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1. These Regulations may be called the National Council for Teacher Education (determination of conditions for recognition of institutions offering or intending to offer through corres- pondence education or distance education in- cluding• open distance education or any mode other than face to face instruction for any course 'leading to B.Ed degree or • its equivalent and permission to 'start any new course or training) (Amendment) Regulations, 1998

2. They shall come into force with immediate effect

3. The existing Appendix 11 to the National Coun- cil for Teacher Education (determination of conditions for recognition of institutions offering or intending to offer through correspondence education or distance education including open distance education or any mode other 'than face to.face instruction for any course leading to B.Ed degree or its equivalent and permission to start zny• new -course- or •training) Regulations '1996 and iefferred to in sub-para (b) of para 9 •and Sub-Dara (b) of para iO of the said Regu- 'lations 1996 shall be substituted by the enclosed Anpendix 11—Norms and Standards ,for Teacher Education Institutions—(B.Ed distance education including correspondence) (Secondary). SURENDRA SINGH Member Secy. IYORMS AND STANDARDS FOR TEACHER EDUCATION INSTITUTIONS 1B. ED. DISTANCE EDUCATION INCLUDING CORRESPONDENCE] [SECONDARY] •1. Preamble The NCTE acceots distance education as a use- ful and viable mode' for training teachers .presently serving in schools. This mode is also useful for pro- viding training and continuing education support for other functionaries working in the school sys- tem. HDWever, it is unacce-&table as a • modo for pre- service teacher training or for conferring degrees/ certificates in teacher education as a qualification for seeking ennloyment as teacher. Further, wherever this mode is used for training, it shc •uld be ensured that it satisfies tho prescribed conditions and requirements. This d ocument

presents the norms and standards for distance education of teachers including correspondence programmes leading to B.Ed degree. These norms apply to all institutions offering distance teacher education programme whether as the only exclusive educational programme of the Institution or as one of several other programmes offered by them. In the latter case, the building and other physical facilities may be shared with the Other programmes without compromising the quality of the course. The norms and standards specify the details of the conditions to be satisfied for recognition, permission and additional intake for any course or training in teacher education. The norms are stated under two categories/ levels —(i) essential norms are the minimum requirements that all institutions should fulfil in order to be eligible for recognition/permission and additional intake and (ii) desirable norms indicate directions which institutions should strive to move towards in a reasonably short period of time. The measurement of land, building space, rooms, library etc. mentioned in the document under THE OF NDIA, Physical Infrastructure as essential or desirable are to be treated as approximate and to serve as a guide. The main purpose is to ensure that the rooms etc. be of a size in which the teaching-learning of required number can be conducted conveniently and comfortably. 1.1.a Guidelines For B.Ed. Programme Through Distance Education Including Correspondence Mode—A Summary of Course Title—B.Ed. through Distance Education Mode for Secondary schools. O Jurisdiction—Each University will admit only those candidates who are currently working in schools systems located in the territorial jurisdiction assigned to it by the Act/State Government. O Entry Qualifications—Entry qualifications for admissions shall be graduates having at least years teaching experience as full time regular teachers in recognized schools. Admission will be based on the length of service, preference to be given to secondary school teachers. O Number of Seats—The maximum number of seats shall every time, by consultation between university and the State Govt. concerned, taking the following parameters into consideration : — - Jurisdiction — Human resource development requirements Needs of teachers in the school system Number of untrained teachers in the State Organizational capacity of the university. O Capacity of conventional teacher education system to support the delivery of programme. Only teacher education institutions offering regular B.Ed. Programme recognized by the NCTE shall be designated as study centres. Only one study centre shall be hosted by an institution. Maximum number of student teachers in a study centre shall not exceed 100 per batch. Interactional sessions shall not have more than thirty students. Group work shall be organised in smaller groups of ten students. O Duration—24 months excluding time taken for admissions. The maximum period to complete the Programme shall not exceed five years. C Tuition Fee—Fee shall be limited to cover the operational cost of running the programme as decided by the University and the concerned Government. O Provision of Adequate amount of Self-learning material in printed course-material in distance education format. Sample evaluation of material to be conducted by the committees to be set up by NCTE. O Provision of audio, and video packages. O Regular assignments which are fully evaluated within stipulated time. There would be two assignments each of the papers/courses of which one would be a practice oriented assignment. O Internship of 4 weeks duration, during which the student teachers deliver at least 40 lessons in the schools they are serving, 10 of which will be supervised by the regular teacher educators of training institution/university departments. O Minimum 300 hours of compulsory contact programmes at the rate of a maximum of 6 hours per day, spread over 12 weeks. These will be conducted by qualified teacher educators from the university departments/ Colleges of Education with emphasis on group work, individual and collective reflection, experiential learning, and direct and mediated experiences of field using small groups of 10 student teachers. No contact class will consist of more than 30 student teachers in one group. O Evaluation shall be comprehensive and continuous, with formative evaluation having a minimum of 30% weightage for theory courses. O Fees shall be limited to cover the operational cost of running the programme. O Staff—10 teachers for an intake of 500 students. At the study centres : 1 teacher for 10 students. O Examinations will be conducted on specified days, outside the period assigned to the contact programmes. Minimum of 80 per cent attendance in contact programmes would be necessary

2. Human Resources 2.1 Staff for Headquarters/Nodal Centre The teacher education through Distance Education includes a number of activities like course designing, course development, checking students' assignments, monitoring self corrective learning materials, organizing contact programmes, monitoring student-teaching, orientation of the staff at study centres; etc, faculty at the nodal/Hqrs will ensure proper Implementation In respect of all PART-CIIITSRC.s4] • THE these. It is essential that facilities

up to 500 students. The programme should be available both at the university headquarters as well as study centres. The central unit examining university would not act only as an administrative body but also act as an active resource centre. It is essential to appoint full-time well qualified staff. Sufficient part-time faculty should also be made available. There shall be a faculty strength of 'ten member' including two Professors and Two Readers/Institutional Headquarters for an intake. Of Very, maintenance and revision. For every additional 500 students or part thereof there shall be one additional faculty member. At the study centre, there shall be, at least one teacher educator for every ten student teachers on a part-time basis. Required number of additional part-time faculty shall be fixed for internship, workshops and contact programmes.

2.20 Staff for Study Centre

2.3 Staff Designation Head/Director (Professor's Rank) Professor Reader in Education Lecturer in Education Number Required Specialization

Essential	One	One	Four	Four	Desirable	Education Do. Do.
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The teachers will be on part time basis. Qualification & Experience As laid down by IJGC/Government Norms; Ph.D in Education with Masters Degree First/Second, Class. 10 years experience in teaching and or research or administration in educational institutions/management development of instructional materials. Experience and/or additional qualification in distance education. As laid down by UGC/Government. Note : While appointing staff care should be taken to cover as many methods subjects as possible.

2.4 Technical Support

Staff Designation Assistant Librarian Technical Assistant Computer Operators

2.5 Administrative Staff and Helpers

Designation	once	Assistant	cum	Typist	Accounts	Asstt.	cum	Clerk	Helpers
AR/Office Superintendent/Section Officer	Essential	1	1	2	Essential	1	1	3	1
Desirable	2	2	3	UDC-I	Qualification	Diploma in Library Science	ITI Certificate/Diploma	HSC with training in A-v	B.se. Diploma in Computer Education
Desirable	LDC	cum	Account-1	Typist	5	Qualification	As per University/Central/ State Govt. norms	Do. Do. Do.	2.6

• Nature of, Employment of Staff

3. All staff shall be appointed on full time regular basis after selection by properly constituted selection Committee. The salary structure of teaching staff should be as per Government/UGC/ NCTE : Norms. Physical Infrastructure Space and Buildings.

3.1 Headquarters / Nodal Centre

Nodal Centre will be the universities/institutions that will undertake the responsibility of running the course. Nodal Centre will (a) design, plan, and develop course material (b) organise campus courses or Personal Contact Programme (c) make all necessary arrangements for study centres, field practicum centres and (d) fund, guide, supervise and evaluate all programme components.

3.1.1 Land Area and Location

Adequate land area of approx. 3000 sq.m. has to be provided for various academic and administrative functions. Adequacy of land area will depend upon the socio-economic conditions of the region, curricular requirements, staff strength, etc. The institution should be preferably located in a noise and pollution - free environment. There should be good telephone communication facilities; sufficient drinking water and regular electricity should be available. Facilities for staff, men women students available. Furniture should also be as follows:

3.1.2 Building Space

2. 3. 4. 5. 6. 9. 10. Rooms

Head's Room Faculty Rooms (8)

Material Production Centre* Store Room (General) (1) Store Room for storing produced material (1) once Rooms (2) Library*

* (1) Computer Room (1) Conference Room (1) Committee Rooms (2) Chairs-6: Table-1 ; Almirah-11

Chairs and Tables—one each, Some extra chairs/seats, Almirah—one each

Filing* abinet/Emirahs as needed

Filing cabinets, Almirahs Tables, Chairs as needed

Tables and Chairs for 10 persons

Catalogue cabinet, Book Shelves as needed

Computer Table-I, Chair—I, Chair for console—1

Long Table-I, Chairs—50

Tables and Chairs—20 each

* **Material Production Centre—production Wing**

Distance Education institutions produce and use training, teaching, learning and evaluation materials. The strength of the programme lies in the quality, quantity and variety of these materials. It is desirable to have equipment like DTP with laser printer, dot matrix, Xerox machine, electronic typewriter and printing facility, audio and video production centres. The audio production centre requires audio recording machines, audio cassettes for reproduction of multiple copies of high quality, sound dubbing equipment and editing machines. The video production centre having equipments like Video cameras, light and sound equipment, VCRs, editing equipment, may be added for producing Video materials.

* **Library**

It is essential that the nodal centre has a well equipped library with a minimum of 3000 books and 10 professional journals with provision of addition of at least 200 books every year.

3.1.3 Staff Quarters

Desirable Principal's/Director's residence should be provided on the campus. Quarters for at least 50% of teaching staff may also be provided. Quarters for all staff (both teaching and non-teaching) may be provided as follows in those is an acute problem : Item Head (of Professor's Rank) Professor Readers

Lecturers Technical Support Staff Helpers 3.2 Study Centres areas Floor Area 20 sq. •sq. •8 X 20 sq. file 80 sq. •m. 25 sq. m. 50 sq. m. 240 sq.m. 80 Sq. m. 20 sq.m. 60 sq.m. 30 sq. m. each where housing Number 1 4 4 10 5 These centres could be located within or outside the nodal centre. The study centres could be spread over different teacher education institutions/ colleges affiliated to the university. but within the area of jurisdiction Of the university. Only those teacher education institutions offering B.Ed. programme which are recognised by the NCTE shall be designated as study centres provided that only one study centre shall be hosted by one such institution. Adequate space and facilities should be counselling, available for organising tutorials, group discussions, individual studies and display of assignments and - response materials of students etc. PART.11i—SEC. 3 ,2.1 Building Space and Facilities For a unit of 100 students the ' following built' in space is prescribed as the minimum essential 943, (i) Classrooms (ii) Multipurpose room (iii) Hall (iv) Multipurpose Laboratory for Computer, Psychology and Science Practical (v) Library room with reading facilities for at least 30 students (vi) Work experience room (vii) Principal's room. with attached toilet facilities (viii) Staff room (ix) Office room (x) Store room (xi) Common room with adequate space for women students (xii) Separate toilets for girls, boys and teachers/staff (xiii) Provision for drinking water facilities in at least two places available at all times during working hours. Desirable (i) Seminar room with drinking water (ii) Separate laboratories for Science, Psychology, Educational Technology Number 2 each 1 1 1 1 1 1. 1 1 1 each 2 1 Area 60 sq. m. 100 sq.m. 125 sq. m. Approx 100 sq. m. + 45 Sq. m.- for storage space 50 sq. m. including storage space 60 sq. m. 25 sq. m. 60 sq. m. 40 sq. m. 25 sq. m. 25 sq. m. 100 sq. m. for 120 students 75 sq. m. with IS sq. m. for storage 25 sq. m. 150 sq. m. 30 sq. m. each 20 Sq. m. (iii) Small group work rooms (iv) A large multipurpose Hall (v) Separate school subject rooms (vi) Separate room for teachers (vii) Canteen, if possible on co-operative basis The measurements mentioned as essential or desirable serve as a guide. It is to be ensured that the rooms etc. be of a size in which the teaching: learning of the required number can be conducted conveniently and comfortably. 3.2.2 Laboratories There will be two types of labs i.e. general labs and course-specific labs. The general labs are . Psychology lab, Educational Technology lab, etc. Course-specific lab, such as Science lab, Computer lab, Work Experience lab etc. will be considered essential with reference to the specializations offered in the programme. 3.2.2.1 General Laboratories (a) Psychology Laboratory Institutions of Distance Teacher Education should have a Psychology Laboratory of 75 sq. m. area of which 15 sq. m. will constitute the store room for educational and psychological tests and other instruments. The remaining space of 60 sq. m. will be used for practical work by students working in groups. A separate Psychology Lab having upto date tests, equipment, and other materials is desirable. (b) Work Experience Laboratory A work experience lab of floor area 75 sq. m. should be provided in the institution; THE GAZETTE OF INDIA MARCH 20 & III—sw. 4 944 practicals in the chosen area of work experience. the work experience lab should be equipped with the required tools and equipment related to the concerned work experience area/areas offered by the institution. (c) Educational Technology Laboratory A room of floor area 60 sq. m. with adequate audio-visual and mass media equipment should be available for practical work by students in smaller groups. Students may also use this lab for the preparation of teaching aids. The staff of the institute may also use this lab for the purposes of producing instructional materials. (d) Library-cum-Reading Room A library-cum-reading room of floor area 100 sq. m. is essential for each institution. It should have adequate reading room space and storage space for books. It will be desirable to have small study cabins in the library for the users. 3.2.2.2 Course Specific Laboratories (a) Science Laboratory There should be a science lab of area 75 sq.m. of which about 15 sq.m. for the storage of apparatus and chemicals and 60 sq.m. for practical work. There should be adequate number of work tables. During the time of non-occupancy, the science lab be used for other curricular activities in science education. (b) Computer Laboratory A room of floor area 50 sq.m. with at least five personal computers will be required for this lab. With such a facility, the students can learn both theory and acquire hands on experience in Computer Education. It is an essential lab for those who opt for computer teacher education. 3.2.3 Equipment 3.2.3.1 Laboratories (a) Science Laboratory Essential The study centres should make available at least one set of all science apparatus required to perform the experiments prescribed at different school levels. All required chemicals should be available on the shelf and in the almirah for storing chemicals and other equipment. Desirable Multiple sets of some apparatus may be provided so that more than one student teacher can perform the same experiment at the same time. Some apparatus to perform innovative and higher level experiments

may also be provided. (b) Psychology Laboratory Apparatus. for simple experiments related to educational psychology. Essential Intelligence Tests (performance, non-verbal and verbal), Aptitude Tests, personality Scales, Attitude Tests and Interest Inventories. Desirable Multiple sets of the above tests, sensory-motor tests. (c) Educational Technology Essential Audio Cassette recorder, Slide-calli-film-strip projector, 35 mm. Still Camera, VCR, blank audio cassettes and Art materials for preparation of charts and slides. Desirable Radio, TV, VCR, Amplifier, Loudspeakers, Microphone, Video Camera, Video Cassettes, Computer PO. (d) Multipurpose Workshop & Work-Experience Activities • Essential Two sets of working hand tools, two sets of gardener's tools, other essential equipment required for work experience activities provided in the study centre. Desirable Multiple sets of hand tools. 3.2.3.2 Games and Sports It is desirable to have simple equipment and materials for games and sports. These can also be used for practising game or play based pedagogy, and for conducting action research in related areas. 3.2.4 Books and Essential THE GAZETTE OF MARCH 20, 1999 (PHALGUNA 29, 1920) Desirable 945 The library at the study centre should have initially multiple sets of instructional module/modular materials and texts books. It is desirable to have at least 100 sets so as to cover 500 students. Apart from this, there should be at least 5000 books including texts and reference books. The study Centre should subscribe to a minimum of ten professional journals national and international. At least 7000 books including textbooks and reference books, with provision of adding at least 100 titles per year. It should subscribe to at least 15 journals. These books and journals will help to transform and innovate the given Programmes. 3.2.5 Furniture All rooms in the study centre require adequate and appropriate furniture. furniture in different rooms of the follows: Should have, adequate - The norms institution are for 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. NATURE OF FURNITURE Classrooms: Two The 1st & 2nd year classes are not to be arranged simultaneously. Table & Chair for Teacher Blackboard Seminar Room: Students' & Teachers' Tables & Chairs Hall With Dais: (One), & Chairs Laboratory : (Science, Psychology, Educational Technology) work Tables (1 25 x 0 9 x 0 1) Stools (0 6 ht.) Demonstration Table & Chair, Steel Almirah, Storage racks Workshop Work Benches (1 25 x 2 x Stools (0 5 ht.) Teacher's Table & Chair Steel Almirah Storage racks Black Board (3 5 x 1) .75) Principal/Head/Director's Room Table, Steel Almirah, Book Rack, Filing Cabinet, Telephone/Fax Chairs Teachers' Room : Almirah/Cabinets, Tables' & Chairs Office Room : Chair & Table, Extra Chairs, Steel Almirah, Filing Cabinet, Filing Racks, Notice Boards, Stools Store Room : Steel Almirah, Storage Racks etc. Students' Common Room : Chairs, Long Tables etc. NORMS ESSENTIAL I Set for each student x 50 sets for each classroom. I set (2.5m x 1m x 1m) One An adequate number to accommodate 100 students & 10 teachers Dais (3 x 6 x 0 5m) Halls sufficient to accommodate 150 students 5 in each laboratory 25 in each lab Demo. table 1 in each lab 1 in each lab 2 in each lab 4 benches 25 stools 1 each 1 each 2. each 1 One each 10 One for each Teacher Adequately furnished Three in each store room Adequate to accommodate 25 students DESIRABLE 75 sets for each classrooms Appropriate size Two Enough to accommodate more teachers & students Sufficient to accommodate about 200 students and teachers 3 in each lab 25 in each lab 1 in each lab 2 in each lab 4 in each lab 6 benches 30 stools 2 4 1 One each 15 Same as essential by having good quality materials. Sufficiently furnished by having good quality materials. Four or Five in each store room Sufficient to accommodate 40 students 8—509 GI/98 946 THE GAZETTE OF INDIA, MARCK [PART, lil=gze. 4 3.3 Personal Contact Programme Centres Personal Contact Programme may be organized at the nodal/study centres. These centres will be equipped with adequate AV equipment. Staff for these centres may include, one coordinator, ten teachers and technical support personnel. Adequate facilities for Coordinator's room, Class room and Store room etc. should also be available. 3.4 Field Practicum Centres These are the selected schools where student teachers are working for the organization of practice teaching, work by experience, action research studies, and innovative curricular practices. It is necessary to have nearly 50 field practicum-centres for 500 student teachers of first year and 500 student teachers of second year

4. Academic Input 4.1 Duration 24 months for B.Ed. course: exclusive of the time taken for formalities of entrance test, admission, etc. 4.2 Eligibility Only full time regular teachers who are graduates and are serving in recognized schools (primary, secondary or higher secondary levels) located within the jurisdiction of the institution and with a minimum of two years of teaching experience. Admission will be considered on the basis of access to the study centres, and length of service in recognised schools. Preference will be given to teachers working in secondary schools. Reservation of seats may be provided in accordance with the constitutional/legislative provisions. 4.3 Materials (a) Adequate amount of self-

learning printed course. material in distance education format, for which sample based evaluation of the printed materials has to be done by a Committee to be set up by NCTE. (b) Adequate provision for Audio and Video packages in each course/paper. (c) Regular Assignments which should be duly evaluated within stipulated time. There would be two assignments per year, one in each the papers/courses. 44 Contact Programmes There will be minimum of 300 hours (60×45 or 50×60) of compulsory contact programmes of 5/6 hours spread over 5 day-12 weeks or 6 day-10 weeks. At-least: 80% attendance will be required.. These programmes will be conducted by teacher educators from the university departments/training colleges. During this period, the experts will also see the extent to which the student teachers have mastered teaching skills during internship. No contact class will consist of more than 30 student teachers in one group. 4.5 Evaluation Formative and summative • evaluation will be conducted in all curricular and co-curricular areas off the courses. The University/Examining bodies will ensure continuous and comprehensive evaluation the guidelines. The written practical, oral, and other innovative forms of evaluation will be employed as and when necessary. The institution will ensure continuity of feedback on the basis of evaluation of assignments, practical, and other activities. The overall framework of marks; marking/ grading shall be comparable to those in the regular programme. Formative, (internal) evaluation shall have a minimum of weightage for theory courses. There shall be separate pass marks for both formative (internal) and summative (external) evaluation. Practical components shall be internally evaluated in terms of grades. 4.6 Student Support System The University/Examining Bodies and Study Centres, Personal Contact Programme Centre, co-operative teacher education colleges, practising schools, field practicum centres etc. will co-ordinate 220 PART nJ---Szc. 4] 4 • 7 Practicals Præ GAZETTE OF 29; 1920) 947 PractEal' Work to be done by each student Expeinbnts relevant to school • syllabus for Science Student. Projects for other, students Preparation of Teaching Aids Administration of Psy, Tests, - Scoring, Interpretation & other experiments of relevance Operation of audio-visual equipment Preparation of lesson plans, including unit plans Total number of lessons to be delivered Observation of demonstration lessons in each method subject Given by teacher educators Observation of lessons taught by peer senior student teachers Observation of supervised lessons. given by peers Construction of test items, unit test and examination question paper in each subject Case study/action research/other project 4.8 Internship An internship of 4 weeks duration, during which the teacher trainees deliver at least 40 lessons, 20 in each subject etc. in the schools they are serving, 10 of which will be supervised by the specified teacher educators of training colleges/university departments

5. Financial Provisions 5.1 Endowment and Reserve Funds The institution should be financially sound and viable. Government/Local Self-Government/University institutions should undertake to provide adequate finance from time to time. Institution under private management should have an endowment fund of Rs. five lakh and a reserve fund of an amount equal to three months salaries (unless full grant-in-aid is assured.) 5.2 Auditing The institution must adopt coursewise budgeting expenditure sanctioning, accounting and auditing procedures/systems. The annual accounts should be audited by authorities including duly approved Chartered Accountant. Essential 3 2 3 3 different 40 including unit plans-2 (one of each subject) Minimum 2 One in each subject 10 ZOA-I +1 1 Desirable 5 10 5 3 different items' \$0 with Innovative teaching models 50 4 4 15 30 +2 +2 2 5.3 Cost 5.3.1 Non-Recurring Cost. (i) Nodal Centre Suitable institutional building with adequate and fittings for (a) academic wing, (b) administrative resources wings along with Study Centres and Personal Contact Programme Centres (PCP). Adequate cost estimation of non-recurring items like buildings, books, furniture, endowments funds, etc. shall be not less than Rs. 40 lakh. 5.3.2 Recurring Cost Salaries (for regular faculty/staff) Other recurring costs Expenditure on library Books and Journals etc. As per UGC/Government norms Rs. 15 lakh for 500 students @ Rs. 3000/- per year per student Rs. 1 lakh @ Rs. 200 per year per student 6. More than One Course in the Same Institution If one or more courses in teacher education run by the same institution • in the same building complex the facilities in terms of building, hall, library, hostels, equipment, play fields etc. may be shared in a reasonable manner 11 (FIRE) 948 THE GAZETTE OF INDIA, MARCH 20, 1999 (PHALGUNA 09, 1920V 6. Mānhéf Of making application NATIONAL COUNCIL FOR TEACHER- EDUCATION Development Area Sri Aurobindo Marg., Delhi-110016, the 29th December, 1998 FI 284/98-99/NCTE.—In exercise of the powers conferred under sub clauses (f) and (h) of subsection 2 of section 32 read with Sections 14 and 15 of National Council for Teacher Education Act 1993 (No. 73 of '93) National Council for Teacher Education hereby makes the following regulations I.

Short Title and Commencement These regulations -may be called the National Council for Teacher Education (Norms and Conditions for recognition of Bachelor of Elementary Regulations, 1998, 2. **Applicability** These regulations shall be applicable to institutions including universities, open universities, constituents thereof and any other bodies called by whatever name and style and courses in B.El.Ed

3. Definition In these regulations unless the context otherwise requires—(i) "Act" means National Council for Teacher Education Act, 1993 (No. 73 of 1993). (ii) 'New course or training in teacher education' means any course or training in teacher education which was not being offered by the institution at the time of recognition but is proposed to be offered by the recognised institution. (iii) 'Regional Committee' means a committee established under Section 20. (iv) All other terms shall have the same meaning as contained in Section 2 of the Act

4. Application for Recognition (i) Every institution offering/intending to Offer a course or training in B.El.Ed. shall make an application in the form obtainable from Regional Committee Of NCTE on payment of price fixed by NCTE from time to time for recognition under the Act. (ii) The application shall be submitted to the Regional Committee in whose territorial jurisdiction the institution is located

5. Application for permission to start new course or training or increase in intake.(i) Where any recognised institution intends to start any new course or training in B.El.Ed. it shall make new application in the form obtainable from Regional Committee of NCTE on payment of price fixed by NCTE from time to time to the Regional Committee concerned. (ii) Where any recognised institution intends to increase its intake of students beyond the intake approved for such course or training, the recognised institution shall make an application to the Regional Committee of NCTE concerned. (iii) The application shall be submitted to the Regional Committee in whose territorial jurisdiction the institution is located. (c) (b) (c) (d) (e) Application for recognition shall be made to regional Committee of NCTE concerned. Application for permission to start new course or training in B.El.Ed. or increase in intake approved shall be made by the recognised institution to the Regional Committee concerned. Application for recognition of institutions or permission to start new course or to increase intake approved shall be submitted in triplicate. Application for recognition of institution offering a course or training in teacher training immediately before 17th August, 1995, shall be submitted directly to the Regional Committee concerned. Every institution intending to offer a course or training in teacher education but was not functioning immediately before 17th August 1995 shall submit application for recognition with a 'No Objection Certificate' from the respective State Govt. or Union Territory-administration in which the institution is located. Application for permission to increase in intake by recognised institutions under sub Regulation (b) of Regulation 5 above shall be submitted to the Regional Committee concerned with 'No Objection Certificate' from the State or Union Territory in which the institution is located, 7. Fees Application for recognition of the institution or permission to start new course or training or to increase the intake approved by recognised institutions shall be accompanied by fees for such application as indicated from time to time by Council and shall be in the form of Demand Draft in favour of "Regional Committee, National Council for Teacher Education" payable at the place of location of the Regional Committee concerned. 8

9. Time limit for making applications (a) (b) Every institution intending to offer a course or training in teacher education shall make an application so as to reach the concerned Regional Committee at least four months before the scheduled date of commencement of next academic session. Application for permission to start any new course or training in teacher education or increase in intake by recognised institution shall be submitted so as to reach the Regional Committee concerned at least four months before the scheduled date of commencement of next academic session. Conditions for recognition (a) Regional Committee shall satisfy itself on the basis of scrutiny and verification of facts as contained in the application for recognition and/or inspection of the institution where considered necessary or any other manner deemed fit, that the institution has adequate financial resources, accommodation, library, qualified staff, laboratory and such other conditions required for the proper functioning of the institutions for the course or training in B.El.Ed. which are offered or intended to offer. d(222 fit—Sc. 4j GAZETTE öö, 1939 (ii) (b): Regional Committee shall ensure that every institution applying for recognition fulfils the norms and standards given in Appendix (I)

10. Conditions for grant Of permission to recognised institutions to start new course or training or in intake of Bachelor of Elementary Teacher Education Programme. The NCTE will be using these norms for professional recognition of Bachelor of Elementary Teacher Education (B.El.Edi) Programme. These norms will also be used for advising government; autonomous and private managements for taking suitable improving existing programs and institutions. (a) (b) Regional Committee shall satisfy itself on the basis of scrutiny and verification of facts as contained in the application of recognised institution for starting a new course or training in B.El.Ed. or increase in intake approved, and/or inspection of the recognised institution where considered necessary..or any other manner deemed fit, that institution has adequate financial resources, accommodation, library, qualified staff, laboratory and such other conditions required for offering the course or training or increase in intake. Regional Committee shall ensure that every recognised start a new institution applying for permission to course or training or increase in intake fulfil the norms and standards given in Appendix (I). SURENDRA SINGH Member Secretary Appendix I 13-11-1998 NORMS AND STANDARDS 1

2. Definition of the Course (a) The integrated Elementary Teacher Education Degree Programme, henceforth, called the Bachelor of Elementary Education (B.El.Ed.), shall be. Of a minimum duration of four including an internship of a minimum of 18 weeks in the fourth/final year or student (b) Candidate} admitted in this Programme shall complete the final year examination within 6 years from the year of admission. Admission Criteria (a) Candidates seeking admission to the four-year degree programme in Elementary Teacher Education shall have to qualify in the prescribed. Centralised Entrance Test (CBT), especially designed to assess the candidate's potential. Reservation of seats may be provided in accordance with the constitutional/legislative provisions. FOR -TEACHER EDUCATION INSTITUTION— BACHELOR OF ELEMENTARY EDUCATION (B. EL.ED.) Preface The National Council for Teacher Education has now been vested with statutory authority to take all such steps as it may think fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards of teacher education including preparation for pre-primary, primary, secondary and senior secondary stages of school education. The formulation Of norms and standards for teacher education institutions preparing teachers and teacher educators for different level of school education is essential for a variety of reasons. Norms will help existing institutions offering teacher education programs, to compare the provisions in their institutions with norms of the NCTE and take necessary action to correct deficiencies, if any. Norms will also help in proper planning of new institutions, programs and courses of teacher education. Here, the norms and standards specify the 'Conditions' required for recognition, permission, and additional intake of seats. This document specifies norms and standards approved by the NCTE for Bachelor of Elementary Education (B.El. Ed.) Programme by the institutions offering four-year full-time integrated face to face instruction. It is expected that this document will be used by planners and administrators of teacher education, and by government, autonomous and private managements of teacher education in planning, organizing and recognizing programs 3. 4. (b) Qualification for admission (i) The minimum qualification for admission to the B.El.Ed. shall be a pass in the 10+2 Senior Secondary Examination or any other examination recognised as equivalent thereto with a minimum aggregate of 50% marks. (ii) Candidate seeking admission to this programme must have completed the age of 17 years on or before the commencement of admission as per, University Calendar. Intake and Migration (a) The intake of candidates in one unit shall not exceed 35 in a class. (b) The institutions may permit migration of students from one institution to another only once at the end of 1st year subject to the number of students not exceeding the permitted maximum intake with prior permission of the NCTE. Courses and Periods of Study The institutions seeking recognition shall impart instructions in courses of Elementary Teacher Education. As an integral part of the teaching programme, each institution shall arrange for field tours and visits to centres of innovative activity in elementary school education. The institutions imparting instructions shall follow the Scheme of courses given below: (a) Scheme of Courses for the Bachelor of Elementary Education (B.El.Ed.) The B.El.Ed. programme should be designed to integrate the study of subject knowledge, human development, pedagogy and communication skills. The programme should offer both compulsory and optional theoretical courses; compulsory practicum courses and a compulsory comprehensive school internship experience. Theory and Practicum courses should essentially cover the following [PART INDIA, 1999 Theory-Courses Foundation Courses • 'Core Courses e— Pedagogy Courses Liberal

Courses Other options in Education Practicum --- Performing and Fine Arts, Crafts and Education Participatory Work Observing Children Self.Développement Workshops School Contact Programme School .Internship Project Work Tutorials and Colloquia Academic Enrichment Activities : • Applied, - Professional/ Area of Study Child Study. Physical BEI."Ed. Courses •P;acticum Courses PRI.2 (a) School Contact Programme (b) Craft PR 2.3 Observin&.Children P 2.1 Language P 3 •2 Logico-Mathenaticsi P - 3•3. PedegpßY of Environmental Studies One Of the Optional Cogses OP 4 •Language OP-4 Mathematics OP 4 •3 Natural Sciences op 4.4 Sociâl'Sdiences OR One tof the. Optional Related to. Education OL.4•1 Computer Education OL 4 •2 Special Education, School Contact. Programme (b) Thegheory •and •practicum courses may be classified in-terms. of.knowledge areas as suggested in Table 1 a and.l b. Table I(a): Foundational Basis for Professional Education Area of Study B.EI.Ed. Course Subject Core Courses: Knowledge Base CI •1 Nature of Language Development of Teachers and; Skill Training School Experience SC 3 •1 Classroom Management. SC 3 •2 Material Development and Eva- luation Foundation. •CQurse. : F, 2 •5 Human: Relations.:gnd/Commu• nication Practicum Courses . PR 1 .f Theatre PR 1 .2 craft PR 2 •4 Self-development PR 2 •5 Physical Education Colloquia / Tutorials Academic Enrichment Field-based projects / assign" ments School Internship Project Education Child Study Year of Study 1 11 111 Total. CI •2 Core Mathematics CI •3 Core Natural Science CI •4 Core Social Science Two-level liberal discipline specific optional cotirses: 02. X and 03 X in any one chosen discipline. Foundation Course (multitdisiplinary); FI •2 Contemporary India. Foundation Courses: F3 •6 Basic Concepts in Education F3 •7 School Planning and .Manage- ment F4 •8 Curriculum Studies F4 •9 Gender and Schooling Foundation Courses: FI.1 Child Develöpmnt F2 •3 Cognition and Learning F2 •4 Language-Acquisition Note : Suggestive / illustrative details] are given-in Appen- dix I (c) Student Contract Hours The minimum student contract hours year-wise may be as indicated in Table 2. Table 2: Year-Wise Minimum Student•Contact Hours Student Contact Hours per day 6-7 5-8 23 •2 Student Contact Hours ver week 33 26 27 .o 29 .o 116•0 Total No. of ContaceHours 837 .5 662 675 .o 725 .o 290000 Stgdpqts Contact Haura to .be read as contact periodse A period is usually of 50 min.%durationm -Average .at 5 working days per week, Total No. of Contact Hours computed for 25 working weeks in a year. al/ukl 4. ' :THE GAZETPELÖF 5 •O The conduct of the B.EI.Ed. Programme The institutions will have to meet the following speci- fic demands of a professional programme of study : (f) Only those cmdidates have Bisséd in the internal assessment, shall be permitted to app-. ear examination. (g) Any candidates who has obtained not less than (a) (b) (d) (e) Integrate the B.EI.Ed. students with other inS- titutions' academic as well as co•curricular, •and for the use of all facilities such as computers, playground, library, auditorium, etc. Promote inter-discip linary academic activi- ties between various departmentswithin the institutions Initiate discourse on education by orgaüing seminars, lectures and discussion gtroupsöfor students and faculty. Professional assistance must be sought from wi- thin and outside the University / Institutions conducting speciafic of the programme (eg theatre, craft, self-development workshops). The institution must initiate and sustain intera- ction with at cluster ofa least six elementary Schools. These schools shall•form basic contact point for all practicum activities and related work throughout the programme ofstudy. The institution must initiate placement services for the graduates in schools. 7. (h) staff, (a) (b) (c) (d) (e) (f) in aggregate but has failed in one subject only, obtaining not less than 25 0/0 in that subject may be provisionally allowed to proceed to the n year on the condition that she / he will app- ear for a compartment examination to be held on paymént,offees Ifj the candidate fails to pass or fails tQ•9teegtber. self himself at the compartment examiantion she / he will be reverted to the previousyear. An examiner for any of the subjects of exami- nation shall have a minimum of 3 years teaching! professional experience in his / her field of study, Equipment and Training Academic Faculty Full-Time Faculty strength : 14 Faculty-Student Ratio Number of Students 35x4=140 6. Part-Time Faculty strength 3 The inxtitutions shall encourage the faculty mem• bers to involve in professional practice including research. The institutions shall encourage exchange of faculty members for academic programme. Examination, Standards and Qualification of Examiners. The following shall be integrated into the appropriate Ordinances of the University[Institution concerned which-will make provisions •through its Statutory Bödies for review as and when appropriate and in ul ation with the NCTE. (a) (b) (c) (d) (e) The University shall conduct the examination. at the end of each year. Practicum courses may be assessed internally. A Moderation Board constituted by the concer- ned University / Institution shall monitor issues of quality and parity between Institutions for all A Practicum Courses and the Internship Pm- gramme. The

weightage of internal assessment for alt theory courses may be 30% and for all courses 100%. The minimum marks required to pass the exami- nation may be in each written paper, 45 % in the internal assessment, 50% in Practicum and 50.0/0 in the aggregate.for each year. Administrative Staff Curriculam Laboratory attendant. Resource Laboratory attendant. Steno typist Nature of employment of staff 1 1 2 All staff should be appointed on full time and regular basis. Properly tconsutituted Selection Committee will select the candidates for all t po- sitions. The salary structure of teaching staff should be as per UGC / Govt. Norms. Selection of Faculty Faculty of the Department of Elementary Tea- cher Education shall have diverse specialisation (as indicated in Table 3) alongwith a postgra- duate professional degree in education* or a research degree in education* or detiföbstråted experience / research in the field of education* Table 3: Profiles of FacultY)Required förthe Department of Elementary Education

Specialisation	No. of Posts	Special interest and Essential Qualification Suggested
1	No. of Posts	Special interest and Essential Qualification Suggested
2	Special interest and Essential Qualification Suggested	.B.El.Ed. Demonstrated Experience Course to be Taught Psychology/Child Development One plus 3 M.A. PsychöIögy/Applied Psychology (with speciali- sationsin,Child Develop- ment)/..M.Sc. Child Deve- lopment. and Research Degree-in Education M.A. Psychology/Applied Psychology (with speciali- satlon in Clinical Psychology/ 4 Work with children/ Issues of how children learn, work under- taken with children Clinical psychology/ Counselling 5 Child Development Cognition;and I-earning Related Practicum Human/ Relations and Communications 052 TILE GAZETTE OF INDIA, MARCH 1999 (PHALGUNA 29, 1 2 One * Preferably elementary education. Mathelnatics Science Biological Sciences and Physical Sciences Social Science Linguistics Långuage . Hindi or English One One plus One One plus One One One 3 Counselliffg)/ MSW (with specialisation in Personality Development and Counselling) and P.G. Degree/Research in Education. M.A. Maths/ M.Sc. Maths and Post-graduate profes- sional degree in Education. M.Sc. Biological Sciences and Post-graduate Pro- fessional degree in Education M,Sc, Physical Sciences and Post-graduate professional 4 Creative teaching methods Psychology of learning, curricular issues, science teaching degree in Education M.A. Political Science (with specialisation in Developmental Studies/ Political Economy/M.A. Sociology (with specialisation in Developmental Studies/ Political and Economic systems)/ MA. History (with specialisation in Philosophy of Social Sciences and P.G. Degree/ Research in Education M.A. Social Sciences and a Post-graduate professional degree in Education. M. A. Linguistics/M. A. English/Hindi with Diploma in Linguistics and Research in language d)lopment in children/P. G. degree in EducationResearch in Education M. A. English/Hindi and a Post-graduate professional degree in Education 22b Integrated applications of social sciences, environmental education, multi- disciplinary perspectives on contemporary Indian issues Pedagogic studies in social Sciences, creative teaching methods Languag) developmen in children, creative language tDaching Development of curricula materials; teaching language through innovative mztthods; lanu .vge peda gog Y ep,gT 41 Relyted Practicum Core Mathematics Logico-Math Education School Contact Pedagogy of Maths Core Natural Science Pedagogy of Environmental Studies School Contact Pedagogy of Natural Science Core Social Science Contemporary India Pedagogy of Environmental Studies Pedagogy of Social Science Nature of Language Language Acq•lisition Language Across the Curriculam Related Practicum Pedagogy of PART UL—Sgc. 4] 1 Education Liberal Optional (ai least 4) Part-time Faculty : Thea tre Craft Physical Education THE GAZETTE OF ,INDIA; MARCH 20, •1999 (PHAL9UNAO? L192Q) 953 2 One plus One Three 3 M.A. Philosophy and Post graduate degree in Education/Professional Degree in Education M. A. Social Science/ M. Sc. Science and P.G. Professional Degree in Education Post-graduate degree in the relevant subject. Training and Demonstrated experience in the relevant field Theatre in Education Craft making/training Clinical/Counselling Practice/ Training in groups Training and Practice in Physical Education 4 Educational theory, philosophy and Policy Curriculum issues, Praetioners perspective of school education. Inter-disciplinary perspectives Capacity to use theatre for self deve- lopment and in education. Skill in craft making and Capacity to train others. Ability to conduct workshops in personal growth/ counselling. Capacity to integrate varying forms of physical movement with education. Basic Concepts in Education Child Develop. ment Curriculum Studies. Curriculum Studies Relevant units of other courses School Planning and Management. Liberal Optional offered usw Performing and Fine Arts craft, Parti- cipatory work. Self Development workshops. Physical Education *These would be from cooperating departments of an Institution. **Equivalent of one full-time faculty (these would be specialised resource personnel from outside the Institution)

8. Other Facilities The institutions shall provide facilities follows : **Physical Facilities.** as The physical facilities to be provided in an institution offering the B.El.Ed. can be classified under (i) Academic area, (ii) Administrative area, and (iii) Amenities area. Academic area will consist of Class Rooms, Curriculum Laboratory, Resource Laboratory, Conference Room, Workshop, Auditorium, Computer Room and Library. Administrative area will include Principal's Room, Faculty Rooms, Central Office, Conference Room, Record Room, Computer Room and Reception Lounge. Amenities area will comprise Students' Common Room, Staff Room, Hall, Sports/Recreation Centres, Canteen, Co-operative Stores, Dispensary and Security Services. 9—509 GI/98 9. Norms for Space . Where teacher education is provided through a Department/College as an integral part of a University/Institution having several Faculties and Departments of Studies, all central facilities/amenities are to be shared between the Department of Elementary Education and other Departments. In the case of laboratories and workshops, necessary additional provisions need be made so that the B.El.Ed. students can make use of them. Apart from the Central Library of the University/College, a Department Library may also be developed to cater to the special needs of the B.El.Ed. students. The Resource Laboratory should be equipped with adequate reading material along with other equipment needed for Pedagogy-based practicum and other School Contact Programmes. Amenities such as Auditorium, Hall, Conference Rooms etc. could be shared with other departments. d11JeJ 954, TEGAZETIE"OF INDIA, MARCH'20, J19992(PHALGUNA'29, •1920) [PART III—Szc. 4 10. Specific Infrastructural Facilities for Students of B.El.Ed. (a) Curriculum Laboratory : One The curriculum laboratory shall be the lab. area for conducting hands-on experience activity. The laboratory would serve this purpose for first year courses such as craft, core mathematics, core science and partly for core social science and for third year courses in logico-mathematics education, pedagogy of environmental studies and practicum on material development. The lab. would contain science and mathematics related material such as apparatus, chemicals, kits, maps, globes, instruments and tools like hammer, pliers, scissors and wires. There should be work tables for small group activities. The furniture should be movable to allow for work area on the floor as well. The lab should also have provision for use of an overhead projector, notice boards and blackboard for holding classes. (b) Resource Laboratory : One The resource lab shall serve the purpose of a laboratory-cum-department library. It should have a store and access to books, curriculum materials, children's literature, textbooks, reports and documents. These materials are essentially for use for the B. El.Ed. courses of study. Materials should be available in sufficient numbers for use by students in schools as well. The 11

12. Resource Laboratory may also have computer facility for use by the faculty and students. The laboratory should have sufficient space for student meetings, classes and group discussions and reading as well. (c) Workshop Space : TWO The Institution should provide separate space for conducting specific practicum activities such as theatre workshops, mental workshops and physical education workshops. Such space should allow for free, physical movement for a batch of 35-40 students. Fee structure -and scholarship Essential The fee structure should be as decided by the State Govt. / University from time to time. In any case, the total fees and other charges collected from students should not exceed the per pupil recurring expenditure of the institution. Desirable Adequate free studentships may be provided for meritorious poor students. provision for Some scholarships on the basis of merit may also be made. Nature of Employment of Staff All staff should be appointed on full time and regular basis. Properly constituted Selection Committee Will select the candidates for all positions. The salary structure, of teaching staff should be as per UGO / Govt. Norms. A APPENDIX •1 (A) •SCHEME FOR FOUR YEAR BACHELOR OF ELEMENTARY EDUCATION PROGRAMME (B. El. Ed.) Students will be admitted to this Programme, after +2 Theory 1 YEAR/ Fl. 1 vChiId:DqVeIopment Fl. 2 Contemporary India Clv 1 eNature•of Language Cl .2 Core Mathematics Cl. 3 Core Natural Science Cl. 4 Core Social Sciences Exami- Total nation Marks Duration Practicum Contact Total Hours Marks Colloquia/Project Contact Total hours Marks per week Enrichment Contact• Grand E hours Total per week 2 3 3 2 2 2 2 3 100 100 50 50 50 so 400 per week 4 5 'PRI. 1 Per- 4 forming & Fine Art PRI. 2 3 craft, Par- Work 7 6 75 25 100 Colloquia Tutorial 8 1 9 5() 50 10 11 Academic Enrich- ment Acti- vities 12 1 1 550 22 g PAT BL—Sge. 4] YEAR 11 THE- GAZETTE 1920) 172±3 Learning F2 •4 Language Acquisition F2 •5 Human Relations & Communication P2 •1 - Language Across the Curriculum Liberal Course (Optional.1) 2 3 2 2 2 3 3 100 50 50 50. 100 3.40 4 PR2 .3 Observing Children PR 2•4. Self Deve- lopment workshops PR2-5 Physical Education 5 2 3 2 75 50 25 150' Colloquia Tutorial 8 1 1 9 50 50 10 •Academic: Enrich' mem Aéticitiés

02-1 02 •2 02-3 02 •5 02-.6 02 •7 02-8 02 '9 English I Hindi 1 Maths 1 Phy. r Chem. I Bio. 1 Hist. 1 Poi. sci. 1 Geog. 1 02>10 Edo. 1 F: Foundation .955 11 12 1, 550 Course; C: Core Course: P: Pedagogy Course; O: Optional Liberal Course; OP: - Optional Pedagogy Course; OL: Optional Courses; PR: Practicum; SC: School Contact Programme; SI: School Internship. In the course nomenclature, the numeral immediately following letters (F, C, P etc.) denotes the . year of the programme in which the course is to be taught. The second numeral denotes the serial number in a particular course type. For instance, F2 •5 siénifiés that Human Relations and Cömmunication is the 5th Foundation Course to be taught in the 2nd year of the Programme of •study. New Delhi-110016, the 29th December 1998 F. No. 28-3/98-99/NCTE.—In exercise of the powers conferred under sub clauses (f) and (h) of sub-section 2 of Rection 32 read with Sections 14 and. 15 of National Council for, Teacher Education Act 1993 (No. 73 of 93) National Council for Tea. cher Education hereby makes the following regu- lations 1. Short Title and Commencement These regulations may be called the National Council för Teacher Education (Norms and Condi- tions for recognition of Teacher Education Pro- gramme in Physical Education—C.P. Ed., B.P. Ed. and M.P. Ed.) Regulations, 1998

2. Applicability These regulations shall be applidable to insti- tutions including universities, open universities, constituents thereof and any other bodies called by whatever name and style and offering any one or some or all the courses specified in Para I above.22 q 3. Definition In these regulations unless the context otherwise requires 4. (i) "Act" means National Council for Teacher EducationgAq 1993 (No. 73 1993). (ii) "New course-or training in teacher education" means any course or training in teacher education which was not being offered by the institution at the time of recognition but is• proposed to be offered by the recog- nised institution. (iii) "Regional Committee" means a committec established under Section. 20. (iv) All other terms shall have the same meanin; as contained -in Section 2 of the Act. Application för Recognition (i) Every institution offering/intending to off(as-course or training-in Teacher Educatic Programme in Physical Education shall me fQ*54 956 THÉ GAZETTE OF INDIA, MARCH 20, 19990KÅLGÜNÅ .29, 19±05 [PART an application in the form •obtainable from Regional Committee of NCTE on payment of price fixed by NCTE from time to time for recognition under the Act. (ii) The application shall be submitted to the Regional Committee in whose territorial jurisdiction the institution is located

5. Application for permission to start new course or training or increase in intake.(i) Where any recognised institution intends to•start any new course or training in Tea- cher Education Programme in Physical Edu- cation it shall make new application in the form obtainable from Regional Committee ofNCTE on payment of price fixed by NCTE from time to time to the Regional Committee concerned. (ii) Where any recognised institution intends to increase its in take of students beyond the intake approved for such course or training, the recognised institution shall make an application to the Regional Committee of NCTE concerned. (iii) The application shall be submitted to Regional Committee in whose territorial jurisdiction the institution is located

6. Manner of making application (a) Application for recognition shall be made to the Regional Committee Of NCTE con- cerned.(b) Application for permission to start new course or training in Teacher Education Programme in Physical Education or in- crease in intake approved shall be made by the recognised institution to the Re- gional Committee concerned. (c) Application for recognition of institutions or permission to start a new course or to increase intake approved, shall be submit- ted in triplicate. (d) Application for recognition of institution offering a course or training in teacher train- ing immediately before 17th August, 1995, shall be submitted directly to the Regional Committee concerned. (e) Every institution intending to offer a course or training in teacher education but was not functioning immediately before 17th August, 1995 shall submit application for recognition with a "No Objection Certi- ficate" from the respective State Govt. or Union Territory administration in which the institution is located. 7. 8. 9. (f) Application for permission to increase • in intake by• recognised institutions under: sub Regulation (b) of Regulation 5 above. shall be submitted to "the Regional Committee concerned with 'SNO Objection Certificate" from the State or Union Territory in which the institution is located. Fees Application for recognition of the institution or permission to start new course or train- ing or to increase the intake approved by recognised institution' shall be accompa- nied by fees for such application as indi- cated from time to time by Council and shall be in the form of Demand Draft drawn in favour Of "Regional Committee, Natio- nal Council for Teacher Education" payable at the place of location of the

Regional Committee concerned. Time limit for making applications (a) (b) Every institution intending to offer a course or training in teacher education shall make an application so as to reach the concerned Regional Committee at least four months before the scheduled date of commencement of next academic session. Application for permission to start any new course Or training in teacher education or increase in intake by recognised institution shall be submitted so as to reach the Regional Committee concerned at least four months before the scheduled date of commencement of next academic session. Conditions for recognition (a) (b) Regional Committee shall satisfy itself on the basis of scrutiny and verification of facts as contained in the application for recognition and or inspection of the institution where considered necessary or any other manner deemed fit, that the institution has adequate financial resources, accommodation, library, qualified staff, laboratory and such other conditions required for the proper functioning of the institutions for the course or training in Teacher Education Programme in Physical Education which are being offered Or intending to offer. Regional Committee shall ensure that every institution applying for recognition fulfil the norms and standards given in Appendix (I), (II) & (III). affeghtc(4] GAZETTE OF INDIA ARCH 20, 1599 (PHALGI-nqA 29, 10. Conditions for grant of permission to recognised-institutions to start new course or training or incieäse in intake. (a) Regional Committee shall satisfy itself on (b) the basis of scrutiny and verification of facts as contained in the application of recognised institution for starting a new course or training in Teacher Education Programme in Physical Education or increase in intake approved, and or inspection of the recognised institution where considered necessary or any other manner deemed fit, that institution has adequate financial resources, accommodation, library, qualified staff, laboratory and such other conditions required for offering the course or training or increase in intake. Regional Committee shall ensure that every recognised institution applying for permission to start a new course or training or increase in intake fulfil the norms and standards given in Appendix (I), (II) & (III). SURENDRA SINGH Member Secretary Appendix-I August 4, 1998/July 17, 1998 NORMS AND STANDARDS FOR TEACHER EDUCATION INSTITUTIONS OF PHYSICAL EDUCATION CERTIFICATE COURSE IN PHYSICAL EDUCATION (O.P.Ed.) 2 Years NORMS AND STANDARDS FOR TEACHER EDUCATION INSTITUTIONS OF PHYSICAL EDUCATION CERTIFICATE COURSE IN PHYSICAL EDUCATION (O.P.Ed.) 2 Years (For a unit of upto 100 students Intake of 50 students each year) 1.0 Preamble Physical Education is an integral part of general education. Its importance has been highlighted by the NPE-1986 stating that a nation-wide infrastructure of physical education should be built into the edifice of education. In order to improve quality Number Required of teacher education programmes in the area of physical education and ensure adherence to quality by teacher education institutions with respect to human resources, academic inputs, physical infrastructure and financial resource, the NOTE has formulated norms and standards for different kinds of programmes of teacher education in physical education. As a matter of policy it has been now widely accepted that teachers working in the general education stream in primary schools should have passed at least senior secondary examination (10+2) with a professional certificate courses of 2 years 'duration. Accordingly it is necessary that physical education teachers working in primary schools should have passed at least their senior secondary examination with a professional certificate course in physical education of 2 years duration. In this document, the norms and standards for regular institutional programmes leading to Certificate Course in Physical Education (C.P.Ed 2 years) are presented. These norms shall apply to all institutions offering regular institutional programmes preparing teachers of physical education. They are applicable for recognition of institutions, permission of courses and additional intake of seats. The norms are stated under two categories: (i) essential norms which are the minimum that all institutions should fulfil in order to be eligible for recognition/permission of their institution/course by NOTE, and (ii) desirable norms which institutions should strive to achieve in a reasonably short period of time. The measurement of land, building, space, rooms, library etc. mentioned in the document under Physical Infrastructure as essential or desirable are to be treated as approximate and to serve as a guide. The main purpose is to ensure that the rooms etc. be of a size in which the teaching-learning of required number can be conducted conveniently and comfortably. 2.0 Human Resources 2.1 Teaching staff Teacher—Student ratio : Essential Desirable I : 12 1:10 Designation Principal Essential 1 Desirable Educational Qualifications and Experience As laid down by state government/post graduate professional degree in physical education; at least five years experience in a recognised physical education institution. \$8 Lecturers 2B - AdmihiStratiVe Office superintendent

4999 (PILIGNA:29äi920) [Pam Ili*-Sxc: 4 As laid down by state government/post graduate professional degree in physical* éducati011 8 Staff Designation 10 Number ESSelitiã 1 1 1 Required Desirable 2 3 Senior"Assistant-cum-Cashier Olerk V.4 Other Staff Designation Medical time) Librarian Attendants/peons Lab. Assistant Chowkidar Sweeper Groundsmen Hostel Staff-Cook,. Attendant Sweeper, chowkidar Nimbér Reqâiféd Essential 1 (Lecturer's Grade/consolidated• allowance) 1 2 1 3 2 6 Desirable 1 (Lecturers Grade) 2 3 3 4 4 8 1 each Q.ualifications : as per state government rules. 3.0 i Physical ilnfrastructure Suitable and adequate institutional building (in- Gluding academic wing, gymnasium, administrative wing, hotels•and staff quarters) contributes to quality teacher education programmes in physical edu- cation. Academic wing, play grounds, some indoor sports facilities and administrative wing are essen- tial components of the institutional building re- It' is desirable that the institute has quirements. adequate facilities for other co-curricular activities. 3ö1 Space and buildings Land Area. And.LÖcåtion The minimum space require& • includes space for institutional building and space for playgrounds. Adequate land area för •hoStéls -and-staff •quarters is essential for organising mörninggahld evening physical, activity programmes. 5 acres Essential Desirable 8 acres The instiitution should be located in a noise:free area. Ito shoul&be relätivél)i pollütionsfree. Three should i be transportation and communication facilities and availability of water -and electricity. 3.2 Academic Area Class Rooms Multi-purpose Hall Health Education lab Essential one room for every 50 students Size. 30 ,sq. m. approximately I (200 sq. m.) I (30 sq. m.) Desirable 2 additional rooms (30 sq. m.) I (600 sq. m.) 1 (50 sq. m.) Puf 'IEZ-SBC. 41 ET lab THÉ GAZETTE' OF INDIA* MARCH 20, -19990HALGUNA 29, '1920) 959 Anatomy - Physiology lab Physio-therapy lab Sports-Psychology lab Bio-Mechanical lab Li brary 3.3 Administrative Area Item Principal's Room Teaching Staff Common _Room 1 (30 sq. m.) 150 sq. m. (600 sq. m) 1 1 (30 sq. m) 1. (30 sq. m) 1 (30 sq. m) (30 sq. m) 1 250 sq. m. Floor Area/Number Separate Room Office Room Store Rooms (a) (b) Toilets Equipments Sports Goods Essential I (25sq. m.) I (30 sq. m.) 1 (40 sq. m.) 1 (25 sq. m.) 1 (25 sq. m.) 2 (Men) 3 (Women) 1 (staff) Desirable 40 sq. m. 50 .sq. m. I each 20 sq. m. 70 sq. m. 40 sq. m. 40 sq. m. 4 (Men) .4 (Women) 2 (staff) 3.4 Library and Reading Room Essential A library-cum-reading room having floor. area of 150 sq. m. and 250 sq. m. desirable. It should have a reading room space för atleast 30 students. It should have a minimum of 500 standard text/ reference books and 3 professional journals. Desirable Reading room space for 40 students, 1000 books, , 5 journals. 3.5 Students' Hostel Commensurate with the nature of the program- me of Physical Education, it is desirable that there be adequate provision for hostel accommodation for at least 75% students initially, and 100% within 5 years. There should be separate hostels for women and men students. 3.6 Staff quarters It is desirable that 50% staff initially and 100% in 5 years be provided with staff quarters. Pinci- pal/l-lead, wardens, sweepers, ground men -arid other essential staff be accommodated on the campus. 3.7 Facilities for Indoor and Outdoor -Sportsyand Physical Education Activities The practical classes of a physical education teacher education institution depend upon adequate sports and physical activity facilities. Physical cacti.- vity programmes may be conducted duringeearlyt morning or late evening hours. Multipurpose-Plu- field of 100 m. X 60 m. is essen ial for various. -game and sports activities. fiäQå-54 960 THE GAZETTE OF INDIA, MARCH 20, 1999 (PHALGUNA 29, 1920) [PART III—SEC. 4 3.8 Equipment 3.8. I Laboratories Essential (a) Educational Technology Laboratory Essential Public address system Slide projector Tape-recorder T.V. set VCR Overhead projector (b) Health Education Laboratory Essential A lever weighing machine An anthropometer Growth charts and body system charts Desirable weight-height tables Skinfold calipers Respometer Haemoglobino meter Desirable Anatomy-Physiology Lab. Physiotherapy Lab; Sports-Psychology Lab.; Bio-Mechanics Lab-suit- able measurement tools and equipment. Desirable Video Camera One cinematic projector Computer Desirable Body composition Analyser Health style testing unit Underwater weighing density and 3.8.2 Sports (i) Athletics Hurdles One starting clapper Four measuring tapes (Steel) One Wire for marking the track Six stop-watches Starting-Block High Jump uprights (One pair & Six cross bars) Vaulting piles (fibre glass) Vaulting box Discus-Men & Women Hammers 12 (4Kg. each) Stop boards Circles, Two stands, for judges at the finish Flag Pole .20 1 4 1 6 6 1 Pair 6+2 6 each 6 2 2 2 20 obestiy (ii) Games The basketball boards and rings Volleyball posts Equipment for Cricket, Soft ball, Throw ball, (sets each) Table tennis and lawn tennis Football goal posts with nets Hand ball posts Badminton posts Badminton Racket Hockey goal posts with nets Hockey Sticks (iii) Sports Goods and others Lezium volley ball Basket ball Dumbbells Indian clubs 1 (Nill set) 2 2 2 Pairs 2 Pairs 4 24 I Pairs 3 dozen 50 pairs 12 12 50 pairs 50 pairs Flags, Hoopla-rings and

light apparatus for Physical activities demonstration Javeline Men and Women (including two 6 Beat board Equipment for marshal arts Parallel bars Parallel bars. uneven for Girls aluminium) Take off board 2 Horizontal bars Roman rings zlbJhfJ 1 1 2 2071999 (PåALGUkÅ 2>71320) The w.eightage may be as föllows OClimbilig Ropes 'Mats 'Weightlifting set/power lifting set 'Balance beam (adjustable set) 'Pommelled Horse balls 9Hockey Balls 3.8.3 Cultural Activities 6 I .doz coir+ I doz rubber 1 1 12 24 (a) Physical Fitness/Proficiency (b) (c) (i) (ii) (iii) Theory Test Sports participation level National level (1st Pöstitution) Suitable and adequate instruments should be provided 3.8.4 Miscellaneous Any other equipment require4 for games, minor games, recreationål games;, relays and com- batives. 4.0 Academic input •4.1 Working Days Essential 200 days (1400 hours per yeai) Desirable 220 days (1540 hours per year) State •level (Ilnd •Positidn) (Illrd Position) Participation (1st position). (lind position) (Illrd position) Participation District Jevl (Ist• position) (Ilnd position) (Illrd position) Participation Practical games test may be used to validity of the cc,rtificates. weightage 40 % weightage weightage 20 Marks 18 Marks 16 MGk' 412 Marks A2 Marks 10 Marks 08 06 Marks Marks 04 Marks 02 •Marks 01 Marks ascertain .the Each working day to be of ,seVen (equally distributed for theory • and practical) tin.' a six day week, proportionate hoysr for a five day week. Admission 4.2.1 Eligibility Candidate should have passed 10+2 examination from any recognised Board of Education. securing an aggregate of at least of 45% marks, 4.2.2 Sel:ction Procedure All students should be selected• on the b"is Of merit. Merit list shall be detf mined on-the basis o? päformance at the qualifying examination and/ or interview and/or an-entrance test. 5.3 Costs (i) Non-recurring Reservation of seats may. be provided in -accordance with the constitutional/legislative previsions. 5.0 Financial Provision 5.1 Endowment and Reserve Fund The institution should be financially •soUnd a-nd via- ble. Government/Local self government/univers- :ity institution should have, an undert4king/Æ for proVision of adequate finances Fröfih *time té*tzmé. Private institutions should have an " •end8wmfiilt fund of Rs. 5 lakh and areserye fund Of an 24moüJit equal to three mönthé Staff salaries: 5.2 Budgeting The institution must. adopt. "roper b?dgeting, expenditure sanctioning accounting and audi- ting procedure/systems. The annual audit should be done by a chartefed accountant. There should be adequate investment in institutional building, playfields, library, labs, furn;shing & fittings etc. b c d e Institutional Building and Play Fields Equipment and Books Furniture Student's Hostels Staff Quarters Essential 20 lakhs 2 lakhs 2 lakhs Desirable 20 lakhs S lakhs 4 lakhs 20 lakhs 25 lakhs .50,9 GI/98 (ii) Recurring: Annuu s.4a 5.4 5.4.3 5.4 Fees Salaries Maintenance cost (Honorarium, Travel,. Field visitg;, Liäi, and Labs, Purchase of soft-wares and General amenities etc. Library books Of-equipments -sports/gåmei pestäte/ceitralt' 3 lakh Rs. 25,000), Rs. Desirable Rs. 50,000/- Rs. 50,000/- Provisionof Rs. I lakh annually be made to add to the facilities amenities under plan head. The structure Should be as pregeribéd bj the government. from time to time. The guiding critériaforprescribingthe•tuition fees that it should what is being spent per student annually undef recurringexpenditUre. is desirable that 10%' ofthe students be giveg freesiiþbeholårshib on inerit•Qtn- tneans basis. GO More than One Course in, the, Samet If One or more courses in teacher are fun by .the same institution in,the samebuildiag/ Complex; the facilities in terms, of buiÅing,,El, library, hostels, equipmen% playfields shared in reasonable •manner. Appendix 11 NORMS AND .STANDARDS FOR INSTiTV. TIONS OFFERING P.G., DIPLOMA/ÄP.ÉD. COURSE (TWO YEARS DURATION) (For a unit of upto 100 students-Intake of 50 Stu. dents each year) 1 .O Preamble Physical Education is an integral nart of general education. Its inmortance has -been hightighted by the NPE-1986 stating that a infrastructure of Physical -Edu- cation should be built into the edifice Of edu. cation. order to imorove quality of teacher education. programmes in the area of physical educatiexaden.sure adherence to quality by teacher education institutions with xespect to humaåresources, academic inputs, physical infrastructure and financial resources, the NCTE hås formulated nar.ms and standards for different kinds of programmes of teacher •education in physical education. As matter of policy it has now been widely ac±pted that teachers working in High/ Secondary Schoor shotild be at least graduates •diploma/degree. Accor- physical' education ill'åhigh/secondäry •schools should be at least graduates in physical edu- cation (professional degree) or graduates in general education with a degree-in, physieal educationi the norms and standardS for rege}ar\$nsdtUtFonal programmes leading to PG Diploma/bPEd. (Two years) are pre- sented. TIEse norms shall apply to all insti- tutions offering -regular institutional pro- ogrammes• preparing teachers oflphysical edu- cation. &hgy aro -applicable for recognition of instiMions•, •permission of courses and additional intake of seats. The norms are stated under two categories : (i)

essential norms which are the minimum -that alt"ifstitutions should fulfil in order to be eligible for recognition/permission of their instittior/course• by NCTE, and (ii) desirable norms which institutions should strive to achieve ima reasonably period of time. The measurement land, building, soace, rooms, library etc. mentioned in the docu- ment under Physical Infrastructure as essen- tial-or desirable Ete•tö• be treated as approxi- mate and to serVe as aside. The main pur. i RJTVFI) 1Ä—Szc. 2 .O Humqn&sourz pose is to ensure roomS*tc. be of •a size in which the number can be 2.1 Teacher-Student Ratio Essential D*irable comfortably. Teaching Staff Designation Principal/Head (Professor Grade) Reader IÆGtutets Part-time coaéhes 2 €3 Supporting -staff Designation Medical -O dicer Librarian 1:10 1- .2 6 -gamétsport Number Required Gragg) 1 1 3 Desirable 8 Desirable 2 2 2 t in nch lab' 4 8 Professional- Assistant (PA) Libran': Assistant Attendant Lab. Assistant Technical Assistant (Computer) Peon/Attendant Chowkidar Sweeper Groundsmen-cum-märkers 2.4 AdministnatiwSt.+f Designation to the-Head/ Principal Section Officer/Office Superintendent Assistant/Cashier/ Clerk Storekeeper Hostel attendant, chowkidar, sweeper Desirable 2 4 2 ane each 'UGG/ University norms; •PO Degree in Physiur.education with at least•\$ years experience increeognised phygicar education institutidn\$. PG physical education. physicßl educatiQ@, A' -per UGC IUniversity•norms; PG Degre jp physical education, Educational Qualifications and exberiencé M.B.B.S., preferably Diploma in Physio Therapy As peg qualifications by the government, ministrative •:h08téi\$gnd staffiquerterq) contributes to quality teacher education oro- in physical education. Building Land Area and Location Tiw minimum space yr:equiged •inda&skspaea fortinstitutional €:spaøoffor\$lay. Qaalifications: As per -Stata 80Yt:/university rules. 3.0 Physical Infrastructure Suitable and building (including academic wing, gymnasium, ado groundse• Essential Land 'Area 8 acres (5 acresfor play fields and 3 acres for building, hostel-and siaf quarters) Desirable 10 acres (6 eoresnfor play fields-and for building, hostel and staffzquarters) TEORiasitgtiGn -should bet noise- free •be -relatively pdllution free. There should be satisfactöry transpor- 23 THE GAZETTE OF INDIA, MARCH 964 tation and communication facilities and availability of water and electricity. 3.2 Academic Area Class Rooms Multi- puriosp Hall Sorts medicine Health Education Lab ET Lab Anatomy-Physio- logy Lab Physio-Theraphy Lab Sports Psychology Lab Bio:Mechanics Lab Library Essential Room for every 50 students (I) Size: 50 sq. m. 1 (150 sq. m.) 1(30 sq. m) 1(30 sq. m) 150 sq. m Desirable Additional - room for every— 100 students for •seminar etc.- I(5.00 sq. m.) 50 sq. SO. sq. m. 1(30 sq. m) 1 (30 sq. m) 1(30 sq. m) 1(30 sq. m) 1(30 sq. m) 250 sq. m 3.3 Administrative Area Item Principal's Room Staff-Common Room. Separate Rooms omce Room Store Rooms (a) Equipmpnts Floor Area/Number Essential 1(25 sq. m.) 1(30 sq. m.) 1(40 sq. m.) [(25 sq. m) (b) Sports Goods 1(25 sq. m.) 2 (Men) Toilets 2 (Women) 1 (Staff) Common Room 24 sq. m. for. men Do. Common Room for women Desirable 40 sq. ni 40 Sq. m. I •for- eåoh teacher 70 sq. m. 40 sq. m. 40 sq. m. 4(Men) 4 (Women) 2 (Staff) 50 sq. m. 50 sq. m. Note: Mep/women common rooms may be as. change rooms also and they should ferably .be on the play fields. used 3.4 - *Desi/ablÉ• d8mimeiSueât&:• With-the natuie of •thé pro- gramme .öf Physical Educuztiön, it is desirable that there be provision for •hostel. accommoc 75% students initially dild 100% With-ins yéärs•I •There should bc separate Kosiels an' women students. 3.5 Staff Quarters It is desirable that of the staff initially and 100% in 5 years should be provided with staff quaiters. Standard accommodation norms of egch category of staff (both teaching and nonæaphind) as prescribed by the state government/university/central. government should be followed. Principal/l-le?..d, warden, sweepers, groundsmen should have accom- niotiöli in 3.6 Library and Reading Room A library-cum-feading room with -floor area of 150•Sq. m. is essential and 250 sq. m. de- sirable. It should have a reading room space for at least 30 students. It should have a mini- mum of 1000 standard text/reference books, 5 professional journals. 3.7 Facilities fog-Indoor and Outdoor Sports and Physical Activities 3.741 Indoor Sports Gymnasium Essential: Hall 30 x 20m. size Gymnasiunt Full Desirable : Tho physical education änstitution should havea well equipped gymnasium for gymnastics, basketball, volleyball, badminton, weight lifting, and multi- utilisation area. 3.7.2 Outdoor Sports and Physical Activities Practical classes of a physical education teacher education institution depend upon adequate outdoor sports and physical activity facilities. The outdoor sports and physical activity facilities are indispensable. Physical activity programmes may be. conducted during early morning or evening 'hours. 54 lil—SEc. .4L. Bseitial 0400 m Athletic track-I CLong jump pit-I '(within the track) eThrowing Area for sho! put, Javelin and discus-I (within the track) OBasketball court-I 'badminton court- I O Volleyball court-I OKabaddi court-I O.Kbo-Kh0 court-I 'Hockey field-I (may be within the track) 'Football field-I may be combined with hockey field within the track) 'Hand ball court-I 'Physical fitness

trail OGymnastics equipment G,SZETTE-ÖF ,1NbiA, MARGH 29; ß99_ (PHAL-GUNA (c) Health Education Laboratory \$5 Desirable OAdditional-1 'Cricket field-I 'Tennis courts-I 'badminton courts-2 (indoor .afso With lighting) 'Basketball court-2 OVolleybåll courts-2 'Kabaddi courts-2 'Kho-Kho courts-2 'Standard size foot ball field-I 'Hockey field-I 'Hockey field-I 'Circuit training tl?2k-I 'Swimming pool with O&ep diving facility with 'life guards, attendants Essential OA lever weighing Machine 'An anthropometer 'Growth charts 'Desirable weight snd height tables 'Skinfold calipers Desirable 'Body Desirable composition Analyser 'Health-style testing unit eUnderwater weighing, density and obesity (a) Sports Psychology Lab—Psychological measurement tools (b) Anatomy and physiology Lab—Suitable measurement tools and equipment. (c) Physio Therapy Lab—do (d) Bio-Mechanics Lab—bio-mechanics measure- ment tools. 3.9 Sports and Field Equipment (i) Athletic e(Parallel bar, Horizontal l. and filtration plant bar) 3.8 Equipment 3.8.1 Laboratorieq Essential (a) Sports Medicine Lab Equipment Diagnostic table, Infra-red lamp, sterilising unit, first-aid box, B. P. apparatus, Stethoscope, Gonio- meter, Stopwatch, Oral thermometer,Ice-box,Vib- rators-2 Exerciser (bicycle). Desirable Ultrasound therapy unit, Shortwave therapy unit, WLeI •chair, A pair of crutches, Weighing machine, Skinfold cliper, Electronic bicycle ergometer (for measuring uptake capacity), An operation table. (b) Education Technology lab equipment Essential Public address system, Slide projector, Tape- recorder, T.V. set; beerhead projector, One epidiascope, Display Boards (Three) and Video cassette recorder. Desirable Video cameras, ono cinematic projector, •Movie Cam'era o O O O O O Hurdles-20 Starting-clapper-I Measuring taps (Steel)-4 Wire for marking the track-I Stop-watches-6 Starting Block-6 High Jump Stands (One pair & Six crOss bars) Vaulting box-I Disco-Men & Women-6 each Shot-put-6 Hammers-6 (for men & Women) Stop boards-2 Circles-2 Stands for judges at the finishO Flag Pole-6 Javelin Men and Women (including two aluminum)- 6 Take off board-2 Mattresses-6 (ii) Games The basketball boards and rings (full set) Volleyball posts-2 sets Equifiment for Cricket,\$Soft ball altc/f{v 966 O O O O Table tennis tåble-2 sets Two pairs of Football goalposts with nets Two pairs of Hand ball posts, and one dozen balls Badminton Iposts-4 One pair\$ofthockey.goaliposts 3 dozen hockey sticks and 3 dozen balls Lawh Iposts-2 Badminton i'acks O utan 'shi.ittlés=as per needs (iii) Sports Goods and other Equipment O '0 O O O O O O O Lezium-50 Volley ball-12 Foötbåll12f2 Basket ball-12 Table -balli10 doz. pairs Indian clubs,-50cpairs Flags, Hoopl&rings *and : Light,apparatus for Physical activities Demonstration/display Beat-board Equipment for marshal arts One parallel bars One parallel bar (uneven for Girls) One horizontal "bars Two Rom'an-tilfgs Six dinKbingIRopeS, One dozen Mats-Coir One set One balance beams (adjustable,sets) One Pommelled*üorse Multigym hours per day(S hour for piacticumwq-nd 2+hour for theory), 4.2 Admissipne 4.2.1 Graduate in any subject with as an electivesuwt& grädliCé having offered Physical EducatidT1ae.tE kSéhidF Secondary an marks. in Any secure&ist, position:aint menti Any gradütte with •ttfast 45 %emarks: 4 ZZ Séiec@on.PrOG9üee All .the students sbogÅ be selec\$edQ@üitiieib4\$SiS of4nerit, Merit. of Academic rpepfarp*pce an entrance test at qualifying examination. The-weightage. may-be. follow : (a) Theory test weightagg.,ÅO (b) Physical Fitness Test weightage 30% (c) Sports Representation wéÉâtägéd070 (i) National level (ii) All Indi4 Igger University (evel position. 25 gyrks 11 positiog ill VI:pasiti0.R 20 (I:positional ÅE5 rm#rk\$ *Ill} position 110 marks 3.903 Cultural Activities Suitable and adequate instruments should be provided. 3.9 44 Miscellaneous Any other equipment required for minor games, recreational games, relays and combatiVös, 4.0 Academic Inputs 441 Working Days Essential 200 days (1400) inclusive of examination hdmision days. Desirable 220 days (1540) inclusive gdtnission dåYs. and arÅ (iii) Inter College level :ltposition 11 position 5 gnarks Ill position 3 marks Reservation ptbVided G intecotd- ance€with \ proviéiong. 5.0 iFINAiNctiAL'PRPVISfÖNS 5.1 YEndoWment and Reserve Fund The institution Åhould •be and viable. Government/Local self government/uni- Versity institutions should have an undertaking for provision of adequate -.institutüözs shoüld have an Rs.5/.• a reserve fund.qual,tp •minimum staff salaries. 5.2 Budgeting The institution must adopt proper budgetigg procedure/systems. The annual audit should be done by a chartered a There. be ßdggqyate, investmeqt in institutional buildings,play, furnisåiqg fittings etc. Institutional Building ang Play Fields Equipment and Bböks Furniture Student Hostels Staff Quarters '(iD Recurring ; Annual Salaries of soft-wßrs and General etc,) Libraöt books Replenishment of sports/gamesr and' .4 Traveii, Field Visits, Library and Labs, Purchase Esseqtial 20 lakhs Z 'lakhs Essential (as per UGC/State/ Central Govt. norms) Desirable SO lakhs 5 lakhs 4 lakhS 20 lakhs 25 lakhs Desirable Rs. 2 Lakhs Rs. Rs. 100,000. Rs. 4 lakh: R. 50,000. Rs. Note ; Proyisiop of Rs. 2 Lakhs annually be made to addt• and amenities under plan head.

Fees ; The fee structure should be as prescribed by the State time to time; The guiding criteria for prescribing the annual tuition fee is that it should not exceed what is being spent per student annually under recurring expenditure. The students should be given free ships/scholarship on merit-cum-means basis. More Institution If one or more courses in teacher education are run by the same institution in the same building/ complex, the facilities in terms of building, hall, library, Ahogtalspequipment, play fields etc. may be shared in a reasonable manner. Appendix-III NORMS AND STANDARDS FOR INSTITUTIONS OFFERING POST GRADUATE DEGREE COURSE (TWO YEARS DURATION) (For a Unit of Upto of 50 Students Each Year) 1.0 Preamble Physical Education is an integral part of general education. Its importance has been highlighted by the NPE-1986 stating that a nation-wide infrastructure of Physical Education should be built into the edifice of education. In order to, improve quality of teacher education programmes in the area of physical education and ensure adherence to quality by teacher education institutions, with respect to human resources, academic inputs, physical infrastructure and financial provisions. The NCTE has formulated norms and standards for different kinds of programmes of teacher education in physical education, As a matter of policy, it has now been widely accepted that teacher serving in senior secondary schools and colleges should have a Master's degree in physical education. Teachers desirous of becoming teacher educators in physical education institutions also need to go in for M.P. Ed in NET/ JRF as prescribed by the UGC/state governments. Accordingly, the M.P.Ed. caters to the professional education needs of physical education teachers at the senior level as well as teacher educators in physical education and university departments of physical education. In this document, the norms and standards for regular institutional programmes leading to post graduate degree (2 years) in physical education are presented. These norms shall apply to all institutions offering regular institutional programmes preparing teachers of physical education. They are applicable for recognition of institutions, permission of courses and additional intake of students. 54 968 THE GAZETTE OF The norms are stated under two categories (i) essential norms which are the minimum that all institutions should fulfil in order to be eligible for recognition/permission of their institution/courses by NCTE and (ii) desirable norms which institution should strive to achieve in a reasonable period of time. The measurement of land, building, space, rooms, library etc. mentioned in the document under physical Infrastructure as essential or desirable are to be treated as approximate and to serve as a guide. The main purpose is to ensure that the etc. be of a size in which the teaching learning of required number can be conducted conveniently and comfortably. 2.0 Human Resources 2.1 Teaching Staff Teacher Student Ratio Essential Desirable 1.12 Designation Head/Principal (Professor grade) Readers Lecturers 2.2 Supporting Staff Designation Medical Officer Librarian Technical Assistant Helpers Number Required Essential 1 2 6 Number Required Essential 1 (Lecturer's grade) 1 3 2 Desirable 1 3 Educational Qualifications and Experience As per UGC/university/state government rules; PG degree in physical education; at least 5 years experience in recognised physical education institution. As per UGC/University/state govt. rules; PG degree in physical education. Do. 7 (One for each specialization) Desirable 5 4 Educational Qualifications and experience M.B.B.S., preferably Diploma in Sports Medicine As per qualifications prescribed by the UGC/state government. As per state govt./university rules. 2.3 Administrative Staff Designation P.A. to the Head/Principal Section Officer/Office superintendent Assistant/Steno Typist/cashier . Storekeeper Hostel Staff—cook, Attendant, Sweeper, Chowkidar 3.0 Physical Infrastructure Suitable and adequate institutional building (including academic wing, gymnasium, administrative wing, hostels and staff quarters) contributes to quality teacher training programmes in physical education. Academic wing, play grounds, some indoor sports and administrative wing are essential components of the institutional building 213) desirable that the institute has, [it is Land area Do. Essential 1 1 2 1 Desirable 2 3 2 1 each should have adequate facilities for other co-curricular activities. 3.1 Space and buildings Land Area and Location The minimum space required for a physical education teacher education institution includes space for institutional building and playgrounds. Essential 8 acres (5 acres for play fields for 3 acres for building) a Desirable 10 acres (6 acres for play field and 4 acres for building) PART LII—Sgt. 4] THE GAZETTE OF INDIA, MARCH 20, 1999 (PHALGUNA 29, 1920) 969 cation facilities and availability of water and electricity. The institution should be located in a noise-free area. It should be relatively pollution free. There should be satisfactory transportation and communication 3.2 Academic Area •Class Rooms •Multi-purpose Hall •Health Education lab •Educational-Technology lab. •Physio-therapy lab. •Sports Psychology lab. •Bio-mechanics lab. •Sports medicine lab. Library 3.3

Administrative Area Item •Principal's Room •Staffcommon Room •Separate Rooms 'Office Room(s) •Store Rooms (a) Equipments (b) Sports Goods 'Toilets 3.4 Library and Reading Room city. Essential 4 (50 sq. m.) (one room •for every 50 students I I I I I (150 sq. m.) (30 sq. m.) (30 sq. m.) (30 sq. m.) (30 sq. m.) (30 sq. m.) (.30 sq. m) (50 sq. m.) Floor area/number Desirable 5 I (500 sq. m.) 50 sq. m. Do. Do. Do. 1) o. Do. 250 sq. m. Essential 25 sq. m. 30 sq. m. 40 sq. m. 25 sq. m. 25 sq. m. 2 (Men) 2 (Women) 1 staff A library cum-reading room with floor area: essential-150 sq. m. and desirable 250 sq. m. Reading room space for at least 30 students, Essential : 1000 standard text/refernce books and 5 national professional/journals. Desirable : 2000 books and 15 jour- nals. A minimum of 200 books to be added every Year. 3.5 Students' Hostel Desirable Commensurate with the nature of the programme of Physical Education, it is desirable that 50% of the students and 100% within 5 years be pro- vided with hostel accommodation. There should be separate hostels for women and Inen students. 3.6 Staff Quarters Desirable It is desirable Lhat within 5 years he GI .98 of the slaff initially and provided staff quarters. Desirable 40 sq. m. 50 sq. m. one for each teaccher 20 sq. m. 70 sq. m. 40 sq. m. 40 sq. nv 4 (Men) 4 (Women) 2 staff Standard accommodation norms for each category of staff (both teaching and non-teaching) as pres- cribed by the state govt./university/central govt. should be followed. Principal/Head, wardens, em- ployees and groundsmen and other essential staff should be accommodated on the campus. 3.7 Facilities for Indoor and Outdoor Sports and Physical Activities 3.7.1 Indoor SP)rts Facilities A multipurpose indoor hall/gymnasium Essential : Hall 30 X 20 m. Desirable : Full size gymnasium 3.7.2 Facilities for Outdoor Sports and Physical Activities Basically, at this stage the programme is of a higher academic standard and research oriented but even then adequate facilities for games and sports are highly desirable. Physical activity progranjnes Inay be conducted during morning or late evening 3.8 Equipment 3.8.1 Laboratories Essential jrtg; 970 THE GAZETTE OF INDIA, MARCH 20, 1999 (PHALGINA 29, i920) (PART m.--SEc 4 (i) Health Education Laboratory Essential OA lever weighing nraohine OAn anthroponr. •tec eDesicable weigll[and height. tables (ii) Educaã ionaJ Technology Laboratory Essential OPublic address system 'Slide projector CTape-reco.rder seL Overhead projector OOne epidiascope ODisplay Boards (3) OVideo recor&r (VCR) (iii) Physio-therapy Laboratory Essential 'Diagnostic table Illfared lamp OSterlising unif @First-aid box 'Anparatus Stethoscope OGoniometer O Stopwatch Oral Thermometer box eVibrators-2 —Exerciser (bicycle) (iv.) Anatomy-Physiology Laboratory Essential - Metronomes-I Models adid cha rts of various body systems -Apparalus-2 Stopwatches-5 -Electronic bolometer We:glung• Inachine Desirable OBody composition Analyser CHeali 11-style testing unit eUnderwater weigNng density and obesity Desirable 'One cinematic projector 'Movie-Camera Desirable OUItrasound therapy unit 'Shortwave therapy unit OWheel chair OA pair of crutches 'Weighing machine OSkinfold caliper 'Electronic bicycle ergorneter (for measuring uptake capacity) An operation table Teadmll Desirable -Calorimeter Kiynomograph -Treadmill Egroneumo meler Electronic weighing ntaehine Skinfold caliper Haemoglobin meters-5 Lung functions tester (Microsprio) e 41 OF MARCH 20, 1999 (PHALGUNA 29, 1920) 971 (v) Sports—Medicine Laboratory Essential Diagnostic table, Infared lamb, Storli8ing unit, first-aid-box, B.P. apparatus, Stethoscope, Gonio- meter, Stopwatch, Oral thermometer, Ice-box, Vi- brators-2, Exerciser (bicycle). Ultrasound therapy unit, Shortwave therapy unit, Wheel chair, A pair of crutches, Weighing machine, Skinfold caliper, Electronic bicycle ergo- mator (for measuring uptake An operation table. (vi) Sports Psychology Laboratory Psychological measurement (vii) bio-Mechanics Laboratory Bio mechanics measurement 3.8.2 Sports (i) Athletics eHurdles-20 OStarting clapper-I OMeasuring tapes (Steel)-4 eWire for marking the track-J O Stop-watches-6 •Starting-Block-6 and and other tools other tools Olligh Jump Stands (one pair Six cross barbars) •Vaulting box-I & women-6 each gs•ao p .ts-6 •Hammers-6 (for men and women) •Stop boards-2 O Circles-2 •Stands, for judges at the finish-2 'Flag Pole •Javeline-men and women-6 in all aluminium OTake off boards-2 •Mattresses-6 (ii) Games including two with OT he basketball boards and rings (full set) OVolleybzll posts-2 sets OEquinment for cricket, soft ball, throw ball, balls at least a d Dzen OTable tennis table-2 OPjotball g Dosts with nets-I pair OHandball posts-I Dair eB?d ninton posts-4 g nosts with nets-I pair lifting set. (iii) Sports Goods and others OLozium-50 'Volleyball-24 OHandballs-6 'Football-24 'Basketball-24 'Dumbles-50 pairs 'Indian clubs-50 pairs • •Boat board 'Equipment for marshal arts •Parallel bars-I 'Parallel bars (uneven for Girls).l 'Horizontal bars-I 'Roman rings-2 OQimbing Ropes-6 'Mats-Coir-I dozen OWe:ght lifting set/power lifting set/weight training set-I 'balance beams (adjustable sets)-j 'Pommelled Horses-I 'Shuttle cocks-10 dozen OHockey sticks-24 Obadminton rackets-12 OHand balls-6 3.8.3 Cultural

