

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

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

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

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

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

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

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

JUGLAL SINGH, Member Secy.

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

APPENDIX-1

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

1 Preamble

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

2 Duration and Working Days

2.1 Duration

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

2.2 Working Days

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

The institution shall work for a minimum of thirty six hours in a week for five or six days, during which physical presence of teachers and student-teachers in the institution is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- (b) The minimum attendance of student-teachers shall be 80% for all course work and practicum, and 90% for school internship.

3 Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of fifty students for each year. Two basic units are permissible initially. However, government institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

- (i) Candidates with at least fifty percent (50%) marks in the higher secondary (+2) or its equivalent examination are eligible for admission.
- (ii) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

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

3.4 Fees

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

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

This DPSE programme shall be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. It has been conceptualised as a teacher education programme with the objective of preparing teachers for children at the preschool stage. The curriculum shall constitute three broad components: (a) theory courses, supplemented with practical content; (b) practicum, i.e. self learning/development; and (c) school internship, i.e. engagement with children in preschool. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. However, it would be desirable to maintain the equal ratio between the theory component on one hand and the practicum and school internship on the other. The classroom pedagogy and processes shall be interactive and participatory, with a focus on inclusive classroom approach, tutorials, mentoring and use of blended methods.

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

(a) Theory Courses

The theory courses are generally categorized as Foundation Courses and Content and Pedagogy Courses keeping in view the integration and balance of understanding of child and child development from a psychological and sociological perspective, and a sound understanding of knowledge of pedagogy of language, mathematics and environmental studies along the early childhood continuum. The Foundation Courses shall include:

- (i) Early Childhood, Care and Education in India
- (ii) Understanding Child and Childhood
- (iii) Health and Nutrition of the Child
- (iv) Gender, Diversity and Discrimination.

The Content and Pedagogy Courses shall include:

- (i) Preschool Education Curriculum: principles and priorities
- (ii) Methods and Materials for Preschool Education

- (iii) Development of Mathematical Concepts in Children
- (iv) Development of Language and Literacy in Children
- (v) Developing Understanding of Environment
- (vi) Planning and Organizing a Preschool Education Programme
- (vii) Working with Children with Special Needs
- (viii) Working with Parents and Community.

(b) Practicum

Each theory course shall have associated practicals. Practical with theory classes aim at enabling student-teachers to: (a) internalise or understand theory better through linking it with the field situation, and (b) develop appropriate pedagogical competencies and skills. Activities supplementing theory may include observing children/families/institutions; doing case studies; creating and practising use of teaching-learning materials, aids and activity plans; planning and conducting activities related to different developmental and subject domains; and planning and designing continuing and comprehensive evaluation.

(c) School Internship

This is envisaged as a three stage process: Stage 1 : observation of preschool classes in different settings; Stage 2 : planned practice teaching in preschool classes for part of the day; and Stage 3 : full time internship or immersion in preschool programmes across a range of provisions - public, private, NGO.

A minimum of 20 weeks of internship in pre-schools shall be organized during the two year duration. Of this, 4 weeks would be dedicated to classroom observations etc. during the first year, and 16 weeks during the second year for internship in pre-schools.

(d) The institution shall have easy access to sufficient number of preschools in recognised schools for field work and practice teaching related activities of student-teachers. It is desirable that it has an attached preschool of its own. The institution shall make an arrangement with at least ten preschools/pre-primary schools indicating their willingness to allow the Internship as well as other school-based activities of the programme. These preschools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.

4.2 Programme Implementation

The college/institution will have to meet the following specific demands of a professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (ii) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (iii) Organise academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in preschool sections of elementary schools. Provisions of leave may be made for faculty to undertake research/teaching in Universities and schools.
- (iv) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports and observation records, which provide opportunities for reflective thinking.
- (v) The development of resources for the preschools must be emphasized and a partnership between the Teacher Education Institution and the preschool must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (vi) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (vii) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student-teachers.

4.3 Assessment

For each theory course, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for examination conducted by the examining body; and one-fourth of the total marks/weightage shall be allocated to evaluating the students' performance in classroom observations and 16 weeks of school internship. The weightage for internal and external assessment shall be fixed by the

5.3 Administrative and Professional Staff

- (i) Librarian - One (Full time)
Qualification

Bachelor degree in Library Science with 50% marks.

- (ii) UDC/Office Superintendent - One
(iii) Computer Operator-cum- Store keeper - One
(iv) Helpers - Two

Qualifications:

As prescribed by State Government/UT Administration concerned.

[Note: In a composite institution, the Principal, and academic, administrative and technical staff can be shared].

5.4 Terms and Conditions of Service

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

6 Facilities**6.1 Infrastructure**

- (a) Land area and Built up Area for running one unit of this course in combination with one unit of other teacher education programmes shall be as under:

	Built Up Area (in sqm)	Land Area (in sqm)
DPSE	1500 sq. mts.	2500 sq. m
DPSE plus D.El.Ed	2500 sq. mts	3000
DPSE plus B.Ed + Education component of BA/B.Sc. B.Ed.	3000 sq. mts	3000
DPSE plus B.Ed plus M.Ed	3500 sq. mts	3500
D.El.Ed plus DPSE Plus B.Ed plus M.Ed	4000 sq. mts	4000

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

- (b) The institution must have the following infrastructure:

- (i) One classroom of minimum size of 500 sq.ft (five hundred square feet) for every 50 students
- (ii) Multipurpose Hall with seating capacity of two hundred and a dias with total area of 2000 sq. ft. (two thousand square feet)
- (iii) Library-cum-Resource Centre
- (iv) ICT Resource Centre with at least 10 computers with internet facility
- (v) Curriculum Resource Centre
- (vi) Arts and Work Experience/Resource Centre(s)
- (vii) Educational Toys Room
- (viii) Health and Physical Education Room
- (ix) Principal's Office
- (x) Staff Room
- (xi) Administrative Office
- (xii) Girls' Common Room
- (xiii) Canteen
- (xiv) Store Rooms (Two)

- (xv) Separate Toilet facility for men and women student-teachers and staff out of which one should be for PWD.
- (xvi) Visitors' rooms
- (xvii) Parking space
- (xviii) Open Space for lawns, gardening activities, etc.
- (xix) Store Room and Multipurpose playfield

The size of instructional space shall not be less than 10 sq.ft. (ten square feet) per student. Each classroom should be of such size as to comfortably accommodate fifty student-teachers.

- (c) Reasonable outdoor space and facilities for indoor games shall be provided for physical education, sports and athletics. There shall be games facilities with playground.
- (d) Safeguard against fire hazard be provided in all parts of the building.
- (e) The institutional campus, building furniture etc. should be disabled friendly.
- (f) Hostel for boys and girls separately and some residential quarters are desirable.

6.2 Equipments and Materials

(a) *Library Books, Journals and Literature:* At least 1000 titles including suggested list of books as given in the curriculum framework and the following:

- (i) Books on Child development, Early Childhood Care and Education, Primary Education, Nutrition and Health, Sociology of Childhood and related disciplines. Self-learning material of ODL institutions/universities.
- (ii) Refereed print journals, E journals, e-materials, online resources, OERs
- (iii) Teachers' magazines and journals, e.g. Primary Teacher, Navtika, Teacher Support.
- (iv) Children's journals, magazines, activity books.
- (v) Children's literature including picture story books, non-fiction for children; anthology of children's poems and rhymes, graded early reading books, textbooks for class I and II.
- (vi) Fiction and non-fiction (travelogues, biographies etc.) for teacher educators.
- (vii) Encyclopedia, dictionary.

(b) *Other Resources*

- (i) Audio-visual equipment: Hardware for projection, duplication and educational software facilities including TV, digital projector, films, charts, pictures and ROT (Received Only Terminal). SIT (Satellite Interlinking Terminal would be desirable).
- (ii) Musical Instruments: Simple musical instruments such as Harmonium/Synthesizer, Dhapli, Dholak, Manjira and other indigenous instruments.
- (iii) Adequate games and sports equipment for common indoor and outdoor games.
- (iv) Teaching/Learning aids:
 - (a) Charts, pictures, models
 - (b) Raw material such as stationery, chart paper, mount board, cloth, cotton wool, etc. (for arts and crafts activities and for preparation of learning aids such as puppets; soft toys; picture cards, dominoes; conversation charts; story cards)
 - (c) Tools like scissors, scales, etc.
- (v) Developmental assessments check lists and measurement tools
- (vi) Digital multimedia resources
- (vii) Photocopying machine (desirable).

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Separate common rooms for male and female students-teachers.
- (c) Sufficient number of toilets, separate for male and female staff and students.

- (d) Space and arrangement for parking of vehicles,
- (e) Provision for safe drinking water.
- (f) Arrangement for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipments.
- (g) The institution's campus, building, furniture, facilities etc should be disabled friendly.
- (h) Safeguard against fire hazard shall be provided in all parts of the building.

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

7 Managing Committee

The institution shall have a Managing Committee constituted as per the rules of the concerned State Government, if any. In the absence of any such rule, the sponsoring society shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the Managing Society/Trust, Educationists, Early Childhood Education Experts and Staff Representatives.

APPENDIX-2

Norms and standards for diploma in elementary teacher education programme leading to Diploma in Elementary Education

(D.El.Ed)

1. Preamble

- 1.1 The Diploma in Elementary Education (D.El.Ed) is a two year professional programme of teacher education. It aims to prepare teachers for the elementary stage of education, i.e. classes I to VIII. The aim of elementary education is to fulfill the basic learning needs of all children in an inclusive school environment bridging social and gender gaps with the active participation of the community.
- 1.2 The elementary teacher education programme carries different nomenclatures such as BTC, J.B.T, D.Ed. and (Diploma in Education). Henceforth, the nomenclature of the programme shall be the same across all states and it shall be referred to as the 'Diploma in Elementary Education'(D.El.Ed).

2. Duration and Working Days

2.1 Duration

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

2.2 Working Days

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

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

The basic unit shall be of 50 students. Two basic units are permissible initially. However, Government Institutions shall be sanctioned a maximum intake of four units subject to fulfillment of other requirements.

3.2 Eligibility

- (a) Candidates with at least 50% marks in the higher secondary (+2) or its equivalent examination are eligible for admission.
- (b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

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