

पूर्व क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)



Eastern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

F. No. ERC/NCTE/ImpIn. Regul. 2014/ 28052

DI. 10.12.2014

To

All recognized Teachers Training Institutions
pertaining to ERC, NCTE, Bhubaneswar

Sub: Information regarding Notification of NCTE (Recognition Norms and Procedure)
Regulations, 2014 and its implementation-reg.

Dear Sir/Madam,

As you are aware that the Justice Verma Commission constituted by the Order of Hon'ble Supreme Court has submitted its report with some recommendations inter alia revising the existing National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2009. Consequently, NCTE has revised its Norms and Standards, 2009 which have been notified vide dated 28.11.2014 in the Gazette of India (No.346), Regulations 2014 are available on the website www.ncte-india.org. One of the major recommendations in these Regulations is that the existing teacher education institutions will move to composite institutions gradually (please see Section 2b of Regulations, 2014). Therefore, if your institution is an exclusive (stand alone) one, then you are advised to comply with this requirement so as to ensure quality in teacher education.

2. Among other changes in the present Regulations, there is a provision of enhanced duration of B.Ed., B.P.Ed. and M.Ed. programmes from one year to two years. In this context, you are advised to switch on your programme of increased duration as prescribed in the Norms and Standards of the respective programme from one year to two years from the academic session 2015-16 onwards as also by revising the curriculum as suggested in the Norms and Standards of the respective teacher education programme, in consultation with your affiliating body.

3. You are, therefore, advised that the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 shall be adhered to in word and spirit as its non-adherence would be treated as violation and attract action under Section 17 of the NCTE Act, 1993.

4. Compliance of the above must be reported in writing to this Regional Office to place in the Regional Committee for information and record.

Yours faithfully,


(C. Neelap)
Regional Director

15, Neelakantha Nagar, Nayapalli, Bhubaneswar (ODISHA) - 751 012
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(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

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

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

7. Managing Committee

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

APPENDIX-4

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

1. Preamble

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

2. Duration and Working Days

2.1 Duration

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

2.2 Working Days

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

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

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

3.2 Eligibility

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


3.3 Admission Procedure

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

3.4 Fees

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


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4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

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

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

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

(i) Theory Courses

(a) Perspectives in Education

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

(b) Curriculum and Pedagogic Studies

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

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


(ii) Engagement with the Field/Practicum

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

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

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


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

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

(iii) School Internship

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

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


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

4.2 Programme Implementation

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

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


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4.3 Assessment

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

5. Staff

5.1 Academic Faculty

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

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

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

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

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

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

(i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and

(ii) M.Ed. with minimum 55% marks; and

(iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and

(iv) Eight years of teaching experience in a secondary Teacher Education Institution.

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

B. Perspectives in Education or Foundation Courses

(i) Postgraduate degree in Social Sciences with minimum 55% marks; and

(ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

(i) Postgraduate (MA) degree in Education with minimum 55% marks; and

(ii) B.Ed./B.El.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

(i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks; and

(ii) M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.


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

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

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

Performing Arts

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

5.3 Administrative and Professional Staff

(a) Librarian (B.Lib with 55% marks)	One
(b) Lab Assistant (BCA with 55% marks)	One
(c) Office-cum-Account Assistant	One
(d) Office Assistant-cum Computer Operator	One
(e) Store-Keeper	One
(f) Technical Assistant	One
(g) Lab Attendants/Helpers/Support Staff	Two

Qualifications

As prescribed by State Government/UT Administration concerned.

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

5.4 Terms and Conditions of Service

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

6. Facilities

6.1 Infrastructure


(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000


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

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.


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- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

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

7. Managing Committee

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

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.



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At: Jhahuri, Post - Birsinghpur, Distt. - Samastipur, Bihar

Pin-848102

A-4

RECOMMENDATION OF THE SELECTION COMMITTEE

Proceedings of the meeting of the Selection Committee dated 12.12.2013 for appointment to the vacant posts of Principal, faculty members, Technical staff and non-teaching staff in St. Paul Teachers Training College, Birsinghpur, Samastipur as per NCTE norms.

The Selection Committee constituted by the Governing Body of St. Paul Teachers Training College, Birsinghpur, Samastipur met on 12/12/2013 at College premises for appointment of Principal, faculty members, Technical staff and non-teaching staff in St. Paul Teachers Training College, Birsinghpur, Samastipur as per NCTE norms. The following members of the Selection Committee were present in the meeting.

1. Shree Umacharan Singh

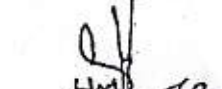
Chairman, Managing Committee,

St. Paul Teachers' Training College Birsinghpur


12/12/13
Chairman
ST. PAUL TEACHERS' TRAINING COLLEGE
Birsinghpur (Samastipur)

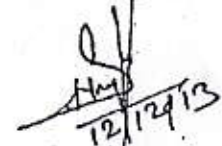
2. Dr. Shreenarayan Singh

Paramount Teachers Training College
Silout, Bimal


12/12/13

3. Dr. Khagendra Kumar,
Principal,

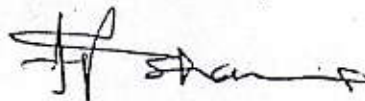
Patna Teachers Training College,
Patna


Principal
Paramount Teachers Training College,
Silout (Bimal) Muzaffarpur

4. Dr. J. P. Sharma,

Prof. & Principal (Retd),

Patna Teacher's Training College,
Patna



5. Dr. Harikesh Singh,

Prof. of Education,

B. H. U., Varanasi

6. Dr. P. K. Sahoo,


Secretary
St. Paul Teachers' Training College,
Birsinghpur
Jhahuri, Samastipur
848102 (Bihar)

7. Dr. Md. Baharuddin,
Principal,
Oriental College of Education,
Darbhanga.

Md. Baharuddin
12/12/13

8. Dr. M. Hassan,
Principal,
Dr. Zakir Hussain Teachers Training College,
Laheriasarai, Darbhanga.

M. Hassan
12/12/13

9. Dr. Jayante Mete,
Associate Professor,
Deptt. Of Education,
Kalyani University, Kalyani.

The Selection Committee, in the light of advertisement published in Dainik Jagran daily News paper, dated 28th Oct.2013. Interviewed candidates and recommended the names, keeping in view their academic records, experiences and performances in the interview for appointment to the vacant post of Principal, faculty members, Technical staff and non-teaching staff in St. Paul Teachers' Training College Birsinghpur, At-Jhahuri, PO- Birsinghpur, Dist- Samastipur (Bihar) as per NCTE norms.

PRINCIPAL

Sl. No.	Name and Address	Post
1.	DR. ROLI DWIVEDI	Principal

LECTURER / TEACHING STAFF

Sl. No.	Name and Address	Post	Subject
1.	AMRENDRA KUMAR	Lecturer	Foundation
2.	CHANDRA BHUSHAN MISHRA	Lecturer	Mathematics
3.	ANIL PRASAD SINGH	Lecturer	Psychology
4.	NEZAMUDDIN	Lecturer	History
5.	MANOJ KUMAR	Lecturer	Physical Science
6.	SUMAN KUMAR JHA	Lecturer	English

[Signature]
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PART TIME TEACHING STAFF

Sl. No.	Name and Address	Post	Subject
1.	NILESH CHANDRA TRIVEDI	Part Time Lecturer	Music
2.	RAJENDRA KUMAR KAHAR	Part Time Lecturer	Physical Education

NON - TEACHING STAFF

Sl. No.	Name and Address	Post
1.	Raushan Kumar Gunjan	Librarian
2.	Sandeep Kumar Dwivedi	Office-cum-Account Assistant
3.	Subhash Chandra Choudhary	Store Keeper
4.	Ram Krishna Bharti	Technical Assistant-cum-Computer Assistant
5.	Avinish Kumar	Lab. Assistant
6.	Rajesh Kumar	Peon
7.	Vinay Kumar Jha	Peon

[Handwritten Signature]
24/12/13
Chairman
ST. PAUL TEACHERS' TRAINING COLLEGE
Birsinghpur (Samastipur)

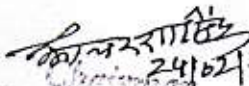
[Handwritten Signature]
Secretary
St. Paul Teachers' Training College
Birsinghpur
Jhahuri, Samastipur
848102 (Bihar)

RECOMMENDATION OF THE SELECTION COMMITTEE


Proceeding of the meeting of the selection committee dated 24th Feb 2016 for appointment to the vacant posts of Faculty members in St. Paul Teachers' Training College Birsinghpur , Samastipur as per NCTE norms .

The Selection Committee constituted by the Honorable Vice- Chancellor , Lalit Narayan Mithila University , Darbhanga met on 24th Feb 2016 at college premises for appointment of Faculty member & Technical staff in St Paul Teachers Training College Birsinghpur , Samastipur as per NCTE norms . The following member of Selection Committee were present in the meeting.

1. Shree Umacharan Singh
Chairman , Managing Committee
St. Paul Teachers' Training College Birsinghpur


24/02/2016
ST. PAUL TEACHERS' TRAINING COLLEGE
Birsinghpur (Bihar)


2. Dr. Roli Dwivedi
Principal
St. Paul Teachers Training College Birsinghpur


PRINCIPAL 24.2.16
St. Paul Teachers' Training College
Birsinghpur
Jhahuri, Samastipur

3. Prof . P.S.Ram ,
Faculty of Education
Banaras Hindu University



4. Dr. Rakesh Kumar
Principal
CTE , Bhagalpur


24.02.16

5. Dr. Lalit Kumar
Patna Teachers' Training College
Patna


24-2-16

The selection Committee in the light of advertisement published in Dainik Jagran & Prabhat Kabhar on 14th Feb 2016 interviewed candidates & recommended the names keeping in view their academic records, experiences and performance in the interview for appointment to the vacant post of Faculty members in St. Paul Teachers Training College Birsinghpur ,At- Jhahuri , PO-Birsinghpur , Dist – Samastipur (Bihar) as per NCTE norms.

Details of New Faculty Recommended by Selection Committee :

Sl.	Name	Post	Subject	Category
1.	Santosh Kr. Giri	Asst. Professor	Sociology (Perspective)	OBC
2.	Meena Kumari	Asst. Professor	Psychology	SC
3.	Dr. Kumar Chandan	Asst. Professor	Hindi Language	OBC
4.	Jay Kumar	Asst. Professor	English Method	SC
5.	Syed Md. Tahseen Alam Quadri	Asst Professor	Biology Science Method	Gen
6.	Shambhu kr. Sharma	Asst. Professor	Commerce Social Science	EBC
7.	Vinay Kumar	Asst. Professor	Political Science "	Gen
8.	Surendra Prasad Chaudhary	Asst. Professor	History "	EBC
9.	Nilesh Chandra Trivedy	Asst. Professor	Performing Arts (Music)	Gen
10.	Rajendra kumar kahar	Asst. Professor	Physical Education	OBC
11.	Ranjan Kumar	Asst. Professor	Visual Arts (Fine Arts)	Gen

On recommendation of Selection Committee one additional general candidate has been selected due to non availability EBC candidate. Thus, total no of selected candidate under reservation is 7 (SC-2/OBC-3/EBC-2).

The Selection Committee also interviewed existing faculty members and found their work culture satisfactory, thus selection committee recommend that they may be retained after the approval of Managing Committee

Details of existing Faculty Members & Principal

Dr. Roli Dwivedi	Principal
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Sl.	Name	Post	Subject	Category
1.	Dr. A. P. Singh	Asst. Professor	Psychology	Gen
2.	Amrendra kumar	Asst. Professor	Foundation	Gen
3.	Manoj Kumar	Asst. Professor	Physical Science (Chemistry)	Gen
4.	Md. Nezamuddin	Asst. Professor	History	Gen
5.	Chandra Bhushan Mishra	Asst Professor	Maths.	Gen

Principal
24/2/16
Principal Teachers Training College
Birsinghpur
Jharkhand, Samastipur

24/2/16

24/2/16

Chairman
ST. PAUL'S TEACHERS TRAINING COLLEGE
Birsinghpur (Samastipur)

The Selection Committee also inform to Managing Committee that some candidates may kept in waiting or standby incase selected candidates refuse to join .

Details of waiting candidates :

Sl. No	Name	Subject	Category
1.	Dr. Minakshi Kumari	History	SC
2.	Soni Kumari	Physical Education	Gen
3.	Md. Perwez Rahmani	Math	Gen
4.	Naresh Kumar	Education	SC
5.	Mirza Hedayatullah Baig	English/History	Gen
6.	Amita Kumari	Psychology	Gen
7.	Pratibha Kumari	Hindi	Gen
8.	Pankaj Kumar	Education	SC
9.	Anupam Kumari	Psychology	Gen
10.	Jairam Ram	Hindi	OBC
11.	Kaushlender kr. Choudhary	English	Gen
12.	Kirti Saraswati	Botany	Gen
13.	Md. Azhar Tamal Akhtar	Commerce	OBC
14.	Bhavesk Kumar	Economics	Gen

Yog

24.2.16

24.02.16

Chairman
St. Paul's Teachers' Training College
Biringhpur (Samastipur)

Principal
24.2.16
St. Paul's Teachers' Training College
Biringhpur
Samastipur

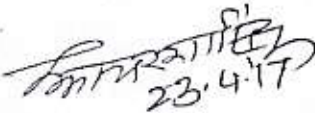
23rd April 2017

RECOMMENDATION OF THE SELECTION COMMITTEE

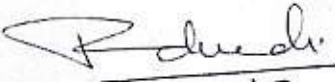
Proceeding of the meeting of the selection committee dated 23rd April 2017 for appointment to the vacant posts of Faculty of B.Ed. course in St. Paul Teachers' Training College Birsinghpur , Samastipur

The Selection Committee constituted by the Honorable Vice-Chancellor, Lalit Nararayan Mithila University, Darbhanga met on 23rd April 2017 at college premises for appointment of faculty member for vacant positions as per NCTE norms The following member of Selection Committee were present in the meeting.

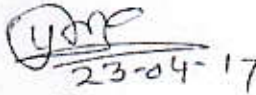
1. Shree Umacharan Singh
Chairman , Managing Committee
St. Paul Teachers' Training College Birsinghpur


23.4.17

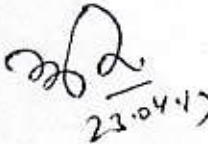
2. Dr. Roli Dwivedi
Principal
St. Paul Teachers Training College Birsinghpur


23.4.17

3. Prof. P.S.Ram
Faculty of Education
Banaras Hindu University


23-04-17

4. Dr. Rakesh Kumar
Principal
CTE , Bhagalpur


23.04.17

5. Dr. Lalit Kumar
Patna Teachers' Training College
Patna


23.4.17

The selection Committee in the light of advertisement published in Prabhat Kabar on 13th April 2017 interviewed candidates & recommended the names keeping in view their academic records, experiences and performance in the interview for appointment to the vacant post of Faculty members in St. Paul Teachers Training College Birsinghpur ,At-Jhahuri , PO-Birsinghpur , Dist - Samastipur (Bihar) as per NCTE act 2014 and Bihar state govt. norms.

The selection committee recommended OBC-3/EBC-1/SC-1/Gen-1 to complete the reservation roster as per Govt. of Bihar reservation policy.

Details of New Faculty Recommended by Selection Committee :

Sl.	Name	Post	Subject	Category	Subject Category	Educational Qualification
1.	Sanjiv Kumar Singh	Asst. professor	Music	OBC	Music	Sangeet Bhaskar
2.	Santosh Yadav	Asst. Professor	Hindi	OBC	Language	M.A. Hindi, M.Ed.
3.	Mithilesh Kumar	Asst. Professor	Psychology	SC	Perspective in education	B.Ed. M.A. Psy.
4.	Narendra Kumar	Asst. Professor	Fine Arts	Gen	Fine Arts	B.F.A. M.F.A.
5.	Mukesh Kumar	Asst. Professor	MA in Education	EBC	Perspective in education	B.Ed. M.A. Edu.
6.	Pawan Kumar	Asst. Professor	Hindi	OBC	Language	M.A. Hindi M. Ed.

The selection committee also interviewed existing faculty members and found their work culture satisfactory, thus selection committee recommended that they may be retained.

The Selection Committee also inform to Managing Committee that some candidates may kept in waiting or standby incase selected candidates refuse to join .

[Signature]
23.4.17

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23.4.17

[Signature]
23/4/17

[Signature]
23.04.17

Details of waiting candidates :

Sl. No	Name	Subject	Category
1.	Babli Kumari	Music	Gen
2.	Sushmita Sen	Perspective in Edu	EBC
3.	Kamini Kumari	Language	Gen
4.	Sangeeta Bharti	Perspective in education	OBC
5.	Dr.M S A Baig	Language	Gen
6.	Abhishek Kumar	Language	Gen

[Signature]
23.4.17

[Signature]
23.4.17

[Signature]
23/4/17

[Signature] 23.4.17
23-04-17

पूर्व क्षेत्रीय समिति
राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)



Eastern Regional Committee
National Council for Teacher Education
(A Statutory Body of the Government of India)

ERC/271.14.10/ERCAPP1480/B.Ed./2019/ 60559

Dt. 21.05.2019

To,

The Principal/Correspondent,
St. Paul Teachers Training College, Birsinghpur,
Plot No. - 1680, 1683, 1684, 1685,
Street No. - 102, Vill. - Jhahuri,
PO.- Birsinghpur (Deorhi),
Tehsil/Taluka- Kaiyanpur, Town/City - Samastipur,
Dist - Samastipur, Bihar - 848102.

Subject: Compliance regarding fulfilment of conditions with reference to Revised recognition order: Decision of 271st ERC Meeting (ERCAPP1480) – reg.

Sir/Madam,

The Eastern Regional Committee in its 271st meeting held on 24th – 25th April, 2019 considered the reply of the institution on the aforesaid matter and decided as under:

“On the basis of implementation of NCTE Regulations 2014, Revised Recognition Order issued on or before 31st May, 2015 from the academic session 2015-2016 to the institutions mentioned below subject to fulfillment of the conditions in respect of enhancement of additional built up area, additional infrastructure, additional fund, additional staff, maintain and update website and to comply the same to the ERC.

After considering and examining the applications along with the documents submitted by the institutions mentioned below, agenda note, NCTE Act, NCTE Regulations 2014 including Norms and Standards, guidelines received from NCTE Hqrs. from time to time, compliance reports/replies in response to SCN, the observation and decision taken by ERC on case to case basis are as under:

- (i) The institution has fulfilled all criteria as per NCTE Regulations, 2014 in compliance to revised recognition order.


In view of the above, the Committee decided as under:
A letter be issued to the institution in this regard.”

2. The above decision of ERC is hereby conveyed to the institution for information and record.

Mine yours faithfully,

(Pradeep Kumar Yadav)
Regional Director

15, Neelakantha Nagar, Nayapalli, Bhubaneswar (ODISHA) - 751 012
Phone: (0674) 2563156, 2563252, 2562793 Fax : (0674) 2564873
E-Mail: erc@ncte-india.org, Website: www.ncte-india.org, www.ercncte.org


PRINCIPAL
St. Paul Teachers' Training Co
Birsinghpur
Jhahuri, Samastipur

27th May 2023

RECOMMENDATION OF THE SELECTION COMMITTEE

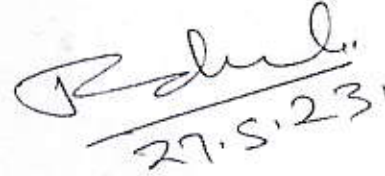
Proceeding of the meeting of the selection committee dated 27th May 2023 for appointment to the vacant posts of Faculty of B.Ed. course in **St. Paul Teachers' Training College Birsinghpur, Samastipur**

The Selection Committee constituted by the Honorable Vice-Chancellor, Lalit Nararayan Mithila University, Darbhanga met on 27th May 2023 at college premises for appointment of faculty member for vacant positions as per NCTE norms. The following member of Selection Committee were present in the meeting.

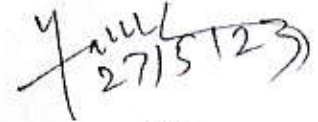
1. Shree Umacharan Singh
Chairman, Managing Committee
St. Paul Teachers' Training College Birsinghpur


27.5.2023

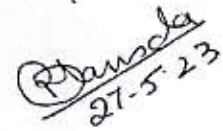
2. Dr. Roli Dwivedi
Principal
St. Paul Teachers' Training College Birsinghpur


27.5.23

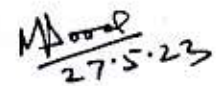
3. Dr. M. Hasan
Dean, Faculty of Education,
Lalit Narayan Mithila University, Darbhanga


27/5/23

4. Dr. Divya Rani Hunsda
Deputy Registrar 2 & HOD Dept. of Home Science,
Lalit Narayan Mithila University, Darbhanga


27-5-23

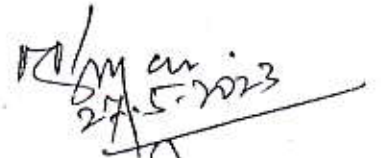
5. Prof. M. A. Khan
Head, Dept. of Education,
Lalit Narayan Mithila University, Darbhanga


27.5.23

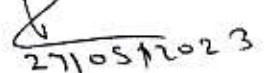
6. Dr. Sujeet Kumar Dwivedi
B.M.A.College, Baheri, Darbhanga


27/5/2023

7. Dr. Naveen Ranjan Ravi
Principal, Millat Teachers' Training College, Madhubani


27.5.2023

8. Dr. Shashi Bhushan Roy,
Principal, Fakhruddin Ali Teachers' Training College, Darbhanga

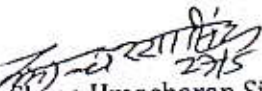

27/05/2023

The selection Committee in the light of advertisement published in The Hindustan Times on 12th April 2023 interviewed candidates & recommended the names keeping in view their academic records, experiences and performance in the interview for appointment to the vacant post of Faculty members in St. Paul Teachers' Training College Birsinghpur, At- Jhauri, PO-Birsinghpur, Dist - Samastipur (Bihar) as per NCTE act 2014 and Bihar state govt. norms.

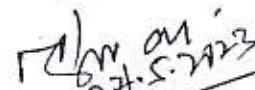
Details of New Faculty Recommended by Selection Committee:

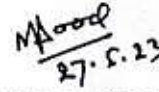
Sl.	Name	Post	Subject	Category	Subject Category	Educational Qualification
1.	Dr. Anil Prasad Singh	Asst. Professor	Psychology	Gen	Perspective in Education	B.Ed. M.A, M.Ed. Ph.D
2.	Arpana Kumari	Asst. Professor	Zoology	Gen	Science	B.Ed. M.A. M.Ed. NET
3.	Sulekha Rani	Asst. Professor	Sociology	OBC	Perspective in Education	B.Ed. M.A Edu M.A. Ph.D
4.	Rajdhar Mishra	Asst. Professor	Health and Physical Education	Gen	Health and Physical Education	B.P.Ed. M.P.Ed. Ph.D
5.	Hasan Abad	Asst. Professor	English	EWS	Language	B.Ed. M.A. M.Ed. NET
6.	Avneet kumar	Asst. Professor	Philosophy	Gen	Perspective in Education	B.Ed. ,M.A Edu., M.A. NET
7.	Pratibha Rai	Asst. Professor	Philosophy	OBC	Perspective in Education	B.Ed. M.A, M.Ed. Ph.D

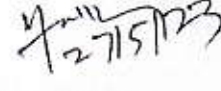
The selection committee also interviewed existing faculty members and found their work culture satisfactory, thus selection committee recommended that they may be retained.



Shree Umacharan Singh


Dr. Divya Rani Hunsda

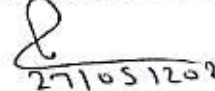

Dr. Naveen Ranjan Ravi


Prof. M. A. Khan


Dr. M. Hasan


Dr. Roli Dwivedi 27.5.23


Dr. Sujeet Kumar Dwivedi


Dr. Shashi Bhushan Roy

ERC, NCTE, BHUBANESWAR FORMAT FOR PARTICULARS OF STAFF




PARTICULARS OF STAFF

Session 2023-25

Name and address of the Institution: St. Paul Teachers' Training College Birsinghpur, Samastipur Course: B.Ed.

Sl. No.	Name with Date of Birth Age	photograph of the appointed staff	Whether SC/ST/OBC/other Category	Designation	B.Ed. Yes/No		M.Ed. Yes/No		M.A (Education) Yes/No		Master's Degree in school subject Yes/No		Subject of Teaching	Ph. D. (Education/ Specify the subject) Yes/No	Passed UGC NET or equivalent Yes/No	Teaching Experience in Years	Teaching Experience in Recognized School/B.Ed. College (Enclose experience certificate from the Principal)	Date of initial appointment and NCTE Regulation under which he or she was appointed	Joining Date
					If yes, %age of Marks	If yes, %age of Marks	If yes, %age of Marks	If yes, %age of Marks	If yes, %age of Marks & specify the subject										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)				











LECTURERS/TEACHING STAFF (AS PER NCTE NORMS)

1.	Dr. Anil Prasad Singh 02.04.1959		GEN	Asst. Professor	60.6%	55.83%		56.87% (Psychology)	Perspective in Education	Yes (Psychology)	No	15	B.Ed. College	27.05.2023 Under NCTE Regulation 2014
2.	Arpana Kumari 08.01.1985		GEN	Asst. Professor	79.1%	60.35%		61.75% (Zoology)	Zoology /Biology (Science)	No	Yes	4	B.Ed. College	27.05.2023 Under NCTE Regulation 2014
3.	Avneet Kumar 06.10.1986		GEN	Asst. Professor	63.6%		58.38%	65% (Philosophy)	Perspective in Education	No	Yes	4	B.Ed. College	27.05.2023 Under NCTE Regulation 2014

St. Paul Teachers' Training College
Birsinghpur
Jhahuri, Samastipur
848107 (Bihar)

PRINCIPAL
Principal's Training College
N Mithila University

REGISTRAR
REGISTRAR

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
4.	Hasan Abad 11.03.1994		EWS	Asst. Professor	84.46%	74.75%		61.68 (English)	Language	No	Yes			27.05.2023 Under NCTE Regulation 2014	
5.	Pratibha Rai 01.03.1978		OBC	Asst. Professor	60.7%	72.75%		62.92 (Philosophy)	Perspective in Education	Yes (Education)	No	9		27.05.2023 Under NCTE Regulation 2014	
6.	Raj Dhar Mishra 10.02.1980		GEN	Asst. Professor (B.P.Ed.)	66.83%	63.9% (M.P.Ed.)			Health and Physical Education	Yes (Phy. Education)	No			27.05.2023 Under NCTE Regulation 2014	
7.	Sulekha Rani 31.03.1988		OBC	Asst. Professor	69.94%		67.24%	61.4% (Sociology)	Perspective in Education	Yes (Sociology)	No			27.05.2023 Under NCTE Regulation 2014	
8.	Dr. Roli Dwivedi 07.03.1974		GEN	Principal	61.2%	64.6%		58.4% (Hindi)	Language	Yes (Education)	No	11	B. Ed. College	12.12.2013 Under NCTE Regulation 2009	20.03.2014
9.	Chandra Bhushan Mishra 03.09.1980		GEN	Asst. Professor	70.6%	64.12%		60.37% (Mathematics)	Mathematics	No	No	2		12.12.2013 Under NCTE Regulation 2009	01.08.2014
10.	Md. Nezamuddin 08.05.1963		GEN	Asst. Professor	60%	61.12%	60.9%	57.87% (History)	History	No	No	2	2 Yrs.	12.12.2013 Under NCTE Regulation 2009	13.09.2014
11.	Manoj Kumar 10.11.1970		GEN	Asst. Professor	67.1%	59.1%		60.0% (Chemistry)	Physical Science	No	No	5		12.12.2013 Under NCTE Regulation 2009	01.08.2014
12.	Surendra Prasad Chaudhary 04.01.1982		EBC	Asst. Professor	81.7%	65.92%		55.25% (History)	History	No	No			24.02.2016 Under NCTE Regulation 2014	04.07.2016
13.	Shambhu Kumar Sharma 08.09.1967		EBC	Asst. Professor	74%	69.14%		70.87% (Commerce)	Commerce	Yes (Education)	No			24.02.2016 Under NCTE Regulation 2014	04.07.2016

St. Paul Teachers' Training College
Birsinghpur

Jhahuri, Samastipur
Kosi (Bihar)

RECEIVED
N. N. Mithila University
DARBHANGA
PRINCIPAL
Training Centre