

ANNUAL REPORT

1996-97



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NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION

16, Mahatma Gandhi Marg, I.P. Estate

New Delhi-110 002

ANNUAL REPORT

1998-99



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Contents

1. Introduction	1
2. Activities During 1996-97 - An Overview	3
3. National Headquarters	9
4. Regional Committees	15
5. International Interaction	21
6. Projects and Programmes	25
7. Publications	38
8. Accounts and Audit	39
<i>Annexures</i>	
I. Statements showing the status of application for recognition as on 31.3.1997	40
II. Regionwise status of recognition	45
III. Balance Sheet	47
IV. Income and Expenditure Account	48
V. Receipts and Payments Account	49

1

Introduction

The Preamble of the National Council for Teacher Education Act 1993 stipulated:

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

Thus, the two main objectives for establishment of the statutory NCTE are planned and co-ordinated development of the teacher education system and proper maintenance of norms and standards in teacher education. The Council was formally established on August 17, 1995. During 1995-96, the Council established adequate infrastructure including the

Regional Committees, laid down norms and standards for pre-primary, elementary and secondary teacher education institutions, issued guidelines for universities/institutions running B.Ed. courses through correspondence, communicated various policy decisions to the State Governments, Universities and other agencies, publicised various provisions of the NCTE Act through the media for the information of institutions and students and initiated several important developmental programmes like restructuring curriculum framework for teacher education, preparation of competency based curriculum for elementary teacher education institutions and human rights and national values project for teacher educators.

The year 1996-97 was, in fact, the first year of enforcement of the norms and

standards laid down by the NCTE. As it always happens, the Council had to face stiff resistance from certain quarters who were in the past responsible for decline of standards of teacher education in the country and whose continued existence became difficult due to emergence of the NCTE. Then, there were some quarters who were in deep slumber or did not want to wake up to the realities of operationalisation of the NCTE Act. Further enforcement of various provisions of the NCTE Act also created some unintentional misgivings in certain quarters about the role and functions of the NCTE. It is quite satisfying that with the cooperation of the UGC, NCERT, IGNOU and other sister organisations and above all the Ministry of Human Resource Development, the NCTE was able to overcome all these negative tendencies to go ahead with the formidable task of giving recognition to more than 2000 teacher education institutions in the country.

The NCTE also continued with full vigour on the academic front. The focus of various developmental programmes was on the re-structuring of curriculum

framework for teacher education and preparation of competency-based curriculum for elementary teacher education institutions. The Discussion Document on Curriculum Framework for Teacher Education brought out by the NCTE after wide-ranging consultations and discussions with experts was well received and appreciated by a large number of academicians and experts as the subject for a nation-wide debate. This document was discussed thoroughly in ten seminars held all over the country in collaboration with various universities, teacher education institutions, associations of teachers and teacher educators, school managements etc. A number of new projects were also initiated during 1996-97 and noticeable, among these, are projects on the profile of teacher educators, policy perspectives on teacher education, State level studies on teacher education, etc. A number of publications were also brought out in the year which received considerable acclaim from the academic community. Thus, 1996-97 has been a very eventful year, full of academic activities and struggle against some established negative reactionary forces.

2

Activities During 1996-97 An Overview

2.1. SECOND GENERAL BODY MEETING

The General Body of the National Council for Teacher Education in its second meeting held on December 4, 1996 at New Delhi took decisions on various important matters, some of which are :

- (i) All recruits to teaching posts in schools should have received the minimum required teacher training and this condition should be made compulsory while recruiting teachers.
- (ii) A time bound programme should be drawn up for training the existing untrained teachers, whose numbers are significant, especially in the North Eastern region and where facilities for

pre-service training of teachers are inadequate.

- (iii) No candidate obtaining first degree or diploma in teacher education through correspondence mode after July 1, 1997 should be recruited as a teacher in school.
- (iv) Manpower requirements may be worked out scientifically with special attention on the problems of North Eastern States.
- (v) In-service training needs should be studied and suitable schemes be formulated.
- (vi) Approved the regulations relating to Norms and Standards, format of

application for recognition of B.Ed correspondence/distance education.

- (vii) Reiterated the role of NCTE as an apex body in teacher education for all matters of 'plan, policy and programming' as also for the recognition of institutions, conducting teacher education programme through any mode without any distinction between institutions run by private bodies, government or universities including open universities and their constituents.
- (viii) Endorsed that stage specific B.Ed. degree is professionally sound and it needs to be encouraged for the purpose of employment of teachers in the school system.

2.2. FIRST EXECUTIVE COMMITTEE MEETING

The first meeting of the Executive Committee, constituted under the provisions of Section 19 of the NCTE Act, was held on November 6, 1996 at New Delhi. The primary function assigned to the Executive Committee is to carry out the general functions of the Council and it shall have under its control the management of all the affairs and the funds of the Council. Some of the important decisions taken by the Executive Committee are :

- i) To insist upon the adherence to the guidelines issued by the NCTE for B.Ed. correspondence course.

Genuine difficulties, if any, brought to the notice of the Council should be taken care of.

- ii) Approved the rules for TA/DA to members of the Council, Executive Committee, Regional Committees and visiting teams; schemes for engagement of academic faculty for indepth study in specialised areas as also for engagement of consultants; budget proposals under RE 1996-97 and BE 1997-98; delegation of administrative and financial powers to officers of the Council, service conditions of employees; panel of experts for co-option in the Executive Committee, etc.

2.3. CURRICULUM RENEWAL

As a continuous effort to upgrade the quality of education and in order to overcome the major policy changes taking place in the field of education, the need to review and restructure curriculum framework for teacher education in the country was felt essential. After several rounds of consultations with experts, it was decided to develop a teacher education curriculum framework to meet the requirements of the 21st century. A drafting committee comprising eminent and distinguished educationists prepared a discussion document for generating a nation-wide debate. This document covers major areas and critical issues to which teacher education must respond. A number

of seminars were organised during the year in all parts of the country to elicit opinions of educationists. As expected, the document generated response from experts, heads of institutions, educational planners, administrators, etc. The responses from various quarters are being processed so that the final document can be brought out, after taking into consideration the perceptions of change in teacher education programmes, for various stages of school education as expressed by teacher educators and administrators.

2.4. DEVELOPING NORMS AND STANDARDS

As part of its efforts to improve and develop quality of teacher education and to prevent commercialisation, NCTE developed norms and standards for recognising teacher education institutions of different levels and through different modes. After considering expert opinion, the recommendations of various commissions and committees as also the Report of the Committee of UGC, the Council notified during June 1996 the guidelines for B.Ed. through correspondence applicable both to correspondence and distance education. Some Open Universities were of the view that the concept and norms of correspondence teacher education and distance teacher education are different

and the guidelines issued by Distance Education Council, IGNOU should be applicable to distance teacher education stream. Some experts were also of the opinion that the universities conducting teacher education programmes do not fall within the ambit of the NCTE. A meeting of the Vice-Chancellors of Universities running B.Ed. course through correspondence/distance education was held in the UGC on June 5, 1996 where it was decided that the NCTE guidelines should be strictly adhered to till the difficulties expressed by the universities and other relevant aspects are studied and the guidelines are modified, if necessary, with due approval of the General Body of the NCTE. Expert committees are visiting various institutions to assess the capabilities of the universities, the manpower requirements of various States and other academic aspects. Further action for modification of the guidelines will be taken, if necessary, after study and analysis of the reports of the visiting committees in consultation with the UGC and the IGNOU. After considering all aspects of the issue, the Council, in its 2nd meeting, reiterated that NCTE is the apex body in teacher education in all matters of plan, policy and programming as well as for the mandatory requirement of recognition of institutions conducting teacher education programmes through any mode.

2.5. NCTE GUIDELINES HAVE THE FORCE OF LAW

A number of cases came up before various High Courts in the country raising questions about the role and functions of the NCTE. The High Court of Karnataka held that the NCTE Act is supreme over the State Act in respect of provisions repugnant to the Central Act. Similarly, the High Court of Madras held that the guidelines of the Council pertaining to the issue of 'NOC' by States/UTs have the force of law. Earlier the High Court of Delhi held that the students (teacher-trainees) would be allowed to appear in the examination only after recognition is accorded by the NCTE. These pronouncements of the Hon'ble High Courts removed the doubts and apprehensions, if any, about the role of the NCTE. The directions/orders passed by other High Courts on different issues relating to teacher education proved that the approach of the NCTE was in the right direction.

2.6. INTERNATIONAL SUPPORT

NCTE and UNICEF have been working in close association for the cause of planned and coordinated development of teacher education system in the country, particularly at the elementary level. UNICEF extended support to the programmes undertaken by NCTE in the form of equipments worth about US \$29000. Chairman, NCTE as a part of an Indian delegation, participated in the 45th Session of International Conference

on Education organised by UNESCO at Geneva during September-October, 1996. NCTE actively participated in the 2nd UNESCO-ACIED International Conference on 'Re-Engineering Education for Change : Educational Innovation for Development' held in Bangkok in December, 1996.

2.7. E-9 COUNTRIES' MEET

After the 1990 Jomtien Conference in Thailand, 'Education for All' has been in sharp focus. As a follow up of the 45th Session of the International Conference on Education held at Geneva from September 30 to October 5, 1996, two meetings of E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) were organised at New Delhi from February 6-8, 1997 to discuss the best case studies in in-service teacher education and curriculum of 3R^s in the first three grades. NCTE in collaboration with UNESCO, New Delhi and E-9 coordinator Dr. W. Vollmann, UNESCO Paris hosted these meetings. The focus of the meetings was two-fold, the first relating to in-service teacher training and the second to quality of learning especially, the curriculum in the first three grades. The representatives of E-9 countries presented their case studies which were summarised and synthesised by international consultants. The meetings provided excellent opportunities to the representatives of E-9 countries to exchange their views and experiences on both the themes. During the meetings, the UN

Agencies, UNICEF, UNESCO, UNDP, UNFPA and World Bank re-affirmed and reiterated their commitment to Education for All. It was assured that issues emerging out of deliberations of these meetings would be carefully examined and follow up activities would be launched. It was the first set of international meetings proposed to be organised by NCTE. A large share of success of these meetings goes to the support NCTE received from the Department of Education, Ministry of Human Resource Development and the UNESCO Office, New Delhi. A comprehensive report of the meetings was prepared and as desired by Shri S.R. Bommai, Union Minister of HRD, its copies were made available for use of every Member of Parliament.

2.8. NCTE NEWSLETTER

In order to disseminate the activities/programmes undertaken by the Council to achieve the mandate envisaged in the Act, a Newsletter was started. The first Issue of the Newsletter was released by Shri S.R. Bommai, Union Minister for Human Resource Development on August 17, 1996 at the occasion of the first anniversary of establishment of Council and the second Issue was brought out during February 1997. The newsletter generated keen interest among teacher education institutions, universities, experts and administrators about the NCTE's work. Various other publications brought out by the Council during the year also attracted

wide response. Video films on panel discussions on 'Human Rights and the Teacher' and 'Teacher of the Future' were produced for distribution to teacher education institutions as also for telecast to the general public.

2.9. NCTE DELEGATION CALLED ON THE HON'BLE PRESIDENT OF INDIA

Dr. Shanker Dayal Sharma, Hon'ble President of India was presented a set of two publications of NCTE - (i) Curriculum Framework for Teacher Education—Discussion Document, and (ii) Professional Status of Teachers by a delegation comprising Prof. J.S. Rajput, Chairman, NCTE, and other distinguished educationists on December 6, 1996. The President was also briefly apprised of activities of the NCTE and he expressed his appreciation.

2.10. FINANCIAL SUPPORT

NCTE got a budgetary support of Rs. 3.00 crores for the year 1996-97 as against the allocation of Rs. 2.00 crores during 1995-96. Department of Education, Ministry of Human Resource Development also allocated an amount of Rs.6.00 crores under BE 1997-98, keeping in view the activities proposed to be undertaken during the next year. After the establishment of Headquarters and Regional Offices, efforts, during the year, were concentrated on strengthening the regulatory functions of

the Regional Committees and initiating academic programmes during the next year. Apart from the above programmes, funds to the tune of Rs. 17,400,00 were received from UNESCO, Rs. 1,54,238.00 from Commonwealth of Learning as also equipment worth US \$ 29,000 from UNICEF. The timely financial support from the Department of Education, Ministry of Human Resource Development and other international agencies had been a source of encouragement for taking up academic programmes in different areas of teacher education.

2.11. STAFF STRENGTH

While constituting the National Council for Teacher Education under the NCTE Act, 1993, the Ministry of Human Resource Development initially sanctioned only a skeletal staff structure consisting of 116 posts - 60 for the NCTE Headquarters and 56 for the four Regional Committees. The sanctioned staff strength does not include any academic post to enable the Council to perform its developmental role for improvement of teacher education system in the country. The General Body of the NCTE, at its first meeting held on November 3, 1995, considered and approved the perspective plan of NCTE which laid down directions for the functioning of the NCTE

in the foreseeable future. The perspective plan contained *inter-alia* the proposal for creation of 196 additional group 'A', 'B' and 'C' posts, most of which are academic posts. The perspective plan has been submitted to the Ministry of Human Resource Development with the request to release the additional posts to enable the Council to carry out its mandatory functions.

2.12. ACADEMIC SUPPORT

In the first meeting of the Executive Committee of the Council held on November 6, 1996, it was recommended *inter alia* that at least 25% of the proposed posts may be immediately sanctioned for undertaking important academic work. The matter is still under consideration of the Government. However, it is quite satisfying to note that even without any regular academic staff on its strength, there has been no let up in various academic projects and programmes taken up by the Council right from its inception. This has been made possible only because of the willing and ungrudging help and cooperation from the academic community. Whenever required, eminent educationists, teacher educators and others have helped the NCTE as consultants and resource persons for various academic programmes and activities.

3

National Headquarters

3.1. BUILDING CONFIDENCE

In pursuance of the mandate given by the NCTE Act to achieve planned and co-ordinated development of teacher education system throughout the country, the Council initiated various steps both on professional as well as regulatory sides. The Council proposed to empower teacher education system by initiating various programmes to enhance the professional competence of teacher educators and develop in them skills required for quality education to meet the challenges of the 21st century. During the process, the Council involved eminent teacher educators, experts, educational researchers and administrators drawn from all parts of the country and experts representing various sectors, State Governments, private institutions, Planning Commission, NCERT, SCERTs, DIETs, Colleges of Teacher

Education and State Boards of School Education. Their support has been significant indicating the trust and confidence the Council could develop during the short span of a little over a year of its existence.

3.2. STATUS STUDIES

After discussions of the Chairman, NCTE, with Dr. (Mrs.) Chitra Naik, Member (Education), Planning Commission, State level studies relating to status, issues and future projections in teacher education have been commissioned in all the States. Some of these studies have been completed. It is expected that these studies will facilitate formulation of effective programmes for improving the quality of teacher education in the country and for preparing the teacher education institutions and teacher educators for the 21st century.

3.3. DEVELOPMENTAL ASPECTS

During the year, the Council concentrated on development of various basic aspects of teacher education as under :

- (i) Renewal of curriculum framework for teacher education;
- (ii) Preparation of competency-based curriculum for elementary teacher education institutions;
- (iii) Human rights and national values for teacher educators;
- (iv) State level studies on teacher education—current status, issues and future projections; and
- (v) Policy Perspectives in teacher education.

3.4. DATA BANK

The Council interacted with national and international bodies like NIEPA, NCERT, Association of Indian Universities, IGNOU, ICSSR, UGC, Commonwealth of Learning, UNICEF, UNESCO and various Indian and foreign universities. In order to facilitate the Central and State Governments to effectively support teacher education in the country, the Council initiated action to build up a data bank of all teacher education institutions of different levels under Government and private managements. This authentic data is also expected to help in achieving uniformity in

the quality of teacher education in all parts of the country.

3.5. PROJECTS INITIATED BY REGIONAL COMMITTEES

The four Regional Committees of the Council have also initiated study programmes, some of which are :

- (i) The eligibility criteria of admission to teacher training institutions;
- (ii) Admission procedure for various levels of courses;
- (iii) Recruitment rules and procedures adopted for recruitment of teacher educators in various States by Government and other institutions;
- (iv) Qualifications prescribed for recruitment as teachers at various levels and teacher educators and the scales of pay offered;
- (v) Syllabus for different levels of courses;
- (vi) Annual enrolment in teacher training institutions for different levels of courses;
- (vii) Manpower requirement and intake of new teachers at different levels; and
- (viii) Professional growth of untrained in-service teachers.

These studies, undertaken by the Regional Committees once completed, will help the Central and State Governments to take appropriate steps to initiate effective programmes for teacher education as also facilitate monitoring the functioning of more than 2200 teacher education institutions in a scientific and methodical manner so as to achieve the desired planned and co-ordinated development of teacher education system throughout the country in a consistent and uniform way.

3.6. INTERACTION WITH STATES

It is one of the functions of the NCTE to make recommendations to the Central and State Governments, Universities, UGC and recognised institutions in the matter of preparation of suitable plans and programmes in the field of teacher education. In discharge of this responsibility, the NCTE has been communicating with the MHRD, State Governments, UGC, universities and other authorities on various critical issues relating to teacher education. During 1996-97, NCTE took up with the Education Secretaries of West Bengal, Assam and Bihar the issue of the status of teacher education in these States. Since pre-service teacher education is not a pre-requisite for appointment as teachers in Bihar, NCTE has specifically written to Bihar Government suggesting introduction of pre-service teacher training in all elementary teacher education institutions and revision of recruitment policies so as

to stop further recruitment of untrained teachers in schools. The matter was also taken up with the Government of Andhra Pradesh regarding duration of elementary teacher training in the State.

3.7. UNIVERSITIES OF JAMMU AND KASHMIR TO ACCEPT NCTE GUIDELINES

Since the NCTE Act is not applicable to the State of Jammu and Kashmir, teacher education institutions in that State are not bound by the norms, standards and guidelines issued by the NCTE. Taking advantage of this, the universities of Jammu and Kashmir continued B.Ed. correspondence course in violation of the NCTE guidelines on the subject. The matter was taken up with the State Government, the concerned universities, MHRD and the UGC. The Chairman, NCTE wrote to the State Education Minister. By the concerted efforts of all concerned, the universities have agreed to modify their B.Ed. programme to a certain extent and promised to abide by the NCTE guidelines from the next academic session.

3.8. RECOGNITION OF INSTITUTIONS

On the regulatory side, after notifying norms and standards for three levels of teacher education institutions, that is, pre-primary, elementary and secondary, during the previous year, the Council laid stress on processing applications of institutions for recognition by the Regional Committees.

The Committees received 1426 applications for recognition from out of about 2298 existing institutions. In addition, 288 new institutions also applied for recognition. In spite of limited manpower and infrastructure in all the offices of the Regional Committees, the applications for recognition submitted by various institutions were processed and recognition was granted to institutions adhering to the norms and standards prescribed by the Council. Some institutions, which were found to have deficiencies that can be rectified, were granted provisional recognition to continue the courses subject to fulfilment of certain conditions to rectify the deficiencies. 40 institutions that did not fulfil the basic requirement of the norms were refused recognition.

In order to facilitate the institutions that were refused recognition by the Regional Committees to file appeals to the Council under the provisions of Section 18 of the NCTE Act, the Council formulated interim procedure for filing appeals. Such institutions that submitted appeals against orders passed by the Regional Committees were given reasonable opportunity of being heard by the Appellate Committee in person before disposing of their appeals.

3.9. COURT DECISIONS IN BRIEF

Some of the institutions aggrieved by the orders passed by the Regional Committees have filed petitions in the concerned High Courts. The High Courts

upheld the decisions of the Council proving that the norms and standards prescribed for different courses and the procedures adopted by the Council to regulate the teacher education institutions are in the desired direction of achieving proper maintenance of norms and standards in teacher education. Some of the important decisions of different High Courts are as given below :—

- (i) Provisions of a State Act repugnant to the provisions of the Central Act, namely NCTE Act, cannot be implemented by the State Act except subject to the fulfilment of the requirement contained in the Central Act.
- (ii) In the case of existing recognised institutions, it is open to the Regional Committee to discontinue the recognition, if the norms laid down in the Regulations are not satisfied.
- (iii) The guidelines relating to the issuing of No Objection Certificate by States/UTs for establishment of new institutions or introduction of new programme have the force of law and as such States/UTs are bound to follow the same.
- (iv) In the context of detailed norms and guidelines and instructions, there are no chances of Regional

Committees acting arbitrarily. The objective and provisions of NCTE Act, and norms and guidelines provide sufficient guidelines for State Governments to exercise their power.

- (v) It is only after recognition is accorded (by the NCTE) that the students will be allowed to appear in the examination.
- (vi) Students admitted by a teacher training institution in excess of the number of students permitted by the NCTE are not allowed to appear in the examination conducted by an examining body.
- (vii) Before starting any new course and admitting students, the concerned institution/authority/government should see that the institution is recognised as per law and regulation so as to avoid any complication and problems to the fate of students as even after obtaining degree, it shall not be treated as a valid qualification for the purpose of employment.

3.10. NINTH PLAN PRIORITIES

In order to achieve the primary objective of universalisation of elementary education during the IX Plan period, the areas of teacher education which can help achieve the said goal are given over-riding

priority. These are :

- (i) Consolidation of initiatives taken in the VIII Plan under the Centrally sponsored scheme of restructuring and reorganisation of teacher education.
- (ii) Improvement of content, processes and management of pre-service and in-service education programmes and making them a seamless whole.
- (iii) Liquidation of large backlog of untrained serving teachers, especially in the North Eastern Region.
- (iv) Developing mechanism for continuous professional upgradation of teachers through distance education.
- (v) Using, as far as possible, the dual mode techniques in all in-service teacher training programmes.
- (vi) Developing NCTE and NCERT into national resource centres to disseminate new ideas and innovative practices on teacher education.
- (vii) Matching supply and demand of trained teachers through proper manpower planning by States.
- (viii) Developing a network of national and State institutions for

continuing in-service training of teacher educators.

- (ix) Improving status, motivation and working conditions of teachers.

3.11. NINTH PLAN OUTLAY

The NCTE, established as a statutory organisation responsible for regulatory as well as professional aspects of teacher education, is entrusted with the important role of achieving and assisting Central and State governments and other agencies to realize the Ninth Plan objectives. An outlay of Rs. 57.00 crores was approved for the NCTE in the Ninth Plan, out of which Rs. 33.00 crores will be for professional programmes and Rs. 24.00 crores for regulatory functions.

3.12. THE FIRST ANNIVERSARY

The NCTE celebrated the first anniversary of its establishment as a statutory organisation on August 17, 1996 at the India International Centre, New Delhi. The Chief Guest Shri S.R. Bommai, Union Minister for Human Resource Development released the first Newsletter of the Council at this occasion. As part of anniversary celebration, a panel discussion on 'Teachers of Tomorrow' was organised. Shri Bommai appreciated the theme of the panel discussion as of immense contextual

relevance in the face of the sea change presently taking place in scientific and technological development. The distinguished panelists included Prof. R.H. Dave, former Director, UNESCO Institute of Education, Dr. Amrik Singh, former Vice-Chancellor, Prof. R.S. Sharma, former Chairman, ICHR, Prof. D.P. Pattanayak, former Director, Central Institute of Indian Languages and Shri P.R. Dasgupta, Education Secretary, MHRD.

3.13. NCTE HONOURED OUTSTANDING TEACHERS

Right from its establishment in August 1995, the NCTE has taken up various projects and programmes which will have far-reaching impact on teacher education in the country. For successful implementation of these programmes, substantial help extended by some senior educationists and experts has been commendable. To acknowledge the contribution of these educationists, the Council organised special functions during the seminars on Restructuring Curriculum Framework for Teacher Education to honour and profusely felicitate Prof. R.H. Dave, Prof. O.S. Dewal, Prof. J.N. Joshi, Prof. C.L. Anand and Prof. S.N. Singh for their contribution to the cause of education in general and teacher education in particular.

4

Regional Committees

During the year, the four Regional Committees of the NCTE received 1426 applications for recognition from the existing teacher training institutions and 288 from new institutions. Despite constraints like non-availability of adequate manpower, shortage of infrastructure and time, Regional Committees with the help extended by State Governments, experts, educationists and administrators could process all applications in a record time. A total of 259 institutions were accorded recognition, 604 institutions were accorded provisional recognition subject to fulfilment of certain conditions and 40 institutions were refused recognition as they did not fulfil the norms and standards prescribed by the Council. Details of region-wise, state-wise and level-wise institutions that applied for recognition to the Regional Committees are given in Annexure I and their Diagramatic presentations in Annexure II.

1996-97 being the first year of actual functioning of the Regional Committees, their principal focus during the year was appropriately on the regulatory role of NCTE. They undertook various activities for creating awareness among public, teacher education institutions, State Government authorities, and the academic community about the role, functions and responsibilities of the NCTE and also organised seminars, workshops, symposia etc. to deliberate on various academic aspects of teacher education. Some of these activities in respect of each Regional Committee during the year are as follows :

4.1.0 Northern Regional Committee

4.1.1 Recognition Accorded

The Northern Regional Committee received 283 applications for recognition from the existing pre-primary, elementary

and secondary level institutions besides 92 new institutions. The Northern Regional Committee held eight meetings during the year 1996-97. As many as 24 institutions were accorded recognition while 4 institutions was refused recognition. 254 institutions were allowed to continue, with certain conditions, pending decision on their applications. Some of the existing institutions have also been issued notices for giving them reasonable opportunities before taking appropriate action against them under Section 14(3) (b) of the NCTE Act.

4.1.2 Norms and Standards

In order to create sufficient awareness about the role and functions of the NCTE and various provisions of the NCTE Act and regulations issued thereunder, wide publicity was made by the Northern Regional Committee through Press, Doordarshan and All India Radio. Meetings were also held with the Education Secretaries and other functionaries of the State Governments from time to time to effectively implement the provisions of the NCTE Act.

A sub-committee of the Northern Regional Committee was constituted for development of norms and standards for B.Ed. (Yoga) and the draft norms and standards developed by it were submitted to the NCTE Headquarters for consideration. Another sub-committee under Prof. R.N. Mehrotra formulated

guidelines for admission procedure which were forwarded to the Rajasthan Government for implementation.

4.1.3 Regulating B.Ed. Correspondence

Matter regarding regulation of B.Ed. correspondence courses run by various universities in the northern region was taken up with the concerned universities and other authorities and enforcement of NCTE guidelines on the subject were insisted upon. As a result the sub-standard B.Ed. correspondence courses offered by some universities in the region were discontinued.

4.1.4 First Anniversary Panel Meet

On the occasion of first anniversary of establishment of NCTE, a panel discussion on 'Teachers of the Future' was organised on August 17, 1996. Prof. M.S. Sodha, former Vice-Chancellor of Lucknow and Indlore Universities, Prof. R.C. Mehrotra, former Vice-Chancellor, Delhi University and Prof. R.N. Singh, Vice-Chancellor, Rajasthan University spoke on qualitative aspects of teacher education. The participants were of the view that if NCTE could regulate the sub-standard B.Ed. correspondence programme being run in the country, it would render great service to teacher education.

4.1.5 Lecture Series

The Northern Regional Committee sponsored a series of lectures and seminars on 'Challenges before Teacher Education

in the 21st Century' on different dates during August, 1996 at Banasthali Vidyapith and various institutions at Chandigarh, Meerut, Jaipur, and Jhansi. A workshop was held at Kishori Raman Teachers' Training College, Mathura in January, 1997 for preparation of guidelines regarding lesson plans in respect of various school subjects.

4.2.0 Eastern Regional Committee

4.2.1 Recognition Process

The Eastern Regional Committee received 206 applications for recognition from the existing and 21 new teacher education institutions. 139 institutions were visited by expert teams deputed by the Committee. The Committee held three meetings during the year to consider cases relating to recognition of institutions and other related issues. 107 institutions were granted unconditional/provisional recognition. 12 institutions were issued show cause notices. 2 institutions were allowed to continue, pending decision on their application by the regional committee. Officers of the regional committee held meetings with Education Ministers, Education Secretaries and other officers of the State Governments of Orissa, West Bengal, Bihar, Assam, Manipur, Tripura and Andaman and Nicobar Islands to discuss problems pertaining to recognition.

A workshop to identify perceptions of

educationists, teacher educators and members of the visiting teams was also organised on matters pertaining to NCTE norms for recognition of teacher education institutions.

4.2.2 Developing Assessment Tools

Four workshops were organised by the Eastern Regional Committee to develop tools for assessment of functioning of DIETs/CTEs/IASEs. The intention is to find out the level of functioning of these institutions, to identify difficulties and to render necessary guidance.

4.2.3 Anniversary Panel Discussions

First anniversary of establishment of NCTE was celebrated on August 17, 1996 by organising panel discussions on 'Teachers of Tomorrow'.

4.3.0 Western Regional Committee

4.3.1 Recognition Accorded

The Western Regional Committee received 390 applications for recognition from the existing institutions besides 50 new institutions. It held four meetings during the year to consider recognition cases and other related matters. 177 institutions were visited by 45 visiting teams deputed by the Committee. 127 institutions were accorded recognition/provisional recognition while one institution was refused recognition.

4.3.2 Measures to Improve Quality of Teacher Education

The Western Regional Committee took up the matter of B.Ed. correspondence programmes, being run by various universities in the region, seriously with the concerned authorities. Since these programmes were not in conformity with the NCTE guidelines, the correspondence courses for B.Ed. and M.Ed. in Madhya Pradesh were discontinued. In order to give wide publicity to the provisions of the NCTE Act and regulations, monthly brochures were brought out by the Western Regional Committee and were widely disseminated. Two meetings of the universities and representatives of other examining bodies were organised at Baroda and Pune. In addition to discussion on the provisions of the NCTE Act, ways and means to improve the quality of teacher education institutions were also discussed.

4.3.3 Shiksha Karmi Scheme

The Western Regional Committee carried out an analytical study of the Shiksha Karmi scheme in Madhya Pradesh. Data from 31 out of 35 districts revealed that only 44 per cent Shiksha Karmis were trained. Only 22 per cent Shiksha Karmis underwent in-service training. Their emoluments, even though paltry, were not being paid to them regularly. Although the basic feature of the Shiksha Karmi scheme was that the teacher was supposed to be a local person, the study revealed that 4

per cent of the Shiksha Karmis were living outside the village.

4.3.4 Teaching Aids Competition

A teaching aids competition was organised for B.Ed. students studying in various colleges in the western region. The competition was for three different categories of teaching aids - charts/posters, models (working/dummy) and audio/video cassettes/materials. Besides Hindi and English, the competitors could use Gujarati, Marathi, Konkani and Urdu medium also. 60 entries from 26 colleges were received by March 31, 1997, the last date for entry into the competition.

4.4.0 Southern Regional Committee

4.4.1 Recognition Applications

The Southern Regional Committee received 547 applications for recognition from existing teacher education institutions besides 125 from the new ones. 422 institutions were visited by the expert teams and on the basis of their reports, 351 institutions were granted recognition/provisional recognition, while 35 were refused recognition. Five meetings were held during 1996-97 to consider the recognition cases and other related issues. Institutions given provisional recognition and those for whom decisions were deferred for want of compliance of certain conditions as per NCTE norms, were quick to respond to the Committee's directives. Applications for recognition/permission of new

institutions were considered, taking into consideration the manpower position in each State.

4.4.2 Liaison Work

The officers of the Regional Committee maintained continuous interaction with the State Government authorities including Education Ministers and Secretaries of the States in the region. Meetings of the State Government functionaries at various levels were also organised, periodically.

One such meeting was held at Madras on June 3, 1996 and another at Bangalore on January 6, 1997 where various provisions of the NCTE Act and regulations were discussed. The meeting held at Bangalore considered various other issues also relevant to qualitative improvement in B.Ed. course in Karnataka. Issues like eligibility requirements, admission

procedure, pattern of internal assessment, calendar of events etc. were also discussed.

Two committees - one on designing admission test materials and the other on uniform pattern of internal assessment — were also constituted. These committees are meeting from time to time to complete the tasks assigned to them.

A meeting of experts on teacher education was held at Bangalore on January 19, 1997 to review NCTE norms for recognition of teacher education institutions in the light of the experience gained through visits of expert teams deputed by the NCTE.

A meeting of Directors of SCERTs in the region was held at Bangalore on January 21, 1997 regarding expectations of teacher education institutions about academic inputs for professionalisation of teacher education.

Regional Committees — Territorial Jurisdiction

Location

1. The Regional Director
Eastern Regional Committee (NCTE)
N2-82, IRC Village,
Nayapalli,
Bhubaneswar - 751015
Ph : 0674-3384654
Arunachal Pradesh, Assam, Bihar,
Manipur, Meghalaya, Mizoram, Nagaland,
Orissa, Sikkim, West Bengal, Tripura and
Andaman & Nicobar Islands.
2. The Regional Director
Western Regional Committee (NCTE)
Manas Bhawan, Shyamla Hills
Bhopal - 462 002
Ph : 00755-530 912
Goa, Gujarat, Madhya Pradesh,
Maharashtra, Dadra and Nagar Haveli
and Daman & Diu.
3. The Regional Director
Northern Regional Committee (NCTE)
A-46, Shanti Path
Tilak Nagar
Jaipur-302 004
Ph : 0141-620 116/623 501
Haryana, Himachal Pradesh, Punjab,
Rajasthan, Uttar Pradesh, Chandigarh and
Delhi.
4. The Regional Director
Southern Regional Committee (NCTE)
125, Infantry Road,
Oppt. Medinova Diagnostic Service,
Bangalore - 560 001
Andhra Pradesh, Karnataka, Kerala, Tamil
Nadu, Lakshadweep and Pondicherry.

5

International Interaction

5.1. UNESCO's International Conference on Education

The 45th Session of the International Conference on Education was organised by UNESCO at Geneva from September 30 to October 5, 1996. As a member of Government of India delegation, Prof. J.S. Rajput, Chairman, NCTE attended it. During the conference, the Indian delegation's offer to host three day international meetings of E-9 countries at New Delhi by NCTE in the collaboration with UNESCO was accepted. It was intended that experts will present the respective country's best innovative in-service teacher training practices for mutual replication and prepare follow up action plans to promote, strengthen and disseminate innovations in teacher education in general, and in-service teacher education in particular, to encourage quality schooling.

5.2. E-9 Meetings

The nine most populous countries namely Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan, during the Jomtien Conference in Thailand in 1990, agreed on a framework for Education for All in collaboration with UNESCO and other UN Agencies like UNDP, UNICEF, UNFPA and World Bank. Experts of eight of the above nine countries (except China) participated in two meetings organised in New Delhi on February 6-8, 1997 by NCTE in collaboration with UNESCO New Delhi. The theme of the first meeting was 'Best Case Studies of In-service Teacher Training' selected on the criteria of innovativeness, replicability and impact and that of the second was 'Quality of Instruction in the First Three Grades'. During presentation of country reports and synthesis of country presentations many

important programmes were suggested for follow-up action.

The major themes were :

Training

- (i) Launching continuous and high quality in-service teacher training for teachers and teacher educators.
- (ii) Providing in-service training to Principals, Headmasters and Head teachers so as to create a climate congenial for innovations.
- (iii) Developing alternate models of pre-service and in-service education.
- (iv) Including value education in pre-service and in-service teacher training.
- (v) Tapping the community as a resource for teacher training.

Research

- (i) Evaluating what is being taught in the classroom.
- (ii) Evaluating children's learning at each level and see its relationship with Minimum Levels of Learning.
- (iii) Evaluating utility of thematic integrated curriculum.
- (iv) Undertaking review studies on pre-service teacher training in the E-9 countries.

Policy

- (i) Providing incentives for teachers who participate in in-service training.
- (ii) Building institutional networks and creating a pool of resources for in-service teacher training.
- (iii) Developing mechanism for continuous sharing of experiences and materials amongst the E-9 countries.
- (iv) Sharing information regarding teacher training projects in the E-9 countries.

The meetings were inaugurated by Dr. (Mrs.) Chitra Naik, Member, Planning Commission who stressed the need for a regional network for teacher education and emphasised on the production of quality instructional materials. Dr. W. Vollman, from UNESCO Paris, thanked NCTE for hosting and congratulated Prof. J.S. Rajput, Chairman, NCTE for successful organisation of the meetings.

Important interventions were made by Shri Anil Bordia, former Education Secretary, MHRD, Shri S.C. Behar, former Chief Secretary, Govt. of Madhya Pradesh and Shri Abhimanyu Singh, Joint Secretary, MHRD. On the first day the meeting was presided over by Education Secretary, Shri P.R. Dasgupta who emphasised on the new role of teacher as a facilitator of student learning and on cultural inputs in education for quality improvement. Dr. Warren L. Mellor, UNESCO, New Delhi

and Prof. O.S. Dewal, National Consultant, NCTE were associated with the planning and implementation of these meetings.

5.3. International Conference on Re-engineering Education for Change

The second UNESCO-ACEID international conference on 'The Re-engineering Education for Change: Educational Innovation for Development' was held in Bangkok on December 9-12, 1996 with over four hundred participants from 39 countries in Asia, America, Africa and Europe. Prof. J.S. Rajput, Chairman, NCTE participated in the conference, initiated deliberations on 'Teachers in Search of New Perspectives' at a round table discussion and presented the NCTE Discussion Document on Curriculum Framework for Teacher Education at a special session devoted to teacher education. Major issues and sections devoted to the curriculum, its transaction, in-service education, preparation of teachers for alternative systems and for students with special needs and education of teacher educators were also explained.

5.4. UNICEF Assistance

NCTE and UNICEF have been working in close association for the cause of planned and coordinated development of teacher education system in the country, particularly in the elementary education sector. UNICEF evinced keen interest in various projects and programmes taken up

by the NCTE, particularly those relating to competency based curriculum for elementary teacher education institutions and the State level studies on current status, issues and future projections of teacher education. The NCTE received substantial assistance from the UNICEF in the form of equipment worth about 29000 US dollars which the NCTE acknowledges with appreciation.

5.5. Foreign Delegations Visit NCTE

During the year, the following delegations/experts visited the NCTE :

- Ms Colin L Yarhan from Australia visited NCTE and had discussion on health education. She felt that health education should be a separate comprehensive paper in teacher education curriculum and the teacher should be well trained for this sensitive area.
- An eight member delegation of senior officials from the Ministry of Education, Government of Bangladesh, on a visit of India to study implementation of reforms in higher secondary education, visited NCTE during September, 1996. The delegation was apprised of the policies and programmes of the NCTE with specific reference to teacher education at the secondary level.
- A six members Chinese delegation of officials and scholars, on a study tour

to India in the field of training and management for primary and secondary school Principals, visited NCTE during November 1996 and held discussions with the NCTE officials on the teacher education system in India and various initiatives being taken by the NCTE to improve

the quality of teacher education in the country

- Ms Laura L Stachowski from Indiana University, Indiana.
- Ms Inge Eicher, Programme Coordinator from European Commission.

6

Projects and Programmes

6.1. Competency Based Curriculum for Elementary Teacher Education

In pursuance of the National Policy on Education, 1986, the Government initiated a major project known as Minimum Levels of Learning to effect competency based teacher education in elementary teacher education institutions for learner's attainment at mastery level as well as better quality and increased efficiency in school education. As such, over 1200 elementary teacher education institutions in the country modified their curriculum transaction strategies from content based to competency based. A series of workshops and consultations took place in the NCTE to generate awareness and understanding and to attempt preparation of the following three draft documents :

- (i) Initiation document of competency based teacher education for quality and efficiency of school education;
- (ii) Pre-service competency based teacher education; and
- (iii) Competency based in-service teacher education for improvement in the quality of elementary education.

The initiation document identified ten competencies, five commitments and five performance areas :

- (i) **Competencies:** Contextual; Conceptual; Content; Transactional; Related to other educational activities; Developing teaching learning material; Evaluation; Management; Related to working with parents; and Related to working with the community and other agencies.

-
- (ii) **Commitments:** To the learner; To the community/society; To the profession; To knowledge/excellence; and To values.
 - (iii) **Performance Areas :** Within the classroom; In the School, Outside the school; Parents' related; and Community related.

These documents were sent to Prof. R.H. Dave, former Director, UNESCO Institutes of Education, Hamburg for comments and would be available to all the elementary teacher education institutions in the country for critical examination and implementation, and for getting them translated into the regional languages.

6.2. Restructuring Curriculum Framework for Teacher Education

Curriculum Framework for Teacher Education at various stages was brought out by the non-statutory NCTE in 1978 which formed the basis of curricula for various teacher education programmes in most of the States/UTs. It was subsequently reviewed in 1988-89. The National Policy on Education, 1986 and POA called for overhauling the system of teacher education to make it a continuous process so that the new programmes emphasise on continuing education and on the need for teachers to meet the thrusts of the policy. In particular, there should be an emphasis on integration of education and culture, work experience, physical education and sports, the study of

Indian culture, the problems of unity and integration of India, planning and management and educational technology that will influence not only methodologies but also the contents and their design. These aspects should be taken into account while framing the curriculum.

One of the major functions of the NCTE, as emphasised in the National Policy on Education, is to provide guidance regarding curricula and methods. Therefore, with the establishment of the statutory NCTE, it was felt that in view of the major policy initiatives, scientific and technological developments, changes in the school curricula and various emerging trends, it was time to have a fresh look to bring out a new curriculum framework for teacher education at various stages. Accordingly, after a series of workshops of eminent teacher educators and experts, and in consultation with a number of educationists, a Discussion Document on Curriculum Framework for Teacher Education was brought out in September, 1996 and about 3000 copies thereof were widely circulated among 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. Its Hindi and Urdu versions were also brought out while some of the States brought out its

translation in regional languages too, such as in Gujarati.

In order to generate a nation-wide debate on the issues raised in the discussion document, a series of seminars, as given below, were organised all over the country in collaboration with the universities, teacher education institutions, professional associations of teachers and teacher educators and school managements :

1. GVM College of Education, Ponda Goa (November 13-14, 1996)
2. Vidya Bhawan GS Teachers' College (IASE), Udaipur (December 5-7, 1996)
3. North Eastern Hill University (NEHU), Shillong (December 11-12, 1996)
4. Kakatiya University, Warangal (December 16-17, 1996)
5. Indian Association of Teacher Educators, Patna (December 25-26, 1996)
6. Banaras Hindu University, Varanasi (January 6-8, 1997)
7. Gujarat Vidyapith, Ahmedabad (January 23-25, 1997)
8. All India Primary Teachers' Federation, Thiruvananthapuram (February 24-26, 1997)
9. DAV School, Bahadurgarh (March 7-8, 1997)

The Discussion Document received tremendous response in the form of comments and suggestions from various institutions and individuals on various aspects of teacher education to help bring out a draft curriculum framework for teacher education for further discussions before it is finalized for adoption.

6.3. Policy Perspectives in Teacher Education

The NCTE felt the need to bring out a document on 'Policy Perspectives in Teacher Education' with the hope that it will be useful to policy planners, decision makers, teachers, teacher educators, researchers and student teachers. An experimental version of the compilation of important recommendations of various Committees and Commissions on teacher education was published by NCTE in 1995 and was made available to training institutions, educationists, teacher educators etc. and in view of the overwhelming response, it was decided to bring out a more comprehensive document, alongwith a critique on developments in teacher education into two parts.

Part I would consist of an analytical critique, divided into nine sections:

- (i) Pre-Independence period;
- (ii) Post-Independence period;
- (iii) Institutionalisation;

-
- (iv) Curricular dimensions;
 - (v) Modes of curriculum transaction;
 - (vi) In-service education of teachers;
 - (vii) Education of teacher educators;
 - (viii) Post-graduate studies/research; and
 - (ix) Concluding observations.

Part II would be a compilation of relevant recommendations of more than 50 Commissions and Committees on Education and Teacher Education.

Several eminent educationists were consulted on this project to make the document ready for publication. It will also be published in regional languages.

6.4. Profile of Teacher Educators

The NCTE has undertaken a study of Profile of Teacher Educators working at elementary and secondary stages. The purpose of this study is to seek information from teacher educators about themselves, their work, their needs and their institutions; their views on existing programmes of teacher education institutions, their perception of a quality teacher educator, their understanding about professional inputs needed for quality teacher education; pre-service and orientation programmes needed for teacher educators in terms of their design, duration and content so that suitable steps could be suggested for improvement of their personal, professional and institutional performance. A

questionnaire comprising 58 questions was developed to collect desired information and data for the study, seeking also information on teaching methods and techniques being used by teacher educators and how these could be made more effective. The questionnaire was sent to the four Regional Committees requesting them to get it filled by a representative sample of teacher educators and other educationists in the country. The NCTE is in the process of analysing the filled-in questionnaires received from a number of institutions/individuals.

6.5. Teacher Education in the North-Eastern Region

The North-Eastern Region of India, consisting of eight States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura, has low literacy rate except for Mizoram. These States have not yet been able to achieve universal elementary education, their dropout rates are high, their educational facilities are inadequate and a large number of their teachers are under-qualified and untrained. Out of the total untrained teachers in the country, about 35% are in this region, mainly due to limited arrangements for pre-service training of teachers both at the elementary as well as secondary/higher secondary stages. Consequently, recruitment qualifications in these States do not require any training diploma or B.Ed. degree for

appointment as teachers.

The Planning Commission expressed its serious concern over the dismal situation and desired that the NCTE may develop a project to improve teacher education in the North-Eastern region, particularly in the following dimensions :

- To clear the backlog of untrained teachers, both at primary and secondary levels; and
- To arrest the fresh inflow of untrained teachers into the educational system of the region.

Accordingly, the project formulated by the NCTE, with the help of a group of experts, has the following objectives:

- (i) To improve the quality of teaching-learning at the elementary and secondary/higher secondary stages in the North-Eastern region;
- (ii) To provide training/orientation to teachers with a view to raising the competencies of teachers with particular emphasis on liquidating the backlog of under-qualified and untrained teachers in the North-Eastern region; and
- (iii) To ensure appropriate balance between supply and demand of professionally trained teachers for different stages of school education by strengthening, where necessary,

the institutional capabilities etc. for training of pre-service and in-service teachers in the region.

Owing to various constraints and taking into account the feasibility aspect, it may not be immediately possible to cover all the teachers of the region. The project has, therefore, to proceed in stages as follows:

- (i) **Under-qualified, Untrained Primary Teachers** : All those with less than 10 years' experience may be covered. Those who possess over 10 years' experience and wish to be covered may also be included.
- (ii) **Under-qualified, Untrained Secondary Teachers** : Teachers with less than 10 years' experience may be covered. Those with 10 years' or more of experience may also be included if they wish to be covered in the first phase. In the first instance, the focus may be on subject teachers in Science, Mathematics and English.
- (iii) **Orientation of Trained Primary and Secondary Teachers** : Teachers who possess professional training qualification and have less than 10 years' experience may be covered through short duration courses. Those who did not attend any such course during last five years may be given preference.

(iv) Orientation of Higher Secondary (Trained/Untrained) Teachers :

Teachers in certain subjects of priority, where the failure rate is high, may be covered through short duration courses. Those who did not attend any such course during the last five years may be given preference.

Over 50% of the untrained teachers may thus be covered in the first stage of 3 to 4 years. The remaining teachers may be covered in the second stage. It is visualised that most of the unqualified and untrained teachers will be able to acquire the required qualification and training during the Ninth Plan. There may, however, be some spill over in the Tenth Plan.

Mere face to face training/orientation of all teachers may neither be advisable nor practicable. A variety of alternative strategies may, therefore, have to be adopted to achieve the objectives. These may include:

- (i) Capsule courses for improvement of qualification of under-qualified and untrained in-service teachers both at primary and secondary stages of education, with an in-built provision for their proper evaluation and certification.
- (ii) Diploma/B.Ed. programmes for Elementary/Secondary teachers through distance education.
- (iii) Compulsory laboratory work in subjects involving practicals.
- (iv) Short-duration refresher courses for qualified trained in-service teachers.
- (v) Self-learning materials for home study and facility to take Board/University examinations as private teacher candidates.
- (vi) Increasing the institutional capacities so as to have a larger intake of teacher trainees in the Colleges of Teacher Education, District Institutes of Education and Training and other Teacher Training Institutes.

The project thus envisages adoption of a multi-mode approach which may include: Face-to-face training; Distance education-cum-contact programmes; Home study (for private teacher candidates); and Use of audio-video materials besides the usual print materials.

The project proposal has been put up to the Planning Commission.

6.6. Human Rights and National Values

6.6.1 Hindi version of the 5-unit module on Human Rights and National Values was developed in the NCTE. This was executed by a group of authors and editors of the English version and translators, reviewers and copy editors from different institutions of teacher education who worked in close interaction. This group met on different

occasions in the NCTE till the Hindi version was finalised. In addition to the 5-units of the English module, a bilingual glossary of terms, arranged unit-wise, was added to the Hindi version to help comprehension of the material. The glossary was carefully made by consulting various standard dictionaries and experts. After review and revision, the Hindi version of the module was printed.

6.6.2 The second orientation workshop for Key Resource Persons was organised in the NCTE from December 16-20, 1996. Thirty teacher educators from Bihar, Delhi, Haryana, Himachal Pradesh, Jammu and Kashmir, Rajasthan, Punjab, Madhya Pradesh and Uttar Pradesh attended it. They were addressed by Resource Persons from NCERT, IGNOU, Delhi University, J.N.University, Jamia Millia Islamia, UNESCO New Delhi, Commonwealth Human Rights Initiative, Institute of World Congress on Human Rights, and Naya Duniya besides experts from the NCTE. The workshop had lectures and video display sessions. Reasoning material was selected from different publications, group discussions and exercises. Prof. R.H. Dave, former Director, Institute of Education, UNESCO, Hamburg, who was in the NCTE for some other academic work, also addressed them.

6.6.3 Two video films corresponding to the

first two units of the NCTE module in the series are to follow. The first film introduces the concept of Human Rights and traces its development from the Second World War upto the Universal Declaration of Human Rights. The second film discusses the Human Rights issues in the context of the classroom, highlighting negative instances of discrimination, indignities, punishments, etc. and positive instances by examples of justice and fairness meted out to the students. These films are meant to be used as training inputs in various workshops on Human Rights education and as a series of broadcast for general orientation.

6.6.4 A panel discussion entitled "Human Rights and the Teachers" has been filmed by the NCTE. The panelists included Prof. K.P. Saksena, Director, Institute of World Congress of Human Rights, Shri Ram Saran Joshi, Bureau Chief, Naya Duniya, New Delhi, and Prof. J.S. Rajput, Chairman, NCTE. This film discusses the nature and scope of Human Rights, the relationship of Rights and Duties, the role of the teacher and the importance of orienting and sensitising the teacher on Human Rights. It may be used as a training input as well as for general broadcast.

6.6.5 Preparatory work has been initiated for other units as well as on Rights of the Child, Democracy and Secularism.

6.7. Teacher Education in States/UTs - Current Status, Issues and Future Projections

The criticality of the role of teachers has been duly acknowledged and explicitly stated in the National Policy on Education and Programme of Action documents 1986 (revised in 1992). Some important initiatives have been taken in pursuance of the NPE like establishment of DIETs, CTEs, IASEs and strengthening of SCERTs. These are destined to contribute effectively to improvement of teacher education system in the country. Establishment of the National Council for Teacher Education (NCTE), as a statutory body, for achievement of planned and coordinated development of teacher education and for regulation and proper maintenance of norms and standards in the teacher education system throughout the country, is an important landmark in this direction. However, the overall scenario still appears to be quite hazy. There are disparities in the annual teacher requirement and intake capacity of teacher training institutions in certain regions leading to unemployment or under-employment of trained teachers on the one hand, while there are regions which have deficiency both in terms of training institutions as well as availability of trained teachers on the other. The existing database available with the State Governments and the national level organisations is not adequate to give a complete picture of current requirements and future projections

in terms of manpower, institutional infrastructure and other professional support systems.

In view of the above, the NCTE has taken up a project, in collaboration with the SCERTs/SIEs, to conduct State Studies on teacher education in all the States/UTs. Accordingly, a meeting of Directors of SCERTs and Nodal Officers of all States and National Capital Territory of Delhi was organised in May 1996 to work out detailed modalities for implementation of the project. A lot of eagerness to take up these studies was clearly visible. Subsequently, after preparation of project documents, questionnaires etc., in consultation with experts, the States were requested to send proposals for sanction of projects. During 1996-97, the projects were sanctioned for 21 States including NCT, Delhi. In most of the States, the projects were at an advanced stage of implementation by the end of the financial year 1996-97. Reports of the State studies are likely to be published during 1997-98. The project will be taken up in the remaining five States of Andhra Pradesh, Goa, Punjab, Himachal Pradesh, Jammu and Kashmir and other Union Territories during 1997-98.

6.8. Setting Standards in Teacher Education

NCTE sponsored a seminar on 'Setting Standards in Teacher Education' at Banaras Hindu University, Varanasi, on March 12, 1997 which was attended by

Principals/Heads of B.Ed. Departments of about 35 institutions in Uttar Pradesh. The seminar discussed in detail the role of the NCTE in determining and proper maintenance of norms and standards in teacher education system and various obligations on the part of teacher education institutions under the NCTE Act for adherence to these norms and standards. The seminar endorsed the efforts being made by the NCTE in setting standards in the teacher education system in the country and made recommendations regarding admission process, number of teaching days, practice teaching, need for determining student intake with reference to infrastructural facilities and teaching manpower available in the institutions, etc. The seminar also felt that the new curriculum framework for teacher education should be evolved without much delay and it should be relevant to the needs of the society.

6.9. Vocational Course in Teacher Education

Keeping in view the acute shortage of trained teachers and absence of sufficient institutional infrastructure for preparation of trained teachers in the North-Eastern States and some other regions of the country, the NCTE suggested to the UGC, to explore the possibility of introducing teacher education as one of the vocational courses at the first degree level. Accordingly, UGC constituted a sub-

committee under the Chairmanship of Dr. J.L. Azad to consider the proposal in depth and to give its recommendations. The sub-committee included Dr. (Ms.) Philomina D'Souza, Principal, School of Social Work, Mangalore and Shri S.K. Grover, Deputy Secretary, NCTE and later co-opted Dr. T.N. Dhar, Prof. C.L. Anand, Prof. J.N. Joshi, Prof. (Ms.) K.S. Lyngdoh and some other educationists. The sub-committee deliberated on the need for creation of trained manpower, developed a concrete proposal for introduction of a vocational course on 'Science and Art of Teaching' at the first degree level, suggested a detailed curriculum structure and a broad outline of the syllabus for this course. The report is under consideration of the UGC.

6.10. Symposium on Creativity in Education

Kerala Hindi Prachar Sabha, a reputed non-government organisation having an excellent track record of working for promotion of Hindi as a national language and running a chain of educational institutions, organised a symposium on 'Creativity in Education' at Thiruvananthapuram on February 27, 1997. Prof. O.S. Dewal, Prof. S.N. Singh and Shri S.K. Grover participated in the symposium on behalf of the NCTE. Prof. Dewal delivered the Key Note address. Prof. N. Babu, Vice-Chancellor, Kerala University, Prof. Shivadasan Pillai, an eminent educationist and Shri R.P. Singh, Secretary

General, All India Primary Teachers' Federation also participated in the symposium that stressed the need for developing creativity in teacher training which could have a spiralling effect on all round improvement of quality in education.

6.11. Developing Exemplar Self-Learning Modules for Teacher Educators

NCTE, in collaboration with the Commonwealth of Learning, Vancouver, Canada initiated the Project on Development of Exemplar Self-Learning Modules for Teacher Educators for Distance Education mode, in December, 1995 and completed it in September, 1996 by developing eight modules on Mathematics, Environmental Studies (Science) and Language Teaching. These modules highlight various competencies that teacher educators need to develop. The Commonwealth of Learning, on receiving copies of the exemplar modules, agreed in principle to get the material printed in India for dissemination in some selected Teacher Education Institutes throughout the Commonwealth. The modules have since been printed.

6.12. Quality Training Materials for Teacher Education

The NCTE has taken up an important task of preparing self-learning quality training materials/modules in a few selected priority areas for teacher educators of

elementary teacher education institutions. These modules, when developed, will be helpful to teacher educators in their specific assignments. The task of developing such modules on specified areas has been assigned to senior educationists as shown below:

Module Area	Assigned to
(i) Assessment and Evaluation	Prof. Pritam Singh
(ii) Language in Teacher Education	Prof. D.P. Pattanayak
(iii) Nurturing Creativity	Prof. S.N. Tripathi
(iv) Earth, Solar System and Universe	Dr. C.M. Mehta

These materials are likely to be finalised and published during 1997-98.

It is proposed to identify 8-10 more areas to cover the entire spectrum of appropriate items of accorded importance for teacher educators.

6.13. Orienting Leader Teacher Educators

There has been a considerable expansion of facilities for teacher education in the country after Independence. The number of teachers' colleges and their intake capacity has increased tremendously. But despite expansion, the

secondary teacher education system in the country did not acquire proportionate heights in terms of quality. At the time of the National Policy on Education, 1986, the secondary education scenario in the country presented a mixed picture—some spectacular achievements and innovations, side by side some alarming distortions and structural shortcomings. The curriculum did not keep pace with the changing circumstances; there was imbalance in facilities and little relationship between the demand and supply of trained teachers; and there was enormous increase in the number of sub-standard teacher education institutions.

The National Policy on Education, 1986 called for an overhaul of the teacher education system and envisaged some grass-root level institutions which could provide quality pre-service and in-service training to school teachers in a continuous process as also provide general resource support to the school system as such.

Keeping in view the concern expressed in the NPE, the teacher education system in the country has to serve the following objectives :

- (i) Imparting quality pre-service and in-service education to school teachers;
- (ii) Preparing personnel for elementary teacher education institutions and provide for their continuing education;
- (iii) Providing resource support; and

- (iv) Conducting research and innovations.

Under the centrally sponsored scheme of restructuring and reorganisation of teacher education taken up in 1987-88 and in pursuance of the directives of the National Policy on Education, selected secondary teacher training institutions of adequate standards and good reputation were upgraded into Colleges of Teacher Education and Institutes of Advanced Studies in Education. These institutions are expected to provide quality training and resource support to the secondary school system in their catchment areas. They are expected to perform the roles envisaged of them in the area of pre-service and in-service training of secondary school teachers, general resource support to the secondary school system and action research and innovations in the field of teacher education. Institutes of Advanced Studies in Education are expected to provide training and resource support to the elementary teacher education system also. 110 CTEs/IASEs (76 CTEs and 34 IASEs) have so far been sanctioned by MHRD. However, as per information available, very few upgraded institutions have been performing all the roles and functions expected of them. Most of their activities are limited to pre-service education and a few in-service training programmes organised have also been of routine nature. Serious attention needs to be paid to planning in-service training programmes and research and extension activities. The

programmes should be so geared as to meet the actual training needs of the teachers.

NCTE, therefore, decided to organise workshops of Principals and senior faculty members of the CTEs and IASEs on regional basis in order to sensitise them to their roles and functions, identify the difficulties experienced, explore remedies and help them prepare their annual action plans, programmes and activities in accordance with the objectives of the scheme. It is proposed to organise some programmes also for orientation of senior teacher educators.

6.14. Norms and Guidelines for Teacher Education

In consonance with the assigned functions relating to maintenance of quality in teacher education, the NCTE formulated norms for specified courses in Teacher Education.

6.14.1 B.Ed. Correspondence/Distance Education (Secondary) - The NCTE accepts distance education as a useful and viable mode for organising in-service training programmes for teachers serving in schools. This mode is also useful for providing training and continuing education for other functionaries working in the school system. However, it is to be discouraged as a mode for pre-service education of non-teachers or for conferring

degrees/certificates in teacher education as a qualification for seeking first employment as a teacher. Further, wherever this mode is used for training, it should satisfy the prescribed conditions and requirements. Detailed guidelines and norms as well as Application for recognition/permission for B.Ed. Correspondence/Distance Education were finalised for notification in the Gazette.

6.14.2. Norms for Special Education in Teacher Education—Finalisation of the norms for Diploma, B.Ed. and M.Ed. (special education) has been stayed since this work has been entrusted by the Government of India to the Rehabilitation Council of India.

6.14.3. Norms for Physical Education in Teacher Education - Norms for recognition/permission for Certificate (one year), P.G. Diploma/B.P. Ed. (one year), B.P.Ed. (four years) and Post Graduate (Two years) were prepared.

6.14.4. Norms for P.G./Special Purpose in Teacher Education - Norms for (a) Master's Degree programmes and (b) Special Purpose Teacher Education programmes were prepared. Also, application/assessment forms for these programmes were drafted for consideration by the Executive Committee/Governing Body of NCTE prior to notification in the Gazette.

6.14.5. **Revision of Norms of (a) B.Ed. Pre-Primary, (b) B.Ed. Elementary and (c) B.Ed. Secondary** - Norms for all the three levels were notified in the Gazette in 1995-96. These norms were considered for revision and were amended in the light of reactions/suggestions/comments received from the Regional Committees of NCTE, academicians and administrators.

6.15. Research Projects

Under the NCTE Scheme of Financial Assistance for Research/Innovative Projects in Teacher Education, the following proposals, submitted by individual scholars and approved by the NCTE Research Proposals Screening Committee, were sanctioned for grant-in-aid :

- Effectiveness of Model Internship Programme (MIP) on Instructional Skills, Attitude towards Teaching, Teacher Confidence and Teacher Role Identification of Teacher Trainees.
- Development of a sensitisation programme/programmes for fostering values of immediate national relevance in Teacher Educators of

elementary level.

- Designing a course of Training In-service Secondary School Teachers of English.

6.16. Expert Studies

To procure a realistic view of the correspondence/distance education programmes being conducted by the (a) Annamalai University, (b) Maharishi Dayanand University, (c) Madurai Kamraj University, (d) Kota Open University and (e) Berhampur University, the NCTE commissioned expert studies. The final report of the university of Berhampur was submitted.

6.17. Directory of Teacher Training Institutions

NCTE prepared a provisional directory of around 2400 teacher training institutions spread all over the country. Institutions in each State were listed level-wise i.e., secondary, elementary, pre-primary and others, covering Physical Education, Vocational, Sanskrit, Hindi courses etc. It also contains category-wise list of DIETs, CTEs and IASEs.

7

Publications

During the year, the NCTE brought out the following publications :

1. Curriculum Framework for Teacher Education - Discussion Document—English, Hindi and Urdu versions.
2. UNESCO-NCTE Conference on Professional Status of Teachers
3. Professional Status of Teachers - Report of UNESCO-NCTE Conference held in October, 1995 at Bhopal.
4. UNESCO-ILO Recommendation on Status of Teachers (1966) - Hindi version.
5. Report of Joint ILO-UNESCO Committee of Experts on the

Application of the Recommendation concerning the Status of Teachers, Geneva, (1994)—Hindi version.

6. Annual Report 1995-96 - English and Hindi versions.
7. Brochure of NCTE.
8. Newsletter (August 1996).
9. Newsletter (February 1997).

The Council also produced two studio based video programmes covering panel discussion on (i) Human Rights and the Teacher; and (ii) Teacher of the Future, and also two video films on Human Rights titled (i) 'Kahin Aisa to Nahin'; and (iii) 'Zameen' for telecast on national channel of Doordarshan, New Delhi.

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 may include 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 Council has proposed the form and manner for maintenance of accounts to the Central Government and the matter has been taken up with the Comptroller and Auditor General of India.

Council received a sum of Rs. 3 crores as grant from the Ministry of Human Resource Development (Department of Education). In addition, small sums were received from UNESCO and Commonwealth of Learning for specific activities. Financial position of the Council, as on March 31, 1997 is given in the Balance Sheet, Income and Expenditure Account and Receipts and Payments Account (Annexures-III to V), together with other details shown in Annexures A to E.
2. During the financial year 1996-97, the
3. As stipulated in the NCTE Act, the accounts of the Council have been submitted to the Comptroller and Auditor General of India for audit.

NATIONAL COUNCIL FOR TEACHER EDUCATION
Statement showing the status of applications for recognition as on 31.3.1997

State/UT	Category	Existing Institutions					New Institutions Applied for Recognition
		Total No.	Applied for Recognition	Recognition			
				Granted	Provisionally	Refused	
EASTERN REGION							
A&N Islands	Pre-Primary						
	Elementary	1	1				
	Secondary	1	1				
Arunachal Pradesh	Pre-Primary						
	Elementary	1					1
	Secondary	1					
Assam	Pre-Primary	1					
	Elementary	46	2	1			
	Secondary	49	31	7			1
Bihar	Pre-Primary		1				1
	Elementary	90	7	6			1
	Secondary	21	13	6			1
Manipur	Pre-Primary						
	Elementary	8					
	Secondary	3	3				
Meghalaya	Pre-Primary						
	Elementary	9	6				
	Secondary	3	3				
Mizoram	Pre-Primary						
	Elementary	2					
	Secondary	1	1				
Nagaland	Pre-Primary						
	Elementary	4	3				
	Secondary	2	1	1			

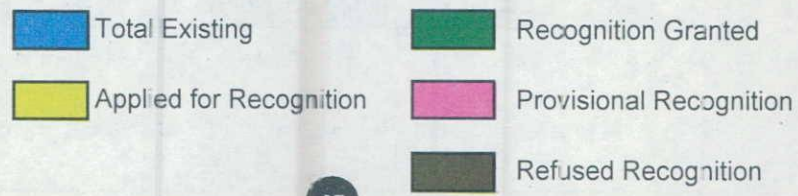
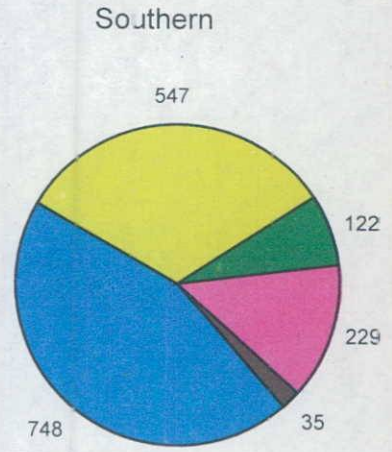
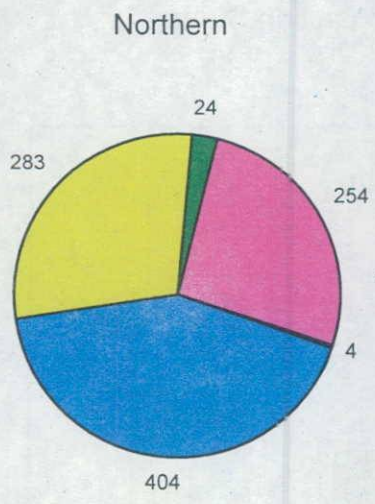
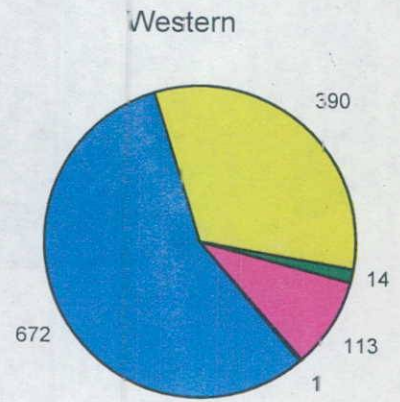
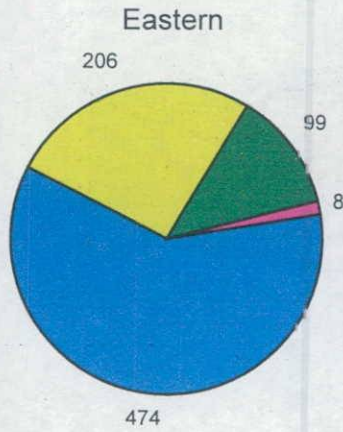
State/UT	Category	Existing Institutions					New (Institutions Applied for Recognition)
		Total No.	Applied for Recognition	Recognition			
				Granted	Provisionally	Refused	
Orissa	Pre-Primary		4				1
	Elementary	73	73	72			5
	Secondary	20	13	6	8		6
	Others	8					
Sikkim	Pre-Primary						
	Elementary	2	1				
	Secondary	1	1				
Tripura	Pre-Primary						
	Elementary	2	2				
	Secondary	2	1				1
West Bengal	Pre-Primary	3	3				
	Elementary	56	11				1
	Secondary	49	11				
	Others	11					
Level-wise Total	Pre-Primary	4	8				2
	Elementary	294	106	79			8
	Secondary	153	84	20	8		9
	Others	23	8				2
Regional Total		474	205	99	8		21
WESTERN REGION							
Madhya Pradesh	Pre-Primary	5	4				4
	Elementary	57	53		27		7
	Secondary	32	32	3	6		35
Maharashtra	Pre-Primary	49	16		1	1	1
	Elementary	257	96		5		1
	Secondary	144	73	4	23		1
Gujarat	Pre-Primary	11	9		3		
	Elementary	68	60		26		
	Secondary	45	44	7	22		1

State/UT	Category	Existing Institutions					New (Institutions Applied for Recognition)
		Total No.	Applied for Recognition	Recognition			
				Granted	Provisionally	Refused	
Goa	Pre-Primary						
	Elementary	1					
	Secondary	2	2				
Daman & Diu	Pre-Primary						
	Elementary						
	Secondary	1	1				
Level-wise Total	Pre-Primary	65	29		4	1	5
	Elementary	383	209		58		8
	Secondary	224	152	14	51		37
Regional Total		672	390	14	113	1	50
NORTHERN REGION							
Himachal Pradesh	Pre-Primary						
	Elementary	7	6	2	4		
	Secondary	3	2		1	1	2
Chandigarh	Pre-Primary						2
	Elementary	1					1
	Secondary	2	2	1		1	
Punjab	Pre-Primary						1
	Elementary	13	12		10	2	1
	Secondary	20	17	3	14		3
Delhi	Pre-Primary	14	11	1	10		13
	Elementary	6	6	1	5		18
	Secondary	7	5	2	3		5
Haryana	Pre-Primary						2
	Elementary	22	19		19		3
	Secondary	20	20		19		
Rajasthan	Pre-Primary	4	1		1		8
	Elementary	46	46		46		9
	Secondary	43	43	8	35		14

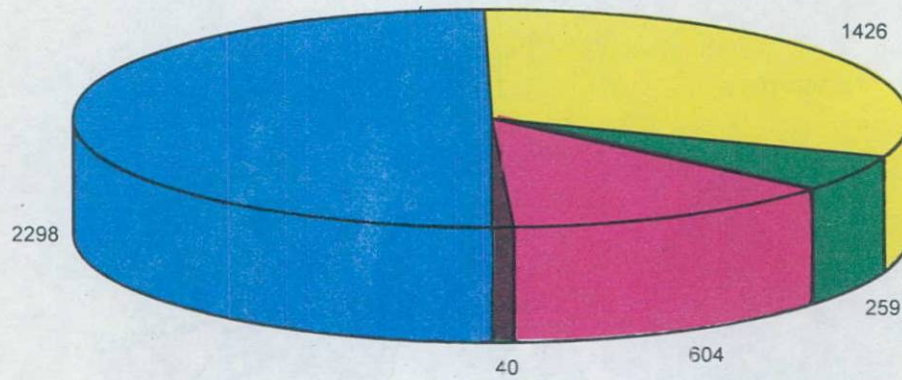
State/UT	Category	Existing Institutions					New (Institutions)
		Total No.	Applied for Recognition	Recognition			
				Granted	Provisionally	Refused	Applied for Recognition
Uttar Pradesh	Pre-Primary	1	1		1		3
	Elementary	76	50		50		7
	Secondary	119	42	6	36		
Level-wise Total	Pre-Primary	19	13	1	12		29
	Elementary	171	139	3	134	2	39
	Secondary	214	131	20	108	2	24
Regional Total		404	283	24	254	4	92
SOUTHERN REGION							
Andhra Pradesh	Pre-Primary	1	1	1			
	Elementary	25	24				24
	Secondary	53	36	4			32
	Others	8	8				8
Karnataka	Pre-Primary	49	26	10	10	2	2
	Elementary	131	131	28	95	6	
	Secondary	67	67	27	40		
	Others	92	88	6	29	12	9
Kerala	Pre-Primary	27					
	Elementary	101	16		1		15
	Secondary	76	37		4	13	20
	Others	7	6				6
Tamil Nadu	Pre-Primary	2	2	1		1	
	Elementary	73	73	27	43	1	2
	Secondary	24	24	16	5		3
	Others	10	6	2			4
Pondicherry	Pre-Primary						
	Elementary	1	1		1		
	Secondary	1	1		1		
	Others						

State/UT	Category	Existing Institutions					New (Institutions Applied for Recognition)
		Total No.	Applied for Recognition	Recognition			
				Granted	Provisionally	Refused	
Level-wise Total	Pre-Primary	79	29	12	10	3	2
	Elementary	331	245	55	140	7	41
	Secondary	221	165	47	50	13	55
	Others	117	108	8	29	12	27
Regional Total		748	547	122	229	35	125
All-India Total		2298	1426	259	604	40	288

Regionwise Status of Recognition (as on March 31, 1997)

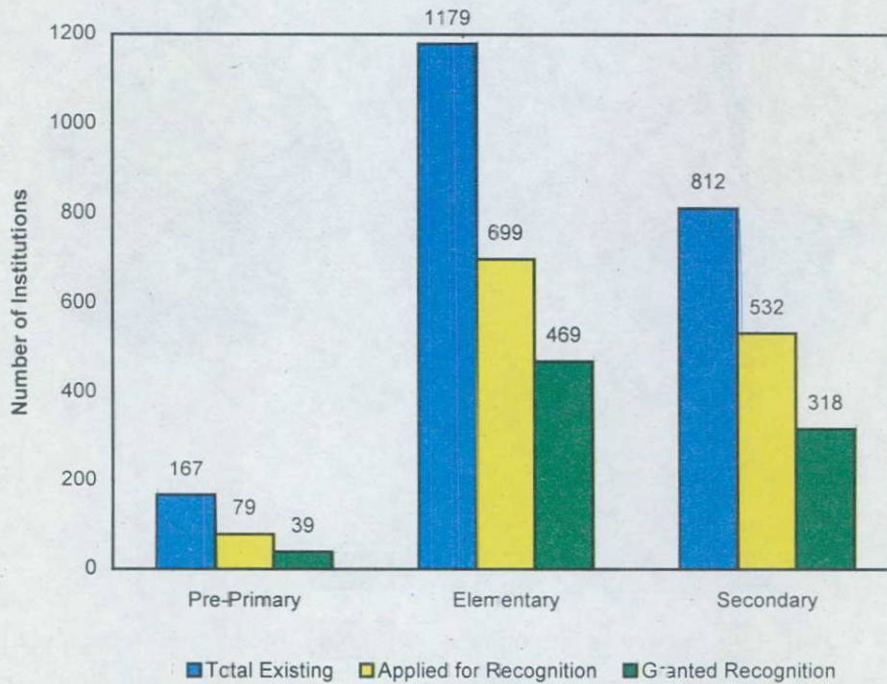


All India Status of Applications for Recognition
(as on March 31, 1997)



■ Total Existing ■ Applied for Recognition ■ Recog. Granted
■ Prov. Recog. ■ Refused Recog.

All India Level-wise Recognition Status
(as on March 31, 1997)



■ Total Existing ■ Applied for Recognition ■ Granted Recognition

NATIONAL COUNCIL FOR TEACHER EDUCATION
16, Mahatma Gandhi Marg, I.P. Estate, New Delhi - 110 002

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING MARCH 31, 1997

EXPENDITURE	AMOUNT (Rs.)	INCOME	AMOUNT (Rs.)
PERSONNEL SERVICES		Grants-in-aid	
Salaries	4167192.75	Grants from MHRD (DE)	30000000.00
Wages	426072.00	Grants from UNESCO	17400.00
Medical Reimbursement	32925.00	Grants from C.O.L. Projects	154238.00
Honorarium	46500.00	Grants from UNESCO for	
Leave Travel Concession	16065.00	E-9 Meeting	159750.00
Bonus	11147.00	Recognition Fee	1373925.00
Overtime Allowance	107963.00	Sale proceeds of Forms	173571.00
Leave Salary & Pension Contributions	72037.00	Recovery of Licence Fee	6068.00
Consultants Fee	218968.00	Recovery for the use of Staff Car	3950.00
Tuition Fee Reimbursement	840.00	Interest from Bank	127337.90
TRAVEL EXPENSES		Misc. Receipt	750.00
Travelling Expenses (Domestic)	705593.00	Less : Value of Assets Capitalised	
Travelling Expenses (Abroad)	224567.00	Machinery & Equipment	1856829.00
Local Conveyance	47366.00	Furniture & Fixture	1186574.00
TA/DA/Hon. to non-official Members	1380174.00	Library Network & Documentation	839666.60
OFFICE EXPENSES			(-) 3883069.60
Audit Fee	23625.00		
Advertisement	168747.00		
Electricity & Water Charges	195874.00		
P.O.L. Charges for Staff Car/Gen-set	166675.00		
Repair & Maintenance Charges	644046.00		
Hiring Charges of Taxies	298703.00		
Hospitality & Entertainment	34402.23		
Rent of Office Building	3348633.10		
Rent for Residential Accommodation	125506.00		
Legal Charges	196087.00		
Misc. Office Expenses	809139.25		
Postage & Telegram	233381.50		
Books & Periodicals	10218.50		
Printing & Stationery	989523.00		
Telephone Charges	677915.17		
Bank Charges	3492.00		
Horticulture	5398.00		
Honorarium to non-official	15115.00		
Processing of Applications of Institutions			
Regional Committee Meeting	1173135.00		
Inspection of Institutions	942671.00		
Project and Programmes	161939.00		
Seminar/Conference/Workshop etc.	791359.70		
Human Rights & National Value Project	236068.00		
C.O.L. Project	103062.00		
E-9 Meeting Expenses	293103.00		
UNESCO-NCTE (Bhopal) Meeting	162772.00		
UNESCO-NCTE Conference	26478.00		
Meeting of NCTE with other committees	11157.00		
Research, Innovation & Training	40594.00		
Studies on Teacher Education in States & Uts	16200.00		
Excess of Income over Expenditure	8771489.80		
(Total Rs.)	28133920.30	(Total Rs.)	28133920.30

NATIONAL COUNCIL FOR TEACHER EDUCATION
16, Mahatma Gandhi Marg, I P. Estate, New Delhi - 110 002

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDING MARCH 31, 1997

RECEIPTS	AMOUNT (Rs.)	PAYMENTS	AMOUNT (Rs.)
Opening Balance		PERSONNEL SERVICES	
Cash-in-hand (Hqs.)	17079.00	Salary	4167192.75
Cash-in-hand (RCs)	997.43	Wages	426072.00
Cash at Bank (HQs.)	383243.75	Medical Reimbursement	32925.00
Cash at Bank (RCs.)	4666227.84	Honorarium	46500.00
	5067548.02	Leave Travel Concession	16065.00
Grants from MHRD (Deptt. of Edu.)	30000000.00	Bonus	11147.00
Grants from UNESCO	17400.00	Overtime Allowance	107963.00
Grants for C.O.L. Project.	154238.00	Leave Salary & Pension Contributions	72037.00
Grants from UNESCO (E-9 Meetings)	159750.00	Consultant Fee	218968.00
Recognition Fee	1373925.00	Tuition Fee Reimbursement	840.00
Sale proceeds of Forms	173571.00	TRAVEL EXPENSES	
Recovery of Licence Fee	6068.00	Travelling Expenses (domestic)	705593.00
Recovery for use of Staff Car	3950.00	Travelling Expenses (abroad)	224567.00
Interest from Bank	127337.90	Local Conveyance	47366.00
Misc. Receipts	750	TA\DA\Hon. to non-official Members	1380174.00
	32016989.90	OFFICE EXPENSES	
Advances for Seminar/Conference/ Workshop		Audit Fee	23625.00
Outstanding Advances (1995-96)	1352991.20	Advertisement	168747.00
Outstanding Advances (1995-96)	910025.00	Electricity & Water Charges	195874.00
Outstanding Advances (1995-96)	78000.00	P.O.L. Charges for Staff Car/Gen-set	166675.00
	2341016.20	Repair & Maintenance Charges	644046.00
Outstanding Advances/ Deposit RC's (1995-96)	262252.00	Hiring Charges of Taxies	298703.00
Outstanding Imprest with Driver (1995-96)	300.00	Hospitality & Entertainment.	34402.20
		Rent of office Building	3348633.10
		Rent for Residential Accommodation	125506.00
		Legal Charges	196087.00
		Misc. Office Expenses	809139.25
		Postage & Telegram	233381.50
		Books & Periodicals	10218.50
		Printing & Stationery	989523.00
		Telephone Charges	677915.47
		Bank Charges	3492.00
		Horticulture	5398.00
		Honorarium to non-official	15115.00
		Processing of Applications of Institutions	
		Regional Committee Meeting	1173135.00
		Inspection of Institutions	942671.00
		Project and Programmes	161939.00
		Seminar/Conference/Workshop etc.	791359.70
		Human Rights & National Value Project	236068.00
		C.O.L. Project	103062.00
		E-9 Meeting Expenses	293103.00
		UNESCO-NCTE (Bhopal) Meeting	162772.00
		UNESCO-NCTE Conference	26478.00
		Meeting of NCTE with other committees	11157.00
		Research, Innovation & Training	40594.00
		Studies on Teacher Education in States & UTs	16200.00
		Refund of Security Deposit	5000.00

TOTAL (Rs.)

39688106.12

NON-RECURRING EXPENDITURE

Machinery & Equipment		1856829.00
Furniture & Fixture		1186574.00
Library Network & Documentation		839666.00
Advances/Deposits Hqs. (Annex. 'A', 'C' & 'D')	8957318.20	
Advances/Deposits RCs (Annex. 'B' & 'E')	85900.00	9043218.20
CLOSING BALANCE		
Cash-in-hand (HQs)	15026.00	
Cash-in-hand (RCs)	7101.00	
Cash at Bank (HQs)	1807205.05	
Cash at Bank (RCs)	4605055.77	
FDR (Bhopal)	900000.00	7394387.82

TOTAL (Rs.)

39688106.12

ANNEXURE 'A'**NATIONAL COUNCIL FOR TEACHER EDUCATION**

16, I.P. Estate, New Delhi-110 002

Statement showing outstanding Deposit lying with MTNL in connection with
Telephone connections as on March 31, 1997.

<i>S.I. No.</i>	<i>Date of Payment</i>	<i>Name of Organisation</i>	<i>Amount (Rs.)</i>
1.	31.08.95	Mahanagar Telephone Nigam Ltd.	15000.00
2.	04.01.96	Mahanagar Telephone Nigam Ltd.	15000.00
		TOTAL (Rs.)	30000.00

ANNEXURE 'B'**NATIONAL COUNCIL FOR TEACHER EDUCATION**

16, I.P. Estate, New Delhi-110 002

Statement showing the amount deposited for telephone connections
by Regional Committees as on 31.03.97.

<i>S.I. No.</i>	<i>Name of the Regional Committee</i>	<i>Amount (Rs.)</i>
1.	Northern Regional Committee, Jaipur 1995-96	31900.00
2.	Southern Regional Committee, Bangalore 1995-96	30000.00
	TOTAL (Rs.)	61900.00

ANNEXURE 'C'

NATIONAL COUNCIL FOR TEACHER EDUCATION

16, I.P. Estate, New Delhi-110 002

Advance paid to different Institutions/Organisations for Projects & Programmes/
Seminars/Conferences/Workshops etc. outstanding as on 31.03.97.

S.I. No.	Date of Payment	Name of the Institution/Organisation	Amount (Rs.)
1.	18.04.95	Principal, Womens' Training College, Patna	60000.00
2.	20.07.95	President, Narayan Shikha Evam Vikash Santha, Varanasi	15000.00
3.	20.09.95	Academy of Administration, Bhopal	15000.00
4.	18.12.95	Principal, BBK, DAV College, Amritsar	18000.00
5.	19.12.95	Director, I.I.E. Pune	5249.20
6.	29.03.96	Managing Trustee, Nirma Education & Research, Ahmedabad	50000.00
7.	29.03.96	Registrar, IASE, Ahmedabad, Gujarat	50000.00
8.	29.03.96	Mg. Trustee, Nirma Education & Research Foundation, Ahmadabad	400000.00
9.	06.05.96	Prof. R.P. Singh	5000.00
10.	23.07.96	Narayan Shikha Evam Vikash Santha, Varanasi	300000.00
11.	29.08.96	Registrar, J.M.I. New Delhi	10000.00
12.	18.09.96	Director, SCERT, West Bengal, Calcutta	33000.00
13.	19.10.96	Director, SCERT, Meghalaya, Shillong	31000.00
14.	22.11.96	Dean Kakitiya Univerisy, Warangal	168000.00
15.	29.11.96	IATE, Patna	64000.00
16.	01.01.97	Reader, Faculty of Education, BHU, Varanasi	123000.00
17.	02.01.97	Jt. Director, S.T. Education, Gangtok	31000.00
18.	09.01.97	Director, SCERT, WB Calcutta	42000.00
19.	21.01.97	Dr. C.M. Mehta	5000.00
20.	12.02.97	Dr. D.G. Joshi	3000.00
21.	06.03.97	Principal, DAV School, Bahadurgarh	27000.00
22.	10.03.97	Dean, Faculty of Education, BHU Kamachha Campus, Varanasi	29000.00
23.	10.03.97	Principal, R.V.R.R. College of Education, Guntur (A.P.).	20000.00
24.	31.03.97	Registrar, Lucknow University, Luknow	13000.00

S.I. No.	Date of Payment	Name of the Institution/Organisation	Amount (Rs.)
25.	31.03.97	Md. Miyan, Faculty of Education, JMI, New Delhi	22200.00
26.	07.05.96	Registrar, S.P. Mahila Vishwa Vidyalaya, Tirupati	30000.00
27.	01.07.96	Dean, Faculty of Education, BHU, Kamachha, Varanasi	5000.00
28.	13.08.96	Secretary, G.C.E.R.T., Ahmedabad	32000.00
29.	26.09.96	Director, SCERT, Delhi	31000.00
30.	01.10.96	Registrar, JMI, New Delhi	15000.00
31.	01.09.96	Director, SCERT, Manipur, Imphal	31000.00
32.	01.10.96	Director, SCERT, Mizoram, Aizole	31000.00
33.	04.10.96	Director, SCERT, West Bengal, Calcutta	100000.00
34.	09.10.96	Director, SCERT, Madhya Pradesh, Bhopal	26000.00
35.	09.10.96	Director, SCERT, Karnataka, Bangalore	51000.00
36.	04.11.96	Director, SCERT, Kerala, Tiruvananthapuram	51000.00
37.	07.11.96	Director, SCERT, Haryana, Chandigarh	23000.00
38.	07.11.96	Director, SCERT, Rajasthan, Udaipur	35000.00
39.	14.01.97	Principal, SCERT, H.P., Sclan	33600.00
40.	16.01.97	JD, MSCERT, Maharashtra, Pune	32000.00
41.	16.01.97	Director, SCERT, Bihar, Patna	51200.00
42.	17.01.97	Registrar, Gujarat Vidhyapith, Ahmedabad	86000.00
43.	18.03.97	Director, TE & SCERT, Orissa, Bhubaneswar	20000.00
44.	21.03.97	Director, SCERT, Tripura, Agartala	4800.00
45.	31.03.97	Principal, State Institute of Education, Arunachal Pradesh, Changlong	8000.00
46.	19.10.96	Director, SCERT, UP, Lucknow	51000.00
47.	19.10.96	Director, SCERT, Tripura, Agartala	17000.00
48.	19.10.96	Principal, S.I.E. Arunachal Pradesh, Changlong	31000.00
49.	11.11.96	Finance Officer, NEHU, Shillong	56000.00
50.	18.11.97	Director, SCERT, West Bengal, Calcutta	20000.00
51.	22.11.97	Director SCERT, Nagaland, Kohima	31000.00
		TOTAL (Rs.)	2172049.20

ANNEXURE 'D'

NATIONAL COUNCIL FOR TEACHER EDUCATION

16, I.P. Estate, New Delhi-110 002.

Statement showing Misc. Advances as on 31.03.97

Sl. No.	Date of Payment	Name of organisation/individuals	Amount (Rs.)
1.	28.07.95	National Informatics Centre, New Delhi	16000.00
2.	20.12.95	D.A.V.P. for advertisement	10000.00
3.	12.01.96	D.A.V.P. for advertisement	100000.00
4.	23.01.96	National Informatics Centre, New Delhi	3000.00
5.	23.01.96 29.01.96 04.03.96	Ashok Yatri Niwas, New Delhi 2250.00 6000.00 47250.00 Less adjusted : (-) 8630.00	46870.00
6.	20.02.96	D.A.V.P. for advertisement	250000.00
7.	19.03.96	Shri D.K. Srivastava	5000.00
8.	29.03.96	D.A.V.P. for advertisement 171000.00 Less : adjusted (96-97) (-) 42515.00	128485.00
9.	30.03.96	Controller of Publications 50000.00 Less : adjusted (96-97) (-) 10810.00	39190.00
10.	16.08.96	Ashok Yatri Niwas, New Delhi	5025.00
11.	13.12.96	Ashok Yatri Niwas, New Delhi	5280.00
12.	16.12.96	Ashok Yatri Niwas, New Delhi	22400.00
13.	15.01.97	D.A.V.P. for advertisement	200000.00
14.	24.01.97	M/s Media Intermix (Human Rights & N.V.)	420138.00
15.	14.02.97	D.A.V.P. for advertisement	200000.00
16.	28.02.97	D.A.V.P. for advertisement	200000.00
17.	28.02.97	M/s Luft Tours & Travels, New Delhi	20000.00
18.	03.03.97	M/s Telco Ltd.	320454.00
19.	19.03.97	M/s Telco Ltd.	10203.00
20.	25.03.97	D.A.V.P. for advertisement	550000.00

<i>Sl. No.</i>	<i>Date of Payment</i>	<i>Name of organisation/individuals</i>	<i>Amount (Rs.)</i>
21.	26.03.97	Postage telegram advance to official	2000.00
22.	27.03.97	Tour advance to official	1500.00
23.	27.03.97	National Informatics Centre, New Delhi (Lan system)	4000000.00
24.	31.03.97	National Informatics Centre, New Delhi	90000.00
25.	31.03.97	Kendriya Bhandar, New Delhi	100024.00
26.	31.03.97	M/s Telco Ltd.	3000.00
27.	31.03.97	Directorate of Estate, N. Delhi (Advance for E-9 Countries Meeting)	6700,00
		TOTAL (R/s.)	6755269.00

ANNEXURE 'E'

NATIONAL COUNCIL FOR TEACHER EDUCATION

16, I.P. Estate, New Delhi-110 002

Statement showing outstanding advances for different purposes by
Regional Committees as on 31.3.1997

<i>Sl. No.</i>	<i>Name of Regional Committees</i>	<i>Amount (Rs.)</i>
1.	Northern Regional Committee (1996-97)	3000.00
2.	Western Regional Committee (1995-96)	11000.00
3.	Southern Regional Committee (1996-97)	10000.00
	TOTAL (Rs.)	24000.00