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राष्ट्रीय अध्यापक शिक्षा परिषद

अधिसूचना

नई दिल्ली, 28 नवम्बर, 2014

सं. मि. 51-1/2014 (राअषिप (मा तथा मानक)).—राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) के खण्ड 32 के उपखण्ड (2) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए तथा राष्ट्रीय अध्यापक शिक्षा परिषद (विनियम मानदण्ड तथा क्रियाविधि) विनियम 2009 का प्रतिस्थापन करते हुए राष्ट्रीय अध्यापक शिक्षा परिषद एतद्वारा निम्न विनियम अधिसूचित करती है:—

(1) लघु शीर्ष और प्रवर्तन:—(1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदण्ड तथा क्रियाविधि) विनियम 2014 कहलाएंगे।

(2) ये विनियम सरकारी राजपत्र में इनके प्रकाशन की तारीख से लागू होंगे।

2. परिभाषाएं:—इन विनियमों में जब तक अन्यथा अपेक्षित न हो,

(क) 'अधिनियम' का आशय राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) से है।

(ख) 'संयुक्त संस्थान' का आशय विधिवत रूप से मान्यता प्राप्त ऐसे उच्च शिक्षा संस्थान से है जो अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए आवेदन करते समय स्थिति अनुसार उदार कलाओं अथवा मानविकियों अथवा सामाजिक विज्ञानों अथवा विज्ञानों अथवा वाणिज्य अथवा गणित के क्षेत्र में स्नातक अथवा स्नातकोत्तर कार्यक्रमों का संचालन कर रहा है।

(ग) 'समापन' का आशय अथवा ऐसा संस्थान जो एक से ज्यादा अध्यापक शिक्षा कार्यक्रमों का संचालन करना रहा है। संस्थान द्वारा प्रस्तुत औपचारिक आवेदन पत्र के आधार पर परिषद द्वारा जिस संस्थान को मान्यता दी गई है अथवा कार्यक्रम की अनुमति दी गई है उसे निरस्त करना अथवा बन्द करना।

(घ) यहां प्रदत्त तथा राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) में परिभाषित अभिव्यक्तियों का वही अर्थ होगा जो कि उपर्युक्त अधिनियम में उन्हें दिया गया है।

3. प्रयोज्यता

ये विनियम संस्थानों की मान्यता के लिए मानदंड और मानक तथा क्रियाविधियां तैयार करने, नए कार्यक्रम शुरू करने, वर्तमान संस्थानों में मौजूदा कार्यक्रम के अतिरिक्त नया कार्यक्रम आरंभ करने एवं मौजूदा कार्यक्रम में स्वीकृत प्रवेश क्षमता में वृद्धि के लिए अध्यापक शिक्षा कार्यक्रमों से संबंधित सभी विषयों पर लागू होंगे, यथा

(क) नए अध्यापक शिक्षा कार्यक्रमों की शुरुआत के लिए जिनको संयुक्त संस्थानों द्वारा मान्यता हेतु संचालन किया जायेगा

(ख) परिषद द्वारा विधिवत रूप से मान्यता प्रदत्त मौजूदा अध्यापक शिक्षा संस्थानों में नए कार्यक्रम शुरू करने की अनुमति

(ग) परिषद द्वारा विधिवत रूप से मान्यता प्रदत्त मौजूदा अध्यापक शिक्षा कार्यक्रमों में अतिरिक्त प्रवेश क्षमता के लिए अनुमति

(ड.) साधारण संगीत उपकरण, जैसे हार्मोनियम, तबला, मंजीरा और अन्य देशी वाद्य यंत्र।

7.3 अन्य सुविधाएं

(क) शैक्षणिक और अन्य प्रयोजनों के लिए अपेक्षित संस्थान में क्रियाशील और उपयुक्त प्रयोगशालाएं।

(ख) वाहनों को खड़ा करने के प्रबंध किए जाएं।

(ग) संस्था में सुरक्षित पेय जल के प्राप्त होने की व्यवस्था की जाए।

(घ) परिसर की नियमित रूप से सफाई करने, जल और शौचालय सुविधाओं (पुरुष और महिला विद्यार्थियों और अध्यापकों के लिए अलग-अलग), फर्नीचर अन्य उपकरणों की मरम्मत और उनके प्रतिस्थापन के लिए प्रभावकारी प्रबंध किए जाएं।

(टिप्पणी: यदि एक ही संस्थान द्वारा एक ही परिसर में अध्यापक शिक्षा के एक से अधिक पाठ्यक्रम चलाए जाते हों, तो खेल के मैदान, बहु प्रयोजनीय हाल, पुस्तकालय और प्रयोगशाला की सुविधाओं का (पुस्तकों और उपकरणों की आनुपातिक वृद्धि के साथ) और शैक्षणिक स्थान की सुविधाओं का उपयोग सांझे रूप से किया जा सकता है। संस्था में समूचे संस्थान के लिए एक प्रिंसिपल होगा और संस्था में प्रस्तुत किए जाने वाले विभिन्न अध्यापक शिक्षा कार्यक्रमों के लिए अध्यक्ष होंगे।

a. प्रबंधन समिति

संस्थान में एक प्रबंधन समिति होगी, जिसमें संस्था को प्रायोजित करने वाली सोसाइटी/प्रबंधन सोसाइटी/न्यास के सदस्य, दो शिक्षाविद, प्राथमिक/प्रारंभिक शिक्षा विशेषज्ञ, एक संकाय सदस्य, क्षेत्र संलग्नता कार्य के लिए निर्धारित की गई दो संस्थाओं के अध्यक्ष (उन स्कूलों में बारी बारी द्वारा, जिनके साथ टीईआई जुड़ी हुई है) शामिल होंगे। विश्वविद्यालय के विभागों के मामले में, प्रबंधन और शासन का ढांचा वह होगा, जिसकी व्यवस्था संबंधित विश्वविद्यालय सविधियों में की गई होगी।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the, 28th November, 2014

No. F. 51-1/2014-NCTE (N&S).— In exercise of the powers conferred by sub-section (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education hereby makes the following regulations, namely:—

1. Short title and commencement.—(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014.

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

2. Definitions.— In these regulations, unless the context otherwise requires,—

- “Act” means the National Council for Teacher Education Act, 1993 (73 of 1993);
- “composite institution” means a duly recognised higher education institution offering undergraduate or postgraduate programmes of study in the field of liberal arts or humanities or social sciences or sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of teacher education programmes, or an institution offering multiple teacher education programmes;
- “closure” means discontinuation of recognition of programmes or institution permitted by the Council on the basis of a formal application submitted by the institution;
- all the words and expressions used herein and defined in the National Council for Teacher Education Act, 1993 (73 of 1993) shall have the same meanings respectively as assigned to them in the said Act.

3. Applicability.—These regulations shall be applicable to all matters relating to teacher education programmes for preparing norms and standards and procedures for recognition of institutions, commencement of new programmes and addition to sanctioned intake in the existing programmes including the following, namely:—

- recognition for commencement of new teacher education programmes which shall be offered in composite institutions;
- permission for introduction of new programmes in existing teacher education institutions duly recognized by the Council;
- permission for additional intake in the existing teacher education programmes duly recognised by the

Council;

- (d) permission for shifting or relocating of premises of existing teacher education institutions;
- (e) permission for closure or discontinuation of recognised teacher education programmes, or institutions as the case may be:

Provided that for teacher education programmes offered through open and distance learning, the respective norms and standards for each such learning programme shall be applicable.

4. Eligibility.—The following categories of institutions are eligible for consideration of their applications under these regulations, namely:—

- (a) institutions established by or under the authority of the Central or State Government or Union territory administration;
- (b) institutions financed by the Central or State Government or Union territory administration;
- (c) all universities, including institutions deemed to be universities, so recognised or declared as such, under the University Grants Commission Act, 1956 (3 of 1956);
- (d) self financed educational institutions established and operated by 'not for profit' societies and trusts registered under the appropriate laws or a company incorporated under the Companies Act, 2013 (18 of 2013).

5. Manner of making application and time limit.—(1) An institution eligible under regulation 4, desirous of running a teacher education programme may apply to the concerned Regional Committee for recognition in the prescribed application form along with processing fee and requisite documents:

Provided that an institution may make simultaneous applications for shifting of premises or additional intake, or additional teacher education programmes as the case may be:

Provided further that an existing institution may make an application for closure or discontinuation of one or several teacher education programmes recognised by the Council.

(2) The application form may be downloaded from the website of the Council, namely, www.ncte-india.org and different forms may be downloaded for programmes offered through open and distance learning.

(3) The application shall be submitted online electronically alongwith the processing fee and scanned copies of required documents such as no objection certificate issued by the concerned affiliating body. While submitting the application, it has to be ensured that the application is duly signed by the applicant on every page, including digital signature at appropriate place at the end of the application.

(4) While submitting the application online a copy of the registered land document issued by the competent authority, indicating that the society or institution applying for the programme possesses land on the date of application, shall be attached along with the application.

(5) Duly completed application in all respects may be submitted to the Regional Committee concerned between 1st March to 31st May of the preceding year from the academic session for which recognition is sought:

Provided that the aforesaid period shall not be applicable for submission of application to innovative programmes of teacher education.

(6) All applications received online from 1st March to 31st May of the year shall be processed for the next academic session and final decision, either recognition granted or refused, shall be communicated to the applicant on or before the 3rd day of March of the succeeding year.

6. Processing Fees.—The processing fee as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 as amended from time to time, shall be paid by the applicant for processing of an application for grant of recognition to an institution to conduct a teacher education programme or addition to programme or intake in the existing programme, online to the designated banks as may be notified by the Council.

7. Processing of applications.—(1) In case an application is not complete, or requisite documents are not attached with the application, the application shall be treated : incomplete and rejected, and application fees paid shall be forfeited.

(2) The application shall be summarily rejected under one or more of the following circumstance—

- (a) failure to furnish the application fee, as prescribed under rule 9 of the National Council for Teacher Education Rules, 1997 on or before the date of submission of online application;
- (b) failure to submit print out of the applications made online alongwith the land documents as required under sub-regulation (4) of Regulation 5 within fifteen days of the submission of the online application.

(3) Furnishing any false information or concealment of facts in the application, which may have bearing on the decision making process or the decision pertaining to grant of recognition, shall result in refusal of recognition of the institution besides other legal action against its management. The order of refusal of recognition shall be passed after giving reasonable opportunity through a show cause notice to the institution.

(4) A written communication alongwith a copy of the application form submitted by the institution shall be sent by the office of Regional Committee to the State Government or the Union territory administration and the affiliating body concerned within thirty days from the receipt of application, in chronological order of the receipt of the original application in the Regional Committee.

(5) On receipt of the communication, the State Government or the Union territory administration concerned shall furnish its recommendations or comments to the Regional Committee concerned within forty five days from the date of issue of the letter to the State Government or Union territory, as the case may be. In case, the State Government or Union Territory Administration is not in favour of recognition, it shall provide detailed reasons or grounds thereof with necessary statistics, which shall be taken into consideration by the Regional Committee concerned while disposing of the application.

(6) If the recommendation of the State Government is not received within the aforesaid period, the Regional Committee concerned shall send a reminder to the State Government providing further time of another thirty days to furnish their comments on the proposal. In case no reply is received, a second reminder shall be given for furnishing recommendation within fifteen days from the issue of such second reminder. In case no reply is received from the State Government within aforesaid period the Regional Committee shall process and decide the case on merits and placing the application before the Regional Committee shall not be deferred on account of non-receipt of comments or recommendation of the State Government.

(7) After consideration of the recommendation of the State Government or on its own merits, the Regional Committee concerned shall decide that institution shall be inspected by a team of experts called visiting team with a view to assess the level of preparedness of the institution to commence the course. In case of open and distance learning programmes, sampled study centres shall be inspected. Inspection shall not be subject to the consent of the institution, rather the decision of the Regional Committee to cause the inspection shall be communicated to the institution with the direction that the inspection shall be caused on any day after ten days from the date of communication by the Regional Office. The Regional Committee shall ensure that inspection is conducted ordinarily within thirty days from the date of its communication to the institution. The institution shall be required to provide details about the infrastructure and other preparedness on the specified proforma available on the website of the Council to the visiting team at the time of inspection along with building completion certificate issued by the competent civil authority, if not submitted earlier:

Provided that the Regional Committee shall organise such inspections strictly in chronological order of the receipt of application for the cases to be approved by it:

Provided further that the members of the visiting team for inspection shall be decided by the Regional Committee out of the panel of experts approved by the Council and in accordance with the visiting team policy of the Council.

(8) At the time of the visit of the team of experts to an institution, the institution concerned shall arrange for the inspection to be videographed in a manner that all important infrastructural and instructional facilities are videographed along with interaction with the management and the faculty, if available at the time of such visit. The visiting teams, as far as possible, shall finalise and courier their reports alongwith the video recordings on the same day:

Provided that the videography should clearly establish the outer view of the building, its surroundings, access road and important infrastructure including classrooms, labs, resource rooms, multipurpose hall, library and others. The visiting team shall ensure that the videography is done in a continuous manner, the final unedited copy of the videography is handed over to them immediately after its recording and its conversion to a CD should be done in the presence of visiting team members:

Provided further that at the time of inspection for new courses or enhancement of intake of the existing course, the visiting team shall verify the facilities for existing recognized teacher education courses and ascertain the fulfillment and maintenance of regulations and norms and standards for the existing courses as well.

(9) The application and the report alongwith the video recordings or CDs of the visiting team shall be placed before the Regional Committee concerned for consideration and appropriate decision.

(10) The Regional Committee shall decide grant of recognition or permission to an institution only after satisfying itself that the institution fulfills all the conditions prescribed by the National Council under the Act, rules or regulations, including, the norms and standards laid down for the relevant teacher education programmes.

(11) In the matter of grant of recognition, the Regional Committees shall strictly act within the ambit of the Act, the regulations made thereunder including the norms and standards for various teacher education programmes, and shall not make any relaxation thereto.

(12) The Regional Director, who is the convener of the Regional Committee, while putting up the proposals to the Regional Committee, shall ensure that the correct provisions in the Act, rules or regulations including norms and standards for various teacher education programmes are brought to the notice of the Regional Committee so as to enable the Committee to take appropriate decisions.

(13) The institution concerned shall be informed, through a letter of intent, regarding the decision for grant of recognition or permission subject to appointment of qualified faculty members before the commencement of the academic session. The letter of intent issued under this clause shall not be notified in the Gazette but would be sent to the institution and the affiliating body with the request that the process of appointment of qualified staff as per policy of State Government or University Grants Commission or University may be initiated and the institution be provided all assistance to ensure that the staff or faculty is appointed as per the norms of the Council within two months. The institution shall submit the list of the faculty, as approved by the affiliating body, to the Regional Committee.

(14)(i) All the applicant institutions shall launch their own website with hyperlink to the Council and corresponding Regional Office websites soon after the receipt of the letter of intent from the Regional Committee, covering, inter alia, the details of the institution, its location, name of the programme applied for with intake; availability of physical infrastructure, such as land, building, office, classrooms, and other facilities or amenities; instructional facilities, such as laboratory and library and the particulars of their proposed teaching faculty and non-teaching staff with photographs, for information of all concerned. The information with regard to the following shall also be made available on the website, namely:-

- (a) sanctioned programmes along with annual intake in the institution;
 - (b) name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph;
 - (c) name of faculty members who left or joined during the last quarter;
 - (d) names of students admitted during the current session along with qualification, percentage of marks in the qualifying examination and in the entrance test, if any, date of admission and such other information;
 - (e) fee charged from students;
 - (f) available infrastructural facilities;
 - (g) facilities added during the last quarter;
 - (h) number of books in the library, refereed journals subscribed to, and additions, if any, in the last quarter.
- (ii) The institution shall be free to post additional relevant information, if it so desires.
- (iii) Any false or incomplete information on its website shall render the institution liable for withdrawal of recognition.

(15) The institution concerned, after appointing the requisite faculty or staff as per the provisions of norms and standards of respective programmes, and after fulfilling the conditions under regulation 8, shall formally inform about such appointments to the Regional Committee concerned.

(16) The letter granting approval for the selection or appointment of faculty shall also be provided by the institution to the Regional Committee with the document establishing that the Fixed Deposit Receipts of Endowment Fund and Reserve Fund have been converted into a joint account and after receipt of the said details, the Regional Committee concerned shall issue a formal order of recognition which shall be notified as provided under the Act.

(17) In cases, where the Regional Committee, after consideration of the report of the visiting team and other facts on record, is of the opinion that the institution does not fulfill the requirements for starting or conducting the course or for enhancement of intake, after giving an opportunity of being heard to the institution pass an order refusing to allow any further opportunity for removal of deficiencies or inspection for reasons to be recorded in writing; provided that against the order passed by the Regional Committee, an appeal to the Council may be preferred as provided under section 18 of the Act.

(18) The reports of inspection of the institutions along with the names of the visiting team experts shall be made available on the official website of the Regional Committee concerned after the same have been considered by the Regional Committee.

(19) The Regional Committee shall process the application for closure in the manner prescribed for the processing of applications for new programmes or additional programmes or additional intake.

8. Conditions for grant of recognition.—(1) New Teacher Education Institutions shall be located in composite institutions and the existing teacher education institutions shall continue to function as stand-alone institutions; and gradually move towards becoming composite institutions.

(2) An institution shall fulfill all the conditions pertaining to norms and standards for conducting the programme or training in teacher education. These norms, inter alia, provide conditions relating to financial resources,

accommodation, library, laboratory, other physical infrastructure, qualified staff including teaching and non-teaching personnel.

(3) An institution which has been recognised by the Council shall obtain accreditation from an accrediting agency approved by Council within five years of such recognition.

(4) (i) No institution shall be granted recognition under these regulations unless the institution or society sponsoring the institution is in possession of required land on the date of application. The land free from all encumbrances could be either on ownership basis or on lease from Government or Government institutions for a period of not less than thirty years. In cases where under relevant State or Union territory laws the maximum permissible lease period is less than thirty years, the State Government or Union territory administration law shall prevail and in any case no building shall be taken on lease for running any teacher training programme.

(ii) The society sponsoring the institution shall have to ensure that proposed teacher education institution has a well demarcated land area as specified by the norms.

(iii) The society sponsoring the institution shall be required to transfer and vest the title of the land and building in the name of the institution within a period of six months from the date of issue of formal recognition order under sub-regulation (16) of regulation 7. However, in case, the society fails to do so due to local laws or rules or bye-laws, it shall intimate in writing with documentary evidence of its inability to do so. The Regional Office shall keep this information on record and place it before the Regional Committee for its approval.

(5) The institution or society shall furnish an affidavit on Rs. 100 stamp paper duly attested, by Oath Commissioner or Notary Public stating the precise location of the land (Khasra number, village, district, state, etc.), the total area in possession and the permission of the competent authority to use the land for educational purposes and mode of possession, i.e., ownership or lease. In case of Government institutions, the said affidavit shall be furnished by the Principal or the Head of the Institution or any other higher authority. The affidavit shall be accompanied with the certified copy of land ownership or lease documents issued by the registering authority or civil authority, permission of the competent authority to use the land for educational purposes (and approved building plan) as per provision contained in sub-regulation (4) of the Regulation 5.

(6) The copy of the affidavit shall be displayed by the institution on its official website. In case, the contents of the affidavit are found to be incorrect or false, the society or trust or the institution concerned shall be liable for civil and criminal action under the relevant provisions of the Indian Penal Code and other relevant laws, and shall also be liable for withdrawal of recognition by the Regional Committee concerned.

(7) At the time of inspection, the building of the institution shall be complete in the form of a permanent structure on the land possessed by the institution, equipped with all necessary amenities and fulfilling all such requirements as prescribed in the norms and standards. The applicant institution shall produce the original completion certificate issued by the competent Authority, approved building plan in proof of the completion of building and built up area and other documents to the visiting team for verification. No temporary structure or asbestos roofing shall be allowed in the institution, even if it is in addition to the prescribed built up area.

(8) At the time of inspection for new programme or enhancement of intake, visiting team shall also verify the facilities for existing teacher education programmes already accorded recognition by the Council and ascertain the fulfillment and maintenance of regulations and norms and standards for the existing programmes as well.

(9) In case of change of premises, prior approval of the Regional Committee concerned shall be necessary, which may be accorded after due inspection of the institution at the new site. Application for change of premises, in the specified format alongwith the processing fee and other relevant documents shall be submitted by the institution online to the Regional Office for prior approval of change of premises. The change may be permitted to a site which, if applied initially, would have qualified for establishment of an institution as per specified norms of Council. The change shall be displayed on website thereafter.

(10) The university or examining body shall grant affiliation only after issue of the formal recognition order under sub-regulation (16) of regulation 7 and admissions by the institution shall be made only after affiliation by the university or affiliating body.

(11) Whenever there are changes in the norms and standards for a programme in teacher education, the institution shall comply with the requirements laid down in the revised norms and standards immediately. However, the revised land area related norms shall not be applicable to the existing institutions, but the required built up area shall have to be increased by existing institutions to conform to the revised norms and the institutions not having land area as per the revised norms, shall not be allowed to expand by way of additional programmes or additional intake.

(12) The institution shall make the information or documents available to the Council or its authorised representatives as and when required by them and failure to produce or show any of the required documents, shall be treated as a breach of the conditions of recognition.

(13) The institution shall maintain records, registers or other documents, which are essential for running an educational institution especially those prescribed under the relevant rules or regulation and norms and standards and guidelines or instructions of the Central or State or Union territory administrations, affiliating or examining bodies.

(14) The institution shall adhere to the mandatory disclosure in the prescribed format and display up-to-date information on its official website.

9. Norms and standards.—Every institution offering the following programmes shown in the Table shall have to comply with the norms and standards for various teacher education programmes as specified in Appendix-1 to Appendix 15 :

Sl. No.	Norms and Standards	Appendix No.
1.	Diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE)	Appendix-1
2.	Elementary teacher education programme leading to Diploma in Elementary Education (D.El.Ed.).	Appendix-2
3.	Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.	Appendix-3
4.	Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.	Appendix-4
5.	Master of education programme leading to Master of Education (M.Ed.) degree.	Appendix-5
6.	Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).	Appendix-6
7.	Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree	Appendix-7
8.	Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree	Appendix-8
9.	Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)	Appendix-9
10.	Bachelor of education programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.	Appendix-10
11.	Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)	Appendix-11
12.	Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts)	Appendix-12
13.	4-year Integrated programme leading to B.A.B.Ed./B.Sc.B.Ed. degree.	Appendix-13
14.	Bachelor of education programme (Part Time) leading to Bachelor of Education (B.Ed) degree.	Appendix-14
15.	B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree.	Appendix-15

10. Financial Management.—(1) In the case of self-financed institutions including government or government aided institutions running a programme on self-financing basis, where the letter of intent issued under sub-regulation 13 of regulation 7, there shall be an endowment fund of five lakh rupees per programme per unit and a reserve fund of seven lakh rupees per programme per unit of approved intake, in the form of a fixed deposit in a Scheduled Bank, which shall be converted into a fixed deposit in the joint name of an authorised representative of the management and the Regional Director concerned, which shall be maintained perpetually by way of renewal at the intervals of every five years.

(2) The academic and other staff of the institution shall be paid such salary as may be prescribed by the concerned government or Board or affiliating body by account payee cheque or as per advice into the bank account of employee specially opened for the purpose. The institution shall maintain complete record of payment of salary to the employees, Employees Provident Fund, details of which may be given in the self appraisal report and which may be verified at any time by the Council or State Government or affiliating body.

(3) Every institution shall display on its official website, every financial year by the 30th day of September, the following statements of accounts duly certified by a Chartered Accountant :-

- (i) Balance sheet as on the last date of the financial year;
- (ii) Income and expenditure account for the financial year;
- (iii) Receipt and payment account for the financial year.

11. Academic Calendars.—(1) It shall be incumbent upon the affiliating body to regulate the process of admission in teacher education institutions by prescribing the schedule or academic calendar in respect of each of the programmes specified in Appendix 1 to 15 under these regulations, at least three months in advance of the commencement of each academic session and to give due publicity by providing the following details, namely :-

- (a) date for the publication of notice inviting applications for admissions;
- (b) last date of receipt of applications for admissions for each programme;
- (c) date of selection test or interview;
- (d) date of publication of 1st, 2nd and 3rd list of candidates and last date of closure of admissions.

(2) The entire process shall be completed within a period of sixty days from the date of publication of the admission notice. The affiliating body shall strictly adhere to the schedule or academic calendar notified by it. After closure of the admission, each teacher education institution shall submit the list of students admitted in each programme within two days from the last date of closure of admission to the respective affiliating or examining bodies and shall be made available on the website of the institution.

12. Power to relax.—(1) On the recommendations of the Central Government, or State Government, or Union territory Administration concerned, or in cases for removal of any hardship caused in adhering to the provisions in these regulations, keeping in view the circumstances peculiar to the said Governments or Union territory, it shall be open to the Chairperson, for reasons to be recorded in writing, to relax any of the provisions of these regulations, in respect of any class or category of institutions, in the concerned State or Union Territory, or of Central Government institutions to such an extent and subject to such conditions, as may be specified in the order and decisions shall be brought to the notice of the Council in the next meeting. In exceptional cases and for reasons to be recorded in writing, the Chairperson, shall be competent to relax any of the provisions of these regulations and the related norms and standards subject to its ratification by the Council.

13. Repeal and savings.—(1) The National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009 is hereby repealed.

(2) Notwithstanding such repeal, anything done or any action taken or purported to have been done or taken under the regulations hereby repealed shall, in so far as it is not inconsistent with the provisions of these regulations, be deemed to have been done or taken under the corresponding provisions of these regulations.

JUGLAL SINGH, Member Secy.

[ADVT III/4//Exty./131 A/14]

APPENDIX-1

Norms and standards for diploma in early childhood education programme leading to Diploma in Preschool Education (DPSE)

1 Preamble

- 1.1 Preschool education aims at total child development in a learning environment that is joyful, child-centered, play and activity based. The present programme of DPSE, earlier known as Diploma in Early Childhood Education (D.E.C.Ed.) aims at preparing teachers for preschool programmes which are offered under different nomenclature such as nursery schools, kindergarten schools and preparatory schools. The programme shall cover children in the age group 3 to 6.

2 Duration and Working Days

2.1 Duration

The DPSE programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year, exclusive of period of examination and admission.

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

- (a) functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water in the institution.
- (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run-through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5. Staff

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

(i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and

(ii) M.Ed. with minimum 55% marks; and

(iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and

(iv) Eight years of teaching experience in a secondary Teacher Education Institution.

Desirable: Diploma/Degree in Educational Administration or Educational Leadership.

B. Perspectives in Education or Foundation Courses

(i) Postgraduate degree in Social Sciences with minimum 55% marks; and

(ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

(i) Postgraduate (MA) degree in Education with minimum 55% marks; and

(ii) B.Ed./B.El.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

(i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and

(ii) M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

[Note: In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BEIEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

- (i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

- (i) Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

(a) Librarian (B.Lib with 55% marks)	One
(b) Lab Assistant (BCA with 55% marks)	One
(c) Office-cum-Account Assistant	One
(d) Office Assistant-cum Computer Operator	One
(e) Store-Keeper	One
(f) Technical Assistant	One
(g) Lab Attendants/Helpers/Support Staff	Two

Qualifications

As prescribed by State Government/UT Administration concerned.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

4.2 Eligibility

- (a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
- (i) B.Ed.
 - (ii) B.A.B.Ed., B.Sc.B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50% marks in each).
- (b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

4.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/Central Government/University/UT Administration.

4.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

5. Curriculum, Programme Implementation and Assessment**5.1 Curriculum**

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of the two-year M.Ed. programme shall comprise of the following components:

- (1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self-development component;
- (2) Specialisation Branches where students choose to specialise in any one of the school levels/areas (such as elementary, or secondary and senior secondary);
- (3) Research leading to dissertation; and
- (4) Field immersion/attachment/internship. There shall be core courses (which shall have about 60% of credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

(a) Theory (Core and Specialisation) Courses

The theory courses are divided into core courses and specialisation courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.

Perspective Courses shall be in the areas of: Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT. Teacher Education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.

The Specialisation component/branches shall offer to students a specialisation in one of the school stages - elementary (upto VIII), or secondary and senior secondary (VI to XII)). The courses within the school stage specialisations shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; etc. Other specialisations may also be planned. A field internship/attachment relevant to the area of specialisation shall be organised during the programme.

Critical reflection on gender, disability and marginalisation should cut-across the courses in core and specialisations. Similarly skills pertaining to ICT and educational technology should be integrated in various courses in the programme. Besides, yoga education shall form an integral part of the curriculum.

(b) Practicum

Organisation of workshops, practicum activities and seminars to enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses.

(c) Internship and Attachment

Field attachments/internships/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in a teacher education institution, and in the specialisation area chosen by the student shall be organised during the programme.

Close mentorship by faculty in relevant areas should be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and guided research dissertation.

5.2 Programme Implementation

The institution will have to meet the following specific demands of this professional programme of study (M.Ed.):

- (i) Prepare a calendar for all activities, including internship and field attachment. The Calendar of the M.Ed. programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment.
- (ii) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be compulsory.
- (iii) For the conduct of the dissertation, the ratio of faculty to students for guidance and mentoring shall be 1:5.
- (iv) Structured engagement of M.Ed. students with educational sites/fields for not less than four weeks resulting in a reflective report. The suggested sites/fields are as follows:
 - (a) Professional pre-service teacher education programme.
 - (b) An organization engaged in the development of innovative curriculum and pedagogic practices.
 - (c) International/national/state institution involved in curriculum design; textbook development; education policy planning, formation and implementation; educational administration and management.
 - (d) In-service training programmes for school teachers.
- (v) The institutions shall initiate discourse in education by periodically organising seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research colloquium/seminar shall be ensured.
- (vi) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for redressal of grievances.
- (vii) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of the institution.

5.3 Assessment

For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignments, seminar presentations, field attachment appraisal reports, etc. One-fourth of the total marks/credits/ weightage shall be assigned to practicum, internship, field attachment and dissertation.

6. Staff**6.1 Faculty**

For an intake of 50 students per unit, the faculty-student ratio for a two year programme for 100 students shall be 1:10. The faculty positions shall be distributed as under:

1. Professors	Two
2. Associate Professors	Two
3. Assistant Professors	Six

The faculty members shall be appointed to cover all the core and specialised areas given in the curriculum. The Principal of a college offering M.Ed. programme shall be in the rank and scale of a professor.

6.2 Qualifications**A. Principal/HoD**

- (i) Postgraduate degree in a related discipline.
- (ii) M.Ed. with minimum 55% marks.
- (iii) Ph.D. in Education.
- (iv) Ten years of professional experience in teacher education.

B. Professor and Associate Professor

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed./M.A Education) with minimum 55% marks.
- (iii) Ph.D. degree in Education or in the discipline relevant to the area of specialisation.
- (iv) Any other qualifications prescribed by UGC like NET qualification or length of professional teaching experience as per UGC or state government norms for the positions of Professor and Associate Professor.

C. Assistant Professor

- (i) Postgraduate degree with minimum 55% marks in the discipline relevant to the area of specialisation.
- (ii) Postgraduate degree in Education (M.Ed./M.A Education) with minimum 55% marks.
- (iii) Any other qualifications prescribed by UGC like NET qualification.

(Note: Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available).

6.3 Administrative and Professional Support Staff**(a) The following administrative staff shall be provided:**

- | | |
|--|-----|
| 1. Office Manager | One |
| 2. IT Executive/Maintenance Staff | One |
| 3. Library Assistant/Resource Centre Coordinator | One |
| 4. Office Assistants | Two |
| 5. Helper | One |

(b) In the University Education Departments, the administrative staff shall be deployed as per the policy of the university.**6.4 Terms and Conditions of Service**

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

7 Facilities**7.1 Infrastructure**

An Institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, shall possess a minimum of 3000 sqm land area. The corresponding built up area shall be 2000 sqm. For additional intake of one basic unit, the minimum additional built up area shall be 500 sqm.

(a) Classrooms

For an intake of 50 students, there shall be provision for at least two classrooms with space and furniture to accommodate all students. The minimum size of the classroom shall be 50 sqm. The Institute shall provide a minimum of three small rooms of the size of 30 sqm. to hold tutorials and group discussions.

(b) Seminar Room

Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops.

(c) Faculty Rooms

A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided.

(d) Administrative Office Space

The institute shall provide adequate working space for the office staff, with furniture, storage and computer facilities.

(e) Common Room(s)

The institution shall provide at least two separate common rooms, one each for women and men.

7.2 Equipments and Materials**(a) Library**

The library of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of relevant textbooks) for the M.Ed. programme shall be

there, including reference books related to all courses of study, readings and literature related with the approaches delineated in the M.Ed. programme; educational encyclopedias, electronic publications (CD-ROMs) including online resources, and minimum five professional referred research journals of which at least one shall be an international publication. Library resources shall include books and journals published by NCTE, NCERT and other educational institutions. There shall also be provision of space for reading and reference section in the library. At least a hundred quality books will be added to the library every year. The library shall have photocopying facility and computer with Internet facility for the use of faculty and students.

(b) **Resource Centre**

An exclusive Resource Centre shall serve the purpose of a resource centre-cum-department library. It shall provide access to a variety of resources and materials to design and choose activities for teaching and learning; of relevant texts, copies of policy documents and commission reports; relevant curriculum documents such as the NCF, NCFTE, research reports, reports of surveys (national and state level), district and state level data; teachers' handbooks; books and journals relevant for course readings; field reports and reports of research seminars undertaken by students, Audio-visual equipments - TV, DVD Player, LCD Projector, films (documentaries, children's films, other films of social concerns/ issues of conflict, films on education); camera and other recording devices; and desirably ROT (satellite receive only terminal) and SIT (satellite interactive terminal).

Note: The facilities mentioned at 7.1 and 7.2 above shall be in addition to the facilities the institution already possesses for other teacher education programmes.

7.3 **Other Amenities**

- (a) Functional and appropriate labs and furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: If more than one programme in teacher education are run by the same institution in the same campus, the facilities of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different teacher education programmes offered in the institution.)

8 **Managing Committee**

The institution shall have a Managing Committee comprised of members from the Sponsoring Society/ Managing Society/Trust, two Educationists, primary/elementary education experts, one faculty member, Heads of two institutions identified for field attachment by rotation.

APPENDIX-6

Norms and Standards for diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.)

1. **Preamble**

The Diploma in Physical Education (D.P.Ed.) programme is a professional programme meant for preparing physical education teachers for elementary stage of school education (Class I to VIII).

2. **Duration and Working Days**

2.1 **Duration**

The Diploma in Physical Education programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

2.2 **Working Days**

There shall be at least 200 working days exclusive of period of admission but inclusive of examination with at least 36 working hours in a week.

3. **Intake, Eligibility and Admission Procedure**

3.1 **Intake**

There shall be a basic unit of 50 students for each year.

3.2 **Eligibility**

Senior Secondary School (+2) or its equivalent examination passed with at least 50% marks.

However, 5% relaxation be given to those who have participated in International/ National/ State Sports Competition.

stands - One Pair; High Jump Cross bars - Six; Shot-put for Men & Women - Two each; Discus for men & women - Two each; Hammers for men & women - Two each; Javelin for Men & Women - Six each; Vaulting box for jumping - Two; Relay Batons - Six; Mattress, Weight Training Set (Mats), Landing for High Jump.

(ii) **Sports and Games**

Badminton - Posts, Nets, Racket, Shuttle Cocks; Basketball - Stand and Board, Net, Balls; Cricket - Batting pad, Batting Gloves, Abdominal Guard, Helmet, Wicket Keeping Gloves, Wicket Keepers leg guard, Stumps, Bails, Balls, Tennis Balls; Football - Goal-post, Net, Balls (Mini size 4 No.), Posts with flags; Gymnastics - Vaulting Table / Horse (Men & Women), Parallel Bar (Men), Horizontal Bar (Men), Balance Beam (Adjustable), Balance Beam (Adjustable), Gymnastics Mattresses; Handball - Goal posts, Nets, Balls; Hockey - Goal posts, Net, Balls, Sticks, Goal-keeping kit; Kho-Kho - Poles; Lawn Tennis - Posts, Nets, Balls, Rackets; Table Tennis - Table, Rackets, Balls; Volleyball - Posts, Nets, Balls, Antenna; Weight Training - Rods, Weight Plates 2.5 Kg, 5 Kg, 10 Kg, 15 Kg, 20 Kg, Collars, Benches, Weight Stand, Weight Belts and Weight Jackets; One Multi-gym or separate station wise (at least ten station) ; Judo/Taekwondo/ Wrestling - Mats

(iii) **Equipment for indigenous activities / mass demonstration**

Leziums; Dumbbells; Flags; Hoops; Wands; Balls; Umbrellas; Skipping Ropes; Music System; Music - CDs/ Cassettes; Material like scarf drill, ribbon, placard etc. for mass display activities; Demonstration/ Display Equipment for martial arts.

6.4 Cultural Activities

Suitable and adequate instruments, as and when needed for various activities shall be provided.

6.5 Miscellaneous

Other equipment required for major games, minor games, recreational games, relays, combative games and yoga.

6.6 Amenities

- (i) Functional and appropriate furniture in required number for instructional and other purposes.
- (ii) The institution shall provide separate common rooms for male and female teacher educators/students-teachers.
- (iii) Sufficient number of toilets, separate for male and female, shall be made available for staff and students.
- (iv) Arrangement may be made for parking of vehicles.
- (v) Safe drinking water be provided in the institution.
- (vi) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.

[Note: In case of composite institution, the facilities of multipurpose hall, playground, library and laboratory (with proportionate addition of books and equipments) and instructional space may be shared by various programmes.]

7. Managing Committee

The Institution shall have a Managing Committee constituted as per the rules of the affiliating University/Concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The committee shall comprise representatives of the sponsoring society/ trust, physical educationists, representatives of the affiliating university and of the staff.

APPENDIX-7

Norms and standards for bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) Degree

1. Preamble

The Bachelor of Physical Education (B.P.Ed.) programme is a professional programme meant for preparing teachers for physical education in classes VI-X and for conducting physical education and sports activities in classes XI-XII.

2. Duration and Working Days

2.1 Duration

The B.P.Ed. Programme shall be of duration of two academic years or of four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

2.2 Working Days

There shall be at least 200 working days per year exclusive of admission and examination etc. The institution shall work for a minimum of 36 hours in a week (five or six days a week).

3 Intake, Eligibility and Admission Procedure

3.1 Intake

There shall be a basic unit of 100 (one hundred) students with two sections of 50 (fifty) each.

3.1 Eligibility

(a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.

Or

(b) Bachelor's degree in physical education with 45% marks.

Or

(c) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory/ elective subject.

Or

(d) Bachelor's degree with 45% marks and having participated in National/ Inter University/ State competitions or secured 1st, 2nd or 3rd position in Inter College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.

Or

(e) Bachelor's degree with participation in international competitions or secured 1st, 2nd or 3rd position in National/ Inter-University competition in sports and games as recognized by respective federations/ AIU/IOA/SGFI/Govt. of India.

Or

(f) Graduation with 45% marks and at least three years of teaching experience (for deputed in-service candidates i.e. trained physical education teachers/ coaches)

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.2 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test, sports proficiency test, physical fitness test, and marks obtained in the qualifying examination) or any other selection process as per the policy of the University/ State Government/ IJT Administration.

3.3 Fees

The institution shall charge only such fee as prescribed by the affiliating body / State Govt. concerned in accordance with provisions of NCTE (Guidelines for Regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations 2002, as amended from time to time and shall not charge donation, capitation fee etc. from the students.

4 Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.P.Ed. Programme shall be designed to integrate the study of childhood, social context of physical education, subject knowledge, pedagogical knowledge, aims of physical education and communication skills. The programme comprises of compulsory and optional theory courses and compulsory school internship. The theory and practical courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the curriculum framework suggested by NCTE (revised from time to time) for the state or region concerned.

ICT, gender, yoga education, and disability/inclusive education shall form an integral part of the B.P.Ed. curriculum.

(a) Theory Courses

The Theory Courses shall comprise of courses on perspectives in Physical Education, curriculum and sports and games pedagogy. The theory course in the 1st year shall include History, Principles and Foundations of Physical Education, Anatomy and Physiology, Health Education and Environmental Studies, Yoga Education, Educational Technology and Methods of Teaching, Organisation and Administration, Sports Training, Computer Applications, Theory of Sports and Games, Officiating and Coaching; and in the 2nd year shall include Contemporary Issues in Physical Education-Fitness, Wellness, Olympic Movement, Nutrition and Weight Management, Sports Psychology and Sociology, Kinesiology and Biomechanics, Sports Medicine, Physiotherapy and Rehabilitation, Measurement and Evaluation, Sports Management and Curriculum Design, Research and Statistics, and Research Project.

(b) Practicum

The Practicum Course shall be designed to give opportunity to acquire professional skills and capacities in various games, sports and physical activities suitable to school children. It includes Track and Field; Swimming (if possible); Gymnastics; Yoga; Aerobics; Racket Sports : Badminton, Table Tennis, Tennis, Squash; Team Games : Baseball, Basketball, Cricket, Football, Handball, Hockey, Netball, Softball, Shooting, Volleyball; Combative Sports like Boxing, Fencing, Judo, Karate, Malkhamb, Martial Arts, Taekwondo, Wrestling; Recreational/ Minor Games like Relay Games, Group Games, Minor Games, Lead-up Games; Indigenous Sports like Kabaddi, Kho-Kho; Activities of National Importance like Flag Hoisting, March Past, Ceremonies-Opening, Closing, Victory; Camping/ Picnic/ Hiking/ Trekking; Mass Demonstration Activities like Lezim, Dumb-bell, Umbrella, Tipri, Wand, Hoop or any other Apparatus.

(c) School Internship

The B.P.Ed. programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching-learning process.

School internship/ teaching practice includes community engagement. The school internship teaching practice programme shall have the following components :

A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college/ institution/ department itself.

The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching-related activities of student-teachers. It is desirable that it has an attached secondary school of its own. The institution shall obtain undertaking from schools willing to provide facilities for practice teaching.

4.2 Programme Implementation

The college/institute will have to undertake the following for implementation of the programme:

- (a) Prepare a calendar for all activities including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools indicating their willingness to allow the internship as well as other school-based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/ Block office of the State Education Department may allot schools to different TEIs.
- (c) Initiate discourse on physical education and yoga education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- (d) Organise academic enrichment programmes including interactions with faculty from parent disciplines, encourage faculty members to participate in academic pursuit and pursue research, especially in elementary and secondary schools. Provisions of leave may be made for faculty to undertake research/ teaching in Universities and Schools.
- (e) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking.
- (f) The development of resources for the school must be emphasized and a partnership between the Teacher Education Institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institute of Physical Education.
- (g) There shall be mechanisms and provisions in the Institution for addressing complaints of the students and faculty, and for the grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, teaching and assessing the student-teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for term-end examination conducted by the examining body; and one-fourth of the total marks shall be allocated to evaluating internship tasks including the assignments of practice teaching. The weightage for internal and external assessment shall be fixed by the affiliating body. Candidates must be internally assessed on the entire practicum course and not only on the project/ field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/ marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, diaries, reflective journals, etc.

5 Staff**5.1 Academic Faculty**

(i) Number (for a basic unit of one hundred students):

1. Principal	:	One
2. Associate Professors	:	Two
3. Assistant Professors	:	Six
4. Assistant Professors	:	Three (Part Time) if needed
5. Sports Trainers	:	Three (Part Time)
6. Yoga Trainer	:	One (Part Time)
7. Dietician	:	One (Part Time)

(ii) For an additional intake of one hundred students, the number of full time teacher educators shall be increased by eight Lecturers/Assistant Professors in physical education.

(iii) Appointment of teachers in physical education shall be such as to ensure the availability of expertise for teaching all courses/ subjects and activities related to physical education.

5.2. Qualifications**A. Principal/ Head**

(i) Master's degree in Physical Education (M.P.Ed./M.P.E.) with 55% marks or its equivalent grade, i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms.

(ii) Ph. D in the field of Physical Education.

(iii) Eight years teaching experience out of which five years experience in an institute / college/ department of physical education.

(iv) Any other stipulation prescribed by the UGC/affiliating body/State Govt. from time to time for the positions of principal shall be mandatory.

B. Associate Professor

(i) M.P.Ed. degree or its equivalent with at least 55 % marks or its equivalent grade i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms.

(ii) A minimum of eight years of experience of teaching and/or research in an academic/ research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/ industry excluding the period of Ph.D. research with evidence of published work and a minimum of 5 publications as books and/or research/policy papers.

Note : Any other stipulation prescribed by UGC /Affiliating Body/State Govt. from time to time for the position of Associate Professor shall be mandatory.

C. Assistant Professor

M.P.Ed. degree or its equivalent with 55 % marks or its equivalent grade i.e. B in the seven point scale of letter grades O, A, B, C, D, E, F as per UGC norms.

Note : Any other stipulation prescribed by UGC / Affiliating Body / State Govt. from time to time for the position of Assistant professor shall be mandatory.

D. Sports Trainers (Part Time)

Masters degree/Bachelors degree in physical education with specialization in at least one game/sport (as applicable) or Diploma/PG diploma in coaching in a sport (as applicable).

E. Yoga Trainer (Part Time)

PG Diploma in Yoga.

F. Dietician (Part Time)

Masters degree in nutrition or Bachelors degree in home science with diploma in nutrition and dietetics.

5.3. Technical Support and Administrative Staff

1. Librarian	:	One
2. Physiotherapist	:	One
3. Grounds-men/ Markers/ Helpers	:	Two
4. Music Teacher/ Band Master	:	One (Part Time)
5. ICT Instructor	:	One (Part Time)
6. Technical Assistant	:	One (Part Time)
7. Accounts Assistant	:	One
8. Office Assistant	:	One
9. Storekeeper	:	One
10. Helpers/ Attendants	:	Two

Qualifications

As prescribed by concerned State Government, Affiliating University/ UGC.

[Note: In case of composite institution, the Principal, and academic, administrative and technical staff can be shared across programmes. There shall be on Principal, and others may be termed as HoDs].

5.4. Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

(i) There shall be provision for at least two class rooms, one multi-purpose hall, one seminar room / ten tutorial specialization class rooms, separate rooms for the Principal, faculty members, medical facility room, office for the administrative staff and a store. For every instructional room like class room, laboratories, and libraries etc. spaces shall not be less than 10 sq. ft. (ten square feet) per student. Multi-purpose Hall shall have the seating capacity for at least two hundred persons with total built up area inclusive of dias as 2000 sq. mts (two thousand square meters).

(ii) Built up Area for running other courses in combination with B.P.Ed programme shall be as under :

- (a) Only B.P.Ed. - 1500 Sq mts.
- (b) B.P.Ed, plus M.P.Ed. - 2700 Sq.mts.
- (c) B.P.Ed plus D.P.Ed plus M.P.Ed - 3900 Sq.mts.

Additional intake of one unit of B.P.Ed. will require additional built up area of 500 sqm. (five hundred square meter).

(iii) There shall be a multi-purpose play field for outdoor sports, a 400 meter athletic track (may be 200 meter in metro cities), gymnasium and a hall for indoor games and sports.

(iv) The institution campus, building, furniture etc. should be disabled friendly.

(v) Safeguard against fire hazard be provided in all parts of the building.

(vi) Separate hostels for boys and girls for outstation students.

6.2 Instructional

(i) The institution must have at least 5-8 acres of land with proper fencing which shall provide enough space for institutional building and for future expansion and open space for organizing games and sports. Built up area consisting of classrooms etc, shall not be less than 1500 sq.mtr. For additional unit, the built up area is to be increased by 3000 sq. ft. The maximum intake capacity of an institution shall remain three hundred students taking all physical education courses together. Physical education courses are not to be run with other teacher education courses. Five to Eight acres of land is sufficient for all physical education courses up to an intake capacity of three

hundred students. Labs, Gym, Library, Sports facilities can be shared with other physical education courses being run in same campus.

- (ii) The institution shall have easy access to sufficient number (five to ten) of recognized secondary schools in the nearby area, for field work and practice teaching related activities of the student-teachers. An undertaking in the prescribed format should be obtained from such institutions: It is desirable that the institution has an attached school under its own control.
- (iii) There shall be a library-cum-reading room, equipped with minimum two thousand titles and reference books related to the prescribed course of study, educational encyclopedias, year-books, electronic publications (CDROMS) and minimum five refereed journals on physical education and related subjects. The library shall have photocopying facility and computer with internet facility for the use of faculty and student- teachers.
- (iv) The institution shall have equipments and facilities for indoor sports, outdoor sports and physical activities; sports medicine laboratory; education technology laboratory; anatomy, physiology and health education laboratory; human performance laboratory; physiotherapy, athletic care and rehabilitation laboratory, sports psychology laboratory; as well as for physical activities including Athletics, Sports and games, mass display drills etc. as prescribed by the concerned University and as suggested below.
- (v) Education Technology Laboratory : Digital Camera, Plasma/ LED/ LCD T.V., DVD Recorder and Player, Smart Board, Photocopier Machine, CDs/ DVDs/ROM for various Sports/ Games/ Skills Teaching, Media Projector, Video Camera (Handy Cam Digital), Desk Tops (TFT)- 20, Colour Printer, Scanner, Public Address System, Portable Display Boards (4 feet X 7 feet), Computer Laboratory with 15 desktops (TFT) and internet, intranet facilities with lib-net services, Music System, CCTV.
- (vi) Laboratory Equipments: The institution shall have the following equipments and facilities for various laboratories :
- (a) Anatomy, Physiology and Health Education Laboratory: Hemoglobin Meter – One, Spirometer (wet) – Two, Human Skeleton – One, Weighing Machine – One, Human Body System Charts displaying all systems (at least one separate chart for each body system) – At least 10 Human Body organ system models, Food Nutrient Charts, Communicable and Non-Communicable Diseases charts, Road Safety Devices Charts, First-Aid Box (Preliminary and Advanced), Height and Weight Charts.
- (b) Human Performance Laboratory: Peak Flow Meters, Dry Spiro meters, Pedometers, Heart Rate Monitors, Stop Watches (Electronic measuring time up to 1/100th of a second), Grip Dynamometers, Back and Leg Dynamometers, Goniometer, Anthropometers, Sliding Calipers, Skinfold Calipers, Steel Tapes, B.P. Apparatuses (Sphygmomanometers and Stethoscope), Harvard Step Test Benches, Wall Thermometer and Barometer, Metronome, Flexometer (to measure flexibility), Finger Dexterity Test, Reaction Time Apparatus (Visual and Audio), Foot and Hand Reaction Time Apparatus, Vibrators.
- (c) Physiotherapy, Athletic Care and Rehabilitation Laboratory : Infra red Lamp, Diagnostic Table, Sterilizing Unit, First Aid Box (Preliminary and Advanced), B.P. Apparatus (Sphygmomanometer and Stethoscope), Thermometer (Clinical), Ultrasound Therapy Unit, Wheel Chair, Vision Chart, Clutches, Weighing Machine, Ice Box, Stretcher, Wax bath therapy, IFT (Short wave Diathermy), Hot packs, Ice packs, Massage tables, Refrigerator.
- (d) Sports Psychology Laboratory: Desirable: At least ten psychological tests and instruments for testing psychological characteristics (with rating scales and manuals)
- (vii) **Sports and Field Equipments**
- (a) Athletics : Measuring Tape (Steel) – 15 m. (One), 30 m. (Two), 50 m. (One), 100 m. (One); Wire for marking the track (fifty meter) - One; Stop Watches (with 10 lap memory) - 06; Starting Clapper - 02; Stands for judges at finish - 02; Flag poles - 06; Starting blocks - 20; Stop boards - 02; Take off boards -02; Hurdles - 30; High jump stands - One Pair; High Jump Cross bars - Six; Shot-put for men and women -06 each; Discus for men and women -06 each; Hammers for men and women - 03 each; Javelin for men and women - 05 each; Vaulting box for jumping - Two; Relay Batons -12; Weight-Lifting Set (Olympic Set) - One set.
- (b) Sports and Games : (i) Badminton: Badminton posts (two sets), Badminton nets (six), Badminton Rackets (20), Shuttle Cocks (ten barrels); (ii) Basketball : Basketball Stand and Boards (two sets), Basketball balls (one dozen), Basketball net (four pairs); Boxing -- Gloves, Punching Bags, Ring (if possible); (iii) Cricket: Cricket batting pad (three sets), Cricket Batting Gloves (three sets),

Abdominal Guard (three), helmet (three), Wicket Keeping Gloves (two pairs), Wicket Keepers leg guard (two pairs), Stumps (twelve nos.), Bails (ten nos), Cricket Ball; (iv) Football: Football post (two sets), Footballs, Football Net (four sets), Posts with flags (eight); (v) Handball: Handball posts (two sets); Handball – Balls (one dozen), Handball – Net (four pairs); (vi) Hockey: Hockey posts (two set), Hockey-bailsmen doz.), Hockey Stick (thirty), Hockey Goal keeping kit (one); (vii) Kho-Kho: Kho-Kho Poles (two set); (viii) Lawn Tennis: Lawn Tennis Posts(two), Tennis Balls, Tennis racket; (ix) Table Tennis: Table Tennis Bailsmen doz.; (x) Volleyball: Volleyball Posts (two set), Volleyballs (twenty), Volleyball Net (four), Antenna (four); (xi) Weight-Lifting: Weight Training Rods (ten), Weight Plates 2.5 Kg, five Kg, ten Kg, fifteen Kg, twenty Kg (ten each), Collars (twenty), Benches (four), Weight Stand (two), Squat Stand, One Multi-gym or separate station wise (at least ten station), Weight Jackets and Weight Belts; One Multi-gym or separate station wise (at least ten station); Mats to be used for Judo/Taekwondo/ Wrestling.

(c) Equipment for indigenous activities / mass demonstration: Lezium (50 pairs); Dumbbells (50 pairs); Indian Clubs (50 pairs); Flags; Hoops; Wands; Balls; Umbrella; Skipping Ropes; Music System; Music - CDs/ Cassettes; Material like scarf drill, ribbon, placard etc. for mass display activities.

(d) Gymnastics Apparatus: Parallel Bars (one set), Uneven parallel bars (one set), Horizontal bar (one set), Two roman rings (one set), Climbing ropes (Manila) (six), Mats (twelve rubber, twelve coir), Balance beam (adjustable sets) (one set), One Pummeled Horse (one set), Multi-gym (twelve stationed) (one set), Vaulting Table (one set), Beat board (two nos.), Crash mat (one).

6.3 Cultural Activities

Suitable and adequate instruments should be provided as and when needed for various activities. Other equipment required for minor games, recreational games, relays and combative sport be procured on need and specialization basis.

6.4 Amenities

- (i) Functional and appropriate furniture in required number for instructional and other purposes.
- (ii) The institution shall provide separate common rooms for male and female staff and students.
- (iii) Sufficient number of toilets, separate for male and female, shall be made available for staff and students.
- (iv) Arrangement may be made for parking of vehicles.
- (v) Safe drinking water be provided in the institution.
- (vi) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.

(Note : In case of composite institution, the infrastructural and other facilities shall be shared by various teacher education programmes.)

7. Managing Committee

The Institution shall have a Managing Committee constituted as per the rules of the affiliating University/Concerned State Government, if any. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The committee shall comprise representatives of the sponsoring society/ trust, Educationists, Physical Education experts, representatives of the affiliating university and of the staff.

APPENDIX-8

Norms and Standards for masters of physical education programme leading to Master of Physical Education (M.P.Ed.) Degree

1 Preamble

- 1.1. The Master of Physical Education (M.P.Ed.) programme is a professional programme meant for preparing physical education teachers for senior secondary (classes XI and XII) level as well as assistant professors/ directors/ sports officers in colleges/ universities and teacher educators in colleges of physical education and university departments of physical education.

2 Duration and Working Days

2.1 Duration

The M.P.Ed. programme shall be of a duration of two academic years or four semesters. However, the students shall be permitted to complete the programme within a maximum period of three years.