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NATIONAL COUNCIL FOR TEACHER EDUCATION
WING-II, HANS BHAWAN, 1, BAHADURSHAH ZAFAR MARG,
NEW DELHI-110002

ABBREVIATIONS USED

1. ASC - Academic Staff College
2. B.Ed. - Bachelor of Education
3. B.El.Ed. - Bachelor of Elementary Education
4. B.P.Ed. - Bachelor of Physical Education
5. CBSE - Central Board of Secondary Education
6. CTET - Central Teacher Eligibility Test
7. D.El.Ed. - Diploma in Elementary Education
8. FAQ - Frequently Asked Questions
9. ICT - Information and Communication Technology
10. IGNOU - Indira Gandhi National Open University
11. IITE - Indian Institute of Teacher Education
12. JVC - Justice Verma Commission
13. M.Ed. - Master of Education
14. M.P.Ed. - Master of Physical Education
15. NCERT - National Council of Educational Research and Training
16. NCFTE - National Curriculum Framework for Teacher Education
17. NUEPA - National University of Educational Planning and Administration
18. ODL - Open Distance Learning
19. RTE - Right to Education
20. RTI - Right to Information
21. SCERT - State Council of Educational Research and Training
22. STRIDE - Staff Training and Research Institute of Distance Education
23. TEI - Teacher Education Institution
24. TET - Teacher Eligibility Test

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CHAPTER 1

NCTE: An Introduction

The National Council for Teacher Education (NCTE), a statutory body established by an Act of Parliament (Act No. 73 of 1993), started functioning on 17th August, 1995 with its Head Office in New Delhi with a mandate to achieve planned and co-ordinated development of the teacher education throughout the country; for regulation and proper maintenance of norms and standards in the teacher education system and for matter connected therewith. Besides eminent educationists, Education Secretary of the HRD Ministry, Education Secretaries of State Governments, Members of Parliament, Heads of National Educational Institutions like NCERT, NUEPA, UGC, the Council comprises three full time members, namely, Chairperson, Vice-Chairperson and Member Secretary who are appointed by the Government of India. They are vested with executive powers and as such are responsible for implementing the NCTE Act, Rules and Regulations made thereunder and also the policy decisions of the Council taken from time to time. The Central office of the NCTE is presently located in Hans Bhawan, Bahadur Shah Zafar Marg, New Delhi.

As per the provisions of the NCTE Act, 1993, four Regional Committees look after matters related to Teacher Education in different regions, namely, East, West, North and South. The offices of Regional Committees are presently located at Bhubaneswar, Bhopal, Jaipur and Bengaluru. Each Regional committee comprises a Chairperson, some eminent educationists and Administrators and Education Secretaries of Education Departments of the State Governments located in the region. The Regional Director, a full time official of the NCTE, functions as Executive Head of the Regional office as well as Convener of the Regional Committee. The Regional Committees are specially empowered to implement Sections 14, 15 and 17 of the NCTE Act, in accordance with the Regulations, Norms and Standards framed from time to time for different programmes of Teacher Education. It receives and processes applications for new institutions and applications for additional programmes / intake in the existing recognized institutions under Section 14 and 15 of the NCTE Act respectively. The Regional Committees have the powers to withdraw recognition of a recognized Institution under Section 17 of the NCTE Act provided it is established that the concerned institution has contravened provisions of the NCTE Act or Rules and Regulations made thereunder.

The NCTE's Central office, also known as NCTE Hqs. is organized under several sections / divisions with specific tasks assigned to each of them. Some of the important Sections / Divisions are:

1. Academic Section
2. Regulations Section
3. Inspections Section

4. Appeal Section
5. Legal and Vigilance Section
6. EDP Section

The Academic Section deals with academic matters including development of Curriculum Frameworks for different Teacher Education Programmes, Publication of Journals, Books, and Monographs on important themes of Education, organization of lectures, etc. The Regulations Section collects and examines feedback regarding the implementation of the Regulations in vogue and coordinates the development of new regulations, as and when required. The Inspection Section conducts inspection of recognized Teacher Education Institutions under Section 13 of the NCTE Act. After causing the inspection, the VT reports are analysed by a group of experts to draw conclusion and formulate recommendations for communicating to the concerned institution. The institutions aggrieved by the decisions of a Regional Committee under Section 14, 15 or 17 of the NCTE Act are provided an opportunity to file an Appeal with the Council under Section 18 of the NCTE Act. The Appeal Section functions as the Secretariat for the Appellate Authority constituted by the Council. After examining the appeals, the Appeal Committee recommends the action deemed appropriate in the matter. The Legal Section keeps track of the cases filed against the NCTE in the Hon'ble Supreme Court of India and various High Courts and Coordinates with the NCTE's Counsels. The EDP Section manages the NCTE's website which is being further improved to have a functional online linkage of Regional Committees with the NCTE Hqs. It is proposed to bring the entire system of application processing in Public domain. It is also proposed to link websites of all teacher education institutions to the Website of NCTE.

CHAPTER 2

Major Developments and Achievements

Every year NCTE undertakes several activities to implement its mandate. Some of the activities undertaken during a particular year are in continuation of the activities initiated and completed during the preceding years and some new activities are also undertaken in response to the new demands emanating from the emerging imperatives and priorities in the field. The present chapter presents a broad overview of the activities and programmes undertaken by the Council during 2014-2015 in furtherance of its goals and objectives.

(a) NCTE Mandate and Programmes

(i) NCTE Act

The National Council for Teacher Education (NCTE) was established by an Act of Parliament (No. 73 of 1993) with a mandate to achieve planned and co-ordinated development of teacher education throughout the country, for regulation and proper maintenance of norms and standards in the teacher education system, and for matters connected therewith. The NCTE came into existence on 17th August, 1995. Its headquarters in Delhi, with 4 Regional Committees in Bhubaneswar, Bhopal, Jaipur, and Bengaluru.

(ii) Functions

NCTE is mandated to carry out the following functions:

- *Coordinate and monitor teacher education* and its development in the country.
- *Lay down norms* for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof; and the method of selection of candidates, duration of the course, course contents and mode of curriculum.
- *Lay down guidelines for compliance* by recognised institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualification.
- *Lay down standards in respect of examinations* leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training programmes.
- *Lay down guidelines* regarding *tuition fees* and *other fees* chargeable by recognised institutions.
- *Examine and review* periodically the *implementation of the norms, guidelines and standards* laid down by the Council, and to suitably advise the recognised institution.
- *Make recommendations to the Central and State Government, Universities, University Grants Commission and recognised institutions in the matter of preparation of suitable plans and programmes* in the field of teacher education.

- *Formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes.*
- *Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof.*
- *Take all necessary steps to prevent commercialization of teacher education.*
- *Evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognised institutions.*
- *Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognised institutions.*
- *Promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof.*
- *Perform such other functions as may be entrusted to it by the Central Government.*

(iii) Regional Committees: Territorial Jurisdiction

The applications for establishing a Teacher Education Institution or a Teacher Education programme are submitted to and evaluated for recognition by the 4 Regional Committees of NCTE which cover the following States/UTs under their jurisdiction.

- *Eastern Regional Committee, Bhubaneswar: Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Sikkim, Tripura, West Bengal. (N=12)*
- *Western Regional Committee, Bhopal: Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra and Nagar Haveli, Daman & Diu, Chhattisgarh. (N=7)*
- *Northern Regional Committee, Jaipur: Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttar Pradesh, Chandigarh, Delhi, Uttaranchal. (N=8)*
- *Southern Regional Committee, Bengaluru: Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadweep, Andaman & Nicobar Islands, Pondicherry. (N=7)*

(iv) Recognised Programmes of NCTE (Regulations 2014)

NCTE notified Revised Regulations and Norms and Standards on November 28, 2014 for the following Teacher Education Programmes (offered F2F and through ODL):

1. Diploma in early childhood education programme leading to *Diploma in Preschool Education (DPSE)*.
2. Elementary teacher education programme leading to *Diploma in Elementary Education (D.El.Ed.)*.
3. Bachelor of elementary teacher education programme leading to *Bachelor of Elementary Education (B.El.Ed.)* degree.

4. Bachelor of education programme leading to *Bachelor of Education* (B.Ed.) degree.
5. Master of education programme leading to *Master of Education* (M.Ed.) degree.
6. Diploma in physical education programme leading to *Diploma in Physical Education* (D.P.Ed.).
7. Bachelor of physical education programme leading to *Bachelor of Physical Education* (B.P.Ed.) degree.
8. Master of physical education programme leading to *Master of Physical Education* (M.P.Ed.) degree.
9. Diploma in elementary education programme through *Open and Distance Learning System* leading to *Diploma in Elementary Education* (D.El.Ed.).
10. Bachelor of education programme through *Open and Distance Learning System* leading to *Bachelor of Education* (B.Ed.) degree.
11. Diploma in arts education (Visual Arts) programme leading to *Diploma in Arts Education* (Visual Arts).
12. Diploma in arts education (Performing Arts) programme leading to *Diploma in Arts Education* (Performing Arts).
13. 4-year Integrated programme leading to *B.A.B.Ed./B.Sc.B.Ed. (Integrated)* degree.
14. Bachelor of education programme 3-year (*Part Time*) leading to *Bachelor of Education* (B.Ed.) degree.
15. 3-year Integrated programme leading to *B.Ed. M.Ed. (Integrated)* degree.

(v) Programme Features

- A *wide basket* with 15 programmes (programme categories) is on offer, recognizing for the first time three new programmes – 4-year B.A/B.Sc.B.Ed., 3-year B.Ed. (Part-time), and 3-year B.Ed.-M.Ed. programme.
- The *duration* of three programmes – B.Ed., B.P.Ed., M.Ed. – has been increased to two years, providing more professional rigour and at par with best international standards.
- Henceforth, in place of stand-alone institutions, teacher education shall be established in *composite institutions* (multi-disciplinary or multi-teacher education programmes).
- Each programme curriculum comprises three components—*theory, practicum, internship*; and at least 25% of the programme is devoted to school-based activities and internship.
- *ICT, Yoga Education, Gender and Disability/Inclusive Education* are compulsory part of each programme curriculum/syllabus.
- More *integrated teacher education* programmes are encouraged.
- The teacher educator M.Ed. Degree comes with *specialization* in either *Elementary Education* or in *Secondary/Senior Secondary Education*.
- Open and Distance Learning (ODL) has become more *rigorous* with built-in *quality assurance* mechanisms.

- *In-service teachers* have more option to acquire higher TE qualifications—D.El.Ed. (ODL), B.Ed. (ODL), B.Ed. (Part-Time). However, M.Ed. (ODL) programme has been dropped from the basket of programmes.
- NOC from affiliating university/body is *mandatory* at the time of making an application.
- Provision of application, payment of fees, visiting team reports, etc. are *online*. Centralized computerized visiting team for *transparent use* by both HQs and Regional Committees for inspection/monitoring. (For this, *E-Governance* is in the process of implementation).
- Each teacher education institution to have *compulsory accreditation* in every 5 years from an accrediting agency recognized by NCTE. (An MoU has already been signed with NAAC in this regard).

(b) Regulatory Functions: Justice Verma Commission and Regulations, 2014

(i) Implementation of Recommendations of Justice Verma Commission (JVC)

The NCTE continued its efforts towards implementation of the recommendations of JVC. It had constituted a few Committees to develop blue prints for the implementation of various recommendations of the Commission. The Committee appointed with Mrs. Anshu Vaish, former Secretary, Ministry of HRD as Chair, was tasked to recommend restructuring of the NCTE, Hqs. and Regional Committees, in the light of the suggestions contained in the report of the Commission. The Committee has submitted its report for the consideration of the Council. The Committee has recommended creation of two more Regional Committees, establishing Appeal Committee as a statutory body, establishing E-governance and enhancing use of ICT, formulation of Recruitment Rules for career progression of Council's employees, etc. The recommendations of the Committee are under the consideration of the Council and of the MHRD.

The NCTE had also set up another Committee with Prof. Poonam Batra as the Chair to suggest new Regulations and Norms and Standards for various Teacher Education Programmes in sync with the recommendations of JVC. The Committee submitted its report in April/May, 2014. The report formed the basis for the finalization of NCTE Regulations, 2014, which are discussed at length in the next section.

(ii) NCTE (Recognition Norms and Procedure) Regulations, 2014

Prof. Poonam Batra Committee report was hosted on the NCTE's website to solicit comments and observations of the persons having interest and stake in teacher education. Approximately 500 responses were received for the consideration of the Council. The Council had also appointed another Committee with Prof. N.K. Jangira as the Chair to suggest a framework of qualifications of teacher educators for

various teacher education programmes. The recommendations of Prof. Poonam Batra Committee alongwith the issues raised in the Prof. Jangira Committee report and web consultation were further discussed in five Regional Consultation meetings and one National Consultation meeting. Besides eminent educationists, Directors of SCERTs, Secretaries and Directors of Education of State governments and Heads of Teacher Education Institutions participated in the National and Regional Consultation meetings. The details of the consultation meetings are as under:

SI. No.	Venue	Dates	Number of Participants
1	Guwahati	12.07.2014	92
2	Pune	16.07.2014	62
3	Bhubaneshwar	20.07.2014	71
4	Bengaluru	26.07.2014	78
5	Jaipur	29.07.2014	67
6	New Delhi	31.07.2014	70

On the basis of nation-wide consultations, draft Regulations and Norms and Standards for various Teacher Educations Programmes were developed for the consideration of the Council. The issues related to approval of Regulations and Norms and Standards for various Teacher Education Programmes were discussed in six meetings of the Council (36th to 41st) held on 30th August, 2014, 26th – 29th September, 2014, 29th October, 2014, 7th November, 2014, 20th November, 2014 and 27th November, 2014. The revised Regulations viz. National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 were notified in the Gazette of India vide Notification No. 346 dated 1st December, 2014. With this notification, the NCTE Regulations, 2009 stood repealed. The major highlights of the revised Regulations are as under:

1. In future, teacher education programmes will be offered only in composite institutions. Under these regulations, a composite institution is defined as (i) an institution offering undergraduate and / or post-graduate programmes in Sciences, Social Sciences, Humanities, Commerce, etc. (ii) an institution offering multiple teacher education programmes.
2. The Norms and Standards for the integrated B.A.B.Ed./B.Sc.B.Ed. programme of 4 years duration have been laid down for the first time. Thus, the programme, earlier offered as an Innovative Programme, has been brought to the mainstream of Teacher Education Programmes.

3. The duration of the B.Ed., B.P.Ed. and M.Ed. programmes has been raised from one year to two years.
4. The M.Ed. programme through ODL mode has been discontinued. To pursue B.Ed. programme through ODL mode, only for the candidates possessing a NCTE recognised teacher education qualification will be eligible.
5. Norms and Standards also have been prescribed for two new programmes, namely, B.Ed. (Part Time) and Integrated B.Ed.-M.Ed. programme each of three years' duration.
6. The accreditation of a TEI by a NCTE recognised accreditation agency once in every five year has been made mandatory. In continuation of notification of NCTE Regulations, 2014, the Government of India notified the National Council for Teacher Education (Amendment) Rules 2015 by amending the Rule 9 and 10 by prescribing Rs.1,50,000/- as Processing fee for new applications and Rs.25,000/- for forcing appeals under Section 18 of the NCTE Act. (Annexure-VII)

(iii) Implementation of NCTE Regulations, 2014

The Regulations, 2014 came into force with immediate effect, after their notification viz. 01.12.2014. The institutions and the affiliating bodies like universities, SCERTs/Boards were required to make necessary preparations for implementing the programmes of enhanced duration with effect from the new session commencing in July/August, 2015. Besides interacting with the universities and SCERTs through correspondence, meetings were also organized at several places. The queries of students, teacher educators, teacher education institutions, etc. were addressed by hosting answers to the frequently asked questions (FAQs) on the NCTE website.

To facilitate implementation of the Regulations including the curriculum of various Teacher Education Programmes, Expert Committees were set up to develop Curriculum Frameworks of all the recognised teacher education programmes.

To ensure awareness and understanding of the NCTE Regulations, 2014 and to build expertise for the development of new curricula for various teacher education programmes, the NCTE organized 17 orientation workshops in collaboration with Guru Gobind Singh Indraprastha University, Delhi; Kashi Vidyapeeth, Varanasi; Tamil Nadu Teacher Education University, Chennai; Maulana Azad National University, Hyderabad; Jiwaji University, Gwalior, Gauhati University, Guwahati; Assam Central University, Silchar; IITE, Gandhi Nagar; SG Sports University, Gandhinagar; IDOL Gauhati University, SRTIDE, IGNOU; Govt. College of Teacher Education, Thiruvananthapuram and Khalsa College of Education, Amritsar. The Orientation Workshops organized between 15.01.2015 and 09.06.2015 were attended by 1132 experts and curriculum developers drawn from Universities, SCERTs Teacher Education Institutions, ODL Institutions and Sports Institutions.

(iv) Determining Minimum Qualifications for Recruitment of School Teachers

In exercise of powers conferred under Section 12 (d) of the NCTE Act, the NCTE first notified Regulations for Determination of Minimum Qualifications for Recruitment of Teacher in Schools on 03.09.2001, which were further amended vide Notification No. 83 dated 29.09.2003 and subsequently vide Notification No. 121 dated 30.08.2005. Thereafter, as the designated Academic Authority under Section 23 of the RTE Act, 2009, the NCTE notified the minimum qualifications for a person to be eligible for appointment as a teacher in Classes I to VIII, vide Notification dated 25.08.2010, subsequently amended vide Notification dated 02.08.2011. As per the notification, educational and professional qualifications have been laid down separately for recruitment of teachers to teach Classes I-V and VI-VIII. With the notification of these regulations, the NCTE's notification dated 03.09.2001 stood partially repealed.

Keeping in view, the changes brought about in the minimum qualifications of teachers of Classes I-VIII under the RTE Act, 2009, the NCTE Notification No. 238 dated 03.09.2001 has been reviewed and a consolidated Notification stipulating minimum qualifications of teachers for all stages of school education from Pre-School stage to Senior stage has been issued by the Council vide Notification No. 366 dated 16.12.2014 (Annexure-VI). It is also available on the NCTE website www.ncte-india.org. The notification subsumes the earlier Notification dated 25.08.2010 relating to teachers of Classes I-VIII in its entirety and no relaxation is permissible so far as elementary (Primary and Upper Primary) stage is concerned.

(v) Development of Curriculum Frameworks

To support the curriculum renewal efforts of the curriculum development bodies in the states and universities, the NCTE constituted Expert Committees to develop Curriculum Frameworks for various Teacher Education Programmes viz. Bachelor of Elementary Education (B.El.Ed.); B.Ed.; M.Ed.; B.P.Ed.; M.P.Ed.; D.P.Ed.; D.El.Ed.; Diploma in Pre-School Education (DPSE); Diploma in Visual Arts; Diploma in Performing Arts; and B.A.B.Ed./B.Sc.B.Ed.

The model curriculum in respect of the DPSE, D.El.Ed., B.Ed., M.Ed. and three Physical Education Programmes (D.P.Ed., B.P.Ed. and M.P.Ed.) have been hosted on the website of NCTE.

- NCTE had developed National Curriculum Frameworks at different points of time i.e. in the year 1998 and 2009.
- NCTE had coordinated the curriculum revision in the light of NCFTE 2009 as regards all types of Teacher Education Programmes - Universities offering Teacher Education and SCERTs/SIEs/ Directorate of Elementary Education. The Status of revision of Curriculum in light of NCFTE 2009 (as based on NCTE survey undertaken in 2014) is as given below :

Programme	Number of Universities States & UTs having the Education Department	Number of Universities/ States & UTs Revised the Curriculum	Number of Universities/ States & UTs not Revised the Curriculum
B.Ed.	226	68 (30.08)	158 (69.92)
M.Ed.	226	46 (20.35)	180 (79.65)
D.El.Ed.	35	13 (37.15)	22 (62.85)

(Figures within the parentheses indicate percentage)

It was found, as given in the above table, that most of the affiliating and examining bodies had not revised their TE curriculum and syllabus as per NCFTE 2009. Therefore, with the implementation of revised Regulations 2014, NCTE took up systematically the following activities to engage with various stakeholders so as to implement new Regulations, and develop and implement new Curriculum and Syllabus.

- NCTE constituted different curriculum committees for developing Curriculum Frameworks in 15 Teacher Education Programmes as per the recommendations of JVC. Out of them, the new Curriculum Frameworks for 7 teacher education programmes, viz. DPSE, D.El.Ed, B.Ed, M.Ed, D.P.Ed, B.P.Ed and M.P.Ed were uploaded on the website of NCTE and circulated to all affiliating and examining bodies in TE to develop detailed syllabus and teaching-learning strategies.
- As directed by the UGC Standing Committee on Teacher Education, NCTE has developed model syllabi for 2-yr M.Ed., 2-year B.Ed. and 2-year D.El.Ed. Programmes. Syllabus for other programmes are to be completed soon. Further, details of "Compulsory School Internship" is being worked out to be implemented in 2016.
- NCTE conducted 16 Orientation Workshops at different places through-out the country on Regulation 2014 and New Curriculum Frameworks (for face-to-face and ODL mode), wherein the Heads / Deans of Education of various Universities and Directors, SCERTs had participated. During the Orientation Workshops, the Frequently Asked Questions (FAQs) on New Curriculum Frameworks were collected and answers were uploaded on the NCTE website.
- Further, orientation meetings were organized for Education Secretaries, Vice Chancellors, Deans of Education and Directors of SCERTs on various aspects of Regulations 2014 and its smooth implementation.
- The UGC-NCTE Coordination Committee meets regularly; and in every month UGC-NCTE convergence meeting were held at MHRD to sort out and coordinate between the two regulators for smooth implementation of JVC recommendations. Consequently, UGC has notified all teacher education programmes in the Gazette including qualifications of teacher educators, and sent advisories to universities to establish Schools of Education and start Integrated Teacher Education programmes.

- For professional development of teacher educators, under a Committee chaired by Prof. H.P. Dikshit, the curriculum for refresher courses on Teacher Education to be organized in Academic Staff Colleges in collaboration with UGC is being developed. The guidelines for conducting refresher course were released on 09th September 2014 at ASC Directors Conference at Chandigarh where in principle, the Blended Approach was endorsed. The UGC has desired the proposal to be approved by NCTE Council, before it is placed in the Commission meeting for final approval.

(vi) Refresher Courses in Teacher Education

To implement the recommendations of JVC regarding continuing professional development of teacher educators, the NCTE constituted a Committee in May, 2014 under the Chairmanship of Prof. H.P. Dixit, former Vice-Chancellor, IGNOU to design and develop Orientation and Refresher programmes for teacher educators. The Committee developed general guidelines for organising Refresher Course on Teacher Education and also specific guidelines for M.Ed. level Teacher Education. The guidelines envisaged designing Refresher Course as a blended delivery Course with face-to-face interaction of 60 hours (10 days) at the Academic Staff College (ASC) and the rest to be conducted online/distance mode. The guidelines were released on September 9, 2014 at the ASC conference held in Chandigarh. The Committee has also shortlisted 13 OERs for the use of teacher educators. Nineteen Academic Staff Colleges (ASCs) have agreed to conduct the Refresher Course on Teacher Education.

(vii) Innovative Programmes

Besides teacher education programmes being approved/recognized by the 4 Regional Committees, NCTE has also a Standing Committee on Innovative TE programmes for examining the proposals of the Curriculum for Innovative Programme submitted to NCTE. As on date, 41 programmes viz. 4-years B.P.Ed, 2-years B.Ed, 2-years M.Ed, 4-years integrated programme, 18 months B.Ed, 5-years M.P.Ed, B.Ed (Elementary), M.Ed (Elementary), B.Ed (Urdu), M.Sc. B.Ed (3 years), M.Sc. Ed (6 years) and M.Sc. Ed (3 years) have been approved. These are being reviewed again so that all of them confirm to Norms and Standards of Regulations, 2014.

(viii) Promotion of Innovations in Teacher Education

The NCTE has a policy to promote innovations in different aspects of teacher education including structures and content of teacher education courses. The institutions have the freedom to design and offer Programmes other than the NCTE recognised programmes for which Norms and Standards have been laid down. The applications for seeking permission for such programmes are forwarded by the Regional Committees to the NCTE Head Office to determine the "Innovativeness" in the proposal submitted for approval. The NCTE has constituted a Standing Committee on "Innovative Courses" to examine the proposals received under the category of "Innovative" courses. During the year 2014-2015, the Committee examined 20 proposals in seven meetings held between 14th July, 2014 and 29th

January, 2015, and found 14 proposals suitable for further processing. The Committee rejected one proposals but recommended modifications in five proposals. All the proposals are recommended for further examination related to integrated programmes of teacher education of longer duration viz. B.A.B.Ed.(4-years), B.Sc.B.Ed.(4-years), M.Sc.B.Ed.(3-years), M.Sc.Ed.(6-years) and B.P.Ed.(4-years). Since the Norms and Standards for B.A.B.Ed., B.Sc.B.Ed. programmes have been laid down in the NCTE Regulations, 2014, the institutions will not submit proposals relating to these programmes in future in the category of 'Innovative Courses'.

Innovative Proposals approved by Standing Committee on Innovative Courses during the Academic Session 2014-2015

Sl. No.	Name of the institution / University	Course	Approved by the Standing Committee on
1.	Tezpur University, Napaam, Tezpur, Assam – 784028	B.A B.Ed and B.Sc. B.Ed (4 Years integrated)	14 th July 2014
2.	Central University of Rajasthan, Bandarsindri, NH-8, Kishangarh, Distt Ajmer, Rajasthan	M.Sc. B.Ed. 3 years	14 th July 2014
3.	Central University of Jharkhand, Kanke Road, Opp CMPDI, Ranchi – 834 008, Jharkhand	B.A. Ed and B.Sc.Ed (4 years integrated)	14 th July 2014
4.	Central University of Tamilnadu, Thiruvarur Post & Taluk, Thivururur City & Dt- 610007 Tamilnadu	B.A.Ed and B.Sc.Ed (4 years integrated)	14 th July 2014
5.	Central University of Bihar, BIT Campus, P.O. : B.V. College, Patna – 800014	B.A.Ed and B.Sc.Ed (4 years integrated)	14 th July 2014
6.	Prabodhan Education Society's Vidya Prabhodhani College of Commerce, Education Computer and Management, Vidyanagar, Alto –Parvari, Bardez - Goa - 403521	B.A B.Ed (4 years integrated)	14 th July 2014
7.	Khalsa College of Physical Education V & PO Heir, Distt – Amritsar	B. P. Ed (4 years)	9 th Dec., 2014
8.	Shaheed kanshi Ram College of Physical Education, Bhagoo Majra, Kharar – 140301 – Ajitgarh (Mohali) Punjab	B. P. Ed (4 years)	9 th Dec., 2014
9.	Jayoti Vidyapeeth Women's University, Distt, Jaipur Rajasthan	B.A.Ed and B.Sc.Ed (4 years integrated)	
10.	Regional Institute of Education, Mysore	M. Sc. Ed. (6 years)	29 th January, 2015

(ix) Memorandum of Understanding (MoU)

- An MoU has been signed between NCTE with NAAC on 14th August 2014 for a period of three years for accreditation of Teacher Education Institutions at higher education level in every five years.
- An MoU has been signed between NCTE and RCI for developing materials on Teacher Education Programmes, curriculum and model syllabus on Special Education Programmes and other activities.
- An MoU is being considered to be signed on nomination basis between NCTE and QCI for accreditation of TE programmes at Elementary and Diploma level.

(x) Development of Databases

Since NCTE did not have a comprehensive and accurate database of TEIs, Teacher Educators, TE Programmes, Experts/Visiting Teams, therefore, the prime task has been to develop the following databases by the Database unit:

- Developing a database on Pre-Entry Test for D.El.Ed. B.Ed. and M.Ed. from each State and UT. A letter has been written to all the State Governments / UTs for providing information about the Pre-Entry testing in their State. The reply has been received from 22 States and for the remaining States, the NCTE is following up.
- Completed a database of Universities offering Teacher Education Programmes.
- Developing database of Deans and Heads of Dept of Education of all the Universities offering TEPs.
- Developing database on Teacher Education Institutions (TEIs).
- Developing database on Teacher Educators and Centralised Visiting Team (for centralized computerized randomised selection of visiting teams).
- Developing a database of TE programmes for integrated programmes, composite institutions, closure of TEIs.

(xi) Publications of Modules and Monographs

- NCTE has made 4 areas of study as compulsory in all the 15 TE programme types: ICT, Yoga Education, Gender Studies, and Disability/Inclusive Education. Resource materials, including Open Education Resources, have been developed on Yoga Education, for D.El.Ed., B.Ed. M.Ed. in English (and Hindi), which were released by Hon'ble HRM on June 22, 2015 at the auspices of

International Day of Yoga. OERs in other areas are being developed. The Yoga modules are being translated into Marathi, Gujarati, Kannada, Telugu and Bengali.

- In order to introduce indigenous knowledge into TE curriculum and to relate Indian school education to Indian culture and community, contents have been updated in TE syllabus; and Modules and Monographs on Indian saints and thinkers and TE are being developed. Modules on Swami Vivekananda and TE have been released in English and Hindi; those on Pandit Madan Mohan Malviviya are available in English and Hindi; those on Bharat Ratna, Dr. B.R. Ambedkar, Dr. D.S. Kothari, Sant Kabir, Dr. J.P. Naik, Sarvapalli Dr. S. Radhakrishnan, Didu Krishnamurthi are under preparation.

(xii) Lecture Series and Publications

The NCTE has initiated a Programme of lecture series on eminent thinkers of education and to bring out books and monographs on their vision of education for the benefit of the students of education. In this regard, the NCTE constituted a Committee under the Chairmanship of Prof. K.P. Pandey, former Vice-Chancellor, Kashi Vidyapeeth, Varanasi to develop a detailed Plan for the organisation of lectures and related publications. The Committee brought out the first monograph titled “Swami Vivekanand and Education: Empowering Teacher Educators.” The monograph consisting of six modules was released on 12th January, 2015 by Ms. Vrinda Sarup, the then Education Secretary, Ministry of Human Resource Development. The release of the Module was preceded by the National Lecture on Educational Thoughts of Swami Vivekananda delivered by Sh. Anirudh Bhalchandra Deshpande. The publication is available in NCTE for sale.

Publication of Journals

NCTE publishes three refereed quarterly journals such as:

- *Anweshika* in Hindi.
- *Indian Journal of Teacher Education* in English.
- *Teacher Support* in Hindi and English.

Journals on Teacher Education

In its endeavour to keep the teacher educators informed about the changing scenario in teacher education, particularly about the new developments in its theory and practice, the NCTE has been publishing two Journals, namely, *Anweshika* and *Teacher Support*. *Anweshika*, a bilingual journal in English and Hindi, was primarily a Research Journal addressed to teacher educators and educational researchers. *Teacher Support*, also a bilingual magazine, aimed at providing professional support to school teachers in their day-to-day work including teaching of different school subjects. During the year 2014-2015, the NCTE

decided to bring out two separate journals in English and Hindi on Teacher Education. The title Anweshika has been retained for the journal in Hindi and the Journal in English has been titled as “Indian Journal of Teacher Education” (IJTE).

During 2014-2015, the following Journals have been published:

- Indian Journal of Teacher Education (Vol.1, No.1), January, 2015
- Anweshika (Vol.1, No.1, 2), September, 2014, January, 2015
- Teacher Support (Vol.1, 2), September, 2014, January, 2015

The Journals are available in NCTE for sale.

(xiii) Teacher Eligibility Test (TET)

The Regulations to lay down Minimum Qualifications for recruitment of teachers for Classes I to VIII were notified by the NCTE on 25.08.2010. Besides, Academic and Professional Qualifications, pass in a Teacher Eligibility Test (TET) has been laid down as an essential qualification for a person to be eligible for appointment as a teacher of Classes I to V and VI to VIII. The NCTE was entrusted the responsibility to develop guidelines regarding the structure, difficulty level of the content, and organizational modalities. The Guidelines were finalised by the NCTE in 2011 and the concerned authorities at the Central and State Levels were required to design their own Tests in accordance with the Guidelines.

During 2014-2015, the NCTE constituted a Committee under the Chairmanship of Prof. H.S. Shrivastava to reviewed the Guidelines in the light of experiences gained as a result of the conduct of CTET by CBSE and State Level Tests conducted by State Education authorities. The feedback was obtained through the of Regional Consultation meetings attended by State Nodal Officers and other stakeholders. The Committee held eleven meetings during the year and held in depth discussions on identified problem areas such as low Pass % age, duration of examination time, qualifying marks, difficulty level of the context, etc. presently the Committee is in the process of finalizing the Guidelines.

- As TET is considered to be eligibility criteria for the professionals to be appointed as teachers at elementary school level, NCTE developed the guidelines for conducting the Teacher Eligibility Test in 2011. Most of the States conduct their own TET and CBSE conducts CTET for all the States and UTs basing on the guidelines developed by NCTE.
- NCTE has revised the Guidelines of TET for Elementary Education, and developing guidelines for secondary and sr. secondary levels of school education. The revised TET Guidelines are being standardized with core syllabus across all the States/UTs.

(c) Right to Information Act, 2005

As per the provisions of the RTI Act, 2005, one officer at the NCTE Head Office has been appointed as the Public Information Officer to deal with applications received under the Act. Likewise in all the Regional Offices an Officer (Section Officer or Under Secretary) has been designated as Public Information Officer. During 2014-2015, 1522 applications were received under the RTI Act and disposed of appropriately.

(d) E-Governance

To improve its functioning, for better discharge of its mandate and for ensuring greater *transparency*, and *efficiency* initiated the process of introducing e-governance. To start with, the following actions have been taken by the NCTE:

(i) Revamping of Website

- Through due process of tendering, a Service Level Agreement (SLA) was signed between NCTE and M/s X-changing Services India Pvt Ltd, Gurgaon on 5th May 2015 for development of e-Solution for regulatory functions and redesigning and development of its Website.
- The vendor has revamped NCTE's website and made it live on 28th May, 2015. The dynamic version of its website was inaugurated by the Hon'ble HRM on 28th May, 2015 itself. The new website is dynamic, user-friendly, networking-enabled, and promotes transparency.

(ii) Public Grievance Redressal and RTI

The Public Grievance Redressal System has been made online (on the website), as also Call Centre with toll free number 1800110039 is operational since 6th April 2015. Simultaneously, RTI has been made online.

(iii) Mapping of TEIs through Geographical Information System (GIS)

For providing comprehensive status of 18,000+ recognised TEIs spread across the country in the public domain, a Geographical Information System (GIS) has been introduced online for mapping the TEIs. The TEIs are feeding their authentic information with regard to status of recognition, approved courses, total intake, infrastructural and instructional facilities, management type, longitude and latitude, TEI website, etc. This massive work is in progress, though one is able to access information those TEIs which are already in public domain today.

(iv) E-Regulation

The work of development of e-solution for Regulatory Functions (i.e. online application, processing under Section 13, 14, 15, 17 and 18 under NCTE Act, 1995) has started as under:

- Section 13 - Monitoring of existing recognised TEIs at Hqrs' level by causing inspections
- Section 14 & 15 - Grant of recognition of 15 courses to old and new TEIs
- Section 17 - Withdrawal of recognition based on complaints against existing TEIs
- Section 18 - Dealing with appeals against orders passed by regional committees under Section 14, 15 and 17 to appellate authority at NCTE Hqrs.

The new e-Solution is proposed to be active by January 2016. With this new software, quality e-monitoring of TEIs would be possible with minimal human intervention in a transparent manner with the requisite information available online to the various stakeholders online.

(e) ISO-9001

- Under the Results Framework Document (RFD) for E-Governance, there is mandatory indicator for NCTE to obtain ISO 9001:2008 certification.
- The Quality Council of India (QCI) was engaged to provide technical support on 20.2.2014. The Expression of Interest (EOI) duly vetted by QCI uploaded on NCTE website on 15.4.2014 for engaging technical agencies.
- In response, two tenders were received – (1) from PMG Consultants, Gurgaon and (2) from EKI Energy Services Ltd, Indore. The Committee after evaluation of technical and financial bids, recommended PMG Consultants, Gurgaon for award of work. The work was awarded on 11.12.2014 and agreement was signed on 22.12.2014. As per agreement, the first phase of implementation of ISO certification will be completed within 4 months. The first phase included Documentation and Training and Internal Audit.
- Shri Piyush from PMG Consultants visited four Regional Centres of NCTE in January, 2015. An Orientation Programme at NCTE Hq was also conducted by Shri Piyush for NCTE Officials on 07.01.2015. As per the schedule, regular meetings were held by him with NCTE Officials. Another meeting held by Shri Piyush from PMG Consultants on 01.04.2015 for implementation of Citizen Charter under ISO Project. Currently, the work is being undertaken in all the 4 RCs; once completed, this shall cover the HQ vis-à-vis the concurrent development of ERP and digitisation at HQ and RCs.

(f) Inspection

Inspections of TEIs under Section 13 of the NCTE Act, 1993

Section 13 of the NCTE Act, 1993 provides for inspection of recognised teacher education institutions for the purposes of ascertaining whether the recognised institutions are functioning in accordance with the provisions of the Act and Rules and Regulations made thereunder. After conducting inspection of a TEI in the manner prescribed under Rules, the Council has to communicate its views to the concerned

institution in regards to the results of the inspection and after ascertaining its opinion recommends action to be taken by the institution concerned.

During 2014-2015, the Council conducted inspection of 276 B.Ed. Colleges in the State of Madhya Pradesh in compliance with the orders of the Hon'ble High Court of Madhya Pradesh dated 12th May, 2014. The Hon'ble Court had passed the order in the context of a PIL filed by Sh. Pawan Dubey, directing the NCTE to conduct inspections of all B.Ed. Colleges in the State. The inspections were started on 1st September, 2014 and were completed before 31st March, 2015. Before the commencement of inspections, five orientation workshops were organized for the Inspection Team (Visiting Team) members at Gwalior (September, 2014), Bhopal (November, 2014), Indore (December, 2015), Jabalpur (February, 2015) and Sagar (March, 2015). The VT reports were analysed by a team of experts led by Prof. G.L. Arora. The appraisal reports in respect of 276 institutions were submitted to the Hon'ble High Court in four Volumes in the month of June, 2015. The results of inspection have also been communicated to the concerned institutions.

<i>PHASE</i>	<i>DISTRICTS</i>	<i>NUMBER OF COLLEGES</i>	<i>Date of Orientation Programme</i>	<i>Appraisal Report Prepared as per Volume</i>
1.	<i>Gwalior, Morena, Bhind, Shivpuri, Datia, Sheopir</i>	83	01.09.2014	Volume: 1 73
2.	<i>Bhopal, Raisen, Hoshangabad, Betul, Vidisha, Bina</i>	85	16.11.2014	Volume: 2 72
3.	<i>Indore, Dhar, Dewas, Ujjain, Ratlam, Mandsaur, Jhabua, Neemuch, Chindwara, Balaghat, Narsingpur</i>	74	05.01.2015	Volume: 3 56
4.	<i>Jabalpur, Guna, Ashok Nagar, Rajgarh, Sehore, Itarsi, Tikamgarh, Anupur, Dhindori, Satna, Badwani, Khandwa, Burhanpur, Harda, Seoni, Khargone</i>	75	18.02.2015	Volume: 4+575 +55= 130
5.	<i>Sagar, Damoh, Katni, Sidhi, Rewa, Shahdol, Chatarpur, Panna</i>	77	23.03.2015	Volume: 6 57
	Total	394		

The inspection of TEIs is also conducted at the instance of the Regional Committees, Appeal Committee, State Education Authorities, Affiliating Bodies, etc. During 2014-2015, inspection of 14 institutions located in the states of West Bengal (5), Bihar (2), Tamil Nadu (1), Andhra Pradesh (2), Uttar Pradesh (2), Jharkhand (1), Karnataka (1) was also conducted.

(g) Appeal

Appeals under Section 18 of the NCTE Act, 1993

Section 18 of the NCTE Act, 1993 provides an opportunity to an Institution aggrieved by the order passed by Regional Committees under Sections 14, 15 and 17 of the NCTE Act to prefer an appeal with the Council against the order. The Council has constituted a Committee under the Chairpersonship of Prof. M.A. Khader to examine the appeal and pass an order deemed appropriate. The aggrieved party is provided an opportunity to personally present its case before the Committee. During 2014-2015, the Appeal Committee heard 668 Appeals in 11 meetings held between 1st April, 2014 and 31st March, 2015. The final orders were passed in respect of 483 appeals before 31st March, 2015 and the same were made available on the NCTE website.

(h) Administrative Matters

- NCTE had created a Vigilance Cell in January 2015 with a part-time CVO deputed from MHRD, GoI and a few officials positioned from NCTE. With this, the vigilance works at NCTE have been expedited, and decisions on many cases have been taken and implemented.
- The Legal Unit has been strengthened and made more transparent by appointing a panel of Legal Counsels for Hon'ble Supreme Court and Hon'ble High Courts. There are occasional interactions and orientations among Legal Counsels across 4 Regional Committees; a Legal Case Management System (LCMS) is being developed for making all legal matters online and to network all the legal counsels of NCTE for quick disposals of cases and to reduce litigations.
- The NCTE permanent campus at Sector 10, Dwarka, Delhi is under construction to be completed by August, 2016. There is a permanent campus at SRC Bengaluru; 1 acre of land has recently been given by Odisha Govt to develop permanent campus at ERC Bhubaneswar; and attempt is being made to get land for other two RCs for developing permanent campus for RCs.

(i) Language Policy of Govt. of India

A Hindi unit has been set up in the NCTE to coordinate the implementation of the official language policy of the Govt. of India. Efforts are continuously made to promote the use of Hindi in official work

of the Council. The Official Language Implementation Committee under the Chairpersonship of the Member Secretary, NCTE reviews the progress in every quarter. Hindi Workshops are organized periodically to impart training to the officials in the use of Hindi in official work including correspondence and file notings. A Hindi Week was celebrated in the NCTE Head Office as well as in the four Regional Offices at Bhopal, Bhubaneswar, Jaipur and Bengaluru during 05.09.2014 to 19.09.2014. As part of the celebrations, competitions for employees were organized in Essay Writing, participation in discussions, making extempore speeches, taking dictation and recitation of self-written poems, etc. Twenty two participants won Prizes for their commendable performance in various competitions.

(j) Swachh Bharat Abhiyan

The 'Swachh Bharat Abhiyan' was launched by the Government of India on the occasion of Mahatma Gandhi Jayanti on 2nd October, 2014. The NCTE Head Office at Delhi and four Regional Offices of NCTE participated in the Abhiyan with full commitment and enthusiasm. All the employees of the Council took the pledge to continuously work for the success of the mission. The massive cleanliness operations were conducted by the officers and employees of the Council in all its five offices.

(k) Way Forward

(i) Regulatory Matters

All anomalies of Regulation 2014 are being examined and E-Regulation is in the process to make it more robust and transparent.

(ii) Curriculum and Professional Development

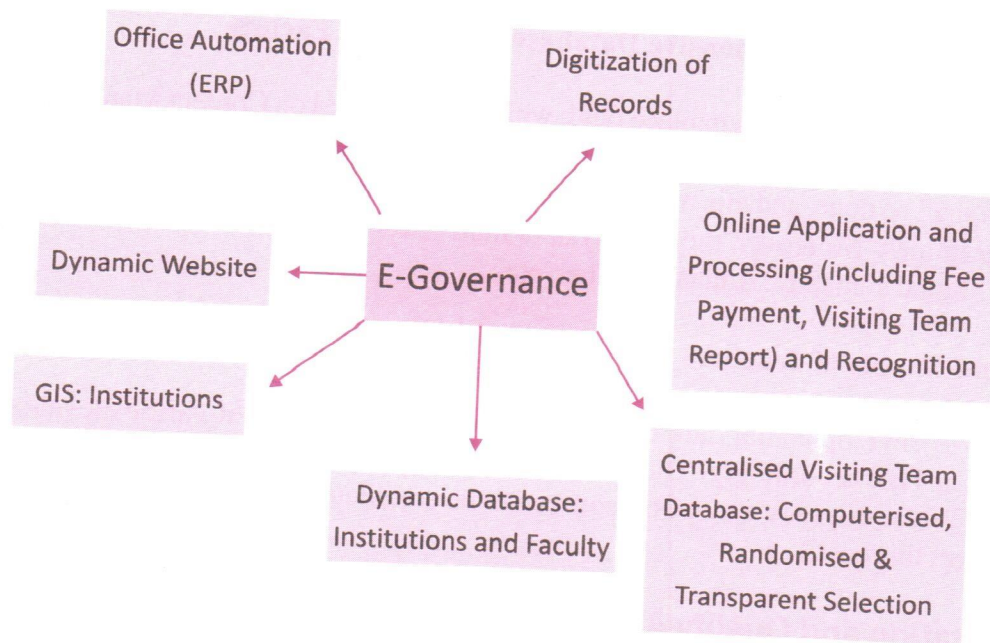
The new curriculum and syllabus are being implemented by all 18,000+ TEIs in the country. Process has been initiated to monitor the implementation of new syllabus all over the country and by all TEIs.

A system of continuing professional development (CPD) is being developed to orient the teacher educators in new pedagogies and technology-enabled learning (TEL).

Specialised teacher educator programmes (M.Ed.) for Pre-Primary, Primary, Elementary, Secondary, Senior Secondary are being discussed to be formalised soon.

(iii) E-Governance and Accreditation / Quality Assurance

The two important tasks – E-Governance, and Accreditation and Quality Assurance being pursued by NCTE are given as follows.



(iv) Digitization of Records with Retrieval System

All documents of TEIs (at present 18000) would be available in public domain with open and easy access to students, teachers, general masses and various other stakeholders. This would eliminate/reduce physical space requirement of record keeping in addition to lessening of RTI applications and other representations from various public domains.

(v) Office Automation

NCTE office would start working under regime of e-Office vision. All divisions of NCTE would be communicating/working through e-Office management system. This would benefit quick disposal of work thereby making it paperless office and also saving of money and physical space of office in addition to making it environment friendly.

(vi) Legal Case Management Software Development

As of now it is difficult to monitor the voluminous litigation matter held in various courts across the country. The aggrieved TEIs approach various courts to get the recognition of their proposed courses in case they are not allowed by any regional committees of the NCTE. The NCTE is having its regional offices located in Jaipur, Bhopal, Bhubaneswar and Bengaluru. This software would facilitate smooth monitoring of court cases. Once this software is ready, NCTE proposes to lessen court cases as it would become easy to get hold of cases where NCTE is not being represented effectively in a time efficient manner. NCTE also intends to hold Lok Adalat (based on the details likely to be made available through this software) to diminish the number of court cases based on their grievances.

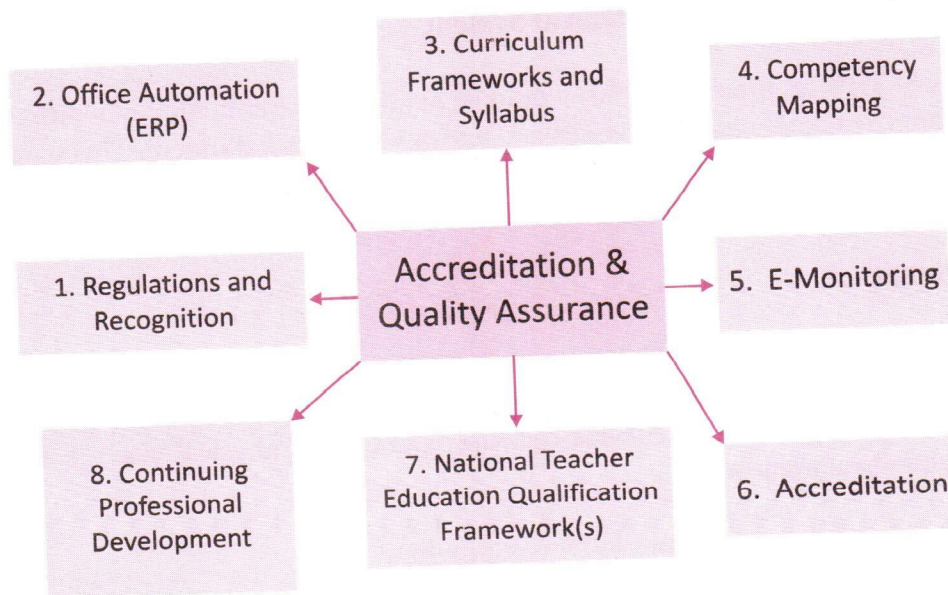
(vii) Development of Comprehensive Database of TEIs and Faculty

Since the new dynamic website is in place (and, which is developed on Content Management System), it is planned to develop a comprehensive **database** of TEIs and Faculty/Teacher Educators. For the first time, this shall be done, and this will indicate/settle the issue of number of institutions vs. number of courses/programmes. Moreover, the Faculty data shall cover their details with specialisation, digital photographs, digital signature, Adhaar Number, etc.

(viii) Demand-Supply of Teachers

It is essential to develop actual data on Demand-Supply of teachers at various level so as to plan establishment of TEIs accordingly. The study of 2010 is 5 years old, and a fresh study is required to be undertaken. (While this task may be outsourced to be conducted in a time bound manner, budget is required to meet this cost.)

(I) Accreditation and Quality Assurance



(i) Mapping of Teacher Educator Competencies, and Development of Teacher Education Qualifications Framework

Process is to be initiated to develop a rubric of various competencies of teacher educators at various levels from pre-school to university level which shall facilitate: i) development of appropriate curriculum frameworks and detailed syllabus, ii) design of continuing professional development (CPD) programmes for teacher educators, among others. This shall further lead to formulation of National Teacher Education Qualifications Framework (in line with National Skill Qualifications Framework).

(ii) E-Monitoring of TEIs and Faculty

Once the database of TEIs and faculty gets completed, parallelly an E-Monitoring system shall be developed and deployed on NCTE website for monitoring of each TEI once in a year based on selected and required parameters/indicators. The Annual E-Monitoring based on self-disclosure and expert examination shall contribute to Accreditation of TEIs once in every 5 years.

(iii) Accreditation and Quality Assurance

In NCTE new Regulations 2014, it is compulsory for each TEI to obtain accreditation in every 5 years. For this, NCTE has entered on MoU with NAAC of UGC for higher education level, and discussion is underway with QCI to establish an accrediting agency and conduct accreditation at primary/elementary level.

(iv) R&D in Teacher Education

One of the limitations of TE today is lack of any R&D work. And, therefore, enriching the quality of teacher education and therefore teacher is based on expert critical reflection, rather than any research data/evidence. This task needs to be expanded to cover areas/issues which NCTE requires and challenges faced by it.

i. Research in Teacher Education

In order to ensure research-base in decision making in matters relating to teacher education, the NCTE conducts or commissions Research and Surveys from time to time. The NCTE had published National Curriculum Framework for Teacher Education (NCFTE), 2009. The affiliating universities and SCERTs/Boards were required to revise the curricula for various teacher education programmes to align the same with the thrusts and priorities of NCFTE. A survey was conducted to ascertain the status of Curricula Renewal completed by the universities and SCERTs in respect of three major programmes of teacher education, namely, D.El.Ed., B.Ed. and M.Ed. The findings of the survey completed in 2014 are as under:

1. Sixty eight (30.08%) out of 226 universities had revised the B.Ed. Curriculum, while the remaining 158 (69.92%) had not undertaken the exercise.
2. Forty six (20.35%) out of 226 universities had revised the M.Ed. Curriculum while the remaining 180 (79.65%) had not undertaken the curriculum renewal exercise.
3. Thirteen out (37.15%) of 35 SCERTs had revised the D.El.Ed. Curriculum while the remaining 22 (62.85%) had not undertaken the curriculum exercise. The results of surveys have pointed towards lack of enthusiasm among the affiliating bodies for undertaking revision of the existing curriculum. Taking a cue from the results of the survey, and to facilitate revision of curriculum in the light of NCTE Regulations, 2014, the NCTE organized seventeen orientation workshops for the curriculum developers in the universities and states.

ii. Facilitating Training of Untrained Teachers

Section 23 of the RTE Act, 2009 inter-alia provides that teachers who at the commencement of the Act did not possess the prescribed qualification would need to acquire the same within a period of five years. The Government of India had designated NCTE as the academic authority to lay down the minimum qualifications of teachers eligible for teaching from Class I to VIII. The NCTE laid down the minimum qualifications and notified the same in the official Gazette of India on 25.08.2010 and subsequently amended it vide notification dated 02.08.2011.

The Notification has prescribed Diploma in Elementary Education (D.El.Ed.) as the essential qualification for teachers of Class I-V. The in-service teachers who did not possess the D.El.Ed. qualification, were required to acquire the same through ODL mode. The notification further stipulates that teachers who are already in possession of B.Ed. or B.Ed. (Special Education) and if they desire to be recruited as Primary teachers shall have to undergo a NCTE recognised programme in Elementary education of 6 months' duration. The NCTE had prepared model Curriculum and Guidelines for the organisation of the programme by the states.

During the year 2014-2015, the NCTE granted permission to the following states for offering the D.El.Ed. and Special Programme through Distance Mode:

(A) Programme – D.El.Ed. (ODL) Programmes for In-service Teachers

SI. No.	State	Examining Body	Number of Teachers of be trained	Date of Approval
1	West Bengal	West Bengal Board of Primary Education	17836	04.09.2014
2	Uttarakhand	SCERT Uttarakhand	1400	05.05.2015

(B) Programme – Special Programme in Elementary Education for B.Ed. qualified In-service Teachers – Duration Six Months

SI. No.	State	Examining Body	Number of Teachers of be trained	Date of Approval
1	Punjab	SCERT Punjab	613	22.08.2014
2	West Bengal	West Bengal Board of Primary Education	2891	26.03.2015

3	Manipur	SCERT Manipur	500	27.04.2015
4	Himachal Pradesh	NIOS and State Education Development	1000	Under examination

(v) Teacher Eligibility Test

At present, TET for primary and elementary level is conducted by respective states, and CTET is conducted by CBSE (as required by the direction of RTE 2009).

While the Primary/Elementary TET needs to be reviewed on the basis of research surveys, TET for Secondary and Senior Secondary, as worked out by NCTE Committee, need further discussion.

CHAPTER 3

Status of NCTE Recognised Teacher Education Programmes – Region and State-wise

1. Introduction

As explained in Chapter 1, the NCTE Act, 1993 had envisaged establishment of four Regional Committees to process the applications of Teacher Education Institutions intending to offer a Teacher Education Programme. On the basis of detailed examination of the application and assessment of the applicant's fitness and preparedness, the Regional Committee takes a decision to either grant or refuse recognition for the proposed programme.

During the year 2014-2015, the number of applications received for consideration was very small as the Hon'ble Supreme Court of India had passed an Order that new applications should be entertained only after the finalization of new Regulations and norms and standards for various Teacher Education Programmes in sync with the recommendations of Justice Verma Commission. However, to encourage State Governments to enhance their involvement in Teacher Education, a special opportunity was provided to the Government Institutions to submit application for the consideration of Regional Committees. The status of the recognised Teacher Education Programmes during 2014-2015 is briefly described below.

2. Eastern Region

During the year, the Eastern Regional Committee received 197 fresh applications which included 187 applications from the Government Institutions and the rest from the non-government institutions. In addition, applications of 109 institutions were carried forward from the previous years for processing and consideration during the year. The Eastern Regional Committee (ERC) held fourteen meeting during the year to dispose of the applications.

3. Western Region

The Western Regional Committee (WRC) received 139 applications during the year for various courses, out of which 25 and 114 applications were received from Government and non-government institutions respectively. In addition, applications of 109 institutions were carried forward from the previous year for consideration during the year. The WRC held 17 meetings to process the applications and other matters related to Teacher Education in the Region.

4. Northern Region

The Northern Regional Committee (NRC) received 24 applications for various courses from the Government Institutions but did not receive any application from the non-government institutions. However, 2859 applications were carried forward from the previous years for consideration during the year. The NRC held sixteen meetings to examine the fresh and pending applications.

5. Southern Region

The Southern Regional Committee (SRC) received 35 applications for various courses, which included 12 and 23 applications from the Government and non-government institutions respectively. The SRC held 18 meetings during the year to examine the applications and to accomplish other tasks assigned to it by the NCTE, Hqs. in connection with the implementation of NCTE Regulations, 2014.

6. Number of Applications Received by Regional Committees for consideration

A comparative picture of the number of applications received and meetings held by the four Regional Committees during the year is presented in the Table given below:

SI. No.	Regional Committee	Number of Applications Received	Number of Applications from Govt. Institutions	Number of Applications from Non-Govt. Institutions	Number of Applications carried forward from previous years	Number of Meetings held
1	ERC	197	187	10	109	14
2	WRC	139	25	114	109	17
3	NRC	24	24	Nil	2859	16
4	SRC	35	12	23	—	18

The status with regards to number of Teacher Education Programmes at different levels, viz. All India Level, Regional Level and State Level is presented in Annexures-I-V. In order to reflect the change occurred in the status during the year 2014-2015, the corresponding date as on the last day (31st March) of the preceding year (2013-2014) has also been presented in the Annexures.

The data given in Annexure-I reveal that the number of recognised programmes in the beginning of the year was 17432 and it rose to 18434 towards the end of the year. During the year permission was granted for 1224 programmes while permission earlier granted for 222 programmes was withdrawn. The total students intake in all the programmes rose from 1288566 to 1380882. In other words, the total intake in all Teacher Education Programmes increased by 1,02,316.

ALL INDIA STATUS OF TEACHER EDUCATION

Total No. of Institutions		16800		As on 31.03.2014		As on 31.03.2015	
				15478		16800	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	250	5	0	255	12308	12528
2	Elementary	7820	376	122	8074	426765	439691
3	B.El.Ed	18	0	0	18	1232	1232
4	Elementary D.El. Ed. (Distance Education Mode)	1	0	0	1	500	500
5	Secondary (B.Ed) Face to Face	7243	790	67	7966	738259	809509
6	Secondary (B.Ed) (Distance Education Mode)	42	13	0	55	21850	25950
7	M.Ed - Face to face	945	20	7	958	25305	25575
8	M.Ed (Distance Education mode)	17	3	0	20	2045	3345
9	M.Ed. (Part Time)	7	0	0	7	175	175
10	C.P.Ed	122	2	3	121	6427	6477
11	B.P.Ed	562	8	6	564	30154	33354
12	M.P.Ed	145	3	7	141	4657	4087
13	Others	260	4	10	254	18889	18459
	Total	17432	1224	222	18434	1288566	1380882

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

EASTERN REGIONAL COMMITTEE

Total No. of Institutions - 1277		As on 31.03.2014			As on 31.03.2015		
		1248			1277		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2013-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	9	0	0	9	450	450
2	Elementary	532	22	0	554	31729	33005
3	B.El.Ed	1	0	0	1	500	500
4	Elementary D.El. Ed. (Distance)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	719	38	28	729	72755	72955
6	Secondary (B.Ed) (Distance Education Mode)	6	0	0	6	2700	2700
7	M.Ed - Face to face	38	1	0	39	1040	1090
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	1	0	0	1	40	40
10	C.PEd	2	0	0	2	130	130
11	B.PEd	29	1	0	30	1734	1834
12	M.PEd	8	0	0	8	242	242
13	Others	2	1	0	3	48	98
Total		1347	63	28	1382	111368	113044

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: ARUNACHAL PRADESH

Total No. of Institutions -		16	As on 31.03.2014			As on 31.03.2015	
			15			16	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	7	0	0	7	345	345
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	8	1	0	9	800	850
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	0	0	0	0	0	0
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	0	0	0	0	0	0
11	B.PEd	0	0	0	0	0	0
12	M.PEd	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
Total		15	1	0	16	1145	1195

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: ASSAM

Total No. of Institutions - 79	As on 31.03.2014	As on 31.03.2015
	77	79

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	22	1	0	23	1320	1370
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	57	1	0	58	4925	4975
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	4	0	0	4	85	85
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	83	2	0	85	6330	6430

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: BIHAR

Total No. of Institutions - 288	As on 31.03.2014	As on 31.03.2015
	274	288

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	76	1	0	77	4650	4750
3	B.El.Ed	1	0	0	1	500	500
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	196	11	0	207	20010	20860
6	Secondary (B.Ed) (Distance Education Mode)	4	0	0	4	2000	2000
7	M.Ed - Face to face	5	0	0	5	145	145
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	2	1	0	3	100	200
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	1	0	1	0	50
	Total	284	14	0	298	27405	28505

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: JHARKHAND

Total No. of Institutions - 121		As on 31.03.2014			As on 31.03.2015		
		145			121		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	33	0	0	33	1910	1910
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	117	5	28	94	11950	9650
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	5	0	0	5	135	135
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	0	0	0	0	0	
11	B.PEd	2	0	0	2	200	200
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	157	5	28	134	14195	11895

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: MANIPUR

Total No. of Institutions - 19		As on 31.03.2014			As on 31.03.2015		
		19			19		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	8	0	0	8	400	400
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	10	0	0	10	1230	1230
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	2	0	0	2	50	50
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	
10	C.P.Ed	0	0	0	0	0	
11	B.P.Ed	1	0	0	1	100	100
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	21	0	0	21	1780	1780

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: MEGHALAYA

Total No. of Institutions -	18	As on 31.03.2014	As on 31.03.2015
		18	18

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	11	0	0	11	624	650
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	6	0	0	6	600	600
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	1	0	0	1	35	35
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	18	0	0	18	1259	1285

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: MIZORAM

Total No. of Institutions - 4		As on 31.03.2014			As on 31.03.2015		
		4			4		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	4	0	0	4	330	330
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	2	0	0	2	150	150
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	1	0	0	1	35	35
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	7	0	0	7	515	515

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: NAGALAND

Total No. of Institutions -		12		As on 31.03.2014		As on 31.03.2015	
				12		12	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	4	0	0	4	210	210
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	8	0	0	8	780	780
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	1	0	0	1	35	35
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	13	0	0	13	1025	1025

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: ORISSA

Total No. of Institutions - 97	As on 31.03.2014	As on 31.03.2015
	97	97

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	9	0	0	9	450	450
2	Elementary	68	0	0	68	6540	6540
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	21	0	0	21	2513	2513
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	7	0	0	7	205	205
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	2	0	0	2	130	130
11	B.P.Ed	4	0	0	4	254	254
12	M.P.Ed	2	0	0	2	42	42
13	Others	2	0	0	2	48	48
	Total	115	0	0	115	10182	10182

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: SIKKIM

Total No. of Institutions -	7	As on 31.03.2014	As on 31.03.2015
		7	7

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	4	0	0	4	190	190
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	3	0	0	3	300	300
6	Secondary (B.Ed) (Distance Education Mode)	0	0	0	0	0	0
7	M.Ed - Face to face	1	0	0	1	25	25
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	0	0	0	0	0	0
11	B.PEd	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	8	0	0	8	515	515

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: TRIPURA

Total No. of Institutions - 10		As on 31.03.2014			As on 31.03.2015		
		10			10		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	4	0	0	4	480	480
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	4	0	0	4	450	450
6	Secondary (B.Ed) (Distance Education Mode)	1	0	0	1	200	200
7	M.Ed - Face to face	1	0	0	1	20	20
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	1	0	0	1	40	40
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	1	0	0	1	60	60
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
Total		12	0	0	12	1250	1250

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: WEST BENGAL

Total No. of Institutions -		606	As on 31.03.2014		As on 31.03.2015		
			570		606		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	291	20	0	311	14730	15830
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	287	20	0	307	29047	30597
6	Secondary (B.Ed) (Distance Education Mode)	1	0	0	1	500	500
7	M.Ed - Face to face	10	1	0	11	270	320
8	M.Ed (Distance Education mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	19	0	0	19	1020	1020
12	M.P.Ed	6	0	0	6	200	200
13	Others	0	0	0	0	0	0
	Total	614	41	0	655	45767	48467

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

WESTERN REGIONAL COMMITTEE

Total No. of Institutions -		4325	As on 01.04.2014			As on 31.03.2015	
			4280			4325	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 01.04.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31.03.2015	Total intake approved as on 01.04.2015	Total intake approved as on 31.03.2015
1	2	3	4	5	6	7	8
1	Pre-Primary	48	1	0	49	2300	2320
2	Elementary	2607	26	76	2557	131035	128435
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	1	0	0	1	500	500
5	Secondary (B.Ed) Face to Face	1598	26	9	1615	162080	163630
6	Secondary (B.Ed) (Distance Education)	5	1	0	6	3500	5000
7	M.Ed - Face to face	315	2	2	315	9405	9405
8	M.Ed (Distance Education)	4	0	0	4	470	470
9	M.Ed. (Part Time)	3	0	0	3	60	60
10	C.PEd	31	0	3	28	1750	1600
11	B.PEd	201	3	4	200	12585	12635
12	M.PEd	62	0	7	55	1715	1475
13	Others	26	3	0	29	3800	4000
Total		4901	62	101	4862	329200	329530

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: CHHATISGARH

<i>Total No. of Institutions -</i>		<i>236</i>		<i>As on 01.04.2014</i>		<i>As on 31.03.2015</i>	
				<i>232</i>		<i>236</i>	
<i>Sl. No.</i>	<i>Name of Teacher Education course</i>	<i>Total No. of courses Recognised as on 31.03.2014</i>	<i>No. of courses granted recognition during 2014-2015</i>	<i>No. of courses withdrawn recognition during 2014-2015</i>	<i>Total No. of Courses recognised as on 31st March 2015</i>	<i>Total intake approved as on 31st March 2014</i>	<i>Total intake approved as on 31st March 2015</i>
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	56	3	0	59	2800	2950
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	139	1	0	140	13900	13950
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	500	500
7	M.Ed - Face to face	18	0	0	18	630	630
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	1	0	0	1	40	40
11	B.PEd	13	2	0	15	1300	1500
12	M.P.Ed	3	0	0	3	80	80
13	Others	1	0	0	1	2400	2400
	Total	232	6	0	238	21650	22050

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: MAHARASHTRA

Total No. of Institutions -	2045	As on 01.04.2014	As on 31.03.2015
		2042	2045

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	10	0	0	10	460	460
2	Elementary	1472	0	51	1421	73600	71050
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	586	2	8	580	60020	59320
6	Secondary (B.Ed) (Distance Education)	1	1	0	2	1500	3000
7	M.Ed - Face to face	150	1	1	150	3735	3735
8	M.Ed (Distance Education)	1	0	0	1	250	250
9	M.Ed. (Part Time)	3	0	0	3	60	60
10	C.P.Ed	3	0	0	3	150	150
11	B.P.Ed	112	0	1	111	7300	7250
12	M.P.Ed	34	0	0	34	875	875
13	Others	2	0	0	2	150	150
	Total	2374	4	61	2317	148100	146300

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: GOA

Total No. of Institutions -	10	As on 01.04.2014	As on 31.03.2015
		10	10

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	4	0	0	4	195	195
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	4	0	0	4	400	400
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	1	0	0	1	10	10
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	1	0	0	1	50	50
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	10	0	0	10	655	655

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: MADHYA PRADESH

Total No. of Institutions -	1028	As on 01.04.2014	As on 31.03.2015
		998	1028

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	6	1	0	7	270	290
2	Elementary	610	21	0	631	31090	32140
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	1	0	0	1	500	500
5	Secondary (B.Ed) Face to Face	535	18	1	552	54400	56100
6	Secondary (B.Ed) (Distance Education)	2	0	0	2	1000	1000
7	M.Ed - Face to face	62	0	0	62	2090	2090
8	M.Ed (Distance Education)	1	0	0	1	150	150
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	2	0	0	2	120	120
11	B.P.Ed	49	1	2	48	2620	2620
12	M.P.Ed	17	0	7	10	525	285
13	Others	0	0	0	0	0	0
	Total	1285	41	10	1316	92765	95295

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: GUJARAT

Total No. of Institutions -	1003	As on 01.04.2014	As on 31.03.2015
		995	1003

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	32	0	0	32	1570	1570
2	Elementary	462	2	25	439	23200	21950
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	332	5	0	337	33200	33700
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	500	500
7	M.Ed - Face to face	84	1	1	84	2940	2940
8	M.Ed (Distance Education)	2	0	0	2	70	70
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	25	0	3	22	1440	1290
11	B.PEd	26	0	1	25	1315	1215
12	M.PEd	8	0	0	8	235	235
13	Others	23	3	0	26	1250	1450
	Total	995	11	30	976	65720	64920

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: DAMAN & DIU

Total No. of Institutions -	2	As on 01.04.2014	As on 31.03.2015
		2	2

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	3	0	0	3	150	150
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	1	0	0	1	60	60
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	0	0	0	0	0	0
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	4	0	0	4	210	210

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: DADAR & NAGAR HAVELI

Total No. of Institutions -	1	As on 01.04.2014	As on 31.03.2015
		1	1

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	0	0	0	0	0	0
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	1	0	0	1	100	100
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	0	0	0	0	0	0
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	1	0	0	1	100	100

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

NORTHERN REGIONAL COMMITTEE

Total No. of Institutions -		5105	As on 31.03.2014			As on 31.03.2015	
			4030			5105	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2014
1	2	3	4	5	6	7	8
1	Pre-Primary	133	4	0	137	6816	7016
2	Elementary	1880	328	1	2207	104201	120701
3	B.El.Ed	17	0	0	17	732	732
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	2987	724	8	3703	301122	372822
6	Secondary (B.Ed) (Distance Education)	10	11	0	21	6150	7250
7	M.Ed - Face to face	277	10	0	287	7325	7720
8	M.Ed (Distance Education)	7	1	0	8	1100	1150
9	M.Ed. (Part Time)	3	0	0	3	75	75
10	C.P.Ed	17	2	0	19	840	890
11	B.P.Ed	216	3	2	217	10950	11100
12	M.P.Ed	50	3	0	53	1530	1680
13	Others	40	0	0	40	3561	3561
Total		5637	1086	11	6712	444402	534697

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: UTTARAKHAND

Total No. of Institutions - 101	As on 31.03.2014	As on 31.03.2015
	96	101

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	5	0	0	5	277	277
2	Elementary	6	1	0	7	500	500
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	94	2	0	96	9380	9580
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	8	1	0	9	200	250
8	M.Ed (Distance Education Mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	7	0	0	7	350	350
12	M.P.Ed	1	1	0	2	40	90
13	Others	0	0	0	0	0	0
	Total	121	5	0	126	10747	11047

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: CHANDIGARH

Total No. of Institutions - 10	As on 31.03.2014	As on 31.03.2015
	10	10

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	2	0	0	2	140	140
2	Elementary	3	0	0	3	200	200
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	4	0	0	4	610	610
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	800	800
7	M.Ed - Face to face	2	0	0	2	50	50
8	M.Ed (Distance Education Mode)	1	0	0	1	150	150
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	2	0	0	2	200	200
12	M.P.Ed	0	0	0	0	0	0
13	Others	2	0	0	2	140	140
	Total	17	0	0	17	2290	2290

REGION/STATE-WISE STATUS OF TEACHER EDUCATION**STATE: RAJASTHAN**

Total No. of Institutions - 746	As on 31.03.2014	As on 31.03.2015
	717	746

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	32	0	0	32	1720	1720
2	Elementary	299	2	0	301	15000	15100
3	B.El.Ed	1	0	0	1	50	50
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	807	14	2	819	80700	81900
6	Secondary (B.Ed) (Distance Education)	2	11	0	13	500	1600
7	M.Ed - Face to face	46	1	0	47	1225	1275
8	M.Ed (Distance Education Mode)	1	1	0	2	250	300
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	1	1	0	2	50	50
11	B.P.Ed	16	0	0	16	800	800
12	M.P.Ed	4	1	0	5	85	135
13	Others	0	0	0	0	0	0
	Total	1209	31	2	1238	100380	102930

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: PUNJAB

Total No. of Institutions - 313		As on 31.03.2014			As on 31.03.2015		
		269			313		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	17	0	0	17	750	750
2	Elementary	109	17	0	126	6150	7000
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	226	20	0	246	24625	26625
6	Secondary (B.Ed) (Distance Education)	2	0	0	2	900	900
7	M.Ed - Face to face	40	4	0	44	1090	1290
8	M.Ed (Distance Education Mode)	3	0	0	3	425	425
9	M.Ed. (Part Time)	1	0	0	1	25	25
10	C.P.Ed	6	1	0	7	300	350
11	B.P.Ed	15	2	0	17	750	850
12	M.P.Ed	9	0	0	9	305	305
13	Others	0	0	0	0	0	0
	Total	428	44	0	472	35320	38520

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: HIMACHAL PRADESH

Total No. of Institutions - 115	As on 31.03.2014	As on 31.03.2015
	112	115

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	39	2	0	41	3298	3398
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	91	1	1	91	9245	9245
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	450	450
7	M.Ed - Face to face	12	1	0	13	335	385
8	M.Ed (Distance Education Mode)	1	0	0	1	250	250
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	0	0	0	0	0	0
11	B.PEd	5	0	0	5	250	250
12	M.PEd	1	0	0	1	30	30
13	Others	0	0	0	0	0	0
	Total	150	4	1	153	13858	14008

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: HARYANA

Total No. of Institutions - 638	As on 31.03.2014	As on 31.03.2015
	630	638

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	12	0	0	12	600	600
2	Elementary	276	4	1	279	13800	14150
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	268	4	0	272	26800	27200
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	500	500
7	M.Ed - Face to face	38	1	0	39	990	1040
8	M.Ed (Distance Education Mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	10	0	0	10	490	490
11	B.P.Ed	6	0	0	6	350	350
12	M.P.Ed	0	0	0	0	0	0
13	Others	20	0	0	20	1332	1332
	Total	631	9	1	639	44862	45662

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: DELHI

Total No. of Institutions - 84		As on 31.03.2014			As on 31.03.2015		
		81			84		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	41	0	0	41	2168	2168
2	Elementary	40	1	0	41	2413	2463
3	B.El.Ed	9	0	0	9	332	332
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	53	2	0	55	5062	5262
6	Secondary (B.Ed) (Distance Education)	2	0	0	2	2500	2500
7	M.Ed - Face to face	8	0	0	8	200	200
8	M.Ed (Distance Education Mode)	1	0	0	1	25	25
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	1	0	0	1	50	50
12	M.P.Ed	1	0	0	1	25	25
13	Others	6	0	0	6	1360	1360
Total		162	3	0	165	14135	14385

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: UTTAR PRADESH

Total No. of Institutions - 3098		As on 31.03.2014			As on 31.03.2015		
		2115			3098		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.3.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	24	4	0	28	1161	1361
2	Elementary	1108	301	0	1409	62840	77890
3	B.El.Ed	7	0	0	7	350	350
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	1444	681	5	2120	144700	212400
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	500	500
7	M.Ed - Face to face	123	2	0	125	3235	3230
8	M.Ed (Distance Education Mode)	0	0	0	0	0	0
9	M.Ed. (Part Time)	2	0	0	2	50	50
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	164	1	2	163	8200	8250
12	M.P.Ed	34	1	0	35	1045	1095
13	Others	12	0	0	12	729	729
Total		2919	990	7	3902	222810	305855

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

SOUTHERN REGIONAL COMMITTEE

<i>Total No. of Institutions -</i>	6093	<i>As on 31.03.2014</i>		<i>As on 31.03.2015</i>
		5920		6093

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	60	0	0	60	2742	2742
2	Elementary	2801	0	45	2756	159800	157550
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	1939	2	22	1919	202302	200102
6	Secondary (B.Ed) (Distance Education)	21	1	0	22	9500	11000
7	M.Ed - Face to face	315	7	5	317	7535	7360
8	M.Ed (Distance Education)	6	2	0	8	475	1725
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	72	0	0	72	3707	3857
11	B.P.Ed	116	1	0	117	4885	7785
12	M.P.Ed	25	0	0	25	1170	690
13	Others	192	0	10	182	11480	10800
	Total	5547	13	82	5478	403596	403611

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: PUDUCHERRY

Total No. of Institutions -	95	As on 31.03.2014	As on 31.03.2015
		94	95

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	52	0	0	52	3970	3970
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	37	0	2	35	3750	3550
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	12	0	0	12	30	30
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	0	0	0	0	0	0
11	B.PEd	1	0	0	1	50	50
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	102	0	2	100	7800	7600

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: KARNATAKA

<i>Total No. of Institutions -</i>	1526	<i>As on 31.03.2014</i>	
		1512	<i>As on 31.03.2015</i>
			1526

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	20	0	0	20	1070	1070
2	Elementary	936	0	17	919	51063	50213
3	B.El.Ed	0	0	0	0		
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	410	0	6	404	40967	40367
6	Secondary (B.Ed) (Distance Education)	1	0	0	1	500	500
7	M.Ed - Face to face	49	0	0	49	1372	1372
8	M.Ed (Distance Education)	1	0	0	1	475	475
9	M.Ed. (Part Time)	0	0	0	0	0	
10	C.PEd	50	0	0	50	2355	2355
11	B.PEd	41	0	0	41	1960	1960
12	M.P.Ed	6	0	0	6	150	150
13	Others	29	0	0	29	1790	1790
	Total	1543	0	23	1520	101702	100252

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: TAMILNADU

Total No. of Institutions -	2116	As on 31.03.2014	As on 31.03.2015
		2044	2116

Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	
2	Elementary	797	0	16	781	57388	56588
3	B.El.Ed	0	0	0	0		
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	
5	Secondary (B.Ed) Face to Face	705	0	9	696	72734	71834
6	Secondary (B.Ed) (Distance Education)	10	1	0	11	4500	5500
7	M.Ed - Face to face	148	2	3	147	3605	3500
8	M.Ed (Distance Education)	2	0	0	2	0	500
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.PEd	11	0	0	11	640	640
11	B.PEd	26	1	0	27	1390	1490
12	M.PEd	13	0	0	13	520	0
13	Others	3	0	1	2	180	120
	Total	1715	4	29	1690	140957	140172

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: KERALA

Total No. of Institutions -		460	As on 31.03.2014		As on 31.03.2015		
			460		460		
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	29	0	0	29	1127	1127
2	Elementary	215	0	0	215	10217	10217
3	B.El.Ed	0	0	0	0		0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0		0
5	Secondary (B.Ed) Face to Face	193	0	0	193	22510	22510
6	Secondary (B.Ed) (Distance Education)	0	0	0	0		0
7	M.Ed - Face to face	45	1	1	45	1195	1160
8	M.Ed (Distance Education)	0	0	0	0		0
9	M.Ed. (Part Time)	0	0	0	0		0
10	C.PEd	1	0	0	1	72	72
11	B.PEd	4	0	0	4	200	200
12	M.PEd	0	0	0	0	0	0
13	Others	7	0	6	1	570	100
	Total	494	1	7	488	35891	35386

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: ANDAMAN & NICOBAR ISLANDS

Total No. of Institutions -		5		As on 31.03.2014		As on 31.03.2015	
				5		5	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	1	0	0	1	60	60
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	2	0	0	2	120	120
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	1	0	0	1	25	25
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
Total		4	0	0	4	205	205

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: ANDHRA PRADESH

Total No. of Institutions -		1890	As on 31.03.2014			As on 31.03.2015	
			1804			1890	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	11	0	0	11	545	545
2	Elementary	799	0	12	787	37052	36452
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	592	2	5	589	62221	61721
6	Secondary (B.Ed) (Distance Education)	10	0	0	10	4500	5000
7	M.Ed - Face to face	60	4	1	63	1308	1273
8	M.Ed (Distance Education)	3	2	0	5	0	750
9	M.Ed. (Part Time)	0	0	0	0	0	
10	C.P.Ed	10	0	0	10	640	790
11	B.P.Ed	44	0	0	44	1285	4085
12	M.P.Ed	6	0	0	6	500	540
13	Others	153	0	3	150	8940	8790
Total		1688	8	21	1675	116991	119946

REGION/STATE-WISE STATUS OF TEACHER EDUCATION

STATE: LAKSHDWEEP

Total No. of Institutions -		1		As on 31.03.2014		As on 31.03.2015	
		1		1		1	
Sl. No.	Name of Teacher Education course	Total No. of courses Recognised as on 31.03.2014	No. of courses granted recognition during 2014-2015	No. of courses withdrawn recognition during 2014-2015	Total No. of Courses recognised as on 31st March 2015	Total intake approved as on 31st March 2014	Total intake approved as on 31st March 2015
1	2	3	4	5	6	7	8
1	Pre-Primary	0	0	0	0	0	0
2	Elementary	1	0	0	1	50	50
3	B.El.Ed	0	0	0	0	0	0
4	Elementary D.El. Ed. (Distance Education Mode)	0	0	0	0	0	0
5	Secondary (B.Ed) Face to Face	0	0	0	0	0	0
6	Secondary (B.Ed) (Distance Education)	0	0	0	0	0	0
7	M.Ed - Face to face	0	0	0	0	0	0
8	M.Ed (Distance Education)	0	0	0	0	0	0
9	M.Ed. (Part Time)	0	0	0	0	0	0
10	C.P.Ed	0	0	0	0	0	0
11	B.P.Ed	0	0	0	0	0	0
12	M.P.Ed	0	0	0	0	0	0
13	Others	0	0	0	0	0	0
	Total	1	0	0	1	50	50



भारत का राजपत्र

The Gazette of India

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राष्ट्रीय अध्यापक शिक्षा परिषद

अधिसूचना

नई दिल्ली, 12 नवम्बर, 2014

फा संख्या 62-1/2012/राअशिप(मानदण्ड तथा मानक)- राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) के खण्ड 12ए के साथ पठित खण्ड 32 के उप-खण्ड (2) धारा (घघ) के अधीन प्रदत्त शक्तियों का प्रयोग करते हुए तथा राष्ट्रीय अध्यापक शिक्षा परिषद (स्कूलों में अध्यापक की भर्ती के लिए न्यूनतम अर्हताओं का निर्धारण) विनियम 2001 का अतिक्रमण करते हुए, ऐसे अतिक्रमण से पूर्व की गई अथवा करने से छूट गई बातों को छोड़कर परिषद निम्न विनियम बनाती है नामतः

1. लघु शीर्षक तथा प्रवर्तन

- (1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद (पूर्व-प्राथमिक, प्राथमिक, उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक अथवा इंटरमीडिएट कालेजों में शिक्षा अध्यापकों तथा शारीरिक शिक्षा अध्यापकों के रूप में नियुक्त किए जाने वाले व्यक्तियों के लिए न्यूनतम अर्हताओं का निर्धारण) विनियम 2014 कहलाएंगे।
- (2) ये विनियम सरकारी राजपत्र में इनके प्रकाशन की तारीख से लागू होंगे।

2. प्रयोज्यता

ये विनियम पूर्व-प्राथमिक, प्राथमिक, उच्च प्राथमिक, माध्यमिक शिक्षा प्रदान करने वाले किसी भी मान्यताप्राप्त स्कूल में अथवा उच्च माध्यमिक शिक्षा प्रदान करने वाले उच्च माध्यमिक अथवा इंटरमीडिएट कालेजों के अध्यापक तथा शारीरिक शिक्षा अध्यापकों की भर्ती के लिए लागू होंगे:

स्पष्टीकरण: इस विनियम के प्रयोजन के लिए 'स्कूल' शब्द में निम्न शामिल हैं:

- (1) केन्द्रीय सरकार अथवा राज्य सरकार अथवा किसी स्थानीय प्राधिकरण द्वारा स्थापित, उसके स्वामित्व का तथा उसके द्वारा नियंत्रित स्कूल।
 - (i) ऐसा स्कूल जो अपने व्यय की पूर्ण अथवा आंशिक पूर्ति के लिए केन्द्रीय सरकार अथवा राज्य सरकार अथवा स्थानीय प्राधिकरण से कोई सहायता अथवा अनुदान प्राप्त कर रहा है।
 - (ii) ऐसा स्कूल जो अपने व्यय की पूर्ण अथवा आंशिक पूर्ति के लिए केन्द्रीय सरकार अथवा राज्य सरकार अथवा स्थानीय प्राधिकरण से कोई सहायता अथवा अनुदान प्राप्त कर रहा है।
 - (iii) ऐसा स्कूल जो अपने व्यय की पूर्ण अथवा आंशिक पूर्ति के लिए केन्द्रीय सरकार अथवा राज्य सरकार अथवा स्थानीय प्राधिकरण से कोई सहायता अथवा अनुदान प्राप्त नहीं कर रहा है।

4950GI/2014

(1)

4. भर्ती के लिए अर्हताएं

- (क) पूर्व-प्राथमिक, प्राथमिक, उच्च-प्राथमिक, माध्यमिक, उच्च माध्यमिक शिक्षा प्रदान करने वाले किसी भी मान्यताप्राप्त स्कूल में अथवा उच्च माध्यमिक शिक्षा प्रदान करने वाले इंटरमीडिएट कालेज में अध्यापकों की भर्ती के लिए अर्हताएं इन विनियमों के साथ संलग्न पहली और दूसरी अनुसूची (अनुसूचियों) के अनुसार होगी।
- (ख) अध्यापकों की एक स्तर से दूसरे स्तर पर पदोन्नति के लिए पहली और दूसरी अनुसूची(अनुसूचियों) में यथानिर्दिष्ट संगत न्यूनतम अर्हताएं लागू हैं।

5. ढील देने की शक्ति

जहां परिषद संबंधित राज्य सरकार से संदर्भ प्राप्त होने पर इस बात से संतुष्ट हो कि ऐसी विशेष परिस्थितियां मौजूद हैं जिनके कारण विनियमों के कतिपय प्रावधानों में ढील दिए जाने की जरूरत है, तो वह ऐसे प्रावधान में ऐसी सीमा तक, ऐसी समय अवधि के लिए तथा ऐसी शर्तों और सीमाओं के अधीन जो वह जरूरी समझे, एक उचित और न्यायसंगत तरीके से ढील दे सकती है:

लेकिन शर्त यह है कि स्तर 3 के अध्यापकों (कक्षा I से VIII) की नियुक्ति के लिए पहली अनुसूची में यथानिर्दिष्ट न्यूनतम अर्हताओं के संबंध में विनियमों के अधीन कोई ढील नहीं दी जाएगी।

6. निर्वचन

यदि इन विनियमों के निर्वचन अथवा विभिन्न अध्यापक प्रशिक्षण कार्यक्रमों की समतुल्यता को लेकर कोई प्रश्न उपस्थित होता है तो इस संबंध में परिषद निर्णय लेगी:

पहली अनुसूची

[देखें विनियम (4) का उपविनियम(ख)]

(पूर्व-प्राथमिक, प्राथमिक, उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक अथवा इंटरमीडिएट कालेजों में शिक्षा अध्यापकों के रूप में नियुक्त किए जाने वाले व्यक्तियों के न्यूनतम अर्हताओं का निर्धारण) विनियम 2014

स्तर	न्यूनतम अकादमिक तथा व्यावसायिक अर्हताएं
स्कूल-पूर्व/नर्सरी(4-6 वर्ष के आयु-वर्ग के बच्चों के लिए)	(क) (i) किसी मान्यताप्राप्त बोर्ड से कम से कम 50% अंकों सहित उच्च माध्यमिक (कक्षा XII अथवा इसके समतुल्य)। अथवा (ii) 13.11.2002 को अधिसूचित राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता के लिए आवेदन पत्र, आवेदन पत्र जमा करने की समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 के अनुसार किसी मान्यताप्राप्त बोर्ड से कम से कम 45% अंकों सहित उच्च माध्यमिक (कक्षा XII अथवा इसके समतुल्य)। तथा (ख) नर्सरी अध्यापक शिक्षा/स्कूल-पूर्व शिक्षा/प्रारंभिक शैशवावस्था शिक्षा कार्यक्रम (डी.ई.सी.एड.) का कम से कम दो वर्ष की अवधि का डिप्लोमा अथवा राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यताप्राप्त संस्थान से बी.एड.(नर्सरी)।
प्राथमिक तथा उच्च प्राथमिक (कक्षा I से कक्षा VIII)	निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम 2009(2009 का 35वां) के खण्ड 23 के उप-खण्ड (i) के अधीन प्रदत्त शक्तियों का प्रयोग करते हुए जारी की गई राष्ट्रीय अध्यापक शिक्षा परिषद की 23.08.2010 की समय-समय पर यथासंशोधित अधिसूचना में यथानिर्दिष्ट न्यूनतम अर्हताएं।
माध्यमिक/हाईस्कूल (कक्षा IX से कक्षा X के लिए)	(क) मान्यताप्राप्त विश्वविद्यालय से स्नातक अथवा स्नातकोत्तर में (अथवा इसके समतुल्य) में कम से कम 50.45% अंकों सहित स्नातक/स्नातकोत्तर तथा राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यताप्राप्त संस्थान से शिक्षा में स्नातक(बी.एड.)। अथवा (ख) 13.11.2002 को अधिसूचित राष्ट्रीय अध्यापक शिक्षा परिषद

	<p>(मान्यता के लिए आवेदन पत्र, आवेदन पत्र जमा करने की समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति विनियम) तथा (10.12.2007 को अधिसूचित) राष्ट्रीय अध्यापक शिक्षा परिषद(मान्यता मानदंड और क्रियाविधि) विनियम 2007 के अनुसार किसी मान्यताप्राप्त विश्वविद्यालय से स्नातक अथवा स्नातकोत्तर (अथवा इसके समतुल्य) में कम से कम 45% अंकों सहित स्नातक/स्नातकोत्तर तथा राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यताप्राप्त संस्थान से शिक्षा में स्नातक (बी.एड.)।</p> <p>अथवा</p> <p>(ग) राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यताप्राप्त किसी भी संस्थान से बी.ए.एड./बी.एससी.एड की चार वर्षीय डिग्री।</p>
उच्च माध्यमिक/इंटरमीडिएट (XI-XII)	<p>(क) किसी भी मान्यताप्राप्त विश्वविद्यालय से कम से कम 50 % अंकों सहित स्नातकोत्तर(अथवा इसके समतुल्य) तथा राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यताप्राप्त संस्थान से शिक्षा में स्नातक(बी.एड.)।</p> <p>अथवा</p> <p>(ख) (13.11.2002 को अधिसूचित) राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता के लिए आवेदन पत्र जमा करने की समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 तथा 10.12.2007 को अधिसूचित राष्ट्रीय अध्यापक शिक्षा परिषद(मान्यता मानदंड और क्रियाविधि) विनियम 2007 के अनुसार किसी मान्यताप्राप्त विश्वविद्यालय से स्नातक अथवा स्नातकोत्तर (अथवा इसके समतुल्य) में कम से कम 45% अंकों सहित स्नातकोत्तर।</p> <p>अथवा</p> <p>(ग) किसी मान्यताप्राप्त विश्वविद्यालय से कम से कम से कम 50% अंकों सहित स्नातकोत्तर (अथवा इसके समतुल्य) तथा राअशिप से मान्यताप्राप्त किसी संस्थान से बी.ए.एड./बी.एससी.एड.।</p>

दूसरी अनुसूची

[देखें विनियम (4) का उपविनियम(ख)]

राष्ट्रीय अध्यापक शिक्षा परिषद (प्राथमिक, उच्च प्राथमिक, माध्यमिक, उच्च माध्यमिक अथवा इंटरमीडिएट स्कूलों या कालेजों में शारीरिक शिक्षा अध्यापकों के रूप में नियुक्त किए जाने वाले व्यक्तियों के लिए न्यूनतम अर्हताओं का निर्धारण) विनियम 2014।

स्तर	न्यूनतम अकादमिक तथा व्यावसायिक अर्हताएं
प्राथमिक तथा उच्च प्राथमिक (कक्षा I अथवा इसके VIII)	<p>(क) किसी मान्यताप्राप्त बोर्ड से कम से कम 50% अंकों सहित उच्च माध्यमिक (कक्षा XII अथवा इसके समतुल्य)।</p> <p>अथवा</p> <p>ऐसे अभ्यर्थी जिन्होंने उच्च माध्यमिक परीक्षा (+2) अथवा इसके समतुल्य परीक्षा पास की है तथा जिन्होंने राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और क्रियाविधि) विनियम 2007 (10.02.2007 को अधिसूचित) के अनुसार कम से कम स्कूल/कालेज/जिला स्तर पर खेलकूद/खेलों में भाग लिया हो।</p> <p>अथवा</p> <p>13.11.2002 को अधिसूचित राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता के लिए आवेदन पत्र, आवेदन पत्र जमा करने की</p>

	<p>समय सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 के अनुसार किसी मान्यताप्राप्त बोर्ड से कम से कम 50% अंकों सहित उच्च माध्यमिक (कक्षा XII अथवा इसके समतुल्य)।</p> <p>तथा</p> <p>(ख) राष्ट्रीय अध्यापक शिक्षा परिषद से मान्यताप्राप्त किसी भी संस्थान से शारीरिक शिक्षा में कम से कम दो वर्ष का प्रमाण-पत्र/डिप्लोमा (अथवा इसके समतुल्य)</p>
<p>2. माध्यमिक/हाई स्कूल (कक्षा IX-X)</p>	<p>एक वैकल्पिक विषय के रूप में शारीरिक शिक्षा के साथ 50% अंकों सहित शारीरिक शिक्षा में स्नातक डिग्री)।</p> <p>अथवा</p> <p>एक वैकल्पिक विषय के रूप में शारीरिक शिक्षा के साथ 45% अंकों सहित शारीरिक शिक्षा में स्नातक डिग्री तथा एसोसिएशन ऑफ इंडियन यूनिवर्सिटी अथवा इंडियन ओलम्पिक एसोसिएशन द्वारा मान्यताप्राप्त राष्ट्रीय अथवा राज्य अथवा अन्तर-विश्वविद्यालयी खेलकूद अथवा खेल प्रतियोगिताओं अथवा ऐथलेटिक्स में सहभागिता।</p> <p>अथवा</p> <p>45% अंकों सहित स्नातक डिग्री तथा राष्ट्रीय अथवा राज्य अथवा अन्तर-विश्वविद्यालयी खेलकूद अथवा खेलों अथवा ऐथलेटिक्स में सहभागिता।</p> <p>अथवा</p> <p>प्रतिनियुक्ति सेवारत अभ्यर्थी (अर्थात् प्रशिक्षित शारीरिक अध्यापक/कोच) - 45% अंकों सहित स्नातक तथा राष्ट्रीय अध्यापक शिक्षा परिषद(मान्यता मानदंड और क्रियाविधि) विनियम 2009 के अनुसार कम से कम 3 वर्ष का अध्यापन अनुभव।</p> <p>अथवा</p> <p>45% अंकों सहित शारीरिक शिक्षा में स्नातक।</p> <p>अथवा</p> <p>एक वैकल्पिक विषय के रूप में शारीरिक शिक्षा के साथ 40% अंकों सहित स्नातक।</p> <p>अथवा</p> <p>ऐसा स्नातक जिसने खेलकूद/खेलों में स्कूल, अन्तर कालेजिएट में भाग लिया हो अथवा राष्ट्रीय अध्यापक शिक्षा परिषद(मान्यता मानदंड और क्रियाविधि) विनियम 2007 [(10.12.2007)] को अधिसूचित) के अनुसार एनसीसी 'सी' प्रमाणपत्र पास किया हो।।</p> <p>अथवा</p> <p>शारीरिक शिक्षा में 3 वर्ष की अवधि का स्नातक अर्थात् बी.पी. एड. पाठ्यक्रम (अथवा इसके समतुल्य)।</p> <p>अथवा</p> <p>ऐसा स्नातक जिसने खेलकूद/खेलों/ऐथलेटिक्स में राज्य/विश्वविद्यालय का प्रतिनिधित्व किया हो।</p> <p>अथवा</p> <p>ऐसा स्नातक जिसने अन्तर-कालेजिएट खेलकूद/खेल प्रतियोगिताओं में पहला, दूसरा अथवा तीसरा स्थान प्राप्त किया हो/एनसीसी 'सी' प्रमाणपत्र का धारक हो अथवा जिसने जोखिमपूर्ण खेलकूद में बुनियादी पाठ्यक्रम पास किया हो।</p> <p>अथवा</p> <p>13.11.2002 को अधिसूचित राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता के लिए आवेदन पत्र, आवेदन पत्र जमा करने की समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 के अनुसार</p>

	<p>खेलकूद विज्ञान, खेलकूद प्रबन्ध, खेलकूद कोचिंग, योगा, आलम्पिक शिक्षा, खेलकूद पत्रकारिता आदि में एक वर्ष के प्रशिक्षण कार्यक्रम सहित स्नातक।</p> <p>तथा</p> <p>(ख) राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा मान्यताप्राप्त किसी संस्थान से शारीरिक शिक्षा में कम से कम एक वर्ष की अवधि का स्नातक (बी.पी.एड) {अथवा इसके समतुल्य}।</p>
<p>3. उच्च माध्यमिक/इंटरमीडिएट (कक्षा XI-XII के लिए)</p>	<p>शारीरिक शिक्षा में स्नातक (बी.पी.एड) अथवा शारीरिक शिक्षा में स्नातक (बी.पी.ई) अथवा स्वास्थ्य और शारीरिक शिक्षा में विज्ञान स्नातक (बी.एस.सी) तथा राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और क्रियाविधि) विनियम 2009 के अनुसार कम से कम 55% अंकों सहित खेलकूद में डिग्री।</p> <p>अथवा</p> <p>राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और क्रियाविधि) विनियम 2007 (10.12.2007 को अधिसूचित) के अनुसार बी.पी.एड. डिग्री/बी.पी.एड (एकीकृत) 4 वर्षीय व्यावसायिक डिग्री में कम से कम 50% अंक।</p> <p>अथवा</p> <p>कम से कम 55% अंकों सहित बी.पी.एड अथवा 13.11.2002 को अधिसूचित विनियम 2009 के अनुसार राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता के लिए आवेदन पत्र, आवेदन पत्र जमा कराने की समय-सीमा, अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए मानदंडों और मानकों का निर्धारण तथा नए पाठ्यक्रम अथवा प्रशिक्षण शुरू करने के लिए अनुमति) विनियम 2002 के अनुसार कम से कम 50% अंकों सहित 3 वर्ष की अवधि का बी.पी.ई. पाठ्यक्रम (अथवा इसके समतुल्य)।</p> <p>तथा</p> <p>(ग) राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा मान्यताप्राप्त किसी भी संस्थान से कम से कम 2 वर्ष की अवधि का एम.पी.एड पाठ्यक्रम।</p>

जुगलाल सिंह, सदस्य सचिव

[विज्ञापन III/4/असा./131/2014]

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 12th November, 2014

F. No.-62-1/2012/NCTE (N&S).—In exercise of the powers conferred under Clause (dd) of Sub-section (2) of Section 32 read with Section 12A of the National Council for Teacher Education Act, 1993(73 of 1993) and in supersession of the National Council for Teacher Education (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 except as respects things done or omitted to be done before such supersession, the Council hereby makes the following regulations, namely:—

1. Short Title and Commencement—

- (1) These Regulations may be called the National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014.
- (2) They shall come into force on the date of their publication in the Official Gazette.

2. Applicability-

These Regulations shall be applicable for recruitment of teachers and Physical Education Teachers in any recognized school imparting Pre-primary, Primary, Upper Primary, Secondary or Senior Secondary or Intermediate Schools or Colleges imparting senior secondary education:-

Explanation: - For the purpose of this regulation, the term "School" includes-

- (i) A school established, owned and controlled by the Central Government, or the State Government or a local authority;
- (ii) A school receiving aid or grants to meet whole or part of its expenses from the Central Government or the State Government or a Local Authority;
- (iii) A school not receiving any aid or grants to meet whole or part of its expenses from the Central Government or the State Government or a Local Authority.

4. Qualifications for Recruitment -

- (a) The qualifications for recruitment of teachers in any recognized school imparting Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges imparting senior secondary education shall be as given in the First and Second Schedule(s) annexed to these Regulations.
- (b) For promotion of teachers the relevant minimum qualifications as specified in the First and Second Schedule(s) are applicable for consideration from one level to the next level.

5. Power to relax

Where the Council is satisfied on receipt of reference from the concerned State Government that special circumstances exist warranting relaxation of some of the provisions of the Regulations, it may grant relaxation of that provision to such extent, for such time period and subject to such conditions and limitations as it may consider necessary, in a just and equitable manner;

Provided, that no relaxation, shall be granted under these Regulations with regard to the minimum qualifications for appointment of teachers for Level 3 (Class I to VIII) as specified in the First Schedule.

6. Interpretation

If any question arises relating to interpretation of these Regulations or equivalence of various teacher's training programmes, the Council shall decide the same.

First Schedule

{See Sub-regulation (2) of Regulation (4)}

The National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers in Pre-primary, Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014.

LEVEL	MINIMUM ACADEMIC AND PROFESSIONAL QUALIFICATIONS
1. Pre-School/Nursery (For children in the age group of 4-6 years)	a. (i) Senior Secondary (Class XII or its equivalent) from recognized board with at least 50% marks Or
2. Pre-School/Nursery followed by first two years in a formal school.	(ii) Senior Secondary (Class XII or its equivalent) from recognized board with at least 45% marks in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002 And;
3. Primary and Upper Primary (For Classes I to VIII)	b. Diploma in Nursery Teacher Education/Pre-School Education/Early Childhood Education Programme (D.E.C.Ed.) of duration of not less than two years, or B.Ed. (Nursery) from National Council for Teacher Education recognized institution. Minimum qualifications as laid down by National Council for Teacher Education vide its notification dated 23.08.2010 as amended from time to time issued in exercise of the powers conferred under Sub-section (1) of Section 23 of the Right of Children to Free and Compulsory Education Act, 2009 (35 of 2009)
4. Secondary/High School (For Classes IX-X)	(a) Graduate/Post Graduate from recognized University with at least 50% marks in either Graduation or Post Graduation (or its equivalent) and Bachelor of Education (B.Ed.) from National Council for Teacher Education recognized institution. Or

	<p>(b) Graduate/Post Graduate from recognized University with at least 45% marks in either Graduation or Post Graduation (or its equivalent) and Bachelor of Education (B.Ed.) from National Council for Teacher Education recognized institution {in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002 and National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007}</p> <p style="text-align: center;">Or</p> <p>(c) 4-years degree of B.A.Ed./B.Sc.Ed. from any National Council for Teacher Education recognized institution.</p>
5. Senior Secondary/ Intermediate (For Classes XI-XII)	<p>(a) Post Graduate with at least 50% marks (or its equivalent) from recognized University and Bachelor of Education (B.Ed.) from National Council for Teacher Education recognized institution.</p> <p style="text-align: center;">Or</p> <p>(b) Post Graduate with at least 45% marks (or its equivalent) from recognized University and Bachelor of Education (B.Ed.) from National Council for Teacher Education recognized institution {in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002 and National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007}</p> <p style="text-align: center;">Or</p> <p>(c) Post Graduate with at least 50% marks (or its equivalent) from recognized University and B.A.Ed./B.Sc.Ed. from any NCTE recognized institution.</p>

Second Schedule

{See Sub-regulation (2) of Regulation (4)}

The National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Physical Education Teachers in Primary, Upper Primary, Secondary, Senior Secondary or Intermediate Schools or Colleges) Regulations, 2014.

<i>LEVEL</i>	<i>MINIMUM ACADEMIC AND PROFESSIONAL QUALIFICATIONS</i>
1. Primary and Upper Primary (For Classes I to VIII)	<p>(a) Senior Secondary (Class XII or its equivalent) with at least 50% marks from recognized board</p> <p style="text-align: center;">Or</p> <p>Candidates who have passed the Senior Secondary examination (+2) or its equivalent and have participated in sports/games at least school/college/district level in accordance with the and National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007}</p> <p style="text-align: center;">Or</p> <p>Senior Secondary (Class XII or its equivalent) with at least 45% marks from recognized board {in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002</p> <p style="text-align: center;">and</p> <p>(b) Certificate/Diploma in Physical Education of duration not less than two years (or its equivalent) from any National Council for Teacher Education recognized institution</p> <p>Bachelor's degree with Physical Education as an elective subject with 50% marks</p> <p style="text-align: center;">Or</p> <p>Bachelor's degree with Physical Education as an elective subject with 45% marks and participation in National or State or Inter-University competitions in sports or games or athletics recognized by Association of Indian University or Indian Olympic Association</p> <p style="text-align: center;">Or</p> <p>Bachelor's degree with 45% marks and having participated in National Or State or Inter-University sports or games or athletics</p> <p style="text-align: center;">Or</p>
2. Secondary/High School (For Classes IX-X)	<p>Bachelor's degree with Physical Education as an elective subject with 50% marks</p> <p style="text-align: center;">Or</p> <p>Bachelor's degree with Physical Education as an elective subject with 45% marks and participation in National or State or Inter-University competitions in sports or games or athletics recognized by Association of Indian University or Indian Olympic Association</p> <p style="text-align: center;">Or</p> <p>Bachelor's degree with 45% marks and having participated in National Or State or Inter-University sports or games or athletics</p> <p style="text-align: center;">Or</p>

	<p>For deputed in-service candidates (i.e. trained Physical Education Teachers/ Coaches)-- -Graduation with 45% marks and at least 3 years of teaching experience as per National Council for Teacher Education (Recognition Norms & Procedure) Regulations, 2009 Or Graduate in Physical Education with 40% marks Or Graduate with Physical Education as an elective subject with 40% marks Or Graduate who participated school, Inter-Collegiate in sports/games or passed NCC 'C' Certificate in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007} Or Graduate in Physical Education i.e. B.P.Ed. course (or its equivalent) of 3 years duration Or Graduate having represented State/University in sports/ games/ athletics Or Graduate who has secured 1st, 2nd or 3rd position in Inter- Collegiate sports/games tournaments/possessing NCC 'C' Certificate or passed basic course in Adventure Sports Or Graduate with one year training programme in Sports Science, Sports Management, Sports Coaching, Yoga, Olympic Education, Sports Journalism etc. {in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002 And (b) Bachelor of Physical Education (B.P.Ed.) of at least one year duration (or its equivalent) from any National council for Teacher Education recognized institution</p>
3. Senior Secondary/ Intermediate For Classes XI-XII)	<p>Bachelor of Physical Education (B.P.Ed.) or Bachelor of Physical Education (BPE) or Bachelor of Science (B.Sc) in Health and Physical Education and Degree in Sports with at least 55% marks as per National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009. Or At least 50% marks in the B.P.Ed. degree/B.P.Ed. (Integrated) 4 years professional degree in accordance with the and National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2007 notified on 10.12.2007} Or B.P.Ed. with atleast 55% marks or B.P.E. Course (or its equivalent) of 3 years duration with at least 50% marks {in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002 And (c)M.P.Ed. of at least 2 years duration from any National Council for Teacher Education recognized institution.</p>

JUGLAL SINGH, Member Secy.

[ADVT III/4/Exty./131/2014]


संघमित्र-जगन्ने

भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II—खण्ड 3—उप-खण्ड (i)

PART II—Section 3—Sub-section (i)

प्राधिकार से प्रकाशित

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मानव संसाधन विकास मंत्रालय

(स्कूल शिक्षा और साक्षरता विभाग)

अधिसूचना

नई दिल्ली, 27 फरवरी, 2015

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

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

[फा. सं. 11-41/2014-ईई-10]

जे. आलम, संयुक्त सचिव

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

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

NOTIFICATION

New Delhi, the 27th February, 2015

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

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

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

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