



REPORT NO.

368

PARLIAMENT OF INDIA
RAJYA SABHA

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE
ON EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS**

**THREE HUNDRED AND SIXTY EIGHTH REPORT
ON**

**Review of functioning of National Council for Teacher Education
(NCTE) and initiatives taken to support training of teachers in light
of NEP 2020's thrust on Capacity Building of Teachers**

(Presented to the Rajya Sabha on 8th August, 2025)

(Laid on the Table of Lok Sabha on 8th August, 2025)



Rajya Sabha Secretariat, New Delhi
August, 2025 / Sravana, 1947 (Saka)

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Hindi version of this publication is also available

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COMPOSITION OF THE COMMITTEE
(Constituted w.e.f. 26th September, 2024)

1. **Shri Digvijaya Singh** - **Chairman**

RAJYA SABHA

2. Shri Bikash Ranjan Bhattacharyya
3. Ms. Sushmita Dev
4. Dr. Sikander Kumar
5. Shrimati Sunetra Ajit Pawar
6. *Shrimati Rekha Sharma
7. Dr. Bhim Singh
8. Shri Harbhajan Singh
9. Shri Ghanshyam Tiwari
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LOK SABHA

11. Shri Brijmohan Agrawal
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13. Shrimati Rachna Banerjee
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16. Shri Jitendra Kumar Dohare
17. Prof. Varsha Eknath Gaikwad
18. Shri Abhijit Gangopadhyay
19. Dr. Hemang Joshi
20. Shri Amar Sharadrao Kale
21. Shri Kalipada Saren Kherwal
22. Adv Dean Kuriakose
23. Dr. Sambit Patra
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25. Dr. D Purandeswari
26. Shri Rajeev Rai
27. Shri Zia Ur Rehman
28. Shri Karan Bhushan Singh
29. Ms. Bansuri Swaraj
30. Shri Kamakhya Prasad Tasa
31. Dr. T Sumathy alias Thamizhachi Thangapandian

*Nominated w.e.f. 23.01.2025

SECRETARIAT

Shri Vimal Kumar, Joint Secretary
Shri Jayanta Kumar Mallick, Director
Shri Vijay Kumar Rai, Under Secretary
Shri Ashwani Yadav, Senior Secretariat Assistant

INTRODUCTION

I, the Chairman of the Department-related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Sixty Eighth Report of the Committee on the " Review of functioning of National Council for Teacher Education (NCTE) and initiatives taken to support training of teachers in light of NEP 2020's thrust on Capacity Building of Teachers".

2. The Department related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, has been examining the subject in light of National Education Policy (NEP) 2020 and the current Report is on Review of functioning of National Council for Teacher Education (NCTE) and initiatives taken to support training of teachers in light of NEP 2020's thrust on Capacity Building of Teachers. The Committee wishes to place on record its gratitude to the representatives of the Departments of School Education & Literacy, Ministry of Education, National Council of Teachers Education (NCTE), Educationist and representatives from Tata Institute of Social Sciences, Mumbai (TISS), University of Delhi, Civil Society Organisations, National Institute of Advanced Studies, Bangalore, Indira Gandhi National Open University, New Delhi and Dr. BR Ambedkar University, Delhi for making submissions, furnishing necessary information/documents and rendering valuable assistance to the Committee in its deliberations.

3. For the facility of reference and convenience, the recommendations of the Committee have been presented in bold letters at the end of the Report.

4. The Committee considered the draft Report and adopted the same in its meeting held on the 5th August, 2025.

NEW DELHI
5th August, 2025
Saravana 14, 1947 (Saka)

Shri Digvijaya Singh
Chairman
Department-related Parliamentary
Standing Committee on Education, Women,
Children, Youth and Sports

ACRONMYS

ABC	Academic Bank of Credits
B. Ed.	Bachelor of Education
B. El. Ed	Bachelor of Elementary Education
BITE	Block Institute of Teacher Education
BRCs	Block Resource Centres
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CPD	Continuous Professional Development
CRCs	Cluster Resource Centres
CSOs	Civil Society Organisations
CTET	Central Teacher Eligibility Test
D.El.Ed	Diploma in Elementary Education
DIET	District Institutes for Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing.
DoSE&L	Department of School Education and Literacy
ECCE	Early Childhood Care and Education
EWS	Economically Weaker Section
HEI	Higher Education Institution
HR	Human Resource
ICT	Information and Communication Technology
IIT	Indian Institute of Technology
IP University	Indraprastha University
ITEP	Integrated Teacher Education Programme
KVS	Kendriya Vidyalaya Sangathan
M.Ed	Master of Education

NCERT	National Council of Educational Research and Training
NCET	National Common Entrance Test
NCFTE	National Curriculum Framework for Teacher Education, 2021
NCrF	National Credit Framework
NCTE	National Council for Teacher Education
NCTQ	National Centre for Teacher Quality
NDEAR	National Digital Education Architecture
NEP 2020	National Education Policy 2020
NET	National Eligibility Test
NGOs	Non Government Organizations
NIT	National Institute of Technology
NMM	National Mission for Mentoring
NPST	National Professional Standards for Teachers
NPST	National Professional Standards for Teachers
NTA	National Testing Agency
NVs	Navodaya Vidyalayas
NVS	Navodaya Vidyalaya Samiti
OBC	Other Backward Class
ODL	Open and Distance Learning
PAB	Project Approval Board
PARs	Performance Appraisal Report
Ph.D	Doctor of Philosophy
PwD	Person with disability
RIE	Regional Institute of Education
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE Act, 2009	Right of Children to Free and Compulsory Education Act, 2009
SC	Scheduled Caste

SCERTs	State Councils for Educational Research and Training
SLET	State Level Eligibility Test
SSA	Samagra Shiksha Abhiyan
ST	Scheduled Tribe
SWAYAM	Study Webs of Active learning for Young Aspiring Minds
TEIs	Teacher Education Institutions
TET	Teacher Eligibility Test
TISS	Tata Institute of Social Sciences
UGC	University Grants Commission
UTs	Union Territories

REPORT

Education forms the foundation of any society and it is a major factor in the economic, social, and political growth and development of a country. Elementary and School education is the cornerstone of personal and societal development, equipping young minds with foundational knowledge, critical thinking skills, and social values that shape their future. It fosters intellectual growth, encourages curiosity, and prepares students to navigate an ever-evolving world, contributing meaningfully to their national and the global economy. In this direction, Elementary and school education forms the bedrock of a child's intellectual, social, and emotional development, laying the foundation for lifelong learning and success. In the early years, elementary education fosters essential skills like reading, writing, and critical thinking, while nurturing curiosity and creativity in a structured yet supportive environment. As students progress through school, education builds on these fundamentals, equipping them with the knowledge, problem-solving abilities, and social values needed to thrive in a complex, rapidly changing world. This holistic development not only empowers individuals but also strengthens the Nation and drives societal progress.

1.2 Equally vital is the training of elementary and school teachers, as they are the architects of this learning process. Well-trained teachers, equipped with modern pedagogical techniques and subject expertise, create engaging and inclusive classrooms that inspire students and address diverse learning needs. Ongoing professional development ensures teachers stay updated on educational trends and technologies, enabling them to cultivate critical skills like problem-solving and creativity in students, ultimately strengthening the education system's impact. Continuous professional development ensures they remain adept at incorporating new educational tools and methodologies, fostering environments where students can develop critical thinking, collaboration, and resilience. Effective teacher training ultimately enhances the quality of education, ensuring students are prepared for future challenges and opportunities. It is in this backdrop, the Committee on Education, Women, Children, Youth and Sports considered the recommendations on Capacity of Building of Teachers contained on National Education Policy (NEP), 2020; initiatives taken /to be taken to support teachers' training; and functioning of National Council for Teachers' Education (NCTE).

1.3 The Committee at its meetings held on 20th February and 19th May, 2020 heard the views of Secretary, Department of School Education and Literacy, Chairman, NCTE and other representatives of the Department of School Education and Literacy, Ministry of Education along with educationists and representatives of Civil Society Organizations on the subject in details.

1.4 As of now, the guiding document for teachers' education is the National Education Policy (NEP), 2020 which consists of two parts. First one is Approach to Teachers' Education which comprises of Para 5.22 to Para 5.29. The second part provides for Teachers' Education which comprises of Para 15.1 to 15.11. The said Paras contained in NEP 2020 are given as under:-

(a) Approach to Teacher Education

- i. Para 5.22- Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and

universities. As colleges and universities all move towards becoming multidisciplinary, they will also aim to house outstanding education departments that offer B.Ed., M.Ed., and Ph.D. degrees in education.

- ii. Para 5.23- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. The 2-year B.Ed. programmes will also be offered, by the same multidisciplinary institutions offering the 4-year integrated B.Ed., and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects. These B.Ed. programmes may also be suitably adapted as 1-year B.Ed. programmes, and will be offered only to those who have completed the equivalent of 4-year multidisciplinary Bachelor's Degrees or who have obtained a Master's degree in a specialty and wish to become a subject teacher in that specialty. All such B.Ed. degrees would be offered only by accredited multidisciplinary higher education institutions offering 4-year integrated B.Ed. programmes. Multidisciplinary higher education institutions offering the 4-year in-class integrated B.Ed. programme and having accreditation for ODL may also offer high-quality B.Ed. programmes in blended or ODL mode to students in remote or difficult-to-access locations and also to in-service teachers who are aiming to enhance their qualification, with suitable robust arrangements for mentoring and for the practicum-training and student-teaching components of the programme.
- iii. Para 5.24- All B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. All B.Ed. programmes will include strong practicum training in the form of in-classroom teaching at local schools. All B.Ed. programmes will also emphasize the practice of the Fundamental Duties (Article 51A) of the Indian Constitution along with other Constitutional provisions while teaching any subject or performing any activity. It will also appropriately integrate environmental awareness and sensitivity towards its conservation and sustainable development, so that environment education becomes an integral part of school curricula.
- iv. Para 5.25- Special shorter local teacher education programmes will also be available at Block Institute of Teacher Education (BITEs), DIETs, or at school complexes themselves for eminent local persons who can be hired to teach at schools or school complexes as 'master instructors', for the purpose of promoting local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.
- v. Para 5.26- Shorter post-B.Ed. certification courses will also be made widely available, at multidisciplinary colleges and universities, to teachers who may wish to move into more specialized areas of teaching, such as the teaching of students with disabilities, or into leadership and management positions in the schooling system, or to move from one stage to another between foundational, preparatory, middle, and secondary stages.
- vi. Para 5.27- It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.
- vii. Para 5.28- By 2021, a new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT, based on the principles of this National Education Policy 2020. The framework will be developed after discussions with all stakeholders including State Governments, relevant Ministries/Departments of Central Government and various expert bodies, and will be made available in all regional languages. The NCFTE 2021 will also factor in the requirements of teacher education curricula

for vocational education. The NCFTE will thereafter be revised once every 5-10 years by reflecting the changes in revised NCFs as well as emerging needs in teacher education.

- viii. Para 5.29- Finally, in order to fully restore the integrity of the teacher education system, stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs) running in the country, including shutting them down, if required.

(b) Teacher Education

- i. Para 15.1- Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.
- ii. Para 15.2- According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.
- iii. Para 15.3- In order to improve and reach the levels of integrity and credibility required to restore the prestige of the teaching profession, the Regulatory System shall be empowered to take stringent action against substandard and dysfunctional teacher education institutions (TEIs) that do not meet basic educational criteria, after giving one year for remedy of the breaches. By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force.
- iv. Para 15.4- As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics. Moreover, all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030, since they will have to offer the 4-year integrated teacher preparation programme.
- v. Para 15.5- The 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers. The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates who have received a 4-year undergraduate degree in a specialized subject.

Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

- vi. Para 15.6- HEIs offering teacher education programmes will ensure the availability of a range of experts in education and related disciplines as well as specialized subjects. Each higher education institution will have a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education, etc.
- vii. Para 15.7- In order to maintain uniform standards for teacher education, the admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the National Testing Agency (NTA), and shall be standardized keeping in view the linguistic and cultural diversity of the country.
- viii. Para 15.8- The faculty profile in Departments of Education will necessarily aim to be diverse and but teaching/field/research experience will be highly valued. Faculty with training in areas of social sciences that are directly relevant to school education e.g., psychology, child development, linguistics, sociology, philosophy, economics, and political science as well as from science education, mathematics education, social science education, and language education programmes will be attracted and retained in teacher education institutions, to strengthen multidisciplinary education of teachers and provide rigour in conceptual development.
- ix. Para 15.9- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D subject during their doctoral training period. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines. Ph.D students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means. Ph.D. programmes at universities around the country will be re-oriented for this purpose.
- x. Para 15.10- In-service continuous professional development for college and university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education. The use of technology platforms such as SWAYAM/DIKSHA for online training of teachers will be encouraged, so that standardized training programmes can be administered to large numbers of teachers within a short span of time.
- xi. Para 15.11- A National Mission for Mentoring (NMM) shall be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

2. National Council for Teacher Education (NCTE) and its functioning

2.1 The Department has informed that as per provisions of Section 12 of the NCTE Act, 1993, it shall be the duty of the Council to take all such steps as it may think it fit for ensuring planned and coordinated development of teacher education and for the determination and maintenance of standards for teacher education and for the purposes of performing its functions under this Act. The Council may-

- a) undertake surveys and studies relating to various aspects of teacher education and publish the result thereof;
- b) make recommendations to the Central and State Governments, Universities, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and pro-programmes in the field of teacher education.
- c) co-ordinate and monitor teacher education and its development in the country;
- d) lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions.
- e) lay down norms for any specified category of courses or trainings in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course contents and mode of curriculum;
- f) lay down guidelines for compliance by recognized institutions, for starting new courses or training, and for providing physical and instructional facilities, staffing pattern and staff qualifications;
- g) lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training;
- h) lay down guidelines regarding tuition fees and other fees chargeable by recognised institutions;
- i) promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;
- j) examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institutions;
- k) evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognised institutions;
- l) formulate schemes for various levels of teacher education and identify recognised institutions and set up new institutions for teacher development programmes;
- m) Take all necessary steps to prevent commercialization of teacher education; and
- n) Perform such other functions as may be entrusted to it by the Central Government.

2.2 The Committee was further informed that the policies of the National Council for Teacher Education (NCTE) are guided by its statutory mandate under the NCTE Act-1993, particularly Section 12, which empowers the Council to ensure the planned and coordinated development of teacher education and the maintenance of standards. These policies encompass:

- (i) **Teacher Education Programmes:** NCTE lays down norms and standards for all teacher education programmes, including duration, curriculum structure, pedagogical content, and evaluation methods. Recent reforms, such as the introduction of the four-year Integrated Teacher Education Programme (ITEP), are aligned with the NEP 2020's vision of multidisciplinary and stage-specific teacher preparation.

- (ii) **Qualifications of Teachers:** NCTE defines the minimum qualifications for teacher educators and school teachers, ensuring consistency and quality across institutions. This includes eligibility requirements, academic background, and professional training needed for different levels of teaching.
- (iii) **Training and Curriculum:** The Council develops guidelines for course content and mode of delivery, integrating contemporary pedagogies, emerging technologies, and 21st-century skills. It also promotes research and innovation in teacher education and ensures vertical academic mobility through integrated and dual-degree structures.
- (iv) **Institutional Standards and Compliance:** NCTE regulates recognised teacher education institutions by prescribing norms for infrastructure, staffing patterns, instructional facilities, and by instituting mechanisms for regular appraisal, accountability, and prevention of commercialization. To align with NEP 2020, the NCTE Regulation, 2014 is in the process of revision to incorporate the recommendations outlined in Sections 5.22, 5.23, 5.24, 15.1, and 15.5 of the NEP 2020. These proposed revisions have introduced a range of integrated teacher education programs, such as the 4-Year ITEP, ITEP - Physical Education, ITEP - Arts Education, ITEP - Yoga Education, and ITEP - Sanskrit Education.

2.3 The NEP 2020 enacts numerous changes in India's Teacher education sector as referred in Chapters 4, 5 & 15. Accordingly, major tasks as recommended in NEP 2020 and initiated by NCTE are as under: -

(i) Integrated Teacher Education Programme (Para 15.5 & 5.22):

ITEP is a 4 year integrated dual major bachelor degree in Education as well as a specialized subject in arts, science, physical education etc. The aim is to develop passionate, motivated, qualified, professionally trained, and well-prepared teachers. These educators will be capable of designing and implementing learning experiences that are developmentally appropriate for students at various stages of school education. The ITEP strives to provide prospective teachers with the highest quality education in content, pedagogy, values, and practical application. Admission for the ITEP is carried out by the National Testing Agency (NTA) through the National Common Entrance Test (NCET) last test was held on 29th April, 2025.

(ii) National Common Entrance Test (Para 15.7):

In accordance with the provisions of sub-section (1) of Section 23 of the RTE Act, the National Council for Teacher Education (NCTE) *vide* Notification dated 23rd August, 2010 and 29th July, 2011 laid down the minimum qualifications for a person to be eligible for appointment as a teacher for class I to VIII. It had been *inter alia* provided that one of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in Clause (n) of section 2 of the RTE Act is that he/she should pass the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE. Accordingly, NCTE has framed guidelines for conduct of TET by appropriate Government which is uploaded at

<https://ncte.gov.in/website/TETguidelines.aspx>. CTET is conducted by CBSE in accordance with the guidelines framed by NCTE.

(iii) National Professional Standards for Teachers (Para 5.20):

The National Professional Standards for Teachers (NPST), as envisioned in Para 5.20 of the National Education Policy (NEP) 2020, aims to enhance the personal and professional development of teachers by providing clear expectations and guidelines for performance improvement. It seeks to ensure that all students are taught by passionate, motivated, highly qualified, professionally trained, and well-equipped teachers. The NPST defines competencies for teachers at various stages/levels and influences aspects of teacher career management, including tenure, professional development, salary increases, promotions, and recognition. The Department launched the NPST Guiding Document on 09th March, 2024. Braille Version and Audio version of NPST Guiding Document were released on 29.07.2024 on the occasion of 4th Anniversary of NEP, 2020.

(iv) National Mission for Mentoring (Para 15.11):

The National Mission for Mentoring (NMM), as envisaged in Para 15.11 of NEP 2020, aims to create a large pool of outstanding professionals willing to provide mentoring to school teachers. These potential mentors, regardless of age or position, will contribute towards realizing the 21st-century developmental goals of the nation. The NMM underlines the importance of both short-term and long-term mentoring/professional support. It brings an opportunity to leverage cross-learning among different individuals, leading to their continuous professional development.

2.4 The Department launched the NMM- the Bluebook on 09th March, 2024. Braille Version and Audio version of NMM- the Bluebook were released on 29.07.2024 on the occasion of 4th anniversary of NEP, 2020.

2.5 Performance Appraisal Report (PAR) (Para 15.2 & 5.29):

In order to ascertain whether the recognized institutions are functioning in accordance with the provisions of NCTE Act 1993, norms & standards and guidelines laid down by the Council for enforcing accountability on recognized institutions and bringing improvement in the quality and service delivery in the teacher education sector across the country in this regard. NCTE has decided that the Performance Appraisal Report(s) (PARs) are mandatorily required to be submitted year-wise online by all the existing Teacher Education Institutions (TEIs) on the NCTE portal. So far PAR has been called as per following details:

- a) PAR-I: Public Notice Dated 22.09.2019 for the Academic Year 2018-2019
- b) PAR-II: Public Notice Dated 29.09.2021 for the Academic Year 2020-2021
- c) PAR-III: Public Notice Dated 09.09.2024 for the Academic Year 2021-2022 and 2022-2023.

2.6 In response to a question by the Committee regarding the details of number of sanctioned strength and vacancies of teaching, non teaching and administrative staffs in the NCTE. Category-wise/Group-wise, and the steps being taken to fill up the vacancies, the Department has informed that the teaching staff is not authorised in the sanctioned strength of NCTE. The details of category-wise sanctioned strength, in position and vacant posts as on 15.06.2025 of NCTE are as under:-

Table-1

Cadre wise current sanctioned strength			Cadre wise in position (including deputation)			Cadre wise vacant position (including deputation)			Total vacant post available for recruitment		
A	B	C	A	B	C	A	B	C	A	B	C
24	46	53	11	26	28	13 (54%)	20 (43%)	25 (89%)	-	13	24

2.7 The Committee observes that as on 15th June, 2025, out of total 24 sanctioned strength in Group A in NCTE, there are only 11 Group A officers are in-position including the deputationists and 13 posts in Group A are lying vacant. Similarly, out of 46 and 53 sanctioned strength in Group B and C respectively, only 26 and 28 persons are deployed including those on deputation. The Committee further notes that there are 54%, 43% and 89% vacancies in Group A, B and C posts in NCTE, respectively excluding those officials who have been deployed against deputation vacancies. The Committee feels that any organisation cannot function properly nor can do justice with the mandate and responsibilities, it has been conferred by an Act of Parliament in absence of sufficient manpower/ human resources. The Committee, therefore, recommends the Department/ NCTE to fill up the vacancies in Group A, B and C in a time-bound manner and latest by 31st March, 2026 for effective realisation of objectives of NEP, 2020 and teachers' training in the country.

2.8 Department/ NCTE has further informed that to mitigate the shortage, temporary measures have been taken by employing consultants on short-term contracts. Action for filling up of vacant posts have been initiated by NCTE. As informed by the Department/NCTE, the details of number of contractual appointments of teaching, non-teaching and administrative staffs in the NCTE since 2019 till 15th June 2025, year-wise, is given as under at Table 2:-

Table-2

Details of Contractual appointments in NCTE during the last five years and the current year, year wise are as under :-							
Particulars	No. of appointments (Non teaching)						
	2019	2020	2021	2022	2023	2024	2025

Contractual appointments	04	--	03	15	20	34	13
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2.9 In response to a question regarding the details of number of permanent appointments of teaching, non teaching and administrative staff in the NCTE since 2019 till 15th June 2025, year – wise, the Department has informed that Nil appointments have been done during the said period in NCTE.

2.10 The Committee takes note of the submission of Department/NCTE which states that "to mitigate the shortage, temporary measures have been taken by employing consultants on short-term contracts." The Committee also takes serious note that no recruitments of permanent teaching, non-teaching and administrative staffs have been made by NCTE since 2019 till 15th June, 2025. The Committee further observes that number of contractual appointments on non-teaching staffs in NCTE is 04 during 2019, Nil during 2020, 03 during 2021, 15 during 2022, 20 during 2023, 34 during 2024 and 13 in 2025 till 15th June, 2025, which shows increasing trend in contractual appointments in NCTE. The Committee, therefore, recommends the Department of School Education and Literacy and NCTE to fill up the vacancies at the earliest on permanent/regular basis to ensure Constitutional Rights of SC, ST, OBC, EWS and PwD *etc.*

2.11 In reply to another question asked by the Committee regarding withdrawal of directives given by Secretary, Department of School Education & Literacy for stoppage of recruitment in NCTE, in September 2020, during a meeting on NEP, in light of the recommendation of the Committee in its 363rd report, it has been informed that the Department of School Education & Literacy vide its letter dated 23.01.2025 has requested NCTE to carry out an assessment about requirement of staff at every level and consider implementation of Mission Recruitment (filling up of vacancies in various Ministries/ Departments including vacancies in Public Sector Undertakings/ Autonomous Bodies, etc. in a mission mode). Necessary follow-up action in this matter is being taken by NCTE.

2.12 The Committee takes note of the letter of the Department dated 23.01.2025 to NCTE for carrying out an assessment about requirement of staff at every level and consider implementation of Mission Recruitment and appreciates the Department of School Education and Literacy for withdrawal of directives of Secretary, DoSEL given in September 2020, during a meeting on NEP, for stoppage of recruitment in NCTE. The Committee also recommends the Department to take follow-up actions with NCTE in this regard and to ensure that all the vacant posts in NCTE are filled up by March, 2026 on permanent/regular employment basis instead of contractual or deputation basis to achieve the goal of NEP 2020 and teachers' training.

In response to a question by the Committee regarding the details of provisions/ facility for training of teacher's trainers in the country, State-wise, the Department has informed the details of the provisions of Pre Service teacher education programmes/ training as per NCTE Notification 2021 which is as under:-

Table-3

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

In response to another question as to how NCTE is utilising technology for teachers' training in the country, state wise, it has been informed that National Centre for Teacher Quality (NCTQ) has been established at the NCTE headquarters in New Delhi, serving as an NDEAR-compliant integrated digital platform for implementing, monitoring, and analysing NPST and NMM programmes. Formation of NCTQ is being financially supported by DoSE&L.

Views of Educationists and Representatives of Civil Society Organizations on the subject:-

2.13 The Committee also heard the views of Educationists and Representatives from Tata Institute of Social Sciences, Mumbai on the subject. They informed the Committee that there are a total of 16,000 TEIs in India. 92% of these are under private self-financing institutions. Of the

government run TEIs, around 600 of them are District Institutes of Education and Training (DIETs). Since 2014, all TEIs are expected to follow the National Curriculum Framework of Teacher Education (NCFTE), which gives a general outline of curriculum. In 2019, NCTE came out with a model curriculum for the ITEP. NCTE's 2025 Regulations expect all TEIs to adhere to the model curriculum with autonomy to change 30% of the curriculum, only after NCTE's approval (Sec 4.1).

2.14 Teacher Education Programmes in India prepare teachers for broad stages and subject requirements of school. Preschool and primary school teachers are generalists and subject teachers (TGT) are expected to have under graduate level qualification and BEd. Teacher recruitment by states is broadly for:-

- i. Pre-School/Nursery Teacher;*
- ii. PRT for primary school;*
- iii. TGT subject teachers for middle and secondary;*
- iv. PGT for senior secondary schools; and*
- v. Art, Physical Education, Music, Special Education teachers appointed to work across levels.*

Table-4

Teaching positions/types and teacher education programmes in India					
Current programmes				ITEP & proposed BEd (post +2)	
Level	Position	Qualification	Eligibility	Level	Details
Pre School	Pre School Teacher /Nursery teacher	Diploma in Preschool education & other unrecognised programmes of varying lengths etc	+2	Pre-school	ITEP or BEd (foundation) Generalist teacher ITEP PE teacher/Art teacher/Sanskrit teacher/Yoga Teacher
1 to 5	Primary	D.El.Ed	+2	& 1,2	

	teacher (grades 1 to 5) Generalist teacher	(awarded by PU or HSc boards) BEEd (awarded by Universities)		3,4,5	ITEP or BEd (prep) subject teacher/PE/Art/Yoga/Sanskrit
6 to 10	'Trained Graduate Teacher' (grades 8 to 10) Subject Teacher	B.Ed (awarded by universities) BSc-BEd/BA-BEd	Under graduate degree in school subject +2	6 ,7, 8	ITEP or BEd (middle) subject teacher/PE/Art/Yoga/Sanskrit
				9,10	ITEP or BEd (secondary) subject teacher/PE/Art/Yoga/Sanskrit
11,12	Post Graduate Teacher (PGT) (grades 11&12) subject teacher	BEd (awarded by University) + PG prior or after BEd MSc-Ed/MA-Ed		11,12	ITEP or BEd (PGT) subject teacher/PE/Art/Yoga/Sanskrit
1 to 12	PE Teacher Art Teacher, SplEd	CPed/DPEd/BPEd DVA, DPA BEdSpl Ed			

2.15 The representatives of Civil Society and Tata Institute of Social Sciences (TISS) also informed the Committee that teacher deployment in the country for the elementary level is 5 times more than the teachers in secondary level. This holds true for the number of sanctioned posts, filled posts and vacant posts. The data for teacher deployment in India for the academic year 2023–24 is given below:-

Table-5

Teacher Deployment in India for the Academic Year 2023–24			
Stage	Sanctioned Posts	Filled Posts	Vacant Posts
Elementary	46,56,000	39,50,000	7,06,000
Secondary	9,20,000	7,95,000	1,25,000
Source: Annexure Referred to in Reply To Part (C) And (D) Of Lok Sabha Unstarred Question No. 133 dated 4.12.2023. [https://educationforallinindia.com/wp-content/uploads/2024/10/statewise-shortage-of-teachers-elementary-and-secondary-level-2021-22-to-2023-24-PAB-4-december-2023-India.pdf]			

2.16 The Department has furnished to the Committee the updated details of Sanctioned, In-position and Vacant posts of teachers during meeting of the Committee held on 7th January, 2025 which is given as under:-

TABLE-6

Heads	2023-24				2024-25			
	Sanct ioned	In- position	Vacant	% Vaca nt	Sanction ed	In- position	Vacant	% Vaca nt
Elementary	48,04,908	40,80,734	7,24,174	15.07	45,46,395	39,73,713	5,72,682	12.60
Secondary	15,21,299	12,86,325	2,34,974	15.45	24,39,365	20,29,385	4,09,980	16.81
Total	63,26,207	53,67,059	9,59,148	15.16	69,85,760	60,03,098	9,82,662	14.07

2.17 In a response to a query by the Committee with respect to demand and supply of teachers, as to how this new system is going to affect the supply of teachers and how that supply is going to satisfy the demand, the Secretary, DoSEL informed on 19th May, 2025 that there is a fair amount of vacancies in school system across the country. Around 10 lakhs is a figure which has been mentioned. Out of that, 7.5 lakhs are from the primary sections which is an issue which the department is working with the State Governments, because ‘Education’ is under the Concurrent

List and, out of 14.8 lakh schools, Government of India administers just about 3,000 schools. Rest of the schools are either in the private sector or they are managed by the State Governments or they happen to be aided by the State Governments. So, Department is always taking up this matter with the State Governments and encouraging them to make appointments so as to ensure that there is a certain PTR maintained in all classrooms. The Secretary also informed the Committee that he has taken note of the primary concerns and he will be responding to them.

2.18 The Committee takes note of the submission of the Secretary, DoSEL that around 10 lakhs posts of teachers in schools education are lying vacant in the country. The Committee also notes that out of 14.8 lakh schools, Government of India administers just about 3,000 schools. In this regard, the Committee is constrained to note that level of vacancies in Government of India administered schools like Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (NVs) *etc.* are also alarming. There are overall 30 to 50% vacancies in KVs and NVs also and contractual appointments of teachers are being done inspite of repeated recommendation of the Committee to fill-up the vacancies. The Committee, therefore, re-iterates its recommendations contained in its 349th and 363rd Reports and directs the Department of School Education and Literacy to fill-up vacancies of teachers in Government of India administered schools like Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (NVs) *etc.* through appointment of regular/permanent teachers *instead of* contractual teachers at the earliest and not later than 31st March, 2026 and apprise the Committee in this regard.

2.19 The Committee also recommends the Department to stop contractual appointments of teachers in these schools which adversely impact the overall school education and undermines the Constitutional provision of reservation in Government jobs to SC, ST, OBC, EWS, PwD *etc.*

2.20 The Committee observes that there are around 10 lakhs vacancies of teachers in Samagra Shiksha Abhiyan (SSA) funded schools in various States and there are around 7.5 lakh vacancies at elementary and primary levels. The Committee notes that there is no improvement in filling up of vacancy positions in these SSA funded schools of the State Governments inspite of repeated recommendations of the Committee contained in its 349th and 363rd Reports to fill up the vacancies in a time bound manner, rather it is worsening day by day due to retirements of teachers and due to absence of a permanent recruitment

policy. The Committee, therefore, recommends the Department to take up the matter of vacancies of teachers in SSA funded schools of the State Governments strongly and teachers' salary component of SSA funds of those States which do not comply with the directions of the Department to fill up the vacancies with regular/permanent teachers, should be kept in abeyance till the respective States comply with the directives of the Central Government.

2.21 The Committee also recommends the Department to take up the issue of appointment of teachers on contractual basis which violates the Constitutional provision of reservation in Government jobs to SC, ST, OBC, PwD and EWS category. The Committee recommends for stoppage of teachers on contractual basis in SSA funded schools.

2.22 The representatives of the Civil Societies also informed the Committee regarding certain concerns with respect to the proposed NCTE 2025 Regulations. The main concerns raised by them are as under:-

- a) Hyperspecialisation and segmentation of teacher preparation and labour force:
 - (i) ***Complex teacher education model:*** The proposed qualification matrix is hyper-specialised and segmented. It splits preparation across four school stages and across all subject areas, including physical education and arts. This move will make teacher education complex and create challenges in recruitment, deployment, and appointment policies.
 - (ii) ***Early specialisation pressure:*** Students entering teacher education at the age of 17 or 18 years will be required to select both a subject and a school stage at the start of the teacher preparation programme— this reduces flexibility and prematurely locks their career paths.
 - (iii) ***Imbalance in the labour market (teacher supply):*** Both institutions and students are likely to choose (current trends indicate this) secondary-level specialisations because of higher status and pay. This will create an imbalance in teacher supply and demand— more so for the foundational and preparatory stages.
 - (iv) ***Legal complications (recruitment related):*** The new teachers will be qualified not in accordance with the recruitment rules of different states, leading to confusion and locking up appointments in litigation.

- (v) ***Deployment related complications:*** Deployment of hyperspecialised teachers will also create complications, leading (a) to inflexibilities in deployment and (b) excess requirements of teachers (given subject specialisation in preparatory stage and stage specialisation in areas like physical education and arts & crafts education).
- (vi) ***A rigid system:*** Teachers will be restricted to teaching specific classes or subjects; for example– a teacher for class 2 cannot teach class 3, or a science teacher in classes 3-5 cannot teach class 6–unless they acquire additional training. This will inflate credential demands and create opportunities for misuse.
- (vii) ***Siloes within teacher education.*** Institutions will prepare teachers as per subject and level area, teachers will be prepared in siloes and not interact with other kinds of teachers (subject area or level).
- (viii) ***More institutions and teacher educators required:*** Many more institutions catering to a range of subjects and levels, and many more teacher educators with a different set of qualifications and expertise will be needed across stages. Currently only 6.13% of the existing teacher education institutions offer the M.Ed. program and the geographic spread is very uneven.
- (ix) ***Not aligned with NEP:*** The proposed model departs from NEP, 2020 which encourages professional flexibility and integration.
- (x) ***Not aligned with global best practices or the nature of TE practice:*** The global practice is to prepare teachers in broader bands for pre-primary, primary and secondary and not in narrow, rigid stages. Teachers benefit from broader understanding of child development and becoming adaptive experts, rather than narrow stage-specificity.

b) The new regulations prescribes curriculum for teacher education programs, leaving only about 30% for universities to adapt:-

- (i) ***Moves towards centralisation:*** This marks a shift towards standardisation, which will not meet local needs.
- (ii) ***Undermines role and strength of Universities:*** Curriculum development is a core academic function of universities, which have established structures and systems in place–

such as Academic Councils and School boards— to plan, review and revise curriculum. Also the multidisciplinary expertise that a university can bring into curriculum design will be lost.

- (iii) ***Weakens link between research and practice:*** A fixed, set in place, centrally designed curriculum will weaken the essential research-innovation-practice cycle of the universities that is much needed in teacher education.
- (iv) ***Not aligned with NEP 2020:*** This move runs in contravention to the vision of NEP 2020, which recommends a more robust role of the universities in teacher education. While the NEP aims to benefit from the academic rigour of the universities by shifting teacher education entirely into the system of higher education, the prescriptive NCTE model reduces universities to delivery centres with little ownership, and oversight. Strengthening the role of universities in teacher education can enhance quality and improve regulatory oversight.
- (v) ***Not aligned with global best practices:*** In countries across the world, with robust teacher education systems, the universities design their own curricula, helping prepare teachers with diverse expertise and skill sets.

2.23 The Committee notes that separate set of teachers for pre-primary and Class 1 & 2 and another set of teachers for class 3, 4 & 5 are not practically feasible due to recruitment rules of various States. The Committee feels that two broad levels of teacher education should be in place for effective implementation of teacher education i.e. Pre-Primary/ Primary level teachers for pre-primary and primary who can teach all subjects at this stage and Middle and Secondary level for subject specific teachers. This approach would allow teachers to work across multiple stages and subjects, which will reduce deployment inflexibilities and imbalances in demand/supply of teachers. A primary teacher can teach classes 1–5 with a focus on foundational skills, while secondary teachers can cover classes 6–12 with subject expertise. The Committee therefore, recommends the Department/NCTE to review the Draft NCTE Regulation, 2025 in view of various concerns regarding hyperspecialization and segmentation of teachers' education.

2.24 The Committee recommends the Department/ NCTE to allow staggered choice for students where by students can be allowed to choose their level of specialisation later after completing introductory courses and field experience, which will help them make informed choices based on their strengths and interests. Further, the Department should also allow for both consecutive and concurrent models to thrive, without making ITEP a pre-requisite/mandatory condition. TEIs should be permitted to apply for recognition to offer ITEP at either level, and across a range of liberal disciplines and students should be

allowed to be enrolled in any liberal programme of their choice, with relevance to school education curriculum.

2.25 The Committee recommends that the NCTE should follow UGC's approach *i.e.* it should provide broad guidelines, credit frameworks, leaving the task of specific curriculum design to universities. Besides, Model curricula may be developed and used by Universities as a reference, without prescription. A supportive, non-prescriptive role of the NCTE will help strengthen the academic and autonomous functioning of universities and strengthen the quality of teacher education.

2.26 The Committee is of the view that Universities should be given increased flexibility to design their Curriculum instead of only 30% flexibility allowed to these Universities. The Committee therefore, recommends the Department/NCTE to revise the curriculum framework to allow universities at least 50% control over designing their teacher education curricula, which would enable the institutions to incorporate local needs, multidisciplinary perspectives, and research-driven innovations, aligning with NEP 2020's emphasis on university-led teacher education.

2.27 The Committee observes that the subject of education finds mention in the Concurrent List of the Constitution, as the Committee feels that the Department of School Education and Literacy should uphold the federal nature of teacher education and it should hold extensive, consultative meetings with the State Governments before arriving at the any change in the structure of teacher education. The Committee is of the view that the Department should work in tandem with the teacher education systems and recruitment rules of the different States.

2.28 The Committee observes that each programme of teacher education has its own history and has taken decades to establish its structure, teacher educators, labour-demand ratios. The Committee recommends the Department to support growth of good quality teacher education programs in autonomous higher education institutions with proven track records like B. El. Ed. etc. and withdraw recognition to poor quality teacher education institutions and also strengthen faculty of education. It is also recommended to allow multiple programmes and models of teacher education and not to shut down successful existing programmes.

2.29 The Committee takes note of the concerns regarding recruitment related legal complications and observes that the new teachers will be qualified not in accordance with the recruitment rules of the different State Governments which will lead to litigations. The Committee, therefore, recommends the Department/NCTE to hold consultations with various stakeholders including the State Governments and to review NCTE's Draft Regulation, 2025 and align it with the recruitment rules of various States in order to avoid litigation.

3 Integrated Teacher Education Programme (ITEP)

3.1 The Department has informed the Committee that National Education Policy (NEP) 2020 proposes significant reforms in teacher education. By the year 2030, NEP-2020 has proposed ITEP as premier programme of teacher education in the country. ITEP was launched in the year 2023. It is promoting a multi-disciplinary and holistic approach with multiple entry and multiple exit options. By 2030, a 4-year Integrated Teacher Education Programme (ITEP) will become the minimum qualification required to become a teacher (as per NEP 2020, Para 15.5). This aims to establish a unified, multidisciplinary teacher education system aligned with the new school structure (5+3+3+4) and focused on 21st-century skills and competencies. The ITEP suggestive curriculum, developed by the NCTE, seeks to harmonize national standards with institutional autonomy. A suggestive syllabus has been outlined to ensure coherence across institutions, while also allowing contextual adaptation. The curriculum framework aligns seamlessly with key national academic reforms, including the National Credit Framework (NCrF), Academic Bank of Credits (ABC), and the Choice Based Credit System (CBCS) as per UGC Guidelines 2019.

3.2 The 4-year integrated B.Ed. will be a dual-major holistic Bachelor's degree in Education as well as a specialized subject such as a language, history, music, mathematics, computer science, chemistry, economics, etc. Beyond the teaching of cutting-edge pedagogy, the teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more. The higher education institutions offering the 4-year integrated B.Ed. may also run a 2-year B.Ed., for students who have already received a Bachelor's degree in a specialized subject. A one-year B.Ed. may also be offered for candidates who have received a four-year undergraduate degree in a specialized subject. Scholarships for meritorious students will be established for the purpose of attracting outstanding candidates to the 4-year, 2-year, and 1-year B.Ed. programmes.

3.3 Department has further informed that NEP-2020 redefines school curricular structure into four developmentally appropriate stages; NCERT has already been working on it to bring out four stages of school curriculum. Foundation stage curriculum has already been brought in and others were brought in the year 2023 with teacher education programmes redesigned to align with the unique needs of each stage while ensuring coherence across the continuum. The proposed teacher education programmes are envisioned to embody the key features of higher education such as multidisciplinary, flexibility and holistic development as articulated in NEP-2020.

3.4 The programme carries a credit load of 160 at the base level, with flexibility for institutions to enhance it up to 176 credits. This range accommodates institutional strengths and emphasizes multidisciplinary integration, student-centric learning, and reflective teaching practices. ITEP Curriculum Framework is placed as Annexure 1. The qualifications required to teach in ITEP institutions are specified in the NCTE ITEP Regulations 2021. NCTE-ITEP Regulations 2021 is placed as Annexure 2.

3.5 With respect to Current Status of Implementation of ITEP, the Department has further informed that up to 2024-25, 64 premier institutions, including 4 IITs, 6 NITs, 2 RIEs, 21 Central Universities, 18 State Universities and 13 State Government Colleges, have been granted recognition to offer the ITEP. For the academic year 2025-26, NCTE has received 763 fresh applications, and 765 B.A. B.Ed. are under process of transition. These institutions serve as hubs of excellence and innovation, pioneering the integration of ITEP across diverse educational ecosystems. The list of Institutions running ITEP is given at Annexure 3.

3.6 The Department has further informed that ITEP is being implemented in a phase-wise manner, starting from piloting in multidisciplinary HEIs/TEIs and thereby country-wide expansion by 2030 as per the timeframe proposed in NEP 2020. In the first phase, ITEP was started in 42 institutions; in second phase it was started in 22 institutions; in the third phase transition of BA, B.Ed. 765 institutions are in process; in the fourth phase, for the academic year 2025-26, 763 fresh applications were received; and, in the fifth phase, for the academic year 2026-27 and NCTE has already opened the portal inviting applications from multidisciplinary institutions from 6th May 2025 to 27th May 2025. Now screening criteria has also been introduced for processing of applications which is a 10 point qualifying consideration. Status of ITEP (year wise) as follows:

- a. 1st Phase Academic Year 2023-24 = 42
- b. 2nd Phase Academic Year 2024-25 = 22
- c. 3rd Phase Academic Year 2025-26 = 765 applications received for transition
- d. 4th Phase Academic Year 2025-26 = 763 Fresh Applications received for ITEP
- e. 5th Phase Academic Year 2026-27 = NCTE portal opened for inviting applications on 6th May till 27th May 2025 for ITEP.

3.7 Screening criteria has been introduced for processing of applications aiming to grant ITEP to quality institutions. Public Notice for the same is placed as Annexure 4.

3.8 The Committee acknowledges the smoother transition from old system of teachers' training to new one i.e. ITEP. However, the Committee notes that many institutions, particularly private and non-multidisciplinary ones, lack the infrastructure, trained faculty, and resources to implement ITEP effectively. The requirement for composite institutions offering multidisciplinary programs limits scalability, as not all colleges meet this criterion. The Committee, therefore, recommends that the Department/NCTE should establish a phased support system, including grants and training programs, to upgrade infrastructure and faculty qualifications in eligible institutions. Further, it should also partner with premier institutions like IITs and Central Universities to create model ITEP programs that others can emulate. Additionally, a faculty development program focusing on interdisciplinary teaching and 21st-century pedagogy should be mandated.

3.9 The Committee observes that as per Para 2.2 of NCTE's Gazette Notification of 2021 which states that "in a semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations." This clause of the said notification is in conflict with the University Grants Commission's (UGC) standard of 14–15 weeks per semester. This discrepancy creates scheduling conflicts within universities, disrupting alignment with other programs. The Committee, therefore, recommends the Department/NCTE to make ITEP's academic calendar in sync with UGC guidelines to ensure compatibility with university systems. NCTE should also collaborate with UGC to standardize semester durations across multidisciplinary programs, potentially adopting a 16–18-week semester to balance teaching and practicum requirements.

3.10 The Committee observes that ITEP mandates that programs be offered in composite institutions with multidisciplinary academic environments. However, the Committee notes that 92% of Teachers Education Institutions (TEIs) are private

institutions. Many public as well as private institutions offering teacher education programs lack the infrastructure, faculty expertise, or academic rigour to deliver a truly multidisciplinary curriculum, which compromises the quality of education and the integration of liberal arts, sciences, and pedagogical training. The Committee, therefore, recommends as under:-

- (i) the Department/NCTE should ensure that each district of the country has at least one public sector multi-disciplinary quality Teachers Education Institution equipped with sufficient infrastructure, faculty expertise and academic rigour for multi-disciplinary training and education under ITEP;
- (ii) the Department/NCTE should implement stricter accreditation criteria for composite institutions, ensuring they have robust departments in liberal arts, humanities, social sciences, and sciences. Regular audits and inspections by NCTE's Inspection and Visiting Committees should verify the availability of qualified faculty and resources;
- (iii) the Department/NCTE should encourage collaborations between smaller institutions and reputed multidisciplinary universities including IITs, Central Universities etc. to share resources, faculty, and expertise, on the lines of IIT Bhubaneswar's ITEP initiative; and
- (iv) the Department/NCTE should ensure continuous professional development for faculty to ensure they are equipped to teach interdisciplinary courses that blend subject knowledge with pedagogy.

3.11 The Committee observes that the ITEP curriculum, while aiming to integrate general studies i.e. Mathematics, Sciences, Humanities with professional teacher training, lacks clarity on how it differs from existing four-year programs like B.A./B.Sc. B.Ed. or B.El.Ed. This ambiguity leads to overlapping content and confusion among stakeholders about its unique value. Hence, the Committee recommends that the Department/ NCTE should

- (i) develop a clear, modular curriculum framework that balances general education, pedagogical training, and practical experience. The curriculum should explicitly outline learning outcomes for each stage (Foundational, Preparatory, Middle, Secondary) as per NEP 2020's 5+3+3+4 structure;
- (ii) integrate international benchmarks, such as inquiry-based learning and technology-enabled teaching, to prepare teachers for 21st-century classrooms which would align with ITEP's aim to adopt global standards; and
- (iii) establish a review committee to periodically update the ITEP curriculum based on feedback from educators, students, and schools to ensure relevance and effectiveness.

3.12 The Committee notes that the quality of teacher education programme depends upon the quality of institutions. The proliferation of substandard private institution driven by commercial interests can significantly undermine the ITEP' s goal and objective of NEP-2020 to produce high quality teachers, as many institutions prioritize profit over quality. The Committee therefore, recommends the Department/NCTE to:-

- (i) enforce rigorous norms for recognition of ITEP-offering institutions, including mandatory compliance with infrastructure, faculty, and curriculum standards. Non-compliant institutions should face de-recognition;
- (ii) make inspection reports and compliance data publicly available on NCTE's website to ensure accountability and check commercialization; and
- (iii) increase funding for Public Universities and Government Colleges offering ITEP to reduce reliance on private institutions and ensure affordable access for students.

3.13 The Committee observes that ITEP mandates that a significant portion of the program, at least 25%, be dedicated to school-based activities and internships. However, many institutions lack partnerships with quality schools for internships, leading to inconsistent practical training experiences. The Committee, therefore, recommends the Department/NCTE to develop partnerships with diverse schools (Government, private, rural, urban) to provide varied teaching experiences. NCTE should also create a framework for internship evaluation, including mentor feedback and student performance metrics. The Committee also recommends to introduce technology-driven simulations and micro-teaching modules to supplement real-world internships, especially in institutions with limited access to quality schools. Further, NCTE should ensure that internships include exposure to inclusive classrooms, addressing diverse learner needs including learners' with special needs, gender, disadvantaged section of society *etc.*, as mandated in NCTE regulations.

3.14 The Committee notes that ITEP emphasizes on technology integration. However, a number of TEIs lack the infrastructure or trained faculty to incorporate digital tools effectively. Additionally, there is insufficient focus on Continuous Professional Development (CPD) post-training/education. The Committee, therefore, recommends the Department of School Education and Literacy to provide for sufficient grants to State Governments and TEIs to develop digital labs and train faculty in using educational technologies, such as learning management systems and virtual classrooms *etc.* The Committee also recommends that CPD modules for ITEP graduates, focusing on emerging pedagogical trends, technology integration, and inclusive education be introduced on mandatory basis. Further, NCTE should collaborate with NCERT to offer online CPD courses to ITEP graduates.

3.15 The Committee feels that success of any teachers' education/training program depends largely on the monitoring and evaluation of program outcomes. The Committee recommends the Department to evolve robust mechanisms to evaluate ITEP's effectiveness in producing competent teachers and its impact on school education. Also, Department should conduct regular studies/audit by third party to assess ITEP graduates' performance in schools, focusing on student outcomes, teaching effectiveness, and retention rates. The Committee further recommends that the Department should establish a feedback loop involving schools, students, and ITEP graduates to identify gaps and refine the program accordingly. A centralized database should be set up to track ITEP outcomes, including graduation rates, their employment statistics, and teacher performance for effective outcomes.

3.16 The Committee in its 363rd Report had recommended for convergence of Early Childhood Care and Education (ECCE) with primary education and integration of pre-

primary/nursery education within Anganwadi centers and schools, with the formal primary school system. The Committee feels that Anganwadi worker and helpers should also be incorporated under ITEP for their training. The Committee, therefore, recommends the Department to ensure that Anganwadi workers and pre-primary teachers are trained with similar standards to provide consistent quality ECCE, potentially through joint training programs under ITEP. The Committee also reiterates its recommendation contained in 363rd Report for convergence of ECCE with primary education.

3.17 The Committee also recommends that linguistic and cultural diversity in curriculum, local relevant pedagogies such as folk arts, classical regional literature and state level learning practices etc. should be given utmost importance and priority under the ITEP and education being a Concurrent-list subject in the Constitution, the State Governments should be given sufficient time and autonomy to evaluate its feasibility, cost implication and teacher workforce alignment. Further, the Department of School Education and Literacy should provide with institutional and financial support to the State Governments for upgrading public colleges/TEIs to meet the rigorous norms required for ITEP accreditation.

3.18 The Committee recommends that the existing minimum qualification to teach elementary education continue to be 12th grade plus a 2-year diploma. The Committee observes that requiring teachers to have a four-year degree before teaching 3-year-old students is a very high bar, which may be logistically hard to meet and very expensive for prospective teachers. The Committee further observes that preschooling will also be occurring in Anganwadis, where the eligibility requirements for AWCs are a lot less stringent as compared to the four-year ITEP degree. The Committee recommends that the qualifications for teaching with elementary education must be developed with this larger system in mind.

4 Bachelor of Elementary Education (B.El.Ed) Program

4.1 The Department has informed the Committee that the B.El.Ed is a four-year degree introduced in 1994–95, limited to teaching only at the elementary level (Classes I–VIII), offered by select institutions and it is not aligned with NEP 2020 including new school structure (5+3+3+4), credit structure and multiple entry and multiple exit facilities.

Table-7

B.El.Ed. Programme	ITEP
Follows a single-degree structure & Restricted vertical academic mobility Out of sync with new school stages proposed by NEP 2020	Dual - Major Degree (Education & Discipline) Enhanced academic and disciplinary progression. Offered in all four stages (Foundational, Preparatory, Middle and Secondary) proposed by NEP 2020
Limited disciplinary depth. 8 credits for 2 papers	Equal focus on disciplinary components 64 credits across 16 papers
High faculty demand 16 faculty for 50 students	Rationalized faculty demand 9 faculty for 50 students
Even after 3 decades, it remained confined to a few colleges in Delhi and Uttar Pradesh (99 institutions)	ITEP as premier program, Currently Offered by 64 Multidisciplinary institutions and 763 applications received in 4th phase and 765 B.A. B.Ed. are under process of transition.

4.2 Department of School Education & Literacy has informed that as on 15th May, 2025, a proposal for the discontinuation of the 4-year B.El.Ed. is under consideration. However, the Government is yet to take a view in the matter. It is proposed that these programmes should be transited into ITEP programme by the year 2026-27. This phrase is a little problematic because it says, ‘Discontinuation of the Bachelor of Elementary Education Programme’. This is not discontinuation. This is transition of the existing programme into a futuristic programme. Department has further informed that B.El.Ed. follows a single degree structure and is restricted vertical academic mobility to the students; out of sync with new school stages which have been proposed in NEP-2020, whereas, ITEP is a Dual-Major Degree programme having the component of education and discipline. It enhances academic and disciplinary progression offered for all four stages, foundation stage, preparatory stage, middle stage and secondary stage. B.El.Ed. programme has a limited disciplinary depth because it is offering only two papers of eight credit or 200 marks. Whereas, ITEP is proposing equal focus on disciplinary components by offering 16 papers of four credit each, that makes a total of 64 credit and as per UGC guidelines, 48 credit makes one Major where a student can go for vertical mobility. B.El.Ed. is high faculty demand programme because it is demanding 16 faculty members for a batch of 50 students, whereas, in ITEP, Department has tried to accommodate that the faculty requirement for each teacher education programme has been rationalized and it has been brought down to 9 at par with other teacher education programmes in the country. Even after three decades, it remained confined to few colleges in Delhi and Uttar Pradesh.

As per NCTE record, B.El.Ed. is being run in total 99 institutions only and it is struggling to expand even after approximately thirty years, whereas, ITEP as a premier programme, is being offered by 64 multi-disciplinary institutions; 763 applications have been received in the fourth phase and 765 applications of B.A., B.Ed., graduation are under process for which a final call

will be taken very soon. The approach of having stand alone institutions for teacher education has been replaced by multi-disciplinary approach in teacher education. Now, teacher education is supposed to be aligned with new school structure, that is, 5+3+3+4 and also to look at the 21st century competencies and skills required for school teachers. ITEP curriculum framework, developed by NCTE, harmonizes national standards while allowing the institutional flexibility. It aligns with national reforms like National Credit Framework, Academic Bank of Credits and Choice-Based Credit System (CBCS) model to ensure consistency and adaptability across institutions. Credit structure for ITEP is 160 as proposed by NCTE with flexibility for the institutions to increase it to 176 credits. This structure supports multi-disciplinary integration, student-centric learning and reflective teaching practices, enabling institutions to tailor the programme according to their local strength. The flexibility of 30 per cent is also proposed in the curriculum structure where local consideration can also be accommodated in the curriculum up to 30 per cent as per UGC guidelines of CBCS.

The third point is 'Qualification for Teaching ITEP Programme'. In any teacher education institution, there are three types of teacher educators. One is Professor in Education or Associate Professor as Head of the Department. For Head of the Department, as per 2021 regulation, the Post-Graduate Degree in Science, Mathematics, Social Science, Commerce or Language along with M.Ed, Ph.D. in education has been proposed because it is a post equivalent to Associate Professor. So Ph.D. is essential along with ten years of teaching experience in a teacher education institution for Professor and eight years for Associate Professor; any other relevant qualification as prescribed by UGC for these categories of posts. Diploma or a Degree in Educational Administration or Leadership is desirable. Second is the position for Assistant Professor in liberal discipline and pedagogy. Here, the qualifications are Post Graduate degree in Science or Mathematics or Social Sciences or languages with minimum 55 per cent marks or its equivalent grade. Second qualification added to this is BA degree with minimum 55 per cent marks or equivalent grade, National Eligibility Test (NET) or State Level Eligibility Test (SLET) by the State or Doctoral degree in Education or in the concerned subject as prescribed by the UGC for these categories of posts. Desirable is M.Ed. with specialisation or Ph.D. in Education. And, third cadre in teacher education institutions is Assistant Professor in educational studies which are popularly known as foundation areas of education. Here, the requirement is Post Graduate degree in Education with minimum 55 per cent marks or equivalent grade with NET or SLET or Doctorate of Education or any other qualification as prescribed by the UGC. The desirable qualification for the same is, Masters Degree in Philosophy of Education, Sociology of Education, Psychology of Education primarily.

4.3 The Department has further informed that the Regulations concerning various teacher education pathways, including D.El.Ed. and its alignment with NEP 2020 will be addressed in subsequent phases by NCTE, ensuring a comprehensive approach to teacher education reform in consultation with all the stakeholders.

Views of Educationists and Representatives of Civil Society Organizations on ITEP *vis-a-vis* B.El.Ed

4.4 During presentation/ submission by Educationists and representatives of Civil Society Organisations (CSOs) before the Committee at its meeting held on 19th May, 2025, it was informed that a four year multidisciplinary integrated programme i.e. B.El.Ed was conceptualized during 1992-93 and it was started as a course in 1994. However, NCTE was

formed in 1995 by an Act of Parliament to regulate the teacher education. B.El.Ed is an integrated four-year teacher education program, which prepares teachers in such a way that they do not see a child only as a pot in which Hindi, English or Mathematics has to be filled. It also provides training on their political, social aspects, gender, caste and poverty, the factors affecting them, so that an effort can be made to teach every child coming to school in such a way that they study. It was further informed that as there is a problem of drop-out rate and completion rate, that is why this country has considered primary education as a Constitutional Right and B.El.Ed is linked to that constitutional right because it prepares an elementary teacher.

4.5 They further submitted before the Committee that in 2018, the Division Bench of Delhi High Court had given the decision that B.El.Ed graduates are valid and eligible for PRT and TGT appointments and promotions just like D.El.Ed. Recently, the Chandigarh Bench of Punjab and Haryana High Court has given the decision that like D.El.Ed, B.El.Ed is also an eligible degree for constitutional provision, i.e. for the implementation of RTE. The Supreme Court has also repeatedly observed in the D.El.Ed case that the education of a teacher at every stage should not be considered the same. The training for a child at the elementary level is very different from the training of a student at the secondary or higher secondary level. B.El.Ed is a very focused and professional program, whereas in contrast to that, ITEP is a very flexible program. In a survey conducted by Delhi University, it has been found that out of 777 B.El. Ed graduates, 60 percent of B.El.Ed graduates are teaching in primary schools and they are very committed. The Central Teacher Eligibility Test (CTET) clearing rate of B.El.Ed graduates is 67 percent, while the separate figures of all other programs show that it is not even half of it. CTET is a test for teachers' qualification and it finds mention in the gazette of RTE implementation. ITEP has four i.e. ITEP foundational, ITEP preparatory, ITEP middle and ITEP secondary unlike B.El.Ed which concentrates on Elementary Education.

4.6 Secondly, B.El.Ed. is a UGC-sanctioned programme, which means that UGC owns this programme and if any Central University wants to run it, then it sanctions posts in universities, but the entire structure of ITEP is in self-financing mode.

4.7 Thirdly, that ITEP, which has been announced for foundational and preparatory stage, which divides the training of teachers of small children into two parts. The foundational stage is in the first 5 years and the preparatory stage that comes after that gives birth to the concept of preparation of teachers of class 3rd, 4th and 5th in two different ways. Both these stages of ITEP lack continuity and divide the training of education. The foundational program and the preparatory program envisage two types of teachers. This is not aligned with the structure of the school. The curricular structure is very different from the school structure. Although NEP is presenting the information or concept of a curricular structure in a new way, it does not mean that teacher training should also be conceptualized in the same way.

4.8 The Committee observes that ITEP divides teacher training into two distinct programs for the foundational stage covering pre-school to Grade 2 and the preparatory stage covering Grades 3 to 5. This bifurcation creates two types of teachers with specialized training that does not reflect the integrated nature of school structures, where teachers often handle multiple grades or overlapping roles. The separation of training lacks continuity. The Committee further notes that the rigid division of teacher training into foundational and preparatory programs fails to prepare teachers for versatile roles in school settings. While NEP 2020 introduces a new curricular structure (5+3+3+4), it

emphasizes a seamless progression in learning. ITEP's bifurcated training model contradicts this by creating artificial distinctions in teacher preparation that do not correspond to practical school requirements and the rigid division of teachers' training into foundational and preparatory programs fails to prepare teachers for versatile roles in school settings. The Committee, therefore, recommends the Department to integrate Foundational and Preparatory Stage Training from pre-school to Grade 5 to ensure continuity and also to incorporate cross-stage training modules that equip teachers to handle multi-grade classrooms, reflecting the reality of many schools in the country where teachers work across grades.

4.9 Fourthly, ITEP's programme is being designed as a dual degree. It is being called BA-B. Ed., B.Sc.-B. Ed. and B.Com.-B. Ed., at the foundational stage of preparatory stage. Three types of exit options have been given in it. The candidate who has come to study can exit after the first year, can exit after the second year or even exit after the third year. If he/she exits after the first year, he/she gets a certificate, but he/she would not have studied any pedagogy program, nor would he/she have done any course, but would have studied some credit education courses, which are in the first and second semesters. The diploma has only two pedagogy programs and education courses, while the degree has four pedagogy programs. This kind of degree looks at teacher training in a very fragmented way. A drop out or a candidate who exits in the first year or second year is not going to become a teacher, he is not going to do that job in any way in that whole format of school education, so the expenditure that the Government is making on that candidate is meaningless.

4.10 The Committee takes note of multiple exit options under ITEP and observes that the current structure of ITEP, with its fragmented exit options and limited pedagogical focus in early years, risks producing under qualified candidates and wasting resources. These early exit options do not equip candidates with the necessary skills to serve as teachers, rendering them ineffective for employment in school education. Government's expenditure on candidates who exit early after first or second or third year, is largely wasted, as these individuals are not qualified to teach. They lack practical teaching skills in early exit certifications which undermines the program's objective of producing competent educators. The Committee, therefore, recommends, that the Department should eliminate the first, second and third year exit options to ensure that candidates gain meaningful exposure to pedagogy and teacher training before exiting and also to ensure that ITEP aligns with NEP 2020's emphasis on holistic and rigorous teacher preparation by integrating multidisciplinary education with robust pedagogical training across all four years.

4.11 Fifthly, ITEP Course has been made in self-financing mode. The data of the universities that have started it shows that for ITEP Course, the fee of NIT, Calicut is Rs 71,786 per annum. The fee of Ambedkar University is Rs 66,000 per annum. The fee of University of Delhi is Rs 64,000 per annum. The fee of Central University of Rajasthan is Rs 71,230 per annum. The fee of IP University is Rs 1 lakh per annum. Its fee structure is such that a student has to bear the burden of Rs 4 lakh for four years. Hence, there is less demand for this course because most of those who want to become teachers come from very rural areas and humble backgrounds and they do not have enough finance for such expensive courses. The demand for ITEP course is lesser because of biggest financial theory i.e. return on investment.

4.12 The Committee observes that ITEP course has been implemented in self-financing mode and students from rural and humble backgrounds have to bear around Rupees Four Lakh for completion of the course which is not affordable for majority of youth population aspiring for ITEP courses. The Committee further observes that Directive Principles of the State Policy contained in Part-IV of the Constitution declares the 'State' as a 'Welfare State.' The Committee, therefore, recommends the Department to implement ITEP on public financing mode instead of self-financing mode, so that, students from rural, poor, economically and socially backward sections of the society can pursue the ITEP course easily and to ensure that Directive Principles of State Policy are given due importance while framing the policies regarding teacher training.

4.13 Sixthly, Referring the presentation given by NCTE, the representatives submitted before the Committee that it is evident from the data of the courses running in ITEP, only five (05) State Universities and Government Colleges have applied for preparatory courses in ITEP, whereas only one (01) Government College of Jammu and Kashmir has requested for foundational courses in ITEP. Currently, 64 institutions are running 114 ITEP programs. Out of which 99 programs are of secondary education, 9 programs are of middle education and the remaining 9 programs are at the foundational and preparatory stage. Demand Imbalance is evident in the data presented by NCTE. When these courses come in universities, the universities themselves are not interested in running those courses. The biggest reason for this is that these courses are expensive and it is becoming a supply-sided program, especially for foundation and preparatory stage. There is no demand for it because when a student reaches school with a four-year degree, he/she does not get that much pay.

4.14 The Committee notes that only five (05) State Universities and Government Colleges have applied for preparatory courses in ITEP, whereas only one (01) Government College of Jammu and Kashmir has requested for foundational courses in ITEP, out of 64 institutions are running 114 programs. Out of the 114 programs being run, 99 programs are being run for secondary education, 9 programs are for middle education and the remaining 9 programs are being run for the foundational and preparatory stage which shows that demand the ITEP course at Foundational and Preparatory stage is abysmally very low. Similarly, demand at middle education level is also very poor. The Committee further observes that maximum number of children get enrolled at Foundational, Preparatory and Middle levels. The Committee, therefore, recommends the Department to assess the demand gap and redress it effectively to ensure potential implementation of ITEP

4.15 Seventhly, Section 12 of the NCTE Act, 1993 is responsible for maintaining educational standards, 'for setting norms for Teacher Education Programme.' However, the entire program of ITEP is being imposed on the universities by the NCTE. The autonomy that the Universities have to create their own curricular structure, the space that they had, has been taken away. Only 30 percent flexibility to the Universities has been given in this regard. Hence, there is need to preserve the academic and curricular autonomy of the State Universities and Central Universities to run different types of programmes.

4.16 Eighthly, It was also submitted before the Committee that B. El. Ed course is attractive for students because they see the academic and professional mobility in this course. Besides, the

industry which in this case is schools, the organizations which are working in the area of education, the curriculum development bodies, the textbook production agencies and organizations, etc. have a demand for B. El. Ed students because they found that B. El. Ed students have creative, analytical, and have problem solving skills. All these things that have been mentioned in the National Policy of Education, 2020.

4.17 Ninthly, the NEP, 2020 mentions about multi-disciplinarity of education. The faculty for the B.El.Ed. program comes from multidisciplinary backgrounds. This enables the faculty to prepare the students for an interdisciplinary training. This interdisciplinary training is actually reflected in the projects that the students do and the kind of complex problems that they are able to handle within the school setting. The NEP, 2020 also emphasizes experiential learning as an important part of teacher education. The B.El.Ed. program, in its four years, closely brings together theory as well as the practice aspects. The practice aspect is built in from the very first year of the curriculum, goes on till the four years of the curriculum and is levelled up each year. The rigorous internship, the school experience program and the projects that the students do, enable a student to identify problems in diverse educational settings and come up with solutions for that as an independent teacher. It is this part of the curriculum and preparation of the students that makes B. El. Ed. students so attractive for schools, and it is for this reason that by the time the students come to the fourth year of their program, many of them are already placed in schools. This is the kind of industry-acceptance of the program. There is such a high demand from the schools as well. The elements of multilingual education, mother tongue-based education, are all integral to teaching of the B.El.Ed. program. Moreover, importance of flexibility of curriculum, digital education, holistic education etc. mentioned in NEP, 2020 are also already integral part of B.El.Ed programme. Hence, it is a program which should be continued, and the learnings from that should be continued. In fact, it should be amplified and replicated in other places also.

4.18 The Committee notes that the NEP, 2020 emphasizes transformative reforms in teacher education, focusing on multidisciplinary education, experiential learning, and holistic development. The Bachelor of Elementary Education (B.El.Ed.) program aligns closely with these objectives, demonstrating a robust framework for preparing teachers for diverse educational settings. The B.El.Ed. program incorporates multilingual education, mother tongue-based instruction, digital education, and holistic development, all of which are central to NEP 2020's vision. The Committee further observes that the program's effectiveness is evident in its high demand from schools and many B.El.Ed. students secure placements by their fourth year, reflecting the program's strong reputation and alignment with elementary education's needs. The Committee, therefore, recommends for continuation of the B.EL.ED program and promotion of the replication of the B.El.Ed. program in additional institutions under ITEP.

4.19 The Committee notes the Department's submission before the Committee that as on 15th May, 2025, a proposal for the discontinuation of the 4-year B.El.Ed. is under consideration. However, the Government is yet to take a view in the matter and it is proposed that these programmes should be transited into ITEP programme by the year 2026-27. Further, the representative from the Department also submitted that this is not discontinuation, rather, this is transition of the existing programme into a futuristic programme.

4.20 The Committee observes that B. El. Ed program is proposed for transition into the ITEP because it is limited to elementary level teaching, class I to VIII, offered by less than 100 institutions. The Committee further notes that B. El. Ed is a specialized four-year degree with focus on elementary education pedagogy, a crucial developmental stage for children, and its discontinuation based on factors like the number of institutions or structural alignment a short-sighted approach that risks dismantling a proven program instead of strengthening and expanding it to meet the demand for qualified elementary teachers across the country. The Committee, therefore, recommends the Department/ NCTE to redress the limitations, if any, under B. El. Ed program by upgrading its curriculum and encouraging more institutions to offer it, leveraging its established history and expertise in elementary teacher training instead of scraping or discontinuing a reputed, well established and internationally acclaimed program like B. El. Ed. which is being run effectively for more than 30 years.

4.21 The Committee notes that the B.El.Ed. programme has for decades served as a rigorous, research-based, and socially conscious route for training generalist elementary school teachers, especially for urban poor and rural students. Given the diversity of educational needs across the country, the Committee recommends the Department to consider allowing States to continue offering B. El. Ed. where institutional ecosystems support it like State-run universities and women's colleges in certain States across the country. The Committee further recommends that the existing faculty and infrastructure developed under B. El. Ed. programme over the years to support this programme, especially in public-funded women's colleges and SC/ST/minority-serving institutions should be preserved.

5. District Institute of Education and Training (DIETs)

5.1 The Department of School Education and Literacy has informed that the District Institutes of Education and Training (DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India in the early 1990s to strengthen elementary education and support the decentralization of education to the district level. DIETs were conceived as the third addition- district level- tier to the support system, which would be closer to the field, and therefore more alive to its problems and needs. The core institutional focus of a DIET was Continuous Teacher Professional Development, which would directly/indirectly impact on school improvement programmes. Subsequently, to address the gap in the continuum between elementary education and secondary education, under Samagra Shiksha, DIETs are envisaged as a strong district institution that would prepare and support teachers at the school level. Subsequently, a new scheme, Samagra Shiksha came into effect from 1st April, 2018 by subsuming the existing centrally sponsored schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (CSSTE). Samagra Shiksha envisages a strong district institution that would prepare and support teachers at the school level. Accordingly, to support the universalisation of quality education and achieve quality in adult and life-long education, DIETs were visualized as a way to infuse the system with the following essential inputs:-

- (i) Provision of Pre-service and In-service Teacher Education Programmes.
- (ii) Organizing District Level Educational Research on issues pertaining to enrollment, retention, achievement, gender parity, proficiency and dropouts etc..
- (iii) Facilitating Collaborative Action Research to enable practising teachers to address classroom issues.
- (iv) Scouting Innovative Practices of Primary/Upper Primary teachers and disseminating them among their colleagues by organizing periodical District Level Seminars and releasing News bulletins which carry information on Innovative classroom processes.
- (v) Providing Resource Support to Non-Formal Education Sector by extending DIET expertise in developing curriculum and supplementary Learning Materials to adult learners.
- (vi) Designing and developing trainer manuals for Anganwadi workers and for addressing Social concerns such as Crisis and Disaster Management, Gender Sensitivity, Leadership Manual for School Heads etc.

5.2 Under NEP 2020, the role of DIETs has been re-envisioned to transform them into vibrant institutions for high-quality teacher education and continuous professional development of teachers. The policy focuses on strengthening the academic and research capabilities of DIETs to make them centers of innovation and excellence in teacher education. Furthermore, it emphasizes expanding the scope of DIETs to include secondary education, in alignment with the new 5+3+3+4 school structure. This aims to create a continuum of teacher training that supports teachers at all levels of the school education. The policy calls for greater autonomy and flexibility for DIETs to be able to respond to the unique needs and contexts. It emphasizes the need for fostering stronger linkages between DIETs and the SCERT, BRC and CRC for effective implementation of policies and programs. DIETs are expected to promote research and evidence-based practices, pilot innovative pedagogical approaches, develop contextual teaching-learning materials, establish linkages with higher education institutions, research institutions, etc. to leverage expertise and resources.

5.3 The Department of School Education & Literacy has informed that at present, there are 748 districts (As per UDISE+ 2021-22) in the country and there is a DIET sanctioned in 672 of the total districts, out of which 613 DIETs are functional. The State/UT-wise details of DIETs sanctioned and functional which are given below:-.

TABLE -8**State/UT wise details of districts, DIETs Sanctioned & Functional, 2023-24**

Sl.No.	State/UT	No. of Districts	DIETs Sanctioned	DIETs Functional	Non-Functional DIETs
1.	Andaman & Nicobar Island	3	1	1	0
2.	Andhra Pradesh	13	13	13	0
3.	Arunachal Pradesh	26	13	11	2
4.	Assam	35	27	23	4
5.	Bihar	38	38	33	5
6.	Chandigarh	1	0	0	0
7.	Chhattisgarh	28	24	19	5
8.	Delhi	13	9	9	0
9.	DNH and D&D	3	1	1	0
10.	Goa	2	1	1	0
11.	Gujarat	33	34	30	4
12.	Haryana	22	22	21	1
13.	Himachal Pradesh	12	12	12	0
14.	Jammu & Kashmir	20	20	20	0
15.	Jharkhand	24	24	24	0
16.	Karnataka	35	30	30	0
17.	Kerala	14	14	14	0
18.	Ladakh	2	2	2	0
19.	Lakshadweep	1	1	1	0
20.	Madhya Pradesh	52	52	50	2
21.	Maharashtra	36	35	33	2
22.	Manipur	16	16	9	7
23.	Meghalaya	11	8	7	1
24.	Mizoram	11	10	8	2
25.	Nagaland	11	11	8	3
26.	Odisha	30	30	30	0
27.	Puducherry	4	1	1	0
28.	Punjab	23	22	17	5
29.	Rajasthan	33	33	33	0
30.	Sikkim	6	4	3	1
31.	Tamil Nadu	37	32	32	0
32.	Telangana	33	14	10	4
33.	Tripura	8	8	4	4
34.	Uttar Pradesh	75	75	70	5
35.	Uttarakhand	13	13	13	0
36.	West Bengal	24	22	20	2
	Total	748	672	613	59

5.4 DIET of Excellence

The idea of "DIET of Excellence" is to turn all the functional DIETs (District Institutes of Education and Training) in the country into district-level educational hubs of innovation and excellence. These organizations would be strengthened as centres for curriculum creation, teacher preparation, research, and innovation, enhancing elementary, secondary, and senior secondary education while assisting decentralization initiatives. A "DIET of Excellence" will focus on empowering teachers through in-depth training programmes that improve their topic knowledge, pedagogical abilities, and teaching approaches. Additionally, this "DIET of Excellence" will also be committed to creating and upgrading curricular frameworks, textbooks, and teaching-learning materials to adhere to state or national standards and satisfy the different requirements of students. As DIETs traditionally perform studies and action research to investigate successful teaching practices and educational initiatives, a "DIET of Excellence" will have research and innovation as crucial components that support evidence-based decision-making and ongoing development. "DIET of Excellence" will propagate knowledge sharing, resource mobilization, and the exchange of best practices and collaboration among universities, schools, government agencies and CSOs. It is envisaged that these district-level institutions will be adequately strengthened to become models of high-quality education by exemplifying the "DIET of Excellence," through empowering educators and improving student learning outcomes. In other words, it will make a substantial contribution to the overall development of both students, teachers, schools and the community at large. The aims and objectives of DIET of Excellence are as under:-

- (i) Providing state-of-the-art classrooms, well-equipped laboratories, and cutting-edge digitized library facilities would improve the learning environment;
- (ii) Include the most recent ICT and technology tools to enable creative teaching strategies and individualized learning techniques;
- (iii) Promote use of technology in education to promote a culture of research and practice;
- (iv) Provide teachers with opportunity for continuous professional development so they can adjust to contemporary teaching methods;
- (v) Through the use of cutting-edge technology in education, prepare students for a digital and knowledge-driven society;
- (vi) Establish a supportive atmosphere for learning through provision of adequate infrastructure and technological resources; and
- (vii) Promote networking and collaboration among those involved in education for the purpose of sharing information and mobilizing resources.

5.5 As informed by the Department of School Education & Literacy, there are Six Major Pillars of DIETs of Excellence which are given as under:

i) **Infrastructure and Resource Support:** The creation and upkeep of suitable infrastructure facilities is the first major pillar of the DIET of Excellence. The focus will be on offering adequately furnished infrastructure, digitized libraries and labs, hi-tech technological resources, and other facilities required to establishment of a favorable learning environment. It will also provide knowledge, technical tools, and access to educational resources to promote teachers' professional development and the adoption of cutting-edge teaching techniques.

ii) **Empowering teachers:** The second major pillar of DIETs of Excellence is empowering teachers through continuous professional development in the form of specialized training,

workshops, and capacity building programmes. The focus is on enhancing their pedagogical skills, subject knowledge, teaching methodologies, competencies required for school leadership and management, equipping them to deliver high quality education effectively.

iii) **Research and Evidence-Based Practices:** DIETs of Excellence emphasizes research studies, pilot projects, and innovative initiatives to identify effective teaching methodologies, educational practices, and strategies for addressing local educational challenges. The findings from these studies will contribute to evidence-based decision making and overall improvement in the education system.

iv) **Inclusive Education and Support:** Ensuring inclusive education is another key pillar of DIETs of Excellence. They will work towards addressing the needs of diverse learners, including students with disabilities and special educational needs. These DIETs will provide support, resources, and guidance to create an accessible and equitable learning environment for all students.

v) **Focus on Vocational Education:** DIET of Excellence will also prioritize Vocational Education programmes by fostering skill development and thorough vocational training programmes that promote local professions, knowledge, and skills, e.g., local art, music, agriculture, business, sports, carpentry, and other vocational crafts.

vi) **Collaboration and Networking:** DIETs of Excellence foster collaboration among educational institutions, government agencies, CSOs, community organizations, and industry experts. They will create platforms for knowledge sharing, joint initiatives, and resource mobilization to enhance the overall quality of education through collective expertise and resources.

5.6 Accordingly, with the aim of re-envisioning teacher training through innovative pedagogy, continuous professional development, and ICT integration, DIETs are being developed as vibrant Institutes of Excellence under the integrated scheme of school education—Samagra Shiksha. A total of 613 functional DIETs across the country will be upgraded in a phased manner over the next five years, at an estimated cost of ₹9,195 crore. The initiative began with 125 DIETs in FY 2023–24, with an estimated cost of ₹923.20 crore. The list of the same is given at Table-9. In the second phase, 116 DIETs have been appraised (list at Table-10), and additional DIETs will continue to be appraised as proposals are received.

TABLE -9
DIETs of Excellence sanctioned for first phase (FY 2023-24)

Sl. No.	State/UT	DIETs of Excellence
1.	Andaman & Nicobar	South Andaman
2.	Andhra Pradesh	Srikakulam
		Vizianagaram
		Kurnool
3.	Arunachal Pradesh	Dairang
		Roing
4.	Assam	Barpeta
		Dhemaji
		Jorhat
		Kamrup
5.	Bihar	Bhojpur
		Gaya
		Muzaffarpur

		Samastipur
		Khagaria
		Aurangabad
6.	Chhattisgarh	Pendra
		Bemetara
		Raipur
		Kanker
7.	Delhi	Motibagh
		Rajinder Nagar
8.	Goa	Alto Porvorim
9.	Gujarat	Anand
		Gandhinagar
		Navsari
		Vadodara
		Mahesana
		Surat
10.	Haryana	Karnal
11.	Himachal Pradesh	Shimla
		Sirmaur
12.	Jammu and Kashmir	Budgam
		Kulgam
13.	Ladakh	Leh
14.	Jharkhand	Bokaro
		Nuapada
		Kandhamal
24.	Puducherry	Puducherry
25.	Punjab	Ferozpur
		Ludhiana
		Roopnagar
26.	Rajasthan	Alwar
		Udaipur
		Churu
		Jodhpur
		Bikaner
		Kota
27.	Sikkim	Gangtok
28.	Tamil Nadu	Erode
		Madurai
		Pudukottai
		Salem
		Tiruchirappali
		Tirunelveli
29.	Telangana	Mahabubnagar
		Khamman
30.	Tripura	Agartala

31.	Uttar Pradesh	Aligarh
		Agra
		Gorakhpur
		Barabanki
		Kanpur Dehat
		Jaunpur
		Kushinagar
		Lucknow
		Meerut
		Moradabad
		Muzaffarnagar
		Prayagraj
		Varanasi
32.	Uttarakhand	Dehradun
		Haridwar
		Pauri
		Nainital
		Udham Singh Nagar
33.	West Bengal	Purulia
		Hooghly
		Malda
		Uttar Dinajpur
		Bankura

TABLE -10

DIETs of Excellence sanctioned for second phase (FY 2025-26)

Sl. No.	State/UT	DIET
1	Andhra Pradesh	DIET, Guntur
		DIET, Nellore
		DIET, Vishakhapatnam
2	Arunachal Pradesh	DIET, Changlang
		DIET, Papumpare
3	Assam	DIET, Goalpara
		DIET, Kokarajhar
		DIET, Morigaon
		DIET, Nalbari
		DIET, Tinsukia
4	Bihar	DIET, Begusarai
		DIET, Bhagalpur
		DIET, Buxar
		DIET, Lakhisarai
		DIET, Nawada
		DIET, Sitamarhi

		DIET, Vaishali
5	Chhattisgarh	DIET Bastar
		DIET Bijapur
		DIET Durg
		DIET Mahasamund
6	Delhi	DIET North (Daryaganj)
		DIET South West B (Ghumanhera)
7	Gujarat	DIET, Amreli
		DIET, Kachchh (Bhuj)
		DIET, Patan
		DIET, Sunder Nagar
		DIET, Valsad
		DIET, Idar (Sabar Kantha)
8	Haryana	DIET, Fatehabad
		DIET, Jhajjar
		DIET, Jind
		DIET, Mahendragarh
9	Himachal Pradesh	DIET, Kangra
		DIET, Hamirpur
10	Jammu & Kashmir	DIET, Kathua
		DIET, Kupwara
		DIET, Poonch
		DIET, Rajauri
11	Jharkhand	DIET, Dumka
		DIET, Hazaribag
		DIET, Ranchi
		DIET, Pashchimi Singhbhum
12	Ladakh	DIET, Kargil
13	Madhya Pradesh	DIET, Balaghat
		DIET, Damoh
		DIET, Narsimhapur
		DIET, Panna
		DIET, Satana
		DIET, Shahdol
		DIET, Shajapur
		DIET, Ujjain
		DIET, Umaria
		DIET, Vidisha
14	Maharashtra	DIET, Ahmadnagar
		DIET, Panvel
		DIET, Buldana
		DIET, Dhule
		DIET, Jalgaon
		DIET, Latur

		DIET, Nagpur
15	Manipur	DIET, Bishnupur
		DIET, Chandel
16	Meghalaya	DIET, West Khasi Hills
17	Mizoram	DIET, Serchhip
		DIET, Saiha
18	Nagaland	DIET, Mokokchung
		DIET, Pfutsero, Phek
19	Odisha	DIET, Jajpur
		DIET, Keonjhar
		DIET, Khordha
		DIET, Nayagarh
		DIET, Sonepur
		DIET, Puri
20	Punjab	DIET, Amritsar, Verka
		DIET, Fatehgarh Sahib
		DIET, Ahmedpur, Mansa
21	Rajasthan	DIET, Barmer
		DIET, Bhilwara
		DIET, Hanumangarh
		DIET, Jaisalmer
		DIET, Jhunjhunu
		DIET, Karauli
		DIET, Nagaur
22	Sikkim	DIET, Gyalshing
23	Tamil Nadu	DIET, Chennai
		DIET, Cuddalore
		DIET, Dharmapuri
		DIET, Dindigul
		DIET, Tiruvannamalai
		DIET, Tiruvarur
		DIET, Virudhu nagar
24	Telangana	DIET, Karimnagar
		DIET, Medak
25	Tripura	DIET, Gomati
26	Uttar Pradesh	DIET, Azamgarh
		DIET, Bareilly
		DIET, Bhadoi
		DIET, Firozabad
		DIET, GB Nagar
		DIET, Ghazipur
		DIET, Hathras
		DIET, Kanpur
		DIET, Kaushambi
		DIET, Mathura
		DIET, Pratapgarh
		DIET, Shrawasti

		DIET, Sultanpur
		DIET, Unnao
27	Uttarakhand	DIET, Almora
		DIET, Chamoli
		DIET, Pithoragarh
28	West Bengal	DIET, Birbhum
		DIET, Dakshin Dinajpur
		DIET, Jhargram
		DIET, Murshidabad

5.7 The Committee during its meeting held on 19th May, 2025, desired to know the reasons for high cost for upgradation of DIETs during second phase whereby lesser number of DIETs (116 only) in comparison to first phase have been proposed to be upgraded as DIETs of Excellence. In this regard, Secretary, Department of School Education & Literacy informed the Committee that the cap for an upgradation of a DIET was Rs. 15 crores. So, if there are 611 DIETs, the overall budget is going to be about Rs. 9,000 crores. For a DIET to qualify under this program, it needs to have 60 points. So, based on the kind of infrastructure and Human Resource (HR) it has, it maps itself and points are generated. In the first phase, there were some of the best DIETs in the country. They had higher number of points. Hence, the amount which they required for their leftover upgradation was less. This year, it has been found that many of the DIETs had just been above 60 points. So, here the intervention required in terms of infrastructural upgradation is a little more than what it was required in the previous year's DIETs and that is the reason why the amount this year is more. And, we have been encouraging the States that you bring up your DIETs to, at least, 60 points, then only you'll be considered for this scheme. He also assured the Committee to send a detailed reply. However, it is still awaited.

5.8 Department has further informed that DIETs have seen some improvement in vacancy positions. It was also informed that one of the labs will be dedicated solely to skill education. Each DIET of Excellence will also create a model Balvatika, serving as a model for student/ teachers and enabling them to roll out Balvatikas in the district. The Department is also looking at residential hostels because it was found that a number of DIETs could not conduct trainings that went beyond a certain period due to a lack of such facilities. Libraries and resource centres, as well as sports and recreational facilities, are also included. It was also informed that a yearly quota is also established so that all States are able to improve their DIETs and upgrade them, and the Department has also implemented some administrative measures. Some States are able to show a greater number of DIETs that meet the benchmarks.

5.9 The Committee appreciates the upgradation of DIETs into DIETs of Excellence. However, the Committee takes note of the submission of the Department of School Education & Literacy regarding the variation in DIETs' score which suggests inconsistent infrastructure and HR quality across the DIETs. Further, the States are encouraged to improve DIETs to meet the 60-point threshold by the Department but the effectiveness of this encouragement is unclear. The Committee, therefore, recommends the Department to encourage the State Governments to develop action plans for DIET improvement, with incentives for achieving higher scores within a stipulated timeframe.

5.10 The Committee recommends the Department to prioritize DIETs with scores closer to 60 points in earlier phases to balance costs, as higher-scoring DIETs require less investment and it should introduce a tiered funding model where DIETs with lower scores

receive additional support for foundational improvements before full upgradation. The Committee further recommends that the Department should provide technical assistance to States with lower-scoring DIETs to help them reach the 60-point threshold through targeted interventions.

5.11 The Committee feels that the Department should develop a detailed cost estimation framework for each DIET, specifying allocations for infrastructure, ICT integration, and HR development to bring uniformity in upgraded DIETs. The Committee, therefore, recommends the Department to implement a real-time monitoring system to track DIET upgradation progress, including infrastructure development, ICT integration, and training outcomes and to conduct periodic audits by Central teams to ensure funds are utilized efficiently and align with the goals of innovative pedagogy and professional development.

5.12 The Committee takes note of the creation of model Balvatikas in each DIET of Excellence and appreciates the efforts of the Department in this regard. The Committee recommends the Department to ensure completion of model Balvatikas in a time-bound manner in each districts of the country.

5.13 The Committee observes from the submission of the Department that a number of DIETs could not conduct trainings due to lack of residential hostel facilities, libraries and resource centres. The Committee, therefore, recommends the Department to equip each DIETs of Excellence with residential hostels, libraries and resource centres as well as sports and recreational facilities at the earliest and in a time-bound manner.

5.14 In reply to a question by the Committee regarding details of districts of the country which are not equipped with DIET, so far, State-wise and time frame by which DIETs will be set up in all districts of the country, state-wise, the Department has informed that at present, there are 613 functional DIETs in the country as per details placed at Table-8 above. DIETs are under the administrative control of the respective State Government/ UT Administration and therefore setting up of DIETs come up under their jurisdiction. Based on proposals received from States/UTs there is a provision for financial support under Samagra Shiksha for the setting up of new DIETs.

5.15 The Committee observes that only 613 districts of the country have functional DIETs out of total 780 districts in the country. The Committee recommends the Department of School Education and Literacy to encourage the State Governments/ UT-Administration to set up at least one DIET in each district of State/UT and provide sufficient financial assistance to State Governments/ UT-Administrations for setting up of DIETs in each district.

The Committee also notes that there should be greater clarity on the future of the DIETs with the introduction of the ITEP. The Committee notes that the Ministry has spent many years and substantial resources for setting up and resourcing these DIETs. The Committee, therefore, recommends that any future Regulations should protect, preserve and empower these DIETs on mandatory basis.

5.16 The Committee notes that there is a significant shortage of both trainers and permanent faculty in District Institutes of Education and Training (DIETs) across India. Some DIETs are losing their relevance due to shortage of teaching staffs at alarming level. This shortage impacts the quality of teacher training and, consequently, the overall quality of education in schools. The Committee, therefore, recommends the Department of School Education and Literacy to pursue with the State Governments with respect to the recruitment of both trainers and permanent faculty in DIETs in various States on permanent basis instead of contractual appointments and ensure that all the States fill the vacancies of trainers and permanent faculty in DIETs in a time-bound manner and not later than 31st March, 2026. The Committee further recommends the Department to provide sufficient funds to State Governments for filling up of these vacancies in a time-bound manner.

5.17 The Committee observes that many DIETs lack adequate infrastructure and resources, hindering effective training delivery. The Committee, therefore, recommends the Department of School Education and Literacy to allocate additional funds under Samagra Shiksha for upgrading DIET facilities, including modern classrooms, computer labs, and audio-visual equipment and ensure reliable internet connectivity and access to digital tools to support online and hybrid training models. Also, Department should provide low-cost teaching aids and locally relevant materials to enhance resource availability at DIETs.

5.18 The Committee further observes that most of the DIETs operate in isolation, limiting their access to expertise and resources. The Committee, therefore, recommends the Department to ensure handholding and collaborations with SCERTs, universities, NGOs, and local education authorities to share resources and expertise. Further, the Department should establish formal linkages with Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) to ensure grassroots-level support and feedback. Sincere efforts should also be taken to create a network of DIETs for sharing best practices and resources, promoting innovation and consistency.

5.19 The Committee observes that some States face acute faculty shortages and infrastructure challenges, while some States have made progress. The Committee, therefore, recommends the Department to conduct State-specific audits to identify and address regional disparities in DIET functioning, focusing on faculty and infrastructure gaps and to allocate additional central funding to under-resourced states to strengthen DIETs in those States. The successful models in respect of DIETs should be implemented in lagging States and the regions.

5.20 The Committee observes that there is limited/ineffective evaluation and monitoring of the impact of training programs conducted by DIETS. The Committee is of the view that the Department should implement robust monitoring and evaluation system to assess the impact of training on teaching practices and student outcomes. Periodic evaluation should be done to refine training programs based on data-driven insights and feedback

mechanisms involving teachers, students, and district education officers should be appointed to ensure training meets practical classroom needs. Department should also create a database to track trainee progress and program outcomes, enabling continuous improvement.

5.21 The Committee observes that limited professional development for DIET faculty hinders their ability to deliver high-quality training. The Committee recommends the Department to ensure annual professional development programs for DIET faculty, including Continuous Professional Development (CPD) as proposed by NEP 2020. Further, participation in workshops, seminars, and research projects in collaboration with universities and research institutions should also be facilitated. Training on educational technology should be provided to ensure that faculty at DIETs can effectively integrate digital tools into their programs.

OBSERVATIONS/RECOMMENDATIONS OF THE COMMITTEE AT A GLANCE

Council for Teacher Education (NCTE) and its functioning

1. The Committee observes that as on 15th June, 2025, out of total 24 sanctioned strength in Group A in NCTE, there are only 11 Group A officers are in-position including the deputationists and 13 posts in Group A are lying vacant. Similarly, out of 46 and 53 sanctioned strength in Group B and C respectively, only 26 and 28 persons are deployed including those on deputation. The Committee further notes that there are 54%, 43% and 89% vacancies in Group A, B and C posts in NCTE, respectively excluding those officials who have been deployed against deputation vacancies. The Committee feels that any organisation cannot function properly nor can do justice with the mandate and responsibilities, it has been conferred by an Act of Parliament in absence of sufficient manpower/ human resources. The Committee, therefore, recommends the Department/ NCTE to fill up the vacancies in Group A, B and C in a time-bound manner and latest by 31st March, 2026 for effective realisation of objectives of NEP, 2020 and teachers' training in the country.

(Para 2.7)

2. The Committee takes note of the submission of Department/NCTE which states that "to mitigate the shortage, temporary measures have been taken by employing consultants on short-term contracts." The Committee also takes serious note that no recruitments of permanent teaching, non-teaching and administrative staffs have been made by NCTE since 2019 till 15th June, 2025. The Committee further observes that number of contractual appointments on non-teaching staffs in NCTE is 04 during 2019, Nil during 2020, 03 during 2021, 15 during 2022, 20 during 2023, 34 during 2024 and 13 in 2025 till 15th June, 2025, which shows increasing trend in contractual appointments in NCTE. The Committee, therefore, recommends the Department of School Education and Literacy and NCTE to fill up the vacancies at the earliest on permanent/regular basis to ensure Constitutional Rights of SC, ST, OBC, EWS and PwD *etc.*

(Para 2.10)

3. The Committee takes note of the letter of the Department dated 23.01.2025 to NCTE for carrying out an assessment about requirement of staff at every level and consider implementation of Mission Recruitment and appreciates the Department of School Education and Literacy for withdrawal of directives of Secretary, DoSEL given in September 2020, during a meeting on NEP, for stoppage of recruitment in NCTE. The Committee also recommends the Department to take follow-up actions with NCTE in this regard and to ensure that all the vacant posts in NCTE are filled up by March, 2026 on permanent/regular employment basis instead of contractual or deputation basis to achieve the goal of NEP 2020 and teachers' training.

(Para 2.12)

4. The Committee takes note of the submission of the Secretary, DoSEL that around 10 lakhs posts of teachers in schools education are lying vacant in the country. The Committee also notes that out of 14.8 lakh schools, Government of India administers just about 3,000 schools. In this regard, the Committee is constrained to note that level of vacancies in Government of India administered schools like Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (NVs) etc. are also alarming. There are overall 30 to 50% vacancies in KVs and NVs also and contractual appointments of teachers are being done inspite of repeated recommendation of the Committee to fill-up the vacancies. The Committee, therefore, re-iterates its recommendations contained in its 349th and 363rd Reports and directs the Department of School Education and Literacy to fill-up vacancies of teachers in Government of India administered schools like Kendriya Vidyalayas (KVs), Navodaya Vidyalayas (NVs) etc. through appointment of regular/permanent teachers instead of contractual teachers at the earliest and not later than 31st March, 2026 and apprise the Committee in this regard.

(Para 2.18)

5. The Committee also recommends the Department to stop contractual appointments of teachers in these schools which adversely impact the overall school education and undermines the Constitutional provision of reservation in Government jobs to SC, ST, OBC, EWS, PwD etc.

(Para 2.19)

6. The Committee observes that there are around 10 lakhs vacancies of teachers in Samagra Shiksha Abhiyan (SSA) funded schools in various States and there are around 7.5 lakh vacancies at elementary and primary levels. The Committee notes that there is no improvement in filling up of vacancy positions in these SSA funded schools of the State Governments inspite of repeated recommendations of the Committee contained in its 349th and 363rd Reports to fill up the vacancies in a time bound manner, rather it is worsening day by day due to retirements of teachers and due to absence of a permanent recruitment policy. The Committee, therefore, recommends the Department to take up the matter of vacancies of teachers in SSA funded schools of the State Governments strongly and teachers' salary component of SSA funds of those States which do not comply with the directions of the Department to fill up the vacancies with regular/permanent teachers,

should be kept in abeyance till the respective States comply with the directives of the Central Government.

(Para 2.20)

7. The Committee also recommends the Department to take up the issue of appointment of teachers on contractual basis which violates the Constitutional provision of reservation in Government jobs to SC, ST, OBC, PwD and EWS category. The Committee recommends for stoppage of teachers on contractual basis in SSA funded schools.

(Para 2.21)

8. The Committee notes that separate set of teachers for pre-primary and Class 1 & 2 and another set of teachers for class 3, 4 & 5 are not practically feasible due to recruitment rules of various States. The Committee feels that two broad levels of teacher education should be in place for effective implementation of teacher education i.e. Pre-Primary/ Primary level teachers for pre-primary and primary who can teach all subjects at this stage and Middle and Secondary level for subject specific teachers. This approach would allow teachers to work across multiple stages and subjects, which will reduce deployment inflexibilities and imbalances in demand/supply of teachers. A primary teacher can teach classes 1–5 with a focus on foundational skills, while secondary teachers can cover classes 6–12 with subject expertise. The Committee therefore, recommends the Department/NCTE to review the Draft NCTE Regulation, 2025 in view of various concerns regarding hyperspecialization and segmentation of teachers' education.

(Para 2.23)

9. The Committee recommends the Department/ NCTE to allow staggered choice for students where by students can be allowed to choose their level of specialisation later after completing introductory courses and field experience, which will help them make informed choices based on their strengths and interests. Further, the Department should also allow for both consecutive and concurrent models to thrive, without making ITEP a pre-requisite/mandatory condition. TEIs should be permitted to apply for recognition to offer ITEP at either level, and across a range of liberal disciplines and students should be allowed to be enrolled in any liberal programme of their choice, with relevance to school education curriculum.

(Para 2.24)

10. The Committee recommends that the NCTE should follow UGC's approach *i.e.* it should provide broad guidelines, credit frameworks, leaving the task of specific curriculum design to universities. Besides, Model curricula may be developed and used by Universities as a reference, without prescription. A supportive, non-prescriptive role of the NCTE will help strengthen the academic and autonomous functioning of universities and strengthen the quality of teacher education.

(Para 2.25)

11. The Committee is of the view that Universities should be given increased flexibility to design their Curriculum instead of only 30% flexibility allowed to these Universities. The Committee therefore, recommends the Department/NCTE to revise the curriculum framework to allow universities at least 50% control over designing their teacher education curricula, which would enable the institutions to incorporate local needs, multidisciplinary perspectives, and research-driven innovations, aligning with NEP 2020's emphasis on university-led teacher education.

(Para 2.26)

12. The Committee observes that the subject of education finds mention in the Concurrent List of the Constitution, as the Committee feels that the Department of School Education and Literacy should uphold the federal nature of teacher education and it should hold extensive, consultative meetings with the State Governments before arriving at the any change in the structure of teacher education. The Committee is of the view that the Department should work in tandem with the teacher education systems and recruitment rules of the different States.

(Para 2.27)

13. The Committee observes that each programme of teacher education has its own history and has taken decades to establish its structure, teacher educators, labour-demand ratios. The Committee recommends the Department to support growth of good quality teacher education programs in autonomous higher education institutions with proven track records like B. El. Ed. etc. and withdraw recognition to poor quality teacher education institutions and also strengthen faculty of education. It is also recommended to allow multiple programmes and models of teacher education and not to shut down successful existing programmes.

(Para 2.28)

14. The Committee takes note of the concerns regarding recruitment related legal complications and observes that the new teachers will be qualified not in accordance with the recruitment rules of the different State Governments which will lead to litigations. The Committee, therefore, recommends the Department/NCTE to hold consultations with various stakeholders including the State Governments and to review NCTE's Draft Regulation, 2025 and align it with the recruitment rules of various States in order to avoid litigation.

(Para 2.29)

Integrated Teacher Education Programme (ITEP)

15. The Committee acknowledges the smoother transition from old system of teachers' training to new one i.e. ITEP. However, the Committee notes that many institutions, particularly private and non-multidisciplinary ones, lack the infrastructure, trained faculty, and resources to implement ITEP effectively. The requirement for composite institutions offering multidisciplinary programs limits scalability, as not all colleges meet this criterion. The Committee, therefore, recommends that the Department/NCTE should

establish a phased support system, including grants and training programs, to upgrade infrastructure and faculty qualifications in eligible institutions. Further, it should also partner with premier institutions like IITs and Central Universities to create model ITEP programs that others can emulate. Additionally, a faculty development program focusing on interdisciplinary teaching and 21st-century pedagogy should be mandated.

(Para 3.8)

16. The Committee observes that as per Para 2.2 of NCTE's Gazette Notification of 2021 which states that "in a semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations." This clause of the said notification is in conflict with the University Grants Commission's (UGC) standard of 14–15 weeks per semester. This discrepancy creates scheduling conflicts within universities, disrupting alignment with other programs. The Committee, therefore, recommends the Department/NCTE to make ITEP's academic calendar in sync with UGC guidelines to ensure compatibility with university systems. NCTE should also collaborate with UGC to standardize semester durations across multidisciplinary programs, potentially adopting a 16–18-week semester to balance teaching and practicum requirements.

(Para 3.9)

17. The Committee observes that ITEP mandates that programs be offered in composite institutions with multidisciplinary academic environments. However, the Committee notes that 92% of Teachers Education Institutions (TEIs) are private institutions. Many public as well as private institutions offering teacher education programs lack the infrastructure, faculty expertise, or academic rigour to deliver a truly multidisciplinary curriculum, which compromises the quality of education and the integration of liberal arts, sciences, and pedagogical training. The Committee, therefore, recommends as under:-

- (v) the Department/NCTE should ensure that each district of the country has at least one public sector multi-disciplinary quality Teachers Education Institution equipped with sufficient infrastructure, faculty expertise and academic rigour for multi-disciplinary training and education under ITEP;
- (vi) the Department/NCTE should implement stricter accreditation criteria for composite institutions, ensuring they have robust departments in liberal arts, humanities, social sciences, and sciences. Regular audits and inspections by NCTE's Inspection and Visiting Committees should verify the availability of qualified faculty and resources;
- (vii) the Department/NCTE should encourage collaborations between smaller institutions and reputed multidisciplinary universities including IITs, Central Universities etc. to share resources, faculty, and expertise, on the lines of IIT Bhubaneswar's ITEP initiative; and
- (viii) the Department/NCTE should ensure continuous professional development for faculty to ensure they are equipped to teach interdisciplinary courses that blend subject knowledge with pedagogy.

(Para 3.10)

18. The Committee observes that the ITEP curriculum, while aiming to integrate general studies i.e. Mathematics, Sciences, Humanities with professional teacher training,

lacks clarity on how it differs from existing four-year programs like B.A./B.Sc. B.Ed. or B.El.Ed. This ambiguity leads to overlapping content and confusion among stakeholders about its unique value. Hence, the Committee recommends that the Department/ NCTE should

- (i) develop a clear, modular curriculum framework that balances general education, pedagogical training, and practical experience. The curriculum should explicitly outline learning outcomes for each stage (Foundational, Preparatory, Middle, Secondary) as per NEP 2020's 5+3+3+4 structure;
- (iv) integrate international benchmarks, such as inquiry-based learning and technology-enabled teaching, to prepare teachers for 21st-century classrooms which would align with ITEP's aim to adopt global standards; and
- (v) establish a review committee to periodically update the ITEP curriculum based on feedback from educators, students, and schools to ensure relevance and effectiveness.

(Para 3.11)

19. The Committee notes that the quality of teacher education programme depends upon the quality of institutions. The proliferation of substandard private institution driven by commercial interests can significantly undermine the ITEP's goal and objective of NEP-2020 to produce high quality teachers, as many institutions prioritize profit over quality. The Committee therefore, recommends the Department/NCTE to:-

- (iv) enforce rigorous norms for recognition of ITEP-offering institutions, including mandatory compliance with infrastructure, faculty, and curriculum standards. Non-compliant institutions should face de-recognition;
- (v) make inspection reports and compliance data publicly available on NCTE's website to ensure accountability and check commercialization; and
- (vi) increase funding for Public Universities and Government Colleges offering ITEP to reduce reliance on private institutions and ensure affordable access for students.

(Para 3.12)

20. The Committee observes that ITEP mandates that a significant portion of the program, at least 25%, be dedicated to school-based activities and internships. However, many institutions lack partnerships with quality schools for internships, leading to inconsistent practical training experiences. The Committee, therefore, recommends the Department/NCTE to develop partnerships with diverse schools (Government, private, rural, urban) to provide varied teaching experiences. NCTE should also create a framework for internship evaluation, including mentor feedback and student performance metrics. The Committee also recommends to introduce technology-driven simulations and micro-teaching modules to supplement real-world internships, especially in institutions with limited access to quality schools. Further, NCTE should ensure that internships include exposure to inclusive classrooms, addressing diverse learner needs including learners' with special needs, gender, disadvantaged section of society *etc.*, as mandated in NCTE regulations.

(Para 3.13)

21. The Committee notes that ITEP emphasizes on technology integration. However, a number of TEIs lack the infrastructure or trained faculty to incorporate digital tools effectively. Additionally, there is insufficient focus on Continuous Professional Development (CPD) post-training/education. The Committee, therefore, recommends the Department of School Education and Literacy to provide for sufficient grants to State Governments and TEIs to develop digital labs and train faculty in using educational technologies, such as learning management systems and virtual classrooms *etc.* The Committee also recommends that CPD modules for ITEP graduates, focusing on emerging pedagogical trends, technology integration, and inclusive education be introduced on mandatory basis. Further, NCTE should collaborate with NCERT to offer online CPD courses to ITEP graduates.

(Para 3.14)

22. The Committee feels that success of any teachers' education/training program depends largely on the monitoring and evaluation of program outcomes. The Committee recommends the Department to evolve robust mechanisms to evaluate ITEP's effectiveness in producing competent teachers and its impact on school education. Also, Department should conduct regular studies/audit by third party to assess ITEP graduates' performance in schools, focusing on student outcomes, teaching effectiveness, and retention rates. The Committee further recommends that the Department should establish a feedback loop involving schools, students, and ITEP graduates to identify gaps and refine the program accordingly. A centralized database should be set up to track ITEP outcomes, including graduation rates, their employment statistics, and teacher performance for effective outcomes.

(Para 3.15)

23. The Committee in its 363rd Report had recommended for convergence of Early Childhood Care and Education (ECCE) with primary education and integration of pre-primary/nursery education within Anganwadi centers and schools, with the formal primary school system. The Committee feels that Anganwadi worker and helpers should also be incorporated under ITEP for their training. The Committee, therefore, recommends the Department to ensure that Anganwadi workers and pre-primary teachers are trained with similar standards to provide consistent quality ECCE, potentially through joint training programs under ITEP. The Committee also reiterates its recommendation contained in 363rd Report for convergence of ECCE with primary education.

(Para 3.16)

24. The Committee also recommends that linguistic and cultural diversity in curriculum, local relevant pedagogies such as folk arts, classical regional literature and state level learning practices *etc.* should be given utmost importance and priority under the ITEP and education being a Concurrent-list subject in the Constitution, the State Governments should be given sufficient time and autonomy to evaluate its feasibility, cost implication and teacher workforce alignment. Further, the Department of School Education and Literacy should provide with institutional and financial support to the State Governments for upgrading public colleges/TEIs to meet the rigorous norms required for ITEP accreditation.

(Para 3.17)

25. The Committee recommends that the existing minimum qualification to teach elementary education continue to be 12th grade plus a 2-year diploma. The Committee observes that requiring teachers to have a four-year degree before teaching 3-year-old students is a very high bar, which may be logistically hard to meet and very expensive for prospective teachers. The Committee further observes that pre-schooling will also be occurring in Anganwadis, where the eligibility requirements for AWCs are a lot less stringent as compared to the four-year ITEP degree. The Committee recommends that the qualifications for teaching with elementary education must be developed with this larger system in mind.

(Para 3.18)

Bachelor of Elementary Education (B.El.Ed) Program

26. The Committee observes that ITEP divides teacher training into two distinct programs for the foundational stage covering pre-school to Grade 2 and the preparatory stage covering Grades 3 to 5. This bifurcation creates two types of teachers with specialized training that does not reflect the integrated nature of school structures, where teachers often handle multiple grades or overlapping roles. The separation of training lacks continuity. The Committee further notes that the rigid division of teacher training into foundational and preparatory programs fails to prepare teachers for versatile roles in school settings. While NEP 2020 introduces a new curricular structure (5+3+3+4), it emphasizes a seamless progression in learning. ITEP's bifurcated training model contradicts this by creating artificial distinctions in teacher preparation that do not correspond to practical school requirements and the rigid division of teachers' training into foundational and preparatory programs fails to prepare teachers for versatile roles in school settings. The Committee, therefore, recommends the Department to integrate Foundational and Preparatory Stage Training from pre-school to Grade 5 to ensure continuity and also to incorporate cross-stage training modules that equip teachers to handle multi-grade classrooms, reflecting the reality of many schools in the country where teachers work across grades.

(Para 4.8)

27. The Committee takes note of multiple exit options under ITEP and observes that the current structure of ITEP, with its fragmented exit options and limited pedagogical focus in early years, risks producing under qualified candidates and wasting resources. These early exit options do not equip candidates with the necessary skills to serve as teachers, rendering them ineffective for employment in school education. Government's expenditure on candidates who exit early after first or second or third year, is largely wasted, as these individuals are not qualified to teach. They lack practical teaching skills in early exit certifications which undermines the program's objective of producing competent educators. The Committee, therefore, recommends, that the Department should eliminate the first, second and third year exit options to ensure that candidates gain meaningful exposure to pedagogy and teacher training before exiting and also to ensure that ITEP aligns with NEP 2020's emphasis on holistic and rigorous teacher preparation by

integrating multidisciplinary education with robust pedagogical training across all four years.

(Para 4.10)

28. The Committee observes that ITEP course has been implemented in self-financing mode and students from rural and humble backgrounds have to bear around Rupees Four Lakh for completion of the course which is not affordable for majority of youth population aspiring for ITEP courses. The Committee further observes that Directive Principles of the State Policy contained in Part-IV of the Constitution declares the 'State' as a 'Welfare State.' The Committee, therefore, recommends the Department to implement ITEP on public financing mode instead of self-financing mode, so that, students from rural, poor, economically and socially backward sections of the society can pursue the ITEP course easily and to ensure that Directive Principles of State Policy are given due importance while framing the policies regarding teacher training.

(Para 4.12)

29. The Committee notes that only five (05) State Universities and Government Colleges have applied for preparatory courses in ITEP, whereas only one (01) Government College of Jammu and Kashmir has requested for foundational courses in ITEP, out of 64 institutions are running 114 programs. Out of the 114 programs being run, 99 programs are being run for secondary education, 9 programs are for middle education and the remaining 9 programs are being run for the foundational and preparatory stage which shows that demand the ITEP course at Foundational and Preparatory stage is abysmally very low. Similarly, demand at middle education level is also very poor. The Committee further observes that maximum number of children get enrolled at Foundational, Preparatory and Middle levels. The Committee, therefore, recommends the Department to assess the demand gap and redress it effectively to ensure potential implementation of ITEP.

(Para 4.14)

30. The Committee notes that the NEP, 2020 emphasizes transformative reforms in teacher education, focusing on multidisciplinary education, experiential learning, and holistic development. The Bachelor of Elementary Education (B.El.Ed.) program aligns closely with these objectives, demonstrating a robust framework for preparing teachers for diverse educational settings. The B.El.Ed. program incorporates multilingual education, mother tongue-based instruction, digital education, and holistic development, all of which are central to NEP 2020's vision. The Committee further observes that the program's effectiveness is evident in its high demand from schools and many B.El.Ed. students secure placements by their fourth year, reflecting the program's strong reputation and alignment with elementary education's needs. The Committee, therefore, recommends for continuation of the B.EL.ED program and promotion of the replication of the B.El.Ed. program in additional institutions under ITEP.

(Para 4.18)

31. The Committee observes that B. El. Ed program is proposed for transition into the ITEP because it is limited to elementary level teaching, class I to VIII, offered by less than 100 institutions. The Committee further notes that B. El. Ed is a specialized four-year

degree with focus on elementary education pedagogy, a crucial developmental stage for children, and its discontinuation based on factors like the number of institutions or structural alignment a short-sighted approach that risks dismantling a proven program instead of strengthening and expanding it to meet the demand for qualified elementary teachers across the country. The Committee, therefore, recommends the Department/ NCTE to redress the limitations, if any, under B. El. Ed program by upgrading its curriculum and encouraging more institutions to offer it, leveraging its established history and expertise in elementary teacher training instead of scraping or discontinuing a reputed, well established and internationally acclaimed program like B. El. Ed. which is being run effectively for more than 30 years.

(Para 4.20)

32. The Committee notes that the B.El.Ed. programme has for decades served as a rigorous, research-based, and socially conscious route for training generalist elementary school teachers, especially for urban poor and rural students. Given the diversity of educational needs across the country, the Committee recommends the Department to consider allowing States to continue offering B. El. Ed. where institutional ecosystems support it like State-run universities and women's colleges in certain States across the country. The Committee further recommends that the existing faculty and infrastructure developed under B. El. Ed. programme over the years to support this programme, especially in public-funded women's colleges and SC/ST/minority-serving institutions should be preserved.

(Para 4.21)

District Institute of Education and Training (DIETs)

33. The Committee appreciates the upgradation of DIETs into DIETs of Excellence. However, the Committee takes note of the submission of the Department of School Education & Literacy regarding the variation in DIETs' score which suggests inconsistent infrastructure and HR quality across the DIETs. Further, the States are encouraged to improve DIETs to meet the 60-point threshold by the Department but the effectiveness of this encouragement is unclear. The Committee, therefore, recommends the Department to encourage the State Governments to develop action plans for DIET improvement, with incentives for achieving higher scores within a stipulated timeframe.

(Para 5.9)

34. The Committee recommends the Department to prioritize DIETs with scores closer to 60 points in earlier phases to balance costs, as higher-scoring DIETs require less investment and it should introduce a tiered funding model where DIETs with lower scores receive additional support for foundational improvements before full upgradation. The Committee further recommends that the Department should provide technical assistance to States with lower-scoring DIETs to help them reach the 60-point threshold through targeted interventions.

(Para 5.10)

35. The Committee feels that the Department should develop a a detailed cost estimation framework for each DIET, specifying allocations for infrastructure, ICT integration, and HR development to bring uniformity in upgraded DIETs. The Committee, therefore, recommends the Department to implement a real-time monitoring system to track DIET upgradation progress, including infrastructure development, ICT integration, and training outcomes and to conduct periodic audits by Central teams to ensure funds are utilized efficiently and align with the goals of innovative pedagogy and professional development.

(Para 5.11)

36. The Committee takes note of the creation of model Balvatikas in each DIET of Excellence and appreciates the efforts of the Department in this regard. The Committee recommends the Department to ensure completion of model Balvatikas in a time-bound manner in each districts of the country.

(Para 5.12)

37. The Committee observes from the submission of the Department that a number of DIETs could not conduct trainings due to lack of residential hostel facilities, libraries and resource centres. The Committee, therefore, recommends the Department to equip each DIETs of Excellence with residential hostels, libraries and resource centres as well as sports and recreational facilities at the earliest and in a time-bound manner.

(Para 5.13)

38. The Committee observes that only 613 districts of the country have functional DIETs out of total 780 districts in the country. The Committee recommends the Department of School Education and Literacy to encourage the State Governments/ UT-Administration to set up at least one DIET in each district of State/UT and provide sufficient financial assistance to State Governments/ UT-Administrations for setting up of DIETs in each district.

The Committee also notes that there should be greater clarity on the future of the DIETs with the introduction of the ITEP. The Committee notes that the Ministry has spent many years and substantial resources for setting up and resourcing these DIETs. The Committee, therefore, recommends that any future Regulations should protect, preserve and empower these DIETs on mandatory basis.

(Para 5.15)

39. The Committee notes that there is a significant shortage of both trainers and permanent faculty in District Institutes of Education and Training (DIETs) across India. Some DIETs are losing their relevance due to shortage of teaching staffs at alarming level. This shortage impacts the quality of teacher training and, consequently, the overall quality of education in schools. The Committee, therefore, recommends the Department of School Education and Literacy to pursue with the State Governments with respect to the recruitment of both trainers and permanent faculty in DIETs in various States on permanent basis instead of contractual appointments and ensure that all the States fill the

vacancies of trainers and permanent faculty in DIETs in a time-bound manner and not later than 31st March, 2026. The Committee further recommends the Department to provide sufficient funds to State Governments for filling up of these vacancies in a time-bound manner.

(Para 5.16)

40. The Committee observes that many DIETs lack adequate infrastructure and resources, hindering effective training delivery. The Committee, therefore, recommends the Department of School Education and Literacy to allocate additional funds under Samagra Shiksha for upgrading DIET facilities, including modern classrooms, computer labs, and audio-visual equipment and ensure reliable internet connectivity and access to digital tools to support online and hybrid training models. Also, Department should provide low-cost teaching aids and locally relevant materials to enhance resource availability at DIETs.

(Para 5.17)

41. The Committee further observes that most of the DIETs operate in isolation, limiting their access to expertise and resources. The Committee, therefore, recommends the Department to ensure handholding and collaborations with SCERTs, universities, NGOs, and local education authorities to share resources and expertise. Further, the Department should establish formal linkages with Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) to ensure grassroots-level support and feedback. Sincere efforts should also be taken to create a network of DIETs for sharing best practices and resources, promoting innovation and consistency.

(Para 5.18)

42. The Committee observes that some States face acute faculty shortages and infrastructure challenges, while some States have made progress. The Committee, therefore, recommends the Department to conduct State-specific audits to identify and address regional disparities in DIET functioning, focusing on faculty and infrastructure gaps and to allocate additional central funding to under-resourced states to strengthen DIETs in those States. The successful models in respect of DIETs should be implemented in lagging States and the regions.

(Para 5.19)

43. The Committee observes that there is limited/ineffective evaluation and monitoring of the impact of training programs conducted by DIETS. The Committee is of the view that the Department should implement robust monitoring and evaluation system to assess the impact of training on teaching practices and student outcomes. Periodic evaluation should be done to refine training programs based on data-driven insights and feedback mechanisms involving teachers, students, and district education officers should be appointed to ensure training meets practical classroom needs. Department should also

create a database to track trainee progress and program outcomes, enabling continuous improvement.

(Para 5.20)

44. The Committee observes that limited professional development for DIET faculty hinders their ability to deliver high-quality training. The Committee recommends the Department to ensure annual professional development programs for DIET faculty, including Continuous Professional Development (CPD) as proposed by NEP 2020. Further, participation in workshops, seminars, and research projects in collaboration with universities and research institutions should also be facilitated. Training on educational technology should be provided to ensure that faculty at DIETs can effectively integrate digital tools into their programs.

(Para 5.21)

Annexure I

2.0 CURRICULAR STRUCTURE OF INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

Table 1: ITEP Structure												
S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
1.	1. Student Induction Programme	Two-Week Student Induction Programme		--	--	--	--	--	--	--	--	--
2.1	2. Foundations of Education	Evolution of Indian Education	4	--	--	--	--	--	--	--	4	30
2.2		Child Development & Educational Psychology	--	--	4	--	--	--	--	--	4	
2.3		Philosophical & Sociological Perspectives of Education -I	--	--	--	4	--	--	--	--	4	
2.4		Assessment & Evaluation	--	--	--	--	--	2	--	--	2	
2.5		Inclusive Education	--	--	--	--	--	2	--	--	2	
2.6		Perspectives on School Leadership and Management	--	--	--	--	--	--	2	--	2	
2.7		Curriculum Planning & Development (textbooks, material development, etc.) - (Stage Specific)	--	--	--	--	--	--	2	--	2	
2.8		Philosophical & Sociological Perspectives of Education -II	--	--	--	--	--	--	--	4	4	
2.9		Education Policy Analysis	--	--	--	--	--	--	--	2	2	
2.10		One Elective from the offered courses as per the choice of student-teachers (e.g., Adolescence Education, Education for Mental Health, Education for Sustainable Development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and Fitness Education, Tribal Education, Economics of Education, or any other relevant course decided by the University/Institution)	--	--	--	--	--	--	--	4	4	
3.1	3. Disciplinary/ Inter-disciplinary Courses	One/two discipline(s) from any of the school curricular areas. I) Languages ii) Physical Sciences (Physics, Chemistry, etc.) iii) Biological Sciences (Zoology, Botany, etc.) iv) Mathematics v) Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.) vi) Business Studies, Accountancy, etc. vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subject	8	12	12	12	12	8	--	--	64	64

4.1	4. Stage-Specific Content-cum-Pedagogy	Stage-Specific Content-cum-Pedagogy Courses	--	--	4	4	4	4	--	--	16	16
5.1	5. Ability Enhancement & Value-Added Courses	Language-I (as per the 8th schedule of constitution of India)	4		--	--	--	--	--	--	4	28
5.2		Language-II (Other than Language-I)	--	4	--	--	--	--	--	--	4	
5.3		Art Education (Performing and Visual)	2	--	--	--	--	--	2	--	4	
5.4		Understanding India (Indian Ethos and Knowledge Systems)	2	2	--	--	--	--	--	--	4	
5.5		Teacher and Society	--	2	--	--	--	--	--	--	2	
5.6		ICT in Education	--	--	--	--	2	--	--	--	2	
5.7		Mathematical & Quantitative Reasoning	--	--	--	--	--	2	--	--	2	
5.8		Sports, Nutrition and Fitness	--	--		--	--	--	2	--	2	
5.9		Yoga and Understanding Self	--	--		--	--	--	--	2	2	
5.10		Citizenship Education, Sustainability and Environment Education	--	--	--	--	--	--	--	2	2	
6.1	6. School Experience	Pre-internship Practice (Demonstration lessons, Peer teaching)	--	--	--	--	2	--	--	--	2	20
6.2		School Observation (Field Practice)	--	--	--	--	--	2	--	--	2	
6.3		School-based Research Project	--	--	--	--	--	--	2	--	2	
6.4		Internship in Teaching	--	--	--	--	--	--	10	--	10	
6.5		Post Internship (Review and Analysis)	--	--	--	--	--	--	--	2	2	
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy making, local/traditional vocations, etc)	--	--	--	--	--	--	--	2	2	
7.1	7. Community Engagement and Service	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme etc.)	--	--	--	--	--	--	--	2	2	2
		Total	20	20	20	20	20	20	20	20	160	

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 22nd October, 2021

F. No. NCTE-Regl011/80/2018-MS(Regulation)-HQ.—In exercise of the powers conferred by sub-sections (1) and (2) of section 32 of National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following amendments in the National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2014, namely: -

1. **Short title and Commencement** – (1) These regulations may be called the National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2021.

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

3. In the National Council for Teacher Education (Recognition, Norms and Procedure) Regulations, 2014 (herein referred to as Principal Regulations) in regulation 2 after clause (c) the following clauses shall be inserted namely: -

“(ca) “multidisciplinary institution” means a duly recognised higher education institution involving several different subjects of study/ combining or involving more than one discipline. Multidisciplinary universities and colleges will aim to establish education departments, which besides carrying out cutting edge research in various aspects of education, will also run Integrated Teacher Education Programme, in collaboration with other departments or field of liberal arts or humanities or social sciences or commerce or mathematics, as the case may be, at the time of applying for recognition of Integrated Teacher Education Programme.

(cb) “NEP 2020” means the National Education Policy 2020 which was approved by the Union Cabinet of India on 29 July 2020.”

4. In the Principal Regulations, for regulation 9 the following regulation shall be substituted, namely: -

“9. **Norms and standards.**- Every institution offering the following programmes shown in the Table shall have to comply with the norms and standards for various teacher education programmes as specified in Appendix 1 to Appendix 15:

Sl. 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.	Bachelor of elementary teacher education programme leading to Bachelor of Elementary Education (B.El.Ed.) degree.	Appendix-3
4.	Bachelor of education programme leading to Bachelor of Education (B.Ed.) degree.	Appendix-4
5.	Master of education programme leading to Master of Education (M.Ed.) degree.	Appendix-5
6.	Diploma in physical education programme leading to Diploma in Physical Education (D.P.Ed.).	Appendix-6
7.	Bachelor of physical education programme leading to Bachelor of Physical Education (B.P.Ed.) degree	Appendix-7
8.	Master of physical education programme leading to Master of Physical Education (M.P.Ed.) degree	Appendix-8
9.	Diploma in elementary education programme through Open and Distance Learning System leading to Diploma in Elementary Education (D.El.Ed.)	Appendix-9
10.	Bachelor of Education Programme through Open and Distance Learning System leading to Bachelor of Education (B.Ed.) degree.	Appendix-10
11.	Diploma in arts education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts)	Appendix-11
12.	Diploma in arts education (Performing Arts) programme leading to Diploma in Arts Education (performing Arts)	Appendix-12
13.	Bachelor of education programme (Part Time) leading to Bachelor of Education (B.Ed) degree.	Appendix-13
14.	B.Ed. M.Ed (3 years integrated) programme leading to B.Ed. M.Ed (Integrated) degree.	Appendix-14
15.	Integrated Teacher Education Programme (ITEP)	Appendix-15

”

5. In the Principal Regulations,-

(i) Appendix-13 shall be omitted;

(ii) Appendix 14 and 15 shall be renumbered as Appendix-13 and Appendix-14 and after Appendix-13 and Appendix 14 as so renumbered the following Appendix shall be inserted, namely: -

“APPENDIX-15

Norms and Standards for Integrated Teacher Education Programme (ITEP)

1. Preamble:

1.1 The teacher must be at the centre of the fundamental reforms in the education system. The ITEP shall be offered after Senior Secondary (+2) or its equivalent examination or as per NEP 2020 structure 5+3+3+4 of schooling. It integrates everything to empower teachers and help them to do their job as effectively as possible. In addition, the integration of disciplinary and professional knowledge caters to the requirement to recruit the very best and brightest for the teaching profession at all levels (5+3+3+4).

1.2 The ITEP programme emphasizes on preparing teachers as envisaged in Pedagogical and Curricular restructuring of school education under NEP 2020. Apart from preparing teachers for the school education system in the country, the disciplinary knowledge gained in different subjects would help the student-teachers to gain in-depth knowledge in their specific subject(s) which would ensure admission to higher studies in that disciplinary stream and for higher professional qualification.

1.3 The ITEP aims at the dual purpose of providing student teachers disciplinary knowledge along with the professional knowledge in an integrated manner. Since the program will be equivalent to an Undergraduate Degree (B.Sc./B.A./ B.Com.) and Teacher Education Degree, the curriculum of this program includes different courses and activities essential for both the degrees.

1.4 The ITEP offered by multidisciplinary Higher Education Institutions (hereinafter referred to as ‘HEIs’) will be the minimal degree qualification for school teachers. The ITEP will be a dual-major holistic Bachelor’s degree. This programme will prepare teachers for the new curricular and pedagogical structure of school education as reconfigured, to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the stages like Fundamental, Preparatory, Middle and Secondary guided by the 5+3+3+4 design.

1.5 The ITEP shall be in multi and inter disciplinary academic environment and shall be implemented in a phase-wise manner commencing in a pilot mode. The programme shall permit sharing of existing physical resources of other departments of the university/ HEIs. The ownership of ITEP shall lie with the Education Department of the multidisciplinary HEIs. All stand-alone Teacher Education Institutions (hereafter referred to as ‘TEIs’) will be required to convert into multidisciplinary institutions by 2030 to become eligible to offer the ITEP.

1.6 The annual performance appraisal report shall be submitted by the HEIs, in the customised format for ITEP provisioned by NCTE, within 1 (one) month after completion of the academic year. Inspection shall also be conducted, based on a suitable proforma developed by NCTE, which will determine extension/ withdrawal of recognition.

1.7 The time limits prescribed for inviting and processing of applications as provided in sub-regulations (5) and (6) of regulation 5 of the principal regulations shall be adhered to. If it is considered necessary, the time limits provided under sub-regulations (5) and (6) of regulation 5 may be relaxed after due consideration and after obtaining approval of the Central Government.

1.8 ITEP shall be implemented in a phase wise manner starting from piloting in multidisciplinary HEIs/TEIs and thereby country wide expansion as per NEP 2020 timeframe.

1.9 The exit system shall be applicable in ITEP as finalised in the National Higher Education Qualification Framework by UGC aligned with NEP 2020.

2. Duration and Working Days:

2.1 Duration:

The 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 in any semester–end examination, shall be permitted to complete the programme within a maximum period of six years from the date of admission to the programme.

2.2 Working Days:

- (a) In a semester, there shall be at least 125 (one hundred and twenty-five) working days, excluding the period of admissions but including the period of examinations.
- (b) Total working hours shall be a minimum of 40 (forty) hours to be spread over one week.
- (c) The minimum attendance of student-teachers shall have to be eighty percent in all courses and ninety percent for field-based experience or school internship or teaching practice separately.

3. Intake, Eligibility, Admission Procedure and Fees:**3.1 Intake:**

- a) The basic unit shall comprise of fifty students each in the programme.
- b) The institution shall be permitted to opt for one or more streams of either Arts Stream or Science Stream or Commerce Stream. The institution shall also be permitted to opt for one or more units being appropriate, in case the institution is eligible for the same.

3.2 Eligibility:

- a) Candidates with minimum fifty percent marks in Senior Secondary or plus two examination or its equivalent (under 5+3+3+4 pattern) from a recognised board are eligible for admission.
- b) The relaxation in percentage of marks in the Senior Secondary or plus two examination or its equivalent examination (under 5+3+3+4 pattern) and in the reservation for Scheduled Caste or Scheduled Tribe or Other Backward Class or Persons with Disabilities or Economically Weaker Section and any other categories shall be as per the rules of the Central Government or State Government or Union Territory Administration, wherever applicable.

3.3 Admission Procedure:

- a) Admission in ITEP shall be through a suitable 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 called National Common Entrance Test (hereinafter referred to as 'NCET') will be conducted by NTA for admission to the 4 Year ITEP under the recommendations of NEP 2020. The mode of examination shall be online/Computer Based Test (hereinafter referred to as 'CBT') in multilingual pattern and its score would reflect the relative performance level of the candidate for merit-based selection to secure the admission. Scorecard shall be prepared by NTA and admission shall be done through centralised online counselling.
- c) At the time of admission to the programme, the candidate must indicate the subjects/discipline (B.A. B.Ed./B.Sc. B.Ed./B.Com. B.Ed.). Any change in the choice of subjects shall be made within one month from the date of commencement of the programme.

3.4 Fees:

The institution shall charge only such fee as may be prescribed by the affiliating body or State Government or concerned Universities in accordance with provisions of the National Council for Teacher Education (Guidelines for regulation of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002 and shall not charge donations, capitation fee etc. from the students.

4. Curriculum and Programme Implementation:

4.1 The Curriculum and the implementation of the programme shall be based on the Model/Suggestive Curriculum developed by NCTE. However, different universities and institutions conducting this programme will be allowed upto 30% flexibility while adapting or modifying the Model/Suggestive Curriculum as per local requirements. However, NCTE reserves the right to validate any modifications to the Curriculum so adapted or modified at any stage, if felt necessary. Within a time span of 90 (ninety) days, curriculum framework and suggestive syllabus shall be uploaded on NCTE website for adoption /adaptation by the recognised HEIs/Affiliating body.

4.2 The HEIs will have to fulfill the following specific requirements for implementation of ITEP:

- (a) Preparing school calendar in which the school internship and other school related practicum are synchronized with the academic calendar of the school.

- (b) Making arrangement, with enough schools, for 18 weeks 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) Ensuring a coordinating mechanism between schools and HEIs of the region. The Government must ensure a rational and reasonable distribution of student-teachers in various schools, in consonance with the school calendar, to provide school support and cooperation.
- (d) Developing institutional mechanisms to involve the schoolteachers, of the Internship schools, in processes related to school internship. An orientation may be planned with the commencement of the Internship program, where faculty from the institute/college/department interacts with school teachers (mentor teachers).
- (e) Ensuring work in the field amounting to a minimum of 6 weeks, spread over several days throughout the program. This will include 4 weeks of engagements in different types of schools to develop an integrated picture and perception of school and classroom, along with experience of teaching and feedback etc., and a 2 week program for engagement with the community.
- (f) Initiating and deepening the discourse on education by organizing seminars, debates, lectures and discussion groups for student-teachers and faculty.
- (g) Organizing inter-institutional interactions for student-teachers between various colleges on themes of educational significance and participation in such events organized in other institutions.
- (h) Adopting a participatory teaching approach to help student-teachers to develop reflective thinking and critical questioning in skill-oriented courses.
- (i) Facilitating student-teachers to access quality academic journals and observation records which provide opportunities for reflective thinking.
- (j) Maintaining records of planning, observation schedules, feedback and reflective reports prepared by the student teachers.
- (k) Providing opportunities for faculty development and organizing 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.

4.3 Assessment and Evaluation: -

The evaluation pattern as per the Suggestive Curriculum Framework developed by NCTE would be followed.

5. Staff:

5.1 Faculty:

For an intake of one basic unit of fifty students and two units of one hundred students, faculty shall be recruited for the curricular areas, with the specified essential and desirable qualifications and specialisation. Additional faculty shall be appointed subject to provisions that the faculty requirements for the curricular areas mentioned below are fulfilled.

The distribution of minimum faculty across different curricular areas for one unit and two units of 4 Year ITEP for Streams as applicable:

The distribution of minimum faculty norms under the curricular areas for one unit and two units of 4 Year B.Tech. for streams as applicable.													
Sl. No.	Designation	Science				Humanities				Commerce			
		One unit		Two units		One unit		Two units		One Unit		Two Units	
1.	Head of Department (in the rank of the Professor/Associate Professor in Education)	One											
2.	Assistant Professor (in Liberal Discipline and Pedagogy/ Educational Studies)	1. Maths	One	1. Maths	Two	1. History	One	1. History	Two	1. Accountancy	One	1. Accountancy	Two
		2. Physics	One	2. Physics	Two	2. Geography	One	2. Geography	Two	2. Business Studies	One	2. Business Studies	Two
		3. Chemistry	One	3. Chemistry	Two	3. Political Science	One	3. Political Science	Two	3. Economics	One	3. Economics	Two
		4. Zoology/ Life Sciences/ Bio-Scien	One	4. Zoology/ Life Sciences/ Bio-Science	Two	4. Economics	One	4. Economics	Two	4. Informatics Practice/ Mathematics	One	4. Informatics Practice/Math ematics	Two
		5. Botany/ Life Sciences/ Bio-Science	One	5. Botany/ Life Sciences/ Bio-Science	Two	5. English/Hindi/ MIL	One	5. English/Hi ndi/MIL	Two	5. English /Hindi/MIL	One	5. English /Hindi/MIL	Two
		6. Communi cative Skills in English	One	6. Communicat ive Skills in English	One	6. Communicativ e Skills in English	One	6. Communic ative Skills in English	One	6. ommunicative Skills in English	One	6. ommunicative Skills in English	One
		7. Communi cative skills in MIL/Class ical Lang.	One	7. Communicat ive skills in MIL/Classic al Lang.	One	7. Communicativ e skills in MIL/Classical Languages	Two	7. Communic ative skills in MIL/ Classical Languages	Three	7. ommunicative skills in MIL/ Classical Languages	Two	7. ommunicative skills in MIL/ Classical Languages	Three
		8. Education al Studies	Two	8. Educational Studies	Three	8. Educational Studies		8. Educationa l Studies		8. Educational Studies		8. Educational Studies	
3.	Health and Physical Education	One (Part-time)											
4.	Arts Education	One (Part-time)											
5.	Career Guidance and Counselling	One (Part-time)											

For additional units over and above two units, the faculty requirement shall be as under: -

- (i) For three units, the requirement of faculty shall be increased by the exact number of faculty as is prescribed for one single unit (except Sl. No. 1,3,4 & 5). For four units, the faculty requirement is exactly double of the faculty requirement for two units (except Sl. No. 1,3,4 & 5).
- (ii) The above is the minimum essential core faculty to be appointed for the programme. However, the services of existing faculty in the institution could also be utilized for this teacher education programme if she/he possesses the prescribed qualification. Furthermore, any extra number of faculty may be appointed, over and above the minimum number prescribed for this programme.
- (iii) Faculty for health and physical education may be shared, if available, in the institution or otherwise may be recruited part-time.
- (iv) The Counsellor engaged for the purpose shall either be an Assistant Professor in Education having guidance and counselling as one of the papers at Post Graduate level or a part time Counsellor with an appropriate qualification in guidance and counselling.
- (v) The programme shall permit sharing of existing physical resources in other Departments of the University or College.

5.2 Qualifications:

The faculty shall possess the following qualifications: -

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

- (i) Postgraduate degree in Sciences or Mathematics or Social Sciences or Commerce or Languages.
- (ii) M.Ed.
- (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 qualification prescribed by the University Grants Commission for these categories of posts.

Desirable:

Diploma or Degree in Educational Administration or Leadership.

B. Assistant Professor –in Liberal Discipline and Pedagogy:

- (i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Bioscience) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or Languages (English or Modern Indian Languages or Classical Languages) or Commerce allied subjects) with minimum fifty-five percent marks or its equivalent grade.
- (ii) B.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 in the concerned subject as prescribed by the University Grants Commission for these categories of posts.

Desirable:

- (i) M.Ed. or M.Ed. with Specialisation
- (ii) Ph. D in Education.

C. Assistant Professor in Educational Studies:

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

Desirable:

- (i) Master's degree in Psychology or Philosophy or Sociology or their allied subjects.

D. Specialised Courses:**Physical Education:**

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

Art Education:

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

5.3 Administrative and Professional Staff:

- | | | |
|---|---|-----|
| (a) Assistant Librarian | - | One |
| (b) Computer Lab Assistant | - | One |
| (c) Data Entry Operator (DEO) | - | One |
| (d) Multi-Tasking Staff (MTS) | - | One |
| (e) Other Administrative and professional staff working for existing Departments shall be shared. | | |

Note:

1. All the above staff should be shared with existing courses.
2. The qualifications shall be as prescribed by the State Government or University or affiliating body for equivalent posts.

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 band or scale, age of superannuation and other benefits shall be as per the policy of the Central Government or State Government or affiliating body or University.

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) The minimum essential space for an institution offering the ITEP includes 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 etc.
- (c) For every additional unit of fifty students, it shall earmark an additional built up area of 200 sqm. (two hundred square metres).
- (d) A minimum number of four toilet blocks shall be earmarked by the Institution, two for students (one each for women and men) and two for staff members, including persons with disabilities. 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 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 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 facility and computer with Internet facility for the use of faculty and students.

- (c) **Laboratories:** Laboratories for Science stream subjects such as Physics, Chemistry, Mathematics, Zoology and Botany shall be earmarked with facilities and adequate equipment for conducting experiments. In humanities stream, a laboratory for Geography shall be earmarked.
- (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 which give the teacher student a practical experience of exposure to experiential learning and use of Information and Communication Technology in teaching programmes.
 - (ii) This resource centre 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 this 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 available.
- (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 hall shall be equipped for conducting seminars and workshops with installation of an audio-visual system.
- (g) **Faculty Rooms:** For faculty, individual workspaces, functional computers and storage spaces shall be provided.
- (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 able persons in required number for instructional and other purposes shall be provided.
- (l) Access to safe drinking water be provided in the institution.
- (m) Effective arrangement be made for regular cleaning of campus, water and toilet facilities, repair and replacement of furniture and other equipment.
- (n) Kitchen garden in the institution be developed and maintained by the student-teachers in order to learn concepts.
- (o) Rainwater harvesting system and infrastructure for renewable energy such as solar panels for electricity.
- (p) Facilities for co curricular activities of choice.

6.3 The existing physical resources in other Departments or Universities or Colleges can be shared with this programme, if it fulfils the requirement of the teacher education programme.

Desirable:

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

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

7. Managing Committee: The institution shall have a Managing Committee constituted as per the rules of the affiliating University or concerned State Government, if any. In the absence of such rules, the institution shall

constitute a Managing Committee on its own. The Committee shall comprise of the representatives of the sponsoring society or trust, academicians/ educationists, representatives of the affiliating University/Body and of the staff.

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

(iii) Appendix-16 shall be omitted;

(iv) Appendix-17 shall be omitted.

KESANG Y. SHERPA, Member Secy.

[ADVT.-III/4/Exty./378/2021]

Note: The Principal Regulations were published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 1st December, 2014, *vide* notification number F.51-1/2014/NCTE (N&S), dated the 28th November, 2014 and were last amended *vide* notification number F.NCTE-Regl0122/8/2020-US (Regulation)-HQ, dated the 14th October,2021.



भारत का राजपत्र The Gazette of India

सी.जी.-डी.एल.-अ.-19102022-239741
CG-DL-E-19102022-239741

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 526]
No. 526]

नई दिल्ली, बुधवार, अक्तूबर 19, 2022/आश्विन 27, 1944
NEW DELHI, WEDNESDAY, OCTOBER 19, 2022/ASVINA 27, 1944

राष्ट्रीय अध्यापक शिक्षा परिषद्

अधिसूचना

नई दिल्ली, 11 अक्तूबर, 2022

फा.सं. एनसीटीई-रेगु.022/5/2021-ओ/ओ डीएस(विनियम)-मुख्या.—राष्ट्रीय अध्यापक शिक्षा परिषद् अधिनियम, 1993 (1993 का 73) की धारा 12 के खंड (झ) के साथ पठित धारा 32 की उप-धारा (2) के खंड (त) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए, राष्ट्रीय अध्यापक शिक्षा परिषद् एतद्वारा राष्ट्रीय अध्यापक शिक्षा परिषद् (मान्यता, मानदंड तथा प्रक्रिया) विनियम, 2014 में पुनः संशोधन करते हुए निम्नलिखित विनियम बनाती है, अर्थात्:—

- लघु शीर्षक तथा प्रवर्तन.— (1) इन विनियमों को राष्ट्रीय अध्यापक शिक्षा परिषद् (मान्यता, मानदंड तथा प्रक्रिया) (द्वितीय संशोधन) विनियम, 2022 कहा जाएगा।
(2) वे सरकारी राजपत्र में उनके प्रकाशन की तिथि से लागू होंगे।
- राष्ट्रीय अध्यापक शिक्षा परिषद् (मान्यता मानदंड तथा प्रक्रिया) विनियम, 2014 (इसके बाद उक्त विनियमों के रूप में संदर्भित) में, परिशिष्ट 15 में, विनियम 5 में,

(क) उप विनियम 5.1 में, खंड (v) के बाद, निम्नलिखित खंड डाला जाएगा, अर्थात्:—

“(vi) निम्नलिखित संस्थान एकीकृत अध्यापक शिक्षा कार्यक्रम के संबंध में किसी अन्य संस्थान या बहु-विषयक संस्थान या विश्वविद्यालय के साथ संकाय साझा करेंगे।

(क) भारतीय प्रौद्योगिकी संस्थान;

(ख) राष्ट्रीय प्रौद्योगिकी संस्थान;

(ग) भारतीय विज्ञान संस्थान तथा;

(घ) भारतीय विज्ञान शिक्षा और अनुसंधान संस्थान।”

(ख) उप-विनियम 5.2 में, खंड (ख) के बाद, निम्नलिखित खंड रखा जाएगा, अर्थात्:—

“ख क. भारतीय प्रौद्योगिकी संस्थान, राष्ट्रीय प्रौद्योगिकी संस्थान, भारतीय विज्ञान संस्थान और भारतीय विज्ञान शिक्षा और अनुसंधान संस्थान के संकाय के मामले में, स्वतंत्र विषय और शिक्षाशास्त्र में सहायक प्रोफेसर की योग्यताएं निम्नानुसार होंगी :—

(i) विज्ञान (भौतिकी या रसायन विज्ञान या वनस्पति विज्ञान या जीव विज्ञान या जीवन विज्ञान या जैव विज्ञान) या गणित या सामाजिक विज्ञान (इतिहास या भूगोल या राजनीति विज्ञान या अर्थशास्त्र) या भाषाएं (अंग्रेजी या आधुनिक भारतीय भाषाएं या शास्त्रीय भाषाएं या वाणिज्य से सम्बन्धित विषय) में न्यूनतम पचपन प्रतिशत अंकों या इसके समकक्ष ग्रेड के साथ स्नातकोत्तर उपाधि।

(ii) इन श्रेणियों के पदों के लिए विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित राष्ट्रीय पात्रता परीक्षा या राज्य स्तरीय पात्रता परीक्षा या शिक्षा में या संबंधित विषय में डॉक्टर ऑफ फिलॉसफी की उपाधि।

वांछित:

(i) बी.एड. या एम.एड. अथवा विशेषज्ञता के साथ एम.एड.

(ii) शिक्षा में पीएच. डी।”

केसांग वाई. शेरपा, सदस्य सचिव
[विज्ञापन-III/4/असा./346/2022-23]

नोट:

मूल विनियम भारत के राजपत्र, असाधारण, भाग— III, खंड 4, दिनांक 1 दिसंबर, 2014 में अधिसूचना संख्या एफ. 51-1/2014/एनसीटीई(एन और एस), दिनांक 28 नवंबर, 2014 को प्रकाशित हुए थे और पिछली बार अधिसूचना संख्या एफ.एनसीटीई-रेगु.1012/13/2021- विनियमन अनुभाग-मुख्यालय, दिनांक 05 मई, 2022 द्वारा संशोधित किए गए थे।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 11th October, 2022

F. No. NCTE-Regl.022/5/2021-O/o DS(Regulation)-HQ.—In exercise of the powers conferred by clause (p) of sub-section (2) of section 32 read with clause (i) of section 12 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following regulations further to amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, namely:—

1. **Short title and commencement.**—(1) These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) (Second Amendment) Regulations, 2022.

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

2. In the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, (hereinafter referred to as the said regulations), in Appendix-15, in regulation 5, in sub-regulation 5.1, after clause (v), the following clause shall be inserted, namely:—

“(vi) In case of Indian Institute of Technology, National Institute of Technology, Indian Institute of Science and Indian Institute of Science Education and Research, the programme shall permit sharing of faculty with another institution or multidisciplinary institution or University.”

3. In the said regulations, in Appendix-15, in regulation 5, in sub-regulation 5.2, after clause (B.), the following clause shall be inserted, namely:—

“BA. In case the faculty is from the Indian Institute of Technology, National Institute of Technology, Indian Institute of Science and Indian Institute of Science Education and Research, the qualifications of Assistant Professor—in Liberal Discipline and Pedagogy, shall be as under:

(i) Post-Graduate degree in Sciences (Physics or Chemistry or Botany or Zoology or Life Sciences or Bioscience) or Mathematics or Social Sciences (History or Geography or Political Science or Economics) or Languages (English or Modern Indian Languages or Classical Languages) or Commerce allied subjects) with minimum fifty-five percent marks or its equivalent grade.

- (ii) National Eligibility Test or State Level Eligibility Test or Doctor of Philosophy in Education or in the concerned subject as prescribed by the University Grants Commission for these categories of posts.

Desirable:

- (i) B.Ed. or M.Ed. or M.Ed. with Specialisation
(ii) Ph. D in Education.”

KESANG Y. SHERPA, Member Secy.
[ADVT.-III/4/Extty./346/2022-23]

Note:

The Principal regulations were published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 1st December, 2014, *vide* notification number F.51-1/2014/NCTE (N&S), dated the 28th November, 2014 and were last amended *vide* notification number F. No NCTE-Regl012/13/2021- Reg. Sec.-HQ., dated the 5th May, 2022.



भारत का राजपत्र The Gazette of India

सी.जी.-डी.एल.-अ.-31012024-251658
CG-DL-E-31012024-251658

असाधारण
EXTRAORDINARY

भाग III—खण्ड 4
PART III—Section 4

प्राधिकार से प्रकाशित
PUBLISHED BY AUTHORITY

सं. 64]

नई दिल्ली, मंगलवार, जनवरी 30, 2024/माघ 10, 1945

No. 64]

NEW DELHI, TUESDAY, JANUARY 30, 2024/MAGHA 10, 1945

राष्ट्रीय अध्यापक शिक्षा परिषद

अधिसूचना

नई दिल्ली, 25 जनवरी, 2024

फा.सं. एनसीटीई.रेगु.022/16/2023—विनि.अनु.मुख्यालय.—राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम, 1993 (1993 का 73) की धारा 32 की उप-धारा (2) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए राष्ट्रीय अध्यापक शिक्षा परिषद एतद्वारा राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और प्रक्रिया) विनियम, 2014 में संशोधन करने के लिए निम्नलिखित विनियम बनाती है, अर्थात्:—

1. लघु शीर्ष और प्रवर्तन—(1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और प्रक्रिया) (संशोधन) विनियम, 2024 कहलाएंगे।

(2) इन्हें 26 अक्टूबर, 2021 से प्रभावी माना जाएगा।

2. राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और प्रक्रिया) विनियम, 2014 के परिशिष्ट-15 में अनुच्छेद 6 के बाद, निम्नलिखित अनुच्छेद जोड़ा जाएगा, अर्थात्:—

“6क. जिन संस्थानों को, दिनांक 22 अक्टूबर, 2021 की राजपत्र अधिसूचना संख्या एनसीटीई—रेगु011/80/2018—एमएस(विनियमन)—मुख्यालय द्वारा इसके हटाए जाने से पूर्व, हटाए गए परिशिष्ट-13 के अंतर्गत 4—वर्षीय एकीकृत बी.एससी.बी.एड./बी.ए.बी.एड कार्यक्रम संचालित करने के लिए मान्यता प्रदान की गई है, वह जारी रहेगी और उन्हें इस शर्त के अधीन छात्रों को नामांकित करने की अनुमति दी जाएगी कि वे शैक्षणिक सत्र 2025—2026 की शुरुआत से पहले दिनांक 22 अक्टूबर, 2021 के राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और प्रक्रिया) संशोधन विनियम, 2021 के अनुसार नए एकीकृत

अध्यापक शिक्षा कार्यक्रम में परिवर्तित हो जाएंगे। हटाए गए परिशिष्ट-13 के अंतर्गत 4-वर्षीय एकीकृत बी.एससी.बी.एड./बी.ए.बी.एड कार्यक्रम, शैक्षणिक सत्र 2025-2026 से बंद कर दिया जाएगा और हटाए गए परिशिष्ट-13 के अंतर्गत 4-वर्षीय एकीकृत बी.एससी.बी.एड./बी.ए.बी.एड कार्यक्रम संचालित करने वाले किसी भी मौजूदा संस्थान को नए दाखिले करने की अनुमति नहीं दी जाएगी।”

केसांग वाई. शेरपा, सदस्य सचिव

[विज्ञापन-III/4/असा./719/2023-24]

विवरणात्मक ज्ञापन:—राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदंड और प्रक्रिया) विनियम, 2014 के परिशिष्ट-13 में उल्लिखित बी.एससी.बी.एड./बी.ए.बी.एड कार्यक्रम के लिए मानदंडों व मानकों को दिनांक 22 अक्टूबर, 2021 की अधिसूचना सं: एनसीटीई.रेगु011/80/2018-एमएस(विनियमन).मुख्यालय द्वारा हटा दिया गया था, जिसे दिनांक 26 अक्टूबर, 2021 को भारत के राजपत्र, असाधारण, भाग III, खंड-4 में प्रकाशित किया गया था। तथापि, जिन संस्थानों को उक्त परिशिष्ट-13 को हटाए जाने से पूर्व, इसके अंतर्गत पहले से ही राष्ट्रीय अध्यापक शिक्षा परिषद द्वारा उक्त कार्यक्रम के संचालन के लिए मान्यता दी गई थी, वे इसे हटाए जाने के बाद भी इसे संचालित करना जारी रख सकते थे।

वर्तमान अधिसूचना को पूर्वव्यापी रूप से प्रभावी करने पर, किसी पर प्रतिकूल प्रभाव नहीं पड़ेगा और यह उन छात्रों के लिए लाभकारी होगा, जो हटाए गए परिशिष्ट-13 के अंतर्गत पहले ही नामांकन करा चुके हैं और अपना पाठ्यक्रम जारी रखे हुए हैं।

टिप्पणी:—दिनांक 28 नवंबर, 2014 की अधिसूचना संख्या एफ.51-1/2014/एनसीटीई (एनएंडएस) द्वारा मूल विनियम, दिनांक 01 दिसंबर, 2014 को भारत के राजपत्र, असाधारण, भाग III खंड-4 में प्रकाशित किए गए थे और पिछली बार दिनांक 19 अक्टूबर, 2022 की अधिसूचना संख्या एफ. सं. एनसीटीई.रेगु022/5/2021-कार्यालय डीएस(विनियमन)-मुख्यालय द्वारा संशोधित किए गए थे।

NATIONAL COUNCIL FOR TEACHER EDUCATION

NOTIFICATION

New Delhi, the 25th January, 2024

F. No. NCTE-Regl.022/16/2023-Reg.Sec.-HQ.—In exercise of the powers conferred by sub-section (2) of section 32 of the National Council for Teacher Education Act, 1993 (73 of 1993), the National Council for Teacher Education hereby makes the following regulations further to amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, namely:-

1. Short title and commencement.-(1)These regulations may be called the National Council for Teacher Education (Recognition Norms and Procedure) (Amendment) Regulations, 2024.

(2) They shall be deemed to have come into force with effect from the 26th October, 2021.

2. In the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, in Appendix-15, after paragraph 6, the following paragraph shall be inserted, namely:-

“6A. The institutions which have been granted recognition for conducting 4-year Integrated B.Sc.B.Ed./B.A.B.Ed. programme under the omitted Appendix-13 prior to its omission *vide* Gazette Notification No: NCTE-Regl011/80/2018-MS(Regulation)-HQ, dated the 22nd October, 2021 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 in accordance with the National Council for Teacher Education (Recognition Norms and Procedure) Amendment Regulations, 2021 dated the 22nd October, 2021 before the start of the academic session 2025-2026. 4-year Integrated B.Sc.B.Ed./B.A.B.Ed. programme under the omitted Appendix-13 shall be discontinued from the academic session 2025-2026 and no fresh admissions shall be allowed to any of the existing institutions conducting 4-year Integrated B.Sc.B.Ed./B.A.B.Ed. programme under omitted Appendix-13.”

KESANG Y. SHERPA, Member Secy.

[ADVT.-III/4/Exty./719/2023-24]

Explanatory Memorandum:—The Norms and Standards for B.Sc.B.Ed./B.A.B.Ed. programme mentioned in Appendix-13 of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 were omitted *vide* Notification No: NCTE-Regl011/80/2018-MS (Regulation)-HQ, dated the 22nd October, 2021 published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 26th October, 2021. However, the institutions which were already recognised under the said Appendix-13 prior to its omission by the National Council for Teacher Education for conducting the said programme might have continued to offer it after the omission also.

By giving retrospective effect to the present notification, no one shall be adversely affected and it will be beneficial for those students who have already enrolled under the omitted Appendix-13 and continuing their course.

Note:—The Principal regulations were published in the Gazette of India, Extraordinary, Part III, Section 4, dated the 1st December, 2014, *vide* notification number F.51-1/2014/NCTE (N&S), dated the 28th November, 2014 and were last amended *vide* notification number F. No. NCTE-Regl022/5/2021-O/o DS(Regulation)-HQ., dated the 19th October, 2022.

Annexure-III

List of Central/State Universities/Institutions including IITs, NITs, RIEs, and Government Colleges for the Academic Session 2024-25

S. No.	State	Region (Territorial Jurisdiction)	Name & Address of the Higher Education Institutions (HEIs)	Approved Course	Stages	Approved Unit (Intake)
1.	HARYANA	NRC	Chaudhary Devi Lal University, Sirsa, Barnala Road, Haryana-125055	B.A. B.Ed.	Secondary	1 Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1 Unit (50 seats)
2.	PUNJAB	NRC	Guru Nanak Dev University, G.T. Road, Amritsar, Punjab-143005	B.A. B.Ed.	Secondary	1 Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1 Unit (50 seats)
				B.Com. B.Ed.	Secondary	1 Unit (50 seats)
3.	UTTARAKHAND	NRC	Department of Education Birla Campus Hnb Garhwal University Srinagar Pauri Garhwal, Uttarakhand-246174	B.A. B.Ed.	Secondary	1 Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1 Unit (50 seats)
				B.Com. B.Ed.	Secondary	1 Unit (50 seats)
4.	UTTAR PRADESH	NRC	Gautam Buddha University, Near Kasna, Yamuna Expressway, Dhanda, Greater Noida Gautam Budh Nagar, Uttar Pradesh-201312	B.A. B.Ed.	Middle	1 Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1 Unit (50 seats)
				B.Com. B.Ed.	Secondary	1 Unit (50 seats)
5.	UTTAR PRADESH	NRC	Institute Of Education Bundelkhand University, Kanpur Road Jhansi, Uttar Pradesh-284128	B.A. B.Ed.	Preparatory	1 Unit (50 seats)
				B.Sc.B.Ed.	Preparatory	1 Unit (50 seats)
6.	DELHI	NRC	Indira Gandhi National Open University, Maidan Garhi, Main Ignou Road, Neb Sarai, South Delhi, Delhi-110068	B.A. B.Ed.	Secondary	2 Units (100 seats)
				B.Sc.B.Ed.	Secondary	2 Units (100 seats)
				B.Com. B.Ed.	Secondary	2 Units (100 seats)
7.	DELHI	NRC	School Of Education Studies, Dr. B.R. Ambedkar University Delhi, Lodhi Road, Aliganj, South Delhi, Delhi-110003	B.A. B.Ed.	Preparatory	1 Unit (50 seats)
				B.A. B.Ed.	Secondary	1 Unit (50 seats)
8.	HARYANA	NRC	Central University Of Haryana, Jant-Pali, Mahendergarh-Dadri Road, Mahendergarh, Haryana-123031	B.A. B.Ed.	Secondary	1 Unit (50 seats)
9.	UTTAR PRADESH	NRC	ALIGARH MUSLIM UNIVERSITY, ALIGARH, UTTAR PRADESH	B.A. B.Ed.	Secondary	1 Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1 Unit (50 seats)
10.	HARYANA	NRC	DEPARTMENT OF EDUCATION, MAHARSHI DAYANAND UNIVERSITY, ROHTAK, HARYANA	B.A. B.Ed.	Secondary	1 Unit (50 seats)
				B.Com. B.Ed.	Secondary	1 Unit (50 seats)
11.	PUNJAB	NRC	Dr. B R Ambedkar National Institute Of Technology Lidhran B idhipur, GT Road Amritsar	B.Sc.B.Ed.	Secondary	1 Unit (50 seats)

S. No.	State	Region (Territorial Jurisdiction)	Name&AddressoftheHigher Education Institutions (HEIs)	Approved Course	Stages	Approved Unit(Intake)
			BYPASS,Jalandhar, Punjab-144027			
12.	UTTARAKHAND	NRC	KumaunUniversity Sleepy Hollow,Nainital,Uttarakhand-263001	B.A. B.Ed.	Preparatory	1Unit (50 seats)
				B.Sc.B.Ed.	Preparatory	1Unit (50 seats)
				B.Com. B.Ed.	Preparatory	1Unit (50 seats)
13.	JAMMUAND KASHMIR	NRC	CentralUniversityOfKashmir, Tulmullah,Ganderbal,Jammu And Kashmir-191131	B.A. B.Ed.	Middle	1Unit (50 seats)
14.	JAMMUAND KASHMIR	NRC	Government CollegeOfEducation,Canal Road, Jammu, Jammu AndKashmir-180016	B.A. B.Ed.	Preparatory	1Unit (50 seats)
				B.A. B.Ed.	Foundational	1Unit (50 seats)
15.	DELHI	NRC	MATASUNDRICOLLEGEFOR WOMEN,MataSundriLane,New Delhi, 110002	B.A. B.Ed.	Middle	1Unit (50 seats)
				B.A. B.Ed.	Secondary	1Unit (50 seats)
16.	DELHI	NRC	SHYAMAPRASADMUKHERJI COLLEGEFORWOMEN,North Ave,WestPunjabiBagh,Punjabi Bagh, Delhi, 110026	B.A. B.Ed.	Secondary	1Unit (50 seats)
17.	MAHARASHTRA	WRC	MAHATMAGANDHI ANTARRASHTRIYAHINDI VISHWAVIDYALAYA, GANDHIHILLSWARDHA, MAHARASHTRA- 442001	B.A. B.Ed.	Secondary	1Unit (50 seats)
18.	MADHYA PRADESH	WRC	REGIONALINSTITUTE OF EDUCATION, BHOPAL, SHYAMLAHILLS,BHOPAL, MADHYAPRADESH-462002	B.Sc.B.Ed.	Secondary	2Units (100 seats)
				B.A. B.Ed.	Secondary	1Unit (50 seats)
19.	RAJASTHAN	WRC	REGIONALINSTITUTE OF EDUCATION, PUSHKAR ROAD,AJMER,RAJASTHAN-305004	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B.Ed.	Secondary	2Units (100 seats)
20.	MAHARASHTRA	WRC	SNDTWOMEN'SUNIVERSITY, MUMBAI,ERANDWANE, KARVE ROAD, HAVELI, PUNE, PUNE, MAHARASHTRA-411038	B.A. B.Ed.	Secondary	1Unit (50 seats)
21.	MADHYA PRADESH	WRC	DOCTORHARISINGHGOUR VISHWAVIDYALAYA, UNIVERSITY ROAD OVER PATHARIA HILLS, SAGAR, MADHYAPRADESH-470003	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1Unit (50 seats)
				B.Com. B.Ed.	Secondary	1Unit (50 seats)
22.	MADHYA PRADESH	WRC	MAHATMAGANDHI CHITRAKOOT GRAMODAYA VISHWAVIDYALAYA RAJAULA, CHITRAKOOT SATNAROAD,MAJHGAWAN, SATNA, MADHYA PRADESH-485334	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B.Ed.	Secondary	1Unit (50 seats)
				B.Com. B.Ed.	Secondary	1Unit (50 seats)
23.	RAJASTHAN	WRC	CENTRALUNIVERSITY OF RAJASTHAN,	B.Sc.B.Ed.	Secondary	1Unit (50 seats)

S. No.	State	Region (Territorial Jurisdiction)	Name&AddressoftheHigher Education Institutions (HEIs)	Approved Course	Stages	Approved Unit(Intake)
			BANADRSINDRI, NH8, BANDARSINDRI, KISHANGARH,AJMER, RAJASTHAN-305817			
24.	ODISHA	ERC	MAHARAJA PURNACHANDRA AUTONOMOUS COLLEGE, TAKHATPUR, NOU ROAD, BARIPADA,MAYURBHANJ, ODISHA-757003	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B. Ed.	Secondary	1Unit (50 seats)
25.	ASSAM	ERC	TYAGBIRHEMBARUAH COLLEGE,KARCHANTOLA, NADUAR, JAMUGURIHAT, SONITPUR, ASSAM -784189	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B. Ed.	Secondary	1Unit (50 seats)
26.	ASSAM	ERC	NORTH LAKHIMPUR COLLEGE (AUTONOMOUS), KHELMATI, NL COLassamLEGE ROAD,NORTHLAKHIMPUR,A SSAM-787031	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B.Ed	Secondary	1unit (50 Seats)
27.	ARUNACHAL PRADESH	ERC	RAJIVGANDHIUNIVERSITY, DOIMUKH, PAPUMPARA, ARUNACHALPRADESH-791112	B.A. B.Ed.	Secondary	1Unit (50 seats)
28.	WEST BENGAL	ERC	INDIANINSTITUTE OF TECHNOLOGYKHARAGPUR 1, MIDNAPUR, WEST BENGAL-721302	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
29.	TRIPURA	ERC	NATIONAL INSTITUTE OF TECHNOLOGYJIRANIA,NIT ROAD, AGARTALA, WEST TRIPURA -799046	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
30.	MEGHALAYA	ERC	KIANGNANGBAH GOVERNMENT COLLEGE, JOWAI,NH-6,JOWAI, WEST JAINTIA HILLS, MEGHALAYA-793150	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B. Ed.	Secondary	1Unit (50 seats)
31.	KERALA	SRC	CENTRAL UNIVERSITY OF KERALA,PERIYA,TEJASWINI HILLS, HOSDURG, KANHANGAD, KASARAGOD, KERALA - 671320	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
				B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Com. B.Ed.	Secondary	1Unit (50 seats)
32.	TELANGANA	SRC	DEPARTMENT OF EDUCATIONANDTRAINING, MAULANA AZADNATIONAL URDU UNIVERSITY, GACHIBOWLI, MANIKONDA VILLAGE, RAJENDRA NAGAR, HYDERABAD, RANGAREDDY,TELANGANA -500032	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B. Ed.	Secondary	1Unit (50 seats)
				B.Com. B.Ed.	Secondary	1Unit (50 seats)
33.	TAMILNADU	SRC	CENTRALUNIVERSITY OF TAMILNADU,NILAKKUDI, NANNILAM,THIRUVARUR, TAMIL NADU - 610005	B.Sc.B. Ed.	Secondary	1Unit (50 seats)

S. No.	State	Region (Territorial Jurisdiction)	Name&AddressoftheHigher Education Institutions (HEIs)	Approved Course	Stages	Approved Unit(Intake)
34.	ANDHRA PRADESH	SRC	NATIONAL SANSKRIT UNIVERSITY,RESERVIOUR COLONY, TIRUPATI, CHITTOOR, ANDHRA PRADESH-517507	B.A. B.Ed.	Secondary	1Unit (50 seats)
35.	KERALA	SRC	NATIONALINSTITUTEOF TECHNOLOGYCALICUT, CHATHAMANGALAM, KOZHIKODE, KERALA - 673601	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
36.	PUDUCHERRY	SRC	SCHOOLOFEDUCATION SJ CAMPUS PONDICHERRY UNIVERSITY, KALAPET REVENUE VILLAGE R VENKATRAMAN NAGAR SILVER JUBILEE CAMPUS, UZHAVARKARAI PANCHAYATPUDUCHERRY- 605014	B.A. B.Ed.	Secondary	1Unit (50 seats)
				B.Sc.B. Ed.	Secondary	1Unit (50 seats)
37.	TELANGANA	SRC	NATIONAL INSTITUTE OF TECHNOLOGY,HYDERABAD HIGHWAY, HANUMANKONDA, WARANGAL, TELANGANA - 506004	B.Sc.B.Ed.	Secondary	1Unit (50 seats)
38.	PUDUCHERRY	SRC	NATIONALINSTITUTEOF TECHNOLOGY, PUDUCHERRY, THIRUVETTAKUDY, KARAICAL,PUDUCHERRY- 609609	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
39.	ANDHRA PRADESH	SRC	DR. B. R. AMBEDKAR UNIVERSITY,ETCHERLA, MAINROAD,ETCHERLA, SRIKAKULAM, ANDHRA PRADESH- 532410	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
				B.A. B.Ed.	Secondary	1Unit (50 seats)
40.	KARNATAKA	SRC	NRUPATHUNGAUNIVERSITY (FORMERLYGOVERNMENT SCIENCE COLLEGE), NT ROAD NRUPATHUNGA UNIVERSITY,BANGALORE, KARNATAKA - 560001	B.Sc.B. Ed.	Secondary	1Unit (50 seats)
41.	TELANGANA	SRC	GOVERNMENT DEGREE COLLEGE, BEHIND CSI CHURCH,LUXETTIPET, MANCHERIAL,TELANGANA- 504215	B.A. B.Ed.	Secondary	1Unit (50 seats)
42.	ODISHA	ERC	INDIANINSTITUTE OF TECHNOLOGY, BHUBANESHWAR	B.Sc.,B.Ed	Secondary	1Unit (50 seats)
43.	DELHI	NRC	JesusandMaryCollege, UniversityofDelhi,SanMartin Marg,Chanakyapuri,Delhi,South Delhi, Delhi-110021	B.A. B.Ed.	Secondary	1unit (50 Seats)
44.	Haryana	NRC		B.A. B.Ed.	Secondary	1unit (50 Seats)

S. No.	State	Region (Territorial Jurisdiction)	Name&AddressoftheHigher Education Institutions (HEIs)	Approved Course	Stages	Approved Unit(Intake)
			Institute of Teacher Training and ResearchKurukshetraUniversity, Kurukshetra	B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
				B.Com. B.Ed.	Secondary	1 unit (50 Seats)
45.	Delhi	NRC	DepartmentofEducation, University of Delhi, North Campus, University of Delhi, ChhatraMarg,33,Delhi,North Delhi,Delhi-110007	B.A. B.Ed	Secondary	1 unit (50 Seats)
46.	Chandigarh	NRC	PanjabUniversity,Chandigarh, Sector 14, Sector 14, Chandigarh, Chandigarh (UT), Chandigarh-160014	B.A. B.Ed	Secondary	1 unit (50 Seats)
					Middle	1 unit (50 Seats)
					Preparatory	1 unit (50 Seats)
47.	Delhi	NRC	Guru GobindSinghIndraprastha, University,Dwarka,GolfLink Road,Delhi,Delhi,Southwest Delhi, Delhi110078	B.A. B.Ed	Secondary	1 unit (50 Seats)
48.	Punjab	NRC	IndianInstituteofTechnology Ropar, Rupnagar, Near Bara Phool,RoparandShriChamkaur Sahib, Rupnagar, Ropar/Rupnagar, Punjab140001	B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
49.	Punjab	NRC	PunjabiUniversity,Patiala,Arts, BlockNo.5,Patiala,Patiala, Punjab- 147002	B.A. B.Ed.	Secondary	1 unit (50 Seats)
50.	Haryana	NRC	GuruJambheshwarUniversityof Science and Technology Hisar, Hissar, Haryana -125001	B.A. B.Ed.	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
51.	Punjab	NRC	Central University of Punjab, Ghudda,BadalRoad,Bathinda, Punjab-151401	B.A. B.Ed.	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
52.	Maharashtra	WRC	ShivajiUniversity, Kolhapur, Maharashtra-416004	B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
53.	Maharashtra	WRC	Department of Education and Extension,Savitribai Phule, Pune UniversityKarwar,Nh62NagaurM aharashtra	B.A. B.Ed	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
				B.Com. B.Ed.	Secondary	1 unit (50 Seats)
54.	Gujarat	WRC	TheMaharaja Sayajirao UniversityofBaroda,Vadodara (Baroda), Gujarat-390002	B.A. B.Ed.	Secondary	1 unit (50 Seats)
55.	Jodhpur	WRC	Indian InstituteofTechnology Jodhpur,Nh62,NagaurRoad, Karwar, Jodhpur, Rajasthan342030	B.Sc.B.Ed	Secondary	1 unit (50 Seats)
56.	MadhyaPradesh	WRC	CentralSanskritUniversity Bhopal Campus, Bag Sevaniya, Bhopal,MadhyaPradesh462043	B.A. B.Ed.	Secondary	2unit (100 Seats)
57.	Rajasthan	WRC	CentralSanskritUniversity, GopalpuraBypass,TriveniNagar, Jaipur Campus,Rajasthan-302018	B.A. B.Ed	Secondary	2unit (100 Seats)

S. No.	State	Region (Territorial Jurisdiction)	Name&AddressoftheHigher Education Institutions (HEIs)	Approved Course	Stages	Approved Unit(Intake)
58.	Chattisgarh	WRC	Institute of Teachers Education, Pt. Ravishankar Shukla University,Amanaka G.E.Road, Raipur – 492010	B.A. B.Ed	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
				B.Com. B.Ed	Secondary	1 unit (50 Seats)
59.	TamilNadu	SRC	National Institute of Technology, Thuvakudi,Tanjavur,MainRoad, Thiruverumbur, Trichirappalli, Tiruchirappalli, Tamil Nadi620015	B.A. B.Ed	Secondary	1 unit (50 Seats)
60.	Kerala	SRC	CentralSanskritUniversity, GuruvayoorCampusAdat, Puanattukara, Thrissur, Kerala680551	B.A. B.Ed.	Secondary	2 unit (100 Seats)
61.	Mizoram	ERC	Mizoram University Tanhril, Tanhril,Aizawal,Mizoram796004	B.A. B.Ed.	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
				B.Com. B.Ed	Secondary	1 unit (50 Seats)
62.	Meghalaya	ERC	Northeastern Hill University Mawlai, UmshingMawlai, Shillong,Shillong,EastKhasi Hills, Meghalaya-793022	B.A. B.Ed.	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
63.	Assam	ERC	ChaiduarCollegeGohpur,Nh15, Chaiduar, Gohpur, Biswanath, Assam-784168	B.A. B.Ed.	Secondary	1 unit (50 Seats)
				B.Sc.B.Ed.	Secondary	1 unit (50 Seats)
64.	ASSAM	ERC	AssamERC BahonaCollege, Mout Gaon Nimati Road CharigoanMouza,Jorhat,Assam- 785101	B.AB.Ed	Secondary	1 unit (50 Seats)
					Middle	1 unit (50 Seats)
				B.ScB.Ed	Secondary	1 unit (50 Seats)
					Middle	1 unit (50 Seats)



National Council for Teacher Education
G-7, Sector-10, Near Metro Station, Dwarka
Delhi-110075

F. No. NCTE-Regl011/3/2025-Reg. Sec-HQ

Dated: 06.05.2025

PUBLIC NOTICE

The National Council for Teacher Education is a statutory body that came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on 17th August 1995 to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith.

2. In reference to the Regulation 5 of the NCTE Regulations 2014 as amended from time to time read with para 1.8 of the National Council for Teacher Education (Recognition Norms & Procedure) Amendment Regulations 2021 notified in the Gazette of India on 26.10.2021 and the decision taken by the General Body of the Council in its 65th (Emergent) meeting held on 6th May 2025, NCTE invites online applications for the Academic Session 2026-2027 under Section 14 and 15 of the NCTE Act 1993 for Integrated Teacher Education Programme (ITEP), aligned with NEP 2020 from the multidisciplinary institutions based on the shortlisting criteria as prescribed and hereby attached as Annexure-1.
3. The applications of only those institutions that fulfil the above referred prescribed shortlisting criteria (Annexure-I) will be processed further and applications of institutions that do not fulfil the shortlisting criteria will be summarily rejected.
4. The institutions may refer to the National Council for Teacher Education (Recognition, Norms and Procedure) Amendment Regulations, 2021, notified in the Gazette of India on 26.10.2021 as amended from time to time, for norms and standards with respect to ITEP. For further details, please visit NCTE website at <https://par.ncte.gov.in/ITEP>.
5. The processing fees will be applicable as per NCTE Rules 1997 as amended from time to time.
6. The timeline for submission of the online application shall be from 06.05.2025 to 27.05.2025 (till 11:59 p.m.).

Abhilasha
06/05/2025
(Abhilasha Jha Misra)
Member Secretary

Shortlisting Criteria for Processing of Applications for ITEP from Multidisciplinary Institutions for academic session 2026-2027																											
Sl. No.	Criteria	Description	Points (max.)																								
1.	<p>➤ Institutes of Eminence or, ➤ Institutions of National Importance or, ➤ <i>Category 1 Institutions as per UGC or,</i> ➤ Central/State Government/Private Universities/ Deemed Universities/ Institutions graded with NAAC **</p> <p>**(NAAC grading should have been valid for some period of time in the last 2 years from the date of issue of public notice inviting applications by NCTE, provided applications have been filed by the institution for fresh accreditation)</p>	<p>Distribution of points is as below:</p> <table><tr><td>➤ IoE</td><td>8</td></tr><tr><td>➤ IoNI</td><td>8</td></tr><tr><td>➤ <i>Category 1</i></td><td>8</td></tr><tr><td colspan="2">➤ Institutions with NAAC grade-</td></tr><tr><td>A++</td><td>8</td></tr><tr><td>A+</td><td>7</td></tr><tr><td>A</td><td>6</td></tr><tr><td>B++</td><td>6</td></tr><tr><td>B+</td><td>5</td></tr><tr><td>B</td><td>4</td></tr><tr><td>Below B</td><td>3</td></tr><tr><td>Not Accredited</td><td>0</td></tr></table>	➤ IoE	8	➤ IoNI	8	➤ <i>Category 1</i>	8	➤ Institutions with NAAC grade-		A++	8	A+	7	A	6	B++	6	B+	5	B	4	Below B	3	Not Accredited	0	8 points
➤ IoE	8																										
➤ IoNI	8																										
➤ <i>Category 1</i>	8																										
➤ Institutions with NAAC grade-																											
A++	8																										
A+	7																										
A	6																										
B++	6																										
B+	5																										
B	4																										
Below B	3																										
Not Accredited	0																										
2.	NIRF Ranking of Institutions (Overall category)	<table><tr><th>Rank</th><th>Points</th></tr><tr><td>1-100</td><td>4</td></tr><tr><td>101-300</td><td>3</td></tr><tr><td>301-500</td><td>2</td></tr><tr><td>501 & above</td><td>1</td></tr><tr><td>Not ranked</td><td>0</td></tr></table>	Rank	Points	1-100	4	101-300	3	301-500	2	501 & above	1	Not ranked	0	4 points												
Rank	Points																										
1-100	4																										
101-300	3																										
301-500	2																										
501 & above	1																										
Not ranked	0																										
3.	Multidisciplinary Institutions successfully running for some number of years	<p>Counting of years will be from the date of inception of the institution till the date of issue of public notice inviting applications by NCTE.</p> <table><tr><td>• 30 years & above</td><td>4</td></tr><tr><td>• From 25 to below 30 years</td><td>3</td></tr><tr><td>• From 10 to below 25 years</td><td>2</td></tr><tr><td>• Below 10 years</td><td>1</td></tr></table>	• 30 years & above	4	• From 25 to below 30 years	3	• From 10 to below 25 years	2	• Below 10 years	1	4 points																
• 30 years & above	4																										
• From 25 to below 30 years	3																										
• From 10 to below 25 years	2																										
• Below 10 years	1																										
4.	Institutions running NCTE recognized course(s)	2 points will be awarded to institutions having experience of running any NCTE recognized Teacher Education Programme(s) and are currently recognized.	2 points																								

* *Note: The Institutions obtaining a minimum of 10 points will be shortlisted for processing on the basis of extant norms and standards prescribed by NCTE*


 (Abhilasha Jha Misra)
 Member Secretary