.

(d) Health and Physical Education - Lecturer One**Essential**

Post-graduation in Physical Education (M.P.Ed.) with fifty percent marks.

(e) Lecturer in Literature - One

- (i) Post graduate in English or Regional language with fifty five percent marks
- (ii) Degree/Diploma in education with fifty percent marks

(f) Art and craft Instructor - One

Or

Essential: A traditional crafts person-pottery/weaving metal crafts/ bamboo work/traditional painting etc. who is a state or national level Master crafts person.

(g) Librarian - One

Bachelor degree in Library and Information Science with fifty percent marks.

5.3 Administrative Staff**(a) Number**

- (i) UDC/Office Superintendent - One
- (ii) Computer Operator - One

(b) Qualifications

As prescribed by State Government/UT Administration concerned.

Note:

For additional intake of fifty students, the additional staff shall comprise five full time lecturers, one Library Assistant and one Office Assistant.

In a composite institution, the Principal, and academic, administrative and technical staff can be shared.

5.4 Terms and conditions of service

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 institutions shall possess 2500 sq. mts. (two thousand five hundred square meters) land for the initial intake of one unit out of which 1500 sq. mts. (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one unit or part thereof it shall possess additional land of 500 sq. mts. (five hundred square meters) out of which 300 sq. mts. (three hundred square meters) shall be the built up area.
- (b) The institution must have the following infrastructure:
 - (i) One classroom for every 25 students.
 - (ii) Multipurpose Hall with seating capacity of two hundred and a dias
 - (iii) Library -cum-Resource Centre
 - (iv) Resource Centre for Arts Education with ET and ICT facilities.
 - (v) Arts studio for painting with facilities for fifty students,
 - (vi) Applied arts studio with facilities for fifty students,
 - (vii) Sculpture studio with facilities for fifty students,
 - (viii) Health and physical education resource centre.

- (ix) Principal's Office
- (x) Staff Room
- (xi) Administrative Office
- (xii) Store rooms for storing arts materials (Two)
- (xiii) Girls' Common Room
- (xiv) Canteen
- (xv) Visitors Room
- (xvi) Separate Toilet Facility for male and female students
- (xvii) Parking Space
- (xviii) Open space for lawns, gardening activities, etc.
- (xix) Store Room for administrative office
- (xx) Multi purpose playfield
- (c) The institutional campus, building, furniture etc. should be disabled friendly.

If more than one course in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and resource centres (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.

6.2 School Internship Facilities

The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching. Not more than ten student teachers shall be attached with each school.

6.3 Equipments and Materials

- (i) The institution shall establish studios and Resource Centers as given in 6(1) wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. These should include:
 - (a) Books on arts and crafts, journals and magazines
 - (b) Children's books
 - (c) Audio-visual equipment - TV, DVD Player, Electronic Projector
 - (d) Audio-visual aids, video - audio tapes, slides, films.
 - (e) Teaching aids - charts, pictures
 - (f) Motivational materials such as " children's art works,
 - (g) work of well-known artists and master craft persons
 - (h) Developmental assessments check lists and
 - (i) measurement tools.
 - (j) Photocopying machine

(ii) Materials for different Art Activities

Easels, drawing boards, canvases, paper, colours, brushes, sculpture specific toolkit, craft specific toolkit, applied arts kit and raw materials sufficient for fifty students.

Teaching and Learning Material/Aids

The equipment and materials should be suitable and sufficient in quality and quantity for the variety of activities planned in the programme. These include the following:

Collection of slides on different arts, documentaries on the methods and procedures in different fields of arts, art education kits, models, play materials, books on art subjects, puppets, photographs, blow-ups, charts, flash cards handbooks, pictures, pictorial representation of children.

(iii) Audio Visual Equipment

Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, blank audio video cassettes, video-audio tapes, slides, films, charts, pictures. ROT (Receive Only Terminal) and SIT (Satellite Interlinking Terminal) would be desirable.

(iv) Musical Instruments

Simple Musical Instruments such as Harmonium, Tabla, Flute, Mridangam, Veena, Manjira and other regional indigenous musical instruments.

(v) Books, Journals and Magazines

A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, and reference books, books on professional education, teachers' handbooks, and books on and for children (including comics, stories, picture books/albums, and poems). The institution should subscribe to at least three journals of which at least one should be on art education.

(vi) Games and Sports

Adequate games and sports equipment for common indoor and outdoor games should be available.

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, Art Educationists, Primary/Elementary Education Experts and Staff Representatives.

APPENDIX-12**Norms and Standards for diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)****1 Preamble**

The Diploma in Arts Education (Performing Arts) is a professional pre-service teacher education programme which aims to prepare teachers to teach Performing Arts up to class VIII.

2 Duration and Working Days**2.1 Duration**

The Performing Arts programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum period 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, out of which at least 16 weeks shall be for school internship in elementary schools.
- (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, dialogues 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 fifty students for each year, with two sections of twenty five students each. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

(a) Candidates with at least fifty percent marks in the higher secondary examination (+2) with music/dance/theatre as elective subject(s) at the senior secondary stage are eligible for admission.

Or

(b) Candidates who do not have performing art subjects at higher secondary examination but who have learnt music/dance/theatre from a professional institution and has acquired a certificate recognized as equivalent to higher secondary are eligible for admission.

(c) The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per the rules of the concerned 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 /UT Administration.

3.4 Fee

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

4. Curriculum, Programme Implementation and Assessment**4.1 Curriculum**

The two year curriculum has the following courses/ components;

- A. Theory
- B. Practicum
- C. School Internship Programme
- D. Workshops, visits, projects, displays and performances

A. Theory**a) Core Courses**

In case of theory, some of the theory courses will be common to all Arts Education programmes (Visual and Performing Arts).

- (i) **Child Studies** shall include an in-depth study of theories of child and adolescent development; context and processes of socialization; social and emotional development; self and identity; cognition and learning; language acquisition and communication; constructs of childhood and child-rearing practices; to enhance critical and analytical thinking; learning processes involving performing arts and its related activities/ experiences, physical health and inclusive education.
- (ii) **Contemporary Studies** shall engage students with concepts and approaches of different art forms specially the role of arts in society and the pluralistic nature of contemporary Indian society. These courses also include concepts of culture and its diversity across nation, constitutional values and provisions of culture and societal stratification; engagement with concerns of contemporary Indian art and artistic trends; pluralistic culture, equity, gender, poverty and diversity, questions of identity and self and its discovery through various art forms; examining their positions in society etc.
- (iii) **Educational Studies** shall integrate philosophical questions about the fundamental aims and values of education; relationship between education and society; an in-depth study of status, problems and concerns of school education in India; engagement with school culture and school as a learning organisation. There shall be integration of theoretical and practical components of the preparation of a teacher.

(iv) **Language Proficiency and Communication** shall include hands-on experience in using the language in different contexts, dialects, local languages, meta-linguistic awareness with a focus on listening, speaking, reading comprehension and writing for varying contexts. Art is another form of language or language is an art form. The language proficiency specially to critique and give content to different art forms plays a crucial role. The students must learn to appreciate the convergence between two forms of expression.

(v) **Appreciation of Arts**

Though the subjects of Visual and Performing arts will have its own theory and historical perspective embedded in their course, this component is essential everyone. This course shall make the students aware of different traditions and dimensions of Indian art forms from their origin to the present day.

Appreciation of different art traditions is possible only by giving adequate exposure to the student teachers through studying books, texts, articles, observing performances, visiting museums, monuments, artists, craftspersons, looking at the resources available online and offline.

B. Music (Vocal and Instrumental)

(i) **Theory**

Theory of Music includes the role of music in child development, music as a tool in child education, aims and objectives of teaching music in schools, music and its relationship with mathematics, culture, sociology, psychology, physics (sound and its propagation etc.), music and physiology and healing/ music therapy, voice culture and physiology of human throat and ear, nurturing and cultivating adolescent voice. Study of following texts over two years: Natyashastra, Sangeet Ratnakara, Swar Mela Kalanidhi, Chaturdandi Prakashika and Sangeet Parijaat Indian Aesthetics [Theory of 'Ras'] and introduction of Indian notation system and basic knowledge of four fold classification of musical instruments.

(ii) **Practicum**

Student teachers can opt either for vocal/ instrumental (melody) Hindustani or Vocal/instrumental (melody) Carnatic music and pursue it for pedagogical interventions in schools. They will be doing planning and development of lessons keeping in view an inclusive participatory classroom.

They should be able to tune one's own instrument and also able to tune and play Tanpura and Tabla [basic thekas], compose music for stage productions i.e. ability to compose and direct an ensemble and orchestra, experimentation in music, collection of regional and folk songs, devotional songs, patriotic songs etc. Critical appreciation and comparative study of ragas and talas having common features and learning of the following ragas: Yaman, Bhairav, Bihag, Vrindavani-Sarang, Jaunpuri, Alhiya Bilawal, Pilu, Kafi, Bharavi etc. should be a part of the practicum.

They should also be able to maintain and repair the musical instruments.

C. Drama /Theatre

(i) (Foundations of Drama/Theatre) This subject would include study of two broad areas in both theory and practice i.e.

(a) The History and overview of various disciplines in theatre so that they can contextualize their study in each of the areas.

(b) Study and understanding through practice the complexities and possibilities of various elements of theatre i.e. Acting, Design Direction and Theatre Techniques to be able to employ theatre within the educational framework with greater ease and confidence.

Student teachers shall study the history of World Drama and Indian Drama from the Classical to the modern times, alongwith the history of Design, Acting and Play Production. This must also include study of iconic play texts i.e. Natyashastra and Abhinaya darpan and productions to understand the unique nature of Drama as different from other modes of expression. The History teaching could be done through theatre techniques to introduce methods of teaching theory through the experiential mode which they can later use with children when they teach in schools.

The theory will also include the study of pedagogical importance and concept of each of the skills and techniques they learn.

Drama in Education could also be divided into two distinct segments. One that concentrates on performance for and by children could be termed **Theatre in Education** which focuses on the key approaches and practices in theatre for children. This aims at providing practical, hands on experience of diverse theatre practices used for engaging children along with a brief background of theoretical basis underlying each approach. The other is **Drama in Education** which is more class room based and aims to impart methods and conventions to use theatre as a pedagogic tool, and to evolve a comprehensive perspective of the learning process.

- (a) The Student teachers shall study History of the interface between Theatre and Education over the years. They will therefore be looking at the importance of this interface, approaches and Strategies on the use of drama in teaching learning process both in India and the West.
- (b) Role of Drama in personality development, confidence building, enhancing socializing skills and stoking intellectual curiosity, in addressing cultural diversity, in therapy etc.
- (c) History and Practice of participatory theatre in the world.
- (d) Theory of key drama conventions evolved by DIE practitioners, techniques, strategies.
- (e) Introduction to the conceptual framework/pedagogy of subjects in schools ie Languages, Social Studies, Mathematics, Science and arts and Crafts.

(ii) Practicum

They would be required to undergo practice training for each of the elements of theatre.

- (a) Within the Acting component they would learn Yoga, Movement, Martial arts, Clowning, Acrobatics, Voice Speech, Story Telling, Theatre Games, Improvisations, and Characterisation.
- (b) Within the Theatre techniques and Design they will have to learn to make properties, masks, puppets, Lighting, Make Up, Costume Design and Set Design and explore ways of using them.
- (c) To understand and consolidate different elements of theatre learnt, they should rehearse and perform a play, around issues of interest to children and learning child psychology as well as to act as children. The plays chosen or evolved could be on the pattern of the Gripps methodology. This can also be seen as a practical related to their study of Theatre in Education.
- (d) Learn the Process drama conventions that can be employed very effectively for teaching theatre or any other subject, conducting theatre workshops and creating participatory performances.
- (e) Create a participatory performance under the direction of an expert using all the drama conventions and perform in schools.

D. Dance

(i) Theory

What is dance? What are the types of Dances? Introduction to Classical, folk/ regional, and other dances. The variety that is seen in the Dances of India is to be identified. A brief introduction to the dancing deities like the Nataraja, Krishna and other familiar ones. The student teachers shall learn the Folk dances of their state. A brief introduction to Natyashastra and Abhinaya Darpanam is to be read. The student teachers shall study history of Classical Dances of India and the role of the kings and the temples in patronizing dance, basic knowledge of prevelant-notation system and Four fold classification of musical instruments.

Modern dance thinkers like Udayshankar, Rabindranath Tagore, Rukmini Devi Arundale, Balasaraswati, Madam Menoka, Ramgopal and other personalities' contribution to dance in India.

(ii) Practicum

Following this exploration of rhythm and its variation is an important part of the curriculum, where beating, clapping and spacing is highlighted. Semiotic Study related to Dance includes the hastamudra of Abhinaya Darpanam or any other text as followed by Classical dances along with facial expressions. These may be applied on children's stories, epics, jatakas and other well known stories. Within the dance component they would learn yoga, movement, acrobatics, improvisation and characterization. They would also learn stage management, lighting, makeup, costume design etc.

4.2 Programme Implementation

- (i) **School Internship:** Students during this two year course will have to undergo school experience programme of 16 weeks each year. This will include school observation its systems and activities, observation of children in classes through music, theatre and dance observing the children in other locations as well as observe the environment around them to create improvised performances in the first year and in the second year they will be attached to some schools as interns where they teach theatre for 20 days with adequate lesson plans using the various skills and methodologies learnt during the entire course. This will be guided, observed and assessed by experts. The student teachers will be asked to maintain a Self Reflective Journal (SRJ) to analyse their performance through the term and through the sessions in the Schools. They may also do summer workshops/ apprenticeship/ internship independently during the summer vacations culminating in a small performance prepared by/with children.

Note: There shall be integrative aspects in the pedagogic courses of all forms of Arts Education, where enduring issues of assessment including CCE, classroom management, and the role of ICT will be addressed. A course integrating aspects of curriculum across the areas shall be included comprising of review of principles and processes of curriculum formulation, pedagogic principles across the curriculum, classroom processes, especially in the context of stipulations of RTE 2009. The courses shall be designed to help student teachers understand the nature of basic disciplines, key concepts and construct, critical understanding of school curriculum, content of elementary school subjects, and how children learn in general and how they learn arts education areas in particular.

4.3 Assessment

Since the Arts Education subjects are more practical based, the ratio of weightage for theory and practical should be 40:60. Out of the total marks for the entire programme, 25% marks may be earmarked for the assessment of internship activities. An Assessment plans which is valid and reliable, time efficient and manageable should be prepared. Students should receive on-going feedback from teachers and peers and be encouraged to take responsibility for their own learning through discussion, self-reflection and peer assessment. Teachers might record students' achievement as part of this strategy but students should know if these results will be used as part of a formal assessment and reporting practice. Each of the outcome may not be assessed individually. It is important that teaching programs allow for and encourage students to address all the syllabus outcomes and that assessment strategies allow for each student to demonstrate their achievement.

While the theory component can be assessed through written projects/ seminars and written paper, the practice component should be assessed on a continuous basis by the teacher. The criteria would be understanding, implementing, creativity in implementation, initiative and performance output through the sessions including quality of participation in production and workshops.

In theatre production and performance will be a part of the main course and assessment will take place in production, thus more hours will be required for practice and preparation which should be provided to students.

5. Staff

5.1 Academic Faculty

For a basic unit of fifty students or less with combined strength of one hundred or less for the two year course:

1. Principal	- One
2. Lecturers (Arts)	- Four
3. Lecturer in Education	- One
4. Lecture in Literature	- One
5. Lecturer in Health & Physical Education	- One

(5.1) Qualifications

(a) Principal/Head

- (i) Academic and professional qualification will be as prescribed for the post of lecturer; and
- (ii) Five years experience of teaching in arts teacher education or elementary/secondary teacher education institution, or institutions of performing arts.

Lecturer Seven

(b) Lecture in Education One

M.Ed. /M.Ed(Elementary) with fifty five percent marks

OR

- (i) M.A. in Education with fifty five percent marks
- (ii) Diploma/Degree in art education/Elementary Education /secondary education with fifty percent marks

(c) Performing Arts Four

- (i) Vocal Music One

- | | | |
|-------|-----------------------------|-----|
| (ii) | Instrumental Music | One |
| (iii) | Dance/ (melody instruments) | One |
| (iv) | Theatre Arts | One |

Essential

Master's degree in music/dance/theatre arts with fifty five percent marks with specialization in the concerned discipline as mentioned above.

Desirable

Degree/diploma in education and proficiency in the use of computer for educational purpose.

- (i) Working knowledge of Harmonium.
- (ii) Working knowledge of Table/Pakhawaj/mridangam
- (iii) B grade artist of AIR/Doordarshan.

Note:

The services of local artists and/or eminent artists may be availed from time to time as guest faculty.

(d) Lecturer in Literature One

- (i) Post graduate degree in English or Regional Language with minimum 55% marks
- (ii) Degree/Diploma in Education with 50% marks

(e) Health and Physical Education – Lecturer One**Essential**

Post-graduation in Physical Education (M.P.Ed.) with fifty five percent marks

(f) Tabla Accompanist One

- (i) Bachelor in music (tabla) with fifty percent marks.

Or

- (ii) Bachelor degree with diploma in performing arts education with fifty percent marks.

Or

- (iii) Any other equivalent degree

Or

(A) gharandar artist with good performing ability

(B) high grade artist of AIR/ Doordarshan

(g) Harmonium or any other melody instruments accompanist -One

Same as Table accompanist.

(h) Librarian One

Bachelor degree in Library and Information Science with fifty percent marks.

5.3 Administrative Staff**(i) Number**

- | | | |
|-----|---------------------------|-------|
| (a) | UDC/Office Superintendent | - one |
| (b) | Computer Operator | - one |

(ii) Qualifications

As prescribed by State Government/UT Administration concerned.

Note:

For additional intake of fifty students, the additional staff shall comprise five full time lecturers, one Library Assistant and one Office Assistant.

In a composite institution, the Principal, and academic, administrative and technical staff can be shared.

5.4 Terms and conditions of service

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

(1) Infrastructure

- (a) The institutions shall possess 2500 sq. mts. (two thousand five hundred square meters) land for the initial intake of one unit out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields etc. For an additional intake of one unit or part there it shall possess additional land of 500 sq mts (five hundred square meters), out of which 300 sq mts (three hundred square meters) shall be the built up area.
- (b) The institution must have the following infrastructure:
 - (i) One classroom for every 25 students
 - (ii) Multipurpose Hall with seating capacity of two hundred and a dias
 - (iii) Library-cum-Reading Room
 - (iv) Resource Centre for Arts Education with ET and ICT facilities.
 - (v) Performing arts resource centre with mirrors.
 - (vi) Instrumental music room with mirrors,
 - (vii) Vocal music room with mirrors,
 - (viii) Health and physical education resource centre,
 - (ix) Principal's Office
 - (x) Staff Room
 - (xi) Administrative Office
 - (xii) Store rooms for storing arts materials (Two)
 - (xiii) Girl's Common Room (xiv) Canteen (xv) Visitors Room
 - (xvi) Separate Toilet Facility for Boys and Girls
 - (xvii) Parking Space
 - (xviii) Open space for lawns, gardening activities, etc.
 - (xix) Store Room for administrative office
 - (xx) Multi purpose playfield
 - (xxi) Make up and dressing rooms (for boys and girls) with mirrors etc.
 - (xxii) Dance room with mirror

The institutional campus, building, furniture etc should be disabled friendly.

If more than one courses in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.

6.2 School Internship Facilities

The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching. Not more than 10 student teachers shall be attached with each school.

6.3 Equipments and Materials

- (i) The institution shall establish music rooms and Resource Centres as given in 6(1) wherein teachers and students have access to a variety of materials and resources to support and enhance the teaching-learning process. These should include:
- Books on music/dance/theatre arts, journals and magazines.
- Children's books.
- Audio-visual equipment - TV, DVD Player, Slide Projector.
- Audio-visual aids, video - audio tapes, slides, films.
- Teaching aids - charts, pictures.
- CDs on both performing and visual arts.
- Developmental assessments check lists and measurement tools.
- Computers with internet facility.
- Photocopying machine
- (ii) **Musical Instruments and Related Material**
- (a) (i) Basic musical instruments-harmonium, keyboard tabla, dholak/Naal, Tanpura, Hammer.
- (ii) Costumes, jewellery used in various dance forms and theatrical forms.
- (iii) Instruments used in hindustani and carnatak music, like sitar, Veena, Mridangam/Pakhawaj, electronic tanpura.
- (iv) Regional musical instruments.
- (v) Make up material.
- (vi) Costume ward.
- (vii) Showcase for storing musical instruments.
- (viii) Carpets, durries.
- (ix) Sound system.
- (b) The equipment and materials should be suitable and sufficient in quality and quantity for the variety of activities planned in the programme. These include the following:
- Collection of CDs and DVDs, documentaries on the methods and procedures in different fields of arts, art education kits, models, play materials, books on art subjects, puppets, photographs, blowups, charts, flash cards handbooks, pictures, etc.
- (iii) **Audio Visual Equipment**
- Hardware for projection and duplication and educational software facilities including TV, DVD Player, slide projector, blank audio video cassettes, video-audio tapes, slides, films, charts, pictures. ROT (Receive Only Terminal) and SIT (Satellite Interfinking Terminal) would be desirable, microphones, headphones.
- (iv) **Books, Journals and Magazines**
- A minimum of one thousand books on relevant subjects should be available during the first year of establishment of the institution and one hundred standard books be added every year. The collection of books should include children's encyclopedias, dictionaries, and reference books, books on professional education, teachers' handbooks, and books on and for children (including comics, stories, picture books/albums, and poems). The institution should subscribe to- at least three journals of which at least one should be 'on art education.
- (v) **Games and Sports**
- Adequate games and sports equipment for common indoor and outdoor games should be available.

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 / B.A.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.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The BSc.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 BScB.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.

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

(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 Date 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.

Appendix-14

Norms and Standards for B.Ed. (part-time) programme leading to Bachelor of Education (B.Ed.) Degree**1. Preamble**

The Bachelor of Education (part-time), known as B.Ed., is a professional programme that prepares teachers for various levels of schooling namely, 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 a staggered manner during a period of three years, combining face-to-face teaching with school internship and school-based activities.

The programme shall provide opportunities to persons employed as teachers in a secondary schools teaching classes VI-XII to acquire professional qualification. The programme shall be organised in such a way that parity of this programme with the full time face-to-face B.Ed. programme is ensured in all respects including curriculum and assessment.

2. Institutions Eligible for Offering the Programme

- (i) NCTE recognised Teacher Education Institutions offering B.Ed. and M.Ed. programmes which have been in existence for at least five years and having NAAC Accreditation with minimum B grade.
- (ii) Departments/Schools of Education in UGC recognised Central/State Universities, other than open universities.

Note: The applicant institution shall obtain prior consent of the affiliating university for conducting the programme before submitting the application to NCTE.

3. Duration and Working Days**3.1 Duration**

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

3.2 Working Days

- (a) There shall be face-to-face teaching for at least 120 days each in the 1st year, 2nd and 3rd year of the programme.
- (b) Supervised School Internship for a period of 12 weeks (60 days) – 04 weeks (20 days) each year in schools where the trainee teachers are working.
- (c) School-based and community-based activities as part of the practicum component of the curriculum for 150 days (50 days each year). These shall include preparation of case study, writing seminar/term paper, and book reviews observation of children, parent teacher meetings, text books analysis and preparation of evaluation tools. In addition, the students shall continue to be engaged in regular teaching work assigned to them by the school where they are employed.
- (d) The programme shall be conducted in a face-to-face mode in a teacher education institution during vacations, therefore it shall be possible for the institution to work for 42 hours in a week (6 x 7 hours).
- (e) The minimum attendance of students enrolled in the programme shall have to be 80% for all the course work, and 90% for school internship.
- (f) The universities, as examining bodies, shall ensure the above percentage of attendance and compliance of other requirements for granting recognition.

4.1. Intake

There shall be a basic unit of 50 students; but two units can be permitted depending upon the availability of instructional and infrastructural facilities.

4.2. Eligibility

- (a) Upper Primary and Secondary school teachers who are in service as full time teacher for at least two years at the time of making application and who shall continue to be in service during the entire duration of the programme. The applicant shall be required to furnish a certificate to this effect from the Head of the school where he/she is employed.
- (b) The applicants with at least 50% marks either in the Bachelor Degree and /or in the Postgraduate Degree in Sciences/Humanities/Social Sciences or Bachelor degree in Engineering or Technology with background /specialization in Science and Mathematics with 50% marks or any other qualification equivalent thereto are eligible for admission.

- (c) The reservation and relaxation for SC/ST/OBC/PWD shall be as per rules of the Central/State Governments, whichever applicable.

4.3 Admission Procedure

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

4.4 Fees

The institution shall charge only such fee as may be 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 and shall not charge donations, capitation fee etc from the students.

5. Curriculum, Programme Implementation and Assessment

5.1 Curriculum

The B.Ed. (part-time) curriculum shall be the same as is prescribed for the full time B.Ed. programme except school internship which is briefly described below:

School Internship

The trainees will continue to teach in their respective schools as part of their work. However, their classroom teaching and school based activities shall be supervised by the faculty of teacher education institution and other qualified teachers and teacher educators for 12 weeks – 4 weeks each year. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X) or senior secondary (XI-XII), with at least 8 weeks in secondary/senior secondary classes.

5.2 Programme Implementation

- (a) The affiliating university shall reorganise the syllabi of the two-year full-time programme to be covered in three years.
- (b) The institution shall prepare a calendar of all activities, including school internship. The period of supervised school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (c) The institution shall make arrangement for supervision as well as other school-based activities of the programme of teaching in their respective schools. The teacher education institution shall prepare a panel of M.Ed. qualified teachers available in the schools and teacher educators available in the area. The teachers and teacher educators included in the panel shall be oriented by the teacher education institution to the modality and scope of supervision.
- (d) Transaction of the 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' courses should be done using a variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, and observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (e) The institution shall encourage interaction with Principals of schools where trainees are employed by organising debates, lectures, seminars, etc.
- (f) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and also for grievance redressal.
- (h) For supervised school internship, the TEIs and the schools of the trainees shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
- (i) The commencement of the programme shall be regulated so as to ensure that the students are enrolled at least two months before the start of summer vacation in the concerned academic year and three summer vacations are available for face-to-face teaching.

5.3 Assessment

Assessment and Evaluation System shall be the same as for the full time face-to-face B.Ed. programme. In view of this, the affiliating university shall conduct common examination of the students of this programme and that of the students of the corresponding full-time face-to-face B.Ed. programme. The external examination taken by the

students at the end of 2nd and 3rd year, may be the same as the examination of 1st year and 2nd year of the full time face-to-face programme.

6. Staff

6.1 Faculty

For an intake of one basic unit of 50 students, that is, total student enrolment of 150, there shall be four additional full-time Assistant Professors. The TEI shall ensure that its existing B.Ed. and M.Ed. faculty along with the additional faculty together shall conduct and supervise all the programmes including the B.Ed. Part-Time.

6.2 Qualifications

Qualifications of the additional faculty for this programme shall be the same as prescribed for the B.Ed. full time face-to-face programme.

Note: (i) The Principal of the TEI shall be the administrative and academic Head for this programme also.

- (ii) In case the institution offers two units the requirement of additional full-time faculty shall be increased to six.
- (iii) Guest faculty and resource persons shall be engaged from the faculty of the institution offering the programme and also from other TEIs or from the available pool of retired Teacher Educators.
- (iv) The institution shall also engage adequate number of resource persons for supervision of school internship.
- (v) The full-time faculty for this programme shall be responsible for teaching during face-to-face contact programme; supervision of school internship; providing guidance to students for planning, designing and conducting practicum activities, and providing feedback to students on students assignments etc.; and undertaking internal assessment of theory and practicum courses. They shall also compile and develop appropriate reading/ resource material for the use of trainees.

6.3 Administrative and Professional Staff

The Administrative and Professional staff available with the TEI shall also be involved in the organisation of this programme.

6.4 Terms and Conditions of Service

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.

7. Facilities

7.1 Infrastructure

Since the Personal Contact Programme or face-to-face teaching shall be organised when the institution will not have regular classes, separate infrastructure for this programme will not be required.

However, residential accommodation for outstation students during face-to-face contact programme and School Internship shall be desirable.

7.2 Equipments and Material

The students enrolled in this programme shall have easy access to the existing library and ICT resources and facilities, curriculum resources and materials, Visual Arts and Performing Arts materials and resources, and Games/Sports facilities available with the institution. The available facilities with the TEI shall be further augmented, wherever required. The institution shall ensure that the facilities and the staff members responsible for providing these facilities are available when the face-to-face teaching or School Internship is organised

8. 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. The Committee shall review and monitor all the programmes run in the institution including B.Ed. (part-time) programme.

It is designed to integrate the study of school subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise of: Theory Courses, Practicum/Engagement with the Field, and School Internship. The theory courses shall cover two broad curricular areas: Perspectives in Education and Curriculum and Pedagogy.

The courses under each of these curricular areas shall be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

ICT, gender, yoga education and disability/inclusive education shall form an integral part of the B.Ed (part-time) curriculum.

(i) **Theory Courses**

(a) **Perspectives in Education**

Perspectives in Education shall include courses in the study of child and adolescence development, contemporary India and education, philosophical, psychological and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender issues in the context of school and society, and inclusive education. The course in childhood and adolescence studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual clarity of tools of sociological analysis and hands-on experiences of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'Knowledge and Curriculum' shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy perspectives and learning. The course on 'Teaching and Learning' shall focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) **Curriculum and Pedagogic Studies**

Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject and its pedagogical foundations with a focus on the learner; and a course on the theoretical perspectives of assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline, the societal context of learning and research relating to different aspects of young childrens' learning. The design of the programme would enable students to specialize in one out of four disciplinary areas, viz. Social Science, Science, Mathematics, and Languages. Specific subject areas from these disciplines, at one/ two levels of school, will be identified. The courses shall aim at developing in students an understanding of the curriculum, and linkage of school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) **Engagement With the Field/Practicum**

The B.Ed. (part-time) programme shall provide for sustained engagement with the self, the child, community and school, at different levels and by establishing close connections between different curricular areas. This curricular area would serve as an important link between the other two broad curricular areas through its three components:

- (a) Courses on Enhancing Professional Capacities through various skills of teaching.
- (b) Tasks and Assignments that run through all the courses.
- (c) School Internship.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and also out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing sound CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committees, etc. Community-based engagement may also include oral history projects with a community of artisans as a part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy courses in Science and Mathematics may include environment-based projects to address the concerns of a particular village/town/city or a community.

Several specialised courses shall be offered to enhance professional competence of a student-teacher such as courses on language and communication, drama and art, self development and ICT resources. A course on critical understanding of ICT shall be offered as an important curricular resource, according primacy to the role of the teacher and also promoting constructivist approaches. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops, with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-

child gaps, schools as sites for bringing out social change; understanding and practicing of yoga education; developing social sensitivity and the capacity to listen and empathize.

Appendix-15

Norms and Standards for three-year integrated B.Ed.-M.Ed. Degree Programme, 2014

1. Preamble

The Integrated B.Ed.-M.Ed. Programme is a three-year full-time professional programme in education, without any option of intermediate exit before completing the 3 years of study. It aims at preparing teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors, and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed.-M.Ed. degree with specialisation in either elementary education (upto class VIII), or secondary and senior secondary education (VI to XII).

2. Institutions Eligible to Apply

- (i) NCTE recognised Teacher Education Institutions offering B.Ed. and M.Ed. programmes which have been in existence for at least five years and having NAAC Accreditation with minimum B grade.
- (ii) Departments/Schools of Education in UGC recognised Central/State universities, other than open universities.
- (iii) Institutions mentioned at (i) and (ii) above shall have residential accommodation for the conduct of this programme.

3. Duration and Working Days

3.1 Duration

The Integrated B.Ed.-M.Ed. programme shall be of a duration of three academic years including two summers. Students shall be permitted to complete the programme requirements of the three-year programme within a maximum period of four years from the date of admission to the programme. The semester and/or annual schedule shall be worked out by the affiliating body in terms of credit hours based on the credit system suggested in the curriculum framework for the programme developed by NCTE and keeping in view the stipulated period of internship/attachment in schools, teacher education institutions, organisations relevant to the area of specialisation, community work and in other field-based situations. The summer and inter-semester breaks of the two academic year should be utilised for field attachment/internship, other practicum activities and/or for taught courses. The credit allocation to school experience should be of at least 16 credits, and attachment to a teacher education institution should be of 4 credits.

3.2 Working Days

There shall be at least two hundred fifteen (215) working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study/internship and conduct of examination. In addition, the summer vacation shall be utilised for internship/practicum/taught components. The institution shall work for a minimum of thirty six hours in a week (five or six days as the case may be), during which faculty and students concerned with the conduct of the programme shall be available for the requirements of the programme, including interaction with and for mentoring students. The total duration of the programme including the summer sessions and the inter-semester breaks will be roughly equivalent to 107 weeks of six days each totalling up to 640 days. The minimum attendance of students shall be 80% for Taught 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 based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for five years and has been awarded minimum B+ grade by NAAC or by any other accreditation agency approved by NCTE.

4.2 Eligibility

Candidates seeking admission to the Integrated B.Ed.-M.Ed. programme should have the following qualifications:
Essential: A Postgraduate degree in Sciences/Social Sciences/Humanities from a recognised institution with a minimum 55% marks or equivalent grade.

Desirable: It is desirable that the candidates have a demonstrated interest and experience in education.

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/Central Government/UT Administration/affiliating University.

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central /State Government whichever is applicable.

4.4 Fees

The institution shall charge only such fee as is prescribed under the provisions of affiliation body/State/UT Government/University in accordance with the 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 and shall not charge donations, capitation fee etc. from the students.

5. Curriculum, Programme Implementation and Assessment

5.1 Curriculum

The curriculum of the B.Ed.-M.Ed. integrated programme shall comprise of Core and Specialisation Components. The Core shall have the following four components: i) Perspective Courses; ii) Research, Tools and Self-Development Component including dissertation, taught courses and workshops; iii) Teacher Education Component including taught courses and internship/attachment with teacher education institutions; iv) School-related field experiences. The Specialisation component shall have 2 levels where students choose to specialise in: a) one of the school levels/areas (elementary, or secondary including senior secondary) and content-cum-pedagogy in school subject areas, which will comprise the core within the specialisation, and, b) within the school level chosen, the students select one domain/theme based area for specialisation (such as Education administration and management, Education policy, Inclusive Education, Curriculum, pedagogy and assessment, Educational technology, Foundations of Education, Higher Education, Early Childhood Education, etc.).

The programme shall begin with courses, workshops and field experiences that are contextualised in school teaching, and gradually advance the level of study to teacher education level. Close mentorship by faculty in relevant areas shall be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and supervised research project leading to dissertation.

(a) Theory Courses

Perspective, Research, Tools and Self-Development, Teacher Education and Specialisation 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 and Pedagogic Studies. The courses in foundational disciplines shall have two levels (basic and advanced). Critical reflection on gender, childhood, disability, and marginalisation, in relation to education, shall cut-across the core with a possibility of offering courses focussing on these. The courses across the programme shall enable the prospective professionals to work towards inclusive classroom environments and education.

Research, Tools and Self-Development Component shall comprise of workshops and courses in basic and advance level education research methods, research project leading to a dissertation, academic/professional writing, communication skills, observing children, language and teaching-learning, theatre in education, educational technology (including ICT), and the like. There shall be provisions for Self-development of the students (for example through workshops with focus on physical and mental well-being through modalities such as meditation, Yoga) and for critical engagement with gender and education, inclusive education and on areas of similar significance. Skills pertaining to ICT and educational technology shall be integrated in various courses in the programme.

Teacher Education courses, which are also linked with the internship/attachment in teacher education institution(s)) shall also be included.

The Specialisation component shall offer a possibility to specialise in one of the school stages (elementary or, secondary including senior secondary, etc.). These shall include courses in content-cum-pedagogy of school subjects. Other courses within the school stage specialisations shall cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Inclusive Education and Education for differently abled; etc. In addition, the programme shall offer baskets of elective courses enabling specializations in selected themes or domains with advance courses in Education administration and management; Education policy and planning; Inclusive Education; Curriculum, pedagogy and assessment; Educational technology; Foundations of Education; and the like. There shall be flexibility to allow students to choose foundation courses while specialising in one area.

(b) Practicum

Organisation of workshops, practicum activities, projects and seminars that enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses. Hands-on experiences shall be organised at relevant places during transaction of the curriculum.

(c) Internship and Attachment

At least an equivalent of about 30 weeks of six days each of the three-year programme shall be devoted to field-based activities. The programme shall have the following kinds of systematically planned field-based activities and internships/attachments: 1. School based attachment as per the school-level specialization which shall include

school and classroom observations, classroom teaching practice, and focussed assignments/projects (16 weeks); 2. Working with community, 3. Working in an in-service teacher education context as per the school-level specialization and in a pre-service teacher preparation context as per the school-level specialization (4 weeks); 4. Exposure to a curriculum and/or textbook agency, policy making body, state education department etc. relevant to understanding educational practice at sites other than schools; and 5. Working in a field situation related to the thematic or focus area of specialization (4 weeks). These experiences shall be supplemented with opportunities for reflection, action research and writing.

5.2 Programme Implementation

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

- (i) Prepare a calendar for all activities, including internships, practicum, assessments and submission of dissertation. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Make field-networking arrangements to facilitate internship with schools, teacher education institutions and other organisations like: community/community-based organisations; organizations engaged in the development of innovative curriculum and pedagogic practices, etc.; international/national/state institution involved in curriculum design, textbook development, education policy planning, formulation and implementation, educational administration and management, or as per the areas of specialisations offered in the 3-year programme.
- (iii) Make arrangements for the conduct of workshops suggested in the curriculum.
- (iv) The dissertation work shall begin in the second semester of the second year of the programme and be submitted in the last semester of the final year. Make arrangements for students' research dissertation and evaluation. For the conduct of the dissertation, the ratio of faculty to students for guidance shall be 1:5.
- (v) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Student participation in the weekly research colloquium/seminar shall be ensured. Practitioners working in schools, teacher education institutions and other relevant areas in education shall be invited for seminars and interactions with students.
- (vi) Make provisions for addressing complaints of students and faculty, and for grievance redressal.

5.3 Assessment

For each theory course, at least 30% marks shall be assigned for continuous and comprehensive internal assessment and at most 70% marks 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 university concerned broadly based on the above formulation. At least one-fourth of the total marks/credits in the programme shall be given to practicum and internship/field attachment and dissertation.

The internal assessment may include individual/group assignments, seminar presentations, field attachment reports, reflective journals, design of AV materials, etc. 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.

6. Staff

6.1 Academic Faculty

For an intake of 50 students per unit, the faculty-student ratio for the programme shall be 1:15. The faculty positions shall be distributed as under:

1. Principal/Head of the Department (in the rank of Professor): One
2. Professors: One
3. Associate Professors: Two
4. Assistant Professors: Six

The faculty profiles shall cover all courses/ areas of the B.Ed.-M.Ed. programme.

6.2 Qualifications

A. The 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.

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. or 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 or length of professional teaching experience as per UGC or state government norms for the positions of Professor and Associate Professor.

C. Assistant Professor

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed. or M.A. Education) with minimum 55% marks.
- (iii) Any other qualifications prescribed by UGC (like NET) or central/state/UT government.

(Note: Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available.)

Depending on the areas of specialisations the faculty shall be shared between the various teacher education programmes offered by the institution).

6.3. Administrative and Professional Support Staff

- (a) The following administrative staff shall be provided:
- (i) Office Manager: One
 - (ii) IT Executive/Maintenance Staff: One
 - (iii) Library Assistant/Resource Centre Coordinator: One
 - (iv) Field Coordinator: One
 - (v) Office Assistants: Two
 - (vi) Helper: One
- (b) In the University Education Departments, the administrative staff shall be deployed as per the policy of the university.

6.4 Terms and Conditions of Service

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.

7. Physical Infrastructure and Equipment

7.1 Infrastructure

The requirement of land area for an Institution already having one teacher education programme and proposing to offer B.Ed.-M.Ed. for one basic unit, shall possess a minimum of 3000 sqm. The corresponding built up area shall be 3000 sqm. For additional intake of one basic unit, the minimum additional built up area should be 500 sqm.

(a) The institution shall have the following facilities:

- (i) Two classrooms for every 50 students
- (ii) Multipurpose Hall with seating capacity of 200
- (iii) Library-cum-Reading Room
- (iv) Resource Centre
- (v) Labs for school subjects
- (vi) Health and Physical Education Centre
- (vii) Principal's Office
- (viii) Seating and storage arrangements for Faculty
- (ix) Administrative Office
- (x) Visitor's Room
- (xi) Common Rooms for students
- (xii) Separate toilet facility for male and female students, for staff, and for PWD
- (xiii) Store Rooms
- (xiv) Multipurpose Playfield

(b) Classrooms

For an intake of a unit of 50 students, there shall be provision for at least three classrooms with adequate space and furniture for all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold electives, tutorials and group discussions.

(c) Seminar Room

Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops.

(d) Faculty Rooms

A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided.

(e) Administrative Office Space

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

(f) Common Room(s)

The institution shall provide at least two common rooms.

7.2 Equipment and Materials

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) The Library of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of the essential and frequently used titles) for the three year programme shall be there. These shall include text and reference books related to all

courses of study, readings and literature relevant to the research interests of students; educational encyclopedias, electronic publications including online resources, and minimum seven professional refereed research journals of which at least three shall be foreign journals. Library resources shall include books and journals published and recommended by NCTE, NCERT and other statutory bodies. There shall also be provision of space for reading in the library that can accommodate at least thirty persons at a time. At least hundred quality books shall be added to the library every year. There shall be provision for photocopying facility and computer with Internet facility for the use of faculty and students.

- (c) A Resource Centre shall serve the purpose of a resource centre-cum-department library/computer centre. 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 equipment - 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; ICT facilities with computers and internet facilities; and desirably ROT (receive only terminal) and SIT (satellite interactive terminal).
- (d) Games and sports equipments for common indoor and out door games should be available.
- (e) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

7.3 Other Amenities

- (a) Functional and appropriate labs and 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: If more than one courses in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipment) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution)

8. Managing Committee

The institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing Society/Trust, two Educationists, primary / elementary education experts, one faculty member, Head of two institutions identified for field attachment work (by rotation amongst the schools that the TEI engages with). For University Departments, the structure of management and governance shall be as provided for in the concerned university statutes.



National Council for Teacher Education

Information on corrections in/modifications of NCTE Regulations, 2014

Kindly note the following revisions/changes that have been made in NCTE Regulations 2014 and other decisions relating to these Regulations (as approved by NCTE Council) for information to all concerned.

1. Candidates having Bachelors/PG degree in Commerce with 50% marks are also eligible for admission to B.Ed. programme, in addition to other eligibility criteria notified under Regulations, 2014 for B.Ed. programme.
2. Candidates having Bachelors/PG degree (as required for admission to B.Ed. face-to-face) and fall under any of the two eligibility criteria, as given in Norms & Standards for B.Ed.-ODL, shall be eligible to apply for B.Ed.(ODL) programme.
3. Endowment and Reserve Funds: In place of Rs.5 lakhs and 7 lakhs per programme "per unit", these will be Rs.5 lakhs and 7 lakhs "per programme" only.
4. The re-location of a teacher education institution is allowed anywhere within the State. The institution concerned will obtain NOC from: i) the concerned State Govt; ii) the affiliating body where it is currently affiliated; and iii) the affiliating body under which it proposes to be shifted and affiliated, and attach these to the application for relocation.
5. For processing of pending applications for grant of recognition/permission of institution/programme, or additional intake, no enhanced fee shall be charged from the applicant institutions, and they will be processed with a note to change to composite institution gradually, but preferably by 2016-17.
6. In respect of number of faculty and qualification/specialisation for physical education, gender studies and inclusive education: i) for physical education Assistant Professor, M.P.Ed. with qualification/training in yoga shall be desirable; ii) for gender studies and disability/inclusive education, one of the (total) faculty members should have specialisation in each of these two areas.
7. The existing TEIs shall continue to function as stand-alone institutions, but shall gradually move toward becoming composite institutions, preferably by 2016-17.
8. All recruitments of the faculty prescribed in the Norms and Standards for various TE programmes shall be made as per qualifications laid down in the NCTE Regulations 2014.

4. उक्त विनियमों के परिशिष्ट 5 में, उपखण्ड 2(i) में मौजूदा प्रावधान के स्थान पर निम्नलिखित प्रतिस्थापित होगा:
“(i) ऐसी संस्थाएं जो अध्यापक शिक्षा कार्यक्रमों को कम-से-कम 5 शैक्षणिक वर्षों से संचालित कर रही हैं तथा वे किसी विश्वविद्यालय से संबद्ध हैं एवं परिषद द्वारा अनुमोदित किसी प्रत्यायनकारी एजेंसी के पास प्रत्यायन हेतु उन्होंने आवेदन किया हुआ है।”
5. उक्त विनियमों के परिशिष्ट 14 में, उपखण्ड 2(i) में मौजूदा प्रावधान के स्थान पर निम्नलिखित प्रतिस्थापित होगा:
“(i) बी.एड. तथा एम.एड. कार्यक्रमों को संचालित करने वाली राअशिप द्वारा मान्यताप्राप्त अध्यापक शिक्षा संस्थाएं जिनका अस्तित्व कम से कम 5 वर्षों से अनवरत रूप से बना हुआ है तथा परिषद द्वारा अनुमोदित किसी प्रत्यायनकारी एजेंसी से प्रत्यायन प्राप्त कर चुकी हैं।”
6. उक्त विनियमों के परिशिष्ट 15 में, उपखण्ड 2(i) में मौजूदा प्रावधान के स्थान पर निम्नलिखित प्रतिस्थापित होगा:
“(i) बी.एड. तथा एम.एड. कार्यक्रमों को संचालित करने वाली राअशिप द्वारा मान्यताप्राप्त अध्यापक शिक्षा संस्थाएं जिनका अस्तित्व कम से कम 5 वर्षों से अनवरत रूप से बना हुआ है तथा परिषद द्वारा अनुमोदित किसी प्रत्यायनकारी एजेंसी से प्रत्यायन प्राप्त कर चुकी हैं।”

संजय अवस्थी, सदस्य सचिव

[विज्ञापन III/4/असा./41/2017]

टिप्पणी : प्रमुख विनियम दिनांक 01 दिसम्बर, 2014 की अधिसूचना सं. फा. 51-1/2014/राअशिप(एन एंड एस) द्वारा भारत का राजपत्र, असाधारण, भाग-III, अनुच्छेद 4 में प्रकाशित हुए थे।

NATIONAL COUNCIL FOR TEACHER EDUCATION NOTIFICATION

New Delhi, the 28th April, 2017

F. No. 51-1/2015/NCTE (N&S).—In exercise of the powers conferred by sub-section (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following regulations further to amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, namely:—

1. **Short title and commencement.**—(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) Amendment Regulations, 2017.
(2) They shall come into force on the date of their publication in the Official Gazette.
2. In the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 (hereafter referred to as the said regulation),
 - (a) In regulation 8(a), for sub-regulation (3), the following shall be substituted namely:—
“3 (i) An institution, which has been recognised by the Council shall obtain accreditation from an accrediting agency identified by the Council within five years of the date of recognition.
3 (ii) All existing Teacher Education Institutions which have not been accredited so far or have not been accredited within five years from the date of its recognition shall be required to get themselves accredited by the aforesaid accrediting agency within a period of one year from the date of notification of these Regulations.
3 (iii) The accreditation once obtained shall be valid for a period of five years and the recognised and already accredited Teacher Education Institutions shall be required to get accreditation renewed by the agency identified for the purpose by the Council before the lapse of the earlier accreditation”.
 - (b) for sub-regulation (4), the following shall be substituted, namely :—
“(4) No institution shall be granted recognition under these regulations unless the institution or society sponsoring the institution is in possession of required land free from all encumbrances on the date of application and the said land shall be either on ownership basis or on lease from the Government or Government institutions for a period of not less than thirty years subject to the relevant laws of the concerned State or Union Territory.

Provided that in cases of Central or State Government Institutions or Universities, recognition may be accorded for a period of five years, on land or premises, which is leased to them.

Provided further that such institutions shall be required to shift to premises with own land and building thereon, in conformity with the specification in these regulations within a period of five years from the date of recognition.

Provided also that in case of Central or State Government Institutions or Universities, recognition may be accorded on land or premises, which is leased to them for a period of thirty years or more.

Provided also that in cases of Cities notified as Category X and Y by the Government of India for the purposes of house rent allowance, any University or College which has been in existence for the last ten academic years on the date of application and not in possession of land as per National Council for Teacher Education norms, be allowed to apply for new Teacher Education Programmes or additional Intake exclusively on the basis of the availability of built up area as per National Council for Teacher Education Norms, if the institution has at least one thousand sq. meter of land area on which the required infrastructure is built up.

Provided also that the relaxation in land area shall not apply to any Physical Education programme”.

- (c) For sub-regulation (14), the following shall be substituted, namely :—

“(14) The institution shall adhere to the mandatory disclosures in the prescribed format and display up-to-date information on its official website and on-line monitoring of the institution shall be done through the website of such Institution by National Council for Teacher Education or an agency authorised by it and the amount payable for this purpose shall be determined by the National Council for Teacher Education from time to time.”

3. In the said regulations, in regulation 10, for sub-regulation (1), the following shall be substituted, namely :—

“(i) In the case of self-financed institutions including Government or Government aided institutions or universities running a programme on self-financing basis, where the Letter of Intent (LOI) is issued under sub-regulation (13) of regulation 7, there shall be an endowment fund of five lakh rupees per programme and a reserve fund of seven lakh rupees per programme, in the form of a fixed deposit in the joint name of an authorised representative of the management and the National Council for Teacher Education, which shall be maintained centrally by a Nationalised Bank(s) identified and notified for the purpose by the National Council for Teacher Education.

(ii) The existing institutions shall be allowed to encash their existing Fixed Deposit Receipts and ensure deposit of funds, within seven working days of encashment in the manner specified above in the Bank identified by the Council, provided it shall be completed within a period of three months of publication of this notification.

(iii) Fifty per cent of interest accrued on the joint Fixed Deposit Receipts towards the Endowment Fund and Reserve Fund shall be used by National Council for Teacher Education for the purpose of capacity building of the Teacher Education Institutions and also National Council for Teacher Education Staff so also development and maintenance of a sophisticated National Teacher Portal and the amount so accrued shall be maintained as a distinct corpus fund by National Council for Teacher Education and the remaining fifty per cent of interest shall accrue to the concerned teacher education institution”.

4. In the said regulations in Appendix 5, in paragraph 2, for sub-paragraph (i), the following shall be substituted, namely:—

“(i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a University, and having applied for accreditation to an accrediting agency approved by the Council”.

5. In the said regulations, in Appendix 14, in paragraph 2, for sub-paragraph (i), the following shall be substituted, namely:—

“(i) National Council for Teacher Education recognised Teacher Education Institutions offering B.Ed and M.Ed programmes which have been in existence for at least five years and having Accreditation from an Accrediting Agency approved by the Council”.

6. In the said regulations, in Appendix 15, in paragraph 2, for sub-paragraph (i), the following shall be substituted, namely:—

“(i) National Council for Teacher Education recognised Teacher Education Institutions offering B.Ed and M.Ed programmes which have been in existence for at least five years and having Accreditation from an Accrediting Agency approved by the Council”.

SANJAY AWASTHI, Member-Secy.

[ADV.T. III/4/Exty./41/2017]

Note : The Principal regulation were published in the Gazette of India, Extraordinary, Part III, Section 4, vide notification number F.51-1/2014/NCTE (N&S), dated the 1st December, 2014.

1. लघु शीर्ष और पदवी:
 - (1) शै विनियम राष्ट्रीय अत्यापक शिक्षा परिषद (मान्यता मानदण्ड तथा क्रियाविधि) (संशोधन) विनियम, 2017 कदमर्णी।
 - (2) शै विनियम सरकारी राजपत्र में इसके प्रकाशन की तारीख से लागू होंगे।
2. राष्ट्रीय अत्यापक शिक्षा परिषद (मान्यता मानक तथा प्रक्रिया) विनियम, 2014 में इसके बाद उत्तर विनियम के साथ में संशोधन) परिसर 1, 2, 4, 6, 7, 8, 11, 12 तथा 13 में, पर्याप्त 4 में निम्नलिखित पर्याप्त सम्मिलित होगा, जैसे:
 3. उत्तर विनियमों में परिसर 3, पर्याप्त 3 में उप-पर्याप्त 4.6 के बाद निम्नलिखित उप-पर्याप्त सम्मिलित होगा, जैसे:

"4.4 आरक्षण: अनुसूचित जातियाँ/अनुसूचित जनजातियाँ/अन्य पिछड़ी जातियाँ/विभिन्न शिक्षण व्यवस्थाएँ तथा अन्य वर्गों के लिए आरक्षण केन्द्रीय सरकार अथवा राज्य सरकार की वर्तमान नीति के अनुसार होगा जोसा कि सरकार में सेवा के सभी अन्य वर्गों पर लागू है।"
 4. उत्तर विनियमों में परिसर 5 14 तथा 15, पर्याप्त 5 में उप-पर्याप्त 5.3 के बाद निम्नलिखित उप-पर्याप्त सम्मिलित होगा, जैसे:

"5.4 आरक्षण: अनुसूचित जातियाँ/अनुसूचित जनजातियाँ/अन्य पिछड़ी जातियाँ/विभिन्न शिक्षण व्यवस्थाएँ तथा अन्य वर्गों के लिए आरक्षण केन्द्रीय सरकार अथवा राज्य सरकार की वर्तमान नीति के अनुसार होगा जोसा कि सरकार में सेवा के सभी वर्गों पर लागू है।"
 5. उत्तर विनियमों में परिसर 9 तथा 10 में, पर्याप्त 6, उप-पर्याप्त 6.4 के बाद निम्नलिखित उप-पर्याप्त सम्मिलित होगा, जैसे:

"5.4 आरक्षण: अनुसूचित जातियाँ/अनुसूचित जनजातियाँ/अन्य पिछड़ी जातियाँ/विभिन्न शिक्षण व्यवस्थाएँ तथा अन्य वर्गों के लिए आरक्षण केन्द्रीय सरकार अथवा राज्य सरकार की वर्तमान नीति के अनुसार होगा जोसा कि सरकार में सेवा के सभी वर्गों पर लागू है।"

का. सं. 61-1/2016/राजविद्युत(पदव्यवस्था) - राष्ट्रीय अत्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) के खण्ड 32 के उपखण्ड (2) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए राष्ट्रीय अत्यापक शिक्षा परिषद (विनियम मानदण्ड तथा क्रियाविधि) विनियम, 2014 में पुनः संशोधन करते हुए राष्ट्रीय अत्यापक शिक्षा परिषद (मान्यता मानदण्ड तथा क्रियाविधि) को लिखित किया है-

शै दिवसी, 29 मई, 2017

अधिसूचना

राष्ट्रीय अत्यापक शिक्षा परिषद

NEW DELHI, INDIA, JUNE 9, 2017/JVAISHA 19, 1939

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PART III-Section 4

भाग III-खण्ड 4

EXTRAORDINARY

अधिसूचना

The Gazette of India

भारत का राजपत्र



NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 29th May, 2017

F. No. 51-1/2015/NCTE (N&S).—In exercise of the powers conferred by sub-section (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby marks the following regulations further to amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, namely:—

1. Short title and commencement:—

(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) (Amendment) Regulations, 2017.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Recognition Norms and Procedure) Regulations 2014 (hereafter referred to as the said regulation), in Appendixes 1, 2, 4, 6, 7, 8, 11, 12 and 13, in paragraph 4, the following paragraph shall be inserted namely:—

“4.4. Reservation: The reservation for Scheduled Castes/Scheduled tribes/Other Backward Castes/differently abled persons and other categories shall be as per the extant policy of the Central Government or State Government as applicable to all other categories of service in said Government.”

3. In the said regulations, in Appendix 3, in paragraph 3, after sub-paragraph 4.6, the following sub-paragraph shall be inserted, namely:—

“4.7. Reservation: The reservation for Scheduled Castes/Scheduled tribes/Other Backward Castes/differently abled persons and other categories shall be as per the extant policy of the Central Government or State Government as applicable to all other categories of service in Government.”

4. In the said regulations, in Appendixes 5, 14 and 15, in paragraph 5, after sub-paragraph 5.3 the following sub-paragraph shall be inserted, namely:—

“5.4. Reservation: The reservation for Scheduled Castes/Scheduled tribes/Other Backward Castes/differently abled persons and other categories shall be as per the extant policy of the Central Government or State Government as applicable to all other categories of service in Government.”

5. In the said regulations, in Appendix 9 and 10, in paragraph 6, after sub paragraph 6.4, the following sub-paragraph shall be inserted, namely:—

“6.5. Reservation: The reservation for Scheduled Castes/Scheduled tribes/Other Backward Castes/differently abled persons and other categories shall be as per the extant policy of the Central Government or State Government as applicable to all other categories of service in Government.”

6. In the said regulations, in Appendixes 13 in paragraph 5, after sub-paragraph 5.5, the following paragraph shall be inserted, namely:—

“5.6. Reservation: The reservation for Scheduled Castes/Scheduled tribes/Other Backward Castes/differently abled persons and other categories shall be as per the extant policy of the Central Government or State Government as applicable to all other categories of service in Government.”

7. In said regulations, in Appendix 3, —

(a) in sub-paragraph 5.2 in (A), under the heading “Principal /HOD”, for item (ii), the following items shall be substituted, namely :—

“(ii) a Ph. D Degree in Education or in any Pedagogic subject offered in the Institutions,

(ii) five years of teaching experience in a Teacher Education Institution.”

(b) after 'C', the following shall be inserted, namely:—

"D. Besides fulfilling the above qualification the candidate shall have cleared the National Eligibility Test (NET) conducted by University Grants Commission. Provided candidates, who are, or have been awarded Ph.D. degree in Education in accordance with the University Grant Commission (Minimum Standard and Procedure for Award of Ph.D. Degree) Regulation 2009, shall be exempted from the requirement of the clearing of NET for appointment as Assistant Professor or equivalent position in Universities or college or institutions."

8. In the said regulations in Appendix -4, in paragraph 5 in sub paragraph 5.2, —

(a) after C (i) and between "Desirable" the following Note shall be inserted namely:—

Note – "Besides fulfilling the above qualification the candidate shall have cleared the National Eligibility Test (NET) conducted by University Grants Commission. Provided candidates, who are, or have been awarded Ph.D. degree in Education in accordance with the University Grant Commission (Minimum Standard and Procedure for Award of Ph.D. Degree) Regulation 2009, shall be exempted from the requirement of the clearing of NET for appointment as Assistant Professor or equivalent position in Universities or college or institutions",

(b) after C (ii), the entry "Desirable: Ph.D. degree in Education with subject specialisation" shall be omitted.

9. In the said regulations, in Appendix -13, in paragraph 5, in sub paragraph 5.2,

(a) in C, the entry "Desirable: Ph.D. degree in Education with subject specialisation" shall be omitted,

(b) after D, the following shall be inserted, namely:—

"E. Besides fulfilling the above qualification the candidate shall have cleared the National Eligibility Test (NET) conducted by University Grants Commission. Provided candidates, who are, or have been awarded Ph.D. degree in Education in accordance with the University Grant Commission (Minimum Standard and Procedure for Award of Ph.D. Degree) Regulation, 2009, shall be exempted from the requirement of the clearing of NET for appointment as Assistant Professor or equivalent position in Universities or college or institutions."

SANJAY AWASTHI, Member-Secy.

[ADVT.- III/4/Exty/102/17]

Note:—

- (i) The Principal regulation were published in the Gazette of India, Extraordinary, Part III Section 4, vide notification number F.51-1/2014/NCTE (N&S), dated 1st December, 2014.
- (ii) The National Council for Teacher Education (Recognition Norms & Procedures) Amendment Regulations, 2017 were published, Part III, Section 4, vide notification number F.51-1/2014/NCTE (N&S), dated 29th April, 2017.

- (ड) सामान्य एवं दिव्यांग व्यक्तियों के लिए अपेक्षित संख्या में उपयुक्त फर्नीचर की व्यवस्था होगी, जो शिक्षण एवं अन्य प्रयोजनों के लिए उपयुक्त होगा।
- (ढ) संस्थान में पीने के पानी की उचित व्यवस्था हो।
- (ण) परिसर को नियमित रूप से साफ-सुथरा रखने के लिए सफाई की कारगर व्यवस्था होगी, जिसमें पानी तथा शौचालय सुविधाएं, फर्नीचर और अन्य उपकरणों व सामग्री की मरम्मत एवं बदलने की सुविधाएं मौजूद हों।
- (त) संस्थान में छात्र-अध्यापकों के लिए शाक-वाटिका भी निर्मित करनी होगी, जिसका उचित रखरखाव छात्र-अध्यापकों द्वारा किया जाय जहां अवधारणाओं को सीखा जा सके तथा इसका उपयोग शिक्षण कार्यों में होगा।

6.3 विश्वविद्यालय अथवा कॉलेज के अन्य विभागों में उपलब्ध क्लासरूम, प्रयोगशालाएं, कार्यकलाप तथा संसाधन केन्द्र एवं बहु-प्रयोजनी हॉल जो निर्धारित होंगे, इन्हें छोड़कर मौजूदा अन्य भौतिक संसाधनों की गागीदारी इस कार्यक्रम के लिए की जा सकती है, यदि इससे अध्यापक शिक्षा कार्यक्रम की आवश्यकता की पूर्ति होती हो।

वांछनीय:

- (क) वांछनीय रूप से वर्षा-जल संचयन प्रणाली की व्यवस्था के साथ-साथ अक्षय ऊर्जा की बुनियादी सुविधा जैसे बिजली के लिए सोलर पैनल आदि अपेक्षित है।
- (ख) वैकल्पिक शिक्षणोत्तर कार्यकलापों के लिए सुविधाएं।

6.4 संस्थान को राष्ट्रीय आपदा प्रबन्धन प्राधिकरण (एनडीएमए) द्वारा निर्धारित दिशानिर्देशों का अनुपालन करना होगा।

टिप्पणी: उपरोक्त सुविधाएं न्यूनतम आवश्यकता वाली सुविधाएं मानी जाती हैं तथा संस्थानों को उक्त पैरा 6.2 से 6.4 में निर्दिष्ट अधिक से अधिक सुविधाएं जुटानी होंगी।

7. प्रबन्धन समिति: संस्थान में एक प्रबन्धन समिति होगी जो संबद्धकारी विश्वविद्यालय अथवा संबंधित राज्य सरकार, यदि कोई हो, के नियमानुसार गठित की जाएगी। ऐसे नियमों के न होने पर संस्थान स्वयं प्रबन्धन समिति का गठन करेगा। इस समिति में परियोजक सोसायटी अथवा न्यास के प्रतिनिधि, शारीरिक शिक्षाविद, संबद्धकारी विश्वविद्यालय एवं स्टाफ के प्रतिनिधि शामिल होंगे।

7(क) इस विनियम के अंग्रेजी और हिन्दी रूपान्तर में किसी प्रकार का विवाद या असंगति होने की स्थिति में विनियम का अंग्रेजी रूपान्तर मान्य होगा।

संजय अवस्थी, सदस्य सचिव

[विज्ञापन-III/4/असा./04/19]

टिप्पणी: प्रमुख विनियम भारतीय राजपत्र, के भाग III, खंड 4 के अंतर्गत अधिसूचना सं. 51-1/2014-एनसीटीई(एनएंडएस) द्वारा 1 दिसम्बर, 2014 को प्रकाशित हुए थे तथा उसके बाद दिनांक 22.11.2018 की अधिसूचना संख्या एनसीटीई-रेगु. 011/80/2018-एमएस (रेगुलेशन)-एचक्यू द्वारा इसमें संशोधन किया गया।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 29th March, 2019

F. No. NCTE-RegJ011/80/2018-MS(Regulation)-HQ.—In exercise of the powers conferred by sub-section (2) of section 32 of National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following regulations further to amend the National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2014, namely:-

1. Short title and Commencement – (1) These regulations may be called the National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2019.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2014 for APPENDIX – 16 and APPENDIX – 17, the following APPENDIXES shall be substituted namely:-

APPENDIX-16

Pre-Primary to Primary

(Arts Stream and Science Stream)

Norms and Standards for Four Years Integrated Teacher Education Programme

1. Preamble:

1.1 The four years Integrated Teacher Education Programme (ITEP) Arts Stream and Science Stream is offered after Senior Secondary (+2) and aims at preparing committed, responsible and professional teachers. This programme is intended to result in a paradigm shift in teacher preparation. The curriculum of this four-year integrated programme is designed inculcating the world's best practices in the field of teacher education sector. This is a specialised course with intrinsic integration of pedagogy and content, along with sustained engagement with liberal disciplines of knowledge and field of education. Opportunity for vertical mobility is visualised through this programme.

This programme integrates general studies comprising Mathematics and Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and 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 ensures coherence and integration among the various components of the programme. It is expected to equip the aspirant school teacher with the requisite attitude, skill and knowledge to address the challenges of becoming an effective school teacher.

1.2 The Integrated Teacher Education Programme (ITEP) shall be located in multi and inter disciplinary academic environment which means a duly recognised higher education institution offering under graduate or post graduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics as the case may be.

1.3 The time limits prescribed for inviting and processing of applications as provided in sub-regulations (5) and (6) of regulation 5 of the principal regulations shall be adhered to: if it is considered necessary that the time limits provided that sub-regulations (5) and (6) of regulation 5 may be relaxed after due consideration and after obtaining approval of the Central Government.

2. Duration and Working Days:**2.1 Duration:**

The Integrated Teacher Education Programme (Arts and Science streams) shall be of four academic years comprising eight semesters including internship (field-based experiences and practice teaching). Any Student-teacher who is unable to complete any semester or appear in any semester-end examination, shall 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 semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations.
- (b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- (c) The minimum attendance of student-teachers shall have to be eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice separately.

3. Intake, Eligibility, Admission Procedure and Fees:**3.1 Intake:**

- (a) The basic unit shall comprise of fifty students each in the programme.
- (b) The institution shall be permitted to opt for units of either Arts stream or Science stream, or both, in case the institution is eligible for more than one unit.

3.2 Eligibility:

- (a) Candidates with formal education from a 'School' as defined in **clause (n) of section 2 of the Right to Education Act, 2009**, with at least fifty per cent marks in Senior Secondary or plus two examination or its equivalent, are eligible for admission.

(b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Persons with Disabilities and any other categories shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.

3.3 Admission Procedure:

(a) Admission shall be made on merit basis, considering marks obtained at Senior Secondary or plus two level or equivalent examination or in an entrance examination, or any other selection process as per the policy of the University or State Government or Union Territory Administration.

(b) At the time of admission to the programme, the candidate must indicate the subject in which he or she proposes to take the B.A or B.Sc. Degree. Admissions shall be on the basis of order of merit and availability of seats. Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

3.4 Fees:

The institution shall charge only such fee as may be prescribed by the affiliating body or State Government or concerned Universities in accordance with provisions of the National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002 and shall not charge donations, capitation fee, etc. from the students.

4. Curriculum and Programme Implementation:

The curriculum and the implementation of the programme shall be based on the model curriculum developed by the NCTE. However, different universities and colleges conducting this programme are allowed upto 30% flexibility while adapting or modifying the model curriculum as per local requirements. However, NCTE reserves the right to validate any modifications to the curriculum so adapted or modified at any stage, if felt necessary.

5. Staff :

5.1 Faculty:

For an intake of one basic unit of fifty students and two units of one hundred students, faculty shall be recruited for the curricular areas, with the specified essential and desirable qualifications and specialisation. Additional faculty shall be appointed subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

The distribution of minimum faculty across different curricular areas for one unit and two units of ITEP (Pre-Primary to Primary) for Science Stream shall be as under:

S.No.	Designation	For one unit	For two units
1.	Head of the Department in the rank of Professor or Associate Professor in Education	One	One
2.	Assistant Professor- in Liberal Discipline and Pedagogy or Educational Studies	(i) Maths -One (ii) Physics -One (iii) Chemistry -One (iv) Zoology or Life Sciences or Bio-Science - One (v) Botany or Life Sciences or Bio-Science -One (vi) Communicative Skills in	(i) Maths -Two (ii) Physics -Two (iii) Chemistry - Two (iv) Zoology or Life Sciences or Bio-Science - Two (v) Botany or Life Sciences or Bio-Science -Two (vi) Communicative Skills in

		English -One (vii) Communicative Skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies -Two	English -One (vii) Communicative Skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies -Three
3.	Health and Physical Education	One (Part-time)	One (Part-time)
4.	Arts Education	One (Part-time)	One (Part-time)
5.	Career Guidance, and Counselling	One Counsellor (Part-time)	One Counsellor (Part-time)

The distribution of minimum faculty across different curricular areas for one unit and two units of the Integrated Teacher Education Programme (Pre-primary to Primary) for Arts Stream shall be as under:

S.No.	Designation	For one unit	For two units
1.	Head of the Department in the rank of Professor or Associate Professor in Education	One	One
2.	Assistant Professor- in Liberal Discipline Pedagogy or Educational Studies.	(i) History -One (ii) Geography -One (iii) Political Science -One (iv) Economics -One (v) English or Hindi or Modern Indian Languages -One (vi) Communicative Skills in English -One (vii) Communicative Skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies -Two	(i) History -Two (ii) Geography -Two (iii) Political Science -Two (iv) Economics -Two (v) English or Hindi or Modern Indian Languages -Two (vi) Communicative Skills in English -One (vii) Communicative skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies -Three
3.	Health and Physical Education	One (Part-time)	One (Part-time)
4.	Art Education	One (Part-time)	One (Part-time)
5.	Career Guidance and Counselling	One Counsellor (Part-time)	One Counsellor (Part-time)

For additional units over and above two units, the faculty requirement shall be as under :-

- (i) (a) For three units, the requirement of faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Head of the Department).

- (b) For four units, the faculty requirement is exactly double of the faculty requirement for two units (except Head of the Department).
- (ii) The above is the minimum essential core faculty to be appointed for the programme. However, the services of existing faculty in the institution could also be utilised for this teacher education programme if he/she possesses the prescribed qualification. Furthermore, any extra number of faculty may be appointed, over and above the minimum number prescribed for this programmes.
- (iii) Faculty for health and physical education may be shared, if available, in the institution or otherwise may be recruited part-time.
- (iv) The Counsellor engaged for the purpose shall either be an Assistant Professor in Education having guidance and counselling as one of the papers in M.Ed. or a part time Counsellor with an appropriate qualification in guidance and counselling.

5.2 Qualifications:

The faculty shall possess the following qualifications:-

A. Professor in Education or Associate Professor in Education (as Head of the Department):

- (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages.
- (ii) M.Ed.
- (iii) Ph.D. in Education
- (iv) Ten years of teaching experience in a teacher education institution for Professor and eight years for Associate Professor.
- (v) Any other relevant qualification prescribed by the University Grants Commission for these categories of posts.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor –in Liberal Discipline and Pedagogy:

- (i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Bio-Science) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or Languages (English or Modern Indian Languages or Classical Languages) with minimum fifty-five per cent marks.
- (ii) B.Ed. degree with minimum fifty-five per cent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or in the concerned subject as prescribed by the University Grants Commission for these categories of posts.

Desirable:

- (i) M.Ed. or M.Ed. with specialisation in Elementary Education
- (ii) Ph.D in Education.

C. Assistant Professor in Educational Studies:

- (i) Postgraduate degree in Education (M.Ed.) with minimum fifty-five per cent marks or equivalent grade

- (ii) With National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualification prescribed by University Grants Commission for these categories of posts.

Desirable:

- (i) Master's degree in Psychology or Philosophy or Sociology or their allied subjects.

D. Specialised Courses:

Physical Education:

- (i) Master of Physical Education (M.P.Ed.) with minimum fifty-five percent marks or its equivalent grade

Art Education:

- (i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.

5.3 Administrative and Professional Staff:

- | | | | |
|-----|-----------------------------------------------------------------------------------------------|---|-----|
| (a) | Assistant Librarian | - | One |
| (b) | Computer Lab Assistant | - | One |
| (c) | Data Entry Operator (DEO) | - | One |
| (d) | Multi Tasking Staff (MTS) | - | One |
| (e) | Other Administrative and professional staff working for existing Departments shall be shared. | | |

Note :

- All the above staff can be shared with existing courses.
- The qualifications shall be as prescribed by the State Government or University or affiliating body for equivalent posts.

- 5.4 Terms and Conditions of Service of Staff:** The terms and conditions of service of teaching and non-teaching staff including selection procedure, level in pay matrix, age of superannuation and other benefits shall be as per the policy of the Central Government or State Government or affiliating body or University.

6. Infrastructural Facilities:

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately:-

6.1 Land and Building:

- The minimum essential space for an institution offering the Integrated Teacher Education Programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- The institution shall earmark 3000 sq. mts (three thousand square metres) land for the initial intake of fifty students and 2000 sq m (two thousand square metres) of built up area and the remaining space for lawns, playfields etc.
- For every additional unit of fifty students, it shall earmark minimum built up area of 200 sq m (two hundred square metres).
- A minimum number of four toilet blocks shall be earmarked by the Institution, two for students (one each for women and men) and two for staff members, including persons with disabilities. One common handwashing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

(a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 50 sq. mt. (five hundred square meter) for each classroom and for two units or more the number of classrooms shall be increased proportionately.

(b) Library:

(i) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four 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 encyclopedias, electronic publications (CD ROMs) and digital or online resources and minimum five referral professional research journals. The institutions shall create digital library with relevant and adequate resource materials.

(ii) Library resources shall include books and journals published and recommended by National Council for Teacher Education, National Council of Educational Research and Training and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall 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.

(c) **Laboratories:** Laboratories for Science stream subjects such as Physics, Chemistry, Mathematics, Zoology and Botany shall be earmarked with facilities and adequate equipments for conducting experiments. In humanities stream, a laboratory for Geography shall be made available.

(d) Activity cum Resource Centre:

(i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc.

(ii) This resource centre will be equipped with facilities such as photocopying machine, audio video equipments, television, projector etc.

(iii) A Computer and Language Lab shall be established in this Centre.

(e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be available.

(f) **Multipurpose Hall:** The institution shall have one earmarked hall with seating capacity of minimum two hundred seats and minimum total area of 2000 sq ft (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops with installation of an audio-visual system.

(g) **Faculty Rooms:** For faculty, individual work spaces, functional computers and storage spaces shall be provided.

(h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage and computer facilities.

(i) **Common Room:** The institution shall provide at least one common room.

(j) **Store :** One room with adequate space for storage shall be provided.

(k) Functional and appropriate furniture for general and differently abled persons in required number for instructional and other purposes shall be provided.

(l) Access to safe drinking water be provided in the institution.

(m) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.

(n) Kitchen garden in the institution be developed and maintained by the student-teachers in order to learn concepts.

6.3 The existing physical resources in other Departments or Universities or Colleges can be shared with this programme, if it fulfils the requirement of the teacher education programme except

classrooms, laboratories, activity cum resource centre and multi purpose hall which shall be earmarked.

Desirable:

- (a) It would be desirable to have rain water harvesting system and infrastructure for renewable energy such as solar panels for electricity.
- (b) Facilities for extracurricular activities of choice.

6.4 The institution must adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

Note : The above facilities are considered to be the minimum required and the institutions are encouraged to have facilities over and above those specified in para 6.2 to 6.4.

7. Managing Committee: The institution shall have a Managing Committee constituted as per the rules of the affiliating University or concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise of the representatives of the sponsoring society or trust, physical educationists, representatives of the affiliating University and of the staff.

7 A In the event of any conflict or inconsistency between English and Hindi version of the regulation, the regulation in English version shall prevail.

APPENDIX-17

Upper-Primary to Secondary

(Arts Stream and Science Stream)

Norms and Standards for Four Years Integrated Teacher Education Programme

1. Preamble:

1.1 The four years Integrated Teacher Education Programme (ITEP) Arts Stream and Science Stream is offered after Senior Secondary (+2) and aims at preparing committed, responsible and professional teachers. This programme is intended to result in a paradigm shift in teacher preparation. The curriculum of this four-year integrated programme is designed inculcating the world's best practices in the field of teacher education sector. This is a specialised course with intrinsic integration of pedagogy and content, along with sustained engagement with liberal disciplines of knowledge and field of education. Opportunity for vertical mobility is visualised through this programme.

This programme integrates general studies comprising Mathematics and Science, Social Sciences and Humanities and also professional studies comprising perspectives in education, other core education courses, curriculum and 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 ensures coherence and integration among the various components of the programme. It is expected to equip the aspirant school teacher with the requisite attitude, skill and knowledge to address the challenges of becoming an effective school teacher.

1.2 The Integrated Teacher Education Programme (ITEP) shall be located in multi and inter disciplinary academic environment which means a duly recognised higher education institution offering under graduate or post graduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics as the case may be.

1.3 The time limits prescribed for inviting and processing of applications as provided in sub-regulations (5) and (6) of regulation 5 of the principal regulations shall be adhered to: if it is considered necessary that the time limits provided that sub-regulations (5) and (6) of regulation 5 may be relaxed after due consideration and after obtaining approval of the Central Government.

2. Duration and Working Days:**2.1 Duration:**

The Integrated Teacher Education Programme (Arts and Science streams) shall be of four academic years comprising eight semesters including internship (field-based experiences and practice teaching). Any Student-teacher who is unable to complete any semester or appear in any semester-end examination, shall 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 semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations.
- (b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- (c) The minimum attendance of student-teachers shall have to be eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice separately.

3. Intake, Eligibility, Admission Procedure and Fees:**3.1 Intake:**

- (a) The basic unit shall comprise of fifty students each in the programme.
- (b) The institution shall be permitted to opt for units of either Arts stream or Science stream, or both, in case the institution is eligible for more than one unit.

3.2 Eligibility:

- (a) Candidates with formal education from a 'School' as defined in clause (n) of section 2 of the Right to Education Act, 2009, with at least fifty per cent marks in Senior Secondary or plus two examination or its equivalent, are eligible for admission.
- (b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Persons with Disabilities and any other categories shall be as per the rules of the Central Government or State Government or Union territory administration, wherever applicable.

3.3 Admission Procedure:

- (a) Admission shall be made on merit basis, considering marks obtained at Senior Secondary or plus two level or equivalent examination or in an entrance examination, or any other selection process as per the policy of the University or State Government or Union Territory Administration.
- (b) At the time of admission to the programme, the candidate must indicate the subject in which he or she proposes to take the B.A or B.Sc. Degree. Admissions shall be on the basis of order of merit and availability of seats. Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

3.4 Fees:

The institution shall charge only such fee as may be prescribed by the affiliating body or State Government or concerned Universities in accordance with provisions of the National Council for Teacher Education (NCTE) (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002 and shall not charge donations, capitation fee, etc. from the students.

4. Curriculum and Programme Implementation:

The curriculum and the implementation of the programme shall be based on the model curriculum developed by the NCTE. However, different universities and colleges conducting this programme are allowed upto 30% flexibility while adapting or modifying the model curriculum as per local requirements. However, NCTE reserves the right to validate any modifications to the curriculum so adapted or modified at any stage, if felt necessary.

5. Staff :**5.1 Faculty:**

For an intake of one basic unit of fifty students and two units of one hundred students, faculty shall be recruited for the curricular areas, with the specified essential and desirable qualifications and specialisation. Additional faculty shall be appointed subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

The distribution of minimum faculty across different curricular areas for one unit and two units of ITEP (Upper Primary to Secondary) for Science Stream shall be as under:

S.No.	Designation	For one unit	For two units
1.	Head of the Department in the rank of Professor or Associate Professor in Education	One	One
2.	Assistant Professor- in Liberal Discipline and Pedagogy or Educational Studies	(i) Maths -One (ii) Physics -One (iii) Chemistry -One (iv) Zoology or Life Sciences or Bio-Science - One (v) Botany or Life Sciences or Bio-Science -One (vi) Communicative Skills in English -One (vii) Communicative skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies -Two	(i) Maths -Two (ii) Physics -Two (iii) Chemistry - Two (iv) Zoology or Life Sciences or Bio-Science - Two (v) Botany or Life Sciences or Bio-Science -Two (vi) Communicative Skills in English -One (vii) Communicative skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies - Three
3.	Health and Physical Education	One (Part-time)	One (Part-time)
4.	Arts Education	One (Part-time)	One (Part-time)
5.	Career Guidance and Counselling	One Counsellor (Part-time)	One Counsellor (Part-time)

The distribution of minimum faculty across different curricular areas for one unit and two units of the Integrated Teacher Education Programme (Upper Primary to Secondary) for Arts Stream shall be as under:

S.No.	Designation	For one unit	For two units
1.	Head of the Department in the rank of Professor or Associate Professor in Education	One	One
2.	Assistant Professor- in Liberal Discipline Pedagogy or Educational Studies.	(i) History -One (ii) Geography -One (iii) Political Science -One (iv) Economics -One	(i) History -Two (ii) Geography -Two (iii) Political Science -Two (iv) Economics -Two

		(v) English or Hindi or Modern Indian Languages -One (vi) Communicative Skills in English -One (vii) Communicative skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies-Two	(v) English or Hindi or Modern Indian Languages -Two (vi) Communicative Skills in English -One (vii) Communicative skills in Modern Indian Languages or Classical Languages -One (viii) Educational Studies -Three
3.	Health and Physical Education	One (Part-time)	One (Part-time)
4.	Art Education	One (Part-time)	One (Part-time)
5.	Career Guidance and Counselling	One Counsellor (Part-time)	One Counsellor (Part-time)

For additional units over and above two units, the faculty requirement shall be as under :-

- (i) (a) For three units, the requirement of faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Head of the Department).
- (b) For four units, the faculty requirement is exactly double of the faculty requirement for two units (except Head of the Department).
- (ii) The above is the minimum essential core faculty to be appointed for the programme. However, the services of existing faculty in the institution could also be utilized for this teacher education programme if he/she possesses the prescribed qualification. Furthermore, any extra number of faculty may be appointed, over and above the minimum number prescribed for this programmes.
- (iii) Faculty for health and physical education may be shared, if available, in the institution or otherwise may be recruited part-time.
- (iv) The Counsellor engaged for the purpose shall either be an Assistant Professor in Education having guidance and counselling as one of the papers in M.Ed. or a part time Counsellor with an appropriate qualification in guidance and counselling.

5.2 Qualifications:

The faculty shall possess the following qualifications:-

A. Professor in Education or Associate Professor in Education (as Head of the Department):

- (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages.
- (ii) M.Ed.
- (iii) Ph.D. in Education
- (iv) Ten years of teaching experience in a teacher education institution for Professor and eight years for Associate Professor.
- (v) Any other relevant qualification prescribed by the University Grants Commission for these categories of posts.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor-In Liberal Discipline and Pedagogy:

- (i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Bio-Science) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or Languages (English or Modern Indian Languages or Classical Languages) with minimum fifty-five percent marks.

- (ii) B.Ed. degree with minimum fifty-five percent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or in the concerned subject as prescribed by the University Grants Commission for these categories of posts.

Desirable:

- (i) M.Ed. or M.Ed. with specialisation in Elementary Education
- (ii) Ph.D in Education.

C. Assistant Professor in Educational Studies:

- (i) Postgraduate degree in Education (M.Ed.) with minimum fifty-five percent marks or equivalent grade
- (ii) With National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualification prescribed by University Grants Commission for these categories of posts.

Desirable:

- (i) Master's degree in Psychology or Philosophy or Sociology or their allied subjects.

D. Specialised Courses:**Physical Education:**

- (i) Master of Physical Education (M.P.Ed.) with minimum fifty-five percent marks or its equivalent grade

Art Education:

- (i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.

5.3 Administrative and Professional Staff:

- | | | | |
|-----|-----------------------------------------------------------------------------------------------|---|-----|
| (a) | Assistant Librarian | - | One |
| (b) | Computer Lab Assistant | - | One |
| (c) | Data Entry Operator (DEO) | - | One |
| (d) | Multi Tasking Staff (MTS) | - | One |
| (e) | Other Administrative and professional staff working for existing Departments shall be shared. | | |

Note :

1. All the above staff can be shared with existing courses.
2. The qualifications shall be as prescribed by the State Government or University or affiliating body for equivalent posts.

5.4 Terms and Conditions of Service of Staff: The terms and conditions of service of teaching and non-teaching staff including selection procedure, level in pay matrix, age of superannuation and other benefits shall be as per the policy of the Central Government or State Government or affiliating body or University.

6. Infrastructural Facilities:

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately:-

6.1 Land and Building:

- (a) The minimum essential space for an institution offering the Integrated Teacher Education Programme includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- (b) The institution shall earmark 3000 sq. mts (three thousand square metres) land for the initial intake of fifty students and 2000 sqm (two thousand square metres) built up area and the remaining space for lawns, playfields etc.

- (c) For every additional unit of fifty students, it shall earmark minimum built up area of 200 sqm (two hundred square metres).
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- (a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 50 sq. mt. (fifty square meters) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- (b) **Library:**
 - (i) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four 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 encyclopedias, electronic publications (CD ROMs) and digital or online resources and minimum five referral professional research journals. The institutions shall create digital library with relevant and adequate resource materials.
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- (d) **Activity cum Resource Centre:**
 - (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. .
 - (ii) This resource centre will be equipped with facilities such as photocopying machine, audio video equipments, television, projector etc.
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- (e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be available.
- (f) **Multipurpose Hall:** The institution shall have one hall with seating capacity of minimum two hundred seats and minimum total area of 2000 sq ft (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
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- (l) Access to safe drinking water be provided in the institution.
- (m) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- (n) Kitchen garden in the institution be developed and maintained by the student-teachers in order to learn concepts.

6.3 The existing physical resources in other Departments or Universities or Colleges can be shared with this programme, if it fulfills the requirement of the teacher education programme except class rooms, laboratories, activity cum resource centre, and multipurpose hall, which shall be earmarked.

Desirable:

- (a) It would be desirable to have rain water harvesting system and infrastructure for renewable energy such as solar panels for electricity.
- (b) Facilities for extracurricular activities of choice.

6.4 The institution must adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

Note : The above facilities are considered to be the minimum required and the institutions are encouraged to have facilities over and above those specified in para 6.2 to 6.4.

7. Managing Committee: The institution shall have a Managing Committee constituted as per the rules of the affiliating University or concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise of the representatives of the sponsoring society or trust, physical educationists, representatives of the affiliating University and of the staff.

7 A In the event of any conflict or inconsistency between English and Hindi version of the regulation, the regulation in English version shall prevail”.

SANJAY AWASTHI, Member Secretary

[ADVT.-III/4/Exty./04/19]

Note : The principal Regulations were published in the Gazette of India Part III, Section 4 dated the 1st December 2014 vide notification number F. 51-1/2014-NCTE(N&S) and lastly amended vide notification number NCTE-Reg1011/80/2018-MS(Regulation)-HQ dated 22nd November, 2018.

होंगे, किन्तु शर्त यह है कि जिस अध्यापक शिक्षा कार्यक्रम की पूर्ति के बाद विश्वविद्यालय की डिग्री प्राप्त होती है उसकी शुल्क संरचना निर्धारित करते समय स्थितिअनुसार विश्वविद्यालय अनुदान आयोग की स्थायी समिति अथवा राज्य स्तरीय समिति, संबंधित अध्यापक शिक्षा कार्यक्रम के लिए मानदंड और मानक निर्धारित करने वाले सशिक्षित विनियमों के अनुसार जो सुविधाएं मुहैया कराई जानी आवश्यक है, उन्हें ध्यान में रखेगी।

12. व्याख्या

- (1) यदि इन विनियमों की व्याख्या से संबंधित कोई प्रश्न खड़ा होता है, तो उसके बारे में परिषद् द्वारा निर्णय लिया जाएगा।
- (2) इन विनियमों के कार्यान्वयन के बारे में यदि कोई संदेह पेश आता है तो उसे दूर करने के लिए परिषद् को स्पष्टीकरण जारी करने का अधिकार प्राप्त है।

एस.के. रॉय, सदस्य सचिव
[विज्ञापन III/IV/131/2002/असा.]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 18th June, 2002

F. No. 5-1/2001-NCTE(Acad).—Whereas the National Council for Teacher Education (NCTE) is satisfied that it is necessary in public interest to lay down guidelines regarding tuition fees and other fees chargeable by unaided teacher education institutions, offering teacher training programmes.

NOW THEREFORE in exercise of powers conferred by Section 12 (h) read with Section 32(2) (d) (v) of the National Council for Teacher Education Act, 1993 (No. 73 of 1993), the NCTE hereby makes the following Regulations, namely –

1. Short title and commencement

- (i) These Regulations may be called the National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002.
- (ii) They shall come into force on the date of their publication in the Official Gazette.

2. Applicability

These regulations shall, for the time being, apply to institutions which offer courses or training in teacher education (other than those institutions offering a teacher education programme leading to a university degree) as defined in Section 2 (e) of the NCTE Act, 1993 and operating on "no grant-in-aid"/ "self-financing" basis.

3. Definitions

In these Regulations, unless the context otherwise requires :-

- (a) "Act" means the National Council for Teacher Education Act, 1993 (No. 73 of 1993);
- (b) "Council" means the National Council for Teacher Education established under Section 3 of the Act ;
- (c) "Committee" means the State Level Committee;
- (d) "Competent authority" means the University Grants Commission, the Central Government, a State Government or any other authority, as may be designated by the Council, to determine the fees or scales of fees payable by students and the allotment of students for admission to various teacher training institutions;

- (e) "Fees", in relation to payment seats or free seats means all the institutional fees including tuition fee and development fee;
- (f) "Free Seats" means the seats on which the fee payable by a student seeking admission to, and prosecution of, a course of study at a level corresponding to the fees as specified for the Government colleges and institutions in the concerned State in respect of similar courses of study ;
- (g) "Institution" means an institution which offers courses or training in teacher education;
- (h) "Recognised institution" means an institution recognised by the Council under Section 14 of the Act;
- (i) "NRI" means a Non-Resident Indian and the expression "non-resident" has the same meaning as assigned to it under the Income-tax Act, 1961 (43 of 1961);
- (j) "Payment Seats" means seats other than Free Seats and for which fee payable by a student seeking admission to, and prosecution of, a course of study shall not exceed the limits specified under these Regulations;
- (k) "State" includes a Union Territory;
- (l) "Section" means a section of the Act; and
- (m) "Student" includes a person seeking admission in a course of study.

Admission

- (1) No student other than a student who fulfils the requirements of the NCTE Regulations laying down the norms and standards for various teacher education programmes shall be eligible for admission to a teacher education programme.
- (2) Eligibility of candidates and the procedure for admission will be regulated as per the policy of the State Government and in terms of NCTE

Regulations, laying down the norms and standards for various teacher education programmes, as amended from time to time.

- (3) (i) At least 50 percent of the seats in every recognised institution shall be Free Seats and the remaining 50 percent be Payment Seats.
- (ii) The criteria of eligibility and other conditions shall be the same in respect of both Free Seats and Payment Seats, except that a higher fee is to be paid for Payment Seats.
- (iii) The management of a recognised institution shall not be entitled to impose any additional eligibility criteria or conditions for admission either to Free Seats or Payment Seats.
- (4) Private recognised institutions shall be permitted to admit the NRI/foreign students up to a maximum of 5 per cent of the total intake approved by the Council from time to time for each academic year. This percentage shall be out of Payment Seats.
- (5) (i) There shall be no quota of seats for the management or for any family, caste or community which had established the institution.
- (ii) The competent authority may, at its discretion, fill any seat which may remain unfilled in five per cent NRI quota in any academic year.
- (iii) The fees chargeable from the students admitted under sub-regulation (ii) above shall be the same as chargeable for the students admitted against Payment Seats and not against the NRI seats.

5. Constitution of Committees for fixation of fees payable

- (i) The fees in recognised institutions (other than those institutions offering a teacher education programme leading to a university degree) operating on "no grant-in-aid"/"self-financing" basis shall be determined by a State Level Committee;
- (ii) The State Level Committee which may be constituted in every State by the concerned Government shall consist of :
- (a) Secretary in-charge of Teacher Education of the State Government – Chairman,

- (b) Secretary of the Finance Department of the State Government or his Nominee – Member ;
- (c) Representative of the Department dealing with physical education, if such a Department exists, to be nominated by the State Government – Member ;
- (d) Three experts, one each in Institutional Finance, Cost Accountancy and Economics to be nominated by the State Government – Member ;
- (e) Director in-charge of Teacher Education of the State Government – Member Secretary.

The concerned government may nominate any other official to serve on the Committee.

6. Procedure to be adopted by the Committee

- (1) Secretarial assistance to the State Level Committee shall be given by the Directorate of the State Government which is entrusted with the concerned teacher education programme as per the rules of procedure of the State Government.
- (2) The term of office of the Members of the State Level Committee constituted under Regulation 5 (ii), other than the ex-officio Members, shall be three years.
- (3) The State Level Committee shall review the fee structure at an interval of three academic years.
- (4) (i) Subject to provisions of these regulations, the Committee is free to devise its own procedure. The procedure shall, however, compulsorily include giving opportunity to the institutions concerned to furnish such material as they may consider relevant. The Committee shall also have power to call for such information and details as it may consider relevant for fixation of fees. To carry out its functions effectively, the Committee shall lay down a time bound 'action-calendar' and 'dead-lines' for compliance by the institutions concerned and for completing its tasks.
- (5) The Committee may determine different rates or scales of fees for different classes of institutions, if a classification is justified on intelligible and objective criteria. In particular, the Committee shall be free to fix different rates for institutions located in tribal areas, rural areas and urban areas.

- (6) While determining the fee chargeable, it shall be the duty of the Committee to ensure that the fee does not become a source of profit or commercialization for the institutions concerned.

7. Criteria and procedure for determining fees

- (i) The fees to be charged shall have two broad categories, namely, tuition fee and development fee
- (ii) While deciding the fee structure for Free Seats, Payment Seats and NRI Foreign students, the Committee shall, take into consideration, the parameters which affect the cost, the total expenditure of the institution for running the professional course as computed on the basis of audited statements of the previous two years and reasonable projected estimation for the next three years.
- (iii) The tuition fee shall be to meet the actual cost of imparting education.
- (iv) While assessing a fair tuition fee, the Committee shall take into account the facilities required to be provided as per the NCTE Regulations laying down the norms and standards for the relevant teacher education programme. In addition, the Committee shall specifically take into account the following aspects:-
 - (a) Salary and allowances including bonus, if admissible, payable to teaching and non-teaching employees;
 - (b) Expenditure on administrative services;
 - (c) Cost of maintenance of laboratories including consumables;
 - (d) Contingent expenditure including statutory requirements like audit fee, and the like;
 - (e) Cost of acquisition of books and journals for libraries;
 - (f) Maintenance of buildings and other assets including rents and tariffs; and
 - (g) Any other recurring expenditure to be determined by the competent authority, from time to time.
- (v) The Committee may seek any data or clarification from the concerned professional institutions.

- (vi) Having due regard to the parameters mentioned in sub-regulation (iv) above, suitable rates may be fixed for holders of Free Seats, Payment Seats and NRI Foreign students.
- (vii) The management of the institution may realize the actual cost of board and lodging from the students subject to the Committee being satisfied about the reasonableness of such costs.
- (viii) The Committee shall at an interval of three years determine the development fee and different rates of development fee may be specified for students of Free Seats, Payment Seats and Foreign NRI seats.
- (ix) The development fee may be at flat rates.
- (x) Based on intelligible and objective criteria, the Committee may classify the institutions into different categories for the purpose of prescribing different slabs or rates of development fees.
- (xi) While determining the rates of development fees, the Committee shall take into account the views and suggestions of the private professional institutions, and of interested members of the general public.
- (xii) No management of a teacher education institution shall in the first ten years of its establishment, appropriate more than fifty per cent of the proceeds of the development fee levied or the actual capital cost, whichever is lower, for the recovery of the capital cost. The remaining amount shall be utilized for upgradation and replacements in the said first ten years and, thereafter, the entire proceeds may be utilized for upgradation and replacement purposes.

As the scheme laid down by the Supreme Court of India in *Unnikrishnan J.P. Versus State of Andhra Pradesh* (A.I.R. 1993 S.C. 2178) prohibits commercialization of education and profit making, it shall not be open to the institutions concerned to claim any return on investments. This may, however, not come in the way of the institutions in mobilizing resources for the replacement and upgradation of assets. Further, while earning returns on the investment would not be permissible as per the judgement and order of the Supreme Court of India in *Unnikrishnan J.P. versus State of Andhra Pradesh* (A.I.R. 1993 SC 2478), the court had, left the question of recovering investment on the Central Government and the statutory bodies. It is, therefore, considered desirable that the development fee could provide for an element of partial capital cost recovery to the Management (but not a return on investment) and to serve as a resource for upkeep and replacement.

8. Maintenance of account of fees

- (1) Every Institution shall maintain two separate accounts, namely, the Maintenance Accounts and the Development Accounts.
- (2)
 - (i) The proceeds of tuition fee and cost recoveries of board and lodging charges and other miscellaneous fees shall be credited to the maintenance accounts.
 - (ii) The maintenance accounts shall be kept in two parts, namely, (a) the pay and allowances, and (b) the other expenditure.
 - (iii) All recurring expenditure shall be met from the maintenance account and brought to account in the part relating to pay and allowances, or as the case may be, under the other expenditure.
- (3) At least half of the proceeds of development fee shall be credited to the development account in the first ten years of establishment of the institution, after which this Account (Development Account) will receive the entire proceeds of this fee. Miscellaneous receipts of the institution would also be credited to the same account. The proceeds of this fee would be utilized for the procurement of equipment, books and journals, and the acquisition of assets. The management may debit expenditure on improvement of faculty to this account.
- (4) The accounts of the teacher education institutions shall be audited every year to ensure that the financial management conforms to the broad framework of these regulations and the guidelines issued by the Council from time to time.

9. Other procedural matters connected with levy of fees

- (1)
 - (i) Fees or the scales of fees once fixed under these Regulations, shall be valid for a period of at least three years.
 - (ii) The fees when revised shall be applicable only to new entrants.
 - (iii) Fees may be payable in advance for a semester.
 - (iv) Each Committee shall notify in the month of December every year for general information, the total fee payable per semester for the next year, in three news papers having circulation in the State concerned. Every year, the Committee shall fix the fees applicable for the third year.

- (2) No recognised teacher education institution shall :
- (i) Levy any fee exceeding the fee notified under these regulations.
 - (ii) Fail to maintain accounts required to be maintained as per the provisions of these regulations or the guidelines issued by the Council
- (3) Institutions which levy fee at rates higher than those fixed, or fail to maintain accounts in the manner laid down or are otherwise found to contravene the provisions of these Regulations are liable to have their recognition withdrawn.

10. Information required by the Council

The Council may at any time call for information and clarifications from the Committee and the Committee shall be bound to furnish such information or clarification.

11. Regulation of fees for teacher education programmes leading to a university degree

For teacher education institutions and such other bodies offering a teacher education programme leading to a university degree, the provisions contained in the University Grants Commission (Regulation of Admission and Fees in private non-aided professional institutions) Regulations, 1997, as amended from time to time, will apply mutatis mutandis, subject to the condition that while determining the fee structure for a teacher education programme leading to a university degree, the Standing Committee of the University Grants Commission or the State Level Committee, as the case may be, will take into account the facilities required to be provided as per the NCTE Regulations laying down the norms and standards for the relevant teacher education programme.

12. Interpretation

- (1) If any question arises as to the interpretation of these regulations, it shall be decided by the Council.
- (2) The Council shall have the power to issue clarifications to remove any doubt which may arise in regard to the implementation of these regulations.

S.K. RAY, Member Secy.
[Adv. III/V/131/2002/Exdy.]



भारत का राजपत्र The Gazette of India

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राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 25 अगस्त, 2010

फा. सं. 51-3/2009/भाग/रा.अ.शि.प. (मानक एवं मानदण्ड).—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 की धारा 32(2)(घ)(अ) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, परिषद् एतद्वारा राष्ट्रीय अध्यापक शिक्षा परिषद् (गैर सहायता-प्राप्त अध्यापक शिक्षा संस्थानों द्वारा प्रभारित शिक्षण शुल्क और अन्य शुल्कों के विनियम के लिए मार्गदर्शी सिद्धांत) विनियम, 2002 को संशोधित करने के लिए निम्नलिखित विनियम बनाती है, नामतः :-

1. (1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद् (गैर सहायता-प्राप्त अध्यापक शिक्षा संस्थानों द्वारा प्रभारित शिक्षण शुल्क और अन्य शुल्कों के विनियम के लिए मार्गदर्शी सिद्धांत) संशोधन विनियम, 2010 कहलाएंगे।
- (2) ये शासकीय राजपत्र में प्रकाशन की तिथि से लागू होंगे।
2. राष्ट्रीय अध्यापक शिक्षा परिषद् (गैर-सहायता-प्राप्त अध्यापक शिक्षा संस्थानों द्वारा प्रभारित शिक्षण शुल्क और अन्य शुल्क के विनियम के लिए मार्गदर्शी सिद्धांत) विनियम, 2002 (जिसे इसमें आगे प्रधान विनियम कहा जाएगा) की धारा 3 में,—
 - (क) खण्ड (घ) के लिए निम्नलिखित खण्ड प्रतिस्थापित किया जाएगा, नामतः :-

“सक्षम प्राधिकारी” का अर्थ है विश्वविद्यालय अनुदान आयोग, केन्द्रीय सरकार या राज्य सरकार, जिनके द्वारा इन विनियमों के तहत गठित समिति की सिफारिशों के आधार पर राज्य में विभिन्न अध्यापक शिक्षा पाठ्यक्रमों के लिए छात्रों द्वारा देय शुल्कों या शुल्कों के पैमानों का निर्धारण किया जायेगा।”
 - (ख) खण्ड (च) के लिए निम्नलिखित खण्ड प्रतिस्थापित किया जाएगा, नामतः :-

“निःशुल्क स्थानों” का अर्थ है वे स्थान, जिसके लिए प्रवेश चाहने वाले और पाठ्यक्रम का परिचालन करने वाले छात्र द्वारा देय शुल्क इन विनियमों के तहत निर्धारित सीमाओं से अधिक नहीं होगा;”
 - (ग) खण्ड (ज) को छोड़ दिया जाएगा;
 - (घ) खण्ड (ड) के बाद निम्नलिखित खण्ड जोड़ा जाएगा, नामतः :-

“(ड) अल्पसंख्यक संस्थानों” का अर्थ है सविधान के अनुच्छेद 30 के तहत स्थापित संस्थान।”

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 25th August, 2010

F. No. 51-3/2009/Pl/NCTE(N&S).—In exercise of the powers conferred by section 32(2)(d)(v) of the National Council for Teacher Education Act, 1993, the Council hereby makes the following regulations to amend the National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, namely :

1. (1) These Regulations may be called the National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Amendment Regulations, 2010.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Guidelines for Regulation of Tuition Fees and other fees chargeable by unaided teacher education institutions) Regulation, 2002 (hereinafter referred to as the principal regulations), in Section 3,—

(A) for clause (d), the following clause shall be substituted, namely :—

‘ “Competent authority” means the University Grants Commission, the Central Government or a State Government which shall determine the fees or scales of fees payable by students for various teacher education courses in a State on the basis of the recommendations of the Committee constituted under these Regulations’;

(B) for clause (f), the following clause shall be substituted, namely :—

‘ “Free Seats” means seats for which the fee payable by student seeking admission to and prosecution of a course of study shall not exceed the limits specified under these Regulations’;

(C) Clause (j) shall be omitted;

(D) after clause (m), the following clause shall be inserted, namely :—

‘ “(n) Minority Institutions” means the institutions established under Article 30 of Constitution’.

3. In the principal Regulations, in regulation 4,—

(A) in sub-regulation (2), for the word “candidates”, the word “students” shall be substituted.

(B) In sub-regulations 3,—

(a) for clause (i), the following shall be substituted, namely :—

“All the seats in each recognized institution shall be free seats and their fee structure shall be as determined by the Competent Authority”;

(b) clause (ii) shall be omitted;

(c) In clause (iii) for the words “either to Free Seats or Payment Seats”, the words “to teacher Training courses” shall be substituted.

4. In the principal Regulations, in regulation 4,—

(A) In sub-regulation 4, for the words “This percentage shall be out of payment seats”, the words, “In case of non-availability of an NRI candidate, the seats shall revert to the general seats” shall be substituted;

(B) In sub-regulation (5),—

(a) in clause (i), the words “or for any family, caste or community which had established the institution” shall be omitted;

(b) clauses (ii) and (iii) shall be omitted;

(c) after clause (iii) as so omitted, the following clause shall be inserted, namely :—

“(iv) Each Minority institution shall be entitled to have its own fee structure subject to the condition that there would be no profiteering and capitation fee. They may keep a provision for reasonable surplus for future expansion of the institution.”

5. In the principal rules, in regulation 5,—

(a) in clause (ii) for clauses (d) and (e), the following shall be substituted, namely :—

“(d) Two experts, one each in institutional Finance, Cost Accountancy and Economics to be nominated by the State Government—Member;

(e) One representative of the Private Teacher Training Association; if it exists in the State or a representative of the Teacher Training Institutions in the State, to be nominated by the State Government;

(f) Director in-charge of Teacher Education in the State Government—Member Secretary. The concerned Government may nominate the Director, SCERT or equivalent rank officer dealing with teacher education in the State to serve on the Committee”;

- (b) after clause (ii) the following shall be inserted namely :—
“The term of the office of the members of the State Level Committee constituted as above shall be three years except in case of ex-officio members”.
6. In the principal Regulations, in regulation 6, sub-regulation (2) shall be omitted.
7. In the principal Regulations, in regulation 7,—
- (A) in clause (ii),—
- (a) the words “for Free Seats, Payment seats and NRI, Foreign students” shall be omitted;
- (b) the following shall be inserted at the end of clause (ii), namely :—
“They can however, be allowed to generate funds to run the institute and for its future growth”;
- (B) in clause (vi), the words “for holders of free seats, payment seats and NRI foreign students” shall be omitted;
- (C) in clause (viii), for the words “for students of free seats, payment seats and NRI foreign students”, the words “for different areas i.e. rural, tribal and urban” shall be substituted;
8. In the principal regulations, in regulation 9, in sub-regulations (1),—
- (a) in clause (i), for the words “three years”, the words “three academic years” shall be substituted;
- (b) in clause (iv), for the words “news papers having circulation”, the words “newspaper including at least one newspaper in Regional Language” shall be substituted.

HASIB AHMAD, Member Secy.
{ADVT III/4/131/10/Exty.}

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)



National Council for Teacher Education
(A Statutory Body of the Government of India)

No. 76-4/2010/NCTE/Acad

Dated : 11th February 2011

To
All Secretaries/Commissioners of Education of State Governments/UTs

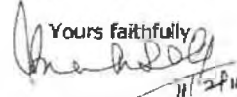
Subject : Guidelines for conducting Teacher Eligibility Test (TET) under the Right of Children to Free and Compulsory Education Act (RTE), 2009

Sir/Madam,

In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) had vide Notification dated 23rd August, 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. It had been inter alia provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE.

In this regard, please find enclosed the Guidelines for conducting the Teacher Eligibility Test (TET) for necessary action at your end.

This may be brought to the knowledge of all concerned.

Yours faithfully

(Vikram Sahay)
Member Secretary

Encl. = 2/a
Copy to:-

- (i) PS to HRM/MOS(HRD)
- (ii) PPS to Secretary (SE&L)
- (iii) Commissioner, Kendriya Vidyalaya Sangathan
- (iv) Commissioner, Navodaya Vidyalaya Samiti
- (v) Chairman, Central Board of Secondary Education
- (vi) Chairman, Council for the Indian School Certificate Examination

Wing - II, Hans Bhawan, 1, Bahadur Shah Zafar Marg, New Delhi - 110002
011-23370125 Tel: 7 Fax: 23370128
E-mail: mail@ncte-india.org Website: http://www.ncte-india.org

Guidelines for conducting Teacher Eligibility Test (TET)

Background and Rationale

The implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 requires the recruitment of a large number of teachers across the country in a time bound manner. In spite of the enormity of the task, it is desirable to ensure that quality requirement for recruitment of teachers are not diluted at any cost. It is therefore necessary to ensure that persons recruited as teachers possess the essential aptitude and ability to meet the challenges of teaching at the primary and upper primary level.

2 In accordance with the provisions of sub-section (1) of section 23 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Council for Teacher Education (NCTE) has laid down the minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII, vide its Notification dated August 23, 2010. A copy of the Notification is attached at Annexure 1. One of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government.

3 The rationale for including the TET as a minimum qualification for a person to be eligible for appointment as a teacher is as under:

- i. It would bring national standards and benchmark of teacher quality in the recruitment process;
- ii. It would induce teacher education institutions and students from these institutions to further improve their performance standards;
- iii. It would send a positive signal to all stakeholders that the Government lays special emphasis on teacher quality

4 The TET examination may be conducted by a suitable professional body designated by the appropriate Government for the purpose. It will be conducted in accordance with the Guidelines hereunder.

Eligibility

5 The following persons shall be eligible for appearing in the TET:

- i. A person who has acquired the academic and professional qualifications specified in the NCTE Notification dated 23rd August 2010.
- ii. A person who is pursuing any of the teacher education courses (recognized by the NCTE or the RCI, as the case may be) specified in the NCTE Notification dated 23rd August 2010.
- iii. The eligibility condition for appearing in TET may be relaxed in respect of a

State/UT which has been granted relaxation under sub-section (2) of section 23 of the RTE Act. The relaxation will be specified in the Notification issued by the Central Government under that sub-section.

Structure and Content of TET

6 The structure and content of the TET is given in the following paragraphs. All questions will be Multiple Choice Questions (MCQs), each carrying one mark, with four alternatives out of which one answer will be correct. There will be no negative marking. The examining body should strictly adhere to the structure and content of the TET specified below.

7 There will be two papers of the TET. **Paper I** will be for a person who intends to be a teacher for classes I to V. **Paper II** will be for a person who intends to be a teacher for classes VI to VIII. A person who intends to be a teacher either for classes I to V or for classes VI to VIII will have to appear in both papers (**Paper I and Paper II**).

**Paper I (for classes I to V); No. of MCQs – 150;
Duration of examination: one-and-a-half hours
Structure and Content (All Compulsory)**

(i)	Child Development and Pedagogy	30 MCQs	30 Marks
(ii)	Language I	30 “	30 “
(iii)	Language II	30 “	30 “
(iv)	Mathematics	30 “	30 “
(v)	Environmental Studies	30 “	30 “

Nature and standard of questions

While designing and preparing the questions for Paper I, the examining body shall take the following factors into consideration:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning relevant to the age group of 6-11 years. They will focus on understanding the characteristics and needs of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The Test items for Language I will focus on the proficiencies related to the medium of instruction, (as chosen from list of prescribed language options in the application form).
- The Language II will be from among the prescribed options other than Language I. A candidate may choose any one language from the available language options and will be required to specify the same in the application form. The test items in Language II will also focus on the elements of language, communication and comprehension abilities.

- The test items in Mathematics and Environmental Studies will focus on the concepts, problem solving abilities and pedagogical understanding of the subjects. In all these subject areas, the test items shall be evenly distributed over different divisions of the syllabus of that subject prescribed for classes I–V by the appropriate Government.
- The questions in the tests for Paper I will be based on the topics of the prescribed syllabus of the State for classes I–V, but their difficulty standard, as well as linkages, could be upto the secondary stage.

**Paper II (for classes VI to VIII); No. of MCQs – 150;
Duration of examination : one-and-a-half hours**

Structure and Content

(i)	Child Development & Pedagogy (compulsory)	30 MCQs	30 Marks
(ii)	Language I (compulsory)	30 “	30 “
(iii)	Language II (compulsory)	30 “	30 “
(iv)	(a) For Mathematics and Science teacher : Mathematics and Science – 60 MCQs of 1 mark each		
	(b) For Social studies teacher : Social Studies - 60 MCQs of 1 mark each		
	(c) for any other teacher – either 4(a) or 4(b)		

While designing and preparing the questions for Paper II, the examining body shall take the following factors into consideration:

- The test items on Child Development and Pedagogy will focus on educational psychology of teaching and learning, relevant to the age group 11-14 years. They will focus on understanding the characteristics, needs and psychology of diverse learners, interaction with learners and the attributes and qualities of a good facilitator of learning.
- The test items for Language I will focus on the proficiency related to the medium of instruction, as chosen from list of prescribed options in the application form.
- The Language II will be a language other than Language I. The person may choose any one language from among the available options and as in the specified list in the application form and attempt questions in the one indicated by the candidate in the application form by him. The Test items in Language II will also focus on the elements of language, communication and comprehension abilities.
- The test items in Mathematics and Science, and Social Studies will focus on the concepts, problem solving abilities and pedagogical understanding of these subjects. The test items of Mathematics and Science will be of

30 marks each. The test items shall be evenly distributed over different divisions of the syllabus of that subject as prescribed for classes VI-VIII by the appropriate government.

- The questions in the tests for Paper II will be based on the topics of the prescribed syllabus of the State for classes VI-VIII but their difficulty standard as well as linkages could be upto the senior secondary stage.

8 The question paper shall be bilingual – (i) in language(s) as decided by the appropriate Government; and (ii) English language.

Qualifying marks

9 A person who scores 60% or more in the TET exam will be considered as TET pass. School managements (Government, local bodies, government aided and unaided)

- (a) may consider giving concessions to persons belonging to SC/ST, OBC, differently abled persons, etc., in accordance with their extant reservation policy;
- (b) should give weightage to the TET scores in the recruitment process; however, qualifying the TET would not confer a right on any person for recruitment/employment as it is only one of the eligibility criteria for appointment.

Applicability

10

(a) TET conducted by the Central Government shall apply to all schools referred to in sub-clause (i) of clause (a) of section 2 of the RTE Act.

(b) TET conducted by a State Government/UT with legislature shall apply to :

(i) a school of the State Government/UT with legislature and local authority referred to in sub-clause (i) of clause (n) of section 2 of the RTE Act; and

(ii) a school referred to in sub-clause (ii) of clause (n) of section 2 of the RTE Act in that State/UT.

A school at (i) and (ii) may also consider eligibility of a candidate who has obtained TET Certificate awarded by another State/UT with legislature. In case a State Government/UT with legislature decides not to conduct a TET, a school at (i) and (ii) in that State/UT would consider the TET conducted by the Central Government.

(c) A school referred to in sub-clause (iv) of clause (n) of section 2 of the RTE Act may exercise the option of considering either the TET conducted by the Central Government or the TET conducted by the State Government/UT with legislature.

Frequency of conduct of TET and validity period of TET certificate

11 The appropriate Government should conduct a TET at least once every year. The Validity Period of TET qualifying certificate for appointment will be decided by the appropriate Government subject to a maximum of seven years for all categories. But there will be no restriction on the number of attempts a person can take for acquiring a TET Certificate. A person who has qualified TET may also appear again for improving his/her score.

Procedure for conduct of the Test

12 The examining body shall formulate a detailed procedure and lay down instructions for conduct of the TET. Candidates should be informed that a very serious view will be taken of any malpractice or impersonation.

Legal Disputes

13 All legal disputes with regard to conduct of TET shall be subject to the jurisdiction of the appropriate Government.

Award of TET Certificate

14 The appropriate Government conducting the Test shall award a TET Certificate to all successful candidates. The certificate should contain the name and address of the candidate, date of birth, Registration No. year/month of award of Certificate, marks obtained in each Paper, class level of its validity (Class I to V, class VI to VIII or both), and, in case of classes VI to VIII, the subject area (Science and Mathematics, Social Studies, etc.). The certificate may be electronically generated with adequate security features. Appropriate may consider utilizing the services of specialized agencies for issuing de-materialized (demat) TET certificates as a security feature to avoid any kind of malpractice.

Monitoring

15 Following measures would be taken for monitoring the quality and administration of the TET:

- (a) The appropriate Government shall appoint a Nodal Officer for the purpose of TET.
- (b) The NCTE would organize meetings of the Nodal Officers at least once every year.
- (c) Every appropriate Government will forward a report of each TET to the NCTE in a format to be prescribed by the NCTE.
- (d) The NCTE shall maintain data base and be the repository of experts and resources, including the technological tools for conduct of the TET, and shall share it with the appropriate Government.

F. 76-1/2011/NCTE/Acad

1A65411-445

April 9, 2013

Letter to Chairman, CBSE and
Principal Secretaries of all the States
except Jammu & Kashmir

Sub : Extension of time duration to complete TET

Sir / Madam,

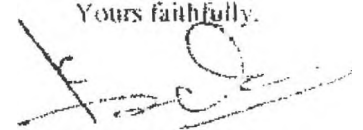
The NCTE had issued Guidelines for conducting Teacher Eligibility Test (TET) and the same was circulated to all the State Governments / UTs vide NCTE letter dated 11th February 2011.

Since the inception of TET, suggestions including from the CBSE and the Government of Karnataka have been received to increase the duration of time given to complete the TET by the candidates.

This matter was therefore, considered by the NCTE Committee in its 32nd meeting held on 8th March 2013, wherein the Committee decided to increase the time duration from 1.30 hours to 2.30 hours for a period of six months or till the report of the Committee constituted for this purpose is submitted and a decision taken thereon, whichever is earlier.

Accordingly, in view of the above, it is hereby intimated that the time duration as stipulated in clause 7 of NCTE Guidelines for conducting TET has been increased from 1.30 hours to 2.30 hours for a period of six months or till the report of the Committee constituted for the purpose is submitted and a decision taken thereon, whichever is earlier.

Yours faithfully,



(Dr. Anil Shukla)
Deputy Secretary

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F. No.NCTE-Estt 18/15/2017

Dated the 7th June, 2017

OFFICE ORDER

A proposal for revision of Delegation of Powers (Administrative and financial) was placed before the 46th Governing Council of NCTE in the meeting held on 28th March, 2017 as Agenda Item No.17. The Governing Council has approved the same.

2. Accordingly, the revised Delegation of Powers (Administrative and Financial) are enclosed at Annexure and circulated to all concerned for information and further necessary action,


(Dinesh Kumar Chaturvedi)
Under Secretary

To

1. PS/PA to CP and M.S.
2. All Deputy Secretaries/Under Secretaries/Section Officers in NCTE Hqrs.
3. All other officers/officials in NCTE Hqrs.
4. The Regional Directors of NRC, WRC, SRC and ERC, NCTE
5. Accounts Officer in NCTE Hqrs
6. Guard file.

Schedule of Delegation of Powers 2017 (Administrative and Financial)



National Council for Teacher Education
Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg
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NATIONAL COUNCIL FOR TEACHER EDUCATION

Revised Schedule of Delegation of powers (Administrative and Financial) of different officers of the NCTE in the Hqrs. and its Regional Committee Offices				
Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
1	Appointment	(i) Appointment of persons to posts equivalent to Group 'A' , other than the Vice Chairperson and Member Secretary	Chairperson	All appointments through different approved methods to be processed strictly in accordance with the rules, instructions framed by the NCTE and other relevant Government of India Rules, instructions etc.
		(ii) Posts equivalent to Group 'B' level in and above G.P. of Rs. 4200/-	Member Secretary	
		(iii) Posts equivalent to Group 'C' below the G.P. of Rs. 4200/-	DS (Estt.) in the Hqrs. and R.Ds in Regional Committee	
2	Constitution of Selection Departmental Promotion Committee	(i) For post equivalent to Group A	Chairperson	Instruction of Government of India on the nomination of members belonging to SC/ST/Minorities on these Committees to be observed
		(ii) Post equivalent to Group 'B' upto Grade Pay Rs. 4200/-	Member Secretary	
		(iii) For posts equivalent to Group 'C' and below the Grade Pay of Rs. 4200/-.	Deputy Secretary (Estt.) in Hqrs. and R.D. In Regional Committee	
3	Fixation of pay on first appointment, promotion and reversion etc.	(i) For officers in posts equivalent to Group 'A' level other than the Vice-Chairperson and Member Secretary	Member Secretary	Subject to observance of Rules/Instruction of the Government of India
		(ii) For officers in posts equivalent to Group 'B' and 'C'	Deputy Secretary (Estt) in Hqrs. and R.Ds In Regional Committee	
4	Grant of annual increment	All cases	US incharge of Estt for HQ. Office and US incharges of Estt in Regional Committee	Subject to observance of Rules/Instruction of the Government of India
5	Forwarding of applications for outside posts	(i) For Group 'A' and 'B' level officers	Member Secretary	The number of applications to be forwarded in a calendar year should not exceed four.
		(ii) For all others	Deputy Secretary (Estt) in Hqrs. and Regional Director in Regional Committee	

NATIONAL COUNCIL FOR TEACHER EDUCATION
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 9. Bahadurshah Zafar Marg
 10. Bahadurshah Zafar Marg

NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
6	Grant of Leave of different kinds (other than Casual Leave)	(i) For VCP and MS	Chairperson	Subject to observance of conditions stipulated in GOI orders on the subject from time to time.
		(ii) For Deputy Secretaries in the HQ and Regional Directors in Regional Committees	Member Secretary	
		(iii) For all others	Deputy Secretary (Estt) in Hqrs. and Regional Director in Regional Committee	
7	Grant of Casual Leave	(i) For Vice Chairperson and Member Secretary	Chairperson	
		(ii) For Deputy Secretary in the HQ and Regional Director in RCs.	Member Secretary	
		(iii) For all others	The next superior officer	
8	Station Leave Permission either on leave including Casual Leave or on holidays	(i) Chairperson	Chairperson	
		(ii) VCP and MS	Chairperson	
		(iii) DS/RDs	Member Secretary	
		(iv) Others	DS concerned at the Hqrs. and RDs in RCs	
9	Release of retirement benefits viz, CPF, DCRG, leave encashment and insurance amount	Full Powers	Member Secretary	Subject to following of Govt./ NCTE instructions.
10	Payment of interest on delayed payment of Gratuity	Full powers	Member Secretary	Subject to Govt. of India instructions.
11	Acceptance of resignation of employees	(i) For officers of Group 'A' level other than Vice chairperson and Member Secretary	Chairperson	Subject to obtaining of no dues certificate and also a certificate to the effect that no disciplinary proceedings are pending or contemplated and observance of Govt. of India's instructions issued from time to time.
		(ii) For officers of Group 'B' level in and above G.P. of Rs. 4200/-	Member Secretary	
		(iii) for officers of Group 'C' below the G.P. of Rs. 4200/-	D.S. Estt. in the Hqrs. offices and R.Ds in R.Cs	

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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
12	Attestation of Entries in service book	Full powers	U.S./S.O. in charge of Estt. for Hqrs. and U.Ss in charge of Estt. for R.Cs.	
13	Approving Authority for purposes of tours	(i) Chairperson	Chairperson	
		(ii) VCP and MS	Chairperson	
		(iii) DS/RDs and other Group 'A' officers	Member Secretary	
		(iv) Others	DS concerned at the Hqrs. and RDs in RCs	
14	Grant of Advances of TA on tour	(i) For officers of Group 'A' Level.	M.S. for Hqrs and R.Ds for R.Cs.	Chairperson will sanction TA advance to himself. Vice-chairperson, M.S. and R.Ds will sanction of T.A. advance to themselves after approval of their tour programmes by the competent authorities as mentioned against item no. 13.
		(ii) For all others	D.S. in-charge of Admn. for Hqrs. And R.D for R.Cs.	
15	Sanction of Air Travel for non entitled officers of the Council	Full Powers	Chairperson	
16	Grant of Advances for purchase of conveyances and personal computers	(ii) For officers in posts equivalent to Group 'A' level.	Member Secretary	Subject to condition laid down by Government of India/NCTE on the subject.
		(iii) For officers in posts equivalent to Group 'B' & 'C'.	D.S. in-charge of Estt. for Hqrs. and R.Ds. for R.Cs.	
17	Sanction of Tuition Fee/Children Education Allowance	Full Powers	D.S. in-charge of Estt. for Hqrs. And R.Ds. For R.Cs.	Subject to condition laid down by Government of India/NCTE on the subject.
18	Sanction of LTC Advances	Full Powers	D.S. in-charge of Estt. for Hqrs. and R.Ds. for R.Cs.	Subject to condition laid down by Government of India/NCTE on the subject.
19	Sanction of House Building Advances	Full Powers	Member Secretary	Subject to condition laid down by Government of India/NCTE on the subject.

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1/10/2018

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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
20	Grant of over time allowance	Full Powers	D.S. in-charge of Estt. for Hqrs. and R.Ds. for R.Cs.	Subject to condition laid down by Government of India/NCTE on the subject.
21	Reimbursement of medical expenses.	Full Powers	D.S. in-charge of Estt. for Hqrs. and R.Ds. for R.Cs.	Subject to condition laid down by Government of India/NCTE on the subject.
22	Supply of uniforms to entitled staff.	Full Powers	D.S. in-charge of Admn. for Hqrs. and R.Ds. for R.Cs.	Subject to condition laid down by Government of India/NCTE on the subject.
23	Grant of honorarium	(i) Full Powers	Chairperson	As per Govt. of India instructions
		(ii) upto Rs. 2500 in each case	Member Secretary	
24	Hiring of office premises (including payment of rent in advance or deposit of a fixed sum which is refundable/adjustable)	Full Powers	Member Secretary	Subject to the condition that (i) the premises hired are not in excess of the requirements including likely expansion in the foreseeable future and (ii) the reasonableness of rent is certified by Central/State P.W.D. authorities.
25	Hiring of premises for residential/ Guest House purpose.	Full Powers	Chairperson	Subject to the condition that the premises rented for residential purposes of the officers are generally in conformity with the type of accommodation to which they are entitled as per the norms of the Directorate of Estate and the reasonableness of rent is certified by the Central/State P.W.D. authorities.
26	Repairs and alterations to hired office/ residential premises.	full Powers	M.S. in respect Hqrs. Office and R.Ds. In respect of R.Cs.	
27	Termination of Service Under CCS (Temporary Service) Rules	(i) For officers in posts equivalent to Group 'A' level.	Chairperson	Subject to observance of procedures prescribed by GOI from time to time.

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1/6/2013

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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
		(ii) For officers in posts equivalent to Group 'B' in and above G.P. of Rs. 4200/-	Member Secretary	
		(iii) For Group 'C' below the G.P. of Rs. 4200/-	D.S. (Estt.) in Hqrs. Office and R.Ds. in RCs.	
28	Satisfactory completion of probation period or extension thereof.	(i) For officers in posts equivalent to Group 'A' level other than VCP & MS.	Chairperson	
		(ii) For officers in posts equivalent to Group 'B' in and above the grade of Rs. 4200/-	M.S.	Subject to the cases being considered first by a duly constituted DPC.
		(iii) For Group 'C' below the G.P. of Rs. 4200/-	DS (Estt.) in the Hqrs. Office and RDs in RCs	
29	Posting/ Transfer	(i) For officers holding posts equivalent to Group 'A' level.	Chairperson	
		(ii) For officers holding posts equivalent to Group 'B' in and above the grade of Rs. 4200/-	M.S.	
		(iii) For Group C Staff below the G.P. of Rs. 4200/-	DS (Estt.), Hqs	
30	Advances of pay on transfer/ leave	(i) For officers holding posts equivalent to Group 'A' level.	M.S. in Hqrs. Office and RDs in R.Cs.	
		(ii) For officers holding posts equivalent to Group 'B' & 'C'.	D.S. in-charge of Admn. for Hqrs. And R.D for R.Cs.	
31	To permit undertaking delivery of lectures, attending seminars/meeting/works hops and acceptance of honorarium/fee therefore, if any	Full Powers	Member Secretary	An annual statement of fee honorarium/remuneration received should be submitted by the officers.
32	Deputation for attending course and training programme in India	Full Powers	Chairperson	
33	Declaring an officer equivalent to Group 'A' level as Head of office	Full Powers	Member Secretary	
34	Payment for holding of	Full powers	Member Secretary	Subject to condition for seeking in-

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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
	<i>meetings/conferences/seminars/functions and making logistic arrangements</i>			principle approval of Chairperson for holding meetings/ conferences/ seminars/functions
35	Hospitality and Entertainment	(i) Full Powers	Chairperson/ Vice-chairperson	
		(ii) Upto Rs. 3000/- per month	Member Secretary	
		(iii) Upto Rs. 1000/- per month	DS in charge of Admn. for Hqrs. and RDs for RCs	
36	Legal Charges : (i) To institute and conduct legal proceedings in matters connected with statutory functioning of the Council and to engage lawyers in such cases and to make payments to them of fee mutually settled.	Full Powers	Member Secretary	Advocates should normally be engaged on fee comparable to that approved by the Ministry of Law, Govt. of India to Central Govt. advocates in different High Courts.
	(ii) To institute and conduct legal proceedings in other matters and to defend all legal proceedings except appeal in the Supreme Court.	Full Powers	Member Secretary in respect of Hqrs. and RDs in respect of RCs.	
37	To prefer appeal in the Supreme Court	Full Powers	Chairperson	
38	Purchase of stationery stores and general items	(i) Full powers.	MS in Hqrs. and R.Ds. in R.Cs.	Subject to following the procedures prescribed for purchase of stores in the GFRs and other instructions of Govt./ NCTE including instructions.
		(ii) Upto Rs. 25,000/- on each occasion.	D.S. in-charge of Admn for Hqrs.	
		(iii) Upto Rs. 5000/- on each occasion	U S (Admin)	
39	Outsourcing of services (non academic including payment to outsourcing agency etc.)	Full powers	Member Secretary	Subject to minimum wages fixed by the State Govt. and upto the ceiling of Rs. 40,000/- per month in case of non academic person.

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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
40	Purchase of fixtures and furniture	Full Powers	M.S. in respect of Hqrs. and RDS in respect of RCs.	Subject to following the procedures prescribed for purchase of stores in the GFRs and other instructions of NCTE.
41	Payment of rent for office/residential premises (at approved rates) Electricity, Gas and Water charges	Full Powers	D.S. in-charge of Admn. for Hqrs. and R.Ds in R. Cs.	
42	Hiring of office furniture and repairs	Full Powers	D.S. in-charge of Admn. for Hqrs. and R.Ds in R.Cs.	
43	Freight and Demurrage Charges	Full Powers	D.S. in-charge of Admn for Hqrs. and R.Ds in R. Cs.	Subject to the condition that the demurrage charges are not due to negligence of any employee.
44	Postal charges	Full Powers	D.S. in-charge of Admn. for Hqrs. and R.Ds in R. Cs.	
45	Telephone/Fax/E-mail charges	Full Powers	US (Admn) in Hqrs and RDs in RCs	Subject to the condition that limits prescribed for calls from residential telephones provided by the Council are observed. Beyond the prescribed limit approval of MS is necessary.
46	Installation of office/residential telephones	Full Powers	Member Secretary	Subject to the observance of the guidelines issued by the Govt. of India/NCTE regarding provision of residential telephones.
	i) All telephones in respect of Hqrs. office and residential telephones in respect of RCs.		Member Secretary	
	ii) Office telephone of RCs		RDs	

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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations
47	(i) To incur expenditure on issue of advertisement in newspapers and other media	Full powers	Member Secretary	Subject to Govt. of India/ DAVP rates.
	(ii) Printing and Binding	(i) Full Powers	MS in respect of Hqrs. and RDs in respect of RCs.	
48	Purchase of Books and Periodicals other than for Library.	(i) Full Powers	MS in respect of Hqrs. and RDs in respect of RCs.	Purchase of books and periodicals for Library will be as per the procedure laid down by the Chairperson.
49	Maintenance and upkeep of motor vehicles	Full Powers	D.S. in-charge of Admn. for Hqrs. and R.Ds in R.Cs.	
50	Purchase of motor vehicles.	Full Powers	Chairperson	
51	Petty works and repairs	Full Powers	D.S. in-charge of Admn. for Hqrs. and R.Ds in R.Cs.	
52	Hiring of conveyance	Full Powers	MS in respect of Hqrs. and RDs in respect of RCs.	Subject of observance of instructions issued from time to time.
53	Payment of conveyance charges incurred by the employees.	Full Powers	US (Admn) in Hqrs and RDs in RCs	Subject to the condition that the monetary limits prescribed in the instruction of Govt. of India/NCTE are observed.
54	Purchase of office equipments including Computers, Printers, Photocopier, Franking Machine, EPABX system, Mobiles etc.	(i) Full Powers	MS in respect of Hqrs	Subject to the condition that the purchase procedures prescribed in General Financial Rules and other instruction issued by Govt. of India/NCTE are observed.
		(ii) Upto Rs. 200000/-	RD's in respect of RC's	
55	Software development/Maintenance and Office automation	Full powers	Member Secretary	Subject to observance of instruction issued by the Govt. of India.
56	Purchase/Maintenance of Air conditioners, Desert coolers and Heaters.	Full Powers	MS in respect of Hqrs and RDs in respect of RCs.	Subject to the condition that the purchase procedures prescribed in General Financial Rules and other instruction issued by Govt. of India/NCTE are observed.
57	Appropriation and reappropriation of funds	Full Powers	MS in respect of Hqrs and RDs in respect of RCs.	

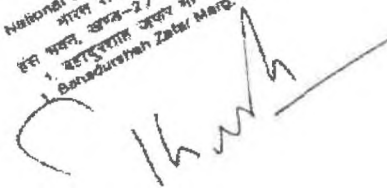
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NATIONAL COUNCIL FOR TEACHER EDUCATION

Sl. No.	Nature of Power	Extent of Delegation	To whom Delegated	Conditions and Limitations	
58	Write off of Losses of stores or money.	(i) Full Powers	Chairperson	Subject to the condition that the loss does not disclose a defect in rules for procedure and there has not been any serious negligence on the part of any employee which may call for disciplinary action by a higher authority.	
		a) Not due to theft, fraud or negligence.	(ii) Upto Rs. 100000/- in each case.		Member Secretary
			(iii) Upto Rs. 25000/- in each case		DS (Admn) in Hqrs and RDs in RCs
	B) Other cases	(i) Upto Rs. 200000/- in each case	Chairperson		
		(ii) Upto Rs. 50000/- in each case	MS in respect of Hqrs. Office.		
		(iii) Upto Rs. 10000/- in each case	RDs in respect of RCs.		
59	Condemnation of Motor Vehicles	Full Powers	Chairperson	Subject to the restrictions laid down in schedule VIII of the Delegation of Financial Powers Rules, 1978.	

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**INSPECTION OF TEACHER EDUCATION
INSTITUTIONS**

A POLICY FRAMEWORK



National Council for Teacher Education

Hans Bhawan, Wing-II

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November, 2015

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Chapter 1. Vision and Mission of National Council for Teacher Education

Chapter 2. Inspection Policy

- 2.1 The Context.
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- 2.3 Composition of Visiting Team.
- 2.4 Schedule for inspection under Section 14 and 15.
- 2.5 Schedule for inspection under Section 13.
- 2.6 Payment of TA/ DA.
- 2.7 Performance Monitoring.
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Chapter 3. Guidelines for Visiting Teams

- 3.1 Introduction.
- 3.2 Guidelines.

Annexure

Proforma for submission of C.V. for empanelment.

CHAPTER – 1

VISION AND MISSION OF NATIONAL COUNCIL FOR TEACHER EDUCATION

Vision

To achieve planned and coordinated development of the teacher education system throughout the country, regulation and maintenance of norms and standards in the teacher education system and matters connected therewith.

Mission

- (a) Undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- (b) Make recommendations to the Central and State Governments, Universities, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and programmes in the field of teacher education;
- (c) Co-ordinate and monitor teacher education and its development in the country;
- (d) Lay down guidelines in respect of minimum qualifications for persons to be employed as teachers in schools or in recognized institutions;
- (e) Lay down norms for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admissions and the method of selection of candidates, duration of the course, course contents and mode of curriculum;
- (f) Lay down guidelines for compliance by recognized institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualifications;
- (g) Lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examination and schemes of courses or training;

- (h) Lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions;
- (i) Promote and conduct research and innovation in various areas of teacher education and disseminate the results thereof;
- (j) Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council and to suitably advise the recognized institutions;
- (k) Evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions;
- (l) Formulate schemes for various levels of teacher education and identify recognized institutions and set up new institutions for teacher education programmes;
- (m) Take all necessary steps to prevent commercialization of teacher education; and
- (n) Perform such other functions as may be entrusted to it by the Central Government.

CHAPTER - 2

INPECTION POLICY

2.1 The Context

The National Council for Teacher Education (NCTE) was set up by an Act of Parliament (No. 73 of 1993) with a view to achieving 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 and matters connected therewith.

The Act empowers the Council to lay down guidelines for compliance by recognized institutions, for starting new courses and for providing physical and instructional facilities, staffing pattern and staff qualifications. The Council is empowered to examine and review periodically the implementation of the guidelines, norms and standards laid down, and to suitably advise the recognized institutions. The Council is also empowered to co-ordinate and monitor teacher education and its development in the country, to take all necessary steps to prevent commercialization of teacher education and to perform such other functions as may be entrusted to it by the Central Government.

Inspections are conducted by teams of experts called Visiting Teams (VT) constituted by the NCTE as per the existing policy under Section 13, Section 14 and Section 15 of the NCTE Act, 1993. While the inspection under Section 13 of an already recognized institution is got conducted by the Council at New Delhi, inspection under Section 14 and Section 15 are got conducted by the Regional Committees of the NCTE, which are empowered under the NCTE Act to grant or refuse recognition for a teacher education programme. Inspection under Sections 14 and 15 are mandatory for deciding suitability or otherwise of the applicant institution for recognition/ permission for conducting a programme or training in teacher education programme.

Section 13 of the NCTE Act empowers the **Council** to ascertain whether the recognized institutions are functioning in accordance with the provisions of the Act, Rules and Regulations. It also authorizes the **Council** to cause inspection of the institutions with prior notice and communicate its views in regard to the results of any such inspection.

Section 14 deals with recognition of the institutions offering programme in teacher education. Sub-section 3(a) of Section 14 of the Act provides that on

receipt of an application by the Regional Committee, if it is satisfied that such institution has adequate financial resources, accommodation, library, qualified staff, laboratory and that it fulfils such other conditions as are required for proper functioning of the institution for a programme in teacher education, as may be determined by regulations, may pass an order granting recognition to such institution, subject to such conditions as may be determined by regulations.

Section 15 of the Act deals with grant of permission to a new programme to an already recognized institution. Inspection of applicant institution with a view to assess availability of adequate infrastructural, instructional and other facilities with it in accordance with the provisions of the NCTE Act/ Rules/ Regulations is a mandatory requirement before deciding grant of recognition or otherwise for a programme / a new programme or training in teacher education under Section 15 of the Act.

2.2 Empanelment of Experts

To monitor the functioning of recognised Teacher Education Institutions (TEIs) from time to time and to grant recognition to new TEIs/ Programmes the NCTE has to cause inspection with the help of experts for which the council maintains a Panel/ VT Database. Empanelment of experts is a continuous process and the panel is updated regularly. Efforts will be made to empanel experts of considerable experience, expertise and through a process of transparency in the academic field. As per Regulation 2014, there will be a Centralised VT Database at NCTE-Hqrs. to be utilised by all the Regional Committees and the Hqrs. for causing any inspection. The Council is developing an On-line Database for the purpose.

Criteria for the Selection of Experts as Visiting Team Member for Empanelment for Inspection of TEIs are as:

1. At least 10 years of experience in the field of Teacher Education (including Art and Physical Education)/ Educational Administration.

2. (a) Serving/ Retired Professor/ Associate Professor in Education and Art and Physical Education as per Regulation 2014 in Universities or recognised TEIs;
OR
(b) Serving/ Retired Principal of NCTE - Recognised Teacher Education Institution or Head of Department of Education in a multi faculty institution;

OR

(c) Serving/ Retired Educational Administrator such as Director/ Joint Director of SCERT/ SIE, Joint Commissioner in KVS/ NVS or Officer holding equivalent positions in MHRD/ UGC/ Central/ State Education Board/ State Education Department;

OR

(d) Serving/ Retired Professor/ Associate Professor in Educational Research Organizations like NCERT etc.

The experts willing to undertake inspection may submit their application online in the prescribed format (Annexure-I) which is uploaded on NCTE website.

The NCTE ensures that only well qualified and experienced experts are deputed to undertake inspection on its behalf. The VT members are expected to have the following essential qualities:

- **Ability to make objective judgement:** Objectivity is decisive for inspection of an institution. The prejudices or interests of the members should not influence the inspection report. The inspection is expected to be totally fact-oriented with logical reasoning, fairness, genuineness and an in-depth understanding of the institution. The VT Members should have the ability to base their judgements on facts and not on subjective impressions.
- **Ability to write a precise and unambiguous report:** The members are expected to write report precisely and without any ambiguity or inconsistency.
- **Ability to handle VT reporting online**

Besides, the members should have desirable personal qualities, such as persistence self-discipline, inquisitive attitude, honesty, professionalism, excellent listening, freedom from bias, indifference to popularity/ unpopularity etc. They should have the ability to work in a team and take clear decision based on facts. The VT members should be known for their integrity and honesty. VT members or his/ her family members should not have any direct interest in the running/ administration of the concerned TEI. He/ she should not have any Vigilance/ CBI criminal case pending against him/ her.

2.3 Composition of Visiting Team (VT)

- (i) The NCTE assesses the institutions with the help of a team comprising external members. A VT comprises two members at least one of whom should be from Govt. institution.
- (ii) At least one member of the VT should be from the field of teacher education preferably with experience of the course which is proposed to be taken up by the concerned institute.
- (iii) As far as possible representation to women, minorities, SC, ST, OBC and other disadvantaged categories is given in the panel of VT.
- (iv) A member of the VT is not assigned inspection of more than 5 institutions in an academic year.
- (v) Each of the VT member is required to certify that he or his family members have no direct or indirect interest, whatsoever in the running or administration of the applicant institution. He / she is also required to certify that he/ she has no stake in the concerned institution.

2.4 Schedule for Inspection under Section 14 and 15

By following the extant regulation in place, the inspection shall be caused for the institution as indicated in the Regulation and as recommended by the Regional Committee.

- (i) List of the institutions ready for inspection is displayed on the website and regularly updated by addition / deletion of institutions.
- (ii) The schedule of sending visiting teams to the institutions is drawn up well in advance and is also displayed on the website of the Regional Committee.

2.5 Schedule for Inspection under Section 13

Every recognized TEI should be inspected periodically. The inspection under Section 13 may be conducted depending on: complaints received; as recommended by concerned RC; as decided by Council for periodic inspection; or as directed by any Hon'ble Court.

The outcome of the inspection should be communicated to the concerned Regional Committee for compliance as per rules. In case of the institutions offering more than one Teacher Education programme, a composite inspection of all the Teacher Education programmes should be conducted by the same VT. In case of Teacher Education programmes in a composite setting offering Undergraduate and Post-graduate courses besides than Teacher Education Programmes, the VT should conduct inspection of TE programmes only.

In the beginning of an academic year, the NCTE should draw a detailed plan for conducting inspection of TEIs under Section 13, besides inspection required based on complaints received and such other exigencies.

2.6 Payment of TA/ DA.

TA/ DA and honorarium to the VT members shall be paid under Section 14 and 15 by the office of the RD concerned, and under Section 15 by the NCTE Hqrs. and no advance, however shall be is paid to the VT members for undertaking inspection. The VT members shall not accept honorarium or any kind of hospitality from the concerned TEI.

2.7 Performance Monitoring.

The performance of the VT members shall be monitored regularly through all possible sources of information, including the quality of the report submitted by the VT. In case the VT Report is found to be vague and incorrectly drafted to mislead the Regional Committee/NCTE, a serious view in the matter shall be taken. The NCTE may not consider them for future assignment and may also initiate any other action deemed appropriate.

2.8 Documents supplied to VT Members.

- (i) Relevant Regulations and Norms and Standards of the teacher education course for which inspection is to be conducted.
- (ii) A copy of complete application submitted by the applicant institution (Section 14 & 15).
- (iii) Inspection Proforma.
- (iv) A copy of the manual for Visiting Teams.
- (v) TA/ DA form.
- (vi) Self Assessment Report submitted by the applicant institution (under Section 13).

CHAPTER – 3

GUIDELINES FOR THE VISITING TEAMS

3.1 Introduction

Approval for the establishment of new institution or permission for starting a new programme in an already recognized institution is granted by the NCTE on the basis of a thorough assessment of the physical infrastructure and instructional facilities and faculty for imparting quality teacher education. The performance of already recognized TEIs is also assessed periodically through the mechanism of inspection which shall be transparent and objective. The NCTE, therefore, solicits co-operation of the VT members in this regard and requests them to follow strictly the guidelines given in this section.

3.2 Guidelines

Each member of the VT Team is required to:

- (1) certify that he/ she or any member of his/ her family has no direct or indirect interest in the running/ administration of the institution being inspected and has no financial or other interest in its management;
- (2) obtain a copy of the order of recognition of all the courses run in the same premises from the applicant institution;
- (3) take special care in verifying facilities of the TEI in case institutions/ programmes other than teacher education are also being run in the same premises;
- (4) study and understand the importance and implications of each column given in the inspection proforma and fill it objectively with full facts and observations, keeping in view the provisions in the NCTE Act/ Rules/ Regulations/ Norms and Standards.
- (5) obtain from the institution all the relevant original documents and examine the same thoroughly;
- (6) scrutinize various records pertaining to purchases made by the institution of computers, equipments, chemicals, books and journals

by verifying the original voucher/ bills, stock registers/ ledgers and stamping on books and journals;

- (7) collect videotapes/ CD and photographs covering the entire physical infrastructure, i.e. building, labs, library, amenities, workshops etc on the same day;
- (8) report if the furniture, equipments, etc. belong to the institution or have been shifted temporarily or hired by the institution for the inspection day;
- (9) interact with the management, community, if possible and academic and non-academic staff individually or in groups, if they are in position, to elicit information about their service conditions including salaries, allowances and other benefits;
- (10) verify the records relating to the selection, appointment and joining of the staff from the concerned institution;
- (11) be polite and ensure that interaction with all concerned is educative in nature without giving any scope for complaint or bias;
- (12) ensure that videography covers all important infrastructural and instructional facilities, that is building overview, administrative wing, library, classrooms, multipurpose hall, toilet, ramp, lift for specially abled persons as determined by Regulation 14.
- (13) ensure that each page of the filled in proforma submitted by the institution is signed by the authorized representative of the institution;
- (14) ensure that under no circumstances any column is left unfilled as the entire information solicited is extremely important for taking a final decision;
- (15) ensure that copies of all the documents specified in inspection proforma, duly verified, have been appended to the report;
- (16) give a certificate in the prescribed proforma about the correctness of the report;
- (17) prepare the report on completion of the visit and immediately submit it on the same day alongwith the video recordings to concerned RD of the Regional Committee under Section 14 and 15 and the NCTE HQ

under Section 13. The report is to be signed by all members of the team;

- (18) accept no gift, travel expenses, honorarium, fees, etc or any other remuneration in any form from the institution or from any individual.
- (19) mention if any pressure was exerted on the VT members or any canvassing was done by management of the institution in any form to get a favourable report. This information may be submitted to the concerned Regional Director of NCTE or the concerned official at NCTE Hqrs. separately in a sealed cover;
- (20) give no indication of assessment/ opinion to any office-bearer of the institution;
- (21) keep in mind that any wrong reporting by the VT will bring bad name to the NCTE in general and the VT members in particular as the reputation of the NCTE and VT depends on the authenticity of the VT report. The VT report along with the names of the members will be put on the website of the Regional Committee after the report has been considered by the Regional Committee/ NCTE HQ
- (22) ensure quality and in-depth inspection of an institution, VT should devote at least one day for one institution/programme.



भारत का राजपत्र
The Gazette of India

असाधारण

EXTRAORDINARY

भाग II — खण्ड 1

PART II — Section 1

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं० 2] नई दिल्ली, शुक्रवार, जनवरी 11, 2019/पौष 21, 1940 (साक)
No. 2] NEW DELHI, FRIDAY, JANUARY 11, 2019/PAUSHA 21, 1940 (SAKA)

इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।
Separate paging is given to this Part in order that it may be filed as a separate compilation.

MINISTRY OF LAW AND JUSTICE
(Legislative Department)

New Delhi, the 11th January, 2019/Pausha 21, 1940 (Saka)

The following Act of Parliament received the assent of the President on the 10th January, 2019, and is hereby published for general information:—

**THE NATIONAL COUNCIL FOR TEACHER EDUCATION
(AMENDMENT) ACT, 2019**

No. 2 of 2019

[10th January, 2019.]

An Act further to amend the National Council for Teacher Education Act, 1993.

BE it enacted by Parliament in the Sixty-ninth Year of the Republic of India as follows:—

1. (1) This Act may be called the National Council for Teacher Education (Amendment) Act, 2019.

Short title and commencement

(2) It shall be deemed to have come into force on the 17th day of August, 1995.

73 of 1993.

2. In the National Council for Teacher Education Act, 1993 (hereinafter referred to as the principal Act), in section 14, in sub-section (1), after the proviso, the following proviso shall be inserted, namely:—

Amendment of section 14.

“Provided further that such institutions, as may be specified by the Central Government by notification in the Official Gazette, which—

(i) are funded by the Central Government or the State Government or the Union territory Administration;

(ii) have offered a course or training in teacher education on or after the appointed day till the academic year 2017-2018; and

(iii) fulfil the conditions specified under clause (a) of sub-section (3), shall be deemed to have been recognised by the Regional Committee.”.

Amendment
of section 15.

3. In section 15 of the principal Act, in sub-section (1), the following proviso shall be inserted, namely:—

“Provided that the course or training in teacher education offered on or after the appointed day till the academic year 2017-2018 by such institutions, as may be specified by the Central Government by notification in the Official Gazette, which—

(i) are funded by the Central Government or the State Government or the Union territory Administration; and

(ii) fulfil the conditions specified under clause (a) of sub-section (3), shall be deemed to have been granted permission by the Regional Committee.”.

DR. G. NARAYANA RAJU,
Secretary to the Govt. of India.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT**(Department of School Education and Literacy)****NOTIFICATION**

New Delhi the 12th May, 2020

S.O. 1457(E).—In exercise of the powers conferred by the second proviso to sub-section (1) of section 14 of the National Council for Teacher Education Act, 1993 (73 of 1993) the Central Government hereby specifies that the following institutions funded by the Central Government or the State Government, as the case may be, accorded recognition retrospectively, for the courses and duration mentioned, in the table hereunder, namely:—

TABLE

Sl. No.	Institution	Course	Period for which Retrospective Recognition required
1.	Indira Gandhi National Tribal University (IGNTU) Amarkantak, Dist: Anuppur – 484887	BA. B.Ed. and B.Sc. B.Ed.	From 2013-2014 to 2015-2016
2.	Banaras Hindu University RGSC. Mirzapur	B.Ed.	From 2006-2007 to 2010-2011
3.	Chaudhary Devi Lal University, Sirsa	C.P.Ed, D.P.Ed, B.P.Ed.andM.P.Ed.	<u>C.P.Ed.</u> From 2003-2004 to 2015-2018 <u>D.P.Ed.</u> From 2006-2007 <u>B.P.Ed.</u> From 2007-2008 to 2017-2018 <u>M.P.Ed.</u> From 2004-2005 to 2017-18
4.	VardhmanMahaveer Open University, Rawatbhata Road, Kota (Rajasthan)	M.Ed.	From 1997-1998 to 2017-2018
5.	Hindi Teacher Training College, North Guwahati, Government of Assam	Hindi ShikshanParangat	From 1995-1996 to 2017-2018
6.	Laxmibai National College of Physical Education, (Sports Authority of India) Thiruvanthapuram	B.P.Ed.	From 2013-2014 to 2015-2016
7.	Punjab University	M.Ed. (General), M.Ed. (Evening), M.Ed. (Educational Technology) and M.Ed. (Guidance and Counseling)	<u>M.Ed. (General)</u> From 1995-1996 to 2016-2017 <u>M.Ed. (Evening)</u> From 1995-1996 to 2001-2002 <u>M.Ed. (Education</u>

			<u>Technology</u> From 1995-1996 to 2015-2016 <u>M.Ed. (Guidance and counseling)</u> From 1995-1996 to 2015-2016
8.	Chaudhary Bansi Lal University, Bhiwani	M.P.Ed.	From 2014-2015 to 2017-2018
9.	Rajiv Gandhi University, Rono Hills, Itanagar, Arunachal Pradesh	M.Ed.	From 2014-2015 to 2017-2019
10.	MaharshiDayanand University, Rohtak	D.P.Ed, B.P.Ed. andM.P.Ed.	<u>D.P.Ed.</u> From 2000-2001 to 2005-2006 <u>B.P.Ed.</u> From 2006-2007 to 2017-2018 <u>M.P.Ed.</u> From 2006-2007 to 2017-2018
11.	State Council of Educational Research and Training(SCERT) Government of Uttarakhand	6 Month Special BTC Bridge Course	From 2001 to 2018

[F. No. 11/126/2015-EE-10/IS.14]

MANEESH GARG, Jt. Secy. (SS-II)

अधिसूचना

नई दिल्ली, 12 मई, 2020

का.आ. 1458(अ).—केंद्रीय सरकार, राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993, (1993 का 73) की धारा 15 की उपधारा (1) के परंतुक द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, यथास्थिति, केंद्रीय सरकार या राज्य सरकार द्वारा वित्तपोषित निम्नलिखित संस्थाओं को भूतलक्षी रूप से नीचे दी गई सारणी में वर्णित पाठ्यक्रमों और अवधि के लिए मान्यता प्रदान करती है, अर्थात् :—

क्र. सं	संस्था	पाठ्यक्रम	अवधि, जिसके लिए भूतलक्षी रूप से मान्यता अपेक्षित है
1.	बिहार केंद्रीय विश्वविद्यालय, गया, बिहार	बीए बीएड और बीएससी बीएड	2013- 2017 से और 2014- 2018
2.	डॉ हरिसिंह गौर विश्वविद्यालय, सागर	बीए बीएड और बीएससी बीएड	2012-2013 से और 2013-2014

NOTIFICATION

New Delhi the 12th May, 2020

S.O. 1458(E).—In exercise of the powers conferred by the proviso to sub-section (1) of section 15 of the National Council for Teacher Education Act, 1993 (73 of 1993) the Central Government hereby specifies that the following courses of the institutions funded by the Central Government or the State Government, as the case may be, accorded permission retrospectively, for the period mentioned, in the table hereunder, namely:—

TABLE

Sl. No.	Institution	Course	Period for which Retrospective Recognition required
1.	Central University of Bihar, Gaya, Bihar	B.A.B.Ed. and B.Sc.B.Ed.	From 2013-2017 and 2014-2018
2.	Dr. Hari Singh Gour University, Sagar	B.A.B.Ed. and B.Sc.B.Ed.	From 2012-2013 and 2013-2014
3.	Rabindra Bharti University, Jorasanko Campus 6/4, Dwarkanath Tagore Lane, Kolkata-700 007.	B.Ed.	From 1998-1999 to 2000-2001
4.	Sikkim Government B.Ed. College Soreng Sikkim	B.Ed.	From 2015-2017 and 2016-2018
5.	Aligarh Muslim University, Murshidabad Centre	B.Ed.	From 2013-2014 to 2015-2016
6.	Kurukshetra University Kurukshetra, Haryana (State University)	M.Ed., B.P.Ed. and M.P.Ed.	From 1995-1996 to 2016-2017
7.	Central University of Jharkhand, Jharkhand (Central University)	B.A.B.Ed. and B.Sc.B.Ed.	From 2013-2017 and 2015-2019
8.	Indian Institute of Teacher Education Gandhinagar, Gujarat (State University)	B.A.B.Ed. and B.Sc.B.Ed.	From 2011-2015, 2012-2016, 2013-2017 to 2014-2018
9.	Indira Gandhi National Open University (IGNOU)(New Delhi)	DPE, M.Ed. and C.P.P.D.P.T. (conducted for KVS)	<u>D.P.E.</u> From 2014-2017 <u>M.Ed.</u> From 2009-2011 <u>C.P.P.D.P.T.</u> From 2014-2017
10.	Regional Institute of Education, Bhubaneswar, National Council of Educational Research and Training (NCERT)	M.Sc.Ed.	From 2011-2013 to 2014-2016
11.	Maulana Azad National Urdu University, Hyderabad /Indira Gandhi National Open University (IGNOU)	D.P.E. (Diploma in Primary Education)	From 2006 to 2008
12.	Pondicherry University	B.P.Ed., M.P.Ed.	From 2011-2012 to 2015-2017

[F. No. 11/126/2015-EE-10/IS.14]

MANEESH GARG, Jt. Secy. (SS-II)

रजिस्ट्री सं. डी.एल.-33004/89

REGD. NO. D. L.-33004/89



भारत का राजपत्र The Gazette of India

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बसाधारण
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भाग III—खण्ड 4
PART III—Section 4
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सं. 40]
No. 40]

नई दिल्ली, मंगलवार, जनवरी 28, 2020/माघ 8, 1941
NEW DELHI, TUESDAY, JANUARY 28, 2020/MAGHA 8, 1941

राष्ट्रीय अध्यापक शिक्षा परिषद

अधिसूचना

नई दिल्ली, 27 जनवरी, 2020

फा. सं. राजशिप-सीडीएन012/3/2019-यूएस(सीडीएन)-मुख्यालय(ई).—राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम, 1993 (1993 का 73वां) के खण्ड 20 के उपखण्ड (7) के साथ पठित खण्ड 32 के उपखण्ड (2) की धारा (अ) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए और राष्ट्रीय अध्यापक शिक्षा परिषद (क्षेत्रीय समितियों की स्थापना, स्थान तथा क्षेत्रीय अधिकार-क्षेत्र) विनियम 2017 का उन्मूलन करते हुए, सिवाय उन कार्यों के जो इस प्रकार के उन्मूलन से पूर्व कर लिए गए थे अथवा किए जाने से छूट गए थे, राष्ट्रीय अध्यापक शिक्षा परिषद निम्न विनियम बनाती है, यथा :-

- संक्षिप्त शीर्ष और प्रारम्भ.—(1) इन विनियमों को राष्ट्रीय अध्यापक शिक्षा परिषद (क्षेत्रीय समितियों का क्षेत्रीय अधिकार-क्षेत्र) विनियम, 2020 कहा जाएगा।
(2) ये विनियम सरकारी राजपत्र में इनके प्रकाशन की तारीख से लागू होंगे।
- राष्ट्रीय अध्यापक शिक्षा परिषद, 1993 के खण्ड 20 के उपखण्ड (1) के उपबन्धों के अधीन स्थापित क्षेत्रीय समितियों का क्षेत्रीय अधिकार-क्षेत्र निम्नानुसार होगा :-

क्र.सं.	क्षेत्रीय समिति का नाम	क्षेत्रीय अधिकार-क्षेत्र
(1)	(2)	(3)
1.	पूर्वी क्षेत्रीय समिति	अरुणाचल प्रदेश, असम, बिहार, झारखण्ड, मणिपुर, मेघालय, मिजोरम, नागालैण्ड, ओडिशा, सिक्किम, त्रिपुरा तथा पश्चिम बंगाल

2.	पश्चिमी क्षेत्रीय समिति	छत्तीसगढ़, गोआ, गुजरात, मध्य प्रदेश, महाराष्ट्र, राजस्थान, दादर और नगर हवेली तथा दमन और दीव
3.	उत्तरी क्षेत्रीय समिति	हरियाणा, हिमाचल प्रदेश, पंजाब, उत्तर प्रदेश, उत्तराखण्ड, चण्डीगढ़, दिल्ली, जम्मू और कश्मीर तथा लद्दाख
4.	दक्षिण क्षेत्रीय समिति	आन्ध्र प्रदेश, कर्नाटक, केरल, तमिलनाडु, तेलंगना, अण्डमान और निकोबार द्वीपसमूह, लक्षद्वीप तथा पुडुचेरी

संजय अवस्थी, सदस्य सचिव
[विज्ञापन-III/4/असा./426/19]

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

New Delhi, the 27th January, 2020

F. No. NCTE-CDN012/3/2019-US(CDN)-HQ(E).—In exercise of the powers conferred by clause (o) of sub-section (2) of section 32 read with sub-section (7) of section 20 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in suppression of the National Council for Teacher Education (Establishment, Location and Territorial Jurisdiction of the Regional Committees) Regulations, 2017, except as respects things done or omitted to be done before such supersession, the National Council for Teacher Education hereby makes the following regulations, namely:-

- Short title and commencement.**—(1) These Regulations may be called the National Council for Teacher Education (Regional Committees Territorial Jurisdiction), Regulations, 2020.
(2) They shall come into force on the date of their publication in the Official Gazette.
- The territorial jurisdiction of the Regional Committees established under the provisions of sub-section (1) of section 20 of the National Council for Teacher Education Act, 1993 shall be as under:-

Sl. No.	Name of the Regional Committee	Territorial Jurisdiction
(1)	(2)	(3)
1.	Eastern Regional Committee	Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Sikkim, Tripura and West Bengal.
2.	Western Regional Committee	Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Rajasthan, Dadar and Nagar Haveli and Daman and Diu.
3.	Northern Regional Committee	Haryana, Himachal Pradesh, Punjab, Uttar Pradesh, Uttarakhand, Chandigarh, Delhi, Jammu and Kashmir and Ladakh
4.	Southern Regional Committee	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana, Andaman and Nicobar Islands, Lakshadweep and Puducherry

SANJAY AWASTHI, Member Secy.

[ADVT.-III/4/Exty./426/19]

National Council for Teacher Education

LEGAL GUIDELINES

The policy for empanelment of Advocates, duties of Counsels, payment of fees and related matters which was issued by NCTE on 28.6.2011 has been revised and the salient features of NCTE Legal guidelines are as follows:

I) Category of Court Cases

- a) **Important Matters:** Cases where the judgement will affect the NCTE Act, Rules or any regulations and where any unfavorable decision may have serious consequences.
- b) **Ordinary Matters:** Cases where the petitioner has impleaded NCTE as one of the respondents and NCTE has only to furnish certain facts based on regulations to the Court.
- c) **Proforma Matters:** Cases where NCTE is impleaded as one of the respondents, but no relief is sought from it.

II) Eligibility, Appointment and Empanelment of Legal Counsels for Supreme Court of India, Various High Courts and Other Lower Courts

A panel will be drawn by the NCTE (HQ) for the legal counsels for Hon'ble Supreme Court of India, various High Courts and other courts as per criteria given below:

The counsels engaged by NCTE will fall into two categories viz:-

- (a) Standing Counsel (s)
- (b) Panel Counsel (s)

Qualifications of Standing Counsel:

- (a) **Standing Counsel:** Eligibility criteria for appointment as Standing Counsel, a person should:
 - (i) Be enrolled/registered as an advocate with the Supreme Court of India or with the High Court, as the case may be.
 - (ii) For engagement in Supreme Court the Advocate must be an Advocate on Record.
 - (iii) Have minimum experience of **ten years** of handling Civil/Criminal/service matter cases. Preference will be given to the counsels who have dealt earlier with matters pertaining to academic/education institutions and statutory bodies.
 - (iv) Should have at least 50 appearances before the Supreme Court or the respective court for which the advocate is seeking empanelment, in the calendar year preceding the application for empanelment with NCTE Eg. A person must have had 50 appearances in 2016 if he is applying for empanelment in 2017.
- (b) **Panel Counsel:** Eligibility criteria for appointment as Panel Counsel, the person should:
 - (i) Be enrolled/registered as an advocate with the High Court or Supreme Court, as the case may be.
 - (ii) An appointment as an Amicus Curiae by the Supreme Court or the High Court, shall be given due weightage.


28/12/17

- (iii) Have minimum experience of five years of handling Civil/Criminal/service matter cases. Preference will be given to the counsels who have dealt earlier with matters pertaining to academic/education institutions and statutory bodies.
- (iv) Should have at least 50 appearances before the Supreme Court or the respective court for which the advocate is seeking empanelment, in the calendar year preceding the application for empanelment. Eg. A person must have had 50 appearances in 2016 if he is applying for empanelment in 2017.

Appointing Authority:

A. For Supreme Court of India:

- (i) Appointment and removal of Advocates will be made by NCTE (HQ) with the approval of the Chairperson, NCTE following due procedures.

B. For High Courts and other Courts:


- (i) Appointment and removal of Advocate will be made by NCTE(HQ) with the approval of Chairperson, NCTE following due procedures.

Terms for appointment:

The terms for appointment of the Counsel would be for a period of one year and extendable on year to year basis from the date of appointment. The appointment of the Counsels may be terminated at any time by the appointing authority, without assigning any reason.

III) Standing/Panel Counsel shall perform the following duties:

- (i) Represent NCTE before the Supreme Court and High Court and other judicial bodies.
- (ii) Provide legal advice to NCTE on civil, criminal, service, educational, regulating and such other matters arising in the course of administration of NCTE as are referred to him/her including:
 - (a) Examination and drafting of legal documents;
 - (b) Drafting of applications, petitions etc., to be filed in various courts of law and file in the respective Courts after vetting by NCTE(HQ)/Regional Director as the case may be.
 - (c) Prompt removal/curing of defects in appeals/petitions filed; as may be pointed out by the registry with the approval of NCTE(HQ)/Regional Directors.
- (iii) Apply for the copy of judgment from the court in cases attended by him/her and supply the copy of judicial pronouncements at the earliest but not later than 10 days from the date of order (excluding the time taken by the court in preparation of the copy);
- (iv) If required, render all assistance to Special or Senior Counsel engaged in particular cases before the Supreme Court, High Courts and other judicial bodies;
- (v) Keep NCTE informed and updated on all important developments in the designated cases, dates of hearing, order of the court on the date of its pronouncement supplying copy of judgment etc;
- (vi) Furnish monthly statement about the cases represented by him/her before the Supreme Court, High Court or any other authority and their outcomes.


28/12/17

- (vii) Perform such other duties of legal nature which may be assigned to him/her by NCTE.
- (viii) When any case attended to by him/her is decided against the NCTE, will give considered opinion regarding the advisability of filing an appeal from such a decision preferably within a week after receiving the uncertified copy of order.

IV) Duties of Standing Counsel:

The Standing Counsel will receive the Court notices/petitions on behalf of NCTE and avoid any ex parte decision. The notices received by the Standing Counsel will be sent to the respective NCTE (HQ)/Regional Directors as applicable and the assignment of case will be made by the Competent Authority to the Standing/Panel Counsel. A monthly retainer-ship of Rs.5000/- which includes derkage, office rent and postage and other establishment charges will be paid to the Standing Counsels for the following Courts only:

- a) Supreme Court of India
- b) Delhi High Court
- c) Allahabad High Court
- d) High Court of Rajasthan, Jaipur
- e) High Court of Madhya Pradesh, Jabalpur
- f) High Court of Madras, Chennai
- g) High Court of Calcutta
- h) Gauhati High Court, Gauhati including North Eastern States
- i) High Court of Punjab & Haryana, Chandigarh
- j) High Court of Andhra Pradesh, Telangana and Hyderabad
- k) High Court of Karnataka, Bengaluru

V) Payment of legal fees

The payment of Fees to the Legal Counsels of NCTE will be made as per the following:-

(A) Legal Fees payable to the Panel Counsel of Supreme Court of India:

SL.No.	Item of work	Fees
(i)	Appearance	Rs.4500
(ii)	Final Appearance	Rs.9000
(iii)	Preparation and filing of Counter Affidavit rejoinder Draft SLP Misc. applications (including mentioning of the case) Caveat/Clearance/obtaining the number and taking date for hearing, written/submission, non-effective hearing limited to 5 subject to maximum of 5 hearings in a case	Rs.3000
(iv)	Conference charges (per Conference/day)	Rs.2000

28/12/17

(v)	Out of Headquarter (daily fee for the days of his/her absence from HQ)	Rs.9000
(vi)	Conveyance charges for performing local journey while outside Headquarter	Rs.1500
(vii)	All defended admission matter (SLP/TP and writ petitions and other miscellaneous matter for admission) per case per day	Rs.4500/-

(B) Legal Fees payable to the Panel Counsel of High Court as well as of CAT:

Sl.No.	Item of Work	Fees
(i)	Per appearance including interim motions, notices, appeals, Leave Application, Arbitration, Company matters, Criminal Revision and effective hearing per day.	Rs.2250.00
(ii)	Final Appearance	Rs.3750.00
(iii)	Preparation and filing of Counter Affidavit in High Courts and other Courts	Rs.3000.00
(iv)	Preparation and filing of Additional Affidavit, Conference charges non-effective hearing limit to maximum 5 hearings in a case, chamber applications, written opinion and written advice including advice on evidence (including consultation)	Rs.1000.00

VI) Misc. expenditure

As per actual (Photocopy, typing, Court fee, attestation etc.)

VII) Legal Opinion

For legal opinion on various issues related to the NCTE an amount of maximum of Rs. 5000.00 will be paid for each of the opinions. In exceptional cases, the fee for legal opinion tendered by a senior advocate will be as mutually agreed upon.

VIII) Connected/tagged cases

Rs.600/- in the Supreme Court of India and Rs. 400/- in High Courts will be paid.

IX) Out of Headquarters

If the Counsel is required to go out of the Headquarters in connection with the Court case, he will be entitled to the TA/DA as admissible to the Class-I officer of the Govt. of India having Level 14, pay band 37400-67000 (As per the acceptance of the report of Seventh Pay Commission).

X) Special Assignments

Advocates engaged on specific cases with the approval of the Competent Authority will be paid legal fee as payable to empaneled Advocates in the respective Courts.

[Signature]
28/12/17

XI) Assignment of Cases to Legal Counsels for Supreme Court of India, High Courts and Other Lower Courts.

- a) **Supreme Court of India:** Engagement of advocates and assignment of the cases will be made by NCTE(HQ) with the approval of Member Secretary, NCTE from the panel of advocates prepared for the purpose. For important cases, Senior Advocates/ASG will be engaged with the approval of Chairperson, NCTE.
- b) **High Courts of India and other courts:** Engagement of advocates and assignment of the cases will be made by Member Secretary for Delhi High Court and concerned Regional Directors for the other Court under their respective jurisdiction out of the panel prepared by NCTE(HQ).

XII) Filing of Vakalatnama and Defending the cases on behalf of NCTE (HQ) and Regional Committees.

- a) **Cases where NCTE(HQ) is a party along with concerned Regional Committees:** Regional Director concerned will defend the case also on behalf of NCTE(HQ) and file the Vakalatnama. Specific information will have to be obtained from the NCTE(HQ) for filing the affidavit, if any. Information about the latest status of the case invariably be sent to NCTE(HQ).
- b) **Cases where Regional Committee is a party and NCTE(HQ) is not a party:** Regional Director concerned will defend the case and file the Vakalatnama with intimation to NCTE (HQ). Specific information, if any, will have to be obtained from the NCTE(HQ) for filing the affidavit, if any.
- c) **Cases where NCTE(HQ) is a party and Regional Committee is not a party:** Regional Director concerned will defend the case on behalf of NCTE(HQ) and file the Vakalatnama in the Courts under their jurisdiction. Specific information will be obtained from the NCTE(HQ) for filing the affidavit, if any. For the cases at Delhi/New Delhi, NCTE(HQ) will defend the same and file the Vakalatnama accordingly.

Note: The cases pertaining to the service matters of the NCTE Staff before various Courts at New Delhi will be defended by NCTE(HQ) after taking the required information from the concerned Regional Committee, if any and for other Courts the respective RD will defend the case.

XIII) Filing of Appeals before Division Benches of Hon'ble High Courts and Hon'ble Supreme Court of India by NCTE and its Regional Committees:

In cases where the directions are against the NCTE Rules, Regulations, Norms and Standards, an action shall be taken to file an appeal against such directions:

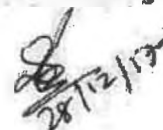
- a) For filing of Appeals before Supreme Court of India, approval of Chairperson, NCTE is required.
- b) For filing of Appeals before the High Courts and other Courts approval of Member Secretary, NCTE is required.

XIV) General

- a. No fee will be allowed in cases which were got adjourned by the Counsel without the directions from the NCTE or on his personal grounds.

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28/12/17

- b. These rates will also be applicable to the lawyers engaged by Regional Offices of the NCTE. Only one set of fee will be entitled on behalf of all the parties involved from NCTE point of view or UOI if the Counsel asked to appear for the same by UOI, Ministry of Human Resource Development.
- c. If a senior advocate/lawyer of extraordinary repute is engaged to defend/contest the case for the Council, his charges will be negotiated in advance and prior approval of the NCTE(HQ) will be taken before such engagement.
- d. No Conference/Opinion charges will be paid if decision/meeting is held with lawyer in a matter related to on-going case in any of courts in which that lawyer is engaged as Counsel of NCTE. However, if he is called to NCTE Office for discussion/meeting/conference, he will be entitled to claim TA/DA as applicable to the officers of NCTE at the level of Member Secretary.
- e. A Counsel will have right to private practice, which should not, however, interfere with the efficient discharge of his duties as a Counsel for the NCTE/Government of India. A Counsel shall not advise any party in or accept any case against the NCTE/Govt. of India in which he has appeared or is likely to be called upon to appear for or advise or which is likely to affect or lead to litigation against the NCTE/Govt. of India
- f. The Advocate shall not advise any party or accept any case against the NCTE in which he/she has appeared or is likely to be called upon to appear for or advise which is likely to affect or lead to litigation against the NCTE. In case any Counsel who had handled the case filed against NCTE may recuse himself/herself from dealing the same case on behalf of NCTE.
- g. If the Advocate happens to be a partner of a firm of lawyers or solicitors, it shall be incumbent upon the firm not to take up any case against the NCTE in any Court of Law/Tribunal/Commission or any case arising out of those cases e.g. appeals and revisions;
- h. In cases where on the request of the Ministry of HRD, interests of UOI have also to be protected, no extra fees shall be paid to the advocate to watch and safeguard the interests of Ministry of HRD or UOI.
- i. The Counsel may also resign from the Council by serving one month's notice.
- j. NCTE is free to engage any advocate of its own choice and an empaneled Advocate shall make no claim that he/she alone should be entrusted with NCTE's legal matter(s).



28/12/13

124170/2019/US(Regulation)-HQ

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक निकाय)



National Council for Teacher Education
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

SANJAY AWASTHI, IRS
MEMBER SECRETARY

File No.-Reg1011/19/2019-US(Regulation)-HQ
Date: 08 July, 2019

All Principal Secretaries of States Governments/UT,
All Vice-Chancellors of State & Central Universities,
All SCERTs Directors


Sir/Madam,

Please refer to the Office Memorandum F.No.12-4/2019-U1 dated 17th January, 2019 issued by the Government of India for implementing the 103rd Constitutional Amendment (Copy enclosed).

Operational portion of the said Notification is extracted:

If the State Government/UT has a reservation policy for admission in teacher education institutes and the same is applicable to Private and Self-financing Teacher Education institutions, then the State Government/UT shall ensure that 10% of Reservation for EWS would be operational from the Academic year 2019-20 without affecting the percentage reservations of SC/ST/OBC/General. However, this would not be applicable in the case of Minority institutions referred to the clause (1) of Article 30 of Constitution of India.

Yours Faithfully,


(Sanjay Awasthi)
Member Secretary

राष्ट्रीय अध्यापक शिक्षा परिषद्
National Council for Teacher Education



National Council for Teacher Education
A STATUTORY BODY OF THE GOVERNMENT OF INDIA

V. C. TEWARI
MEMBER SECRETARY-99-21/2006/NCTE/MS

27 June, 2007

To
All Education Secretaries
All State Govt. JTs as per list

Sub: Issues related to validity of Diploma Certificate in teacher education obtained from the State of J&K.

Sr.

This is in continuation of our letter of serial number dated 31-5-07 on the above mentioned subject. The following clarifications have further been issued by Ministry of HRD.

"a diploma or certificate in teacher education awarded by an institution/university in the State of Jammu & Kashmir is also valid for employment in other parts of the country subject to the provisions of the Act. In other words such certificates/diplomas will also have to be treated on the same footing as a degree awarded by such institutions".

2. The above clarifications are for your information and necessary action.

Yours faithfully,

(V.C. Tewari)
Member Secretary

F.No.49-21/2005/NCTE (N&S)

May 31, 2007

To,

All Education Secretaries
All States Govts./UTs as per list

Subject: Issues related to validity of degrees in teacher education obtained from the State of J&K.

Sir,

The NCTE Act, 1993 extends to the whole of India except the State of J&K. The issue of validity of degrees in teacher education obtained from the State of Jammu & Kashmir has been attracting the attention of NCTE and MHRD for quite some time past. Now the MHRD has given the following clarifications:

a) Persons who have obtained degrees from institutions recognized by the Govt. of J&K/UGC would be eligible for employment in Central Govt. and other States; and

b) As the NCTE Act does not cover the issue of admission in institutions for higher qualifications, the eligibility of persons with degrees from institutions in J&K will not be governed by the provisions of the NCTE Act but by the relevant laws/rules/regulations of the respective States/Universities.

3. The above clarifications are for your information and necessary action.

Yours faithfully,

Sd/-

(V.C.Tewari)
Member Secretary

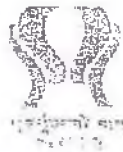

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Hans Bhawan, (Wing-II), 1, Bahadur Shah Zafar Marg, New Delhi -110 002

Tel: 23370144 Fax: 23370128

E-Mail: mail@ncte-in.org Website: http://www.ncte-in.org

एन सी टी ई शिक्षा परिषद
(एन सी टी ई शिक्षा परिषद)
(NATIONAL COUNCIL FOR TEACHER EDUCATION)



National Council for Teacher Education
(A Statutory Body of the Government of India)

March 1, 2004

The Regional Director
Southern Regional Committee
1st Floor, CSD Building
HMT Complex, HMT Post
Bangalore - 560 031

The Regional Director
Southern Regional Committee
1st Floor, CSD Building
HMT Complex, HMT Post
Bangalore - 560 031

The Regional Director
Eastern Regional Committee
Vikas Bhawan, Near AIR
Shyamba Hills
Bhopal - 462 002

The Regional Director
Eastern Regional Committee
15, Nilakantha nagar, Nayapalli
Bhubaneswar - 751 012

Sub: Guidelines for processing of innovative programme in teacher education.

Sir,

I am directed to refer to NCTE Regulations, 2002 dated 13.11.2002 laying down norms and standards for various teacher education programmes and other requirements for processing of applications for grant of recognition to institutions for conducting teacher education programmes. The norms and standards laid down by the NCTE are course specific. There are no guidelines for processing of applications for grant of recognition for conducting a course or training in teacher education which is different from the programmes for which norms and standards have been laid down i.e. innovative in nature. A need has, therefore, been felt to lay down guidelines processing of applications for grant of recognition to such courses/ programmes as are innovative in nature.

Accordingly, the Council has laid down guidelines for processing of innovative programmes in teacher education. A copy of the guidelines is annexed. The Regional Committees may, henceforth, process such cases as per these guidelines.

Yours faithfully,

A. Gautam

(Dr. Meena Gautam)
Deputy Secretary

Copy to

PSs to CP/VCP/MS
DS(AC-II)/DS(Admin)
All USs/RO/POs

A. Gautam
(Dr. Meena Gautam)
Deputy Secretary

(79)

F.49-3/2003-NCIE(N&S)
National Council for Teacher Education
New Delhi

March 1, 2004

Guidelines for Processing of Innovative Programme in Teacher Education

NCTE has formulated NCTE (Form of Application for Recognition, the Time Limit of Submission of applications etc.) Regulations, 2002 prescribing norms and standards for various teacher education programmes and other requirements for processing of applications for grant of recognition to institutions for conducting teacher education programmes. In terms of Regulations 10, applications for grant of recognition to institutions offering a course or training for innovative courses are to be dealt with by the concerned Regional Committee in such manner as may be determined by the Council either by general or special order. No guidelines for processing of applications for grant of recognition for conducting a course or training in teacher education which is innovative in nature, have so far been evolved. A need has, therefore, been felt to lay down guidelines for processing of applications for grant of recognition to such courses/ programmes as are innovative in nature.

2. The following general guidelines are laid down in this context :

- (i) Applications for grant of recognition to an institution for conducting an innovative programme in teacher education are to be submitted to the Regional Committee concerned.

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(3)

(i) If the programme/course is to be run by an institution other than a university or deemed university, then such a programme/course should be initiated by the examining body concerned.

(ii) The Regional Committee concerned will decide whether a course or programme is innovative or not. For judging innovative character of an institution/programme the following five point criteria will be applied:

- (a) Promoting creative teaching approach
- (b) Undertaking action research
- (c) Using ICT for inventive learning
- (d) Learner-centred paradigm—their designing and application, and
- (e) Value-based involvement in and for community.

While doing so, the Regional Committee may consider/examine the duration of the course, course contents, methodology, mode of delivery or any other aspect of innovative nature of the course/programme as well.

The proposal for grant of recognition to the innovative programme should be considered/examined/processed in accordance with the norms and standards already laid down by the Council depending upon the level of the innovative programme. For example, if the innovative programme leads to award of a degree or post-graduate degree, then the norms and standards for B.Ed. programme or M.Ed. programme should be


applied. Slight changes/ modifications may, however, be allowed keeping in view the nature of the programme or the infrastructural and instructional facilities already available with the institution.

(v) The Regional Committee will follow the same procedure as in the case of other teacher education courses, for grant of recognition to an innovative programme.

(vi) The Regional Committee, while recommending the proposal will ensure compliance of the relevant norms and standards especially the infrastructural facilities, instructional facilities, requirement of teaching staff and such other essential requirement for conducting the course.

(vii) After completion of processing of the proposal, the office of the Regional Committee will forward the case file to Hqrs. along with the recommendations of the Regional Committee, for obtaining the approval of the Chairperson, NCIE.

(viii) After the approval of Chairperson, NCIE to the proposal, the office of the Regional Committee will issue formal orders of recognition to the institution for starting the course/ programme.


(V.C. Tewari)
Member Secretary

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक सस्थान)



National Council for Teacher Education
(A Statutory Body of the Government of India)

F.No. 61-5/2005/NCTE(N&S)

June 5, 2006

To

The Regional Director
Northern Regional Committee
A-16, Shanti Path
Tilak Nagar,
Jaipur-302 004

The Regional Director
Southern Regional Committee
1st Floor, CSD Building
HMT Complex, HMT Post
Bangalore - 560- 031.

The Regional Director
Western Regional Committee
Manas Bhawan, Near AIR
Shyamla Hills
Bhopal-462002.

The Regional Director
Eastern Regional Committee
15, Nilakantha Nagar, Nayapalli
Bhubaneswar - 12.

Sub : Guidelines for processing of innovative programme in teacher education.

Sir,

I am directed to say that the guidelines on the innovative cases issued vide letter No. F. 49-3/2003-NCTE(N&S) dated 1st March, 2004 (Copy enclosed) for processing of innovative programmes have been reviewed and it has been decided to replace para (vii) and (viii) of guidelines by the following :-

(vii) Regional Committees may decide the applications as per NCTE Regulations after seeking recommendation of the expert committee specifically constituted for each application on innovative course.

(viii) Recognition may be accorded initially for one year only and could be renewed every year upto maximum of 3 years only. Renewal should be accorded on the basis of gain as visualized in the initial proposal. The Regional Committee should recommend the course to be adopted as regular course after three years of successful implementation and on the basis of reports submitted by the institutions of its success Regional Office should submit the report to the Hqrs. for the formulation of the norms for the said innovative course(s).

Contd... 2/-

3. In the light of above modifications, Regional Directors are requested review all the proposals for innovative course pending with them in the light of modified guidelines.

4. They should also review the innovative courses already recognized by them by seeking reports from all the institutions. Regional Directors should also send report on the compliance of the above instructions in regard to both types of cases - pending for grant of recognition and already recognized.

Yours faithfully,

Veera Gupta
(Dr. (Mrs.) Veera Gupta)
Deputy Secretary

ATMARAM N.S. NADKARNI



सत्यमेव जयते

Annexure - 'B'

अपर महा-सॉलिसिटर
भारत
ADDITIONAL SOLICITOR-GENERAL
OF INDIA

9th March, 2017

OPINION (Ex-parte)

I. Querist: National Council for Teacher Education (NCTE)

II. Queries raised by the querist for Opinion:

- a) Whether the Appellate Orders are binding on the Regional Committees ?
- b) Can the Regional Committees decide not to implement the Appellate Orders ?
- c) In case the Regional Committees differ with the directions contained in the Appellate Orders than what is the legal remedy available to enforce such Orders ?

III. Factual Background:

1. The issue in essence is with regard to the nature, authority and effect of the Orders issued by the Appellate Committee established under the National Council for Teacher Education Act, 1993 ("NCTE Act").
2. The factual background as submitted by the Querist are that In the year 1996, an Appeal had been filed against an Order passed by the Regional Committee, the rules had not been notified by the Central Government at the relevant time. Therefore the NCTE proposed an interim procedure with respect to the time limit for submission of

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the appeal, its form, fee payable and procedure for disposal of appeal. The Appeals were accordingly dealt with in terms of such interim procedure.

3. The interim procedure inter-alia provided for constitution of Committee to consider and decide the Appeals. Such Appeal Committee was constituted by the NCTE in terms of the powers derived from Section - 19 (7) of Chapter-V of the NCTE Act, wherein Section 19 (7) provides that "The Council may, if it considers necessary, establish such other committees, for such specific purpose, as it may deem fit", and as such the Appeal Committee was established to hear and dispose Appeals under Section 18 of the NCTE Act.
4. The Appeal Committee under the interim procedure comprised of the following members:
 - a) Vice chairperson, NCTE or a nominee of the chairperson. NCTE- Chairperson
 - b) An expert in the field of education or teaching to be nominated by the chairperson, NCTE- Member
 - c) Member Secretary, NCTE- Member.
5. Pursuant to the above, the NCTE submitted a proposal to the Central Government wherein the NCTE vide its said proposal sought that the Central Government frame Rules in terms of Section 3 - Sub-Section (1) of PART II- of the NCTE Act, 1993. Thereafter the Government of India vide its Notification No. 482 dated 3rd December 1997, notified NCTE Rules, 1997.
6. The Appeal Committee continued to hear Appeals in terms of the NCTE Act and the 1997 Rules framed by the Central Government. The position of Appeal Committee since 1997 and the various changes undergone in the constitution of the Appeal Committee are as under:
7. On 20.01.2005 vide agenda item no. 24, the Council in its 16th Meeting delegated powers to the Chairperson, NCTE for taking final decision on Appeals preferred under Section 18 of the Act. The Council also constituted an Appeal Committee consisting of the following persons for assisting the Chairperson, NCTE in disposing

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of the appeals, and the quorum for the meeting of the Appeal Committee should be three members:-

- a) Vice Chairperson, NCTE- Chairman
- b) Dr. S.S Ruthi – Member
- c) One academician- Member to be nominated by CP
- d) One Legal Expert- Member -do-
- e) Member Secretary- Convenor

8. Subsequently, in compliance of the 16th meeting the Appeal Committee was constituted on 16.02.2005 vide order No. 47-14/2005/NCTE/CDN and powers were delegated to the Chairperson, NCTE to take final decision on Appeals with SH. L.R Aggarwal, Deputy Secretary, NCTE. Further Sh. Amitesh Kumar, Advocate, Supreme Court of India was nominated on 03.04.2007 as a member of Appeal Committee in place of Sh. L.R Aggarwal, DS, NCTE as an expert in legal matters/ court cases by Chairperson, NCTE.
9. Furthermore the Council in its 20th meeting held on 28.06.2007 under agenda no. 3 authorized the Chairperson, NCTE, to dissolve the then Appeal Committee and reconstitute it. Accordingly on 05.07.2007 the Appeal Committee was re-constituted and Prof. S.V.S Choudhary, the vice-chairperson, NCTE was nominated as the Chairman of the Appeal Committee and Member Secretary was nominated as a Member of the committee. Further, as per the directions of the Chairperson, NCTE, Sh. Lakshminaraya Jt. Secy. (Rtd.) was nominated as Member of the Appeal Committee for preparation of minutes of the meeting. Thereafter, on 07.07.2011 vice Chairperson, NCTE was relieved and prof G.L. Arora, Retd HOD was nominated as the chairman of the Appeal Committee for an indefinite period until further order.
10. Further, on 13.09.2011 as per the decision of the 2nd meeting of the NCTE committee, the Appeal Committee was re-constituted vide order dated 16th September, 2011 and Sh. Vikram Sahay, Member Secretary, NCTE was nominated as one of the Members of the Appeal Committee. The NCTE Committee in its 21st meeting decided to include the Member Secretary, NCTE as a member of Appeal Committee in place of

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Sh Vikram Sahay, Member secretary, NCTE with effect from the date of assuming charge of Member Secretary, NCTE by Smt R. Jaya.

11. Pursuant to this the Council in its 30th meeting held on 24.05.2013 dissolved the above Appeal Committee. It was decided to request Prof. M.A. Khader, member of the Council to chair the next Appeal Meeting till a regular Vice-chairperson was appointed. Accordingly an order was issued on 14.06.2013. It was further decided to put up a Legal Position with regard to ratification of the Orders passed by the Appeal Committee, approved by the Chairperson, NCTE on behalf of the Council by exercising powers delegated by the Council.

12. Accordingly, the two legal points put up were :

- (I) The Legal position with regard to the Appeal Committee and its re-constitution, and;
- (II) Strengthening of Appeal Committee and procedure to be adopted by it under Agenda Item No. 8;

The above was considered by the Council in its 31st meeting held on 29.07.2013. The council took a decision in the matter and it was decided as follows:

- That the Appeal Committee would be reconstituted with Dr. M.A. Khader as the Chairperson.
- Further, the Council decided that the Appeal Committee would exercise powers delegated to it by the NCTE, and therefore there is no need for ratification of its decision by the Council or Chairperson.
- The Council also approved the strengthening of the Appeal Committee with the addition of Sh. Alok Mathur (member of the Council) who will act as the Chairperson of the Appeal Committee in the absence of Prof. Khader, Prof Nargis Panchapakesan, Sh. Lakshminarayan and Sh Virender Kumar (the latter three being member of previous Appeal Committee).
- The Council also approved the procedure to be adopted for disposal of appeals, as proposed in the Agenda.

[4]

13. Accordingly an order for strengthening Regional Committee was issued on 16.08.2013 and the composition of the present Appeal Committee constituted vide order dated 14.06.2013 & 16.08.2013 is as under:-

- a) Prof M.A. Khader, Calicut- Chairperson
- b) Sh Alok Mathur, AP- Member (Chairperson in absence of Prof Khader)
- c) Prof Nargis Panchapakosan, New Delhi - Member
- d) Sh. M. Lakshminarayana, New Delhi- Member
- e) Sh. Virender Kumar, Noida- Member

14. In order to bring about a sense of judicial discipline and establish proper administration within the NCTE, the NCTE (HQ) through its Member Secretary Mr. Sanjay Awasthi, issued a Circular NO. F.67-14/2016/NCTE/Legal dated 10/17.08.2016 to the Directors of all four Regional Committees, thereby communicating the urgent need to comply with the Orders passed by the Appeal Committees.

15. Pursuant to the issuance of the above stated Circular, the NCTE was in receipt of a letter dated 26.09.2016 from the MHRD. Annexed to the said Letter was also copy of letter dated 25.08.2016 written by Ms. ~~Misra~~ WRC, NCTE, Bhopal, wherein she expressed her comments on the Circular dated 10/17.08.2016 issued by the NCTE as follows:-

"Firstly, regional committee are provided for in the NCTE act. The act also provides for a few other subcommittees, but there is no provision for an appeal committee as it exists today. As far as WRC member know, the whole National Council is the Appellate Authority against decision of the Regional Committees. As such the question of the superiority of a group of few members does not arise. "Appeal Committees" is not mentioned anywhere neither in the NCTE Act nor the regulations, or any Rules

The circular mentions "Miscellaneous Application. Again neither the act nor the regulation or any rules have laid down any procedure for "Miscellaneous Application".

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Secondly, WRC members understand that even if there was a superior body all direction from it have to be within the realm of the statute or regulation or any rules extant under such statute, even a real Appellate authority cannot give a relaxation, unless the rules, regulations or statute provides for it.

Thirdly, the Circular advises the RD's to ensure that if and when Regional Committees feel constrained to differ with the Appellate Orders, the Regional Committees should be reminded about the judicial discipline. RD's are not members of regional committees, hence they cannot advise the Regional Committees. Hence, legally they cannot advise the Regional Committee. Their only job is to convene the meeting and lay full facts of the cases and rule the position before the regional committees for consideration."

16. It is upon the receipt of the aforementioned letter from Ms. Mala Srivastav, WRC, NCTE, Bhopal that the querist has through ... instructing attorneys formulated and submitted this brief for opinion.

IV. Opinion (ex-parte)

17. I have perused the file containing the brief note, the NCTE Act, 1993, Rules dated 03.12.1997, Circular dated 10/17.8.2016 and other documents therein referred to me for my opinion. I have also had the benefit of a conference with the instructing attorneys of the querist, and in view thereof I express my opinion as under:

18. With a view to achieve the object of planned and coordinated development for the teacher education system throughout the country and for regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith, the Parliament enacted the National Council for Teacher Education Act, 1993 (hereinafter referred to as the "NCTE Act"), which provides for the establishment of a Council to be called the National Council for Teacher Education (hereinafter referred to as "the NCTE") with multifarious functions, powers and duties.

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19. Section 2(c) of the Act defines the term "Council" to mean a Council established under sub-section (1) of Section 3. Section 2(i) defines the term "recognised institution" to mean an institution recognised under Section 14.

20. Section 2(j) defines the term "Regional Committee" to mean a Committee established under Section 20. Section 3 provides for establishment of the Council which comprises of a Chairperson, a Vice-Chairperson, a Member-Secretary, various functionaries of the Government, thirteen persons possessing experience and knowledge in the field of education or teaching, nine members representing the States and Union Territories Administration, three members of Parliament, three members to be appointed from amongst teachers of primary and secondary education and teachers of recognised institutions.

21. Section 12 of the NCTE Act enumerates functions of the Council. Section 14 provides for recognition of institutions offering course or training in teacher education. Section 15 lays down the procedure for obtaining permission by an existing institution for starting a new course or training. Section 16 contains a *non-obstante* clause and lays down that an examining body shall not grant affiliation to any institution or hold examination for a course or training conducted by a recognised institution unless it has obtained recognition from the concerned Regional Committee under Section 14 or permission for starting a new course or training under Section 15.

22. The mechanism for dealing with the cases involving violation of the provisions of the Act or the Rules, Regulations. Orders made or issued by the Regional Committees thereunder or the conditions of recognition by a recognised institution finds place in Section 17, wherein: "*Where the Regional Committee is, on its own motion or on any representation received from any person, satisfied that a recognised institution has contravened any of the provisions of this Act, or the rules, regulations, orders made or issued thereunder, or any condition subject to which recognition under sub-section (3) of section 14 or permission under sub-section (3) of section 15 was granted, it may*

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withdraw recognition of such recognised institution, for reasons to be recorded in writing"

23. Importantly, Section 18 provides for an appeal provision wherein any person aggrieved by an order passed by the Regional Committee under section 14, 15, 17 of the Act may prefer an Appeal to the Council within such stipulated period as prescribed. Section 18 is reproduced herein for ready reference :

"18. APPEALS

(1) Any person aggrieved by an order made under section 14 or section 15 or section 17 of the Act may prefer an appeal to the Council within such period as may be prescribed.

(2) No appeal shall be admitted if it is preferred after the expiry of the period prescribed therefor:

Provided that an appeal may be admitted after the expiry of the period prescribed therefor, if the appellant satisfies the Council that he had sufficient cause for not preferring the appeal within the prescribed period.

(3) Every appeal made under this section shall be made in such form and shall be accompanied by a copy of the order appealed against and by such fees as may be prescribed.

(4) The procedure for disposing of an appeal shall be such as may be prescribed:

Provided that before disallowing an appeal, the appellant shall be given a reasonable opportunity to represent his case.

(5) The Council may confirm or reverse the order appealed against "

(Emphasis Supplied)

24. It is important to note that one of the contention of the Chairperson, Regional Committee, Bhopal in letter dated 25.08.2016 was that there was no provision for an 'appeal committee' as it exists today.

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25. Section 19 (7) of the NCTE Act, empowers the Council to establish any other committee to carry out a specific purpose. Section 19 (7) is reproduced herein for ready reference:

"19. EXECUTIVE COMMITTEE

(1) The Council shall constitute a committee, called Executive Committee for discharging such functions as may be assigned to it by the Council or as may be determined by regulations.

(2) xx...

(3) xx...

(4) xx...

(5) xx...

(6) xx...

(7) The Council may, if it considers necessary, establish such other committees, for such specific purpose, as it may deem fit."

(Emphasis supplied)

26. In so far as appeals are concerned, the procedures are provided for in the National Council for Teacher Education Rules, 1997 (hereafter referred to as the '1997 Rules'). Rules 10 and 11 which are relevant for this opinion provide as follows :

Rule 10 provides as follows "10. Appeals: Any person aggrieved by an order made under section 14, section 15 or section 17 may prefer an appeal in Form I appurtenant to these rules, to the Council within sixty days of issue of such orders, along with a fee of Rs. 10,000/- payable with the memorandum of appeal in the form of crossed demand draft drawn in favour of the Council :"

Rule 11 provides as follows "11. Procedure for disposal of appeals: (1) On receipt of memorandum of appeal, the Council shall call for the records of the case from the Regional Committee concerned which passed the order appealed against and after giving the appellant a reasonable opportunity of being heard pass such orders as it may deem fit."

27. Further, Section 27 of the NCTE Act, empowers the Council to delegate such of its powers and functions. Section 27 of the NCTE Act is reproduced herein for ready reference:

(43)

"27. *DELEGATION OF POWERS AND FUNCTIONS* The Council may, by general or special order in writing, delegate to the chairperson or to any other member or to any officer of the Regional Committee, subject to such conditions and limitations, if any, as may be specified in the order, such of its powers and functions under this Act (except the power to make regulations under section 32), as it may deem necessary."

28. I have also perused the Order dated 16th August 2013 which was placed before me, and the minutes of the 30th meeting held by the Council which forms part of the Order of Council. In the said minutes of the meeting, para number 17, Agenda item No. 8, talks about the legal position with regard to the Appeal Committee. It is also stated therein that "the council was informed that under section 18 of the NCTE Act, the Council is the authority to decide on appeals against orders of the Regional Committees. The first council in its second meeting had delegated the powers to the Chairman."
29. The Council has under Section 19 (7) established an Appeals Committee, and thereafter delegated its powers to the said Committee, which power to delegate is under Section 27 of the NCTE Act. The parliamentary enactment empowers the Council under Section 19(7) to establish any other council to carry out such specific functions or purpose which the Council shall deem fit, and such specific function or purpose. However, Rule 11 of the 1997 Rules, which provides for the Procedure for disposal of appeals, uses the word *the Council* which would entail that; powers to dispose off appeals vests with the Council. However, a perusal of the Order dated 16th August, 2013 and the minutes therein, amply demonstrate that the Council has delegated its powers i.e. powers to hear and dispose off appeals to the Appeals Committee. Therefore from the above, it appears that the Appeal Committee formed by the Council is validly established as the same has been done in terms of the provisions of the NCTE Act and Rules.
30. It is pertinent to note that whenever a right to appeal is conferred by a statute and an appellate authority/body is created by such statute, the powers of the appellate authority have to be comprehended having regard to the powers conferred on such appellate authority/body by the statute creating it.

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31. The Appellate Committee exercises powers delegated to it by the Council in terms of Section 27 and therefore any Order passed by the Appellate Committee would have the same effect of an Order passed by the Council.

32. An Appeal provision is always provided in a hierarchical judicial system. The Appellate Authority and in this case the Appellate Committee has the powers under Section 18 (5) to confirm or reverse the Orders appealed against. The Hon'ble Madras High Court in the matter of *Sudha Moulee Teacher Training Institution vs. NCTE and Ors in Writ Petition No. 37397 of 2004* held that the NCTE Appellate authority has powers to remand the matter back to the Regional Committees, and such powers are inherent powers of the Appellate Authority. Therefore, in addition to confirming and reversing the Orders appealed against, the Appellate authority could also exercise powers of remand.

33. In matters of judicial and quasi-judicial functions, it is imperative that there exist a sound sense of judicial discipline. There is no gainsaying that in an hierarchical system of administration of justice, considerations of Judicial Discipline must always take primacy for otherwise anomalous situations will arise resulting in uncertainty regarding the law, apart from causing unavoidable confusion.

34. The very essence of maintenance of hierarchical judicial discipline is that the subordinate authority should obey and follow the orders, decisions of the Appellate authority. If it is otherwise, then it will not only amount to lowering the supremacy, authority and dignity of the Appellate Authority but also amount to making a mockery of the entire system of delivery and administration of justice and the Rule of law. So also in present instance of hierarchy where the Statute provides for an Regional Committee and an Appeal provision under Section 18 to the Appellate Authority (Appellate Committee), the judicial discipline will require a Regional Committee to respect, abide, obey and implement the orders passed by the Appellate Committee, which is performing a statutory function of hearing appeals under Section 18 of the NCTE Act.

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35. Therefore, the Regional Committees ought to yield to the Orders passed by the Appellate Committee and in the real sense give effect to the Orders passed by the Appellate Committee.
36. Any act of disobedience or the Orders passed by the Appellate committee would tantamount to gross and willful insubordination on part of the Regional Committee.
37. Furthermore, it is vehemently emphasized that it is of utmost importance that, the Regional Committees are bound by the decisions of the Appellate Authorities / Appellate Committee; as the Appellate Committee exercises powers delegated to it by the Council in terms of Section 19(7) and therefore any Order passed by the Appellate Committee would have the same effect of an Order passed by the Council. Therefore the order of the Appellate Committee is binding on the Regional Committees. The principles of judicial discipline require that the orders of the higher appellate authorities be followed unreservedly by the subordinate authorities.
38. The mere fact that the Order of the Appellate Committee is not "acceptable" to the Regional Committee or the Regional Committees erroneous contention that it does not recognize the Appellate Committee can be no ground for not following or implementing the Orders unless the operation of such Orders passed by the Appellate Committee has been suspended by a competent Court. Therefore, in order to avoid chaos in the NCTE administration and to maintain the Rule of a healthy judicial discipline the Regional Committees are bound to implement the Orders passed by the Appellate Committee.
39. However, in the event the Regional Committee refrains from positively giving effect to the Orders of the Appellate Committee, then in such event the Council can proceed under Section 21 of the NCTE Act, to take action for such wilful default on part of the Regional Committee. The relevant portion of Section 21 is reproduced hereunder for ready reference:

"21. POWER TO TERMINATE THE REGIONAL COMMITTEE

(1) If the Council is of the opinion that a Regional Committee is unable to perform, or has persistently made default in the performance of the duties imposed on it by or

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under this Act or has exceeded or abused its powers; or has wilfully or without sufficient cause, failed to comply with any direction issued by the Council for carrying out the provisions of this Act the Council may, by notification in the Official Gazette, terminate forthwith the Regional Committee.

(2) Xx...

(3) Xx..."

40. The above remedy of terminating the Regional Committee should however be exercised only in rare circumstances as a last resort measure. The Council could also explore the possibility of having the Chairman issue directions to the Regional Committee in terms of Rule 7 of the 1997 Rules, which is reproduced hereunder for ready reference :

"7. Powers and duties of the Chairperson:-

- (1) *The Chairperson shall be the Principal Executive Officer of the Council and shall be responsible for the proper administration of the Council and its Regional Committees.*
- (2) *The Chairperson shall determine the duties of all officers and staff of the Council and its Regional Committees and shall also exercise such supervision and control over them as may be necessary to carry out the functions of the Council.*
- (3) *It shall be the duty of the Chairperson to ensure that the Council and the bodies constituted under the Council carry out the objectives of the Act.*
- (4) *The Chairperson shall, except in cases in which approval of Government of India is required, issue such orders and directions as may be considered necessary in anticipation of approval of the Council or of the constituted bodies of it if the matter cannot be delayed and shall place the orders and directions before the Council at its next meeting.*
- (5) *The Chairperson shall have the power to approve schemes for research, studies, development activities, publication and allied matters for the furtherance of objects of the Act, subject to such conditions and guidelines as may be laid down by the Council in this behalf and availability of funds as may be earmarked for such purposes.*
- (6) Xx..."

(Emphasis Supplied)

V. Conclusion:

41. In my considered opinion and in response to the queries raised by the querist, I am of the opinion that :

[13]

J.G.D.

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- a. The Appellate Orders passed by the Appellate Committee are binding on the Regional Committees.
 - b. The Regional Committees in no way have the liberty to defer or refrain from implementing the orders of the Appellate committee and would have to implement and give effect to the same.
 - c. In order to ensure compliance and implementation of the Appellate Orders by the Regional Committee, the legal remedy available to the Council is Termination of the Regional Committee under section 21 of the NCTE Act, and in the alternative the Chairman could issue such directions as necessary to the Regional Committee in terms of Rule 7 of the 1997 rules.

I opine accordingly.

Forwarded with Compliments to the Querist through their Instructing Attorneys.

Atmaram N.S. Nadkarni
09/03/2017

Senior Advocate,
Additional Solicitor General of India

[14]



F.No. Regl011/166/2017-US (Regulation) H.Q

192882

Date: 19.05.2020

To

Shri R.K. Mahajan, IAS
Addl. Chief Secretary
Education Department
Govt. of Bihar
Patna, Bihar

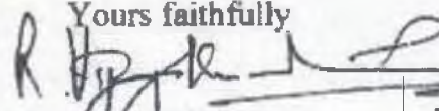
Subject: Validity of the D.EEd (ODL) programme conducted by NIOS for training of untrained in-service elementary teachers: Reg

Sir,

Please refer to your letter No.7/misc-25/2018/124 dated 29/08/2019 on the above-mentioned subject. It is brought to your notice that the NCTE has decided to accept the verdict of the Hon'ble Patna High Court in the case of Sanjay Kumar Yadav & Ors, Vs. the State of Bihar & Ors (Civil Writ Jurisdiction Case No. 19842 of 2019).

This decision is taken pursuant to appropriate directions from the Ministry of Human Resource Development. Kindly take over for any further necessary action in the matter.

With regards,

Yours faithfully

(Dr. Vijay Kumar R.) 19/

डॉ. विजयकुमार. आर
Dr. VIJAYKUMAR. R
उप सचिव / Deputy Secretary
राष्ट्रीय अध्यापक परिषद्
National Council for Teacher Education
भारत सरकार / Govt. of India
जी-7, सेक्टर -10, द्वारका, नई दिल्ली-110075
G-7, Sector-10, Dwarka, New Delhi-110075

o/c

NCTE-Reg1011/166/2017-US (Regulation Section)-HQ

196186-218

Dated:06.01.2021

To,

The Chief Secretary
All State / UT Govt. (as per list)

Subject: Validity of the D.El.Ed (ODL) programme conducted by NIOS for training of untrained in-service elementary teachers: Reg

Sir,

I am directed to refer to Ministry of Education Letter no. F.No11-28/2020-15.14 wherein the following has been mentioned:-


"1. The verdict of Hon'ble High Court of Bihar letter dated 16.11.2020 received from Uttarakhand NIOS D.El.Ed, TET Teacher Association on the subject mentioned above (copy enclosed). It has been requested that teachers of Uttarakhand who have completed D.El.Ed course from NIOS (ODL mode) may be made eligible to apply for new vacancies declared by the State in line of State of Bihar.

2. It would be pertinent to mention here that High Court of Bihar in C.W.J.C. No. 19842 of 2019 has ruled vide its order dated 21.02.2020 that the NIOS D.El.Ed (ODL) cleared teachers working in Government/ Government aided/ Private unaided Schools shall be allowed to apply for appointment as elementary teachers training degree D.El.Ed be considered as recognized degree for the same. Further, this Department and NCTE accepted this decision of Hon'ble High Court and decided not to file any appeal against this decision.

3. Therefore, in this backdrop, it is requested to issue a clarification to all states and UTs those candidates who have completed the D.El.Ed course of NIOS (ODL mode) may be given opportunity to apply for fresh recruitment at par with the other D.El.Ed candidates subject to adherence to all the other criteria and qualification requirements, such as passing of TET etc.. as per the NCTE notification dated 23.08.2010 (as amended from time to time) and any other as mandated by the State. This would avoid unnecessary future references/court cases on this issue. A copy of the clarification issued may also be forwarded to this Ministry".

Keeping in view of above it has been clarified that the NCTE has already decided to accept the verdict of the Hon'ble Patna High Court in the case of Sanjay Kumar Yadav & Ors, Vs the State of Bihar & Ors (Civil Writ Jurisdiction Case No. 19842 of 2019). Therefore you are request to consider all those candidate who have completed the D.El.Ed course of NIOS (ODL mode) and may be given opportunity to apply for fresh recruitment at par with the other D.El.Ed candidates subject to adherence to all the other criteria and qualification requirements, such as passing of TET etc.. as per the NCTE notification dated 23.08.2010 (as amended from time to time) and any other as mandated by the State.

Yours faithfully


(Shri T. Pritam Singh)
Deputy Secretary

Copy to: Shri Ashok Giri , Under Secretary, Ministry of Education, Shastri Bhavan , New Delhi.

4. देय भत्ते—क्षेत्रीय समिति के अध्यक्ष और सदस्यों को राष्ट्रीय अध्यापक शिक्षा परिषद् की अधिसूचना फा. सं. 28-14/95-एनसीटीई दिनांक 13/04/1996 के अनुसार (समय समय पर यथा संशोधित) यात्रा एवं दैनिक भत्ते देय होंगे।

संजय अवस्थी, सदस्य सचिव

[विज्ञापन-III/4/असा./540/18]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 14th February, 2019

No. F. NCTE-CDN016(13)/533/2017-CDN-HQ.—In exercise of the powers conferred by clause (c) of sub-section (3) of Section 20 of the National Council for Teacher Education Act, 1993 (73 of 1993) read with sub-regulation (5) of regulation 3A of the National Council for Teachers Education (number of persons to be nominated to Regional Committee, their terms of office and allowance payable) Regulations, 1995 and in supersession of the Notification numbers No. F. 47-8/2011/ NCTE/ CDN, dated 23rd September, 2011, F. 47-49/2009-2011/NCTE/CDN, dated 30th May, 2011, F. 47-8/2011/NCTE/CDN (Vol-II) dated 27th December, 2011 and F. 47-8/2011/NCTE/CDN (Vol-II) dated 18th September 2012, the Chairperson of the Council hereby nominates the following persons as members of the four Regional Committees of National Council for Teacher Education namely :—

(i) Northern Regional Committee

Sl. No.	Name of Members
1.	Dr. Banwari Lal Natiya, Principal (Retd.), A-20, Kumawat Colony, Road No. 2, Khatipura Road, Jhotwara, Jaipur – 302012, (Rajasthan)
2.	Dr. Jaya Dave, Shri Niketan 559/B, 8-C Road, Sardarpura, Jodhpur -342003, (Rajasthan)
3.	Dr. Sunil Kumar Singh, Professor Faculty Education of BHU, Kamachha, Varanasi–221010, (Uttar Pradesh)
4.	Prof. Rajni Ranjan Singh, Dean, Faculty of Special Education, Dr. Shakuntala Misra National Rehabilitation University, Lucknow – 226017, Uttar Pradesh.
5.	Prof. Surender Sharma, Deptt. of Education (ICDEOL), HP University, Summer Hill, Shimla – 171005, (Himachal Pradesh)
6.	Dr. Vivek Kohli, Principal, Sohan Lal DAV Govt. Aided Post Graduate College of Education, Ambala City – 134004 (Haryana)

(ii) Western Regional Committee

Sl. No.	Name of Members
1.	Dr. Ravindra Mahadeorao Kadu, Principal (Retd.), Mudholkar Peth, Amravati–444601, (Maharashtra)
2.	Dr. Harshad A. Patel, 35, Sahaj Paradise, Near Indian Oil Bhawan, Opp. Astha Bunglows, Sola Overbridge, Sola, Ahmedabad - 380060 (Gujrat)
3.	Dr. Mahendra Kumar Chotalia, 8, Janki Apartment, Near Nutan Club, Nena Bazar, Ballabhvidya Nagar, Distt. Anand – 388120, (Gujrat)
4.	Dr. Anil Kumar, Professor & Head (Ex.), 160, D. K. Cottage, Bawadia Kalan, Bhopal–462039, (Madhya Pradesh)
5.	Dr. Nalini Patil, SNTD College of Education, Maharshi Karve Vidya Vihar, Karve Road, Pune – 411038, (Maharashtra)

(iii) Eastern Regional Committee

Sl. No.	Name of Members
1	Prof. (Retd) Kshiti Bhusan Das, 1674(P), Mahadev Road, Baramunda Village, Bhubaneswar – 751003, Odisha.
2	Prof. Nongmaithem Rajmuhon Singh, Prof. of Chemistry & Dean, School of Mathematical & Physical Sciences, Manipur University - 795003 (Manipur)
3	Prof. Subhas Chandra Roy, Professor of Education & Dean of Instruction, NERIE, NCERT, Umiam, Shillong - 793103 (Meghalaya)
4.	Prof. Nilima Bhagabati, Department of Education, Guwahati University, Guwahti – 781014 (Assam)
5.	Prof. Tana Showren, Deptt. of History, Rajiv Gandhi University, Rono Hills, Doimukh - 791112 (Arunachal Pradesh)
6.	Prof. Kumar Moti, H/O – Shri Shakaldhari Singh, Nagina Singh Colony, Rajendra College More, Chhapra – 841301, (Bihar)

(iv) Southern Regional Committee

Sl. No.	Name of Members
1.	Dr. K. K. Shine, Head of the Deptt. of Education, Rashtriya Sanskrit Sansthan (D.U.) Guruvayoor Campus – 680551, (Kerala)
2.	Prof. Vishnukant S. Chatpalli, Ashirwad, No. 76, 3 rd Main, 3 rd Cross, Vidhana Soudha layout, Bengaluru – 560058, (Karnataka)
3.	Dr. P. Shankar, IASE, Deptt. of Education, Osmania University, Hyderabad – 500007, (Telangana)
4.	Dr. Chandra Prakash Reddy, Flat No. 505M Saptagiri Apartment, Sai Harsha Nagar Colony, Hyderabad -500091, (Telangana)
5.	Dr. S. Bhaskara, # 6C-11, “Banashankari”, 5 th Main, Srinidhi Layout, Konankunte PO, Bengaluru – 560062, (Karnataka)
6.	Prof. (Retd.) Ramesh Ghanta, “Sampurna” H. No. 360 /SRT, S. R. Nagar, Hyderabad–500016, (Telangana)

2. **TERM OF OFFICE:**—The above nomination shall be for a period of two years from the date of publication of this notification in the Official Gazette or till fresh appointments are made, whichever is later.

3. Chairperson of the Regional Committee

Chairperson	Regional Committee
1. Dr. Banwari Lal Natiya	Northern Regional Committee
2. Dr. Ravindra Kadu	Western Regional Committee
3. Prof. Kshiti Bhusan Das	Eastern Regional Committee
4. Dr. K. K. Shine	Southern Regional Committee

4. **Allowances payable:**—Travelling and Daily Allowances shall be paid to the Chairperson and Members of the Regional Committees as per National Council for Teacher Education Notification No. F. 28-14/95-NCTE dated 13th April, 1996.

SANJAY AWASTHI, Member-Secy.

[ADVT.-III/4/Exty./540/18]

31. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, हरियाणा	सदस्य
32. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, असम	सदस्य
33. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, आंध्रप्रदेश	सदस्य
34. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, उत्तराखंड	सदस्य
35. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, पश्चिमी बंगाल	सदस्य
36. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, दिल्ली	सदस्य
37. शिक्षा सचिव (अध्यापक शिक्षा के प्रभारी) या निदेशक, राज्य शिक्षा अनुसंधान और प्रशिक्षण परिषद्, जम्मू और कश्मीर	सदस्य
धारा 3 की उपधारा (4) का खंड (त):	
38. श्रीराज कुमार शर्मा, प्रधानाचार्य, गीता बालभारती वशिष्ठ माध्यमिक पब्लिक स्कूल, दिल्ली	सदस्य
39. सुश्री रश्मि चौहान, प्रधानाचार्य, एंजेल्स अकादमी उच्चमाध्यमिक विद्यालय, बहादुराबाद, हरिद्वार, उत्तराखण्ड	सदस्य
40. श्री जाबी बाल कृष्णन, प्राथमिक स्कूल शिक्षक, राजकीय कनिष्ठ प्राथमिक विद्यालय, मुल्ली, अट्टापपडी, केरल	सदस्य

[फा. सं. 11-21/2019-आईएस-14]

मनीष गर्ग, संयुक्त सचिव

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(Department of School Education and Literacy)

NOTIFICATION

New Delhi, the 4th March, 2020

S.O.980(E).—In exercise of the powers conferred by sub-sections (1) and (4) of section 3 read with section 4 of the National Council for Teacher Education Act, 1993 (73 of 1993) and in supersession of the notification of the Government of India in the Ministry of Human Resource Development, Department of School Education and Literacy number S.O.959(E) dated the 24th March, 2017 except as respects things done or omitted to be done before such supersession, the Central Government hereby re-constitutes National Council for Teacher Education consisting of the following Members, namely:-

Clause (a) of sub-section (4) of section 3:	
1. Dr Satbir Bedi, IAS	Chairperson
Clause (b) of sub-section (4) of section 3:	
2. Vacant	Vice-Chairperson
Clause (c) of sub-section (4) of section 3:	
3. Shri Sanjay Awasthi, IRS	Member Secretary
Clause (d) of sub-section (4) of section 3:	
4. Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, Government of India	Member (ex-officio)
Clause (e) of sub-section (4) of section 3:	
5. Chairman, University Grants Commission established under section 4 of the University grants Commission Act, 1956 (3 of 1956) or a member thereof nominated by him	Member (ex-officio)

Clause (f) of sub-section (4) of section 3:		
6.	Director, National Council for Educational Research and Training, New Delhi	Member (ex-officio)
Clause (g) of sub-section (4) of section 3:		
7.	Director, National Institute of Educational Planning and Administration, New Delhi	Member (ex-officio)
Clause (h) of sub-section (4) of section 3:		
8.	Adviser (Education), NITI Ayog	Member (ex-officio)
Clause (i) of sub-section (4) of section 3:		
9.	Chairman, Central Board of Secondary Education	Member (ex-officio)
Clause (j) of sub-section (4) of section 3:		
10.	Financial Adviser, Ministry of Human Resource Development, Government of India	Member (ex-officio)
Clause (k) of sub-section (4) of section 3:		
11.	Member-Secretary, All-India Council for Technical Education	Member (ex-officio)
Clause (l) of sub-section (4) of section 3:		
12.	Chairperson, Eastern Regional Committee, Bhubaneswar	Member (ex-officio)
13.	Chairperson, Western Regional Committee, New Delhi	Member (ex-officio)
14.	Chairperson, Southern Regional Committee, New Delhi	Member (ex-officio)
15.	Chairperson, Northern Regional Committee, New Delhi	Member
Sub-clause (i) of clause (m) of sub-section (4) of section 3:		
16.	Prof. P.K.Joshi, Department of Education, Hemant Nandan Bahuguna Garhwal University	Member
17.	Prof. Dhananjay Joshi, Dean, Department of Education, Guru Govind Singh Indraprastha University, Delhi	Member
18.	Prof. Anil Shukla, Vice Chancellor, Mahatma Jyotiba Phule Rohilkhand University, Bareilly	Member
19.	Prof. Shashikala Wanjari, Vice Chancellor, SNDT Women's University, Mumbai	Member
Sub-clause (ii) of clause (m) of sub-section (4) of section 3:		
20.	Dr. Ashok Pandey, former Principal, Ahlcon International School, Mayur Vihar Phase-I, Delhi	Member
Sub-clause (iii) of clause (m) of sub-section (4) of section 3:		
21.	Prof. Sunita Singh, Dean, School of Education Studies, Dr. Ambedkar University, Sector-16 C, Dwarka, New Delhi-110078.	Member
22.	Dr. Kinnari Pandya, School of Education, Azim Premji University, Bangalore.	Member
23.	Prof. (Retired) Umesh Chandra Vashishth, former Dean and HoD, Department of Education, Lucknow University	Member
Sub-clause (iv) of clause (m) of sub-section (4) of section 3:		
24.	Shri Sambhrat Sharma, Member-Executive, Sri Aurobindo Society, New Delhi.	Member

25.	Shri Subodh Tiwari, Yoga and Education Expert , CEO, Kaivalyadhama, Lonavala, Distt. Pune	Member
Sub-clause (v) of clause (m) of sub-section (4) of section 3:		
26.	Shri Sandeep Joshi, Aadarsh Government Higher Secondary School, Rewat, Jalore, Rajasthan	Member
27.	Dr. Shashi Banerjee, Principal, Shiv Nadar School, Noida	Member
28.	Shri Ajeet Singh Rana, Institute of Education, Dr. Baba Sahib Ambedkar Open University, Ahmadabad, Gujarat	Member
Clause (n) of sub-section (4) of section 3: (Nine Members to represent States)		
29.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Goa.	Member
30.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Madhya Pradesh.	Member
31.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Haryana.	Member
32.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Assam.	Member
33.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Andhra Pradesh.	Member
34.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Uttarkhand.	Member
35.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, West Bengal.	Member
36.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Delhi.	Member
37.	Education Secretary (in-charge of Teacher Education) or Director, State Council of Educational Research and Training, Jammu & Kashmir.	Member
Clause (p) of sub-section (4) of section 3:		
38.	Shri Rajkumar Sharma, Principal, Geeta Bal Bharti Senior Secondary Public School, Delhi	Member
39.	Ms. Rashmi Chauhan, Principal, Angels Academy Higher Secondary School, Bahadrad, Haridwar	Member
40.	Shri Jobi Balakrishnan, Primary School Teacher, Government Junior Primary School, Mulli, Attappadi, Kerala	Member

[F. No. 11-21/2019-IS-14]

MANEESH GARG, Jt. Secy.

(3). उक्त अधिसूचना में, पैराग्राफ 3 में, खंड (ख), के बाद निम्नलिखित खंड को शामिल किया जाएगा, अर्थात्:—

“(ग) जिसने भी राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यता प्राप्त किसी संस्थान से तीन वर्षीय एकीकृत बी.एड.—एम.एड की योग्यता हासिल कर ली है, उसे कक्षा 1 से 5वीं तक पढ़ाने हेतु अध्यापक के रूप में नियुक्ति के लिए विचार किया जाएगा:

बशर्ते कि शिक्षक के रूप में नियुक्त व्यक्ति को प्राथमिक शिक्षक के रूप में नियुक्ति के दो साल के भीतर राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा मान्यता प्राप्त प्रारंभिक शिक्षाशास्त्र में अनिवार्य रूप से छः महीने का ब्रिज कोर्स करना होगा”।

केसांग वाई. शेरपा, सदस्य सचिव

[विज्ञापन –III/4/-असा./329/2021-22]

नोट: मूल अधिसूचना भारत के राजपत्र, असाधारण, भाग III, खंड 4, दिनांक 25 अगस्त 2010, संख्या 64-03/20/2010/एनसीटीई(एन और एस), दिनांक 23 अगस्त 2010 को प्रकाशित हुई थी और जिसे बाद में अधिसूचना संख्या 61-1/2011/एनसीटीई(एन और एस), दिनांक 29 जुलाई 2011, एनसीटीई-रेगु. 012/16/2018, दिनांक 28 जून, 2018 और एनसीटीई-रेगु. 012/22/2019-यूएस(विनियमन) दिनांक 13 नवंबर 2019 द्वारा संशोधित किया।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 13th October, 2021

F. No. NCTE-Reg 10122/8/2020-US(Regulation)-HQ.(E) .— In exercise of the powers conferred by sub-section (1) of section 23 of the Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009) and in pursuance of the notification number S.O. 750(E), dated the 31st March, 2010, issued by the Government of India, Ministry of Human Resource Development, Department of School Education and Literacy, the National Council for Teacher Education hereby makes the following amendments further to amend the notification number 61-03/20/2010/NCTE/(N&S), dated the 23rd August, 2010, published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 25th August, 2010 (hereinafter referred to as the said notification), namely:—

(1). In the said notification, in paragraph 1, in sub-paragraph (i), in clause (a), after the words/figures and brackets “Graduation with at least 50% marks and Bachelor of Education (B.Ed.)”, the following shall be inserted, namely: -

“OR

Post-Graduation with a minimum 55% marks or equivalent grade and three-year integrated B.Ed.-M.Ed.”

(2). In the said notification, in paragraph 1, in sub-paragraph (ii), in clause (a), after the words/figures and brackets “Graduation with at least 50% marks and 1 – year B.Ed. (Special Education)”, the following shall be inserted, namely: -

“OR

Post-Graduation with a minimum 55% marks or equivalent grade and three-year integrated B.Ed.-M.Ed.”

(3). In the said notification, in paragraph 3, after clause (b), the following clause shall be inserted, namely: -

“(c) who has acquired the qualification of three-year integrated B.Ed.-M.Ed. from any National Council for Teacher Education recognised institution shall be considered for appointment as a teacher in classes I to V:

Provided that the person so appointed as a teacher shall mandatorily undergo a six-month Bridge Course in Elementary Education recognised by the National Council for Teacher Education, within two years of such appointment as primary teacher.”

KESANG Y. SHERPA, Member Secy.

[ADVT III/4/Exty./329/2021-22]

Note: The Principal Notification was published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 25th of August 2010, vide number 64-03/20/2010/NCTE(N&S), dated the 23rd of August 2010 and subsequently amended vide notification numbers 61-1/2011/NCTE(N&S), dated the 29th of July 2011, NCTE-Regl 012/16/2018, dated the 28th June, 2018 and NCTE-Reg/012/22/2019-US(Regulation)-HQ, dated the 13th November, 2019.

(घ) न्यूनतम 55 प्रतिशत अंकों अथवा उसके समकक्ष ग्रेड के साथ स्नातकोत्तर तथा तीन वर्षीय एकीकृत बी.एड.—एम.एड.”

कैसांग वाई. शेरपा, सदस्य सचिव

[विज्ञापन-III/4/असा./330/2021-22]

नोट : मूल अधिसूचना दिनांक 16 दिसंबर, 2014 को भारत के राजपत्र, असाधारण, भाग III, खंड 4, संख्या 62-1/2012एनसीटीई (एन तथा एस), दिनांक 12 नवंबर 2014 के रूप में प्रकाशित हुई थी।

NATIONAL COUNCIL FOR TEACHER EDUCATION NOTIFICATION

New Delhi, the 13th October, 2021

F. No. NCTE-Regl0122/8/2020-US(Regulation)-HQ. (E).—In exercise of the powers conferred under clause (dd) of sub-section (2) of section 32 read with section 12A of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following amendments to amend the National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014, namely:—

1. Short title and commencement.- (1) These regulations may be called the National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Amendment Regulations, 2021.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014, in the First Schedule against the, LEVEL 4 and LEVEL 5, after entry (c) under the heading MINIMUM ACADEMIC AND PROFESSIONAL QUALIFICATIONS, the following entries shall be inserted, namely:-

“OR

(d) Post-Graduation with a minimum 55% marks or equivalent grade and three-year integrated B.Ed.-M.Ed.”

KESANG Y. SHERPA, Member Secy.

[ADVT.-III/4/Exty./330/2021-22]

Note: The Principal Notification was published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 16th December 2014 *vide* number 62-1/2012 NCTE (N&S), dated the 12th November 2014.

नोट : मूल विनियम भारत के राजपत्र, असाधारण, भाग—III, खंड 4, दिनांक 1 दिसंबर, 2014 में अधिसूचना संख्या एफ.51-1/2014/एनसीटीई(एन और एस), दिनांक 28 नवंबर, 2014 को प्रकाशित हुए थे और अंतिम बार अधिसूचना संख्या एफ.एनसीटीई-रेगु.1011/80/2018-एमएस (विनियमन)—मुख्यालय, दिनांक 29 मार्च, 2019 द्वारा संशोधित किए गए थे।

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

New Delhi, the 13th October, 2021

F. No NCTE-Reg1022/8/2020-US(Regulation)-HQ.—In exercise of the powers conferred under sub-section (1) of section 32 and clause (f) and (h) of sub-section (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following amendments further to amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, namely:-

1. Short title and commencement.—(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedures) Amendment Regulations, 2021.
- (2) They shall come into force on the date of their publication in the Official Gazette.
2. In the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, in the Appendix-15, for paragraph-1, the following paragraph shall be substituted, namely:-

"1. Preamble

The integrated B.Ed.-M.Ed. Programme is a three year full-time professional programme in education, without any option of intermediate exit before completing the three years of study. It aims at preparing teacher, teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors and researchers in the field of Education. The completion of the programme shall lead to integrated three-year B.Ed.-M.Ed. degree."

KESANG Y. SHERPA, Member Secy.

[ADVT.-III/4/Exty./331/2021-22]

Note: The Principal Regulations were published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 1st December, 2014, vide notification number F.51-1/2014/NCTE (N&S), dated the 28th November, 2014 and were last amended vide notification number F.NCTE-Reg1011/80/2018-MS (Regulation)-HQ, dated the 29th March, 2019.

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

New Delhi, the 22nd October, 2021

F. No. NCTE-Regl011/80/2018-MS(Regulation)-HQ.—In exercise of the powers conferred by sub-sections (1) and (2) of section 32 of National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following amendments in the National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2014, namely: -

1. **Short title and Commencement** – (1) These regulations may be called the National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2021.

2. They shall come into force on the date of their publication in the Official Gazette.

3. In the National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2014 (herein referred to as Principal Regulations) in regulation 2 after clause (c) the following clauses shall be inserted namely: -

“(ca) “multidisciplinary institution” means a duly recognised higher education institution involving several different subjects of study/ combining or involving more than one discipline. Multidisciplinary universities and colleges will aim to establish education departments, which besides carrying out cutting edge research in various aspects of education, will also run Integrated Teacher Education Programme, in collaboration with other departments or field of liberal arts or humanities or social sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of Integrated Teacher Education Programme.

(cb) “NEP 2020” means the National Education Policy 2020 which was approved by the Union Cabinet of India on 29 July 2020.”

4. In the Principal Regulations, for regulation 9 the following regulation shall be substituted, namely: -

“9. **Norms and standards.**- Every institution offering the following programmes shown in the Table shall have to comply with the norms and standards for various teacher education programmes as specified in Appendix 1 to Appendix 15:

Sl. No.	Norms and Standards	Appendix No.
1.	Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE)	Appendix-1
2.	Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.)	Appendix-2
3.	Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.	Appendix-3
4.	Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.	Appendix-4
5.	Master of education programme leading to Master of Education (M.Ed.) degree.	Appendix-5
6.	Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).	Appendix-6
7.	Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree	Appendix-7
8.	Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree	Appendix-8
9.	Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)	Appendix-9
10.	Bachelor of Education Programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.	Appendix-10
11.	Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)	Appendix-11
12.	Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (performing Arts)	Appendix-12
13.	Bachelor of education programme (Part Time) leading to Bachelor of Education (B.Ed) degree.	Appendix-13
14.	B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree.	Appendix-14
15.	Integrated Teacher Education Programme (ITEP)	Appendix-15

”

5. In the Principal Regulations,-

(i) Appendix-13 shall be omitted;

(ii) Appendix 14 and 15 shall be renumbered as Appendix-13 and Appendix-14 and after Appendix-13 and Appendix 14 as so renumbered the following Appendix shall be inserted, namely: -

“APPENDIX-15

Norms and Standards for Integrated Teacher Education Programme (ITEP)

1. Preamble:

1.1 The teacher must be at the centre of the fundamental reforms in the education system. The ITEP shall be offered after Senior Secondary (+2) or its equivalent examination or as per NEP 2020 structure 5+3+3+4 of schooling. It integrates everything to empower teachers and help them to do their job as effectively as possible. In addition, the integration of disciplinary and professional knowledge caters to the requirement to recruit the very best and brightest for the teaching profession at all levels (5+3+3+4).

1.2 The ITEP programme emphasizes on preparing teachers as envisaged in Pedagogical and Curricular restructuring of school education under NEP 2020. Apart from preparing teachers for the school education system in the country, the disciplinary knowledge gained in different subjects would help the student-teachers to gain in-depth knowledge in their specific subject(s) which would ensure admission to higher studies in that disciplinary stream and for higher professional qualification.

1.3 The ITEP aims at the dual purpose of providing student teachers disciplinary knowledge along with the professional knowledge in an integrated manner. Since the program will be equivalent to an Undergraduate Degree (B.Sc./B.A./ B.Com.) and Teacher Education Degree, the curriculum of this program includes different courses and activities essential for both the degrees.

1.4 The ITEP offered by multidisciplinary Higher Education Institutions (hereinafter referred to as ‘HEIs’) will be the minimal degree qualification for school teachers. The ITEP will be a dual-major holistic Bachelor’s degree. This programme will prepare teachers for the new curricular and pedagogical structure of school education as reconfigured, to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the stages like Fundamental, Preparatory, Middle and Secondary guided by the 5+3+3+4 design.

1.5 The ITEP shall be in multi and inter disciplinary academic environment and shall be implemented in a phase-wise manner commencing in a pilot mode. The programme shall permit sharing of existing physical resources of other departments of the university/ HEIs. The ownership of ITEP shall lie with the Education Department of the multidisciplinary HEIs. All stand-alone Teacher Education Institutions (hereafter referred to as ‘TEIs’) will be required to convert into multidisciplinary institutions by 2030 to become eligible to offer the ITEP.

1.6 The annual performance appraisal report shall be submitted by the HEIs, in the customised format for ITEP provisioned by NCTE, within 1 (one) month after completion of the academic year. Inspection shall also be conducted, based on a suitable proforma developed by NCTE, which will determine extension/ withdrawal of recognition.

1.7 The time limits prescribed for inviting and processing of applications as provided in sub-regulations (5) and (6) of regulation 5 of the principal regulations shall be adhered to. If it is considered necessary, the time limits provided under sub-regulations (5) and (6) of regulation 5 may be relaxed after due consideration and after obtaining approval of the Central Government.

1.8 ITEP shall be implemented in a phase wise manner starting from piloting in multidisciplinary HEIs/TEIs and thereby country wide expansion as per NEP 2020 timeframe.

1.9 The exit system shall be applicable in ITEP as finalised in the National Higher Education Qualification Framework by UGC aligned with NEP 2020.

2. Duration and Working Days:

2.1 Duration:

The ITEP shall be of four academic years comprising eight semesters including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear in any semester-end examination, shall 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 semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations.
- (b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- (c) The minimum attendance of student-teachers shall have to be eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice separately.

3. Intake, Eligibility, Admission Procedure and Fees:**3.1 Intake:**

- a) The basic unit shall comprise of fifty students each in the programme.
- b) The institution shall be permitted to opt for one or more streams of either Arts Stream or Science Stream or Commerce Stream. The institution shall also be permitted to opt for one or more units being appropriate, in case the institution is eligible for the same.

3.2 Eligibility:

- a) Candidates with minimum fifty percent marks in Senior Secondary or plus two examination or its equivalent (under 5+3+3+4 pattern) from a recognised board are eligible for admission.
- b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination (under 5+3+3+4 pattern) and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Persons with Disabilities or Economically Weaker Section and any other categories shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.

3.3 Admission Procedure:

- a) Admission in ITEP shall be through a suitable subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- b) A single nation-wide entrance test called National Common Entrance Test (hereinafter referred to as 'NCET') will be conducted by NTA for admission to the 4 Year ITEP under the recommendations of NEP 2020. The mode of examination shall be online/Computer Based Test (hereinafter referred to as 'CBT') in multilingual pattern and its score would reflect the relative performance level of the candidate for merit-based selection to secure the admission. Scorecard shall be prepared by NTA and admission shall be done through centralised online counselling.
- c) At the time of admission to the programme, the candidate must indicate the subjects/discipline (B.A. B.Ed./B.Sc. B.Ed./B.Com. B.Ed.). Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

3.4 Fees:

The institution shall charge only such fee as may be prescribed by the affiliating body or State Government or concerned Universities in accordance with provisions of the National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002 and shall not charge donations, capitation fee etc. from the students.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and the implementation of the programme shall be based on the Model/Suggestive Curriculum developed by NCTE. However, different universities and institutions conducting this programme will be allowed upto 30% flexibility while adapting or modifying the Model/Suggestive Curriculum as per local requirements. However, NCTE reserves the right to validate any modifications to the Curriculum so adapted or modified at any stage, if felt necessary. Within a time span of 90 (ninety) days, curriculum framework and suggestive syllabus shall be uploaded on NCTE website for adoption/adaptation by the recognised HEIs/Affiliating body.

4.2 The HEIs will have to fulfill the following specific requirements for implementation of ITEP:

- (a) Preparing school calendar in which the school internship and other school related practicum are synchronized with the academic calendar of the school.

- (b) Making arrangement, with enough schools, for 18 weeks internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the program of study. The state education administration should be involved for the allotment of schools to different HEIs.
- (c) Ensuring a coordinating mechanism between schools and HEIs of the region. The Government must ensure a rational and reasonable distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- (d) Developing institutional mechanisms to involve the schoolteachers, of the Internship schools, in processes related to school internship. An orientation may be planned with the commencement of the Internship program, where faculty from the institute/college/department interacts with school teachers (mentor teachers).
- (e) Ensuring work in the field amounting to a minimum of 6 weeks, spread over several days throughout the program. This will include 4 weeks of engagements in different types of schools to develop an integrated picture and perception of school and classroom, along with experience of teaching and feedback etc., and a 2 week program for engagement with the community.
- (f) Initiating and deepening the discourse on education by organizing seminars, debates, lectures and discussion groups for student-teachers and faculty.
- (g) Organizing inter-institutional interactions for student-teachers between various colleges on themes of educational significance and participation in such events organized in other institutions.
- (h) Adopting a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- (i) Facilitating student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- (j) Maintaining records of planning, observation schedules, feedback and reflective reports prepared by the student teachers.
- (k) Providing opportunities for faculty development and organizing academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.

4.3 Assessment and Evaluation: -

The evaluation pattern as per the Suggestive Curriculum Framework developed by NCTE would be followed.

5. Staff:

5.1 Faculty:

For an intake of one basic unit of fifty students and two units of one hundred students, faculty shall be recruited for the curricular areas, with the specified essential and desirable qualifications and specialisation. Additional faculty shall be appointed subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

The distribution of minimum faculty across different curricular areas for one unit and two units of 4 Year ITEP for Streams as applicable:

Sl. No.	Designation	Science				Humanities				Commerce			
		One unit		Two units		One unit		Two units		One Unit		Two Units	
1.	Head of Department (in the rank of the Professor/Associate Professor in Education)	One											
2.	Assistant Professor (in Liberal Discipline and Pedagogy/Educational Studies)	1. Maths	One	1. Maths	Two	1. History	One	1. History	Two	1. Accountancy	One	1. Accountancy	Two
		2. Physics	One	2. Physics	Two	2. Geography	One	2. Geography	Two	2. Business Studies	One	2. Business Studies	Two
		3. Chemistry	One	3. Chemistry	Two	3. Political Science	One	3. Political Science	Two	3. Economics	One	3. Economics	Two
		4. Zoology/ Life Sciences/ Bio-Scien	One	4. Zoology/ Life Sciences/ Bio-Science	Two	4. Economics	One	4. Economics	Two	4. Informatics Practice/Mathematics	One	4. Informatics Practice/Mathematics	Two
		5. Botany/ Life Sciences/ Bio-Science	One	5. Botany/ Life Sciences/ Bio-Science	Two	5. English/Hindi/MIL	One	5. English/Hindi/MIL	Two	5. English /Hindi/MIL	One	5. English /Hindi/MIL	Two
		6. Communicative Skills in English	One	6. Communicative Skills in English	One	6. Communicative Skills in English	One	6. Communicative Skills in English	One	6. Communicative Skills in English	One	6. Communicative Skills in English	One
		7. Communicative skills in MIL/Classical Lang.	One	7. Communicative skills in MIL/Classical Lang.	One	7. Communicative skills in MIL/Classical Languages	One	7. Communicative skills in MIL/Classical Languages	One	7. Communicative skills in MIL/Classical Languages	One	7. Communicative skills in MIL/Classical Languages	One
		8. Educational Studies	Two	8. Educational Studies	Three	8. Educational Studies	Two	8. Educational Studies	Three	8. Educational Studies	Two	8. Educational Studies	Three
3.	Health and Physical Education	One (Part-time)											
4.	Arts Education	One (Part-time)											
5.	Career Guidance and Counselling	One (Part-time)											

For additional units over and above two units, the faculty requirement shall be as under: -

- (i) For three units, the requirement of faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Sl. No. 1,3,4 & 5). For four units, the faculty requirement is exactly double of the faculty requirement for two units (except Sl. No. 1,3,4 & 5).
- (ii) The above is the minimum essential core faculty to be appointed for the programme. However, the services of existing faculty in the institution could also be utilized for this teacher education programme if she/he possesses the prescribed qualification. Furthermore, any extra number of faculty may be appointed, over and above the minimum number prescribed for this programme.
- (iii) Faculty for health and physical education may be shared, if available, in the institution or otherwise may be recruited part-time.
- (iv) The Counsellor engaged for the purpose shall either be an Assistant Professor in Education having guidance and counselling as one of the papers at Post Graduate level or a part time Counsellor with an appropriate qualification in guidance and counselling.
- (v) The programme shall permit sharing of existing physical resources in other Departments of the University or College.

5.2 Qualifications:

The faculty shall possess the following qualifications: -

A. Professor in Education or Associate Professor in Education (as Head of the Department):

- (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages.
- (ii) M.Ed.
- (iii) Ph.D. in Education
- (iv) Ten years of teaching experience in a teacher education institution for Professor and eight years for Associate Professor.
- (v) Any other relevant qualification prescribed by the University Grants Commission for these categories of posts.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor –in Liberal Discipline and Pedagogy:

- (i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Bioscience) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or Languages (English or Modern Indian Languages or Classical Languages) or Commerce allied subjects) with minimum fifty-five percent marks or its equivalent grade.
- (ii) B.Ed. degree with minimum fifty-five percent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or in the concerned subject as prescribed by the University Grants Commission for these categories of posts.

Desirable:

- (i) M.Ed. or M.Ed. with Specialisation
- (ii) Ph. D in Education.

C. Assistant Professor in Educational Studies:

- (i) Postgraduate degree in Education (M.Ed.) with minimum fifty-five percent marks or equivalent grade
- (ii) With National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualification prescribed by University Grants Commission for these categories of posts.

Desirable:

- (i) Master's degree in Psychology or Philosophy or Sociology or their allied subjects.

D. Specialised Courses:**Physical Education:**

- (i) Master of Physical Education (M.P. Ed.) with minimum fifty-five percent marks or its equivalent grade

Art Education:

- (i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.

5.3 Administrative and Professional Staff:

- | | | |
|---------------------------------------------------------------------------------------------------|---|-----|
| (a) Assistant Librarian | - | One |
| (b) Computer Lab Assistant | - | One |
| (c) Data Entry Operator (DEO) | - | One |
| (d) Multi-Tasking Staff (MTS) | - | One |
| (e) Other Administrative and professional staff working for existing Departments shall be shared. | | |

Note:

- All the above staff should be shared with existing courses.
- The qualifications shall be as prescribed by the State Government or University or affiliating body for equivalent posts.

5.4 Terms and Conditions of Service of Staff: The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay band or scale, age of superannuation and other benefits shall be as per the policy of the Central Government or State Government or affiliating body or University.

6. Infrastructural Facilities:

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately: -

6.1 Land and Building:

- The minimum essential space for an institution offering the ITEP includes an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- The institution shall earmark 3000 sq. mts. (three thousand square metres) of well demarcated land for the initial intake of fifty students and 2000 sqm. (two thousand square metres) shall be the demarcated built-up area and the remaining space for lawns, playfields etc.
- For every additional unit of fifty students, it shall earmark an additional built up area of 200 sqm. (two hundred square metres).
- A minimum number of four toilet blocks shall be earmarked by the Institution, two for students (one each for women and men) and two for staff members, including persons with disabilities. One common hand washing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

(a) Classrooms: The Institution shall have six earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.

(b) Library:

- The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four 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 and digital or online resources and minimum five referral professional research journals. The institutions shall create digital library with relevant and adequate resource materials.
- Library resources shall include books and journals published and recommended by NCTE, National Council of Educational Research and Training and other statutory bodies, Education

Commission Reports and Policy documents. At least one hundred titles of quality books shall 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.

- (c) **Laboratories:** Laboratories for Science stream subjects such as Physics, Chemistry, Mathematics, Zoology and Botany shall be earmarked with facilities and adequate equipment for conducting experiments. In humanities stream, a laboratory for Geography shall be earmarked.
- (d) **Activity cum Resource Centre:**
- (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities which give the teacher student a practical experience of exposure to experiential learning and use of Information and Communication Technology in teaching programmes.
 - (ii) This resource centre will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.
 - (iii) A Computer and Language Lab shall be established in this Centre.
- (e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be available.
- (f) **Multipurpose Hall:** The institution shall have one earmarked hall with seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand square feet). This hall shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- (g) **Faculty Rooms:** For faculty, individual workspaces, functional computers and storage spaces shall be provided.
- (h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- (i) **Common Room:** The institution shall provide at least one common room.
- (j) **Store:** One room with adequate space for storage shall be provided.
- (k) Functional and appropriate furniture for general and differently able persons in required number for instructional and other purposes shall be provided.
- (l) Access to safe drinking water be provided in the institution.
- (m) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- (n) Kitchen garden in the institution be developed and maintained by the student-teachers in order to learn concepts.
- (o) Rainwater harvesting system and infrastructure for renewable energy such as solar panels for electricity.
- (p) Facilities for co curricular activities of choice.

6.3 The existing physical resources in other Departments or Universities or Colleges can be shared with this programme, if it fulfils the requirement of the teacher education programme.

Desirable:

- (a) Energy efficient building designs (such as bio-climatic architecture, high performing building envelop, high performance-controlled ventilation etc.)
- (b) Use of energy efficient equipment and new ways to minimize the dependency on conventional sources of energy and waste management disposal system.

6.4 The institution must adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

7. **Managing Committee:** The institution shall have a Managing Committee constituted as per the rules of the affiliating University or concerned State Government, if any. In the absence of such rules, the institution shall

constitute a Managing Committee on its own. The Committee shall comprise of the representatives of the sponsoring society or trust, academicians/ educationists, representatives of the affiliating University/Body and of the staff.

8. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the regulation in English version shall prevail”.

(iii) Appendix-16 shall be omitted;

(iv) Appendix-17 shall be omitted.

KESANG Y. SHERPA, Member Secy.

[ADVT.-III/4/Exty./378/2021]

Note: The Principal Regulations were published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 1st December, 2014, *vide* notification number F.51-1/2014/NCTE (N&S), dated the 28th November, 2014 and were last amended *vide* notification number F.NCTE-Regl0122/8/2020-US (Regulation)-HQ, dated the 14th October,2021.

“(18) संस्थानों के निरीक्षण की रिपोर्ट पर विचार करने के बाद और संबंधित संस्थान तक अभिगम को सीमित करते हुए निरीक्षण दल के विशेषज्ञों के नाम क्षेत्रीय समिति की अधिकारिक वेबसाइट पर उपलब्ध कराए जाएंगे।”

7. मूल विनियमों में विनियम 8 में,—

(i) उप-विनियम (1) के स्थान पर, निम्नलिखित उप-विनियम को प्रतिस्थापित किया जाएगा, अर्थात:—

“(1) संस्थान बहु-विषयक वातावरण में एकीकृत अध्यापक शिक्षा कार्यक्रम संचालित करेंगे।”

(ii) उप-विनियम (5) के स्थान पर, निम्नलिखित उप-विनियम को प्रतिस्थापित किया जाएगा, अर्थात:—

“(5) संस्था या सोसायटी शपथ आयुक्त या नोटरी पब्लिक द्वारा विधिवत सत्यापित एक सौ रुपये के स्टॉप पेपर एक हलफनामा अपलोड करेगी, जिसमें खसरा नंबर, गांव, जिला, राज्य, अधिग्रहण वाले कुल क्षेत्र सहित भूमि का सटीक स्थान बताया जाएगा और शैक्षिक उद्देश्यों और अधिग्रहण के तरीके के लिए भूमि का उपयोग करने के लिए सक्षम प्राधिकारी की अनुमति बतानी होगी। सरकारी संस्थानों के मामले में, अधिकृत हस्ताक्षरकर्ता द्वारा शपथ पत्र प्रस्तुत किया जाएगा। शपथ पत्र के साथ भूमि स्वामित्व या पंजीकरण प्राधिकारी से पट्टे के दस्तावेजों की प्रमाणित प्रति तथा शैक्षिक उद्देश्यों से भूमि का उपयोग करने के लिए सक्षम प्राधिकारी की अनुमति भी साथ होनी चाहिए तथा विनियम 5 के उप-विनियम (4) में निहित प्रावधान के अनुसार अनुमोदित भवन योजना के दस्तावेज भी प्रस्तुत किए जाएंगे।”

(iii) उप-विनियम (7) के स्थान पर, निम्नलिखित उप-विनियम को प्रतिस्थापित किया जाएगा, अर्थात:—

“(7) निरीक्षण के समय संस्था का भवन स्थायी ढाँचे के रूप में संस्था के अधिग्रहण वाली भूमि पर सभी आवश्यक सुविधाओं से युक्त तथा विहित सभी आवश्यकताओं को पूरा करने वाला होना चाहिए। संस्था ऑनलाइन निरीक्षण के समय निरीक्षण दल को सक्षम प्राधिकारी द्वारा जारी मूल पूर्णता प्रमाण पत्र, भवन निर्माण एवं निर्मित क्षेत्र के पूर्ण होने के प्रमाण में स्वीकृत भवन योजना एवं अन्य दस्तावेज प्रस्तुत करेगी। संस्थान में अस्थायी संरचनाओं की अनुमति नहीं दी जाएगी, भले ही वह निर्धारित निर्मित क्षेत्र के अतिरिक्त हो।”

(iv) उप-विनियम (9) के स्थान पर, निम्नलिखित उप-विनियम को प्रतिस्थापित किया जाएगा, अर्थात:—

“(9) परिसर के परिवर्तन के मामले में, संबंधित क्षेत्रीय समिति का पूर्वानुमोदन आवश्यक होगा, जो नई साइट पर संस्था के उचित निरीक्षण के बाद दिया जा सकता है। परिसर के परिवर्तन के लिए आवेदन, प्रसंस्करण शुल्क और अन्य प्रासंगिक दस्तावेजों के साथ निर्दिष्ट प्रारूप में, संस्थान द्वारा परिसर के परिवर्तन के पूर्व अनुमोदन के लिए क्षेत्रीय कार्यालय को ऑनलाइन अपलोड किया जाएगा। उस साइट में परिवर्तन की अनुमति दी जा सकती है, यदि प्रारंभिक रूप से आवेदन किया जाता है, तो परिषद के निर्दिष्ट मानदंडों के अनुसार संस्थान की स्थापना के लिए पात्र होना चाहिए। इसके बाद परिवर्तन की सूचना वेबसाइट पर प्रदर्शित की जाएगी।”

(v) उप-विनियम (12) के स्थान पर, निम्नलिखित उप-विनियम को प्रतिस्थापित किया जाएगा, अर्थात:—

“(12) जब कभी भी आवश्यक हो, तो परिषद या उसके अधिकृत प्रतिनिधियों को संस्थान सूचना और दस्तावेज ऑनलाइन उपलब्ध कराएगा और किसी भी आवश्यक दस्तावेज को प्रस्तुत करने या दिखाने में विफलता को मान्यता की शर्तों का उल्लंघन माना जाएगा।”

केसांग वाई. शेरपा, सदस्य सचिव
[विज्ञापन III/4/असा./60/2022-23]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 4th May, 2022

F. No NCTE-Reg1012/13/2021- Reg. Sec.-HQ.—In exercise of the powers conferred by sub-section (1) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following amendments further to amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, namely:—

1. **Short title and commencement.**—(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) Amendment Regulations, 2022.

(2) They shall come into force on the date of their publication in the Official Gazette.

2. In the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, (hereinafter referred to as the said regulations), in regulation 2, for clause (b), the following clause shall be substituted, namely:-

“(b) composite institutions” means a duly recognised higher education institution offering undergraduate or postgraduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce, as the case may be, at the time of applying for recognition of teacher education programmes;”

3. In the Principal regulations, in regulation 3,-

(i) for clause (a), the following clause shall be substituted, namely:-

“(a) recognition for commencement of new teacher education programmes which shall be offered in multi-disciplinary institutions;”

(ii) after clause (e), the following clause shall be inserted, namely:-

“(f) standalone Government colleges conducting Bachelor of Education, desirous of offering Integrated Teacher Education Programme must do so in collaboration with nearby multidisciplinary Government Higher Education Institutions, which are affiliated to the same university.”

4. In the Principal regulations, in regulation 5,-

(i) sub-regulation (2) shall be omitted;

(ii) for sub-regulation (3), the following sub-regulation shall be substituted, namely:-

“(3) The application shall be submitted online electronically on National Council for Teacher Education portal alongwith the processing fee, as applicable, and scanned copies of required documents including no objection certificate issued by the concerned affiliating body, original registered land document and the document indicating that the society or institution applying for the programme possesses land on the date of application issued by competent authority”.

(iii) sub-regulation (4) shall be omitted;

(iv) for sub-regulation (5), the following sub-regulation shall be substituted, namely:-

“(5) Duly completed online application in all respects should be submitted to the Regional Committee concerned between first day of March to thirty first day of May of the preceding year from the academic session for which recognition is sought:

Provided that the aforesaid period shall not be applicable for submission of application to innovative programmes of teacher education or pilots undertaken by the National Council for Teacher Education”.

5. In the Principal regulations, for regulation 6, the following regulation shall be substituted, namely:-

“6. Processing fees.-The processing fee as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997, shall be paid by the applicant, as applicable, online through the designated banks for processing the application for grant of recognition to an institution to conduct a teacher education programme or addition to programme or intake in the existing programme.”

6. In the Principal regulations, in regulation 7,-

(i) for sub-regulation (2), the following sub-regulation shall be substituted, namely:-

“(2) The application shall be summarily rejected on failure to deposit the application fee, as applicable, as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 on or before the first date of submission of online application.”

(ii) for sub-regulation (4), the following sub-regulation shall be substituted, namely:-

“(4) A communication through online or email shall be sent by the office of Regional Committee to the State Government or the Union territory administration concerned within seven days from the receipt of application, in chronological order of uploading the online application on the National Council for Teacher Education portal to furnish its recommendations or comments.”

(iii) for sub-regulation (5), the following sub-regulation shall be substituted, namely:-

“(5) On receipt of the communication, the State Government or the Union territory administration concerned shall furnish its recommendations or comments to the Regional Committee concerned within fifteen days from the date of issue of the letter, as the case may be. In case, the State Government or Union territory administration is not in favour of recognition, it shall provide detailed reasons or grounds thereof with necessary statistics, which shall be taken into consideration by the Regional Committee while disposing of the application.”

(iv) for sub-regulation (6), the following sub-regulation shall be substituted, namely:-

“(6) If the recommendations or comments are not received within the prescribed period, the Regional Committee shall send a reminder providing further time of seven days to furnish their recommendations or comments. In case no reply is received within prescribed period the Regional Committee shall process and decide the case on merits. Processing of the application by the Regional Committee shall not be deferred on account of non-receipt of recommendations or comments.”

(v) for sub-regulation (7), the following sub-regulation shall be substituted, namely:-

“(7) After consideration of the recommendations or comments, or suo-moto as prescribed under sub-regulation (6) of regulation 7, the Regional Committee concerned shall decide that institution shall be inspected through virtual mode by a team of experts called visiting team as per visiting team policy approved by the Chairperson, National Council for Teacher Education with a view to assess the level of preparedness of the institution to commence the course. In case of open and distance learning programmes, sampled study centres shall be inspected. Inspection shall not be subject to the consent of the institution, rather the decision of the Regional Committee to cause the inspection shall be communicated to the institution with the direction that the inspection shall be caused immediately on completion of forty eight hours from the time of communication by the Regional Office. The institution shall be required to present the requisite documents as prescribed in the standard operating procedure approved by the Chairperson, National Council for Teacher Education, to the Inspection Team at the time of virtual inspection:

Provided that the Regional Committee shall organise such inspections strictly in chronological order of the receipt of application for the cases to be approved by it:

Provided further that the members of the visiting team for inspection shall be randomly selected online out of panel of experts approved by the Chairperson, National Council for Teacher Education and in accordance with the visiting team policy of the National Council for Teacher Education.”

(vi) for sub-regulation (8), the following sub-regulation shall be substituted, namely:-

“(8) At the time of virtual inspection by the team of experts to an institution, the institution concerned shall arrange for inspection in a manner that all important infrastructural and instructional facilities are presented properly online. The inspection teams shall finalise and submit their reports on the same day:

Provided that the virtual inspection should clearly establish the outer view of the building, its surroundings, access road and important infrastructure including classrooms, labs, resource rooms, multipurpose hall, library and others. The virtual inspection shall be done in a continuous manner:

Provided further that at the time of virtual inspection for new courses or increase in intake of the existing course, the visiting team shall verify the facilities for existing recognised teacher education courses and

ascertain the fulfilment and maintenance of regulations and norms and standards for the existing courses as well.”

(vii) for sub-regulation (9), the following sub-regulation shall be substituted, namely:-

“(9) The application and the report along with the video recordings of the virtual inspection team shall be considered by the Regional Committee concerned for appropriate decision within seven days of submission of the report.”

(viii) for sub-regulation (17), the following sub-regulation shall be substituted, namely:-

“(17) If Regional Committee, after consideration of the report of the visiting team and other facts on record, is of the opinion that the institution does not fulfil the requirements for starting or conducting the course or for increase in intake, it shall provide a reasonable opportunity for making an online representation, as per standard operating procedure approved by the Chairperson, National Council for Teacher Education before passing an order refusing recognition under section 14 (3) (b) or section 15 (3) (b) of the National Council for Teacher Education Act, 1993.

Any person aggrieved by an order made under section 14 or section 15 may prefer an online appeal to the Council under section 18 of the National Council for Teacher Education Act, 1993 as prescribed”.

(ix) for sub-regulation (18), the following sub-regulation shall be substituted, namely:-

“(18) The reports of inspection of the institutions along with the names of the visiting team experts shall be made available on the official website of the Regional Committee after the same have been considered and by limiting the access to the institution concerned.”

7. In the Principal regulations, in regulations 8,-

(i) for sub-regulation (1), the following sub-regulation shall be substituted, namely:-

“(1) The Institutions shall offer Integrated Teacher Education programmes in multi-disciplinary environment.”

(ii) for sub-regulation (5), the following sub-regulation shall be substituted, namely:-

“(5) The institution or society shall upload an affidavit on Rupees one hundred stamp paper duly attested, by the Oath Commissioner or Notary Public stating the precise location of the land including khasra number, village, district, state, the total area in possession and the permission of the competent authority to use the land for educational purposes and mode of possession. In case of Government institutions, the affidavit shall be furnished by the authorised signatory. The affidavit shall be accompanied with the certified copy of land ownership or lease documents with the registering authority and the permission of the competent authority to use the land for educational purposes including approved building plan as per provision contained in sub-regulation (4) of regulation 5.”

(iii) for sub-regulation (7), the following sub-regulation shall be substituted, namely:-

“(7) At the time of inspection, the building of the institution shall be complete in the form of a permanent structure on the land possessed by the institution, equipped with all necessary amenities and fulfilling all such requirements as prescribed. The institution shall present the original completion certificate issued by the competent authority, approved building plan in proof of the completion of building and built up area and other documents to the visiting team at the time of virtual inspection. Temporary structures shall not be allowed in the institution, even if it is in addition to the prescribed built up area.”

(iv) for sub-regulation (9), the following sub-regulation shall be substituted, namely:-

“(9) In case of change of premises, prior approval of the Regional Committee concerned shall be necessary, which may be accorded after due inspection of the institution at the new site. Application for change of premises, in the specified format alongwith the processing fee and other relevant documents shall be uploaded by the institution online to the Regional Office for prior approval of change of premises. The

change may be permitted to a site which, if applied initially, would have qualified for establishment of an institution as per specified norms of the Council. The change shall be displayed on the website thereafter”.

(v) for sub-regulation (12), the following sub-regulation shall be substituted, namely:-

“(12) The institution shall make the information and documents available online to the Council or its authorised representatives as and when required by them and failure to produce or show any of the required documents, shall be treated as a breach of the conditions of the recognition.”

KESANG Y. SHERPA, Member Secy.

[ADVT.-III/4/Exty./60/2022-23]

Note: The Principal regulations were published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 1st December, 2014, vide notification number F.51-1/2014/NCTE (N&S), dated the 28th November, 2014 and were last amended vide notification number F.NCTE-Reg1011/80/2018-MS (Regulation)-HQ, dated the 26th October, 2021.