(7) to formulate guidelines on items/issues to be considered and approved by the Standing Committee on behalf of the Council;

(8) to recommend the structure of the Council's Secretariat for consideration of the Government;

(9) to screen all proposals coming within the purview of the Council under section 33 of the Institutes of Technology Act, 1961 (59 of 1961) and make appropriate recommendations to the Council; and

(10) to consider all items within the jurisdiction of the Council and referred by the various Board of Governors of the individual IITs or the individual Directors of the IITs or other groups within the IITs, such as the Senates and the Faculty Associations or the Council Secretariat for recommendation either to the Chairman of the Council for items within his purview or emergent consideration or to the Council itself at a normal scheduled meeting or for final disposal for items delegated to the Standing Committee.

DR. S. D. AWALE
Secretary, Council of IITs

NATIONAL COOPERATIVE DEVELOPMENT CORPORATION

New Delhi, the 13th March 1997

No. NCDC : A&C : 8-13/83-CPF.—In exercise of the powers conferred by Regulation 29 of the National Cooperative Development Corporation Employees' Provident Fund Regulations, 1964, National Co-operative Development Corporation, with the previous sanction of the Central Government, hereby makes the following amendments to the National Cooperative Development Corporation Employees' Provident Fund Regulations, 1964, namely :

1. Insert the following as clause (vii) under regulation 18(1)(a) and as clause (v) under regulation 19-A(1)

To meet expenses on purchase of consumer durable such as TV, VCR/VCP, Washing machine, Cooking range, Geyser, Computer etc.

2. Substitute the following for the existing proviso under Regulation 19-(A)(1)

Provided that (i) No withdrawal under this Regulation shall be sanctioned unless the subscriber has completed (a) 10 years of service in case of withdrawal under Clause (iv) or 15 years service in case of withdrawal under clauses (i), (ii), (iii) & (v), (b) or has attained the age of 45 years, whichever is earlier, (ii) The amount of withdrawal shall not ordinarily exceed six months' pay of the subscriber or 75% of the exempted contributions and exempted interest contained in the balance to the credit of the subscriber whichever is less. This limit may, however, be relaxed by the Committee of Trustees. (iii) The withdrawal for the purpose specified in clause (iv) above shall be subject to the further conditions;

The amendment is proposed to bring the provisions of NCDC EPF regulations at par with the provisions of GPF of Government of India.

The amendments shall come into force with immediate effect.

J. P. SINGH
Managing Director

NATIONAL COUNCIL FOR TEACHER EDUCATION

New Delhi-110 002, the 6th February 1997

No. F.28-2/96 NCTE.—In exercise of the powers conferred under clause (o) of sub-section 2 of Section 32 read with sub-section (7) of section 20 of NCTE Act, 1993 the National Council for Teacher Education makes the following Regulation namely :

1. Short Title and Commencement

These regulations may be called the "National Council for Teacher Education" (manner of filling casual vacancies among members of Regional Committee) Regulation 1996. They shall come into force from the date of the publication in the Official Gazette.

2. Definition

In these Regulations, unless the content otherwise requires :

(i) "Act" means the National Council for Teacher Education Act, 1993 (No. 73 of 1993).

(ii) All other terms shall have the same meaning as contained in Section 2 of the Act.

3. Applicability

These Regulations shall be applicable to a casual vacancy of member of Regional Committee by reason of death, resignation or inability to discharge functions owing to illness or other incapacity by a member nominated to Regional Committee under Clauses (a) and (c) of sub-section 3 of Section 20 of the Act.

Provided, however, this Regulation shall also apply to vacancy as Chairperson of Regional Committee, if such a member has been so appointed.

4. Manner of filling Casual Vacancy

If a Casual Vacancy of a member occurs (including Chairperson) of Regional Committee whether by reason of death, resignation or inability to discharge the functions of Regional Committee, such vacancy shall be filled up by making fresh nomination and the person so nominated shall hold office for the remainder of the term of the office of the person in whose place such person is so nominated.

SURENDRA SINGH
Member Secretary
National Council for Teacher Education

No. F. 28-9/96 NCTE.—In exercise of the powers conferred under sub-clauses (f) and (h) of sub-section 2 of section 32 read with sections 14 and 15 of the National Council for Teacher Education Act, 1993 (No. 17 of 1993), the National Council for Teacher Education hereby makes the following regulations :

1. Short Title and Commencement

These regulations may be called the National Council 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 any new course or training) Regulations 1996.

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.

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) All other terms shall have the same meaning as contained in seciton 2 of the Act.

4. Application for Recognition

(a) Every institution offering/intending to offer a course or training in teacher education shall make an application for recognition under the Act in the Form given in Appendix-I to these Regulations.

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(b) 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

(a) Where any recognised institution intends to start any new course or training in teacher education it shall make an application to the Regional Committee concerned in Appendix I to these regulations.

(b) 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 concerned in Appendix I to these Regulations.

(c) The application shall be submitted to the Regional Committee in whose territorial jurisdiction the institution is located.

6. Manner of making application

(a) Application for recognition in the Form given in Appendix I shall be made to the Regional Committee concerned.

(b) Application for permission to start new course or training in teacher education or increase in intake shall be made by the recognised institution in the Form given in Appendix-I to the Regional Committee concerned.

(c) Application for recognition of institution shall be submitted in triplicate.

(d) 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.

(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 certificate from the respective State Government or Union Territory administration in which the institution is located.

(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 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 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 drawn in favour of "Regional Committee, National Council for Teacher Education" payable at the place of location of the Regional Committee concerned.

8. Time limit for making applications

(a) Every institution intending to offer a course or training in teacher education shall make an application so as to reach the concerned Regional committee by the 31st December every year for commencement of course or training from the next academic session.

(b) Application for permission to start any new course or training in teacher education or increase in intake by recognised institutions shall be submitted in the form in Appendix-I, so as to reach the Regional Committee concerned before 31st December of the calendar year for the course or training in teacher education proposed to be offered in the next academic year.

9. 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, in any manner deemed fit, that the institutions 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 which are being offered or intending to offer.

(b) Regional Committee shall ensure that every institution applying for recognition fulfil the norms and standards given in Appendix II.

10. Conditions for grant of permission to recognised institutions to start new course or training or increase in intake

(a) 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 teacher education or increase in intake, in any 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.

(b) 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 II.

11. Regional Committee shall follow the provisions of the Act under section 14 in the matter of consideration of application for recognition before passing orders on the application of institutions.

12. Regional Committee shall follow the provisions of the Act under section 15 in the matter of consideration of applications from recognised institutions for permission to start a new course or training in teacher education or increase in intake.

SURENDRA SINGH
Member Secretary
National Council for Teacher Education

Appendix I

TEACHER EDUCATION INSTITUTIONS

B. ED. CORRESPONDENCE/DISTANCE EDUCATION

GENERAL PROFORMA

CORRESPONDENCE/DISTANCE TEACHER EDUCATION

NATIONAL COUNCIL FOR TEACHER EDUCATION
NEW DELHI

B.Ed. CORRESPONDENCE/DISTANCE TEACHER EDUCATION COURSE

APPLICATION FOR RECOGNITION/PERMISSION

APPLYING FOR :

1.0 STATUS OF INSTITUTION EXISTING ☐ NEW ☐

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2.0 ARE YOU APPLYING FOR :

2.1 RECOGNITION OF EXISTING COURSES — Yes ☐ No ☐

2.2 PERMISSION TO START NEW COURSE(S) — Yes ☐ No ☐

2.3 ADDITIONAL INTAKE — Yes ☐ No ☐

3.0 EXISTING COURSE(S) ; Please write name of the Programs/Teacher Education Course(s)

	Program	Duration in Years(s)	Seats Proposed	Additional Seats
3.1	.....	.....	.....	.....
3.2	.....	.....	.....	.....
3.3	.....	.....	.....	.....

4.0 NEW COURSE(S) PROPOSED

	Program	Duration in Year(s)	Seats Proposed	Additional Seats
4.1	.....	.....	.....	.....
4.2	.....	.....	.....	.....
4.3	.....	.....	.....	.....

5.0 OTHER TEACHER EDUCATION CRURSE(S) offered, if any, (Please write the name of the Course) in the institution/ campus/complex

Program

5.1 .....

5.2 .....

5.3 .....

6.0 PROPOSED COURSE(S) to be located in the existing campus — Yes ☐ No ☐

Program

6.1 .....

6.2 .....

6.3 .....

APPLICATION FORM FOR RECOGNITION OF CORRESPONDENCE OR DISTANCE TEACHER EDUCATION INSTITUTION/PERMISSION TO START COURSE OR TRAINING BY A RECOGNIZED INSTITUTION

- You may refer to relevant regulations, norms and standards prepared by the NCTE.
- Give your answers by inserting a tick ✓ in the appropriate Box.
- This proforma is applicable to CDE programs, except Elementary/Nursery Training Program.

1.0 GENERAL INFORMATION

1.1 Name of the Institution _____

1.2 Postal Address _____

Post Office _____

District _____

State _____ Pin _____

1.3 Telephone number of Head of the Institution (OFF.)_____ (RES.) _____

1.4 Telegraphic Address _____

1.5 The distance of the Institution from the nearest Railway Station _____Kms.

1.6 If in rural area, its distance from the Nearest Town _____Kms.

1.7 Nearest Bus Stand and its distance from the Institution

1.8 Transport facility available from Institution to town (Please tick)

Town Bus ☐ Auto Rickshaw ☐

Cycle Rickshaw ☐ Taxi ☐

1.9 Please tick the facilities available in the institution

Electricity ☐ Water Supply ☐ Telephone ☐

1.10 Number of practising schools available within your jurisdiction Schools, number _____

and number of secondary classes for field work Classes, number _____

(Enclose letters of constant from heads of schools and/or collaborating institutions indicating section offered)

Attested
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2.0 MANAGEMENT

2.1 The Institution is/will be managed by

Central Government ☐ UT/State Government ☐

Local Self Government ☐ Registered Society/Trust ☐

University ☐ Any other (please sepcify) ☐

2.2 If managed by registered Society/Trust :

When was it registered? Date——Month——Year——

Has registration proo been attached ? Yes ☐ No ☐

Do you receive grant-in- id from Government ? Yes ☐ No ☐

2.3 If managed by Board/Government :

Has the copy of sanction order been enclosed ? Yes ☐ No ☐

Do you receive 100 percent grants ? Yes ☐ No ☐

2.4 Academic duration of 24 months of the Course

Starting Date

Closing Date

2.5 Is it recognized by your Government ? Yes ☐ No ☐

Has letter of recognition been enclosed ? Yes ☐ No ☐

2.6 Have you applied to NCTE for :

Recognition of existing Course Yes ☐ No ☐

Permission for starting a new Course Yes ☐ No ☐

Additional intake for existing Course(s) Yes ☐ No ☐

2.7 If applying for a new course :

Have you obtained permission of Your Government ? Yes ☐ No ☐

If yes, have you enclosed a copy of the letter ? Yes ☐ No ☐

3.0 LAND AND BUILDINGS

3.1 Land

Please state the land area possessed by the institution ——— acres

Have you enclosed the copy of the registered ownership document ? Yes ☐ No ☐

3.1.1 Is the land area in one plot ? Yes ☐ No ☐

3.1.2 If in more than one plot what is the distance between them ?

(Has the sketch showing location of plot;s been attached) ? Yes ☐ No ☐

3.2 Floor Area

Total floor area of existing buildings of the institution ——— sq. mts.

Floor area available for the proposed churse ——— sq mts.

Has the floor area plan been attached ? Yes ☐ No ☐

Is this floor plan approved by the respective authority ? Yes ☐ No ☐

3.3 Existing Building

Give details of rooms and their use in the existing building of the institution for the chorse.

Room	Number of Rooms	Floor Area sq. mts.	Proposed Extension New Construction: Floor Acar
Classroom			
Library			
Laboratories			
Workshop			
Material Production/Resource Centre			
Despatch Section			
Assembly Hall			
Principals/Director's Room			
Office			
Staff Room			
Toilets			
Any others (specify)			

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3.4 New Building

If a new building is being constructed/will it soon be ready for the use? Yes ☐ No ☐

(i) Has the site plan of the building been attached ? Yes ☐ No ☐

(ii) Is approved floor plan of the building attached ? Yes ☐ No ☐

(iii) Write the date of starting the construction Month _____ Year _____

(iv) Likely date of completion of construction Month _____ Year _____

Provide the details of ;

Space Title	Number of Rooms	Floor Area
Classroom		
Library		
Laboratories		
Workshops		
Material Production/Resource Centre		
Despatch Section		
Assembly Hall		
Principals'/Director's Room Office		
Staff Room		

3.5 Staff Quarters

Give details of existing and proposed staff quarters

Quarters	Existing		Proposed	
	Number	Floor Area of each	Number	Floor of Area of each
For Principal/Director				
For Teachers				
For other Staff Administrative/Helper				

4.0 BOOKS, EQUIPMENT AND FURNITURE

4.1 Books

(a) Please give details of books, magazines and journals in your library and others sources to which you have an access ?

Item	Existing number & Approx. Cost	Cost of books/equipment to be procured in During the Firsf Year	During Second Year	Available in other accessible libraries
Texts Books				
—Ref. Books				
—Other Books				
—Journals				

(b) Name the other libraries to which your faculty and students will have accesses and indicate the number of books available.

4.2 Equipment

Give details of equipment presently available.

Item	Number of students to be admitted	Cost of the Existing Equipment	Cost of equipment to be procured in next First Year	Second Year	Available in the accessible institutions
Psychology-cum-Guidance lab.					
Science lab.					
Edu. Technology lab.					
Work Experience lab.					

D. Hussain 27/4/11

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Teaching -cum-Computer lab.	
Library-cum-Reading Room	
Social Science-cum-Small Group lab.	
Language lab.	
Any other lab.	
Games & Sports	
Arts/Music	

(ii) Give the names of other institutions to which you will have an access (for borrowing/using the above kinds of facilities).

4.3 Furniture and Equipment

Please give estimated cost of furniture existing and to be procured for the insitution (excluding hostels)

Furniture for	Accommodation available	Cost of existing furniture	Cost of Furniture to be procured	
			First Year	Second Year
Hall and auditorium				
Classrooms				
Library				
Lab/Workshop				
Office and Staff room				
Students Common room				
Principals Office				
Material Production Lab.				
Teacher Educators				
Any other				

Give details of quipment for production/resource unit and other relevant labs (Attach the list as per proforma given below)

S. No.	Items	Numbers/Sets
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

5.0 STAFF POSITION—Kindly fill in the relevant block(s).

5.1 Existing Staff

Please give details of the presently engaged and proposed staff to be employed

Staff	Number employed			Salary scale of full time staff
	Full Time	Part Time	Visiting	
Principal/Professor/Director				
Reader				
Lecturer in Education				
Work experience Teachers				
Librarian				
Technical Assistant				
Office Assistants				
Helper(s)				
Any other				

(Enclose statement of names, qualifications and experience of existing teaching staff).

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5.2 Staff Engaged in CDE (Please use separate sheet if need be)
Give details of Faculty/Staff engaged in correspondence/distance tacher education programme

Faculty/Staff	Number	Qualifications	Regular/Full time Appointment Age	Date of appointment
Professor (Full Time Appointment)				
Readers (Full Time)				
Lecturers (Full Time)				
Others Part Time faculty				

Are the qualifications of teaching staff in agreement with the University/ U G C norms ?
Yes ☐ No ☐

5.3 Additional Staff Recruitment
Please indicate your plan for recruitment of required or additional staff

	Designation	Number	Year to be recruited	Scale of Pay
1.				
2.				
3.				
4.				

5.4 B.Ed. Admission Eligibility Criteria
(i) Give qualifications for recruiting teachers in relevant secondary school system supported or run by your Government.

	Qualification (Degree)	% of marks
(i) Academic		
(ii) Professional		
(iii) Other		

(ii) Give minimum required condition and qualifications for seeking admission to B.Ed. course.

	Face to Face (Regular)	Correspondence/Distance Education
Grade % Marks		
Teaching Experience in the schools		
Jurisdiction		
Others		

(iii) Does your university or state organize admission test for B.Ed. course(s)?
Yes ☐ No ☐

(iv) If yes, tick mark the components used in such an admission test

	Face to Face		Correspondence/Distance Teacher Education	
(i) General knowledge	Yes ☐	No ☐	Yes ☐	No ☐
(ii) General mental ability	Yes ☐	No ☐	Yes ☐	No ☐
(iii) Subject knowledge	Yes ☐	No ☐	Yes ☐	No ☐
(iv) Teaching aptitude	Yes ☐	No ☐	Yes ☐	No ☐
(v) Social sensitivity	Yes ☐	No ☐	Yes ☐	No ☐
(vi) Attitude towards teaching	Yes ☐	No ☐	Yes ☐	No ☐
(vii) Any other	Yes ☐	No ☐	Yes ☐	No ☐

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IndiaCode

5.5 Students Admitted

Give the number of students admitted or to be admitted in various Correspondence/Distance Education courses on education

Course	Number of students currently admitted	Intended to be admitted
B. Ed.		
Any other		

5.6 Selection Committee

Please state the constitution of the Selection Committee for filling the vacancy of teaching staff.

6.0 FINANCIAL MANAGEMENT

6.1 Government

If managed by Government/Local Government/Board, give budget provisions for the Teacher Education Deptt./B.Ed. course on

(i) Salaries & Allowances (full time) _____

(ii) Honorarium of guest faculty/associates _____

(iii) Equipment, Furniture & Books _____

(iv) Any other items _____

(v) TOTAL ANNUAL BUDGET _____

6.2 Private Bodies

If managed by private body, give

(i) The amount of endowment fund _____ mode of deposits. _____

(ii) The amount of reserve fund _____ mode of deposits _____

Is adequate to cover three months salaries ? Yes ☐ No ☐

(iii) Latest annual budget :

income

expenditure

(Attach certificates from bank indicating the present balance in the funds and abstract of the latest budget)

(iv) Mention other sources of income, if any.

(v) Please state how the deficit, if any, between income and expenditure is met/proposed to be met, also how excess if any, is utilized.

S.No.	Source of Income	Annual Income
1.		
2.		
3.		
4.		

6.3 Annual Fees

Give annual fee details of Correspondence/Distance Education B.Ed. and Regular face-to-face B. Ed. courses of your university.

Item	Course	
	B. Ed. Education Face to Face Mode (Fee for 12 Months)	B. Ed. Correspondence/ Distance Education (Fee for 12 Months)
Tuition Fee for 12 months		
Materials (Printed, Audio, Visual, Library and Postage etc. Fee/Charges per annum)		
All other Fees/Charges		
TOTAL FEE PER ANNUM		

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7.0 OTHER COURSES

7.1 If the institution is offering instruction in Teacher Education Courses other than the one for which this application is made, give details for each one of those. (If need be attach separate sheets).

Title	Year of commencement	Duration	Present Intake	Proposed Intake
Nursery				
Elementary				
Secondary				
Any others				

8.0 STUDY AND FIELD PRACTICUM CENTRES

8.1 Give duration of internship/supervised teaching — Number of Days

8.2 Nature & description of study centres
Are they located in,
University campus — Yes ☐ No ☐
Affiliated colleges — Yes ☐ No ☐

8.3 What are the qualifications of the teacher teaching in the contact programme?

Give details of the PCP centers.

S.No.	Name of the PCP center	Number of students registered in each center	Teaching time (Days Hours)	Demonstration/ Practicals organized for the students (in hours)
			Hours	Hours

Attach center-wise List of Teachers.

8.4 Give Details of functioning of study centrers

Number of study centers	Working hours per day	Number of registered students	Duration of counseling time	Working days per week

Attach list of Study centers and personnel associated with them.

9.0 JURISDICTION

9.1 (a) Does the University/(Examining body) Act provides for geographical area of jurisdiction ?
Yes ☐ No ☐

(b) What are the districts/areas covered under your university jurisdiction? (Atach a list)

(c) Give the number and percentage of B.Ed. students who are employed as Teachers

	Number	Percentage
(i) Within the area of Jurisdictions		
(ii) Outside the jurisdiction but With in the state		
(iii) Outside the state		

9.2 Give the number of students admitted or to be admitted in various correspondence/Distance Education course on education

Course	Number of Students currently admitted	Intended to be admitted
B.Ed.		
Any other		

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9.3 Give the duration of the Correspondence/Distance Education course excluding admission and examination period :

Course	Duration in Months	Starting date of the session	Month in which the session ended
B. Ed. (regular face-to-face)			
Other Courses			

10. ADDITIONAL INFORMATION

10.1 (i) Is the printed material for self learning or study ready ? Yes ☐ No ☐

(ii) Will it be ready for use in time Yes ☐ No ☐

10.2 Do you have adequate provision for audio/audio-video materials for students ? Yes ☐ No ☐

10.3 Are the audio/audio-video material packages prepared in consultation with ;

(i) IGNOU ☐
(ii) UGC Media Center ☐
(iii) CIET ☐
(iv) NCTE ☐
(v) Any other ☐

10.4 (i) Are students given regular assignments according to NCTE norms ? Yes ☐ No ☐

(ii) Are the assignments returned for feedback within a stipulated period ? Yes ☐ No ☐

(iii) How many lessons does a student teacher deliver during internship ? Yes ☐ No ☐

10.5 How many of these lessons are supervised by the :

	Qualified School Teachers	Qualified Teacher Educators
(a) Observations of lessons		
(b) Lesson Planning		
(c) Unit Planning		
(d) Unit testing/exam.		
(e) Educational technology software		
(f) Case study/action research/survey		
(g) Participation/leadership in co-curricular activities		
(h) Others (specify)		

10.6 What is the duration of contact program being organized by the department ? Days———

Compulsory percentage

Concession allowed limit

10.7 Give duration of your examinations

(i) Duration of theory examination———Days.

(ii) Duration of practical examination———Days

10.8 Is the theory examination conducted at the completion of 24 months from the date of admission ? Yes ☐ No ☐

Sd/- Illegible
Member Secretary
National Council for Teacher Education
New Delhi

Appendix-II

NORMS AND STANDARDS

[B.ED. CORRESPONDENCE/DISTANCE EDUCATION]

SECONDARY

NATIONAL COUNCIL FOR TEACHER EDUCATION
NEW DELHI

10. INTRODUCTION

The role of the teacher is crucial in any program of education. We should have well-qualified teachers who have not only academic and professional competence of a high order but also earnestness, responsibility, and commitment to strive constantly to raise students learning, capability and achievement and make them increasingly autonomous and self actualizing person. Without such good teachers, it is not possible to improve education. The National Policy on Education, 1986 states : "The statute of the teacher reflects the socio-cultural ethos of a society ; it is said that no people can rise above the level of their teachers."

In December, 1993, through Act No. 73 of 1993 of the Parliament, the National Council for Teacher Education was vested with statutory authority for "achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education sys-

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tem and for matters connected therewith. Some of the functions of the NCTE relating to maintenance of quality in Teacher Education are :

— to lay down norms for any specified category of courses or training in teacher education, including minimum eligibility criteria for admission thereof and the method of selection of candidates, duration of the course, course contents and mode of certification ;

— to lay down guidelines regarding tuition fee and other fees chargeable by recognized institutions ;

— to examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council and to advise suitably the recognized institutions ;

— to evolve suitable performance appraisal systems norms and mechanisms for enforcing accountability on recognized institutions ;

— to take all necessary steps to prevent commercialization of teacher education.

In order to meet these obligations, the NCTE has formulated norms and standards for different kinds of programs of teacher education. Such 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 NCTE accepts distance education as a useful and viable mode for organizing inservice training programs for teachers serving in schools. This mode is also useful for providing training and continuing education for *other functionaries* working in the school system. However, it is to be discouraged as a mode for pre-service education of non-teachers or for conferring degrees/certificates in teacher education as a qualification for seeking employment as a teacher. Further, wherever this mode is used for training, it should satisfy the requisite prescribed conditions and requirements.

This document presents the norms and standards for correspondence/distance education programs of teacher education leading to B.Ed. degree. These norms shall apply to all institutions offering correspondence/distance teacher education program whether this is the only one exclusive educational program of the Institution or it is one of several other programs offered by them.

The building and other physical facilities may be shared with other programs, without sacrificing the interests of the course.

Norms will consider the combined facilities available at (a) nodal centers, (b) PCP centres, (c) study centres and (d) field practicum centers.

These norms are stated under two categories/levels (i) essential norms are the minimum requirements that all institutions should fulfill in order to be eligible for recognition/permission and additional intake of their institution/courses by NCTE: and (ii) desirable norms indicates directions which institutions should strive to achieve in a reasonably short period of time. The formal recognition of institutions for the courses by the RCs of NCTE will depend upon the fulfilment of essential norms apart from fulfilment of other performance criteria.

2.0 SUMMARY GUIDELINES

GUIDELINES AS REGULATIONS FOR B.ED. THROUGH CORRESPONDENCE/DISTANCE EDUCATION PROGRAMS FOR IN-SERVICE TEACHERS

Course Title—B.Ed. Distance Education Mode for Secondary Teachers

Jurisdiction—Each University will admit only those candidates who are currently working in school systems located in the territorial jurisdiction assigned to it by the Act/State Government.

Entry Qualifications—Entry qualifications for admissions in terms of marks at graduation or other levels will be the same as prescribed by the State Government for recruitment of teachers or prescribed for entry to regular teacher education programs. The admissions will bem ade after a written entrance examination.

Number of Seats—No University will admit more than 500 candidates in a given academics year.

Duration—24 months for B.Ed. courses : exclusive of the time taken for formalities of entrance test, admissions, etc.

Tuition Fee—Same as applicable to other B.Ed candidates of the University. However, extra charges may be levied on the students to cover the cost of print material, audio-visual packages, postage, library services etc.

Eligibility Criteria—Only those regular teachers serving in recognised schools (primary, secondary and higher secondary levels) within the above defined jurisdiction and having a minimum of three years of teaching experience.

Staff Structure—For every 500 students there will be ten full time core faculty, and additional ten strong part-time faculty. The regular full time core faculty will be appointed by following all the conditions prescribed for recruitment by the UGC/NCTE/State/University. Part-time faculty will also have similar qualifications, and none beyond 65 years of age will be associated as part-time faculty members.

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PROGRAM COMPONENTS

Adequate amount of self-learning printed course-material in distance education format. Sample basis evaluation of the printed materials to be conducted by Committees to be set up by UGC/NCTE.

Provision for audio and video packages in consultation with the UGC media centres, CIET and NCTE.

Regular assignments which are fully evaluated within stipulated time. There would be one assignment per semester, and in each of the papers/courses.

An internship of 4 weeks duration, during which the teachers deliver at least 40 lessons in the school they are serving, 10 of which will be supervised by the regular teacher education of training institutes/University departments.

Twelve weeks, i.e. 72 days of compulsory contact programs of at least 6 hours per day. This will be conducted by eligible teacher educators from the university departments/training colleges and none else. During this period, the candidates will be interviewed by experts to see the extent up to which they have mastered teaching skills during internship. No contact class will consist of more than 50 teacher trainees in one group.

Examinations will be conducted on specified days, other than the period assigned to the contact programs. Minimum of 80 per cent attendance in contact programs would be necessary. Any relaxation in attendance, not exceeding 20 per cent could be given only in exceptional cases and not as a general rule.

3.0 COSTS

(All costs of all items including building will have to be worked out with the price level of 1994 only).

3.1 Non-Recurring Costs

(i) Institutions under private management should have an endowment fund of Rupees five lakhs along with a reserve fund of Rupees two lakhs so as to cover 3 months salary of all their staff. The funds should be deposited in a Nationalized Bank.

(ii) Suitable institutional building with adequate space and fittings for (a) academic wing, (b) administrative wing, and (c) resources wing, will contribute to the quality of distance teacher education programs. Academic, administrative, and resource wings along with Study Centres and Personal Contact Program centres (PCP) are important in discharging the functions of distance education. Adequate cost estimation of non-recurring items like building, books, furniture, endowment funds, etc, will be Rs. 30 lakhs.

3.2 Recurring Costs

Salaries (for regular faculty/staff) As per UGC/Government norms.

	Essential	Desirable
Other recurring costs :	Rs. 4 lakhs (for 500 students @Rs. 800/- per year per student	Rs. 5 lakhs (for 500 students @Rs. 1000/- per year per student)
Expenditure on library Books and Journals etc. :	Rs. 10000/- @Rs. 200/- per student per year	Rs. 15000/- @Rs. 300/- per student per year

4.0 NORMS FOR SPACE AND BUILDINGS

4.1 Land Area and Location

Adequate land area for academic, administrative and resource wings, and for a few residential quarters has to be provided Adequacy of land area will depend upon the socio-economic conditions of the region, curricular requirements, staff strength, etc.

	Essential	Desirable
Land Area :	3000 sq. mts.	4000 sq. mts.

The institution should be preferably located in a noise and pollution free environment. There should be good transportation and communication facilities. Sufficient drinking water and regular electricity should be available.

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4.1.1 Academic Wing

There should be sufficient number of classrooms for organizing contact programs. Normally these classrooms should have a minimum covered area of 50 sq. mts. for (50) students. A few student study rooms for small group discussions and individual self study, etc. are also required. Two multiple-use halls of 100 sq. mts. are needed for general meetings, examinations, and other activities.

Depending upon the nature of curricula, there should be provision for relevant labs/facilities for science laboratory, psychology laboratory, work-shops, laboratory for educational technology, and social sciences-cum-small group-interaction studies. Apart from the students, the faculty and curriculum development groups should use these facilities on regular basis.

4.1.2 Building Space for Administrative Wing

Item		Floor Area
1. Principal/Head's room	20 sq. mts	40 sq. mts
2. Staff Room	60 sq. mts	100 sq. mts
3. Office Room (Two)	2x40 sq. mts	2x50 sq. mts
4. Store Room (General)	25 sq. mts	40 sq. mts
5. One Store Room for storing produced material	50 sq. mts	75 sq. mts

4.1.3 Nodal Centers

Nodal Centers will be the universities that will undertake the responsibility for running the course. It will (a) design, plan, and develop course material (b) organise campus courses or PCP(c) make all necessary arrangements for study centers, field practicum centers and (d) fund, guide, supervise and evaluate all program components.

4.1.4 Study Centers

These centers could be located within or outside the nodal center. The study centers could be spread over different colleges affiliated to the university, but within the area of jurisdiction of the university. Adequate space and facilities should be available for organising and display of assignment and response materials of students, tutorials, counselling, group discussions, individual studies etc.

4.1.5 Personal Contact Program Centers

Personal Contact Program, may be organized at the nodal centers/study centers. These centers will be equipped with adequate AV equipments. Staff for these centers may include, one coordinator, ten teachers and technical support personnel. Adequate facilities for Coordinator room, Class room and Store room etc. should also be available.

4.1.6 Field Practicum Centers

These are the selected schools for the organization of practice teaching, work experience, action research studies, and innovative curricular practices. It is necessary to have nearly 50 field practicum-centers for 500 teacher trainees of first year and 500 teacher trainees of second year.

4.1.7 Building Space and Facilities for Amenities

It is essential to have a Common Room for women students with attached toilet. It is essential to have two separate toilet rooms of minimum 25 sq. mts. for women and men students. An additional toilet for staff is also required. It is desirable to have one big hall first-aid facilities, and other amenities for visiting guardian/parents.

It is essential to provide drinking water facilities. It is desirable to provide water-coolers for this purpose.

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4.1.8 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. The nature of course-specific labs such as Science lab, Social Science lab, Language lab, Computer lab, Work Experience lab etc. will be considered essential only if it is relevant to the course.

4.1.9(i) General Laboratories

(a) Psychology-Laboratory

Institutions of Correspondence/Distance Teacher Education should have a Psychology-Laboratory of 75 sq. mts. area of which 15 sq. mts. will constitute the store room for tests and other instruments of educational and psychological measurements. The remaining space of 60 sq. mts. will be used for practical work for students working in groups. A separate Psychology Lab having up to date tests, equipment, and other materials, etc. is desirable.

(b) Work Experience Laboratory

A work experience lab of floor area 75 sq. mts. should be provided in the institution for conducting 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 for which teaching is provided in the institution.

(c) Educational Technology Laboratory

A room of floor area 60 sq. mts. with adequate audio-visual and mass media equipment should be used 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 will 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. mts. 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 faculty.

4.1.9(ii) Course Specific Laboratories

(a) Science Laboratory

There should be a science lab of area 75 sq. mts. of which about 15 sq. mts. will be the storage of apparatus and chemicals and 60 sq. mts. will be for the practical work. There should be adequate number of work tables. During the time of non-occupancy, the science lab can be used for developing other curricular activities of science education.

(b) Language Laboratory

Language laboratory should be housed in duly accosted and noise free room. Language lab should have facilities for recording and audio player equipment, master cassettes, printed and recorded software. Language learning facilities should be available for individuals as well as for groups of at least ten students at a time. Video and multimedial facilities are desirable.

(c) Social Science-cum-Small Group Laboratory

The distance teacher education institutions specializing in the area of social sciences for developing, understanding, issues of importance to society, social sensitivity, value-education, and social skill development required for negotiating the social realities, should possess their social sciences-cum-small group laboratory. Facilities for conducting case studies, psychological testing, interaction analysis, and specific observation tools may be arranged for effective operation of this lab.

(d) Computer Laboratory

A room of floor area 50 sq. mts. with at least five personal computers will be required for this lab. With such a facility, the students can learn theory and practical of Computer Education. It is desirable for general students. It is an essential lab for those who opt for computer teacher education.

4.1.10 Material Production Center-Production Wing

Correspondence/Distance Education institutions produce and use training, teaching, learning and evaluation materials. The strength of the program lies in the quality, quantity and diversity of these materials. The equipment like DTP with laser printer, dot matrix, Xerox machine, electronic typewriter and printing facility are desirable.

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It is desirable to have the audio and video production workshops. The audio production workshop requires audio recording machines, audio cassettes for reproduction of multiple copies of high quality, sound dubbing equipment and editing machines. The video production workshop having equipments like video cameras, light and sound equipment, VCRs, editing equipment, may be added for producing video materials.

4.2 Building Space for Residential Areas

4.2.1 Staff Quarters

Essential

Principal's/Director's residence should be provided on the campus.

Desirable

Quarters for at least 50% of the teaching staff. Quarters for all staff (both teaching and non-teaching) may be provided in those areas where housing is an actute problem.

4.2.2 Norms for Staff Quarters

Item	Number
Principal/Director (of Professor's Rank) (One)	1
Professor (one)	2
Readers (Two)	4
Lecturers (Seven)	10
Technical Support Staff (Ten)	5
Helpers (Five)	

4.3 Norms for Equipment, Books and Furniture

4.3.1 Equipment for Science Laboratory

Essential

The nodal centers should arrange 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 almirah meant for keeping chemicals and other equipments.

Desirable

Multiple sets of some apparatus may be provided so that more than one trainees can perform the same experiment at the same time. Some apparatus to perform innovative and higher level experiments may also be provided.

4.3.2 Equipment for Psychology Laboratory

Apparatus for simple experiments related to educational psychology.

Essential

Intelligence Tests (performance, non-verbal and verbal), attitude Tests, Personality Scales, attitude Tests and Interest Inventories.

Desirable

Multiple sets of the above tests, sensory-motor tests. (Acuity, discrimination, coordination and distraction, etc.)

4.3.3 Equipment for Educational Technology

Essential

Audio Cassette recorder, Slide-cum-film-strip projector, 35mm. still camera, blank audio cassettes and Art materials for preparation of charts and slides.

Desirable

Radio, TV, VCR, Amplifier, Loudspeakers, Microphone, Video Camera, Video Cassettes, Computer PC.

4.3.4 Equipment for Multipurpose Workshop & Work-Experience Activities.

Essential

Two sets of working hand tools, two set of gardener's tools, other essential equipment reuuire for work experience activities provided in the institution in a few areas.

Desirable

Multiple sets of hand tools,

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4.3.5 Equipment for Games & Sports

It is desirable, if an institution has simple equipment and materials for games and play. These can also be used for practising game or play based pedagogy, and for conducting action research in related areas.

4.3.6 Norms for Books and Journals

Essential

The library should have initially multiple sets of modules and text books. It is desirable to have at least 100 sets so as to cover 500 students. A part from this, there should be at least 5000 books including texts and reference books. The institution should subscribe to a minimum of dozen journals (national and international).

Desirable

At least 7000 books including text books and reference books, with a 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 programs.

4.3.7 Norms for Furniture

All rooms in the institutional building should have adequate and appropriate furniture. The norms for furniture in different rooms of the institution are as follows:

NATURE OF FURNITURE	NORMS	
	ESSENTIAL	DESIRABLE
1. Classrooms: Ten		
The 1st & 2nd year classes are not to be arranged simultaneously	1 Set for each student × 50 sets for each class room	75 sets for each classroom
Table & Chair for Teacher	1 set (2.5m × 1m × 1m)	Good size
Blackboard	One	One
2. Seminar Room:	All adequate number to accommodate 100 students & 10 teachers	Enough to accommodate more teachers & students
Students & Teacher's Tables & Chairs,		
3. Hall with Dais: (One), & Chairs	Dais (3 × 6 × 0.5m) Halls sufficient to accommodate 500 students	Sufficient to accommodate about 800 students and teachers
4. Laboratory:		
(Science, Psychology, Educational Technology)		
Work Tables (1.25 × 0.9 × 0.1)	5 in each laboratry	5 in each lab
Stools (0.6 ht.)	25 in each lab	25 in each lab
Demonstration Table & Chair,	Demo. table 1 in each lab	1 in each lab
Steel Almirah,	1 in each lab	2 in each lab
Storage racks	2 in each lab	4 in each lab
5. Workshop		
Work Benches (1.25 × 2 × .75)	4 benches	6 benches
Stools (0.5 ht.)	25 stools	30 stools
Teacher's Table & Chair	1 each	1
Steel Almirah	1 each	2
Storage racks	2 each	4
Black Board (3.5 × 1)	1	1
6. Library at Nodal Study centers	Annual grant of Rs. 1 lakh	Annual grant of Rs. 1/2 lakh
7. Study Centers	Adequate in number	Sufficient, easy to reach
8. Field Practicum Schools/Centers	As per state norms for one of its own schools	As per state norms for all working practicum schools/ centers
9. Principal/Head/Directors, Room	One each	One each
Table, Steel Almirah, Book Rack, Filing Cabinet, Telephone/Fax		
Chairs,	10	15

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NORMS

NATURE OF FURNITURE	ESSENTIAL	DESIRABLE
10. Teacher's (Staff Room) Almirah/Cabinets, Tables & Chairs	One for each Teacher	Same as essential by having good quality materials
11. Office Room Chair & Table, Extra Chairs, Steel Almirah, Filing Cabinet, Filing Racks, Notice Boards, Stools	Adequately furnished	Sufficiently furnished by having good quality materials
12. Store Room Steel Almirah, Storage Racks etc.	Three in each store room	Four or Five in each store room
13. Student's Common Room Chairs, Long Tables etc.	Adequate to accommodate 25 students	Sufficient to accommodate 40 students

NORMS FOR STAFF

The teacher education through Distance Education includes a number of activities the like course designing, course development, organization of training experience, checking students assignment, monitoring self corrective learning materials, organizing contact programs monitoring student-teaching, etc. The NCTE expects that facilities and expertise be made available both at the university as well as collage levels. The central unit or examining university would not act only as an administrative body but also act as active academic resource centre. It is essential to appoint the full-time well qualified staff. Sufficient part-time faculty should also be made available.

5.1 Teaching Staff (N=500 students per year)

Designation	Number Required		Specialization	Qualification & Experience
	Essential	Desirable		
Principal	Professor's Rank (One)	Professor's Rank (One)	Education	Ph.D. in Education with Master's Degree First/Second Class. 10 years experience in teaching and/or research or administration (UGC/Government norms).
Reader in Education	Two	Two	Education	Ph.D. in Education with Master's Degree in first/second class in any school subjects. 5 years teaching and/or research experience (UGC/Government norms).
Lecturer in Education	Seven	Seven	One for each methodology One for each pedagogy subject	As laid down by UGC/Government.
Part Time Faculty	Ten (Academic/ Professional) and having relevant competencies	Ten	Education	Suitably Qualified
Instructor in Work-experience	One	One	Relevant Craft	Certificate/Diploma in Craft
Instructor in Art and Music	One	One	Fine Art, Music	Diploma/Certificate in Fine Arts

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5.2 Technical Support Staff

Designation	Essential	Desirable	Qualification
Librarian	1	more than 1	Degree in Library Science
Assistant Librarian	1	more than 1	Diploma in Library Science
Technical Assistants	1	more than 1	ITI Certificate/Diploma HSC with training in A-V B. Sc.
Computer Operator	1	more than 1	Diploma in Computer Education

5.3 Administrative & Helper Staff

Designation	Essential	Desirable	Qualification
Office Assistant-cum-Typist	1	UDC—1	as in Govt. Service
Accounts Asst.-cum-Clerk	1	LDC-Account-1, Typist-1	as in Govt. Service
Helper Staff	3	5	as in Govt. Service

5.4 Nature of Employment of Staff

All staff shall be appointed on full time regular basis after selection by a properly constituted selection Committee. In the Selection Committee for teaching staff, it is essential to have at least one nominee of the NCTE and or the University/Govt. as required by local rules.

The salary structure of teaching staff should as per Government UGC/NCTE Norms.

6.0 NORMS FOR CURRICULAM

6.1 Duration

24 months for B.Ed. course : exclusive of the time taken for formalities of entrance test, admission, etc.

6.2 Entry Qualification

Entry qualification for admission in terms of marks at graduation or other levels will be the same as prescribed by the State Government for recruitment of Teacher or prescribed for entry to regular teacher education program. The admissions will be made after a written entrance examination.

6.3 Eligibility Criteria

Only those regular teacher serving in recognized schools (primary, secondary and higher secondary levels) located within the jurisdiction and has a minimum of three years of teaching experience.

6.4 Materials

(a) Adequate amount of self-learning printed course material in distance education format, for which sample based evaluation of the printed materials has been done by the Committee to be set up by UGC/NCTE.

(b) Provision for Audio and Video packages in consultation with the UGC media centers, CIET and NCTE.

(c) Regular Assignments which are duly evaluated within stipulated time. There would be one assignment per semester/two assignment per year, and in each of the papers/courses.

6.5 Contact Programs

Twelve weeks, i. e. 72 days of compulsory contract programs of at-least 6 hours per day. This will be conducted by eligible teacher eduacators from the university departments/training colleges and none else. During this period, the candidates will be interviewed by experts to see the extent up to which they have mastered teaching skills during internship. No contract class will consist of more than 50 teacher-trainees in one group.

6.6 Evaluation

Formative and summative evaluation will be conducted in all curricula and co-curricular areas of the courses. The University/Examining bodies will ensure continuous and comprehensive evaluation as per the guidelines. The written, practical, oral, and other innovative forms of evaluations will be employed as and when necessary. The institution will ensure continuity of feed back on the basis of evaluation of assignments, practical and other activities.

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