

175174-80

TO BE PUBLISHED IN GAZETTE OF INDIA PART -III, SECTION 4

File No. NRC/NCTE/NRCAPP-11855/B.A.B.Ed./B.Sc.B.Ed/269th Meeting(Part-2)/2017

Dated:-

RECOGNITION ORDER

12 MAY 2017

WHEREAS in terms of section 14(1)/15(1) of the NCTE Act, 1993, the institution had submitted application to the Northern Regional Committee of NCTE for grant of recognition/permission for Teacher Education Course.

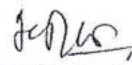
2. AND WHEREAS on scrutiny/perusal, veracity of the facts & figures as per the application submitted by the institution mentioned in table below, the documents attached therewith, the affidavit and the input received from the visiting team in the form of visiting team report including video graphy and also the reply submitted by the institution against decision of clause 7(13) of the NCTE Regulations, 2014, the Northern Regional Committee in its meeting held from time to time (mentioned against each of the institution) is satisfied that the institution/society fulfils the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the concerned Teacher Education Programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory, etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms and as per the approval of faculty given by the affiliating bodies.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3)(a)/15(3)(a) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition/permission to the following Institution for conducting Teacher Education programme with an annual intake mentioned against institution name from the academic session 2017-2018 under clause 7(16) of NCTE (Recognition Norms & Procedure) Regulations, 2014 subject to fulfilment of the conditions mentioned below: -

Sr. No.	File No.	Name of Institute	Course	Duration	Approved annual intake	Meeting No.	Name of the Affiliating Body
I.	NRCAP P-11855	Saraswati College of Teacher's Training, Plot No-126/1, 126/2, Street Number-Agra Road, Village-Chak Dausa, Post Office-Dausa, Tehsil/Taluka-Dausa, Town/City-Dausa, District-Dausa, State-Rajasthan, Pin Code-303303.	B.A.,B.Ed./ B.Sc.,B.Ed.	4 Year	100 seats (2 Units)	269 th Meeting (Part-2)	University of Rajasthan, JLN Marg, Jaipur

4. The institution shall adhere to the fulfillment of the provisions of the NCTE Regulations, 2014 and ensure the following before commencement of the session: -

- The institution shall comply with various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(10) of the NCTE (Recognition Norms & Procedure) Regulations, 2014.
- The institution shall comply with the condition as laid down in the clause 8(3) of the NCTE Regulations, 2014 which provided that "An institution which has been recognized by the Council shall obtain accreditation from an accrediting agency approved by Council within five year of such recognition."
- The institution shall ensure that the required number of academic staff for conducting the course is always in position.
- As per the provisions of the NCTE Regulations, 2014 the following norms have been prescribed for staff/ qualifications/administrative and professional staff/terms and conditions of service etc.



Norms and Standards for 4-year integrated programme leading to B.Sc.B.Ed / B.A.B.Ed Degree
- Regarding Staff

5.1 Faculty

For an intake of one basic unit of 50 students, faculty shall be recruited for the following Curricular Areas, with the specified essential and desirable qualifications and specializations. The number of full time faculty shall increase proportionately as per the norms indicated above. Additional faculty shall be appointed by the college/Institute subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

For an intake of two basic units of 50 students each, there shall be 16 full-time faculty members. The distribution of faculty across different curricular areas shall be as under:

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

- Note: i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s).
ii) Faculty can be utilized for teaching a B.Sc.B.Ed./B.A.B.Ed programme in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HOD

- (i) Postgraduate degree in Arts/Sciences/Social Sciences/ Humanities / Commerce with minimum 55% marks; and
- (ii) M.Ed. with minimum 55% marks; and
- (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
- (iv) Eight years of teaching experience in a secondary Teacher Education Institution.

Desirable: Diploma/Degree in Educational Administration/Leadership.

B. Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
 - (ii) M.Ed. degree from a recognised university with minimum 55% marks.
- OR
- (ii) Postgraduate (MA) degree in Education with minimum 55% marks; and
B.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

- (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and
- (ii) M.Ed. degree with minimum 55% marks.

Desirable: PhD in Education with pedagogic specialisation.

[Handwritten signature]

[Handwritten signature]
**Principal
(Education)**

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

A. Specialised Courses

Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks.

Visual Arts

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

Performing Arts

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

5.3 Administrative and Professional Staff

a) Librarian (B.Lib with 55% marks)	One
b) Computer Lab Asstt. (BCA with 55% marks)	One
c) Office Manager	One
d) Office Assistant cum Data Entry Operator	One
e) Curriculum Lab Co-ordinator	One
f) Accounts Assistant	One
g) Helpers/ Lab Attendant	Two

The qualifications shall be as prescribed by the State Government / Affiliating body for equivalent posts.

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

5.4 Terms and Conditions of Service of Staff

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.

4. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc. as applicable and compliance of the following by the affiliating body, State Govt and also the concerned recognised Institution:-

- (i) The affiliating bodies/State Govt. shall be required to verify the authenticity of the land & building documents with the required land & built up area as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.
- (ii) The affiliating body shall ensure that the institution is composite institution as per the definition of composite institution given in the NCTE Regulation, 2014. If at any stage, it is found that the institution as not a composite institution, the recognition, granted will be treated as withdrawn and the sole responsibility of the same will be of the institution. However, in the existing institutions permitted for additional intake, shall have to ensure that they are to become composite gradually preferably the academic session 2016-17.
- (iii) The NOC of the affiliating body and staff approval thereof submitted by the institution, if found fake at any stage, the recognition, granted will be treated as withdrawn and the sole responsibility of the same will be of the institution.

J. N. K.

[Signature]

Principal
(Education)
Karni Academy

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

6.3 Other Amenities

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

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

7. Managing Committee

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

APPENDIX-4

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

1. Preamble

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

2. Duration and Working Days

2.1 Duration

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

2.2 Working Days

- There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- 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.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

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

3.2 Eligibility

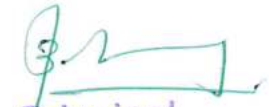
- Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are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

3.3 Admission Procedure

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

3.4 Fees

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



Principal
(Education)

Sandipani Academy
Achhoti, Distt. Durg (C.G.)

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

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

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

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

(i) Theory Courses

(a) Perspectives in Education

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

(b) Curriculum and Pedagogic Studies

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

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

(ii) Engagement with the Field/Practicum

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

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

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

Principal
(Education)

Sandipani Academy

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

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

(iii) School Internship

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

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

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

4.2 Programme Implementation

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

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


Principal
(Education)

4.3 Assessment

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

5. Staff

5.1 Academic Faculty

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

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

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

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

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

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

- (i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
- (ii) M.Ed. with minimum 55% marks; and
- (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
- (iv) Eight years of teaching experience in a secondary Teacher Education Institution.

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

B. Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
- (ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

- (i) Postgraduate (MA) degree in Education with minimum 55% marks; and
- (ii) B.Ed./B.El.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

- (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and
- (ii) M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.



Principal
(Education)



SANCTIONED POSTS FOR THE LAST FIVE YEARS

Our College is self-financed and un aided institution run under the management, no need of university sanctioned letter for the post. As per the NCTE regulation requirement of faculties in B.Ed., & B.A. B.Ed., B.Sc. B.Ed. Program, following posts are sanctioned-

YEARS	As per the NCTE Regulation Required Post			Sanctioned Posts		
	B.Ed. (100 Seats)	B.Sc. B.Ed. (50 Seats)	B.A. B.Ed. (50 Seats)	B.Ed. (100 Seats)	B.Sc. B.Ed. (50 Seats)	B.A. B.Ed. (50 Seats)
2021-22	16	08	08	16	08	08
2020-21	16	08	08	16	08	08
2019-20	16	08	08	16	08	08
2018-19	16	08	08	16	08	08
2017-18	16	08	08	16	08	08


Principal
(Education)
Sandipani Academy
Achhoti, Distt. Durg (C G)