



National Council for Teacher Education

(A Statutory Body of the Government of India)



Subject : Draft NCTE (Recognition Norms and Procedure) Regulations, 2025 along with Norms and Standards of Teacher Education Programmes in alignment with the NEP 2020 in the public domain for seeking inputs/suggestions

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Dated: 20th February 2025

New Delhi

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the, _____2025

No. F. -Regl011/69/2024-Reg. Sec-HQ.— In exercise of the powers conferred by sub-section (1) and (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), and in supersession of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, and all amendments thereof, the National Council for Teacher Education hereby makes the following regulations, namely:—

1. Short title and commencement.—(1) These regulations shall be called the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2025.

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

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

a) **“Act”** means the National Council for Teacher Education Act, 1993 (73 of 1993).

b) **“Additional Intake”** means increase in intake of students in any recognized teacher education programme by a recognized institution.

c) **“Additional Programme”** means an addition of a new teacher education programme to an existing teacher education programme by a recognized institution.

d) **“Affidavit”** means a written sworn statement of fact voluntarily made by a deponent under an oath or affirmation administered by a person authorized to do so by law. Such a statement is witnessed as to the authenticity of the deponent’s signature by a taker of oaths, such as a Notary Public or Commissioner of Oaths.

e) **“Applicant”** means an institution which makes an application to the Council to seek recognition or permission under these regulations.

f) **“Application”** means an online application made by an applicant Institution through online mode as specified in the Standard Operating Procedure.

g) **“Approved Intake”** means the maximum number of students that can be admitted in a Programme as required by the Council.

h) **“Chairperson”** means Chairperson as defined in sub-section (b) of Section 2 of the Act.

i) **“Closure”** means withdrawal of recognition or permission of an institution under Section 17 of the Act.

j) **“Commission”** means the University Grants Commission established under Section 4 of the University Grants Commission Act, 1956.

k) **“Company”** means a Company established or registered under Section 8 of the Companies Act, 2013.

l) **“Council”** means the National Council for Teacher Education established under sub-section (1) of Section 3 of the Act.

m) **“Credit”** means the number of hours of instructions required per week over the duration of a semester as defined in the National Credit Framework (NCrF) and National Curriculum

Framework for Teacher Education.

- n) **“Faculty member”** means an individual qualified as per NCTE Regulations and working on a full-time basis in a Multi-disciplinary Institution.
- o) **“Government-aided Institution”** means an Institution that meets 50% or more of its recurring expenditure out of the grant received from the Central Government or State Government or Union Territory Administration.
- p) **“Government Institution”** means an Institution established and/ or fully funded by the Central Government or State Government or Union Territory Administration.
- q) **“Innovative Programme”** means a transformative and innovative, in nature, teacher education programme(s) in alignment with the National Education Policy 2020, other than the programmes mentioned under regulation 9 of these regulations.
- r) **“Institution Deemed to be University”** means an Institution for Higher Education so declared, on the recommendation of the Commission, by the Central Government under Section 3 of the Commission.
- s) **“Multidisciplinary Institution”** as outlined by the Commission and National Education Policy 2020, means a duly recognized Higher Education Institution offering a diverse range of subjects and integrating multiple disciplines. These institutions foster interdisciplinary research, innovation, and collaboration while enhancing inclusivity and access to quality education.
- t) **“Norms and Standards”** means a set of conditions required for grant of recognition or permission under Clause (a) of sub-section (3) of Section 14 and 15 of the Act and proper conduct of a teacher education programme as specified in the respective appendices given in regulation 9 of these regulations and as in the savings clause.
- u) **“Open and Distance Learning Mode”** means a mode of providing flexible learning opportunities using a variety of media, including print, electronic, online, and occasional face-to-face interaction between teacher and learner to deliver teaching-learning experiences, including theory, practical, and skill-based learning.
- v) **“Permanent Structure”** means a structure completely roofed and walled with concrete, in accordance with the local building codes.
- w) **“Private University”** means a University duly established through a State or Central Act by a sponsoring body, viz., a registered Society, or a Public Trust, or a Company registered under Section 8 of the Companies Act, 2013.
- x) **“Programme”** means a structured set of courses or educational activities designed to achieve specific learning outcomes or qualifications resulting in a degree as defined in the National Higher Education Qualifications Framework (NHEQF), National Credit Framework (NCrF), or National Curriculum Framework for Teacher Education (NCF-TE).
- y) **“Regional Committee”** means a Committee as defined in Sub-section (j) of Section 2 of the Act.
- z) **“Self-Financing Institution”** means an Institution started by a Trust or Society or Company and does not receive a grant or fund from Central or State Government or Union Territory Administration for meeting its expenditure.
- aa) **“Society”** means a Society registered under the Societies Registration Act, 1860 as amended from time to time or any other relevant Acts.

- bb) **“Standard Operating Procedure (SOP)”** means the administrative guidelines laid down by the Council from time to time which shall be strictly adhered to by all the Regional Committees while processing the applications submitted by Institutions seeking grant of recognition or permission of a teacher education programme under these regulations.
- cc) **“Stand-alone Institution”** means an institution which is not a multi-disciplinary institution as defined under 2(q) of these Regulations and is offering teacher education programme(s) only.
- dd) **“Teacher Education Programme”** means a programme for teacher education, research, or training of persons for equipping them to teach at school (5+3+3+4) and Higher Education Institutions.
- ee) **“Trust”** means a Trust registered under the Indian Trust Act, 1882, as amended from time to time or any other relevant Acts.
- ff) **“University”** means a University defined under Clause (f) of Section 2 of the University Grants Commission Act, 1956 as amended from time to time.
- gg) **“Virtual Inspection Team (VIT)”** means the Virtual Inspection Team as defined in the Visiting Team Policy for Inspection, 2022 of the Council as amended from time to time.
- hh) All the words and expressions used herein and defined in the National Council for Teacher Education Act 1993 (73 of 1993) shall have the same meaning respectively as assigned to them in the said Act.

3. Applicability.—These regulations shall be applicable to all matters relating to teacher education programmes as listed below:

- (a) Recognition of a multidisciplinary institution for commencement of any teacher education programme;
- (b) Permission for introduction of an additional or a new teacher education programme, in any existing multidisciplinary institution, duly recognized by the Council;
- (c) Permission for increase in the intake of students in an existing teacher education programme in an existing multidisciplinary institution duly recognized by the Council;
- (d) Permission for shifting or relocating the premises or location of an existing teacher education programme in an existing institution to a multidisciplinary institution, subject to fulfilment of all the regulatory norms and standards for running such programme in that multidisciplinary institution;
- (e) Permission for closure of a teacher education programme, in an institution, duly recognized by the Council;
- (f) Recognition of a multi-disciplinary institution for introduction of a teacher education programme offered through open and distance learning mode subject to fulfilment of regulatory norms and standards prescribed by the respective regulatory authorities;
- (g) Permission for introduction of additional or new teacher education programme offered through open and distance learning mode by a recognised multidisciplinary institution subject to fulfilment of regulatory norms and standards prescribed by the respective regulatory authorities.

4. Eligibility.— Under these regulations, only the following categories of institutions, are eligible to apply for recognition to start a new teacher education programme(s), seek permission to introduce additional programme(s), or request an increase in intake of students for an already recognized programme(s):—

- (a) Multidisciplinary Institution established by or under the authority of the Central Government or State Government or Union Territory Administration;
- (b) Multidisciplinary Institution financed by the Central Government or State Government or Union Territory Administration;
- (c) All universities, including institutions deemed to be universities, so recognized or declared as such, under the University Grants Commission Act, 1956 (3 of 1956);
- (d) Self-financed Multidisciplinary Institution established and operated by 'not for profit' societies or trusts registered under the appropriate laws or a company.

5. **Manner of Making Application and Time Limit.**— (1) A multidisciplinary institution subject to eligibility under regulation 4 and intending to offer a teacher education programme, shall submit an online application for recognition in the specified form to the Regional Committee concerned;

Provided that an institution may make simultaneous applications for additional intake of students or additional teacher education programme(s) as the case maybe.

Provided that the time-limit specified by the Council shall not be applicable for submission of application to Innovative Programme(s) of Teacher Education.

(2) The application shall be accompanied with the required processing fee and the following requisite documents, as per the procedure laid down by the Council for submission of application as amended from time to time:

- (a) Registration Certificate of the 'not-for-profit' Society, Trust, or Company.
- (b) Memorandum of Association (MoA) and Certificate of Incorporation of the Company or Byelaws of the Society or Trust Deed of the Trust, as the case may be, clearly outlining its objectives related to educational activities.
- (c) No Objection Certificate (NOC) issued by the examining body stating that it has no objection if the applicant institution under its purview applies to the Council seeking recognition for the teacher education programme(s) so applied. Furthermore, the NOC shall also indicate details of the land, including Khasra number or plot number, total land area with complete address mentioning village or town, tehsil or district and State or Union Territory where the institution proposes to conduct the teacher education programme(s).
- (d) An Affidavit by the Authorised Representative of the Applicant institution as specified in the SOP, on Non-Judicial Stamp Paper of appropriate denomination, duly attested by the competent authority, giving full details of land and building.
- (e) Registered documents of the land or building issued by the office of the Sub-Registrar or Registering Officer, indicating the land title in the name of the applicant multi-disciplinary institution or society or trust or company.
- (f) Mutation Certificate issued by the Competent Authority, confirming that the title of the land has been duly transferred in the name of the applicant institution or society or trust or company.
- (g) Land Use Certificate issued by the Competent Authority, confirming that the land has been approved for educational purposes.
- (h) Non-Encumbrance Certificate issued by the Competent Authority, certifying that the land is free from all encumbrances.

- (i) Site Plan showing the location of the building as per land revenue records, issued by the office of the Sub-Registrar or Registering Officer.
- (j) Building Plan approved by the competent authority, specifying the name and address of the applicant institution, Khasra or Plot number, land area, floor-wise total built-up area, on which the proposed teacher education programme is to be offered.
- (k) Building Completion Certificate issued by the competent authority.
- (l) Building Safety Certificate issued by the competent authority, verifying that the structure of the institute building complies with the National Building Code and is aligned with National Disaster Management Authority guidelines.
- (m) Fire Safety Certificate issued by the Fire Safety Department of the State or Union Territory Administration concerned.
- (n) Certificate from the competent authority confirming that the applicant institution's campus and building furniture are disabled-friendly and accessible for persons with benchmark disabilities (PwBD).
- (3) Duly completed application in all respects shall be submitted to the Regional Committee concerned on the dates as notified by the Council.
- (4) All applications received shall be processed for the next academic session and final decision of grant or refusal of recognition shall be communicated to the applicant institution on or before the date to be notified by the Council.
- (5) An existing institution may make an application for shifting of premises or location, closure or discontinuation of one or several teacher education programme(s) to the Regional Committee concerned, as per the procedure laid down by the Council.

6. Processing Fees.—

- (a) The processing fee as specified under rule 9 of the National Council for Teacher Education Rules, 1997 shall be paid by the applicant institution, online to the designated bank(s) as notified by the Council, for the purpose of processing an application for grant of recognition to an institution to conduct a teacher education programme or addition to programme(s) or increase in intake in the existing programme(s).
- (b) The processing fee shall be non-refundable.

7. Processing of Applications. —

- (1) Evaluation of Applications: The Regional Committee concerned shall evaluate the applications received as per the evaluation criteria as may be specified by the Council, at the time of inviting of applications, from time to time. Only those applications which fulfill the evaluation criteria shall be processed further by the Regional Committee concerned.
- (2) Forwarding of Applications: The Regional Committee concerned shall thereafter forward a copy of the application submitted by the institution to the respective State Government or Union Territory Administration within the time specified by the Council in the SOP. This communication shall follow the chronological order of applications in which they were received by the Regional Committee concerned.

(3) **Recommendations or Comments from the concerned State Government or UT Administration:** Upon receiving the application, the State Government or Union Territory Administration must submit their recommendations or comments to the respective Regional Committee within the time specified by the Council in the SOP for this purpose. If the State Government or UT Administration does not recommend granting recognition or permission, they must provide detailed reasons or grounds for their objection, supported by relevant documents, data, or statistics. These inputs shall be duly considered by the Regional Committee concerned in its decision-making process by passing a reasoned and speaking order.

(4) **Follow-Up on Non-Response:** If recommendations or comments from the State Government or UT Administration are not received within the specified period, the Regional Committee concerned shall issue a reminder, providing additional time as specified in the SOP. If no response is received within this extended timeframe, the Regional Committee concerned shall process and decide the application on its merits.

(5) **Scrutiny and Representation:** The Regional Committee concerned shall scrutinize the application in light of these regulations. Any deficiencies identified shall be communicated to the applicant institution, allowing it a reasonable opportunity to submit a written representation in terms of the stipulated timeframe and the procedure specified in the SOP.

(6) **Inspection Process:** After duly taking into consideration the recommendations or comments provided by the State Government or UT administration concerned or written representation submitted by the applicant institution, if any, or in cases where such recommendations or written representation are not received within the timeframe stipulated in the SOP, the Regional Committee concerned shall process and decide upon the application on its merits. If the application is found satisfactory, the institution shall be inspected virtually by the Virtual Inspection Team, in accordance with the procedure laid down in the SOP. For open and distance learning programme(s), the sampled study centre(s) of the Applicant Institution shall also be subjected to virtual inspection.

(7) **Letter of Intent (LOI):** After completing the inspection, if the Regional Committee concerned is satisfied that the applicant institution fulfils the criteria as laid down under the Act, rules, and regulations, including the specified norms and standards for the relevant teacher education programme(s), a Letter of Intent (LOI) shall be issued to the institution by the Regional Committee concerned. Thereafter, the institution shall launch their own website with hyperlink to the Council website and corresponding Regional Committee website and submit the following documents and information within the timeline specified in the SOP:

a. **A List of faculty members** as per the qualifications specified in the norms and standards of respective teacher education programme(s), along with the approval letter issued by the examining body.

b. **Proof of creation of Security Deposit in accordance** with regulation 10 of these regulations.

c. **Website and URL of the applicant institution *inter alia***, shall cover the details of the

institution, displaying details such as the institution's location, programme, information, infrastructure, faculty members and non-teaching staff details and facilities along with geo-tagged photographs. Besides the Applicant Institution Furthermore, the website and URL of the Applicant Institution shall furnish the following information, including:

- i. Recognized programme(s) with approved intake for each programme;
 - ii. Faculty members and staff details, including qualifications, pay scale, photographs, and PAN information;
 - iii. Similar particulars of non-teaching staff;
 - iv. Records of faculty turnover in the last quarter;
 - v. Fee structure of each recognised programme;
 - vi. Details of available physical infrastructure facilities, such as land, building, office, classrooms, other facilities and amenities;
 - vii. Details of the Digital infrastructure;
 - viii. Instructional facilities, including laboratory and library;
 - ix. Recent additions to infrastructure, books, and journals during the last quarter;
 - x. Any other relevant information the institution may choose to disclose.
- d. Any false, incomplete, misleading, or fraudulent information(s) on the website shall lead to the withdrawal of recognition.

(8) Appointment of Faculty Members: A copy of the LOI shall also be sent to the examining body to facilitate the appointment of qualified faculty members as per the policies and procedures of the State Government or UT Administration, examining body, or Commission.

(9) Decision on grant of Recognition or Permission: After reviewing the institution's response to the obligations set out in the LOI, the Regional Committee concerned shall grant recognition or permission only if all conditions or provisions under the Act, rules, and regulations have been fulfilled by the institution. Thereafter, a recognition order or permission order under Section 14(3)(a) or 15(3)(a) of the Act, as applicable, will be issued by the Regional Committee concerned. No conditional recognition or permission shall be granted by the Regional Committees.

(10) Affiliation: The examining body shall grant affiliation to the applicant institution only after the Regional Committee concerned issues a recognition or permission as case maybe.

(11) Admissions by the applicant institution: The applicant institution shall admit students only after the grant of affiliation by the examining body and after the issuance of the recognition or permission order by the Regional Committee concerned under Section 14(3)(a) and 15(3)(a) respectively.

(12) Compliance with Regulations: In the matter of grant of recognition or permission order, the Regional Committees shall strictly act within the ambit of the Act, rules and regulations made thereunder including the norms and standards for various teacher education programme(s). No relaxations shall be granted by the Regional Committee in this regard.

(13) **Refusal of recognition or permission:** If the Regional Committee, after reviewing inspection report of the Virtual Inspection Team and written representation to the deficiencies pointed out in the LOI, and any other facts on record, concludes that the institution does not fulfil the requirements specified under the norms and standards for starting a new or additional teacher education programme or for increase in intake, it shall provide a reasonable opportunity to the institution for making a written representation, as specified in the SOP before passing an order refusing recognition or permission under section 14 (3) (b) or section 15 (3) (b) of the Act.

(14) **Responsibilities of the Regional Director:** The Regional Director, as the convener of the Regional Committee, shall ensure that all applicable provisions of the Act, rules, and regulations, including the specified norms and standards, are presented to the Regional Committee concerned for informed decision-making.

(15) **Appeal Process:** Any person or institution aggrieved by an order under Section 14 (3) (b) or section 15 (3) (b) of the Act may prefer an appeal to the Council within such period as prescribed under Section 18 of the Act.

(16) **Inspection Report:** The inspection report prepared by the Virtual Inspection Team shall be made available to the institution concerned only after the decision has been taken by the Regional Committee concerned in this regard.

(17) **Closure of Programmes:** The Regional Committee concerned shall also process the applications for closure by following the procedure specified in the SOP.

(18) **Accuracy of Information:** Providing false information or withholding facts in the application that could influence the decision-making process or the granting of recognition or permission shall lead to the refusal of recognition or permission and. Legal action may also be initiated against the institution or society or trust or company.

However, an order to refuse recognition or permission will only be issued after the institution is given a reasonable opportunity to respond to a show-cause notice as specified in the SOP.

(19) **Change in the name of Society or Trust or Company:** The application for change in the name of Society or Trust or Company sponsoring or running an institution offering a teacher education programme shall not be permitted.

(20) **Change of name of institution under the same society or trust or company:** The application for change of name of an institution under the same Society or Trust or Company shall be processed as specified in the SOP.

(21) **The application for the Innovative Teacher Education Programme** shall be processed as per the guidelines laid down by the Council for granting recognition to such courses/programmes.

8. Conditions for grant of recognition: The recognition so obtained shall be subject to the following:

(1) All existing Multidisciplinary institutions or institutions already recognized by the Council which are not accredited by an agency specified by the Council, shall obtain accreditation within three years from the date of notification of these regulations.

(2) A Multidisciplinary institution recognized by the Council under these regulations shall obtain accreditation from an accrediting agency specified by the Council within three years of the date of notification or recognition whichever is earlier.

(3) The accreditation once obtained shall be valid for a period as specified by the accrediting agency. Already accredited Multidisciplinary Institutions shall be required to get their accreditation renewed before the lapse of the earlier accreditation.

(4) No institution shall be granted recognition or permission under these regulations unless the institution or society or trust or company sponsoring the applicant institution is in possession of the required land, on which the building of the institution, has been constructed in the following manner:-

i) The land shall be on ownership basis in the name of the applicant institution or society or trust or company as on the date of the submission of the application. The land owned in the name of an individual or private party shall not be considered.

or

The Land given by the Central Government, State Government or Union Territory Administration on lease basis to the institution or society or trust/ company for a period of at least thirty years subject to relevant laws of the Central Government, State Government or Union Territory Administration concerned. Land taken on lease from the private parties shall not be considered.

And

ii) The land should be free from all encumbrances. The land mortgaged in any manner shall not be considered.

iii) For permission of basic unit intake of an additional teacher education programme(s), the applicant institution shall add 1000 sq. meters. land area and 750 sq. meters built-up area to its existing land area and built-up area respectively. In case, the applicant institution seeks an additional intake for this additional teacher education programme, the land area and built-up area shall be increased as per the norms and standards specified for the programme(s) concerned. This clause however shall not be applicable in case of a teacher education programme in Physical Education.

(5) At the time of inspection, the building of the institution shall be complete in the form of a permanent structure on the land possessed by the institution, equipped with all necessary amenities and fulfilling all such requirements as specified in the norms and standards. The

institution shall present the original building completion certificate issued by the competent authority, along with approved building plan as a proof of the completion of building and built-up area and other related documents as specified in the SOP to the virtual inspection team at the time of virtual inspection.

(6) In case of shifting or relocating of an existing institution, prior approval of the Regional Committee concerned shall be necessarily obtained. Failure to do so shall lead to withdrawal of recognition.

(7) Whenever there are amendments in the norms and standards for a programme in teacher education, the institution shall comply with the new requirements and timelines as specified in the revised norms and standards. However, the revised land area related norms shall not be applicable to the existing institutions, but the required built-up area shall have to be increased by the existing institutions to conform to the revised norms. Institutions not complying with the revised land area norms shall not be allowed to expand by way of starting additional programmes or additional intake.

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

(9) The applicant institution shall maintain records, registers or other documents, which are essential for running an educational institution, especially those prescribed under the relevant rules and regulations, norms and standards and guidelines or instructions of the Central Government or State Government or Union Territory Administration, or examining bodies.

(10) The applicant institution shall adhere to the public self-disclosure or mandatory disclosures in terms of clause 6 of regulation 7 and display up-to-date information on its official website. The on-line monitoring of the institution shall be done through the web site of such institution by the Council or its Regional Committees or an agency authorised by the Council and the fee or compensation or cost payable in this regard shall be borne by the institution as determined by the Council from time to time.

(11) The institution shall submit its Performance Appraisal Report (PAR) every alternate year and the same shall be processed as per the procedure specified in the SOP.

9. Norms and Standards – In addition to the conditions mentioned above, every institution offering the following programmes shown in the table shall have to be comply with the norms and standards for various teacher education programme(s) as specified in Appendix 1 to Appendix 9:

S. No.	Norms and Standards	Appendix No.
1.	Integrated Teacher Education Programme	Appendix-1
2.	Integrated Teacher Education Programme-Arts Education	Appendix-2
3.	Integrated Teacher Education Programme-Physical Education	Appendix-3
4.	Integrated Teacher Education Programme-Sanskrit Education	Appendix-4
5.	Integrated Teacher Education Programme-Yoga Education	Appendix-5

6.	Bachelor of Education Programme (Two Year) leading to Bachelor of Education (B.Ed.) degree	Appendix-6
7.	Bachelor of Education Programme (One Year) leading to Bachelor of Education (B.Ed.) degree	Appendix-7
8.	Master of Education Programme (Full Time) leading to Master of Education (M.Ed.) degree	Appendix-8
9.	Master of Education Programme (Part Time) leading to Master of Education (M.Ed.) degree	Appendix-9

10. Financial Management.—

(1). Establishment of Security Deposit

i. **Applicability:** This provision shall apply to **self-financed institutions**, including **Government** or **Government-aided institutions** and universities offering teacher education programmes on a self-financing basis and whose applications are recommended for **Letter of Intent** under Sub-Regulation 8 of Regulation 7, by the Regional Committee concerned. They shall be informed for the creation of a Security Deposit of **Rupees Twenty lakh only** per programme.

ii. The Security Amount deposited by the Institution with the Council shall be permitted to be withdrawn after a term of 10 years or in case of the Closure of the Programme or Institution, subject to the submission of relevant documents as specified in the SOP. The interest accrued on the Security Deposit shall be credited to the Council and shall be utilized by Council for functioning of the National Council for Teacher Education. However, the term of the Security Deposit could be extended for a further period as may be decided on case-to-case basis and/or forfeited in case of any violation of norms, conditions and requirements and/or Non-performance by the Institution and/or complaints against the Institution.

iii. Security Deposit must be deposited through online mode in the account held by NCTE in a **Nationalised Bank(s)** as identified for this purpose by the **Council**.

(2). Payment of Salaries to Faculty Members and Non-teaching staff:

a. The pay-scale related to salary to the Faculty Members and Non-teaching staff employed by the applicant institution shall be in accordance with the **rules and regulations** specified by the **concerned Government, university, or Examining Body**.

b. Mode of Payment:

i. Salaries shall be disbursed directly through online Electronic Clearing Service (ECS) mode, into the Aadhar linked **bank accounts** of employees which shall be specifically opened for this purpose.

c. Record Maintenance:

i. The institution shall maintain comprehensive records of the salary payments to employees and fulfil all related statutory obligations.

ii. Such records shall be included in the institution's **Performance Assessment Report (PAR)** and made available for verification by the **Regional Committee concerned, State Government or Union Territory Administration** or the **Examining Body** at any time.

(3). Financial Transparency and Disclosure:

a. **Annual Financial Disclosure:** Each institution shall upload the following financial statements on its official website by **30th day of September** of every financial year, duly certified by a **Chartered Accountant**:

1. **Balance Sheet** as of the last day of the financial year.
2. **Income and Expenditure Account** for the financial year.
3. **Receipts and Payments Account** for the financial year.

b. **Accessibility:** The disclosed financial statements shall remain publicly accessible on the website of the institution and provide evidence of compliance with the financial and regulatory obligations.

10. Academic Calendars.—It shall be incumbent upon the institution to prepare and notify the Academic Calendar for each semester in respect of each teacher education programme offered by the institution at least one month in advance of the commencement of each academic session.

11. Fee charged from students.—The institution shall charge only such fee from the student as may be specified by the examining body or Central or State Government or Union Territory Administration concerned in accordance with National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided Teacher Education Institutions) Regulations, 2002, as amended from time to time and no institution shall charge any donations, capitation fee etc. from the students in any form whatsoever.

12. Assessment and Evaluation of Students.—For the purpose of assessment and evaluation of the students, the pattern of the UGC as mentioned in the Curriculum Framework of NCTE and the provisions of NCrf, shall be applicable.

13. Terms and Conditions of Service of Faculty members and Non-Teaching staff—Terms and conditions of service of faculty members and non-teaching staff, including selection procedure, pay band or scale, age of superannuation and other benefits, shall be governed as per the policy of the Central Government, State Government or UT Administration or examining body as applicable for the equivalent posts.

14. Managing Committee.—Every institution shall establish a Managing Committee constituted in accordance with the rules specified by the **examining body**, the **concerned State Government**, or the **Union Territory Administration**, if such rules exist. In the absence of such rules, the institution shall constitute a Managing Committee independently of its own. The Managing Committee shall consist of the **representatives** of the sponsoring **society or trust or company** responsible for establishing the institution, the **academicians or educationists** with relevant expertise, the **representatives** of the examining body and **staff representatives** of the institution.

15. Repeal and savings.—

(1) The National Council for Teacher Education (Recognition Norms and Procedure), 2014 is hereby repealed.

(2) Notwithstanding the repeal, the following appendices under regulation 9 of repealed regulations shall remain in force and every institution offering the programmes provided under the following Appendices shall continue to be governed by the regulations hereby repealed, unless otherwise notified by the Council:

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

(3) All the pending applications for ITEP, including applications for transitioning into ITEP, received for the academic session 2025-2026 shall be processed as per the regulations, 2014 hereby repealed.

(4) Notwithstanding such repeal, anything done, or any action taken or purported to have been done or taken under the regulations hereby repealed shall, in so far it is inconsistent with the provisions of these regulations, shall be deemed to have been done or taken under the corresponding provisions of these regulations.

ABHILASHA JHA MISRA, MEMBER SECRETARY

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

Appendix - 1

Norms and Standards for Integrated Teacher Education Programme (ITEP)

1. Preamble:

1.1 The Integrated Teacher Education Programme (hereinafter referred to as ITEP) is conceptualised to prepare teachers in alignment with the pedagogical and curricular restructuring of school education as envisioned in NEP 2020. The aim of ITEP is to equip prospective quality teachers with disciplinary and professional knowledge, skills, competencies, and values in an integrated manner to serve the nation.

1.2 ITEP envisions the creation of qualified, passionate, and motivated teachers capable of designing and implementing appropriate learning experiences for students at different stages of school education. ITEP seeks to ensure that prospective teachers are well-equipped through quality education in content, pedagogy, values, and skills, enabling them to contribute towards making a sustainable society.

1.3 ITEP will be a minimal degree qualification to become a school teacher, which will be offered after Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern).

1.4 ITEP will be a dual-major Bachelor's degree. The programme will provide an Undergraduate Degree (B.A./B.Sc./B.Com.) and a Bachelor of Education (B.Ed.) degree. The curriculum of this programme includes courses essential for both degrees, as mandated by UGC and NCTE. Upon successful completion of the four-year ITEP, candidates will be eligible to pursue a Master's degree programme in both education and the major subject they selected during ITEP.

1.5 ITEP shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'), wherein the ownership of ITEP shall lie with the Department of Education while the department concerned (B.A./B.Sc./B.Com.) will be responsible for all the academic activities/functions of the liberal/disciplinary components.

1.6 To be eligible to apply for offering ITEP, all stand-alone Teacher Education Institutions shall be required to transform into multidisciplinary institutions in accordance with the UGC guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions, 2022.

1.7 The HEIs offering ITEP shall submit the Performance Annual Report (PAR) as prescribed by NCTE.

1.8 The provision of multiple entry and exit options for students of ITEP shall be applicable as mentioned in the UGC document, National Higher Education Qualification Framework (NHEQF, 2023). The student-teachers who successfully complete four years (8 semesters) of study will be awarded a dual-major Bachelor's degree, such as B.A.B.Ed., B.Sc.B.Ed. or B.Com.B.Ed.

2. Duration and Working Days:

2.1 Duration:

ITEP shall be of four academic years, comprising eight semesters, including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of eight years.

2.2 Working Days:

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours, to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for internship (field-based experiences and practice teaching) separately.

3. Intake, Eligibility and Admission Procedure:

3.1 Intake:

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more discipline/ stage-specific programmes.
- c) The institution shall also be permitted to opt for one or more units, provided that the institution is eligible for the same. A maximum of four units is allowed.

3.2 Eligibility for Admission:

- a) Candidates with a minimum of 50% (fifty percent) marks in Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) from a recognised Board are eligible for admission.
- b) Relaxation in percentage of marks in the Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

3.3 Admission Procedure:

- a) Admission in ITEP shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- b) A single nation-wide entrance test will be conducted by NTA for admission to the ITEP under the recommendations of NEP 2020.
- c) The candidate shall indicate the choice of subjects/disciplines (B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed.) at the time of admission to the programme. Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering ITEP shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the specific programme. However, HEIs may modify the Model/Suggestive Syllabi, up to 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

4.2 The HEIs shall fulfil the following requirements for implementation of ITEP:

- a) Prepare a school calendar in which the school internship and other school related practicum are synchronized with the academic calendar of the school.
- b) Make arrangements with schools for internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the programme of study. The state education administration should be involved for the allotment of schools to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The Government concerned shall ensure a rational distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers of the Internship schools, in processes related to school internship. At the time of commencement of the Internship programme, an orientation may be planned, where faculty from the institute/college/department interacts with the school teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the programme. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures, workshops and group discussions for student-teachers and faculty.
- g) Organize inter-institutional interactions for student-teachers amongst various colleges on themes of educational significance and encourage participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student- teachers.
- k) Provide opportunities for faculty development and organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.

5. Staff:

- 5.1 Faculty:** Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of minimum faculty across different curricular areas for one unit and two units of ITEP for various Streams (Science, Humanities, and Commerce) is as under

Sl. No	Designation	Science				Humanities				Commerce			
		One unit		Two units		One unit		Two units		One unit		Two units	
1.	Head (in the rank of the Professor/Associate Professor in Education)	01											
2.	Assistant Professor (Foundations of Education)	02		04		02		04		02		04	
3.	Assistant Professor (Stage-Specific Content-cum -Pedagogy)	Maths/ Chemistry/ Physics/ Biology/ Any other Stream specific school subject / Language	05 (One in each Pedagogy subject offered by the HEIs)	Maths/ Chemistry / Physics/ Biology/ / Any other Stream specific school subject/ Language	08 (Minimum one in each Pedagogy subject opted by the students)	History/ Geography/ Political Science/Economics/ Mathematics/ Any other Stream specific school subject/ Language	05 (One in each Pedagogy subject offered by the HEIs)	History/ Geography/ Political Science/Economics/ Mathematics/ Any other Stream specific school subject/ Language	08 ((Minimum one in each Pedagogy subject opted by the students)	Accountancy/ Business Studies/ Economics/ Informatics Practice/ Mathematics/ Any other Stream specific school subject/ Language	05 (One in each Pedagogy subject offered by the HEIs)	Accountancy/ Business Studies/ Economics/ Informatics Practice/ Mathematics/ Any other Stream specific school subject/ Language	08 ((Minimum one in each Pedagogy subject opted by the students)
4.	Physical Education	01											
5.	Arts Education	01											

1. Above is the minimum essential core faculty required for the programme. However, services of existing faculty in the institution may also be utilized if she/he possesses the prescribed qualifications.
 - a) S.N.1,4 & 5 number of faculty shall remain unchanged irrespective of number of units.
 - b) S.N.2 - For three units and four units the number of faculty shall be six and eight respectively.
 - c) S.N.3- For three units, the requirement of faculty shall be the total of faculty prescribed for one unit plus two units (5+8) and for four units, the requirement of faculty shall be double of the faculty required for two units (8+8).
2. Faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas as specified (Foundations of Education, Stage-Specific Content-cum-Pedagogy course(s), Ability Enhancement and Value-Added Courses, Internship etc.).
3. Services of the Faculty may be utilized for teaching a B.A. B.Ed./B.Sc. B.Ed./B.Com. B.Ed. in a flexible manner so as to optimize academic expertise available.
4. Sharing of existing physical resources with other Departments of the University or the College is permitted.
5. Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled.

5.2 Qualifications:

A. Professor or Associate Professor in Education (as Head):

- (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages with minimum fifty-five percent marks or equivalent grade.
- (ii) M.Ed. with minimum fifty-five percent marks or equivalent grade.
- (iii) Ph.D. in Education.
- (iv) Ten years of teaching experience in a Teacher Education Institution for Professor or eight years for Associate Professor.
- (v) Any other relevant qualifications prescribed by the University Grants Commission from time to time.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor- Foundations of Education:

- (i) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (ii) M.Ed. with minimum fifty-five percent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

Ph.D. in Education

C. Assistant Professor –Stage-Specific Content - cum- Pedagogy Courses:

(i) Post-Graduate degree in relevant school subject with minimum fifty-five percent marks or equivalent grade.

(ii) M.Ed. degree with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D in Education.

(iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

(i) Ph.D. in Education

(ii) Three years of School teaching experience

D. Assistant Professor –Specialised Courses:

Physical Education:

(i) Postgraduate degree in Physical Education (M.P.Ed.) with minimum fifty-five percent marks or its equivalent grade.

(ii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education or any other qualifications prescribed by University Grants Commission.

Arts Education:

(i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.

(ii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Arts or any other qualifications prescribed by University Grants Commission.

5.3 Reservation Policy:

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration, whichever is applicable from time to time.

5.4 Administrative and Professional Staff:

- | | | |
|-------------------------------|---|-----|
| a) Section Officer | - | One |
| b) Assistant Librarian | - | One |
| c) Computer Lab Assistant | - | One |
| d) Lower Division Clerk (LDC) | - | One |
| e) Data Entry Operator (DEO) | - | One |
| f) Multi-Tasking Staff (MTS) | - | One |

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) Above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/ UT Administration or University/Affiliating body for equivalent posts.

6. Infrastructural Facilities:

The following facilities shall be for one unit. However, for each additional unit the facilities shall increase proportionately: -

6.1 Land and Building:

- a) Minimum essential space for an institution offering the ITEP shall include an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- b) The institution shall earmark 3000 sq. mts. (three thousand square metres) of well demarcated land for the initial intake of fifty students and 2000 sqm. (two thousand square metres) shall be the demarcated built-up area and the remaining space for lawns, playfields, Balvatika / Anganwadis / Ashramshalas (for foundational) etc.
- c) An additional built-up area of 200 sqm. (two hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men) and two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

- a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- b) **Library:**
 - (i) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
 - (ii) Library resources shall include books and journals published and recommended by NCTE, NCERT and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.

- c) **Laboratories:** Laboratories for subjects such as Psychology, Physics, Chemistry, Mathematics, Zoology, Botany, Geography etc. shall be earmarked with facilities and adequate equipments for conducting experiments.
- d) **Activity cum Resource Centre:**
 - (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and use of Information and Communication Technology in teaching programmes.
 - (ii) The Resource Centres will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.
 - (iii) A Computer and Language Lab shall be established in the Resource Centre.
- e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be made available.
- f) **Multipurpose Hall:** The institution shall have one earmarked hall with a seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- g) **Faculty Rooms:** Individual workspaces, functional computers and storage spaces shall be provided for the faculty.
- h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- i) **Common Room:** The institution shall provide at least one common room.
- j) **Store:** One room with adequate space for storage shall be provided.
- k) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.
- l) Access to safe drinking water shall be provided.
- m) Effective arrangements shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furnitures and other equipments.
- n) A herbal garden shall be developed and maintained by the student-teachers.
- o) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

6.3 The existing physical resources of other Departments/Universities/Colleges may be shared for ITEP, subject to fulfilment of ITEP criteria.

Desirable:

- a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).
- b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.

6.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

7. The institutions which have been granted recognition for the 4 year Bachelor of Elementary Education programme leading to Bachelor of Elementary Education (B.El.Ed.) under the Appendix 3 of NCTE Regulations 2014 shall continue and they shall be allowed to enroll students subject to the condition that they shall transit to the new Integrated Teacher Education Programme, under these norms and standards, before the start of the academic session 2026-2027. B.El.Ed. programme under the Appendix 3 of NCTE Regulations 2014 shall be discontinued from the academic session 2026-2027 and no fresh admission shall be allowed to any of the existing institutions conducting 4 year B.El.Ed. programme under said Appendix 3.
8. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

APPENDIX - 2

Norms and Standards for Integrated Teacher Education Programme (ITEP) - Arts Education

1. Preamble:

1.1 The Integrated Teacher Education Programme-Arts Education (hereinafter referred to as ITEP-Arts Education) is conceptualised to prepare Arts teachers in alignment with the pedagogical and curricular restructuring of school education as envisioned in NEP 2020. The aim of ITEP-Arts Education is to provide prospective Arts teachers with disciplinary and professional knowledge, skills, competencies, and values in an integrated manner to serve the nation.

1.2 ITEP-Arts Education envisions the creation of qualified, passionate, and motivated teachers capable of designing and implementing appropriate learning experiences for students at different stages of school education. ITEP-Arts Education seeks to ensure that prospective teachers are well-equipped through quality education in content, pedagogy, values, and skills, enabling them to contribute towards making of a sustainable society.

1.3 ITEP-Arts Education will be a minimal degree qualification to become a school Arts teacher, which will be offered after Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern).

1.4 ITEP-Arts Education will be a dual-major Bachelor's degree. The programme will provide an Undergraduate Degree (B.A. Arts Education) and a Bachelor of Education (B.Ed.) degree. The curriculum of this programme includes courses essential for both degrees, as mandated by UGC and NCTE. Upon successful completion of the four-year ITEP-Arts Education, candidates will be eligible to pursue a Master's degree programme in both Education and Arts Education.

1.5 ITEP-Arts Education shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'), wherein the ownership of ITEP-Arts Education and responsibility for all the academic activities/functions of the liberal/disciplinary component shall lie with the Department of Arts Education.

1.6 To be eligible to apply for offering ITEP-Arts Education, all stand-alone Teacher Education Institutions shall be required to transform into multidisciplinary institutions in accordance with the UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions, 2022.

1.7 The HEIs offering ITEP-Arts Education shall submit the Performance Annual Report (PAR) as prescribed by NCTE.

1.8 The provision of multiple entry and exit options for students of ITEP-Arts Education shall be applicable as mentioned in the UGC document – National Higher Education Qualification Framework (NHEQF), 2023. The student-teachers who successfully complete four years (8 semesters) of study will be awarded a dual-major Bachelor's degree i.e. B.A. B.Ed. (Arts Education).

2. Duration and Working Days:

2.1 Duration:

ITEP-Arts Education shall be of four academic years, comprising eight semesters, including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of eight years.

2.2 Working Days:

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end-semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for internship (field-based experiences and practice teaching) separately.

3. Intake, Eligibility, Admission Procedure:

3.1 Intake:

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more stage-specific ITEP-Arts Education.
- c) The institution shall also be permitted to opt for one or more units, provided that in case the institution is eligible for the same. A maximum of four units is allowed.

3.2 Eligibility for Admission:

- a) Candidates with a minimum of 50% (fifty percent) marks in Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) from a recognised Board are eligible for admission.
- b) Relaxation in percentage of marks in the Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be

as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

3.3 Admission Procedure:

- a) Admission in ITEP-Arts Education shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- b) A single nation-wide entrance test will be conducted by NTA for admission to the ITEP-Arts Education under the recommendations of NEP 2020.
- c) HEIs will hold their own skill-based test in the concerned subject. Final scorecard shall be prepared in the ratio of 85:15 (NTA score (85) + Skill-based test (15)). The modality of the skill-based test shall be determined by the HEIs concerned.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering ITEP-Arts Education shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the programme. However, HEIs may modify the Model/Suggestive Syllabi, up to 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

4.2 The HEIs shall fulfil the following requirements for implementation of ITEP-Arts Education:

- a) Prepare a school calendar in which the school internship and other school related practicum are synchronized with the academic calendar of the school.
- b) Make arrangements with schools, for internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the program of study. The state education administration should be involved for the allotment of schools to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The Government concerned shall ensure a rational distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers of the Internship schools, in processes related to school internship. At the time of commencement of the Internship program an orientation may be planned, where faculty from the institute/college/department interacts with school teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the programme. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures, workshops and group discussions for student-teachers and faculty.

- g) Organize inter-institutional interactions for student-teachers amongst various colleges on themes of educational significance and encourage participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student-teachers.
- k) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.

5. Staff:

5.1 Faculty:

Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of minimum faculty across different curricular areas of ITEP-Arts Education is as under

Sl. No.	Designation	One Unit	Two Units	Three Units	Four Units
1.	Head (in the rank of the Professor/Associate Professor in Arts Education)	One			
2.	Assistant Professor (Foundations of Education)	Two	Four	Six	Eight
3.	Assistant Professor (Stage-Specific Content-cum-Pedagogy (Visual Arts/ Music/ Dance/ Theatre/ Any other Arts specific school subject, etc.) and Language)	Five	Eight	Thirteen	Sixteen
4.	Physical Education	One			
5.	Yoga	One			

- a) Above is the minimum essential core faculty required for the programme. However, services of existing faculty in the institution can also be utilized if she/he possesses the prescribed qualifications.
- b) Faculty positions listed under different subject categories may teach course(s) in ITEP-Arts Education across curricular areas as specified (Foundations of Education, Stage-Specific Content-cum-Pedagogy Course(s), Ability Enhancement and Value-Added Courses, Internship, etc.).
- c) Services of the Faculty may be utilized for teaching ITEP-Arts Education in a flexible manner so as to optimize academic expertise available.
- d) Sharing of existing physical resources with other Departments of the University or College is permitted.
- e) Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled

5.2 Qualifications:

a) Professor or Associate Professor in Arts Education (Head):

- i. Postgraduate degree in the discipline concerned (Visual Arts/Dance/Music/Theatre) with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. with minimum fifty-five percent marks or equivalent grade.
- iii. Ph.D. in the discipline concerned (Visual Arts/Dance/Music/Theatre) or Ph.D. in Education.
- iv. Ten years of teaching experience in a Teacher Education Institution for Professor and eight years for Associate Professor.
- v. Any other relevant qualifications prescribed by the University Grants Commission for these categories of posts.

Desirable:

- i. Diploma or Degree in Educational Administration or Leadership.

b) Assistant Professor (Foundations of Education):

- i. Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. with minimum fifty-five percent marks or equivalent grade.
- iii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- i. Ph.D. in Education

c) Assistant Professor (Stage-Specific Content-cum-Pedagogy):

- i. Postgraduate degree in the concerned discipline (Visual Arts/Dance/Music/Theatre) with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Education.

- iii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- (i) Ph.D. in Education.
- (ii) Three years of School teaching experience

d) Assistant Professor –Specialised Courses:

i. **Physical Education:**

- a. Postgraduate degree in Physical Education (M.P.Ed.) with minimum fifty-five percent marks or equivalent grade.
- b. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education or any other qualifications prescribed by University Grants Commission.

ii. **Yoga:**

- a. Postgraduate degree in Yoga or any other relevant subject or an equivalent degree with minimum fifty-five percent marks or its equivalent grade.
- b. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Yoga or any other qualifications prescribed by University Grants Commission.

5.3 Reservation Policy:

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration whichever is applicable from time to time.

5.4 Administrative and Professional Staff:

- | | |
|--|-------|
| a) Section Officer | - One |
| b) Technical Assistant (Lights, Sound and Stage) | - One |
| c) Assistant Librarian | - One |
| d) Computer Lab Assistant | - One |
| e) Lower Division Clerk (LDC) | - One |
| f) Data Entry Operator (DEO) | - One |
| g) Multi-Tasking Staff (MTS) | - One |

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) Above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/UT Administration or University/Affiliating body for equivalent posts.

6. Infrastructural Facilities:

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately: -

6.1 Land and Building:

- a) Minimum essential space for an institution offering ITEP-Arts Education shall include an administrative wing, an academic wing, and other amenities. All spaces should be inclusive and have barrier free access.
- b) The institution shall earmark 3000 sq. mts. (three thousand square metres) of well demarcated land for the initial intake of fifty students and 2000 sq. mts. (two thousand square metres) shall be the demarcated built-up area and the remaining space for lawns, playfields, Balvatika/Anganwadis/Ashramshalas (for foundational) etc.
- c) An additional built-up area of 200 sq. mts. (two hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men), two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

- a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- b) **Practical rooms:** The Institution shall have the following number of practical rooms for one unit, and for two units or more the number of practical rooms shall be increased proportionately.

- i. Visual Arts:**
 - a. Painting – Minimum three rooms of 20 x 20 sq. ft. each with sufficient storage capacity.
 - b. Sculpture/Ceramics/Pottery – Minimum three rooms of 20 x 20 sq. ft. each with sufficient storage capacity.
 - c. Adequate seating arrangement and equipment to conduct practical activities along with audio-visual aids.
 - ii. Music (Vocal and Instrumental):**
 - a. Minimum three sound-proof rooms of 20 x 20 sq. ft. each with carpet flooring, storage facility for instruments and audio-visual facilities.
 - b. Basic musical instruments such as Tanpura, Harmonium, Tabla, Pakhavaj and other folk instruments.
 - iii. Dance:**
 - a. Minimum three rooms of 20 x 20 sq. ft. each with wooden flooring, required mirrors, and audio-visual facilities.
 - b. Accompanying instruments, sound system, and adequate storage facilities.
 - iv. Theatre:**
 - a. A black-box of 40 x 40 sq. ft. with light, sound and wooden flooring.
 - b. Two rooms of 20 x 20 sq. ft. with wooden flooring, mirrors and at least one projector per room with audio-visual facility.
- c) Library:**
- i. The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
 - ii. Library resources shall include books and journals published and recommended by NCTE, National Council of Educational Research and Training and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.
- d) Art room/Practice room:** An Art Room or Practice room of 50 x 50 sq. ft. for practice and interaction of students from different disciplines, earmarked with the facilities like storage, mirror and audio-visual aids.

e) Activity cum Resource Centre:

- i. The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and use of Information and Communication Technology in teaching programmes.
- ii. Resource Centres will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.
- iii. A Computer and Language Lab shall be established in the Resource Centre.

f) Health and Physical Education Room: Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be made available.

g) Multipurpose Hall: The institution shall have one earmarked hall with a seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft. (two thousand square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.

h) Faculty Rooms: Individual workspaces, functional computers and storage spaces shall be provided for the faculty.

i) Administrative Office Space: The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.

j) Common Room: The institution shall provide at least one common room.

k) Store: One room with adequate space for storage shall be provided.

l) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.

m) Access to safe drinking water shall be provided.

n) Effective arrangement shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.

o) A herbal garden shall be developed and maintained by the student-teachers.

p) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

6.3 The existing physical resources of other Departments/Universities/Colleges may be shared for ITEP-Arts Education, subject to fulfilment of ITEP-Arts Education criteria.

Desirable:

a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).

b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.

6.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

7. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

APPENDIX - 3

Norms and Standards for Integrated Teacher Education Programme (ITEP)-Physical Education

1. Preamble:

- 1.1 The Integrated Teacher Education Programme-Physical Education (hereinafter referred to as ITEP-Physical Education) is conceptualised to prepare Physical Education teachers in alignment with the pedagogical and curricular restructuring of school education as envisioned in NEP 2020. The aim of ITEP-Physical Education is to equip prospective quality teachers with disciplinary and professional knowledge, skills, competencies, and values in an integrated manner to serve the nation.
- 1.2 ITEP-Physical Education envisions the creation of qualified, passionate, and motivated Physical Education teachers capable of designing and implementing appropriate learning experiences for students at different stages of school education. ITEP-Physical Education seeks to ensure that prospective teachers are well-equipped through quality education in content, pedagogy, values, and skills, enabling them to contribute towards making of a sustainable society.
- 1.3 ITEP-Physical Education will be a minimal degree qualification to become a school Physical Education teacher, which will be offered after Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern).
- 1.4 ITEP-Physical Education will be a dual-major Bachelor's degree. The programme will provide an Undergraduate Degree (B.P.E.S) and a Bachelor of Physical Education (B.P.Ed.). The curriculum of this programme includes courses essential for both degrees, as mandated by UGC and NCTE. Successful completion of the four-year ITEP-Physical Education will allow the candidate to pursue a Master's degree programme in both Education and Physical Education.
- 1.5 ITEP-Physical Education shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'), wherein the ownership of ITEP-Physical Education and responsibility for all the academic activities/functions of the liberal/disciplinary component shall lie with the Department of Physical Education.
- 1.6 To be eligible to apply for offering ITEP-Physical Education, all stand-alone Teacher Education Institutions shall be required to transform into multidisciplinary institutions in accordance with the UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions-2022.

1.7 The HEIs offering ITEP-Physical Education shall submit the Performance Annual Report (PAR) as prescribed by NCTE.

1.8 The provision of multiple entry and exit options for students of ITEP-Physical Education shall be applicable as mentioned in the UGC document – National Higher Education Qualification Framework (NHEQF), 2023. The student-teachers who successfully complete four years (8 semesters) of study, will be awarded a dual-major Bachelor's degree i.e. B.P.E.S.B.P.Ed.

2. Duration and Working Days:

2.1 Duration:

ITEP-Physical Education shall be of four academic years, comprising eight semesters, including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of eight years.

2.2 Working Days:

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end-semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for field-based experiences or school internship or teaching practice separately.

3. Intake, Eligibility and Admission Procedure:

3.1 Intake:

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more stage-specific ITEP-Physical Education.
- c) The institution shall also be permitted to opt for one or more units, provided that the institution is eligible for the same. A maximum of four units is allowed.

3.2 Eligibility for Admission:

- a) Candidates with a minimum of 50% (fifty percent) marks in Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) from a recognised Board are eligible for admission.
- b) Relaxation in percentage of marks in the Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be

as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

3.3 Admission Procedure:

- a) Admission in ITEP-Physical Education shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- b) A single nation-wide entrance test will be conducted by NTA for admission to the ITEP-Physical Education under the recommendations of NEP 2020.
- c) HEIs will conduct their own Physical Fitness Test. Final scorecard shall be prepared in the ratio of 85:15 (NTA score (85) + Physical Fitness Test score (15)). The modality of the Physical Fitness Test shall be determined by the HEIs concerned.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering ITEP-Physical Education shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the specific programme. However, HEIs may modify the Model/Suggestive Syllabi, up to 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

4.2 The HEIs shall fulfil the following requirements for implementation of ITEP-Physical Education:

- a) Prepare a school calendar in which the school internship, other school related practicum and physical fitness activities are synchronized with the academic calendar of the school.
- b) Make arrangements with schools for internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the program of study. The state education administration should be involved for the allotment of schools to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The Government concerned shall ensure a rational distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers of the Internship schools, in processes related to school internship. At the time of commencement of the Internship program an orientation may be planned, where faculty from the institute/college/department interacts with the school teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the program. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures, sports events and group discussion for student-teachers and faculty.

- g) Organize inter-institutional interactions for student-teachers amongst various colleges on themes of educational significance and encourage participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student-teachers.
- k) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.

5. Staff:

5.1 Faculty:

Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of minimum faculty across different curricular areas of ITEP-Physical Education is under.

S. N.	Designation	One Unit	Two Units	Three Units	Four Units
1.	Head (in the rank of the Professor/Associate Professor in Physical Education)	One			
2.	Assistant Professor (Foundations of Education)	Two	Four	Six	Eight
3.	Assistant Professor (Stage-Specific Content-cum-Pedagogy Courses and Language)	Five	Eight	Thirteen	Sixteen
4.	Arts Education	One			
5.	Yoga	One			
6.	Sports Coaches/Trainers	Two per Unit (part-time)			

- a) Above is the minimum essential core faculty required for the programme. However, services of existing faculty in the institution can also be utilized if she/he possesses the prescribed qualifications.

- b) Faculty positions listed under different subject categories may teach course(s) in ITEP-Physical Education across curricular areas as specified (Foundations of Education, Stage-Specific Content-cum-Pedagogy Course(s), Ability Enhancement and Value-Added courses, Internship etc.).
- c) Services of the Faculty may be utilized for teaching ITEP-Physical Education in a flexible manner to optimize academic expertise available.
- d) Sharing of existing physical resources with other Departments of the University or College is permitted.
- e) Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled.

5.2 Qualifications:

A. Professor or Associate Professor in Physical Education (Head):

- (i) Postgraduate degree in Physical Education (M.P.Ed.) with minimum fifty-five percent marks or equivalent grade.
- (ii) Ph.D. in Physical Education or Ph.D. in Education.
- (iii) Ten years of teaching experience in a Teacher Education Institution for Professor or eight years of teaching experience for Associate Professor.
- (iv) Any other relevant qualifications prescribed by the University Grants Commission from time to time.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor (Foundations of Education):

- (i) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (ii) M.P.Ed/M.Ed. degree with minimum fifty-five percent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

Ph.D. in Physical Education/Education

C. Assistant Professor (Stage-Specific Content-cum-Pedagogy):

- (i) Postgraduate degree in Physical Education (M.P.Ed.) with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Physical Education.

- (ii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- (i) Ph.D. in Physical Education
- (ii) Three years of School teaching experience

D. Assistant Professor –Specialized Courses:

(i) Arts Education:

- a) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.
- b) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Arts or any other qualifications prescribed by University Grants Commission.

(ii) Yoga:

- a) Postgraduate degree in Yoga or any other relevant subject or an equivalent degree with minimum fifty-five percent marks or its equivalent grade.
- b) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Yoga or any other qualifications prescribed by University Grants Commission.

E. Sports Coach/Trainer:

Undergraduate degree in Physical Education with minimum fifty-five percent marks or equivalent grade with specialization in concerned sports/game.

Or

Any other Undergraduate degree with fifty five percent marks and Diploma in sports coaching in sports/game concerned or licensed courses, duly approved by recognized bodies.

5.3 Reservation Policy:

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration whichever is applicable from time to time.

5.4 Administrative and Professional Staff:

- | | | |
|---|---|------|
| a) Section Officer | - | One |
| b) Assistant Librarian | - | One |
| c) Lower Division Clerk (LDC) | - | One |
| d) ICT Lab Assistant | - | One |
| e) Lab Attendant | - | Two |
| f) Multi-Tasking Staff (MTS) /Field Attendant | - | Five |

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) Above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/ UT Administration or University/Affiliating body for equivalent posts.

- 6. Infrastructural Facilities:** The following facilities shall be for one unit. However, for each additional unit the facilities shall increase proportionately.

6.1 Land and Building:

- a) The minimum essential space for an institution offering the ITEP-Physical Education shall include an administrative wing, an academic wing, and other amenities. All spaces should be inclusive and have barrier free access.
- b) The institution shall earmark 16,000 sqm. (sixteen thousand square metres) of well demarcated land for the initial intake of fifty students and 2000 sqm. (two thousand square metres) shall be the demarcated built-up area and the remaining space for lawns, grounds/courts /fields, Balvatika / Anganwadis / Ashramshalas (for foundational) etc.
- c) An additional built-up area of 200 sqm. (two hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men) and two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

- a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- b) **Library:**
 - (i) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
 - (ii) Library resources shall include books and journals published and recommended by NCTE, NCERT and other Statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.
- c) **Laboratories:** The institution shall have equipment and facilities for the various laboratories as suggested below.
 - (i) Education Technology Laboratory: Digital Camera, Plasma/LED/ LCD T.V., DVD Recorder and Player, Smart Board, Photocopier Machine, CDs/DVDs/ROM for various Sports Games/ Skills Teaching, Media Projector, Video Camera (HandyCam Digital), Desk Tops (TFT)- 20, Colour Printer, Scanner, Public Address System, Portable Display Boards (4 feet X 7 feet), Computer Laboratory with 15 desktops (TFT) and internet, intranet facilities with lib-net services, Music System, CCTV.
 - (ii) Anatomy, Physiology and Health Education Laboratory: Haemoglobin Meter, One

Respirometer (wet) Two Human Skeleton, One Weighing Machine One Human Body System Charts displaying all systems (at least one separate chart for each body system). At least 10 Human Body organ system models, Food Nutrient Charts, Communicable and Non-Communicable Diseases charts, Road Safety Devices Charts, First-Aid Box (Preliminary and Advanced), Height and Weight Charts or any other in accordance with the syllabus.

- (iii) Human Performance Laboratory: Peak Flow Meters, Dry Spiro meters, Pedometers, Heart Rate Monitors, Stop Watches (Electronic measuring time up to 1/100 of a second), Grip Dynamometers, Back and Leg Dynamometers, Goniometer, Anthropometers, Sliding Callipers. Skinfold Callipers, Steel Tapes, B.P. Apparatuses (Sphygmomanometers and Stethoscope), Harvard Step Test Benches, Wall Thermometer and Barometer, Metronome, Flexometer (to measure flexibility), Finger Dexterity Test, Reaction Time Apparatus (Visual and Audio), Foot and Hand Reaction Time Apparatus, Vibrators, Body Composition Analyzer or any other in accordance with the syllabus.
- (iv) Physiotherapy, Athletic Care and Rehabilitation Laboratory: Infra-red Lamp, Diagnostic Table, Sterilizing Unit, First Aid Box (Preliminary and Advanced), B.P. Apparatus (Sphygmomanometer and Stethoscope), Thermometer (Clinical), Ultrasound Therapy Unit, Wheel Chair, Vision Chart, Clutches, Weighing Machine, Ice Box, Stretcher, Wax bath therapy, IFT (Short wave Diathermy), Hot packs, Ice packs, Massage tables, Refrigerator or any other in accordance with the syllabus.
- (v) Sports Psychology Laboratory: Desirable: At least ten psychological tests and instruments for testing psychological characteristics (with rating scales and manuals). Depth Perception Apparatus, Basin Anticipation Timer, Rotary Pursuit, or any other in accordance with the syllabus.

d) Sports/Games and Field Equipment:

- (i) Athletics: Measuring Tape (Steel) - 15 m. (One), 30 m. (Two), 50 m. (One), 100 m. (One); Wire for marking the track (fifty meter) One; Stop Watches (with 10 lap memory) 06; Starting Clapper - 02; Stands for judges at finish-02; Flag poles-06; Starting blocks-20; Stop boards-02; Take off boards -02; Hurdles - 30; High jump stands - One Pair, High Jump Crossbars Six: Shot- put for men and women -06 each; Discus for men and women -06 each; Hammers for men and women-03 each: Javelin for men and women - 05 each; Vaulting box for jumping - Two: Relay Batons-12 and minimum of 200 meter athletic track.
- (ii) Badminton: Badminton posts (two sets), Badminton nets (six), Badminton Rackets (30), ShuttleCocks (ten barrels).
- (iii) Basketball: Basketball Stand and Boards (two sets). Basketball balls (one dozen), Basketball net (four pairs).
- (iv) Boxing - Gloves, Punching Bags, Ring (if possible).
- (v) Chess board set (six), Clock (six), Carrom board Set (Six).
- (vi) Cricket: Cricket batting pad (three sets), Cricket Batting Gloves (three sets) Abdominal Guard (three), helmet (three), Wicket Keeping Gloves (two pairs), Wicket Keepers leg

- guard (two pairs), Stumps (twelve nos.), Bails (ten no's), Cricket Ball (1 dozen).
- (vii) Football: Football post (two sets), Footballs (1 dozen.), Football Net (four sets), Posts with flags (eight).
- (viii) Gymnastics: Parallel bar set, Two Roman rings (one set), Climbing ropes (Manila) (six), Mats (twenty). Balance beam (adjustable) (one set), One Pommel Horse (one set) Vaulting Table (one set), Beam board (two nos.), Crash mat (one).
- (ix) Handball: Handball posts (two sets); Handball Balls (one dozen). Handball - Net (four pairs).
- (x) Hockey: Hockey posts (two sets), Hockey-balls – one doz.), Hockey Stick (thirty), Hockey Goalkeeping kit (one).
- (xi) Indigenous activities/Mass demonstration: Lezium (50 pairs), Pole Mallakhamb, Dumbbells (50 pairs); Indian Clubs (50 pairs); Flags: Hoops; Wands; Balls; Umbrella; Skipping Ropes; AV System; Material like scarf drill, ribbon, etc. for mass display activities.
- (xii) Kho- Kho: Kho-Kho Poles (two sets).
- (xiii) Strength and Conditioning Equipment: Weight Training Bars (ten), Weight Plates 2.5 Kg, 5Kg, 10Kg, 15Kg, 20 Kg (ten each), Collars (twenty), Benches (four), Weight Stand (two), Squat Stand, One Multi-gym, or separate station wise (at least ten station), Weight Jackets and Weight Belts; Mats to be used for Judo/Taekwondo/ Wrestling. Agility Ladder (4) Cones (1 Set), Disc (6), Hoops (12), Micro Hurdles (12), Markers (2 Sets), Slalom Poles (24), Medicine Balls (different Weight Sets -2), Plyometric Boxes (2 Sets), KettleBells (2 Sets), Thera Bands / Resistance Band (2 Sets), Wobble Board (6), Sledge (6), Airex Pad (6) or Balance Board (6) ,Weight-Lifting Set (Olympic Set) - One set.
- (xiv) Table Tennis: Table Tennis Balls -one dozen.
- (xv) Tennis: Tennis Posts (two), Tennis Balls (1 dozen.), Tennis racket (30).
- (xvi) Volleyball: Volleyball Posts (two sets), Volleyballs (twenty), Volleyball Net (four), Antenna (four).

e) Activity cum Resource Centre:

- (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and use of Information and Communication Technology in teaching programmes.
- (ii) The Resource Centres will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.
- (iii) A Computer and Language Lab shall be established in the Resource Centre.

- f) Multipurpose Hall:** The institution shall have one earmarked hall with seating capacity of minimum two hundred seats and minimum total area of 2000 sq.ft (Two thousand square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.

- g) **Faculty Rooms:** Individual workspaces, functional computers and storage spaces shall be provided for the faculty.
- h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- i) **Common Room:** The institution shall provide at least one common room.
- j) **Store:** Two rooms with adequate space for storage shall be provided.
- k) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.
- l) Access to safe drinking water shall be provided.
- m) Effective arrangement shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- n) A herbal garden shall be developed and maintained by the student-teachers.
- o) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

6.3 The existing physical resources of other Departments/Universities/Colleges may be shared for ITEP-Physical Education, subject to fulfilment of ITEP-Physical Education criteria.

Desirable:

- a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).
- b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.

6.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

7. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

APPENDIX - 4

Norms and Standards for Integrated Teacher Education Programme (ITEP) - Sanskrit Education

1. Preamble:

- 1.1. The Integrated Teacher Education Programme-Sanskrit Education (hereinafter referred to as ITEP- Sanskrit Education) is conceptualised to prepare Sanskrit teachers in alignment with the pedagogical and curricular restructuring of school education/traditional Sanskrit Education as envisioned in NEP 2020. The aim of ITEP-Sanskrit Education is to provide prospective Sanskrit teachers with disciplinary and professional knowledge, skills, competencies, and values in an integrated manner to serve the nation.
- 1.2. ITEP-Sanskrit Education envisions the creation of qualified, passionate, and motivated teachers capable of designing and implementing appropriate learning experiences for students at different stages of school education/traditional Sanskrit Education. ITEP-Sanskrit Education seeks to ensure that prospective teachers are well-equipped through quality education in content, pedagogy, values, and skills, enabling them to contribute towards making a sustainable society.
- 1.3. ITEP- Sanskrit Education will be a minimal degree qualification to become a School/gurukul/pathshala Sanskrit teacher, which will be offered after Senior Secondary or Plus Two (+2) or Prak Shastri or Uttar Madhyama examination or its equivalent (under 5+3+3+4 pattern).
- 1.4. ITEP- Sanskrit Education will be a dual-major bachelor's degree. The programme will provide an Undergraduate Degree (B.A. Sanskrit) and a Bachelor of Education (B.Ed.) Degree. The curriculum of this programme includes courses essential for both degrees, as mandated by UGC and NCTE. Upon successful completion of the four-year ITEP- Sanskrit Education, candidates will be eligible to pursue a Master's degree programme in both Education and Sanskrit.
- 1.5. ITEP- Sanskrit Education shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'), wherein the ownership of ITEP-Sanskrit Education shall lie with the Department of Education while the department concerned (Sanskrit Education) will be responsible for all the academic activities/functions of the liberal/disciplinary component.
- 1.6. To be eligible to apply for offering ITEP- Sanskrit Education, all stand-alone Teacher Education Institutions shall be required to transform into multidisciplinary

institutions in accordance with the UGC Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions, 2022.

1.7. The HEIs offering ITEP- Sanskrit Education shall submit the Performance Annual Report (PAR) as prescribed by NCTE.

1.8. The provision of multiple entry and exit options for the students shall be applicable in ITEP- Sanskrit Education as mentioned in the UGC document- National Higher Education Qualification Framework (NHEQF), 2023. The student-teachers who successfully complete four years (8 semesters) of study will be awarded a dual-major Bachelor's degree such as B.A.B.Ed. (Sanskrit Education).

2. Duration and Working Days:

2.1 Duration:

ITEP- Sanskrit Education shall be of four academic years, comprising eight semesters, including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of eight years.

2.2 Working Days:

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end-semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for internship (field-based experiences and practice teaching) separately.

3. Intake, Eligibility, Admission Procedure:

3.1 Intake:

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more stage-specific ITEP- Sanskrit Education.
- c) The institution shall also be permitted to opt for one or more units, provided that the institution is eligible for the same. A maximum of four units is allowed.

3.2 Eligibility for Admission:

- a) Candidates with a minimum of 50% (fifty percent) marks in Senior Secondary or Plus Two (+2) or Prak Shastri or Uttar Madhyama examination or its equivalent (under 5+3+3+4 pattern) from a recognised Board are eligible for admission.
- b) Relaxation in percentage of marks in the Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) & reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be

as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable.

3.3 Admission Procedure:

- a) Admission in ITEP- Sanskrit Education shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- b) A single nation-wide entrance test will be conducted by NTA for admission to the ITEP- Sanskrit Education under the recommendations of NEP-2020.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering ITEP-Sanskrit Education shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the programme. However, HEIs may modify the Model/Suggestive Syllabi, upto 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

4.2 The HEIs shall fulfil the following requirements for implementation of ITEP- Sanskrit Education:

- a) Prepare a school calendar in which the school internship and other school/traditional Sanskrit Institutions related practicum are synchronized with the academic calendar of the school.
- b) Make arrangements with schools/traditional Sanskrit Institutions for internship as well as other practicum activities required for school engagement. These schools/traditional Sanskrit Institutions will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the programme of study. The state education administration should be involved for the allotment of schools/traditional Sanskrit Institutions to different HEIs.
- c) Ensure coordination with schools/traditional Sanskrit Institutions and other HEIs of the region. The Government concerned shall ensure a rational distribution of student-teachers in various schools/traditional Sanskrit Institutions, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers, of the Internship schools/traditional Sanskrit Institutions, in processes related to school internship. At the time of commencement of the Internship programme an orientation may be planned, where faculty from the institute/college/departments interacts with the school/traditional Sanskrit Institutions teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the programme. This will, inter alia, include engagement with different types of schools/traditional Sanskrit Institutions to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to, community engagements and services.

- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures, workshops and group discussions for student-teachers and faculty.
- g) Organize inter-institutional interactions/Shastrarth for student-teachers amongst various colleges on themes of educational significance and encourage participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student-teachers.
- k) Provide opportunities for faculty development and organize academic enrichment programmes for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education/traditional Sanskrit Institutions.

5. Staff:

5.1 Faculty:

Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of minimum faculty across different curricular areas of ITEP- Sanskrit Education is as under:

S. No.	Designation	One Unit	Two Units	Three Units	Four Units
1.	Head (in the rank of the Professor/Associate Professor in Sanskrit)	One			
2.	Assistant Professor (Foundations of Education)	Two	Four	Six	Eight
3.	Assistant Professor (Stage-Specific Content-cum-Pedagogy/ Shastra- Vyakaran/Sahitya/Jyotish/Darshan/Veda/Dharm Shastra/Purana-Itihas / Language etc.)	Five	Eight	Thirteen	Sixteen
4.	Physical Education/ Yoga	One			
5.	Arts Education	One			

- a) Above is the minimum essential core faculty required for the programme. However, services of existing faculty of Shastra or Modern subjects in the institution can also be utilized if she/he possesses the prescribed qualifications.

- b) Faculty positions listed under different subject categories may teach course(s) in ITEP- Sanskrit Education across curricular areas as specified (Foundations of Education, Stage-specific Content-cum-pedagogy course(s), Ability Enhancement and Value-Added courses).
- c) Services of the Faculty may be utilized for teaching ITEP- Sanskrit Education in a flexible manner so as to optimize academic expertise available.
- d) Sharing of existing physical resources with other Departments of the University or College is permitted.
- e) Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled.

5.2 Qualifications:

A. Professor or Associate Professor in Sanskrit (Head):

- i. Postgraduate degree in Sanskrit with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. with minimum fifty-five percent marks or equivalent grade.
- iii. Ph.D. in Sanskrit or Ph.D. in Education.
- iv. Ten years of teaching experience in a Teacher Education Institution for Professor and eight years for Associate Professor.
- v. Any other relevant qualifications prescribed by the University Grants Commission.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor- Foundations of Education:

- i. Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. with minimum fifty-five percent marks or equivalent grade.
- iii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- i. Postgraduate degree in Sanskrit.
- ii. Ph.D. in Education

C. Assistant Professor (Stage-Specific Content-cum-Pedagogy Courses):

- i. Post-Graduate degree in Sanskrit/ relevant Sanskrit Shastra with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. degree with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Education.

- iii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in relevant Sanskrit Shastra/ subject as prescribed by the University Grants Commission.

Desirable:

- i. Ph.D. in Education
- ii. Three years of School teaching experience

D. Assistant Professor – Specialised Courses:**Physical Education:**

- i. Postgraduate degree in Physical Education (M.P.Ed.) with minimum fifty-five percent marks or equivalent grade.
- ii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education or any other qualifications prescribed by University Grants Commission.

or

Yoga:

- i. Postgraduate degree in Yoga with minimum fifty-five percent marks or equivalent grade.
- ii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Yoga or any other qualifications prescribed by University Grants Commission.

Arts Education:

- i. Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or equivalent grade.
- ii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Arts or any other qualifications prescribed by University Grants Commission.

5.3 Reservation Policy:

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration whichever is applicable from time to time.

5.4 Administrative and Professional Staff:

- a) Section Officer - One
- b) Assistant Librarian - One
- c) Computer Lab Assistant - One
- d) Lower Division Clerk (LDC) - One
- e) Data Entry Operator (DEO) - One
- f) Multi-Tasking Staff (MTS) - One

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) Above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/UT Administration or University/Affiliating body for equivalent posts.

6. Infrastructural Facilities: The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately: -

6.1 Land and Building:

- a) Minimum essential space for an institution offering the ITEP- Sanskrit Education shall include an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- b) The institution shall earmark 3000 sq. mts. (three thousand square metres) of well demarcated land for the initial intake of fifty students and 2000 sqm. (two thousand square metres) shall be the demarcated built-up area and the remaining space for lawns, playfields, Balvatika / Anganwadis / Ashramshalas (for foundational) etc.
- c) An additional built-up area of 200 sqm. (two hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men) and two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

- a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.

b) Library:

- i. The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
- ii. Library resources shall include books and journals published and recommended by NCTE, National Council of Educational Research and Training and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.
- c) **Laboratories:** Laboratories for Shastra, Psychology Lab, Curriculum Lab and Educational Technology/ ICT Lab shall be earmarked with facilities and adequate equipments for conducting experiments.
- d) **Activity cum Resource Centre:**
 - i. The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and use of Information and Communication Technology in teaching programmes.

- ii. Resource Centres will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.
- iii. A Computer and Language Lab shall be established in the Resource Centre.
- e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be made available.
- f) **Multipurpose Hall:** The institution shall have one earmarked hall with a seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- g) **Faculty Rooms:** Individual workspaces, functional computers and storage spaces shall be provided for the faculty.
- h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- i) **Common Room:** The institution shall provide at least one common room.
- j) **Store:** One room with adequate space for storage shall be provided.
- k) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.
- l) Access to safe drinking water shall be provided.
- m) Effective arrangement shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- n) A herbal garden/ Nakshatra/ Ayurvedic garden shall be developed and maintained by the student-teachers.
- o) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

6.3 The existing physical resources of other Departments/Universities/Colleges may be shared for ITEP- Sanskrit Education, subject to fulfillment of ITEP- Sanskrit Education criteria.

Desirable:

- a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).
- b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.

6.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

7. In the event of any conflict or inconsistency between Sanskrit and English version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NOTIFICATION**

APPENDIX - 5

Norms and Standards for Integrated Teacher Education Programme (ITEP) - Yoga Education

1. Preamble:

- 1.1. The Integrated Teacher Education Programme-Yoga Education (hereinafter referred to as ITEP-Yoga Education) is conceptualized to prepare Yoga teachers in alignment with the pedagogical and curricular restructuring of school education as envisioned in NEP 2020. The aim of ITEP-Yoga Education is to provide prospective Yoga teachers with disciplinary and professional knowledge, skills, competencies, and values in an integrated manner to serve the nation.
- 1.2. ITEP-Yoga Education envisions the creation of qualified, passionate, and motivated teachers capable of designing and implementing appropriate learning experiences for students at different stages of school education. ITEP-Yoga Education seeks to ensure that prospective teachers are well-equipped through quality education in content, pedagogy, values, and skills, enabling them to contribute towards making of a sustainable society.
- 1.3. ITEP-Yoga Education will be a minimal degree qualification to become a school Yoga teacher, which will be offered after Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern).
- 1.4. ITEP-Yoga Education will be a dual-major Bachelor's degree. The programme will provide an Undergraduate Degree B.A/B.Sc (Yoga) and a Bachelor of Education (B.Ed.) degree. The curriculum of this programme includes courses essential for both degrees as mandated by UGC and NCTE. Upon successful completion of the four-year ITEP-Yoga Education, candidates will be eligible to pursue a Master's degree programme in both Education and Yoga.
- 1.5. ITEP-Yoga Education shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'), wherein the ownership of ITEP-Yoga Education and the responsibilities of all the academic activities/functions of the liberal/disciplinary component shall lie with the Department of Yoga Education.
- 1.6. To be eligible to apply for offering ITEP-Yoga Education, all stand-alone Teacher Education Institutions shall be required to transform into multidisciplinary institutions in accordance with the UGC guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions-2022.

1.7. The HEIs offering ITEP-Yoga Education shall submit the Performance Annual Report (PAR) as prescribed by NCTE.

1.8 The provision of multiple entry and exit options for the students shall be applicable in ITEP-Yoga Education as mentioned in the UGC document-National Higher Education Qualification Framework, 2023. The student-teachers who successfully complete four years (8 semesters) of study will be awarded a dual-major bachelor's degree-B.A.B.Ed (Yoga Education)/B.Sc.B.Ed (Yoga Education).

2. Duration and Working Days:

2.1 Duration:

ITEP-Yoga Education shall be of four academic years, comprising eight semesters, including internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of eight years.

2.2 Working Days:

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end-semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for internship (field-based experiences and practice teaching) separately.

3. Intake, Eligibility and Admission Procedure:

3.1 Intake:

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more discipline/stage-specific ITEP-Yoga Education.
- c) The institution shall also be permitted to opt for one or more units, provided that the institution is eligible for the same. A maximum of four units is allowed.

3.2 Eligibility for Admission:

- a) Candidates with a minimum of 50% (fifty percent) marks in Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) from a recognised Board are eligible for admission.
- b) Relaxation in percentage of marks in the Senior Secondary or Plus Two (+2) examination or its equivalent (under 5+3+3+4 pattern) and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

3.3 Admission Procedure:

- a) Admission in ITEP-Yoga Education shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- b) A single nationwide entrance test will be conducted by NTA for admission to the ITEP-Yoga Education under the recommendations of NEP 2020.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering ITEP-Yoga Education shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the programme. However, HEIs may modify the Model/Suggestive Syllabi, upto 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

4.2 The HEIs shall fulfil the following requirements for implementation of ITEP-Yoga Education:

- a) Prepare a school calendar in which the school internship and other school-related practicum are synchronized with the academic calendar of the school.
- b) Make arrangements with schools for internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the program of study. The state education administration should be involved for the allotment of schools to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The Government concerned shall ensure a rational distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers, of the Internship schools, in processes related to school internship. At the time of commencement of the Internship program, an orientation may be planned, where faculty from the institute/college/department interacts with the school teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the program. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of the schools, classrooms, teaching experiences, feedback, etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures, workshops and group discussions for student-teachers and faculty.
- g) Organize inter-institutional interactions for student-teachers amongst various colleges on themes of educational significance and encourage participation in such events organized in other institutions.

- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student teachers.
- k) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.

5. Staff:

5.1 Faculty:

Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of minimum faculty across different curricular areas of ITEP-Yoga Education is as under

S.No.	Designation	One Unit	Two Unit	Three Unit	Four Unit
1.	Head (in the rank of the Professor/Associate Professor in Yoga Education)	One			
2.	Assistant Professor (Foundations of Education)	Two	Four	Six	Eight
3.	Assistant Professor Stage-Specific Content-cum-Pedagogy (Vyakaran/Sahitya/Jyotish/Darshan/Veda/Dharm Shastra+/Purana-Itihas/ Yoga Shastra/ Hath yoga.) and Language	Five	Eight	Thirteen	Sixteen
4.	Physical Education	One			
5.	Arts Education	One			

- a) Above is the minimum essential core faculty required for the programme. However, services of existing faculty in the institution may also be utilized for this programme if she/he possesses the prescribed qualifications.
- b) Faculty positions listed under different subject categories may teach courses(s) in ITEP-Yoga Education across curricular areas as specified (Foundations of Education,

Stage- Specific Content-cum-Pedagogy course(s), Ability Enhancement and Value-Added courses, Internship etc.).

- c) Services of the Faculty may be utilised for teaching ITEP-Yoga Education in a flexible manner to optimise academic expertise available.
- d) Sharing of existing physical resources with other Departments of the University or College is permitted.
- e) Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled.

5.2 Qualifications:

A. Professor or Associate Professor in Yoga Education (Head):

- i. Postgraduate degree in the discipline of Yoga /Yoga Studies/Yogic Science with minimum fifty-five percent marks or equivalent grade.
- ii. Ph.D. the discipline of Yoga /Yoga Studies/Yogic Science or Ph.D. in Education
- iii. Ten years of teaching experience in HEIs for Professor or eight years of teaching experience for Associate Professor.
- iv. Any other relevant qualifications prescribed by the University Grants Commission from time to time.

Desirable:

i. M.Ed

ii. Diploma or Degree in Educational Administration or Leadership

B. Assistant Professor- Foundations of Education:

- i. Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. with minimum fifty-five percent marks or equivalent grade.
- iii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by the University Grants Commission.

Desirable:

Ph.D. in Education

C. Assistant Professor –Stage-Specific Content-cum-Pedagogy Courses:

- i. Post-Graduate degree in the discipline of Yoga/Yoga Studies/Yogic Science with minimum fifty-five percent marks or equivalent grade.
- ii. M.Ed. degree with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Yoga Education.

- iii. National Eligibility Test or State Level Eligibility Test in Yoga discipline as per UGC Norms.

Desirable:

- (i) Ph.D. in Yoga Education or Ph.D. in Education
- (ii) Three years of School teaching experience

D. Assistant Professor –Specialised Courses:**Physical Education:**

- i. Postgraduate degree in Physical Education (M.P.Ed.) with minimum fifty-five percent marks or its equivalent grade.
- ii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education or any other qualifications prescribed by the University Grants Commission.

Arts Education:

- i. Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.
- ii. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Arts or any other qualifications prescribed by the University Grants Commission.

5.3 Reservation Policy:

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration whichever is applicable from time to time.

5.4 Administrative and Professional Staff:

- a) Section Officer - One
- b) Assistant Librarian - One
- c) Computer Lab Assistant - One
- d) Lower Division Clerk (LDC) - One
- e) Data Entry Operator (DEO) - One
- f) Multi-Tasking Staff (MTS) - One

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) Above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/UT Administration or University/Affiliating body for equivalent posts.

6. Infrastructural Facilities:

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately:

6.1 Land and Building:

- a) Minimum essential space for an institution offering the ITEP-Yoga Education shall include an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.

- b) The institution shall earmark 3000 sq. mts. (three thousand square meters) of well demarcated land for the initial intake of fifty students and 2000 sqm. (two thousand square metres) shall be the demarcated built-up area and the remaining space for lawns, playfields, Balvatika / Anganwadis / Ashramshalas (for foundational) etc.
- c) An additional built-up area of 200 sqm. (two hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men) and two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

6.2 Instructional Facilities:

- a) **Classrooms:** The Institution shall have six earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- b) **Library:**
 - i. The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
 - ii. Library resources shall include books and journals published and recommended by NCTE, NCERT and other Statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.
- c) **Laboratories:** Laboratory and equipment (Props, Meditation tools, Kriya tools, Yogic Practices) required for Yoga, Laboratory for Education Technology and for other optional subjects like Naturopathy, Physiotherapy, Alternative Medicine, and Therapies, Biomechanics, Psychology, Physics, Chemistry, Mathematics, Zoology, Botany and Geography, etc. shall be earmarked with facilities and adequate equipment for conducting experiments.
- d) **Activity cum Resource Centre:**
 - i. The space so designated shall be used for conducting various activities like crafts, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and the use of Information and Communication Technology in teaching programmes.
 - ii. Resource Centres will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.

- iii. A Computer and Language Lab shall be established in the Resource Centre.
- e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for Yoga education, shall be made available.
- f) **Multipurpose Hall:** The institution shall have one earmarked hall with a seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- g) **Faculty Rooms:** Individual workspaces, functional computers and storage spaces shall be provided for the faculty.
- h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- i) **Common Room:** The institution shall provide at least one common room.
- j) **Store:** One room with adequate space for storage shall be provided.
- k) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.
- l) Access to safe drinking water shall be provided.
- m) Effective arrangement shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- n) A herbal garden shall be developed and maintained by the student-teachers.
- o) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

6.3 The existing physical resources of other Departments/Universities/Colleges may be shared for ITEP-Yoga Education, subject to fulfilment of ITEP-Yoga Education criteria.

Desirable:

- a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).
- b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.

6.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

7. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, Member Secretary.

NATIONAL COUNCIL FOR TEACHER EDUCATION NOTIFICATION

APPENDIX - 6

Norms and Standards for Bachelor of Education (B.Ed.) 2-Year Programme

1. Preamble

- 1.1 Bachelor of Education Programme of two years (hereinafter named as B.Ed. 2-Year) is a professional programme to prepare teachers for schools. The programme shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'). The programme is designed to prepare prospective quality teachers for the pedagogical and curriculum structuring of school education as envisaged in NEP 2020.
- 1.2 B.Ed. 2-Year Programme will prepare teachers to be responsive and relevant to the learners' developmental needs and interests, corresponding to the different school stages such as Foundational, Preparatory, Middle and Secondary, as guided by the 5+3+3+4 design.
- 1.3 B.Ed. 2-Year Programme will lead to the award of a Bachelor of Education (B.Ed.) degree with stage-specific specialization (Foundational/Preparatory/Middle/Secondary). The existing TEIs offering B.Ed. 2-Year Programme shall adopt the revised Curriculum Framework and Syllabi aligned with NEP 2020. Upon Successful completion of the B.Ed. 2-Year Programme, candidates will be eligible to pursue a Master's degree in Education (M.Ed.).
- 1.4 B.Ed. 2-Year Programme shall be offered by Multidisciplinary Higher Education Institutions (HEIs), wherein the ownership of B.Ed. Programme(s) (B.Ed. 1-Year and B.Ed. 2-Year) shall lie with the Department of Education.
- 1.5 The TEIs/HEIs offering B.Ed. 2-Year Programme shall submit Performance Appraisal Report (PAR) as prescribed by NCTE.
- 1.6 The provision for multiple entry and exit options for students of B.Ed. 2-Year Programme shall be applicable as mentioned in the UGC document, National Higher Education Qualification Framework (NHEQF 2023). The student-teacher who successfully complete two years (four semesters) of study will be awarded the B.Ed. degree.

2. Eligibility to Apply

- a) Multidisciplinary Higher Education Institutions (HEIs) offering the ITEP (B.A. B.Ed./ B.Sc. B.Ed./ B.Com. B.Ed.) aligned with NEP 2020 shall be eligible to apply for the B.Ed. 2-Year Programme.

OR

- b) All existing stand-alone Teacher Education Institutions (TEIs) offering B.Ed. 2-Year Programme shall be eligible to continue, provided-
 - (i) Such institutions transform into Multidisciplinary Higher Education Institutions (HEIs) by 2028 in the light of UGC Guidelines 2022 - Transforming Higher Education Institutions into Multidisciplinary Institutions.
 - (ii) Such institutions shall run ITEP (B.A. B.Ed./ B.Sc. B.Ed./ B.Com. B.Ed.) by 2030.

3. Duration and Working Days

3.1 Duration

B.Ed. 2-Year Programme shall be of two academic years, comprising four semesters, including School Internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of four years.

3.2 Working Days

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for field-based experiences or school internship or teaching practice separately.

4. Intake, Eligibility and Admission Procedure:

4.1 Intake

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more stage-specific B.Ed. 2-Year Programme (Foundational/ Preparatory/ Middle/ Secondary).
- c) The institution shall also be permitted to opt for one or more units, provided the institution is eligible for the same. A maximum of four units is allowed.

4.2 Eligibility for Admission

- a) Candidates with at least 50% (fifty percent) marks in the 3-Year or 4-Year Bachelor Degree or any other qualification equivalent thereto as envisioned in NEP 2020, are eligible for admission to the B.Ed. 2-Year Programme.
- b) Relaxation in percentage of marks and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

4.3 Admission Procedure

Admission to B.Ed. 2-Year Programme shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country. A single nation-wide entrance test will be conducted by NTA for admission to the B.Ed. 2-Year Programme under the recommendations of NEP 2020.

5. Curriculum and Programme Implementation

5.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering B.Ed. 2-Year Programme shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the specific programme. However, Universities and Institutions may modify the Model/Suggestive Syllabi, upto 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

5.2 The HEIs shall fulfill the following requirements for implementation of B.Ed. 2-Year Programme:

- a) Prepare a school calendar in which the school internship and other school related practicum are synchronized with the academic calendar of the school.
- b) Make arrangements with schools for internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the programme of study. The state education administration should be involved for the allotment of schools to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The concerned Government shall ensure a rational distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers, of the Internship schools, in processes related to school internship. At the time of commencement of the Internship program, an orientation may be planned, where faculty from the institute/college/department interacts with the school teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the program. This will, inter alia ,include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures and discussion groups for student-teachers and faculty.
- g) Organize inter-institutional interactions for student-teachers amongst various colleges on themes of educational significance and participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.

- i) Professional ethics among the teacher educators and prospective teachers shall be adopted.
- j) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- k) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student-teachers.
- l) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and research.

6. Staff

6.1 Faculty

Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of faculty across different curricular areas shall be as under:

S. No.	Faculty	One Unit	Two Units	Three Units	Four Units
1.	Professor in Education or Associate Professor in Education (Head)	One			
2.	Foundations of Education	Two	Eight	Six	Eight
3.	Stage Specific Content Cum Pedagogy (Mathematics, Science(s), Social Science(s), Language)	Four	Six	Ten	Twelve
4.	Physical Education	One			
5.	Art Education	One			

- (i) Above is the minimum essential core faculty required for the programme. However, services of existing faculty in the institution may also be utilized if she/he possesses the prescribed qualifications. Sharing of existing physical /human resources with other Departments of the University or College is permitted.
- (ii) Services of the Faculty may be utilized for teaching B.Ed. 2-Year Programme in a flexible manner so as to optimize academic expertise available.
- (iii) Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled.

- (iv) Faculty positions listed under different categories may teach course(s) in the Teacher Education Programme across curricular areas as specified.

6.2 Qualifications

A. Professor in Education or Associate Professor in Education (Head):

- (i) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (ii) M.Ed. degree with minimum fifty-five percent marks or equivalent grade.
- (iii) Ph.D. in Education.
- (iv) Ten years of teaching experience in a Teacher Education Institution for Professor and eight years for Associate Professor.
- (v) Any other relevant qualifications prescribed by the University Grants Commission from time to time.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor - Foundations of Education:

- iv. Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- v. M.Ed. with minimum fifty-five percent marks or equivalent grade.
- vi. National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by the University Grants Commission.

Desirable:

Ph.D. in Education

C. Assistant Professor - Stage-Specific Content-cum-Pedagogy Courses:

- (i) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (ii) M.Ed. degree with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Education.

- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- (i) Ph.D. in Education
- (ii) Three years of School teaching experience

D. Assistant Professor - Specialised Courses:

Physical Education:

- (i) Master of Physical Education (M.P.Ed.) degree with minimum fifty-five percent marks or equivalent grade.
- (ii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education/Education or any other qualifications prescribed by University Grants Commission.

Art Education:

- (i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.
- (ii) M.Ed. degree with minimum fifty-five percent marks or its equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Arts/Education or any other qualifications prescribed by University Grants Commission.

6.3 Reservation Policy

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be followed as per the rules of the Central/ State Government/ Union Territory Administration, whichever is applicable.

6.4 Administrative and Professional Staff

- a) Assistant Librarian - One
- b) Computer Lab Assistant - One
- c) Lower Division Clerk (LDC) - One
- d) Data Entry Operator (DEO) - One
- e) Multi-Tasking Staff (MTS) - One

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) The above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/ UT Administration or University/Affiliating body for equivalent posts.

7. Infrastructural Facilities

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately: -

7.1 Land and Building

- a) Minimum essential space for an institution offering B.Ed. 2-Year Programme shall include an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.

- b) The department shall earmark 2500 sq. mts. (two thousand five hundred square metres) of well-earmarked land for the initial intake of fifty students and 1500 sq. mts. (one thousand five hundred square metres) shall be the demarcated built-up area and the remaining space for lawns, play fields, Balvatika / Anganwadis / Ashramshalas etc.
- c) An additional built-up area of 500 sqm. (Five hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men) and two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

7.2 Instructional Facilities

- a) **Classrooms:** The Institution shall have two earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- b) **Library:**
 - (i) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
 - (ii) Library resources shall include books and journals published and recommended by NCTE, NCERT and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.
- c) **Laboratories:** Laboratories for subjects such as Psychology, Physics, Chemistry, Mathematics, Zoology, Botany, Geography etc. shall be earmarked with facilities and adequate equipments for conducting experiments.
- d) **Activity cum Resource Centre:**
 - (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and use of Information and Communication Technology in teaching programmes.
 - (ii) The Resource Centres will be equipped with facilities such as photocopying machine, audio-video equipment, television, projector etc.
 - (iii) A Computer and Language Lab shall be established in the Resource Centre.
 - (iv) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be made available.

- e) **Multipurpose Hall:** The institution shall have one earmarked hall with a seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- f) **Faculty Rooms:** Individual workspaces, functional computers and storage spaces shall be provided for the faculty.
- g) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- h) **Common Room:** The institution shall provide at least one common room.
- i) **Store:** One room with adequate space for storage shall be provided.
- j) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.
- k) Access to safe drinking water shall be provided.
- l) Effective arrangement shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- m) A herbal garden shall be developed and maintained by the student-teachers.
- n) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

7.3 The existing physical resources of other Departments/Universities/Colleges may be shared with B.Ed. 2-Year Programme, subject to fulfilment criteria.

Desirable:

- a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).
 - b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.
- 7.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).
8. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

NATIONAL COUNCIL FOR TEACHER EDUCATION NOTIFICATION

APPENDIX - 7

Norms and Standards for Bachelor of Education (B.Ed.) 1-Year Programme

1. Preamble

- 1.1 Bachelor of Education Programme of one year (hereinafter named as B.Ed. 1-Year) is a professional programme to prepare teachers for schools. The programme shall be offered by Multidisciplinary Higher Education Institutions (hereinafter referred to as 'HEIs'). The programme is designed to prepare prospective quality teachers for the pedagogical and curriculum structuring of school education as envisaged in NEP 2020.
- 1.2 B.Ed. 1-Year Programme will prepare teachers to be responsive and relevant to the learners' developmental needs and interests, corresponding to the different school stages such as Foundational, Preparatory, Middle and Secondary, as guided by the 5+3+3+4 design.
- 1.3 B.Ed. 1-Year Programme will lead to the award of a Bachelor of Education (B.Ed.) degree with stage specific specialization (Foundational/ Preparatory/ Middle/ Secondary). Upon Successful completion of the B.Ed. 1-Year Programme, candidates will be eligible to pursue a Master's degree in Education (M.Ed.).
- 1.4 B.Ed. 1-Year Programme shall be offered by Multidisciplinary Higher Education Institutions ('HEIs'), wherein the ownership of B.Ed. Programme(s) (B.Ed. 1-Year and B.Ed. 2-Year) shall lie with the Department of Education.
- 1.5 The TEIs/HEIs offering B.Ed. 1-Year Programme shall submit Performance Appraisal Report (PAR) as prescribed by NCTE.

2. Eligibility to Apply

- a) Multidisciplinary Higher Education Institutions (HEIs) offering the ITEP (B.A. B.Ed./ B.Sc. B.Ed./ B.Com. B.Ed.) aligned with NEP 2020 shall be eligible to apply for the B.Ed. 1-Year. Programme.
- OR
- b) Any existing stand-alone Teacher Education Institution (TEI) offering B.Ed. 2-Year Programme interested to transit its existing B.Ed. 2 year programme into B.Ed. 1 year programme shall be eligible to apply, provided-

- (i) Such institutions transform into Multidisciplinary Higher Education Institutions (HEIs) by 2028 in the light of UGC Guidelines 2022 - Transforming Higher Education Institutions into Multidisciplinary Institutions.
- (ii) Such institutions shall run ITEP (B.A. B.Ed./ B.Sc. B.Ed./ B.Com. B.Ed.) by 2030.

3. Duration and Working Days

3.1 Duration

B.Ed. 1-Year Programme shall be of one academic year, comprising two semesters, including School Internship (field-based experiences and practice teaching). Any student-teacher who is unable to complete any semester or appear for any semester-end examination, shall be permitted to complete the programme within a maximum period of two years.

3.2 Working Days

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end semester examinations.
- b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- c) Minimum attendance of student-teachers shall have to be 80% (eighty percent) in all courses and 90% (ninety percent) for field-based experiences or school internship or teaching practice separately.

4. Intake, Eligibility and Admission Procedure:

4.1 Intake

- a) The basic unit shall comprise a maximum of fifty students.
- b) The institution shall be permitted to opt for one or more stage-specific B.Ed. 1-Year Programme (Foundational/ Preparatory/ Middle/ Secondary).
- c) The institution shall also be permitted to opt for one or more units, provided the institution is eligible for the same. A maximum of four units is allowed.

4.2 Eligibility for Admission

- a) Candidates having a Master's Degree with at least fifty percent (50%) marks or an equivalent grade are eligible for admission to the programme.

OR

Candidates having a 4-year Undergraduate degree in a specialized subject or its equivalent, with at least fifty percent (50%) marks or an equivalent grade are eligible for admission to the programme.

- b) Relaxation in percentage of marks and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

4.3 Admission Procedure

Admission to B.Ed. 1-Year Programme shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country. A single nation-wide entrance test will be conducted by NTA for admission to the B.Ed. 1-Year Programme under the recommendations of NEP 2020.

5. Curriculum and Programme Implementation

5.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering B.Ed. 1-Year Programme shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the specific programme. However, Universities and Institutions may modify the Model/Suggestive Syllabi, upto 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

5.2 The HEIs shall fulfill the following requirements for implementation of B.Ed. 1-Year Programme:

- a) Prepare a school calendar in which the school internship and other school related practicum are synchronized with the academic calendar of the school.
- b) Make arrangements with schools for internship as well as other practicum activities required for school engagement. These schools will preferably be government schools and will form the basic contact point for all practicum activities and related work throughout the program of study. The state education administration should be involved for the allotment of schools to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The concerned Government shall ensure a rational distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- d) Develop institutional mechanisms to involve the school teachers, of the Internship schools, in processes related to school internship. At the time of commencement of the Internship program an orientation may be planned, where faculty from the institute/college/department interacts with the school teachers (mentor teachers).
- e) Ensure fieldwork spreads throughout the program. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures and discussion groups for student-teachers and faculty.
- g) Organize inter-institutional interactions for student-teachers amongst various colleges on themes of educational significance and participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.

- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student teachers.
- k) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and research.

6. Staff

6.1 Faculty

Faculty shall be recruited for the curricular areas based on the specified essential and desirable qualifications and specialisations. The distribution of faculty across different curricular areas shall be as under:

S.No	Faculty	One Unit	Two Units	Three Units	Four Units
1.	Professor in Education or Associate Professor in Education (Head)	One			
2.	Foundations of Education	Two	Eight	Six	Eight
3.	Stage Specific Content Cum Pedagogy (Mathematics, Science(s), Social Science(s), Language)	Four	Six	Ten	Twelve
4.	Physical Education	One			
5.	Art Education	One			

- (i) Above is the minimum essential core faculty required for the programme. However, services of existing faculty in the institution may also be utilized if she/he possesses the prescribed qualifications. Sharing of existing physical resources with other Departments of the University or College is permitted.
- (ii) Services of the Faculty may be utilized for teaching B.Ed. 1-Year Programme in a flexible manner so as to optimize academic expertise available.
- (iii) Additional faculty may be appointed subject to provisions that the faculty requirements for the curricular areas are fulfilled.
- (iv) Faculty positions listed under different categories may teach course(s) in the Teacher Education Programme across curricular areas as specified.

6.2 Qualifications

A. Professor in Education or Associate Professor in Education (Head):

- (i) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (ii) M.Ed. degree with minimum fifty-five percent marks or equivalent grade.
- (iii) Ph.D. in Education.
- (iv) Ten years of teaching experience in a Teacher Education Institution for Professor and eight years for Associate Professor.
- (v) Any other relevant qualifications prescribed by the University Grants Commission from time to time.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor - Foundations of Education

- (i) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (ii) M.Ed. degree with minimum fifty-five percent marks or equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- (i) Ph.D. in Education
- (ii) Three years of School teaching experience

C. Assistant Professor - Stage-Specific Content-cum-Pedagogy Courses:

- (iv) Postgraduate degree in relevant subject with minimum fifty-five percent marks or equivalent grade.
- (v) M.Ed. degree with minimum fifty-five percent marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Education.

- (vi) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or any other qualifications prescribed by University Grants Commission.

Desirable:

- (i) Ph.D. in Education
- (ii) Three years of School teaching experience

D. Assistant Professor –Specialised Courses:

Physical Education:

- (i) Master of Physical Education (M.P.Ed.) degree with minimum fifty-five percent marks or equivalent grade.

- (ii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Physical Education/Education or any other qualifications prescribed by University Grants Commission.

Art Education:

- (i) Postgraduate degree in Performing or Visual Arts with minimum fifty-five percent marks or its equivalent grade.
- (ii) M.Ed. degree with minimum fifty-five percent marks or its equivalent grade.
- (iii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Arts/Education or any other qualifications prescribed by University Grants Commission.

6.3 Reservation Policy

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration whichever is applicable from time to time.

6.4 Administrative and Professional Staff

- a) Assistant Librarian - One
- b) Computer Lab Assistant - One
- c) Lower Division Clerk (LDC) - One
- d) Data Entry Operator (DEO) - One
- e) Multi-Tasking Staff (MTS) - One

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) The above staff may be shared with existing courses.
- 2) Qualifications shall be as prescribed by the Central/State Government/ UT Administration or University/Affiliating body for equivalent posts.

7. Infrastructural Facilities

The following facilities shall be for one unit. However, for every additional unit the facilities shall increase proportionately: -

7.1 Land and Building

- a) Minimum essential space for an institution offering B.Ed. 1-Year Programme shall include an administrative wing, an academic wing and other amenities. All spaces should be inclusive and have barrier free access.
- b) The department shall earmark 2500 sq. mts. (two thousand five hundred square metres) of well-earmarked land for the initial intake of fifty students and 1500 sq. mts. (one thousand five hundred square metres) shall be the demarcated built-up area and the remaining space for lawns, play fields, Balvatika / Anganwadis / Ashramshalas etc.

- c) An additional built-up area of 500 sqm. (Five hundred square metres) shall be earmarked for each additional unit of fifty students.
- d) A minimum number of six toilet blocks shall be earmarked, two for students (one each for women and men) and two for staff members (one each for women and men), and two for differently abled persons (one each for women and men). One common hand washing station, with four taps, in an open area shall be provided.

7.2 Instructional Facilities

- a) **Classrooms:** The Institution shall have two earmarked classrooms for one unit with an area of 500 sq. ft. (five hundred square feet) for each classroom and for two units or more the number of classrooms shall be increased proportionately.
- b) **Library:**
 - (i) The library shall cater to the requirements of the programme and shall have a seating capacity for at least fifty persons equipped with minimum 1000 (one thousand) titles and 4000 (four thousand) books. These shall include text and reference books related to all courses of study, readings and literature related with the approaches delineated in the programme; educational encyclopaedias, electronic publications and digital or online resources and minimum five referral professional research journals. The institutions shall create a digital library with relevant and adequate resource materials.
 - (ii) Library resources shall include books and journals published and recommended by NCTE, NCERT and other statutory bodies, Education Commission Reports and Policy documents. At least one hundred titles of quality books shall be added to the library every year. The library shall have photocopying facilities and computers with internet facilities for the use of faculty and students.
- c) **Laboratories:** Laboratories for subjects such as Psychology, Physics, Chemistry, Mathematics, Zoology, Botany and Geography etc. shall be earmarked with facilities and adequate equipments for conducting experiments.
- d) **Activity cum Resource Centre:**
 - (i) The space so designated shall be used for conducting various activities like craft, educational toys, teaching aids and production of teaching and learning materials, etc. There shall be facilities for conducting other activities to facilitate experiential learning and use of Information and Communication Technology in teaching programmes.
 - (ii) The Resource Centres will be equipped with facilities such as photocopying machine, audio video equipment, television, projector etc.
 - (iii) A Computer and Language Lab shall be established in the Resource Centre.
- e) **Health and Physical Education Room:** Adequate games and sports equipment for common indoor and outdoor games, as well as facilities for yoga education, shall be made available.
- f) **Multipurpose Hall:** The institution shall have one earmarked hall with a seating capacity of minimum two hundred seats and minimum total area of 2000 sq. ft (Two thousand

square feet). This shall be equipped for conducting seminars and workshops with installation of an audio-visual system.

- g) **Faculty Rooms:** Individual workspaces, functional computers and storage spaces shall be provided for the faculty.
- h) **Administrative Office Space:** The institution shall provide adequate working space for the office staff, with furniture, storage, and computer facilities.
- i) **Common Room:** The institution shall provide at least one common room.
- j) **Store:** One room with adequate space for storage shall be provided.
- k) Functional and appropriate furniture for general and differently abled persons in required number shall be provided for instructional and other purposes.
- l) Access to safe drinking water shall be provided.
- m) Effective arrangement shall be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- n) A herbal garden shall be developed and maintained by the student-teachers.
- o) Rainwater harvesting systems and infrastructure for renewable energy such as solar panels for electricity shall be developed.

7.3 The existing physical resources of other Departments/Universities/Colleges may be shared for B.Ed. 1-Year Programme, subject to fulfilment of criteria.

Desirable:

- a) Energy efficient building designs (such as bioclimatic architecture, high performing building envelopes, high performance-controlled ventilation etc.).
- b) Use of energy efficient equipment and new ways to minimize the dependence on conventional sources of energy and waste management disposal systems.

7.4 The institution shall adhere to safety guidelines as prescribed by National Disaster Management Authority (NDMA).

8. In the event of any conflict or inconsistency between English and Hindi version of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

NATIONAL COUNCIL FOR TEACHER EDUCATION NOTIFICATION

APPENDIX 8

Norms and Standards for Master of Education (M.Ed.) Full Time Programme

1. Preamble

- 1.1 Master of Education (hereinafter referred to as ‘M.Ed.’) is a Full Time (Regular) professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, principals, teachers and researchers.
- 1.2 The master’s programme in teacher education has been conceptualised to provide learning experiences (coursework, practical training and research) that equip prospective teacher educators with the knowledge, capacities, values and dispositions required to effectively perform the roles expected from teacher educators, including improving the quality of teaching-learning process and research in the field of Teacher Education.
- 1.3 M.Ed. (Full Time) programme with the duration of 1- year is an advance level course delineated to 40 credits spread over in 2 semesters aligned with the principles of National Education Policy 2020 and UGC Framework for PG Programmes.
- 1.4 M.Ed. (Full Time) programme will lead to the award of a Master of Education (M.Ed.) degree with specialisation either in Foundational and Preparatory Stages or Middle and Secondary Stages.
- 1.5 All programmes for teacher education shall be conducted in a multidisciplinary environment since it necessitates interdisciplinary inputs and instruction in both high-quality subject and pedagogy. The conversion of standalone TEIs offering M.Ed. programme to multidisciplinary institutions shall be mandatory.
- 1.6 The existing TEIs offering M.Ed. Programme shall transition into M.Ed. (Full Time) programme in conformity with the applicable Norms and Standards. The ownership of M.Ed. (Full Time) Programme shall lie with the Department of Education
- 1.7 The main goal of the master's programme in teacher education is to provide a sufficient number of qualified teacher educators who can instruct, mentor, and guide student-teachers who have chosen to specialise in teacher preparation programmes that are tailored to a specific school stage.

1.8 The TEIs/HEIs offering M.Ed. (Full Time) Programme shall submit Performance Appraisal Report (PAR) as prescribed by NCTE.

2. Eligibility to Apply

- a) Multi-disciplinary higher education institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and has been awarded minimum B grade by NAAC or applied for reaccreditation from NAAC or any other accrediting agency approved by NCTE shall be eligible to apply for M.Ed. (Full Time) programme.
- b) The existing institutions offering M.Ed. Programme shall be eligible for transition into M.Ed. (Full Time) Programme as per these Norms and Standards, by 2026.

3. Duration and Working Days

3.1 Duration

The M.Ed. (Full Time) programme shall be of one academic year, comprising two semesters, including field attachment and research dissertation. Students shall be permitted to complete the programme requirements of the 1- year programme within a maximum period of 2 years. The summer should be used for field attachment / practicum / other activities.

3.2 Working Days

- a) In a semester, there shall be at least 96 (ninety-six) working days, excluding end semester examinations. The institution shall work for a minimum of 40 (forty) hours, to be spread over one week.

The minimum attendance of students shall be 80% in all courses and Practicum, and 90% for Field Attachment / practicum / other activities.

4. Intake, Eligibility and Admission Procedure:

4.1 Intake

The basic unit shall comprise a maximum of 50 fifty students.

Additional unit(s) in the programme shall be permitted based on infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B grade by NAAC or any other accrediting agency approved by NCTE. A maximum of four units is allowed.

4.2 Eligibility

- a) Candidates seeking admission to the M.Ed. (Full Time) programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

(i) B.Ed.1-Year / B.Ed. 2-Year / ITEP

or

(ii) B.A.B.Ed./ B.Sc.B.Ed./ B.El.Ed.

b) Relaxation in percentage of marks and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

4.3 Admission Procedure

Admission in M.Ed. (Full Time) shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country. A single nation-wide entrance test will be conducted by NTA for admission to the M.Ed. (Full Time).

5. Curriculum and Programme Implementation

5.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering M.Ed. (Full Time) programme shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the specific programme. However, Universities and Institutions may modify the Model/Suggestive Syllabi, upto 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

5.2 The HEIs shall fulfill the following requirements for implementation of M.Ed. (Full Time) programme:

- a) Prepare a calendar in which the field attachment/ internship and other related practicum are synchronized with the academic calendar of the institution.
- b) Make arrangements with institutions for field attachment/ internship and other related practicum activities required for institutional engagement. These institutions will form the basic contact point for all practicum activities and related work throughout the programme of study. The concerned government should be involved for the allotment of institutions to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The concerned Government shall ensure a rational distribution of student-teachers/teacher educators in various institutions, in consonance with the calendar of the institution, to provide institution support and cooperation.
- d) Develop institutional mechanisms to involve the teacher educators of the institutions in processes related to field attachment and other related practicum. At the time of commencement of the field attachment and other related practicum activities, an orientation may be planned, where faculty from the institute/college/department interacts with the teacher educators.
- e) Ensure fieldwork spreads throughout the program. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.

- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures and discussion groups for student-teachers/teacher-educators and faculty.
- g) Organize inter-institutional interactions for student-teachers/ teacher educators amongst various colleges on themes of educational significance and participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers/teacher educators to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student teachers/teacher educators.
- k) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.
- l) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise consisting of a long reflective and critical essay on an approved topic shall be compulsory.

6. Staff

6.1 Faculty

- a. For an intake of 50 students per unit. The faculty positions shall be distributed as under:
 - 1) Professor (Head) One
 - 2) Associate Professors Two
 - 3) Assistant Professors Four
- b. The faculty members shall be appointed to cover all the core and specialised areas given in the curriculum. The Principal/Head of a college offering M.Ed. (Full Time) programme shall be in the rank and scale of a professor.
- c. Faculty can be utilised for teaching in a flexible manner so as to optimise academic expertise available.
- d. Additional faculty may be appointed subject to provisions that the faculty requirements for the Curricular Areas are fulfilled.
- e. The services of the existing faculty may be utilised for M.Ed. (Full Time) programme, if he/she possesses the prescribed qualifications. Besides, sharing of existing physical and human resources with other departments of the University/ Colleges is permitted.
- f. The number of the faculty shall be increased proportionately with an increase of units. A maximum of four units is allowed.

6.2 Qualifications

A. Professor/Head

- (i) Postgraduate degree in a relevant subject with minimum 55% marks or equivalent grade.
- (ii) M.Ed. with minimum 55% marks or equivalent grade.
- (iii) Ph.D. in Education.
- (iv) Ten years of teaching experience in teacher education institutions.
- (v) Any other qualifications prescribed by UGC from time to time.

Desirable:

Diploma/ Degree in Educational Administration or Leadership.

B. Associate Professor

- (i) Postgraduate degree in a relevant subject with minimum 55% marks or equivalent grade.
- (ii) M.Ed. with minimum 55% marks or equivalent grade.
- (iii) Ph.D. in Education.
- (iv) Eight years of teaching experience in teacher education institutions.
- (v) Any other qualifications prescribed by UGC from time to time.

Desirable:

Diploma/ Degree in Educational Administration or Leadership.

C. Assistant Professor

- (i) Postgraduate degree in a relevant subject with minimum 55% marks or equivalent grade.
- (ii) M.Ed. with minimum 55% marks or equivalent grade.

OR

UG degree in Teacher Education (NCrF Level 6) with at least 75% marks and a Ph.D. in Education.

- (iii) National Eligibility Test (NET)/ State Eligibility Test (SET) or Doctor of Philosophy in Education or any other qualifications prescribed by UGC from time to time.

Desirable:

Ph.D. in Education

6.3 Reservation Policy

The reservation and relaxation for SC/ST/OBC/PwBD/EWS and other categories shall be as per the rules of the Central / State Government / UT Administration whichever is applicable from time to time.

6.4 Administrative and Professional Support Staff

- | | | |
|-------------------------------|---|-----|
| a) Assistant Librarian | - | One |
| b) Computer Lab Assistant | - | One |
| c) Lower Division Clerk (LDC) | - | One |
| d) Data Entry Operator (DEO) | - | One |
| e) Multi-Tasking Staff (MTS) | - | One |

Other Administrative and professional staff working for existing Departments may be shared.

Note:

- 1) The above staff may be shared with existing courses.

- 2) Qualifications shall be as prescribed by the Central/State Government/ UT Administration or University/Affiliating body for equivalent posts.

7. Facilities

7.1 Infrastructure

An Institution already having one teacher education programme and proposing to offer M.Ed. (Full Time) programme for one basic unit, shall possess a minimum of 2500 sqm land area. The corresponding built-up area shall be 1500 sqm. For additional intake of one basic unit, the minimum additional built-up area shall be 500 sqm.

- a) **Classrooms:** For an intake of 50 students, there shall be provision for at least three classrooms with space and furniture to accommodate all students. The minimum size of the classroom shall be 500 sq. feet (five hundred square feet). The Institute shall provide a minimum of three small rooms of the size of 300 sq. feet. to hold tutorials and group discussions.
- b) **Seminar Room:** Multipurpose hall in the institution shall be shared. In addition, the institute shall have one seminar room with seating capacity of one hundred and minimum total area of 100 sqm. This hall shall be equipped for conducting seminars and workshops.
- c) **Faculty Rooms:** A separate cabin for each faculty member with a functioning computer and storage spaces shall be provided.
- d) **Administrative Office Space:** The institute shall provide adequate working space for the office staff, with furniture, storage and computer facilities.
- e) **Common Room(s):** The institution shall provide at least one common room.
- f) **Laboratories:** Laboratories for subjects such as Psychology, Physics, Chemistry, Mathematics, Zoology, Botany, Geography etc. shall be earmarked with facilities and adequate equipments for conducting experiments.

7.2 Equipments and Materials

- a) **Library:** The library of the Institution/ University shall be shared and shall cater to the requirements of the programme. A minimum of 1000 relevant titles (with multiple copies of relevant textbooks) for the M.Ed. programme shall be there, including reference books related to all courses of study, readings and literature related with the approaches delineated in M.Ed. (Full Time) programme; educational encyclopaedias, electronic publications including online resources, and minimum five professional referred research journals of which at least one shall be an international publication. Library resources shall include books and journals published by NCTE, NCERT and other educational institutions. There shall also be provision of space for reading and reference sections in the library. At least a hundred quality books will be added to the library every year. The library shall have photocopying facilities and computers with Internet facilities for the use of faculty and students.
- b) All records of the research works conducted by prospective teacher educators shall be maintained.

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

7.3 Other Amenities

- a) Functional and appropriate labs and furniture in required numbers for instructional and other purposes.
- b) Arrangement may be made for parking of vehicles.
- c) Access to safe drinking water be provided in the institution.
- d) Effective arrangements be made for regular cleaning of campus, repair and replacement of furniture and other equipment.
- e) A minimum number of six toilet blocks shall be earmarked, two for student-teachers (one each for women and men) and two for staff members (one each for women and men) and two for differently abled persons (one each for women and men), one common hand washing station, with four taps, in an open area shall be provided.

7.4 All spaces/ infrastructure should be inclusive, disabled friendly and have barrier free access.

7.5 The existing physical resources of other Departments/Universities/Colleges may be shared with M.Ed.(Full Time) Programme, subject to fulfilment criteria.

8. The institutions which have been granted recognition for the 2 year Master of Education programme leading to Master of Education (M.Ed.) degree under the Appendix 5 of NCTE Regulations 2014 shall continue and they shall be allowed to enroll students subject to the condition that they shall transit to the new M.Ed. (Full Time), under these norms and standards, before the start of the academic session 2026-2027. 2 year M.Ed. programme under the Appendix 5 of NCTE Regulations 2014 shall be discontinued from the academic session 2026-2027 and no fresh admission shall be allowed to any of the existing institutions conducting 2 year M.Ed. programme under said Appendix 5.

9. In the event of any conflict or inconsistency between English and Hindi versions of the regulation, the English version shall prevail.

ABHILASHA JHA MISRA, MEMBER SECRETARY

NATIONAL COUNCIL FOR TEACHER EDUCATION NOTIFICATION

APPENDIX 9

Norms and Standards for Master of Education (M.Ed.) (Part Time) Programme

1. Preamble

- 1.1 Master of Education (hereinafter referred to as 'M.Ed.') is a Part Time (face to face mode) professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, principals, teachers and researchers.
- 1.2 The master's programme in teacher education has been conceptualised to provide learning experiences (coursework, practical training and research) that equip prospective teacher educators with the knowledge, capacities, values and dispositions required to effectively perform the roles expected from teacher educators, including improving the quality of teaching-learning process and researches in the field of Teacher Education.
- 1.3 M.Ed. (Part Time) programme of 2-year duration in face to face mode shall be offered to in-service teachers and educational functionaries.
- 1.4 M.Ed. (Part Time) programme is an advance level course delineated to 40 credits spread over 2 years aligned with the principles of National Education Policy 2020 and UGC Framework for PG Programmes.
- 1.5 M.Ed. (Part Time) programme will lead to the award of a Master of Education (M.Ed.) degree with specialisation either in Foundational and Preparatory Stages or Middle and Secondary Stages.
- 1.6 All programmes for teacher education shall be conducted in a multidisciplinary environment since it necessitates interdisciplinary inputs and instruction in both high-quality subject and pedagogy. The conversion of standalone TEIs offering existing M.Ed. programme to multidisciplinary institutions shall be mandatory.
- 1.7 The main goal of the master's programme in teacher education is to provide a sufficient number of qualified teacher educators who can instruct, mentor, and guide student-teachers, who have chosen to specialise in teacher preparation programmes that are tailored to a specific school stage.
- 1.8 The TEIs/HEIs offering M.Ed. (Part Time) Programme shall submit Performance Appraisal Report (PAR) as prescribed by NCTE.

2. Eligibility to Apply

- a) Central/State University- Department of Education and Institutes of Advanced Studies in Education (IASEs) shall be eligible to apply for M.Ed. (Part Time) programme provided they are running existing M.Ed. (Full Time) programme.
- b) Such institutions offering existing M.Ed. Programme shall transit into M.Ed. (Full Time) programme to become eligible to offer M.Ed. (Part-Time) programme by 2026.

3. Duration and Working Days

3.1 Duration

M.Ed. (Part Time) programme shall be of two academic years, including field attachment and research dissertation. Students shall be permitted to complete the programme within a maximum period of 4 years. The vacations may be used for field attachment / practicum / other activities.

3.2 Working Days

- a. M.Ed. (Part Time) programme shall be of a duration of two academic years, each year being 192 days minimum with 20 hours per week.
- b. The minimum attendance of students shall be 80% in all courses and Practicum, and 90% for Field Attachment / practicum / other activities.

4. Intake, Eligibility and Admission Procedure:

4.1 Intake

The basic unit shall comprise a maximum of fifty students.

4.2 Eligibility

- a. Candidates seeking admission to the M.Ed. (Part Time) programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 - i) B.Ed. 1-Year / B.Ed. 2-Year/ ITEP
 - or
 - ii) B.A.B.Ed./ B.Sc.B.Ed./ B.El.Ed.
- b. Only working Teachers, educational administrators and other functionaries connected to administration, research, curriculum material development, policy making, teacher education etc. are eligible for admission.
- c. Relaxation in percentage of marks and reservation in seats for the candidates belonging to Scheduled Castes/ Scheduled Tribes/ Other Backward Classes /Persons with Benchmark Disabilities/ Economically Weaker Sections and any other categories shall be as per rules of the Central/ State Government/Union Territory Administration, whichever is applicable from time to time.

4.3 Admission Procedure

Admission to M.Ed (Part Time) Programme shall be through a subject and aptitude test conducted by the National Testing Agency (hereinafter referred to as 'NTA') and shall be standardized keeping in view the linguistic and cultural diversity of the country. A single nation-wide entrance test will be conducted by NTA for admission to the M.Ed. (Part Time) Programme under the recommendations of NEP 2020.

5. Curriculum and Programme Implementation

5.1 The Curriculum and programme implementation shall be based on the Model/Suggestive Curriculum/Syllabi developed and modified by NCTE from time to time. All the HEIs offering M.Ed. (Part Time) programme shall adhere to the Model/Suggestive Curriculum/Syllabi developed for the specific programme. However, Universities and Institutions may modify the Model/Suggestive Syllabi, upto 30%, as per local requirements. NCTE reserves the right to validate modifications made to the Syllabi, if any.

5.2 M.Ed. (Part Time) programme shall be identical to M.Ed. (Full Time) programme in all academic requirements except that its duration shall be of two academic years.

5.3 The HEIs shall fulfill the following requirements for implementation of M.Ed. (Part Time) programme:

- a) Prepare a calendar in which the field attachment/ internship and other related practicum are synchronized with the academic calendar of the institution.
- b) Make arrangements with institutions for field attachment/ internship and other related practicum activities required for institutional engagement. These institutions will form the basic contact point for all practicum activities and related work throughout the programme of study. The concerned government should be involved for the allotment of institutions to different HEIs.
- c) Ensure coordination with schools and other HEIs of the region. The concerned Government shall ensure a rational distribution of student-teachers/teacher educators in various institutions, in consonance with the calendar of the institutions, to provide institution support and cooperation.
- d) Develop institutional mechanisms to involve the teacher educators of the institutions in processes related to field attachment and other related practicum. At the time of commencement of the field attachment and other related practicum activities, an orientation may be planned, where faculty from the institute/college/department interacts with the teacher educators.
- e) Ensure fieldwork spreads throughout the program. This will, inter alia, include engagement with different types of schools to develop a holistic perspective of schools, classrooms, teaching experiences, feedback etc. in addition to community engagements and services.
- f) Initiate and deepen discourse on education by organizing seminars, debates, lectures and discussion groups for student-teachers/teacher-educators and faculty.

- g) Organize inter-institutional interactions for student-teachers/ teacher educators amongst various colleges on themes of educational significance and participation in such events organized in other institutions.
- h) Adopt a participatory teaching approach to help student-teachers/teacher educators to develop reflective thinking and critical questioning in skill-oriented courses.
- i) Facilitate student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- j) Maintain records of planning, observation schedules, feedback and reflective reports prepared by the student teachers/teacher educators.
- k) Provide opportunities for faculty development and organize academic enrichment programs for the professional development of faculty. Faculty shall be encouraged to participate in academic pursuits and pursue research, especially in school education.
- l) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise consisting of a long reflective and critical essay on an approved topic shall be compulsory.

6. Staff

6.1 Faculty

For an intake of 50 students per unit. The faculty positions shall be distributed as under:

- | | |
|-------------------------|-------|
| 1) Professor (Head) | One |
| 2) Associate Professors | One |
| 3) Assistant Professors | Three |

- 7. Qualifications of Faculty, Infrastructure Facilities, Instructional Facilities, Management Committee etc. Norms with respect to these aspects as prescribed for M.Ed. (Full time) programme shall apply mutatis mutandis for M.Ed. (Part Time) programme as well.

ABHILASHA JHA MISRA, MEMBER SECRETARY