

ANNUAL REPORT

1998-99



NATIONAL COUNCIL FOR TEACHER EDUCATION

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New Delhi-110 016

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Introduction

The National Council for Teacher Education (NCTE) is charged with the responsibility of achieving planned and coordinated development of teacher education system throughout the country and to ensure the maintenance of norms and standards in teacher education. The expression 'teacher education', as defined in the National Council for Teacher Education Act 1993, is very wide and covers all aspects of education, research and training of persons for equipping them to teach at pre-primary, elementary, secondary and senior secondary stages in schools, as also for non-formal education, adult education, part-time and correspondence education courses.

The NCTE during the last four years of its existence fully addressed itself to the twin tasks of regulating teacher education system conforming to well-defined norms, standards and undertaking academic programmes for improving the quality and relevance of teacher education.

During 1995-96, the Council established itself, set up four Regional Committees, laid down norms and standards for pre-primary, elementary and secondary teacher education institutions, issued guidelines for universities/institutions running Bachelor of Education (B.Ed.) course through correspondence, communicated various policy decisions to the state governments, universities and other

agencies, publicized various provisions of the NCTE Act through the media for information of institutions and students and initiated several developmental programmes like restructuring curriculum framework for teacher education, preparation of competency based curriculum for elementary teacher education institutions and undertaking human rights and national values project for teacher educators.

During 1996-97, the Council notified in the Gazette of India guidelines as well as norms and standards for recognition of institutions offering B.Ed. course through correspondence or distance education mode. Based on the experience gained in the enforcement of norms and standards and after due consideration some amendments to the norms and standards were notified during 1997-98.

During 1998-99, the Council developed norms and standards for Master of Education (M.Ed.) face to face mode, M.Ed. through distance education, Certificate in Physical Education (C.P.Ed.), Bachelor of Physical Education (B.P.Ed.), Master of Physical Education (M.P.Ed.) and Bachelor of Elementary Education (B.El.Ed.) programmes. The norms for pre-primary, elementary and secondary teacher education institutions and for B.Ed through distance education mode were also reviewed and further revised. All this was accomplished by the whole-hearted cooperation and dedication of experts in the

relevant fields and through the process of a number of workshops organized during the year.

The efforts of the Council have all along been to bring within its fold all the teacher training institutions functioning in the country through continued dialogue with the concerned authorities in the states and the universities and wide publicity about the statutory requirement for recognition of teacher training institutions. This has created a tremendous awareness among the academic community, the general public and those who intend to pursue teacher training programmes. This showed a satisfying progress of 2426 institutions, out of 2644, applying for recognition by the end of March 1999. Efforts are continuing to make the rest fall in line.

For evolving a common approach and an unquestionable strategy, the Council interacted and collaborated with many institutions at national, state and district levels, secondary and university level institutions as well as other organizations such as University Grants Commission (UGC), National Institute of Educational Planning and Administration (NIEPA), Indira Gandhi National Open University (IGNOU), Association of Indian Universities (AIU), National Council of Educational Research and Training (NCERT), Central Board of Secondary Education (CBSE) etc. It has also established linkages with international agencies like United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Educational Fund (UNICEF), United Nations Development Programme (UNDP), World Bank, Commonwealth of Learning (COL), etc. and the British Council.

The Council, despite limited manpower, has been able to organize some relevant academic tasks with vigour, zeal and determination with the willing cooperation of academic bodies at the national, regional and state levels.

During the last few decades, B.Ed. through correspondence course became an easy route for lakhs of students who aspired to become teachers. This not only brought teacher education to a grave disrepute, but also served as money-spinner to several universities which offered this course. The Council took determined steps to stop this menace.

Since its inception the Council perceived a wide gap between what is taught in teacher education institutions and what is required in schools where the trained teacher is expected to teach. Therefore, the Council accorded priority to the task of curriculum reform and after extensive discussions with all concerned brought out a new Curriculum Framework for Quality Teacher Education which is more relevant to the present and emerging needs of the schools. The document has been distributed to educational administrators, apex bodies, universities and teacher training institutions (TTIs) in the country. However, the question of translating it into actual practice by the states and teacher education institutions at all levels is a major challenge for the future.

The Council continued its programme of bringing out publications on subjects vitally important to teacher education. During the year 1998-99, it brought out 22 titles including two issues of the Newsletter, besides a series of video programmes for the use of teacher educators.

The Council re-dedicates itself to the pursuit and fulfilment of various tasks entrusted to it in the years to come.



An Overview of the Activities during 1998-99

Executive Committee and General Body Meetings

The third meeting of the Executive Committee and the fourth meeting of the General Body of the Council were held on November 17, 1998 and December 1, 1993 respectively. They provided necessary guidance to the functioning of the Council.

Regulatory Functions

To ensure planned and coordinated development of teacher education, the Council with due consideration of manpower requirements, prescribed norms and standards for M.Ed. face to face mode, M.Ed. through distance education, C.P.Ed., B.P.Ed., M.P.Ed. and B.El.Ed. programmes. The norms for pre-primary, elementary and secondary teacher education institutions and for B.Ed through distance education mode were also reviewed and revised.

As per the provisions of the NCTE Act, all institutions including university departments are required to get their programmes leading to teacher education qualifications approved by the Regional Committees of the Council located at Bhopal, Bhubaneshwar, Bangalore and Jaipur. Any new institution/course could be started only after the concerned NCTE Regional Committee examined the proposal, found it viable for good quality teacher

education programme and granted necessary recognition.

The Council has been following a policy of generating awareness and persuading institutions and state governments by emphasising the need and benefits of ensuring minimum standards and norms in teachers training institutions. The success of this approach is evident from the fact that by the end of March 1999, as many as 2426 teacher education institutions, out of 2644, approached the Regional Committees of the Council for recognition. The Regional Committees also took a supportive view and wherever deficiencies were found, reasonable time was given to the institutions for taking corrective action. This resulted in appointment of more teacher educators, better libraries, more equipments and more working days in a large number of teacher education institutions.

The Council also took necessary steps to prevent commercialisation of teacher education. Efforts were made to generate necessary awareness through communications to state governments, universities, meetings, press conferences, seminars and workshops. There were reports of various kinds of malpractices and irregularities being indulged by universities/teacher training institutions in Bihar. NCTE had a meeting with the then Chancellor of Bihar universities on August 22, 1998 to apprise him of the situation and to

ensure compliance of the NCTE norms in the state.

Academic Activities

The Council provided academic and professional assistance to teachers and teacher educators through surveys, studies, research and innovations at pre-service as well as at in-service stages. A comprehensive document entitled Curriculum Framework for Quality Teacher Education, brought out by the Council, is the outcome of an extensive work done in the area of making teacher education curriculum more relevant to the present and emerging future needs as also to modernise the teaching and learning techniques, assessment procedure, etc. It has been made available to all teacher education institutions and to educational administrators and planners for implementation throughout the country.

The Council continued its efforts to expand and extend the project of Networks for Institutional Capacity Enhancement (NICE) to five more institutions/organization. Like-wise, Competency Based and Commitment Oriented Teacher Education, State Level Studies in Teacher Education, Human Rights and National Values and several other projects also made considerable headway during the year. In addition, two volumes of video cassettes entitled Acharya Samvad were brought out and were made available to State Councils of Educational Research and Training (SCERTs), District Institutes of Educational Training (DIETs) and Institutes of Advanced Studies in Education (IASEs).

International Interaction

The Council has been in constant contact with international organizations like UNESCO, UNICEF, Commonwealth of Learning and Commonwealth Secretariat with a view to sharing experiences with other countries.

These organizations have been helping the Council in undertaking certain projects.

The Council in collaboration with the Regional Office of UNESCO, New Delhi organized a three-day international workshop from December 17-19, 1998 on the theme of Competency Based and Commitment Oriented Teacher Education. Prof. R.H. Dave, former Director, UNESCO Institute of Education, Hamburg delivered the keynote address and Shri P.R. Dasgupta, Secretary, Department of Education, MHRD presided over the function. Two foreign delegates — one from Department of Education, Maldives and another Director General, National Authority on Teacher Education from Sri Lanka — participated in this workshop. About 80 participants from the SCERTs and DIETs attended the workshop. Follow up action is in progress.

Staff Strength

The Council and its Regional Committees continue to function with a very modest and inadequate staff. Proposals for creation of academic staff which have been recommended by the Executive Committee and the General Body of the Council quite sometime back are under consideration of the Government of India, Ministry of Human Resource Development, Department of Education. In the meantime, the academic programmes are being carried out with the help and cooperation of academic community and need-based engagement of eminent educationists, teacher educators, other experts and resource persons.

Financial Support

The Council received a sum of Rs. 5.11 crores during 1998-99 as grant from the Government of India. The timely availability of funds from the Government has immensely helped the Council in the discharge of its functions.



National Headquarters

Third Anniversary

The Council celebrated its third anniversary at India International Centre, New Delhi on August 17, 1998. Prof. J.S. Rajput, Chairperson, NCTE, in his welcome address, precisely mentioned the tasks accomplished in three years, highlighting particularly the potentialities of the teacher education system, teacher orientation and teacher motivation. Teachers contribute to the growth and development of every individual and enrich every human activity to link it with the enhancement of quality of life. No individual can remain aloof of the influence and impact of education and the teachers. Education can no longer be allowed to remain beyond the reach of even a single child or a single individual. The need for such realization by every citizen is paramount today. Teachers form the most outstanding group capable of transforming not only the process of education but every human being into competent, committed and willing person dedicated to the cause of the society and the community. NCTE gives top priority to this task.

The chief guest Shri Dharam Pal in his presidential address stressed on the principal ideas and practices tried by Mahatma Gandhi in his experiments in education. On this occasion four publications titled Gandhi on Education, Teacher Preparation, Curriculum Framework

for Quality Teacher Education, and the Indian Journal of Teacher Education were released. Besides, a symposium on Perspectives for Teacher Education was also organized, where Shri J. Veeraraghavan spoke on Teacher Education in a Learning Society, Prof. Satya Bhushan on Teacher Education : Emerging Dimensions; Dr. S.Z. Qasim on Teacher Motivation on 50 years of Progress in Science and Technology; and Prof. Dhokalia on Human Duties and Global Values : A Perspective of New Orientation in Teacher Education.

The principal ideas thrown open included the following:

- ❖ Value oriented education should be given importance in today's teaching where humility, perseverance, respect, honesty, truth etc. are important parts in the hidden curriculum of education.
- ❖ Indigenous thoughts in teacher education should influence teacher education curriculum and its implementation, with focus on the child who tells the teacher, "If I cannot learn the way you want me to learn, why cannot you teach me the way I can learn?"
- ❖ In today's world of unprecedented explosion of knowledge, the role of the teacher is rapidly undergoing change. The new era calls for synthesis of knowledge as well as synthesis of

-
- cultures. Through self-knowledge, one develops self-control and through world knowledge, an harmonious relationship with the environment.
- ❖ Three important considerations are vital to teacher education. First, the teachers will have to understand and practise three instruments of teaching viz. Instruction, Example and Influence. Most often, while instrumentality of instruction is put to use, the other two play a minimal role. Secondly, rather than mere lectures, the focus of teaching-learning methods should highlight self-learning, learning through creative materials and activities related to development of skills. Thirdly, the system of teacher education should centre around an integral development of human personality and value orientation where the trainees will focus on exploration and practice of the highest values.
 - ❖ Equally significant is another set of three ideas for future teacher education curriculum. First, prospective teachers shall have to be identified early to be adequately introduced to the process of integral development of personality and value-orientation. Teachers will have to be trained for a longer period to get acquainted with new methods of instruction and counselling for enhancing holistic understanding of various disciplines. Secondly, teacher education should orient teachers about the Indian as well as other cultures so as to build a new synthesis of the East and the West while retaining the fundamental springs of Indianness. Thirdly, the examination system will have to be so designed that along with the academics, a teacher should exhibit oral and practical abilities, physical fitness and adequate value development.
 - ❖ Teaching should not be thought of as a part-time profession. Teachers need to continually upgrade their subject knowledge and skills and acquire wider experience in various spheres of economic, social and cultural life. They need to devote equal attention to developing the right brain that supposedly handles rhythm, colour, imagination, day dreaming dimension, space and music. The challenge before the teacher educators is to produce a class of teachers that will empower the students to tackle the twentyfirst century problems through interactive technique yet utilizing the material of ordinary experience.
- ### Third Meeting of the Executive Committee
- The third meeting of the Executive Committee of the Council was held on November 17, 1998. Some of the recommendations made are as follows:
- #### 1. Norms and Standards
- Recommended the draft norms for the following programmes for seeking approval of the General Body :
- I) M.Ed. face to face mode and M.Ed. through distance education.
 - II) Teacher education programmes in physical education (Certificate, Diploma/ Degree and Post-graduate levels).
 - III) Bachelor of Elementary Education (B.El.Ed.).
- #### 2. Amendment to Regulation
- The regulation relating to last date for submission of applications for starting a new institution/course in teacher education was amended providing for submission of applications for recognition to Regional Committees of the Council at least four months before the scheduled date of commencement

of the next academic session instead of on or before December 31 of the preceding year.

3. Recruitment rules

The Committee considered the recruitment rules for various posts in NCTE (other than the posts of Chairperson, Vice-Chairperson and the Member Secretary) and recommended that the same be referred to MHRD, Government of India.

4. Guidelines for appointment of school teachers

The draft report of the task force appointed by the Council to suggest minimum qualifications for appointment of school teachers was considered and it was decided to seek the comments of the State / UT governments.

5. Diploma in Primary Education through distance mode

The need for introduction of teacher training course at elementary level through distance education mode in the North-Eastern states, where the number of untrained teachers in primary schools is quite large, was emphasised. The extension of this mode to other states can also be considered if there are untrained teachers in primary / elementary schools and the state government feels the need for correspondence / distance education in teacher training at this level.

6. Validity of degrees/diplomas of institutions applying late

The Committee decided that having accepted applications for recognition from such institutions, their degrees/diplomas awarded till disposal of their applications should be considered as valid. The Committee also decided that since a vast majority of the 'existing' institutions had applied, a deadline may be fixed by which the remaining institutions should apply for recognition. Applications

received after the proposed deadline would be treated as applications from new institutions and compliance of the relevant provisions applicable to new institutions would be insisted upon.

7. Exemption of No Objection Certificate

It was decided that the requirement of submission of NOC from the concerned State/ UT govt. for starting new institution/course or for increasing intake should apply to all institutions with the exception of IGNOU whose functions cover the entire country.

Fourth Meeting of the General Body

The fourth meeting of the General Body of the Council, held in New Delhi on December 1, 1998, considered and approved the Annual Report and the Annual Accounts of the Council for 1997-98, Revised Estimates for 1998-99 and Budget Estimates for 1999-2000. Some other important decisions taken by the General Body are:

1. Regulations for Norms and Standards

Regulations relating to the norms and standards for recognition of the under-mentioned courses were approved:

- I) The revised norms for pre-primary, elementary and secondary levels of teacher education institutions and for B.Ed. distance education including correspondence;
- II) M.Ed. through face to face mode and through distance education
- III) C.P.Ed., B.P.Ed., M.P.Ed.; and
- IV) B.El.Ed.

2. Ratification of the decisions of the Executive Committee

The General Body ratified the decisions taken by the Executive Committee regarding :

- i) Minimum qualifications for appointment

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- of school teachers for circulation to the States/Union Territories for their response.
- ii) Amendment to the regulations relating to last date for submission of applications for starting new institutions/courses.
 - iii) Draft regulation making provision for exemption from production of NOC by IGNOU.
 - iv) Draft recruitment rules for various posts to be referred to the Ministry of HRD, Department of Education for their consideration
 - v) The proposal relating to diploma in elementary teacher education mode for in-service teachers in the states of North-Eastern region, where the number of untrained teachers is large, was accepted in principle. The proposal can be entertained by the concerned Regional Committee of the Council.

World Teachers' Day

The Council celebrated 'The World Teachers' Day' on October 5, 1998 in collaboration with UNESCO, New Delhi under the Chairmanship of Shri P.R. Dasgupta, Secretary, Department of Education, MHRD. It was attended by eminent educationists, scholars, educational planners and administrators, representatives from apex bodies and teachers' associations such as NCERT, UGC, IGNOU, UNESCO, All India Primary Teachers' Federation, All India Secondary Teachers' Federation. A panel discussion on Teacher Force and National Reconstruction was organized on the occasion. Principal speakers included Prof. J.S. Rajput, Chairperson, NCTE, Dr. Moegiadi, Director, UNESCO Regional Office, New Delhi, renowned educationists Dr. Amrik Singh, Prof. Satya Bhushan and Shri C.C. Sharma, Ambassador India-Asia in UNESCO. Various issues particularly teachers' prestige, status

and responsibilities in the context of the changing scenario and educational developments the world over were discussed. It was emphasised that the teachers, being the backbone of society, can lead the nation to progress, to spiritual enlightenment and emancipation of man and society as a whole. The teachers can be motivated to promote peace and excellence for a better life in the world. The society looks forward towards them as models of excellence in every field including education. The future of the nation depends on the quality of life shaped by teachers in the school.

NCTE Newsletter

NCTE Newsletter, started in August 1996, continued and two issues were brought out during the year to highlight the programmes and projects undertaken by the Council during the related period.

Issues taken up with Government of Bihar

After its establishment in August, 1995, NCTE initiated a series of steps to create necessary awareness among state govts., universities and other institutions about the provisions of the NCTE Act. Efforts were made to generate necessary awareness through communications to the state govts. and universities, meetings, press conferences, seminars/workshops, etc. Matters relating to various malpractices and irregularities being indulged in by universities/teacher training institutions in Bihar, e.g. irregular admissions by teacher training institutions, universities granting affiliation to colleges with retrospective effect, holding 'enbloc' examinations for four or five academic sessions by various universities and award of fake degrees etc. were taken up with the Chancellor of Bihar universities on August 22, 1998 who directed Vice-Chancellors to ensure strict compliance of NCTE norms. The position was further

reviewed with him on January 5, 1999 and in yet another meeting on April 10, 1999, the Chancellor was informed about institutions' allegedly conducting enbloc examinations for B.Ed students for the sessions 1992-93 to 1996-97. As a consequence, the State Vigilance Department instituted inquiry into the racket of sale of B.Ed. degrees. The Council is contemplating necessary action against the fraudulent teacher training institutions.

All India Directory of recognized teacher training institutions

The first Directory of recognized teacher training institutions in the country was published in 1997 giving information about the status of recognised/provisionally recognised teacher training institutions conducting courses from pre-primary to post-graduate level.

The second edition of the Directory updated as on January 1, 1999 has been brought out.



Regional Committees

The Regional Committees, with the assistance and cooperation of State/UT governments, educationists, educational administrators, experts and others effectively discharged their regulatory functions and took a variety of steps for creating and sustaining

awareness among the teacher education institutions, the public and the students intending to pursue courses in teacher training about the role, functions and responsibilities of the NCTE. The overall position of applications received for recognition as on March 31, 1999 is as follows:

New Institutions		Existing Institutions (Total : 2644)	
Applied	2426	Applied	1349
Recognition granted (including provisional recognition)	1702	Recognition granted (including provisional recognition)	1112
Recognition refused	66	Recognition refused	131
Institutions visited and under consideration	658	Institutions visited and under consideration	106

Region-wise, state-wise and level-wise details of these institutions are given in Annexure-II and their diagrammatic presentation in Annexure-II(a). Annexure-II(b) shows All India presentation.

The Regional Committees also organized a number of seminars and workshops on the academic programmes relevant to the functioning of the Council.

With the vigorous enforcement of NCTE norms and standards in the teacher education institutions, through the Regional Committees, there has been a spurt in litigation against the Council. However, the Council has zealously pursued the cases and got favourable verdicts from different courts. The latest position of court cases, region-wise, is as follows:

Region-wise position of Court cases			
Name of the RC	Total cases	Cases disposed off	Pending cases
NRC, Jaipur	41	4	37
ERC, Bhubaneswar	11	1	10
WRC, Bhopal	30	20	10
SRC, Bangalore	115	86	29
Total	197	111	86

EASTERN REGIONAL COMMITTEE

Recognition of Institutions

The Eastern Regional Committee, as on March 31, 1999, received applications for recognition from 339 existing institutions and 37 new institutions. Of these, 198 existing institutions and 2 new institutions have been granted recognition/provisional recognition.

Academic Activities Undertaken

1. Conference of heads of elementary teacher training institutions

At a meeting of heads of elementary teacher training institutions of Orissa organized at Regional Institute of Education (RIE), Bhubaneswar on April 29-30, 1998, headmasters of 49 elementary teacher education institutions were familiarised with the role and functions of the Council, curriculum transaction in elementary teacher training institutions (ETITs) as per NCTE norms, competency based and commitment oriented teacher education for quality school education and also with new syllabus in elementary teacher education prepared by Board of Secondary Education, Orissa.

2. Workshop for development of self-learning modules in mathematics for teacher educators

A six-day workshop for development of self-learning modules in mathematics for teacher educators of primary level was held at Bhubaneswar on June 4-9, 1998. Six experts in mathematics prepared a comprehensive package of seven self-learning modules to be used all over the country. Prof. O.S. Dewal, Consultant, NCTE and Prof. K. Dorasami, Dean of Instruction, Regional Institute of Education (RIE), Bhubaneswar guided the participants in the workshop.

3. ERC-NCTE sponsored Research Projects on Teacher Education

Research proposals relating to constitutional functions of Council were invited from university departments of education, SCERTs, CTEs and IASEs of the eastern region. Out of fourteen research proposals received, four projects—one each from Assam University; Gauhati University; Visva-Bharati; and Radhanath Institute of Advance Study in Education, Cuttack—were selected for financial assistance. These are short-term projects of 6-8 months' duration and are related to 'Role Perception of Teachers', 'Effectiveness of DIETs', 'Secondary Teacher Education Curriculum in North-East' and 'Effects of Learning Environment on Teachers' Cognition of Teaching'. These projects are currently in progress.

4. Quality Concerns in Elementary Teacher Education

A meeting of teacher educators of DIETs of Orissa was held on July 22, 1998 to obtain feedback and reactions to the draft document "Quality Concerns in Elementary Teacher Education" prepared by Prof. R.C. Das for NCTE. Eight teacher educators participated. The document has now been published by the Council.

5. Seminar on Perspectives of Teacher Education

A seminar on Perspectives of Teacher Education was held at SCERT, Bhubaneswar, on August 17, 1998 to commemorate the third anniversary of the Council. Participants from SCERT, RIE and local teacher education institutions attended the meeting. Shri P.K. Pattnaik, former Development Commissioner, Orissa inaugurated the function. Prof. R.C. Das, Chairman, ERC presided. Those who spoke on the occasion included eminent educationists from Orissa like Prof. S. Nath, Prof. D.K.

Bhattacharjee, Prof. J.N. Mohanty, Prof. P.C. Raut, Prof. P.C. Mohapatra and Prof. K. Dorasami. They emphasized the need for restoring the primacy of teachers in the process of education and their changed role in the context of universalization of elementary education, developments in information technology and globalization of the society.

6. 50th anniversary of Human Rights

To mark the conclusion of fiftieth anniversary of Human Rights, the Council organized a meeting of educationists on the theme of Human Rights and its implications for Teacher Education Institutions at Nalini Devi Women's College of Teacher Education, Bhubaneswar on December 8, 1998 where two hundred teacher educators and student teachers interacted with the educationists on the issue. An orientation programme on human rights and national values was also organized at Radhanath Institute of Advance Study in Education, Cuttack on December 10, 1998 where one hundred eighty teacher educators and student teachers participated.

7. Workshop on Competency Based and Commitment Oriented Teacher Education for Quality School Education

A two-day workshop on the above theme was organized for teacher educators of Orissa at Bhubaneswar on February 10-11, 1999. Fiftyone teacher educators from CTEs, IASEs, DIETs and other teacher training institutions of Orissa participated. The main focus of the workshop was on the need and relevance of competency based and commitment oriented teacher education in the changing scenario of education in the country. The participants were exposed to the inter-relationship among competencies, commitment and teachers' performance. The programme was inaugurated by Prof. S. Nath, an eminent educationist of

Orissa. Prof. J.S. Rajput, Chairperson, NCTE and others addressed the participants on various aspects of this emerging concern. The teacher educators prepared projects to be undertaken at institutional level based on the theme.

8. Meeting of Vice-Chancellors of West Bengal

A meeting of Vice-Chancellors of different universities and education department officials of West Bengal with NCTE representatives was held at West Bengal State Council of Higher Education, Calcutta on February 19, 1999 to discuss various issues regarding implementation of NCTE Act in the state.

9. NCTE sponsored programmes in the Region

- (i) The Regional Institute of Education, Bhubaneswar organized a workshop on February 11-12, 1999 to prepare the syllabi and guidelines for two year B.Ed. Secondary and one year B.Ed. Senior Secondary courses to be introduced in the institutions from the academic session 1999-2000. Prof. J.S. Rajput, Chairperson, NCTE inaugurated the workshop and impressed upon the participants about the need for such innovative courses in the light of recommendations made in the NCTE Curriculum Framework for Quality Teacher Education.
- (ii) Nikhil Bharat Oriya Adhyapaka Sammelan (NBOAS) organized a two day seminar on 'Comprehensive Integrated Teacher Education Training Programme' on March 13-14, 1999, with financial assistance from ERC, to find out whether there is a seamless progression in teacher education curriculum from pre-primary to senior secondary level in Oriya language.

10. Workshop on translation of modules of Human Rights and National Values in regional languages

A workshop to prepare regional language versions of NCTE modules on human rights and national values was organized at ERC for eight days on March 16-23, 1999. The modules have been translated into Oriya, Assamese and Bengali. The draft versions are to be revised, edited and published by the NCTE:

11. NCTE monographs under preparation

The following monographs are under preparation :

- i) Gandhi on Language
- ii) Five Decades of Development in Teacher Education

12. Mobile Training Team—Development of Self-Instructional Modules

The following eleven self-instructional modules have been prepared at ERC level for use by the mobile training team for elementary teacher educators:

- *Micro Planning and School Mapping*
- *Organization of In-service Training Programmes*
- *Fractions*
- *Variations*
- *Latitude, Longitude and Timeline*
- *Change of Seasons and Weather*
- *Use of Dictionary as a Tool for Better Pronunciation*
- *Teaching Essays, Letters to Class VI and VII pupils in Orissa*
- *Teaching Reading to Beginners*
- *Teaching Activity Method in Teaching Science*
- *Continuous and Comprehensive Evaluation*

These modules are being reviewed at the national level.

WESTERN REGIONAL COMMITTEE

Recognition of Institutions

The Western Regional Committee as on the March 31, 1999 received applications from 844 existing institutions and 163 new institutions. Of these, 592 existing institutions and 13 new institutions were granted recognition / provisional recognition.

Programmes

1. Third Anniversary

The third anniversary of the Council was celebrated on the August 17, 1998. Apart from a number of educationists, a select group of teacher educators, former teacher educators and teacher trainees participated in the programme and made the following suggestions:

- ☐ Syllabi of teacher education courses should be revised.
- ☐ Physical education be included in B.Ed./ D.Ed. courses.
- ☐ Computer courses be given suitable weightage.
- ☐ Psychology practicals be given more emphasis.
- ☐ Designing and conducting training programmes for enhancing positive attitudes of teacher educators for developing self-awareness, self-esteem and inter-personal communications.

There is a need for regular monitoring of teacher training institutions by the NCTE and of proper inter and intra link between the community and the teacher training institutions to encourage inter-collegiate interaction.

2. Principals' Seminar

Twenty-nine principals of colleges affiliated to University of Mumbai, at a two-day seminar on October 7-8, 1998 on issues in teacher education, made the following suggestions :

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- (i) While selecting teacher trainees, a state level centralized test incorporating tests on general mental ability, general knowledge, communication skill, content knowledge of teaching subjects and aptitude for teaching should be given to the candidates.
 - (ii) Teacher educators should preferably possess a Master's degree in the special method they would teach and also have some teaching experience at the school level.
 - (iii) The outdated and obsolete portions of the curriculum be deleted from the course. Additions and omissions need to be made simultaneously. An apprenticeship programme similar to that in industry should be tried.
 - (iv) The reliability and validity of the present assessment scheme needs to be examined. There is a need to develop more authentic tools of evaluation to ensure greater objectivity in internal assessment.

3. Programmes on Fundamental Duties

Two programmes on teaching of fundamental duties were conducted for elementary and secondary level teacher educators of western region on March 15-18, 1999. Sixtyeight participants from Maharashtra, Gujarat, Madhya Pradesh attended the programme. It was felt that fundamental duties can be inculcated by making them part of the curriculum and through actual situations including games, cultural activities, dramas, songs and stories. Co-curricular activities can bring about attitudinal and behavioural change to promote fundamental duties.

4. Training Programme for Pre-primary Teacher Educators

A training programme for pre-primary teacher educators was organized at Bal Niketan Sangh, Indore on April 16-24, 1998.

Twentytwo participants from all over the country attended. The programme was organized to acquaint the participants about innovations in pre-primary teacher education, including how to deal with behavioural problems of children, playway techniques and preparation of low cost teaching material. The participants during the programme developed some low-cost teaching material.

5. Research Methodology Course

A course in research methodology for teacher educators teaching M.Ed. classes was organized at the Centre for Advanced Study in Education (CASE), M.S. University of Baroda on June 15-27, 1998. Twentytwo participants from Gujarat, Maharashtra and Madhya Pradesh attended the programme. The objective of the course was to reorient the faculty with respect to tool construction, sample selection, need-based statistical procedures and data processing through computers as part of research methodology.

6. Teaching Aids Competition

To promote interest in teaching aids for use in practice teaching, the Regional Committee has been organizing teaching aids competition for the last three years. Thirtysix entries were received from Gujarat, Maharashtra and Madhya Pradesh. Prizes were awarded for the following three categories :

- Charts/Posters
- Models (Working Dummy)
- Audio/Video (Cassettes/Material)

7. Project on HIV/AIDS education

A project on HIV/AIDS education has been undertaken by the Western Regional Committee with the financial assistance of UNESCO. The project will be conducted in ten Government Colleges of Education in Madhya Pradesh.

Major Achievements

1. Implementation of NCTE norms

The eligibility criterion for admission to B.Ed. course in the state of Maharashtra was graduation without any lower limit of marks. According to the NCTE norms, graduation with a minimum 45% marks has been prescribed subject to relaxation for reserved categories as per the state government rules. This provision has been accepted by the state and will come into force from the academic session 1999-2000.

2. Duration of Training Programmes

Three universities in Maharashtra, namely University of Pune, North-Maharashtra University and Babasaheb Ambedkar University have switched over from one year M.Ed. (Physical Education) to two year M.Ed. (Physical Education) course from academic session 1998-99.

3. Enhancement of Entry Qualification

The eligibility criterion for admission at elementary level in Gujarat was only high school (class 10). It has been revised to higher secondary (10+2) according to NCTE norms.

4. Curriculum Transaction

Curriculum for elementary level teacher training course has been revised in Gujarat from the academic year 1998-99. The new curriculum is competency based. The revised curriculum has been implemented in all the elementary teacher education institutions of Gujarat which has become the first state to introduce competency based curriculum in teacher education.

5. Teacher-Pupil Ratio

In elementary level teacher training institutions of Gujarat, previously two teachers were sanctioned for one section and the section consisted of 40 students. Thus, the

teacher-pupil ratio was 1:20. The intake has been reduced to 20 students only and the teacher-pupil ratio is now 1:10.

6. Publications

A Newsletter was published by WRC and circulated for providing information to institutions offering teacher education courses.

SOUTHERN REGIONAL COMMITTEE

Recognition of Institutions

The Southern Regional Committee as on March 31, 1999 received applications from 781 existing institutions and 829 new institutions. Of these, 577 existing institutions and 41 new institutions were granted recognition (including provisional recognition).

Liaison Work

Universities in the southern region have been advised to comply with the norms prepared for the distance education B.Ed. programme for in-service teachers. Efforts are being made to impress upon the universities the need for providing both infrastructural and instructional facilities as envisaged in the norms. Universities have responded favourably to the advice.

Academic Activities

1. A workshop on competency based teacher education was held at the Department of Education, Kakatiya University, Warangal on April 9-10, 1998. Forty-two teacher educators from Andhra Pradesh participated.
2. A six day orientation programme on school and community was organized at Laxmi College of Education, Gandhigram, Tamil Nadu for the principals and senior faculty members of DIETs of Punjab and Haryana on April 27 to May 2, 1998.

3. A consultative meeting of experts was convened on May 14-15, 1998 to prepare a manual for teacher educators on educational technology.
4. A two day seminar on 'competency based and commitment oriented teacher education for quality school education' was held at the Directorate of Teacher Education Research and Training (DTER), Chennai, for the principals and faculty members of DIETs on June 18-19, 1998. Fortytwo principals of DIETs and faculty members of DTER participated. On this occasion Prof. J.S. Rajput, Chairperson, NCTE in his inaugural address, briefed the participants about various activities taken up by NCTE for quality improvement of teacher education. The Education Secretary, Govt. of Tamil Nadu called upon the teachers to rise to the occasion to fulfil the desired objectives of the nation with regard to the education system.
5. On the occasion of the third anniversary celebrations of NCTE, a symposium-cum-panel discussion was organized on the theme 'perspectives of teacher education—future shape of teacher education in India'.
6. A three day meeting-cum-workshop was held on October 23-25, 1998 on 'curriculum framework for quality teacher education' document brought out by NCTE.
7. A five day workshop was organized for translating the "Human Rights and National Values" module prepared by NCTE into the southern regional languages – Kannada, Telugu, Tamil and Malayalam. Translators from all the four states participated in the workshop.
8. A two day workshop on "Evaluation of UNESCO Peace Pack" was held on November 5-6, 1998 in which 11 participants represented university departments of education, colleges of education and teachers training institutes. The participants evaluated the UNESCO Peace Pack and submitted their individual reports.
9. A six day orientation workshop on 'human rights and national values' was held for the key teacher educators of Karnataka at J.S.S. Polytechnic for Physically Handicapped, Mysore on November 16-21, 1998. Experts from National Law School of India and others participated as resource persons. The workshop was inaugurated by Sri Siddarthacharry, former Ambassador to China and Czechoslovakia. Justice Maliamath delivered valedictory address. In all, 46 teacher educators participated.
10. The teacher education institutions which participated in the key resource persons training programme on human rights and national values organized by SRC on two occasions were requested to celebrate Human Rights Week on December 4-10, 1998 by conducting seminars, discussions, exhibitions, lectures etc. The response was overwhelming and most of the institutions organized programmes. About 30 institutions have submitted reports alongwith photographs and paper cuttings from daily newspapers
11. Prof. Yoshinori Tabata of Hiroshima University visited Southern Regional Office of NCTE to discuss teacher education system in the southern states. During his stay he visited different teacher education institutions at Mysore and Bangalore on November 18, 1998.

Legal Issues

The main prayer in almost all the writ petitions of Karnataka is regarding refusal to

issue NOC by the state government. The Hon'ble High Court of Karnataka has directed NCTE in WP 1879/98 dated March 22, 1999 to consider the grant of permission/recognition without insisting on NOC from the state government. Since NCTE has all along emphasised the fact that it is the state government which can assess the need for establishing teacher education institutions based on manpower requirement, appeal has been preferred to the Division Bench and as per the interim order, the operation of this order has been stayed by the Division Bench in W.A. No. 2643/99 dated 16.4.99.

In Tamil Nadu, all writ petitions are in connection with issue of NOC. The prayers made by the majority of the petitioners are to direct the Government of Tamil Nadu to issue 'NOC'.

NORTHERN REGIONAL COMMITTEE

Recognition of Institutions

The Northern Regional Committee, Jaipur, as on March 31, 1999 received applications for recognition from 462 existing institutions and 320 new institutions. Of these, 335 existing and 34 new institutions were granted recognition/provisional recognition.

Curbing Commercialization

To create awareness among intending students against taking admission in the so-called and self-styled training institutions which have not been recognized by the NCTE, and to curb the menace of commercialization in teacher education, the Regional Committee

published public notices in the leading newspapers and lodged F.I.Rs. against such individuals/institutions claiming to be arranging diploma/degree in teacher education through different Boards/Universities. The Regional Committee also sent several communications to education secretaries of the concerned state where such misleading advertisements came to the notice of the Regional Committee. The concerned institutions were also addressed individually to refrain from starting such courses without obtaining recognition of NCTE. They were advised to stop their courses forthwith.

Third Anniversary

Northern Regional Committee of NCTE, Jaipur celebrated third anniversary on August 17, 1998. Shri Gulab Chand Kataria, Education Minister, Rajasthan was the chief guest on the occasion. Shri Kataria highlighted the role of the teacher for quality improvement in education and appreciated the efforts of NCTE for quality upgradation of teacher education system in the country.

Human Rights Week

The Northern Regional Committee, Jaipur celebrated Human Rights Week on December 4-10, 1998 and organized various functions on this occasion. Hon'ble Justice Shri Vinod Shekhar Dave called upon the students to develop their spiritual powers to fight against discrimination and exploitation and help create an environment for equality and liberty and free from fear. The Regional Committee organized about seventy programmes, besides posters' competition.



International Interaction

Visits Abroad

1. Prof. J.S. Rajput, Chairperson, NCTE attended the meeting of the Standing Conference of Presidents of Open and Distance Learning Institutions (SCOP) held at Coolum, Sunshine Coast, Queensland, Australia on September 13-16, 1998. He also participated in the Fourth UNESCO – ACEID International Conference on “Secondary Education and Youth at the Crossroads” at Bangkok, Thailand on November 10-13, 1998.

The main themes of the UNESCO-ACEID conference were :

- (i) The well-being of youth and the threats to the health of youth; and
- (ii) The innovations required in education, especially secondary education to advance and ensure the well-being of youth.

The main topics of the conference were :

- a) Youth : the situation and the challenges.
- b) Education : the situation and the challenges.
- c) Youth : life competencies in the 21st century.
- d) Education : learning to know for youth in the 21st century.

2. Shri S.K. Grover, Deputy Secretary, NCTE participated in the International Teacher Education Conference (ITEC) on Teacher Education in the Asian Region: Policy and Practices at Shanghai, China on April 26-30, 1998. The following topics were discussed in the conference:

- (i) Kindergarten to Higher Education – characterization of problems and distinctive features of teacher education at various levels of school education.
- (ii) Circular patterns – the structure and content of courses.
- (iii) Pedagogy – interpretations and evaluation of the quest for a science of teaching.
- (iv) Teachers’ attitudes, knowledge and competencies.
- (v) Special education – current issues, speech and hearing impairment, learning disability.
- (vi) The state of teacher education – relation between the central government agencies, regional or local government agencies, teacher educators and systems of course accreditation.

Shri S.K. Grover presented a paper on the ‘Role of state in strengthening teacher education - India’s initiatives’.

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3. Shri Prem Ahuja, Regional Director, WRC, Bhopal participated in the International Conference on Teacher Education (ICTE) on February 22-24, 1999 at the Hong Kong Institute of Education, Hong Kong.

The theme of the conference was "Teaching effectiveness and teacher development in the new century".

Foreign Delegates Visit NCTE

1. Universalization of Education in Japan

Prof. Yoshinori Tabata, Department of Educational Development, Hiroshima University, Japan called on Prof. J.S. Rajput, Chairperson, NCTE on December 14, 1998 and exchanged views on teacher education. He also informed that drastic reforms are being made in the educational system in Japan. There is a uniform curriculum throughout the country. The Japanese government is making every effort to reduce the burden of education on children. Teaching being a female dominated profession, most of the primary teachers are women. Even untrained teachers are recruited from outside the system who, after a fixed period, undergo short teacher education courses in case they want to continue in the same profession. The salary paid to the untrained and trained teachers is just the same. Every school in Japan has a building/structure, a gymnasium, a swimming pool and a playground. Teach-pupil ratio is 1:20. To achieve the target of universalization of education, the Japanese did not take any external help. It was accomplished by their own communities. The Chairperson discussed at length the tasks being performed by NCTE in India.

2. Training Teachers in Sri Lanka

Prof. Nihal Cooray, Director General, National Authority of Teacher Education, Sri

Lanka met the Chairperson Prof. J.S. Rajput and Prof. C.S. Dewa of the Council on December 22, 1998. He informed that teachers in Sri Lanka, being very committed, the country has been able to attain high literacy rates. In the teacher training institutions, the teacher trainer-taught ratio is 1:20. Since Sri Lanka is in the process of developing fresh teacher education curriculum for the country, a proposal for orienting a large number of teachers on competency based and commitment oriented teacher education was discussed.

NCTE-UNESCO International Workshop

The Council in collaboration with UNESCO organized a three day international workshop on December 17-19, 1998 to orient teacher educators in the competency based and commitment oriented teacher education system, specially with a view to promoting commitment amongst teachers. Prof. R.H. Dave, former Director, UNESCO Institute of Education, Hamburg delivered the key note address. Shri P.R. Dasgupta, Secretary, Department of Education, Ministry of Human Resource Development presided over the function. Dr. Moegiadi, Director, UNESCO, New Delhi collaborated not only at the planning stage of this workshop but also actively participated to guide its deliberations. Appreciating the strategy to improve the quality of teacher education through this programme, he promised, on behalf of UNESCO, to explore the possibilities of propagating this new idea in the neighbouring countries to improve the quality of teacher education. He also assured to extend all help and co-operation for realising the objectives of 'Education for All' as propounded at Jomtein conference and particularly referred to the managerial skills of teachers for which countries have provided successful models of community involvement and mobilization of community resources for educational purposes.

The competency based and commitment oriented teacher education is a welcome step in this direction.

Representatives from Maldives and Sri Lanka also participated in this new venture and promised to implement this programme to promote commitment amongst teachers in their countries. This workshop was specially designed to orient teacher educators at the elementary level in order that tangible qualitative improvement is achieved with positive commitment of teachers and teacher educators to the profession and the tasks involved. This programme has been initiated in states like Maharashtra, Andhra Pradesh, Tamil Nadu, West Bengal, Assam and Orissa while intensive work has been done and in a big way in the state of Gujarat to cover all the elementary teacher training institutions under this programme. The recommendations adopted at the workshop included, among others :

- Competency based and commitment oriented teacher education as an approach has a potential for quality teacher development and, therefore, it should be implemented in a concerted manner.
- For creating wider awareness at various

levels in the states, each SCERT may undertake awareness building programmes (seminars, workshops, meetings) for which NCTE may provide appropriate support.

- Existing curricula, at elementary as well as secondary levels, may be reviewed vis-a-vis competency based and commitment oriented teacher education approach.
- SCERTs may constitute task forces for planning implementation of this programme and orient key teacher educators equipped in front-line areas to ensure quality and dynamism in the system.
- Preparation of self-learning modules and research projects in respect of different components of competency based and commitment oriented teacher education approach may be taken up by SCERTs with the support of the NCTE.
- In order to ensure effective implementation of this strategy and to have a periodic review of teacher education programmes, regular meetings of directors of SCERTs may be arranged by the NCTE.



Projects and Programmes

1. Networks for Institutional Capacity Enhancement (NICE)

With the objective of bringing together university departments of education, SCERTs and elementary teacher training institutions into a symbiotic relationship for improving teacher education at the elementary level, the project 'Networks for Institutional Capacity Enhancement (NICE)' is being implemented at five places, namely Indian Institute of Education, Pune; Vidya Bhawan IASE, Udaipur; Department of Education, Assam University, Silchar; Department of Education, Kakatiya University, Warangal, Andhra Pradesh; and Gujarat Vidyapeeth, Ahmedabad with different specific purposes. The themes identified are: developing teacher training programmes for promoting multi-cultural understanding, fostering school-community linkages and developing methodological and content competencies of teacher educators.

The first co-ordination meeting of the project directors of NICE was held in the Indian Institute of Education (IIE), Pune on September 22-23, 1998. Dr. (Mrs.) Chitra Nair, chairperson, IIE, in her inaugural address, appreciated the focus of the project and its critical component — the relational links among institutions. The progress of various projects was reviewed and future strategy was also chalked out for the implementation of the project. Under this project, Assam University

has prepared 8 modules on cultural concept, besides preparation of video cassettes and training of key resource persons; Gujarat Vidyapeeth developed modules relating to parent-community relationship followed by an orientation workshop for DIET teacher educators; Vidya Bhawan organized a workshop to prepare a handbook for primary teacher educators; the Indian Institute of Education developed guidance material for the staff of DIETs; and Kakatiya University developed modules on teaching Telugu followed by a training workshop to train teacher educators on modern approach to first language teaching. On the basis of the progress under this project, it was decided in November, 1998 to replicate it in 5 new institutions namely:

- (i) Lucknow University, Lucknow
- (ii) Government College of Education, Jabalpur
- (iii) Khalsa College of Education, Amritsar
- (iv) Visva Bharti, Shanti Niketan and
- (v) Central Pedagogical Institute, Allahabad

2. Teacher Education in States/UTs – Current Status, Issues and Future Projections

In view of the critical role of teacher education, the NCTE undertook a country-wide survey on 'Teacher Education in States and

UTs : Current Status, Issues and Future Projections', to help in the formulation of effective programmes for improving the quality and relevance of teacher education in the country. The state-wise progress under this project as on March 31, 1999 is as follows:

Two workshops on competency based and commitment oriented teacher education were organized at Guwahati (Assam) and Tirupati (AP) on November 26-28, 1998 and December 3-4, 1998 respectively.

Position of Reports	States
(i) Printed	Madhya Pradesh, Arunachal Pradesh, West Bengal, Rajasthan, Haryana, Delhi, Tripura, Himachal Pradesh and Uttar Pradesh.
(ii) In the Press	Karnataka
(iii) Being processed for printing	Tamil Nadu, Nagaland, Mizoram, Sikkim, Meghalaya, Gujarat, Bihar, Assam and Kerala
(iv) Still awaited from the State	Orissa, Manipur, Maharashtra and Andhra Pradesh

Studies in respect of the states of Punjab, Jammu & Kashmir and Goa and the Union Territories are likely to be taken up in due course. On the basis of these studies, NCTE proposes to come out with a national report on teacher education.

3. Competency Based and Commitment Oriented Teacher Education

NCTE has been propagating and popularizing the concept of competency based teacher education for the last two years. It has also added to it the dimension of commitment oriented teacher education. Awareness workshops were organized in several States which have been well received. The NCTE has brought out three documents:

- (i) Competency based and commitment oriented teacher education for quality school education—initiation;
- (ii) Competency based and commitment oriented teacher education for quality school education—in-service; and
- (iii) Competency based and commitment oriented teacher education for quality school education—pre-service.

4. Restructuring Curriculum Framework for Teacher Education

In discharge of one of its major functions envisaged in the National Policy on Education, namely to provide guidance regarding curricula and methods, NCTE undertook the task of restructuring curriculum framework for teacher education at various levels and organised a series of workshops of eminent teacher educators and experts. After consultations with a number of educationists, a discussion document on curriculum framework for teacher education was brought out in September, 1996 which was widely circulated among a large number of educationists, teacher educators, educational administrators, teacher training institutions, state education secretaries, SCERTs, Boards of Secondary Education, universities, national level bodies like NCERT, NIEPA, UGC, AIU etc. A series of seminars were also organized all over the country in which a large number of universities, teacher education institutions, professional associations of teachers and teacher educators and school administrators participated. The reports of these seminars and responses received from

various educationists and experts have been analyzed and a drafting committee consisting of eminent experts took up the task of preparation of a draft curriculum framework for teacher education. The drafting committee members held twenty meetings during the year to prepare a new draft curriculum which was extensively discussed in a national level seminar held at Delhi during the month of March, 1998. The recommendations emerging out of this seminar have been incorporated in the final document entitled 'Curriculum Framework for Quality Teacher Education'. A copy of this document has been sent to all vice-chancellors, DIETs/CTEs/IASEs/SCERTs and other apex bodies for implementing various recommendations of this framework.

5. Implementing Strategy of Curriculum Framework for Quality Teacher Education

A national meeting of experts in teacher education held on September 9, 1998 considered strategies for implementation of NCTE's Curriculum Framework for Quality Teacher Education and developed a tentative action plan covering the following :

- A comprehensive note on the framework may be developed containing its salient features, its long-term and short-term implications, its innovative features and specific recommendations that need securing consent and co-operation of state governments/universities/institutions to serve as a compendium to the Framework.
- A Standing Advisory Committee with the following functions may be formed to look after the implementation aspects of Framework:
 - a) To finalize a time-bound action plan;
 - b) To oversee implementation of the action plan;

- c) To suggest mid-course corrections/reviews; and
 - d) To monitor the gamut of activities.
- Adequately favourable climate about the framework may be created through regional and state level meetings, discussions and radio and television talks besides consultations with education secretaries, vice-chancellors, heads of education departments, SCERT directors, IASE/CTE principals.
 - Curriculum framework may be sent to all universities, IASEs, CTEs, DIETs, other teacher education institutions, SCERTs and apex institutions like NCERT, NIEPA, CBSE etc. Translation of the framework may be done in regional languages for wide dissemination.
 - Identification of institutions to launch two year B.Ed. course may be done and appropriate support in the form of professional and academic inputs ensured.

In pursuance of the implementation strategy, Principals of the Regional Institutes of Education (RIEs), Director, NCERT and Chairperson, NCTE met on October 15, 1998. It was agreed in the meeting that the Regional Institutes would develop a two year B.Ed. programme for secondary stage, B.Ed programme for senior secondary stage and an M.Ed programme for elementary and secondary teacher educators.

NCTE has provided financial assistance to RIEs for developing curriculum and other materials for these innovative programmes. Gujarat Vidyapeeth has also been assisted for developmental work.

Four RIEs and Gujarat Vidyapeeth have since decided to implement the two year B.Ed programme with effect from the session 1999-2000.

6. Strengthening Teacher Education in the North-Eastern Region

At the instance of the Planning Commission, the NCTE undertook the responsibility of formulating a comprehensive project of 'Strengthening of Teacher Education in the North-Eastern Region' with the objectives of improving the quality of teacher training, providing training/orientation to the teachers with a view to raising their competencies, strengthening institutional capabilities for training of pre-service and in-service teachers in the region thereby clearing the backlog of untrained teachers both at primary and secondary levels and arresting the fresh inflow of untrained teachers into the educational system. After in-depth discussion of various aspects and with the help of eminent educationists conversant with the teacher education scenario of North-Eastern states, the NCTE formulated a project and submitted it to the Planning Commission and the Ministry of Human Resource Development. The project visualized a multi-pronged approach to improve the quality of teacher training at elementary, secondary and higher secondary stages. The package of measures included development of training packages - both print materials and audio-video materials—short-term orientation courses for trained teachers, capsule courses and distance education programmes for untrained teachers and upgrading institutional facilities for training. The state education departments and SCERTs of North-Eastern region, DIETs, CTEs, IASEs, RIE, IGNOU, NEHU etc. were involved in this exercise. On the suggestion of the Ministry of Human Resource Development, a consultation meeting was held at Guwahati on November 20-21, 1997 which was attended by the representatives of all the states in the region, except Sikkim. The proposal received overwhelming support from all the states in the region. The project was submitted to the Ministry of Human Resource Development and

the Planning Commission in December, 1997 for their consideration and approval.

7. Indigenous Thoughts on Education

A series of five seminars were organised for teacher educators on the thoughts of Swami Vivekananda at the Ramakrishna Institute of Meral and Spiritual Education, Mysore (December 18-20, 1997); on Mahatma Gandhi at Gujarat Vidyapeeth, Ahmedabad (December 7-9, 1997); on Rabindra Nath Tagore at Rabindra Bharati University, Calcutta (January 15-17, 1998); on Sri Aurobindo at Sri Aurobindo Ashram, Pondicherry (March 16-18, 1998); and on Dr. Zakir Husain at the Jamia Millia Islamia, New Delhi (April 17-18, 1998). The main objective of these seminars was to re-appraise and re-evaluate the contribution of these great thinkers in the modern educational context and to orient teacher educators to highlight relevant issues for curriculum transaction. Each seminar was attended by 30 to 40 teacher educators. Eminent educationists and academicians who had studied the life and works of these thinkers participated and presented their papers. Monographs on each of these thinkers will be published for the benefit of teacher educators. Similar seminars covering the thoughts of other indigenous thinkers are planned.

8. Gandhi on Education

Mahatma Gandhi has spoken and written a lot on education. His writings and speeches are full of ideas and ideals on education. NCTE undertook the project to compile a book on Gandhi's thought on education to acquaint teachers and teacher educators with the same. This book contains Gandhi's writings on education based on his lifetime experiments and experiences in quest of truth and true way of life. His ideals, beliefs and practices in schooling aim at wholesome education of the child and the teacher. The richness of his ideas on various aspects such as women's education, physical education, moral education

etc. provide an insight into the comprehensiveness of his vision as a great educator. Hindi version of this book has also been published.

9. Collaborative Projects (with Indira Gandhi National Open University)

The National Policy on Education, 1986 recognized the pivotal role of the teachers in educational reorganization in the country and, therefore, accorded suitable emphasis to teacher education. It called for an overhaul of teacher education system and stressed the need for continuing education of teachers. Consequently, certain major structural changes were made in the field of teacher education with establishment of DIETs, CTEs and IASEs under the centrally sponsored scheme of teacher education. However, there are some areas which need to be attended to on priority basis. Preparation of teacher educators, training of teachers for senior secondary stage and continuing education of teacher educators are some such areas. The institutional arrangements in the country do not seem to be adequate to meet all these challenges. Distance education medium has made substantial progress during the last few years. It is, therefore, considered advisable to use this media for in-service education of teachers and teacher educators. In view of this, NCTE and Indira Gandhi National Open University, the two apex bodies in the field of teacher education and distance education respectively, decided to take up some collaborative projects on teacher education. These are:

(a) Documenting Good Practices in Teacher Education

Certain good innovative practices being followed in teacher education institutions in the country are proposed to be documented and disseminated.

(b) Professional Upgradation Programme for Teacher Educators

Under the scheme, a few enrichment

programmes are proposed for professional upgradation of teacher educators to keep them abreast with new developments in the field of teacher education.

(c) Post-B.Ed. Programme on Elementary Education

This programme aims at providing background in elementary education to the staff of DIETs and other elementary teacher training institutions.

(d) Programme for Senior Secondary Teachers

This is a post-B.Ed. programme for upgrading teacher educators' subject content knowledge and pedagogy specially designed for senior secondary teachers.

(e) M.Ed through Distance Education for Teacher Educators

The existing M.Ed. programmes are generally omnibus type of courses aimed at various sections like educational administrators, researchers, policy makers and teacher educators simultaneously. While designing the new programme the need for maintaining parity with the regular institutional course will be kept in view.

(f) Continuing Interaction among Leading Teacher Educators

In order to facilitate exchange of ideas and to promote innovations in the field of teacher education, it is proposed to provide for regular interaction among the faculty of SCERTs, IASEs, CTEs and DIETs taking due advantage of modern communication networks like tele-conferencing and other methods. IGNOU would permit use of its Electronic Media Production Centre (EMPC) infrastructure for this purpose.

A joint steering-cum-monitoring committee

of NCTE and IGNOU constituted to review and monitor the progress of these projects met on August 12, 1998 and in order to oversee and coordinate the activities of various collaborative projects, a Project Implementation Committee was appointed. Its first meeting was held on December 15, 1998.

10. Atlas on Teacher Education

A project has been undertaken to prepare an Atlas on teacher education. This would be in the form of a handbook to be used by teacher educators, researchers, educational administrators and policy planners in teacher education. It would contain number-wise and location-wise distribution of pre-primary, elementary, secondary teacher education institutions; manpower planning; enrolment of student teachers; eligibility and admission procedure; qualifications, recruitment and service conditions of teacher educators; in-service teacher education programmes; institutional linkages and networking. This publication will be pictorial in nature.

11. Premier Institutions of Teacher Education

During the last few decades several innovations have been attempted in preparing teachers. It is universally acknowledged that teacher education systems are slow moving and have not kept pace with the rapidly changing times. NCTE has planned to identify around thirty institutions which have done innovative work and have contributed significantly in the field of teacher education. This will be in the form of publication highlighting specific innovative practices of identified teacher education institutions and will include details based on in-depth study since their establishment, their outstanding contributions, historical developments, implementation strategies and vital information on other important aspects.

12. Research Proposals sponsored by NCTE

Based on the priority areas and functions of NCTE, eight research projects were sanctioned for financial assistance. Of these, final reports on the following have been received:

Project	Researcher
(i) Development of Admission Eligibility Criteria for Pre-School Teachers	Dr. Bhoodev Singh, Reader, Faculty of Education, Banaras Hindu University.
(ii) Critical Evaluation of In-service Teacher Education Programmes offered by DIETs of Delhi	Dr. Kusum Sharma, Reader, IASE, Jamia Millia Islamia, New Delhi.
(iii) Designing a Course for Training Secondary School In-service Teachers of English	Prof. V.B.B. Sarma, Dean, Faculty of Education, Osmania University, Hyderabad.
(iv) Effectiveness of Pre-service Teacher Education Programmes (B.Ed) in Andhra Pradesh : A Comparative Study of Regular and Correspondence Channels	Prof. A. Satyavathi, Principal (Retd) Sri Padmavathi Mahila Visvavidyalayam, Tirupati, Andhra Pradesh
(v) Effectiveness of In-service Teachers' Programmes organized by the DIETs of Udaipur Range in Rajasthan	Prof. A.P. Sharma, formerly Professor, Vidya Bhavan IASE, Udaipur.

The remaining three projects given below are at various stages of completion and are being monitored and reviewed periodically:

- (i) A Comparative Study of the Performance of Two Streams of Primary School Teachers—B.Ed. trained and secondary Grade Trained. Prof. S.C. Sarma, formerly Professor and Dean, Faculty of Education, Andhra University, Vishakhapatnam has taken up this project.
- (ii) Effectiveness of Model Internship Programme (MID) on Instructional Skills, Attitude towards Teaching, Teacher Confidence and Teacher Role Identification of Teacher Trainees. Dr. D.A. Uchat, Deptt. of Education, Saurashtra University, Rajkot is principal investigator of this project.
- (iii) Development of a Sensitization Programme for Fostering Values of Immediate National Relevance in Teacher Educators of Elementary Level. Smt. Prabha Singh, Lecturer, Lucknow University is its principal investigator.

13. HUMAN RIGHTS AND NATIONAL VALUES

(i) State-level Orientation Programmes

During the year, 8 state-level orientation programmes on human rights and national values were organized in different parts of the country. The State Councils of Educational Research and Training of Kerala, Karnataka, Delhi, Bihar, Tripura, Rajasthan, Orissa and Sikkim organized orientation workshops in teacher education with financial assistance from NCTE. Eminent jurists, educationists and persons working in the field of human rights were invited to deliver lectures and also conduct activities to familiarize teacher educators with the issues of human rights. On an average, 40 teacher educators participated in each workshop.

In all the orientation programmes for teacher educators, the participants were provided with NCTE's self-learning modules on human rights and national values and other resource materials with the objective of disseminating these concepts at their respective work places. Subsequently, some of the participants also acted as resource persons in other workshops organised at various institutions of teacher education.

The orientation programme at Mysore organised by Southern Regional Committee, Bangalore, was conducted in Kannada, the language of the State. This was appreciated by the participants as well as the resource persons. Several non-government organizations (N.G.Os) working in the field of human rights/ women's and children's welfare in Karnataka also participated in the workshop and presented their experience. The interaction between N.G.Os and the teacher educators was very lively and educative.

(ii) Translation of Self-learning Module on Human Rights and National Values

During the year under review, two translation workshops were organised at Bangalore and Bhubaneshwar, where the existing nine units of the self-learning module were translated in regional languages of southern and eastern parts of the country respectively. These language versions are being reviewed and edited by experts drawn from the respective language. They are to be printed subsequently.

The nine-unit module on human rights and national values is presently being printed in Hindi and English versions in book form to meet heavy demand for the module from all over the country.

(iii) Monograph on Human Rights and Indian Values

A monograph 'Human Rights and Indian Values' written by Justice Rama Jois, former

Chief Justice, High Court of Punjab and Haryana has been translated into Hindi and distributed among teacher training institutions

14. EDUCATIONAL TECHNOLOGY

Video Series (Acharya Samvad)

The NCTE has a programme of developing a video series entitled 'Acharya Samvad' for teacher educators. During the year, two volumes of video cassettes were brought out. These cassettes were distributed among SCERTs, DIETs and IASEs. For this purpose, applications were invited in prescribed form to ascertain their willingness to utilise the video cassettes for training purposes. So far, applications from 128 institutions have been received. Video cassettes have already been sent to all these institutions.

The two volumes contain the following programmes :

Volume - I : Episodes and Panel Discussion

- (I) Two episodes on human rights education in the school setting (in Hindi)
- (ii) One panel discussion on the teacher of the future (in English)
- (iii) A panel discussion on human rights and the teacher (in English)

Volume - II : Excerpts from lectures delivered by experts at the National Conference of the Principals of DIETs

S.No.	Experts	Topic of the Lecture
1.	Dr. J.L. Azad	Education for All and Socio-Economic Changes
2.	Sh. Kireet Joshi	Emerging Trends in Value Education
3.	Sh. S.C. Behar	School Community Partnership
4.	Justice M. Rama Jois	Indigenous Thinking and Strategies in Education
5.	Sh. P.K. Umashankar	Responsive Management and Work Ethos
6.	Prof. R.H. Dave	Innovations and Experimentation in Education at the Elementary Stage
7.	Dr. Kiran Karnik	Emerging Technologies
8.	Dr. S.Z. Qasim	Elementary Education for Scientific and Technological Development

These programmes have also been taken by the Central Institute of Educational Technology, NCERT for utilising them for regular telecast for teachers through Doordarshan.

Considering the appreciation received from various quarters regarding utility of the video cassettes in teacher training, it is proposed to bring out two other volumes of video cassettes

next year. It is also envisaged that thematic talks and posters on various issues concerning teacher education viz. competency based and commitment oriented teacher education, fundamental duties, indigenous thoughts on education etc. will be brought out subsequently.

15. Education for Fundamental Duties

- (I) Government of India constituted a

Committee for operationalisation of the suggestions to teach fundamental duties to citizens of the country under the chairmanship of Justice J. S. Verma, former Chief Justice of India. It was felt that teachers, being in the most advantageous position to disseminate ideas in the society, could be the best medium for propagating the duties of the citizens. Thus, orienting teacher educators in the matter is extremely important. In view of this, NCTE decided to take up a project in which financial assistance is provided to organisations/institutions for organising seminars for teacher educators on this subject. Two seminars were organised at Banaras Hindu University, Varanasi and Regional Institute of Education, Bhopal where eminent persons were invited to deliver lectures on fundamental duties for the benefit of teacher educators attending the seminars.

- (ii) A video cassette containing a presentation on 'Education and Fundamental Duties' by Shri Kireet Joshi, former Special Secretary, Ministry of Human Resource Development (Deptt. of Education) has been prepared and capsuled with other programmes for distribution under the series 'Acharya Samvad'.
- (iii) Analysis of the place of fundamental duties in some selected syllabi and textbooks of teacher education in the universities has been completed and printed for circulation among the members of the Committee.

16. Orientation Programme in Science and Mathematics Education

NCTE has been organizing orientation programmes for teacher educators on different aspects of teacher education from time to time. Considering the importance of science and

mathematics education, Homi Bhabha Centre for Science Education (HBSCE), Mumbai, a premier institution of the country, which offers high quality orientation courses for teachers and teacher educators in science and mathematics from primary to senior secondary level, was approached to organize orientation programmes in these subjects for teacher educators at the elementary level. HBSCE, Mumbai organised in collaboration with NCTE, a seven day orientation course for elementary teacher educators in science and mathematics on June 18-24, 1998. Thirtyfive elementary teacher educators drawn from SCERTs and DIETs from all over the country participated. This was followed by two more seven day orientation programmes organised on January 28 - February 3, 1999 and March 4-10, 1999 for thirtyfive elementary teacher educators invited from SCERTs and DIETs from the states located in northern region for each of the two programmes.

The programmes were structured to cover major areas like content, pedagogy, enrichment, practice group work, health and nutrition, energy, modern perspective, material around, measurement, human body and methods of separation, education and development, learning and thinking, new initiatives in science education, planning for outcomes, environment awareness, etc.

Guest speakers from Tata Institute of Fundamental Research, Mumbai; IIT, Mumbai; University of Bombay and eminent scientists like Prof. V.G. Kulkarni, Prof. N.D. Deshmukh, Prof. V.D. Lal, , Prof. M.N. Deshmukh and many others participated in the programme.

Vikram A. Sarabhai Community Science Centre (VASCSC), Ahmedabad, in collaboration with NCTE organised a seven day orientation workshop for teacher educators from March 29 to April 4, 1999. Twentyone teacher educators from SCERTs, DIETs and elementary teacher education institutions from

Gujarat attended this programme. The participants showed keen interest in the orientation programme as it was activity based programme. VASCSO invited resource persons from Centre for Environment Education, Gujarat University and Space Application Centre also to provide exposure to the participants in the latest developments in the field of science.

It is proposed to continue similar programmes during 1999-2000.

17. Preparing Leader Teacher Educators

Programmes on 'orientation of leader teacher educators' were conducted during 1998-99 for principals and faculty members of DIETs and SCERTs with focus on teacher-community relationship, teacher-parents' interaction and the role of panchayati raj institutions and local agencies in development of schools at Vishwa Mangalam, Arera, Distt., Sabarkantha, Gujarat in October 1998 for Orissa and Jammu and Kashmir and at Gandhi Gram, Madurai, Tamil Nadu in April-May 1998 for Haryana and Punjab. In order to give it a wider perspective, NCTE is in touch with other premier institutions such as Tata Institute of Social Sciences, Mumbai; Central Institute of Indian Languages, Mysore; and Central Institute of English and Foreign Languages, Hyderabad to organize such programmes for teacher educators in the field of social sciences and languages.

18. Profile of Teacher Educators

For any reform in teacher education to be significant, teacher educators have to have complete understanding of the whole gamut of their responsibilities for preparing teachers for schools. Therefore, the NCTE undertook a study of 'Profile of Teacher Educators' working at elementary and secondary stages. Some of the major objectives of this study were to make analysis of (1) Demographic characteristics of teacher educators; (2)

Educational background of teacher educators; (3) In-service programmes and their utility as perceived by teacher educators; (4) Teacher educators' perception of professional status vis-a-vis other professions; (5) Demonstration and use of new techniques of teaching; (6) Extent of application of activity centred, child centred and environment based approaches to teaching; (7) Institutional programmes for ensuring better performance of teacher educators; and (8) Teacher educators' suggestions for improving the quality of institutions.

Nine hundred questionnaires in total, comprising 58 items, were sent to four regional offices of NCTE to be filled in by elementary and secondary teacher educators. 327 filled in questionnaires (150 elementary and 177 secondary from 15 States / Union Territories were received.

Some of the suggestions by these teacher educators for improving teacher education are :

- (1) Recurrent in-service education of teacher educators to update their knowledge in content and methods of teaching;
- (2) Availability of laboratory school, preferably attached to every teacher training institution;
- (3) Accountability in all areas of teacher education;
- (4) Adequate budget for improving library;
- (5) Latest material and literature to be made available to teacher educators; and
- (6) Encouraging teacher educator to visit schools and help teachers to the extent possible through school-based in-service teacher education.

19. Population and Development Education

The National Council for Teacher Education in collaboration with the Union Ministry of Human Resource Development has launched a three year project on 'Population and

Development Education'. The main objectives of the project are : to create awareness about and develop positive attitudes towards population and reproductive health issues among student teachers and teacher educators; to institutionalise population and reproductive health education in the teacher education system; and to contribute to the realisation of India's demographic and health goals for improving the quality of life of the people in the country.

This project presents an integrated approach by synthesizing population, development, environment and reproductive health issues. The major components of the project are :

- i) Development of advocacy, training and curricular materials;
- ii) Training of 240 teacher educators drawn from 120 secondary teacher education institutions of the country in the area of population and reproductive health education and communication skills;
- iii) Organisation of campus/co-curricular activities in the participating institutions to give an adequate exposure to about 20 to 25 thousand student teachers about population and reproductive health issues;
- iv) Organisation of advocacy programmes for deans and heads of the university departments of education and members of courses committees with the objective of integrating population and reproductive health issues in the curriculum of secondary teacher education.

The NCTE has set up a Population and Development Education Cell to implement the project and carry out activities planned under the project.

20. HIV/AIDS Preventive Education in Teacher Education

A project in collaboration with UNESCO has been taken up by NCTE entitled 'Introduction of HIV/AIDS Preventing Education in Teacher Education Programme'. The project will be conducted in all the ten Government B.Ed. colleges of Madhya Pradesh. It is being coordinated by the Regional Director, WRC (NCTE), Bhopal. The duration of the project is one year with effect from January 1, 1999. The objectives of the project are as follows:

- (i) Examine the existing teacher training material which may have some relevance for imparting knowledge about HIV/AIDS for secondary level teacher educators;
- (ii) Review the B.Ed teacher training syllabus and identify areas for inclusion of HIV/AIDS both in curricular and non-curricular areas;
- (iii) To determine the feasible time period that is to be used for HIV/AIDS preventive education in the B.Ed. teacher training programme;
- (iv) To adapt/collect/ develop comprehensive and usable AIDS educational material; and
- (v) To train at least one fourth of the secondary level teacher educators out of those working in all the ten government B.Ed. colleges of teacher education in Madhya Pradesh.

UNESCO has sanctioned financial assistance to the tune of Rs. 5 lakhs up to December, 1999 for implementation of this project. NCTE has constituted a project steering committee to monitor the progress of the project.



Publications

The Council under its material development project has brought out the following publications during 1998-99, which are distributed to teacher education institutions to provide a comprehensive view on important aspects of teacher education :

1. Adhyapan-Bharatiya Drishti/Vidya Niwas Mishra (*NCTE Monograph Series – III*).
2. Quality Concerns in Secondary Teacher Education/R.C. Das (*NCTE Monograph Series – IV*).
3. Teacher Preparation/S.N. Saraf (*NCTE Monograph Series – V*).
4. Assessment and Evaluation in Teacher Education/Pritam Singh (*NCTE Monograph Series – VI*).
5. Quality Concerns in Elementary Teacher Education / R.C. Das (*NCTE Monograph Series – VII*).
6. Adhyapan – Bharatiya Drishti/Vidya Niwas Mishra (*NCTE Lecture Series–I*).
7. State Studies on Teacher Education in Himachal Pradesh – Current Status, Issues and Future Projections.
8. State Studies on Teacher Education in Tripura – Current Status, Issues and Future Projections.
9. State Studies on Teacher Education in Delhi – Current Status, Issues and Future Projections.
10. State Studies on Teacher Education in Uttar Pradesh–Current Status, Issues and Future Projections.
11. Curriculum Framework for Quality Teacher Education
12. Competency Based and Commitment Oriented Teacher Education for Quality School Education : *Pre-service Education*.
13. Restructuring and Revitalizing Teacher Education (Workshop Report on the Role of IASEs and CTEs of ERC (NCTE), Bhubaneswar).
14. Restructuring and Revitalizing Teacher Education (Workshop Report on the Role of IASEs and CTEs of WRC (NCTE), Bhopal).
15. Restructuring and Revitalizing Teacher Education (National Report on Regional Meeting of Principals of CTEs/IASEs 1997-98).
16. Human Rights and National Values : Self-Learning Modules for use of Teacher Educators 1-9 units in 2 Vols., Vol. 1:5 units; Vol 2:4 units (All units in English and Hindi).
17. Awareness, Motivation and Initiative in Universal Elementary Education (UEE) – (Report on the National Conference of DIET principals).
18. Gandhi on Education.
19. Gandhi Ke Shaikshik Vichar.
20. Exemplar Modules in Mathematics for Elementary Teacher Educators.
21. NCTE Newsletter, August, 1998.
22. NCTE Newsletter, March, 1999.



Accounts and Audit

1. Section 22 of the NCTE Act provides that the Central Government may pay to the Council in each financial year such sums as may be considered necessary for performance of the functions of the Council. Further, Section 23 of the Act provides that the Council shall have its own fund which includes all the receipts of the Council including all sums paid by the Central or State Governments or any authority or person in India or abroad. The form of Accounts was sent to the Comptroller and Auditor General for approval and the same was approved with certain modifications. The modified format has been sent to the Ministry for its notification.
2. During the financial year 1998-99 the Council received a sum of Rs. 5.10 crores as grant from the Ministry of Human Resource Development, Department of Education. In addition, a sum of Rs. 0.75 lakhs was received from UNESCO for specific activities. The financial position of the Council as on March 31, 1999, Accounts and Balance Sheet are given in Annexures III, IV and V respectively together with other details shown in Annexures A,B and C.
3. As stipulated in the NCTE Act, the accounts of the Council for the year 1998-99 have been audited by the Comptroller and Auditor General of India and certified accounts alongwith audit report thereon are awaited.

Annexures

Recognition of Institutions

Eastern Regional Committee

As on March 31, 1999, the Eastern Regional Committee received applications for recognition from 339 existing institutions and 37 new institutions. Of these, 198 existing and 2 new institutions were granted recognition/provisional recognition.

Western Regional Committee

As on March 31, 1999, the Western Regional Committee received applications for recognition from 844 existing institutions and 163 new institutions. Of these, 592 existing and 13 new institutions were granted recognition/provisional recognition.

Northern Regional Committee

As on March 31, 1999, the Northern Regional Committee received applications for recognition from 462 existing institutions and 320 new institutions. Of these, 335 existing and 34 new institutions were granted recognition/provisional recognition.

Southern Regional Committee

As on March 31, 1999, the Southern Regional Committee received applications for recognition from 781 existing institutions and 829 new institutions. Of these, 577 existing and 41 new institutions were granted recognition/provisional recognition.

Annexure-II

National Council for Teacher Education
Statement showing the status of applications for recognition as on March 31, 1999

State/UT		Category	Existing Institutions				New Institutions			
			Recognition				Recongniton			
		Total No.	Applied for Recognition	Granted	Provisional	Refused	Applied	Granted	Under Process/ Granted Prov.	Refused
Eastern Region										
A&N Islands	Pre-Primary									
	Elementary									
	JBT	1	1		1					
	Secondary									
	B.Ed	1	1		1					
	Others									
	B.P.Ed									
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (English)									
Total		2	2		2					
Arunachal Pradesh	Pre-Primary									
	Elementary									
	PLTTC	1	1		1					
	Secondary									
	B.Ed	1	1		1					
	Others									
	B.P.Ed									
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (English)									
Total		2	2		2					

Assam	Pre-Primary	1							
	Elementary								
	JBTTC	44	6		2				
	Secondary								
	B.Ed	49	49	1	37	7	6		6
	Others								
	B.P.Ed								
	C.P.Ed								
	B.Ed (Hindi)	2							
	B.Ed (Sanskrit)								
Total		96	55	1	39	7	6		6
Bihar	Pre-Primary	1					1		1
	Elementary								
	Courses	92	19	1	8	1	1		1
	Secondary								
	B.Ed	46	46	9	7		8		8
	Others								
	B.P.Ed	2	2						
	C.P.Ed	2	2		1				
	B.Ed (Hindi)								
	B.Ed (Sanskrit)	1	1						
	Entrepreneurship						1		1
Total	M.Ed	1					1		1
		145	70	10	16	1	12		12
Manipur	Pre-Primary								
	Elementary								
	Courses	4							
	Secondary								
	B.Ed	2	2	1	1				
	Others								
	B.P.Ed								
	C.P.Ed								
	B.Ed (Hindi)	1	1	1					
	B.Ed (Sanskrit)	1	1						
Total		8	4	2	1				

Meghalaya	Pre-Primary									
	Elementary									
	Courses	10	8	3	5	1				
	Secondary									
	B.Ed	3	3	1	3					
	Others									
	B.P.Ed									
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (Sanskrit)									
	<i>Total</i>	13	11	4	8	1				
Mizoram	Pre-Primary									
	Elementary									
	Courses	2	2							
	Secondary									
	B.Ed	1	1		1					
	Others									
	B.P.Ed									
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (Skt.)									
	<i>Total</i>	3	3		1					
Nagaland	Pre-Primary									
	Elementary									
	Courses	6	6		2					
	Secondary									
	B.Ed	2	2	1	1					
	Others									
	B.P.Ed									
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (Sanskrit)									
	<i>Total</i>	8	8	1	3					

Orissa	Pre-Primary	4	4				2		2	
	Elementary									
	Courses	76	76	9	57	8	5		5	
	Secondary									
	B.Ed	17	17	6	8		7		7	
	Others									
	B.P.Ed	3	3							
	C.P.Ed	2	2							
	M.Ed	3	3		1					
	B.Ed (Hindi)									
	B.Ed (Sanskrit)	1	1		1		1		1	
	ELTI						1	1		
	<i>Total</i>	106	106	15	67	8	16	1	15	
Sikkim	Pre-Primary									
	Elementary									
	PTT	1	1		1					
	Secondary									
	B.Ed	1	1		1					
	Others									
	B.P.Ed									
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (Sanskrit)									
	<i>Total</i>	2	2		2					
Tripura	Pre-Primary									
	Elementary									
	UGBT	2	2		2					
	Secondary									
	B.Ed	1	1		1		1	1		
	Others									
	B.P.Ed	1	1		1					
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (Sanskrit)									
	<i>Total</i>	4	4		4		1	1		

West Bengal	Pre-Primary	3	3				1		1	
	Elementary									
	FTT	54	34		13		1		1	
	Secondary									
	B.Ed	49	35	2	5	4				
	Others									
	B.P.Ed	11								
	C.P.Ed									
	B.Ed (Hindi)									
	B.Ed (Sanskrit)									
Total		117	72	2	18	4	2		2	
Level-wise Sub-totals	Pre-Primary	9	7				4		4	
	Elementary	293	156	13	92	10	7		7	
	Secondary	173	159	21	67	11	22	1	21	
	Others	31	17	1	4		4	1	3	
Regional Total		506	339	35	163	21	37	2	35	
Western Region										
Madhya Pradesh	Pre-Primary	5	5		4		13		1	4
	Elementary	57	57	2	54		18		1	9
	Secondary	33	33	3	29		62		5	27
	Others	13	11		8		34		4	4
Total		108	106	5	95		127		11	44
Maharashtra	Pre-Primary	49	38		4	1	2			1
	Elementary	267	266	3	157		11			6
	Secondary	145	145	3	122	5	9			3
	Others	140	134	3	71		1			
Total		601	583	9	354	6	23			10
Gujarat	Pre-Primary	12	1		10		1			
	Elementary	69	69	2	60					
	Secondary	51	51	10	37	3	7			

<i>Total</i>	Others	19	19	1	5		4		1	
		151	151	13	112	3	12		1	
Goa	Pre-Primary									
	Elementary	1	1		1					
	Secondary	2	2		2					
	Others									
<i>Total</i>		3	3		3					
Daman & Diu	Pre-Primary									
	Elementary						1		1	
	Secondary	1	1		1					
	Others									
<i>Total</i>		1	1		1		1		1	
<i>Level-wise Total</i>	Pre-Primary	66	55		18	1	16		1	5
	Elementary	394	393	7	272		30		2	15
	Secondary	232	232	16	191	8	78		5	30
	Others	172	164	4	84		39		5	4
<i>Regional Total</i>		864	844	27	565	9	163		13	54
Northern Region										
Himachal Pradesh	Pre-Primary									
	Elementary	6	6	2			11	1	10	
	Secondary	3	3	2	1		8	1	7	
	Others									
<i>Total</i>		9	9	4	1		19	2	17	
Chandigarh	Pre-Primary	1		1			1		1	
	Elementary						3	1	2	
	Secondary	5	5	4						
	Others	1	1				2	1	1	
<i>Total</i>		7	7	5			6	2	4	

Punjab	Pre-Primary						1		1	
	Elementary	12	12				2		2	
	Secondary	20	20	12	7		7		7	
	Others	3	3							
	<i>Total</i>	35	35	12	7		10		10	
Delhi	Pre-Primary	12	12	2	5	3	18	1	17	
	Elementary	6	6	6			30	2	25	3
	Secondary	6	6	4			15	1	14	
	Others	1	1				1		1	
	<i>Total</i>	25	25	12	5	3	64	4	57	3
Haryana	Pre-Primary						4		4	
	Elementary	20	20	3		2	32	7	25	
	Secondary	22	22	8	10		14		13	1
	Others	3	3				11		11	
	<i>Total</i>	45	45	11	10	2	61	7	53	1
Rajasthan	Pre-Primary	2	2	1	1		3		3	
	Elementary	45	45	7	35		7	1	6	
	Secondary	45	45	21	22		18	4	14	
	Others	19	19	1	1		15	4	6	5
	<i>Total</i>	111	111	30	59		43	9	29	5
Uttar Pradesh	Pre-Primary	3	3	1	1		17		17	
	Elementary	65	65	19	43		12		12	
	Secondary	139	139	60	50		53	7	45	1
	Others	23	23	1	4		35	3	32	
	<i>Total</i>	230	230	81	98		117	10	106	1
<i>Level-wise Total</i>	Pre-Primary	18	18	5	7	3	44	1	43	
	Elementary	154	154	37	78	2	97	12	82	3
	Secondary	240	240	111	90		115	13	100	2
	Others	50	50	2	5		64	8	51	5
	Regional Total	462	462	155	180	5	320	34	276	10

Southern Region										
Andhra Pradesh	Pre-Primary									
	PG Diploma	1	1	1			3		3	
	Elementary									
	TTC	25	25		23		7		7	
	Secondary									
	B.Ed	50	50	8	39		63	6	57	
	B.Ed (Corr.)	2	2				1		1	
	B.Ed (Voc.)	1	1							
	Others									
	B.P.Ed	4	3		2					
	C.P.Ed	4	3		2					
	B.Ed (Hindi)	8	8	1			11		11	
	B.Ed (Sanskrit)	1	1							
	M.Ed	6	6							
	Total	102	100	10	66		85	6	79	
Karnataka	Pre-Primary									
	NTTI	33	31	13	12	4	14		14	
	Pre-School	44	38							
	Elementary									
	TCH	130	130	40	83	1	196	2	172	22
	Secondary									
	B.Ed	65	65	30	34		79	3	73	3
	B.Ed (Corr.)	2	2	2						
	Others									
	B.P.Ed	11	11	3	7		8		8	
	C.P.Ed	44	44	11	31	1	31	1	28	2
	B.Ed (Hindi)	38	38		13		9		9	
	B.Ed (Sanskrit)	1	-		1					
	M.Ed	7	2			2				
	Total	375	362	99	181	8	337	6	304	27

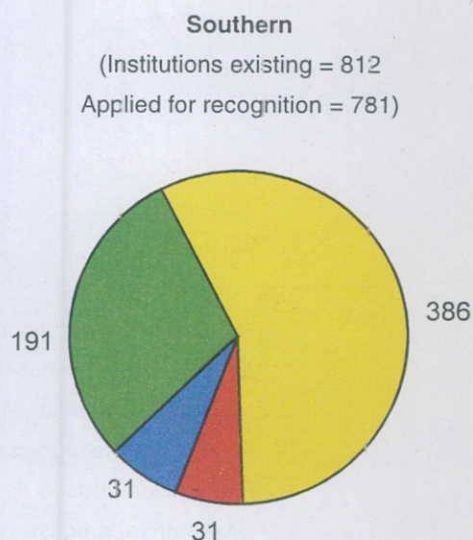
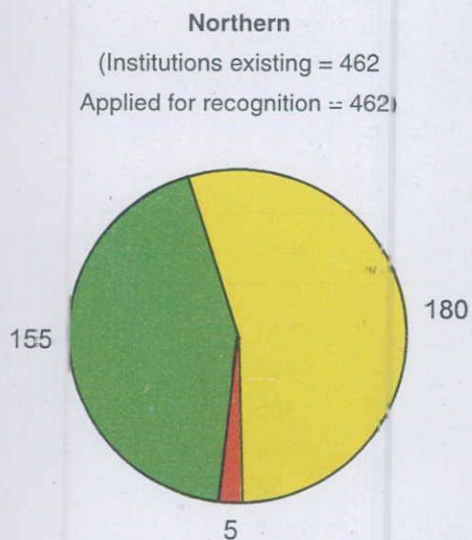
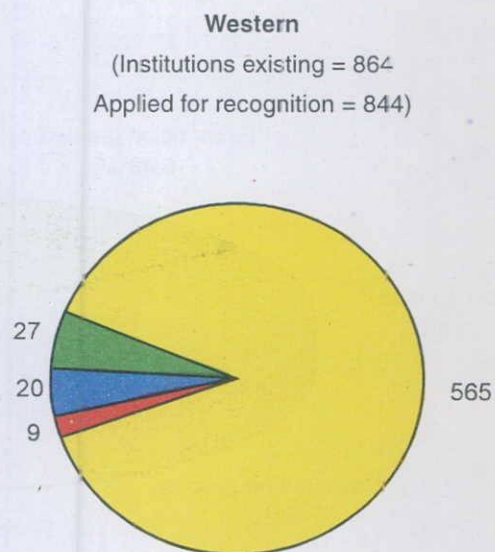
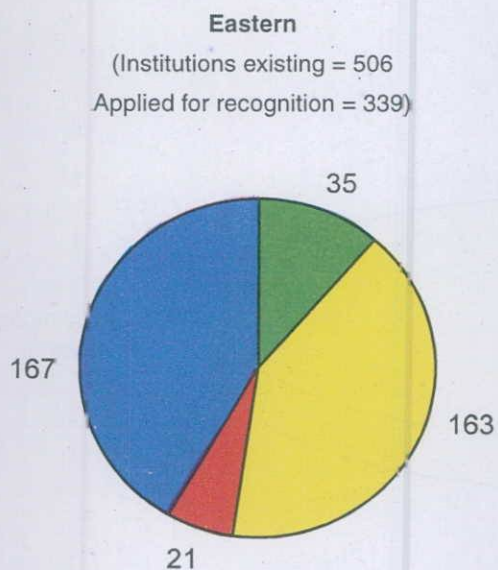
Kerala	Pre-Primary	30	19		2		13	1	2	
	Elementary	101	97		63		1		1	
	Secondary									
	B.Ed	73	73	4	44	21	12	4	5	3
	Others									
	B.P.Ed									
	C.P.Ed	1	1		1					
	B.Ed (Hindi)	6	6		1		2		2	
	B.Ed (Sanskrit)	1	1		1					
Total		212	197	4	112	21	28	5	10	3
Tamil Nadu	Pre-Primary	3	3	1		1	20		20	
	Elementary	75	75	56	19		297	24	237	36
	Secondary									
	B.Ed	26	26	19	6		57		57	
	B.Ed (Evening)	1	1							
	B.Ed (Corr.)	4	4			1	1		1	
	Others									
	B.P.Ed	6	5	2	1					
	C.P.Ed									
	B.Ed (Hindi)	3	3							
	B.Ed (Sanskrit)						1			1
	M.Ed	3	3							
Total		121	120	78	26	2	376	24	315	37
Pondicherry	Pre-Primary									
	Elementary	1	1		1		3		3	
	Secondary									
	B.Ed	1	1		1		3	1	2	
	Others									
	M.Ed	1	1							
Total		3	3		2		6	1	5	
Lavel-wise Sub-total	Pre-Primary	111	92	15	14	5	50	1	39	
	Elementary	332	328	96	189	1	504	26	420	58


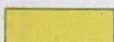
Regional Total	Secondary	224	224	63	123	22	213	13	194	6
	Others	145	137	17	60	3	62	1	58	3
		812	781	191	386	31	829	41	711	67
All India Figures										
	Pre-Primary	204	172	20	39	9	114	2	87	5
	Elementary	1173	1031	153	631	13	638	38	511	76
	Secondary	869	855	211	471	41	428	27	320	38
	Others	398	363	24	153	3	169	10	117	12
All India Total		2644	2423	408	1294	66	1349	77	1035	131



Summary Status of Applications for Recognition (as on March 31, 1999)

Eastern	Pre-Primary	9	7				4		4	
	Elementary	293	156	13	92	10	7		7	
	Secondary	173	159	21	67	11	22	1	21	
	Others	31	17	1	4		4	1	3	
<i>Sub-total</i>		506	339	35	163	21	37	2	35	1
Western	Pre-Primary	66	55		18	1	16		1	5
	Elementary	394	393	7	272		30		2	15
	Secondary	232	232	16	191	8	78		5	30
	Others	172	164	4	84		39		5	4
<i>Sub-total</i>		864	844	27	565	9	163		13	54
Northern	Pre-Primary	18	18	5	7	3	44	1	43	
	Elementary	154	154	37	78	2	97	12	82	3
	Secondary	240	240	111	90		115	13	100	2
	Others	50	50	2	5		64	8	51	5
<i>Sub-total</i>		462	462	155	180	5	320	34	276	10
Southern	Pre-Primary	111	92	15	14	5	50	1	39	
	Elementary	332	328	96	189	1	504	26	420	58
	Secondary	224	224	63	123	22	213	13	194	6
	Others	145	137	17	60	3	62	1	58	3
<i>Sub-total</i>		812	781	191	386	31	829	41	711	67
All India	Pre-Primary	204	172	20	39	9	114	2	87	5
	Elementary	1173	1031	153	631	13	638	38	511	76
	Secondary	869	855	211	471	41	428	27	320	38
	Others	393	368	24	153	3	169	10	117	12
Grand Total		2644	2426	403	1294	66	1349	77	1035	131

**Region-wise Status of Recognition
(as on March 31, 1999)**

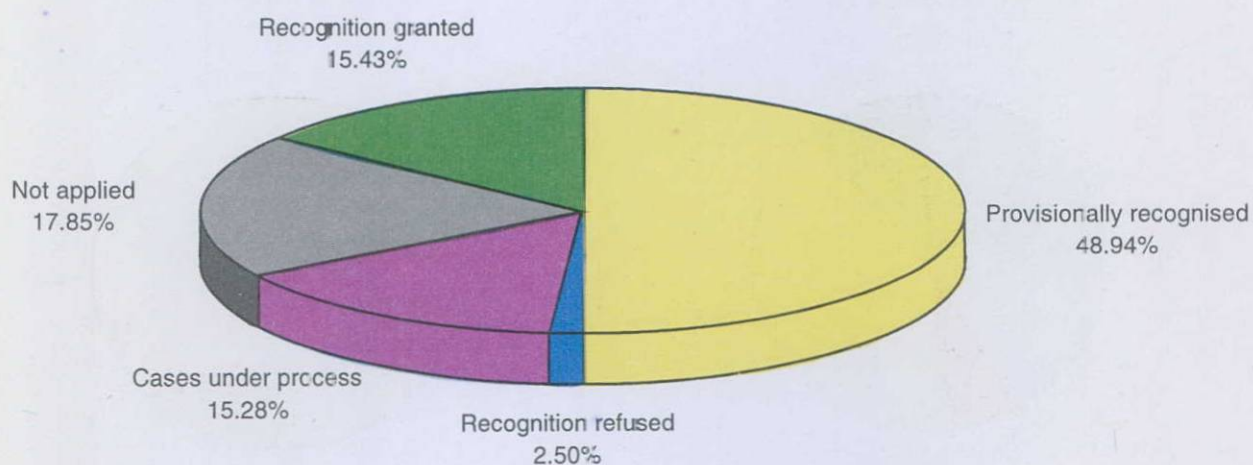


 Recognition granted
 Provisionally recognised

 Not applied
 Recognition refused

Annexure-II (b)

All India Status of Recognition
(as on March 31, 1999)



Particulars	Nos.
Total existing institutions	2644
Applied for recognition	2426
Recognition granted	408
Provisionally recognised	1294
Recognition refused	66
Cases under process	658
Not applied	218

NATIONAL COUNCIL FOR TEACHER EDUCATION
C-2/10 Safdarjung Development Area
New Delhi-110 016

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDING ON MARCH 31, 1999

Receipts	Amount (Rs.)	Payments	Amount (Rs.)
Opening Balance as on 01.04.98		I. Personnel Services	
Cash-in-hand	21121.00	Salaries of Offices/Establishment	10033324.00
Cash-in-Bank	20069712.96	Tuition Fee/CEA	4920.00
		Honorarium	0.00
Grants in aid from MHRD	30900000.00	Over Time Allowance	144353.00
Grants in aid from UNESCO	75000.00	Leave Travel Concession	132331.00
Fees received for recognition of Institutions	1821200.00	Medical Reimbursement	109080.00
Sale proceeds of forms	169850.00	Leave Salary/Pension Cont.	336176.00
Other Receipts	599648.96	Consultant Fee	78480.00
Hemiffrancies to HCs	10300000.00	Bonus	49509.00
LTC-Premium Payable A/c	7975.00		10888253.00
Adjustment of Advances	4101221.00	II. Wages	680158.00
Less : Non Cash Transactions (-)	2309587.00	III. Rent for Accommodation	
		A. Residential Building	260014.00
		B. Official Building	9326065.00
Security Deposits/Rofund	213040.00	IV. A. Travel Expenses	
		Domestic Travel Expenses	990413.00
		IV.B. Foreign Travel Expenses	302682.00
		IV.C. Processing of Applications for Recognitions by RCs	1320495.00
		IV D. TA/DA/Hon. to Non-Official	947286.00
		V.A. Office Expenses	
		Audit Fee	43500.00
		Advertisement Charges	4614496.00
		Electricity/Water Charges	221543.00
		POL Expenses	157547.00
		Repair & Maintenance Charges	180854.00
		Hiring Charges of Taxies	189244.00
		Hospitality & Entertainment	40791.50
		Legal Charge	472324.00
		Liveries	16922.00

Contd.

Postage & Telegrams	473997.00	
Printing & Stationery	665992.00	
Telephone Charges	946774.00	
Book & Periodicals	41617.00	
Bank Charges	8795.00	
Misc. Office Expenses	2581908.75	
Local Conveyance	42334.50	
Less : Non-cash transactions	(-) 1452370.00	9246269.75
V.B. Meeting of NCTE & Other Committees		748153.00
VI. Projects & Programmes	10357984.00	
Less : Non-Cash Transactions	(-) 857217.00	9500767.00
VII. Non-Recurring		
Furniture & Fixture		521809.00
Machinery & Equipment		3150027.00
Library Networking & Documentation		605900.00

VIII. ADVANCE/DEPOSITS

Advances	2104584.00
Security Deposit (Refund)	364840.00
Deposits	1980000.00

IX. Remittances to RCs	10300000.00
LIC-Preimum Payable A/c	8225.00
Closing Balance as on 31.03.1999	
Cash in hand	49615.00
Cash at Bank	2673625.77
Total (Rs.)	65969181.92

Total (Rs.)

sd/-
(R.B.Trigunait)
Junior Accounts Officer

sd/-
(P.L. Bansal)
Accounts Officer

sd/-
(Surendra Singh)
Member Secretary

NATIONAL COUNCIL FOR TEACHER EDUCATION
C-2/10, Safdarjung Development Area, New Delhi-110016.

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED ON MARCH 31, 1999

Expenditure	Amount (Rs.)	Income	Amount (Rs.)
I Personnel Services	10888253.00	I Grants received from Ministry of H.R.D. (Deptt. of Education)	30900000.00
II Wages	680158.00	II Sales Proceeds of Application Forms	169850.00
III Rent for Accommodation	9586079.00	III Fees for Recognition by Institutions	1821200.00
IV (a) Travel Expense	990413.00	IV Other Receipts	599648.96
IV (b) Foreign Travel Expenses	302682.00		
IV (c) Processing of Applications of Institutions for Recognition by Regional Committees.	1320495.00	V Less value of assets capitalised	(-) 4277736.40
IV (d) Ta/Da/Honorarium to non-officials	947286.00		
V (a) Office Expenses	10608639.75		
Less : Capitalised for year 1997-98	(-) 33183.00	Excess of Expenditure over Income	17063247.19
V (b) Meeting of the Council & Its Committees	748153.00		
VI Projects/Programmes	10357984.00		
Less : Recoverable from UNESCO	(-) 210750.00		
Total (Rs.)	46276209.75	Total (Rs.)	46276209.75

sd/-
(R.B. Trigunait)
(Junior Accounts Officer)

sd/-
(P.L. Bansal)
(Accounts Officer)

sd/-
(Surendra Singh)
(Member Secretary)

NATIONAL COUNCIL FOR TEACHER EDUCATION
C-2/10, Safdarjung Development Area, New Delhi-110016.

BALANCE SHEET AS ON MARCH 31, 1999

Liabilities	Amount (Rs.)	Assets	Amount (Rs.)
CAPITAL FUND		FIXED ASSETS	
Upto previous year	16314375.80	Machinery & Equipment	9911416.80
Addition during the year	4277736.40	Upto previous year	3150027.00
		Addition during the year	33183.00
		Addition for the year 1997-98	13094626.80
		FURNITURE & FIXTURE	
Excess of Income over Expenditure		Upto previous year	4298394.20
Upto previous year	32969151.96	Addition during the year	521809.00
		Library Networking & Documentation	4820203.20
		Upto previous year	2104564.80
		Addition during the year	605900.40
		CURRENT ASSETS	2710465.20
Addition during the year	17063247.19	Deposits (Annexure 'A')	
Security Deposits	48200.00	Upto previous year	95900.00
Funds from UNESCO	75000.00	Addition during the year	1980000.00
		Advances (Annexure 'B')	
		Upto previous year	12982418.00
		Addition during the year	2104584.00

Less adjusted during the year	4101221.00	10985781.00
RECOVERABLE FROM UNESCO (Annexure 'C')	210750.00	
LIC Premium	250.00	
Closing Balance		
Cash-in-hand	49615.00	
Cash-at-bank	26736225.77	2723240.77
Total (Rs.)	36621216.97	36621216.97

sd/-
(R.B. Triguanit)
(Junior Accounts Officer)

sd/-
(P.L. Bansal)
(Accounts Officer)

sd/-
(Surendra Singh)
(Member Secretary)

NATIONAL COUNCIL FOR TEACHER EDUCATION
New Delhi

STATEMENT OF DEPOSITS LYING WITH THE ORGNISATIONS/PARTIES AS ON MARCH 31, 1999

S. No.	Particulars	Name of Organisation	HQRS.	NRC	ERC	WRC	SRC	Total (Rs.)
1.	Telephone connection	M.T.N.L.	30000.00	0	0	0	0	30000.00
2.	Telephone connection	State Telephone Department	0	31900.00	0	0	30000.00	61900.00
3.	Electricity connection	Rajasthan State Electricity Board	0	4000.00	0	0	0	4000.00
4.	Office Building Security	M/s Apna Ghar Pvt. Ltd.	1980000.00	0	0	0	0	1980000.00
Total			2010000.00	35900.00	0	0	30000.00	2075900.00

Sd/-
(R.B. Triganit)
(Junior Accounts Officer)

sd/-
(P.L. Bansal)
(Accounts Officer)

sd/-
(Surendra Singh)
(Member Secretary)

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NEW DELHI****Statement showing the outstanding advances for Misc. purposes, Projects/Programmes/
Regional Committees as on March 31, 1999.**

S. No.	Date of Payment	Name of Institution/Organisations/Individuals	Amount (Rs.)
1.	18.04.95	Principal, Women's Training College, Patna	60000.00
2.	20.07.95	President, Narayan Shiksha Evam Vikash Sanstha, Varanasi	15000.00
3.	20.09.95	Academy of Administration, Bhopal	15000.00
4.	29.03.96	Managing Trustee, Nirma Education & Research Foundation, Ahmedabad	400000.00
5.	06.05.96	Prof. R.P. Singh Patna	5000.00
6.	07.05.96	Registrar, S.P. Mahila Vishwa Vidyalaya, Tirupati	30000.00
7.	23.07.96	Narayan Shiksha Evam Vikash Santha, Varanasi	30000.00
8.	13.08.96	Secretary, G.C.E.R.T. Ahmedabad	32000.00
9.	01.09.96	Director, SCERT, Manipur, Imphal	31000.00
10.	01.10.96	Director, SCERT, Mizoram, Aizole	31000.00
11.	16.10.96	Registrar Jamia Millia Islamia, New Delhi	15000.00
12.	19.10.96	Director, SCERT, Meghalaya, Shillong	31000.00
13.	19.10.96	Director, SCERT, U.P., Lucknow	51000.00
14.	01.11.96	Director, SCERT, Rajasthan, Udaipur	35000.00
15.	04.11.96	Director, SCERT, Kerala, Thiruvananthapuram	51000.00
16.	22.11.96	Director, SCERT, Nagaland, Kohima	31000.00
17.	02.01.97	Jt. Director, S.I. Education, Gangtok	31000.00
18.	14.01.97	Principal, SCERT, H.P. Solan	33600.00
19.	16.01.97	JD, MSCERT, Maharashtra, Pune	32000.00
20.	10.03.97	Principal, R.V.R.R. College of Education, Guntur (A.P.)	20000.00
21.	18.03.97	Director, TE & SCERT, Orissa, Bhubaneswar	20000.00
22.	31.03.97	Registrar, Lucknow University, Lucknow	13000.00

23.	17.04.97	Registrar, Osmania University, Hyderabad	16000.00
24.	08.07.97	Director, SCERT, AP, Hyderabad	33200.00
25.	01.08.97	Director, SCERT, Udaipur	9000.00
26.	06.08.97	Director, SCERT, Assam, Vdaipith, Guawahti	31000.00
27.	06.08.97	Director, SCERT, Bihar (51200 + 12800 + 16000 – 77133 2862)	2862.00
28.	06.08.97	Director, SCERT, Thiruvananthapuram, Kerala	13000.00
29.	03.09.97	Registrar, Saurashtra University, Rajkot, Gujarat	25000.00
30.	22.09.97	Director, Maharastra State Council of Education	32000.00
31.	08.10.97	Registrar, Jamia Millia Islamia, New Delhi	77600.00
32.	08.11.97	Mass Communication Research Centre, New Delhi	250000.00
33.	12.11.97	Director, SCERT, Assam	298400.00
34.	20.11.97	Registrar, Jamia Millia Islamia, New Delhi	15000.00
35.	24.11.97	Principal, Vidya Bhawan, G.S. Teacher	
		College (IASE), Udaipur, Rajasthan	418000.00
36.	24.11.97	Principal (Prof. Ramesh Ganta), IASE, Kakatia University, Warangal (A.P.)	400000.00
37.	01.12.97	Prof. & Head, Deptt. of Education, Assam University, Silchar	338000.00
38.	01.12.97	Director, Indian Institute of Education, Pune	362000.00
39.	01.12.97	Registrar, Gujarat Vidyapith, Ahmedabad	342000.00
40.	05.11.97	Principal, SCERT, Solan, HP	8400.00
41.	17.12.97	Registrar, Shikshan Mahavidyalaya Gujarat Vidyapith, Ahmedabad	25000.00
42.	12.01.98	Director, SCERT, Meghalaya,	8000.00
43.	26.02.98	Director, DTER, Chennai	8500.00
44.	09.03.98	Director, DTER, Chennai	418000.00
45.	20.03.98	Managing Trustee, Nirma Education & Research Foundation, Ahmedabad	300000.00
46.	31.03.98	Mass Communication Research Centre, JMI, New Delhi	240000.00
47.	31.03.98	Registrar, IGNOU, New Delhi	1500000.00

48.	27.03.98	National Informatics Centre, New Delhi	4000000.00
49.	09.01.98	Shri N. Ganeshan, Consultant, SRC	2000.00
50.	15.01.98	Shri S.B. Mohanty for TA	17120.00
51.	01.01.98	To Officials for LTC	865.00
52.	01.04.98	Imprest to officer	8000.00
53.	31.03.99	Northern Regional Committee, Jaipur	13513.00
54.	31.03.99	Eastern Regional Committee, Bhubneswar	195164.00
55.	31.03.99	Western Regional Committee, Bhopal	11000.00
56.	31.03.99	Southern Regional Committee, Bangalore	554557.00
Total (Rs.)			10985781.00

sd/-
(R.B. Triguanit)
(Jr. Accounts Officer)

sd/-
P.L. Bansal)
(Accounts Officer)

Annexure-'C'

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NEW DELHI**

Statement showing the recoverable amount from UNESCO towards contribution
in NCTE's Conferences.

S.No.	Name of Programmes	Amount (Rs.)
1.	World Teachers Day on 5th October, 1998	21075.00
2.	NCTE-UNESCO-IOPCBCOTE in December, 1998	189675.00
	TOTAL (Rs.)	210750.00

sd/-
(R.B. Trigunait)
(Junior Accounts Officer)

sd/-
(P.L. Bansal)
(Accounts Officer)

National Council for Teacher Education

Composition of General Body

Appointed under clause (a) of sub-section
(4) of section 3

(1) Prof. J. S. Rajput Chairperson
V/8, National Council for
Education Research and
Training Campus.
Sri Aurobindo Marg,
New Delhi-110016.

Appointed under clause (b) of sub-section
(4) of section 3

(2) Vice Chairperson Vacant
NCTE

Appointed under clause (c) of sub-section
(4) of section 3

(3) Shri Surendra Singh, Member
D-II/223, Vinay Marg, Secretary
Chanakya Puri
New Delhi-110021.

Ex-officio Members by virtue of the
provisions of clauses (d) to (l) of sub-section
(4) of section 3

(4) The Secretary to the Member
Government of India, Ex-officio
Ministry of Human
Resource Development,
Department of Education,
Shastri Bhawan,
New Delhi-110001.

(5) Prof. P.K. Sen, Member
Professor of Philosophy, Ex-officio
Jadavpur University,
Calcutta-700032
(Nominee of Chairman,
University Grants Commission,
Ferozshah Kotla Road,
New Delhi).

(6) The Director Member
National Council for Ex-officio
Educational Research and
Training.
Sri Aurobindo Marg.
New Delhi-110016.

(7) The Director, Member
National Institute of Ex-officio
Educational Planning and
Administration,
National Council for Educational
Research and Training Campus,
Sri Aurobindo Marg,
New Delhi-110016.

(8) The Adviser (Education) Member
Planning Commission, Ex-officio
Yojana Bhawan,
New Delhi-110001.

(9) The Chairman, Member,
Central Board of Ex-officio
Secondary Education,
Shiksha Kendra, 2 Community
Centre, Preet Vihar,
Delhi-110092.

(10) The Financial Adviser to the Government of India in the Department of Education, Ministry of Human Resource Development, Shastri Bhawan, 'C' Wing, New Delhi-110001.	Member, Ex-officio	(18) Dean, Department of Education, Banaras Hindu University, Varanasi Uttar Pradesh	Member
(11) The Member Secretary, All India Council for Technical Education, Indira Gandhi National Indoor Stadium, New Delhi-110002.	Member, Ex-officio	(19) Dean, Department of Education, Viswa Bharati Shanti Niketan West Bengal	Member
(12) The Chairperson, Eastern Regional Committee.	Member Ex-officio	Appointed under sub-clause (ii) of clause (m) of sub-section (4) of section 3	
(13) The Chairperson, Member Western Regional Committee	Member, Ex-officio	(20) Dr. G.D. Mathur, Saket - 228 Scheme No. 5 Alwar- 301 001 Rajasthan	Member
(14) The Chairperson, Northern Regional Committee	Member, Ex-officio	Appointed under sub-clause (iii) of clause (m) of sub-section (4) of section 3	
(15) The Chairperson Southern Regional Committee	Member, Ex-officio	(21) Dr. Prof. C.L. Anand, F-87, Vikas Puri, New Delhi-110018	Member
Appointed under sub-clause (i) of clause (m) of sub-section (4) of Section 3		(22) Dr. Gomathi Ammal, 150, CHAITRA' Gandhi Nagar I Street Vazhuthacaud Thiruvanthapuram - 615014 Kerala	Member
(16) Dean, Department of Education, Kakatiya University,, Warangal Andhra Pradesh	Member	(23) Shri Kola Dashpati Rao, Lecturer District Institute of Educational Training Guntur Andhra Pradesh	Member
(17) Dean, Department of Education, Gujara Vidyapeeth, Ahmedabad Gujarat	Member	Appointed under sub-clause (iv) of clause (m) of sub-section (4) of section 3	
		(24) Dr. Prof. K.G. Rastogi, E-923, Saraswati Vihar Pitam Pura Delhi - 110034	Member

(25) Smt. Prof. K. Narhari, Chaitanya 1357, 7th Main Bangalore- 560 024 Karnataka	Member	(32) Education Secretary, Incharge of Teacher Education, Department of Education, Secretariat, Thiruvananthapuram-695001 Kerala	Member
Appointed under sub-clause (v) of clause (m) of sub-section (4) or section 3			
(26) Prof. D.P. Pattanayak, B-188, Baramunda Duplex Colony Bhubaneswar- 3 Orissa	Member	(33) Education Secretary Incharge of Teacher Education, Department of Education, Tashling Extn. Gangtok-737103	Member
(27) Prof. (Mrs.) Smriti Swaroop, SNDT University, Mumbai-400020 Maharashtra	Member	(34) Education Secretary, Incharge of Teacher Education, Department of Education, Armsdale Building Shimla-171002 Himachal Pradesh	Member
(28) Prof. A.K. Gupta, Head, J.K. Institute of Applied Physics Allahabad (U.P.)	Member	(35) Education Secretary, Incharge of Teacher Education, Department of Education, Panaji-403001 Goa	Member
Appointed under clause (n) of sub-section (4) of section 3			
(29) Education Secretary, Incharge of Teacher Education, Department of Teacher Education, Itanagar-791111 Arunachal Pradesh	Member	(36) Education Secretary, Incharge of Teacher Education, Department of Education, New Secretariat, Patna-800015 Bihar	Member
(30) Education Secretary, Incharge of Teacher Education, Department of Education, Gandhi Nagar-382010 Gujarat	Member	(37) Education Secretary, Incharge of Teacher Education, Department of Education, Chief Secretariat, Gouvart Avenue Pondicherry-605001	Member
(31) Education Secretary, Incharge of Teacher Education Department of Education, Mini Secretariat Sector-9 Chandigarh-160009 Punjab	Member		

Nominated under clause (o) of sub-section
(4) of section 3

- | | | |
|------|--|--------|
| (38) | Shri Bhartuhari Mahatab
Member of Parliament
(Lok Sabha)
1106, Orissa Niwas
New Delhi | Member |
| (39) | Smt. Manati Sen
Member of Parliament
(Lok Sabha)
Banga Bhawan, Hailey Road
New Delhi | Member |
| (40) | Sri Krnendu Bhattacharjee
Member of Parliament
(Rajya Sabha)
17, North Avenue
New Delhi-110001 | Member |

Appointed under clause (p) of sub-section
(4) of section 3

- | | | |
|------|--|--------|
| (41) | Shri Ram Pal Singh
President
All India Primary Teacher
Federation
87/9, Shikshak Bhawan
Resaldar Park
Lucknow (U.P.) | Member |
| (42) | Kumari Nivedata Bhire
Shiksha Sachiv
Vivekananda Kendra,
Kanyakumari,
Vivekananda Puram
Tamil Nadu | Member |
| (43) | Mrs. Khalida Jahidi
Head Mistress
M.C.D. School
Gali Qasim Jan
Delhi | Member |

National Council for Teacher Education

Executive Committee

(Section 19 of the NCTE Act)

- | | |
|--|--------------------|
| 1. Prof. J.S. Rajput, Chairperson, NCTE | Chairperson |
| 2. Vice Chairperson, NCTE (Vacant) | Member |
| 3. The Secretary to the Government of India, Department of Education | Member, Ex-officio |
| 4. The Secretary, University Grants Commission | Member, Ex-officio |
| 5. The Director, National Council of Educational Research & Training | Member, Ex-officio |
| 6. The Financial Adviser to the Government of India in the Department dealing with Education | Member, Ex-officio |
| 7. Four experts nominated by the Central Government | |
| (a) Prof. Suma Chitnis, Vice-Chancellor, SNDT University, Bombay | Member |
| (b) Prof. C.L. Anand, (Ex Vice-Chancellor, Arunachal Pradesh University) Dept. of Education, Punjab University, Chandigarh | Member |
| (c) Prof. (Mrs.) N. Lalitha, Dept. of Post Graduate Studies and Research in Education, University of Mysore, Mysore | Member |
| (d) Prof. C.L. Kundu, Vice-Chancellor, Himachal Pradesh University, Shimla | Member |
| 8. State representatives nominated by the Central Government | |
| (a) Education Secretary Government of Rajasthan, Jaipur | Member |
| (b) Education Secretary Government of Karnataka, Bangalore | Member |
| (c) Education Secretary Government of Orissa, Bhubaneswar | Member |
| (d) Education Secretary Government of Madhya Pradesh, Bhopal | Member |
| 9. Dr. R.C. Das, Chairperson, Eastern Regional Committee, Bhubaneshwar | Member |
| 10. Prof. S.N. Tripathi, Chairperson, Western Regional Committee, Bhopal | Member |
| 11. Shri C.S. Mehta, Chairperson, Northern Regional Committee, Jaipur | Member |
| 12. Shri K.P. Surendranath IAS (Retd.), Chairperson, Southern Regional Committee, Bangalore | Member |
| 13. Shri Surendra Singh, Member Secretary NCTE | Member Secretary |

Finance Committee

- | | |
|--|-------------------|
| 1. Chairperson, NCTE | - Chairman |
| 2. Joint Secretary (T.E.), MHRD or his nominee | - Member |
| 3. Financial Adviser, MHRD or his nominee | - Member |
| 4. Secretary, UGC | - Member |
| 5. Member-Secretary, NCTE | - Member-Convenor |

Appeal Committee

- | | |
|--|-----------------|
| 1. Dr. T.N. Dhar | - Chairman |
| 2. Shri Surendra Singh, Member Secretary, NCTE | - Member |
| 3. Shri M. Lakshminarayana | - Expert-Member |

Programme Advisory Committee

(i) Chairperson, NCTE	Chairperson
(ii) Vice-Chairperson, NCTE	Member
(iii) Five representatives of SCERT (one each from five Regions including North-Eastern Region)	Members
(a) SCERT, U.P.	
(b) SCERT, Tamil Nadu	
(c) SCERT, West Bengal	
(d) SCERT, Maharashtra	
(e) SCERT, Meghalaya	
(iv) Five Deans of Universities (One each from five Regions including North-Eastern Region)	Members
(a) Jamia Millia Islamia, Delhi	
(b) Kakatiya University, Warrangal, A.P.	
(c) Utkal University, Bhubaneswar	
(d) Gujarat Vidyapith, Ahmedabad	
(e) Assam University, Silchar	
(v) Five Experts in Teacher Education/Research/Innovation	Members
(a) Prof. Satya Bhushan	Planning
(b) Prof. O.S. Dewal	ET/Secondary
(c) Dr. Veena Mistry	Pre-School
(d) Dr. Govinda	EE/NFE
(e) Dr. D.P. Pattanaik	Language/Special Groups
(vi) Chairperson, CBSE	Member
(vii) Director, NCERT	Member
(viii) Member Secretary, NCTE	Member-Convenor

Members of Standing Committee on the Norms and Standards for Teacher Education Programmes

- | | |
|--|---|
| 1. Prof. R.N. Mehrotra, <i>Convenor</i>
3/189, Prem Nagar,
Dayal Bagh,
Agra 282 005 | 7. Prof. Lokesh Kaul,
Faculty of Education,
Himachal Pradesh University,
Shimla |
| 2. Prof. J.N. Joshi,
House No. 1076,
Sector-15 B,
Chandigarh | 8. Dr. V.S. Deshpande,
Indian Institute of Education,
128/2 Kothrud,
Pune (Maharashtra) |
| 3. Prof. C.L. Anand,
F-87 Vikas Puri,
New Delhi | 9. Dr. Pritam Singh,
Principal,
Khalsa College of Education,
Amritsar |
| 4. Prof. A. Sukumaran Nair,
TC-27/1845,
Harimandiram,
Thiruvananthapuram | 10. Prof. C. Seshadri
16, Gangotri Layout,
I Cross, II Stage,
Mysore-570 009 |
| 5. Prof. R.J. Singh
Dean Faculty of Education,
Lucknow University,
Lucknow (U.P.) | 11. Dr. (Mrs.) Nandita Sharma,
Head,
Department of Education
Gauhati University,
Guwahati-790 019 |
| 6. Prof. (Mrs.) Smariti Swaroop,
Deptt. of Special Education,
SNDT Women's University,
Mumbai-400 049 | |

Projects Committee

- | | |
|---------------------------|------------|
| 1. Dr. J.L. Azad | - Chairman |
| 2. Prof. C.L. Anand | - Member |
| 3. Dr. R.P. Singhal | - Member |
| 4. Dr. T.N. Dhar | - Member |
| 5. Prof. V.K. Sabarwal | - Member |
| 6. Prof. O.S. Dewal | - Member |
| 7. Prof. V.K. Raina | - Member |
| 8. Member Secretary, NCTE | - Convenor |

Policy Coordination Committee for Regional Committees

- | | | | |
|-----|---|---|-----------|
| (a) | Vice-Chairperson, NCTE | - | Chairman |
| (b) | Three experts in Educational Policy, Management and Administration of Educational Institutions
(To be nominated by the Chairperson, NCTE, for a period of two years) | - | Members |
| (c) | Member Secretary, NCTE | - | Secretary |

Experts nominated by the Chairperson

1. Prof. C.L. Anand,
Ex. Pro Vice-Chancellor, IGNOU
F-87, Vikash Puri,
Delhi-110018.
2. Dr. T.N. Dhar,
A-60, Yojana Vihar,
Delhi-110092.
3. Dr. P.R. Nayar,
(Retd.) Professor of Education and Dean,
Mysore University,
37/1, I Cross Temple Road,
Jayalakshmipuram,
Mysore-570012.

COMPOSITION OF REGIONAL COMMITTEES

(i) Eastern Regional Committee—Composition

Chairperson :

Dr. R.C. Das.

Member nominated by the Council

[Section 20(3) (a)]

Prof. O.S. Dewal

Representatives of States/UTs of the Region

[Section 20(3) (b)]

1. Dr. S. Gyaneswar Singh, Principal, D.M. College, Imphal, Manipur.
2. Dr. C. Wolflang, Director, SCERT, Meghalaya.
3. Shri Pu F. Lullura, Joint Director (Elementary), School Education, Mizoram.
4. Shri N. Roy, Senior Lecturer, Education Department (School Education), Tripura.
5. Shri N.K. Dutta, Principal, DIET, Arunachal Pradesh.
6. Shri G.K. Bakshi, Joint Director, Education Planning and Teacher Education, Sikkim.
7. Mrs. R. Tali, Principal, Nagaland College of Education, Kohima, Govt. of Nagaland.
8. Prof. P.C. Mohapatra, Director, SCERT, Orissa, Bhubaneswar.
9. Dr. H.C. Das, Director, SCERT, Assam.

Six experts nominated by the Chairperson. NCTE

[Section 20(3) (c)]

1. Dr. R.C. Das (Chairman)
2. Prof. R.P. Singh
3. Prof. S.C. Dash
4. Dr. M.A. Sudhir
5. Dr. (Mrs.) Nandita Sharma
6. Dr. Bhavesh Moitre

(ii) Western Regional Committee—Composition

Chairperson:

Prof. S.N. Tripathi.

Member nominated by the Council

[Section 20 (3) (a)]

Dr. (Ms.) Veena Mistry.

Representatives of States/UTs of the Region

[Section 20(3) (b)]

1. Smt. Suman Pednekar, Director of Education, Panaji, Goa-403001
2. Director, SCERT, Bhopal, Madhya Pradesh.
3. Shri D.B. Joshi, Head Master, Govt. High School, Varkund, Daman.
4. Shri R.K. Choudhary, Director, SCERT, Ahmedabad, Gujarat.
5. Director, State Council of Educational Research & Training, Pune, Maharashtra

Six experts nominated by the Chairperson, NCTE

[Section 20(3) (c)]

1. Prof. S.N. Tripathi (Chairman)
2. Shri Purushottam A. Patel.
3. Dr. Vasant Deshpande.
4. Dr. Shaline Moghe.
5. Dr. A.N. Kaul Adalati
6. Dr. (Ms) G.J. Kerawala.

(iii) Northern Regional Committee—Composition

Chairperson :

Shri R.N. Mehrotra

Member nominated by the Council

[Section 20(3) (a)]

Smt. Sharada Jain.

Representatives of States/JTs of the Region

[Section 20(3) (b)]

1. Smt. N.C. Wadhwa, Director of Secondary Education, Haryana.
2. Smt. Darshan Kaur, Director, SCERT, Chandigarh.
3. Shri A.L. Nanda, R.E (C), Chandigarh.
4. Shri Jagdish Chand Sharma, Director of Primary Education, Himachal Pradesh.
5. Miss Niru Nanda, Principal Secetary Education, Govt. of NCTE of Delhi.
6. Shri R.C. Agrwal, Deputy Secretary Education, Govt. of Rajasthan, Jaipur.
7. Director, SCERT, UP. Lucknow.

Six experts nominated by the Chairperson, NCTE

[Section 20 (3) (c)]

1. Prof. R.N. Mehrotra (Chairman)
2. Prof. S.N. Singh
3. Prof. S.B. Singh
4. Prof. M.A. Khader
5. Dr. J.N. Joshi
6. Prof. C.L. Kundu

(iv) Southern Regional Committee—Composition

Chairperson :

Shri K.P. Surendranath.

Member nominated by the Council

[Section 20 (3) (a)]

Dr. C.L. Anand.

Representatives of State/UTs of the Region

[Section 20 (3) (b)]

1. Director, DSERT, Govt. of Karnataka, Bangalore.
2. Shri Palanivelu, Director, DTERT, Govt. of Tamil Nadu, Chennai.
3. Shri Ravindranatham, Director, SCERT, Govt. of Andhra Pradesh, Hyderabad.
4. Director of Education, SCERT, Lakshadweep.
5. Shri K. Jaykumar, Secretary, Education Department, Govt. of Kerala, Thiruvananthapuram.
6. Shri P. Muthu, Joint Director, Government of Pondicherry.

Six experts nominated by the Chairperson, NCTE

[Section 20 (3) (c)]

1. Shri K.P. Surendranath (Chairman)
2. Dr. K. Gopalan.
3. Prof. Malla Reddy.
4. Prof. Sukumaran Nair.
5. Dr. S. Lakshmi.
6. Dr. SGTV Acharyulu.

