

**25<sup>th</sup>**  
**ANNUAL REPORT**  
**2019 – 2020**



**National Council for Teacher Education**

**(A Statutory Body of Government of India)**

**Plot No. G-7, Sector-10, Dwarka, New Delhi-110075**

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## Abbreviations Used

1.	ASC	Academic Staff College
2.	B.Ed.	Bachelor of Education
3.	B.El.Ed.	Bachelor of Elementary Education
4.	B.P.Ed.	Bachelor of Physical Education
5.	CBSE	Central Board of Secondary Education
6.	CTET	Central Teacher Eligibility Test
7.	D.El.Ed.	Diploma in Elementary Education
8.	FAQ	Frequently Asked Questions
9.	ITEP	Integrated Teacher Education Program
10.	ICT	Information and Communication Technology
11.	IGNOU	Indira Gandhi National Open University
12.	IITE	Indian Institute of Teacher Education
13.	JVC	Justice Verma Commission
14.	M.Ed.	Master of Education
15.	M. P. Ed.	Master of Physical Education
16.	NCERT	National Council of Educational Research and Training
17.	NCFTE	National Curriculum Framework for Teacher Education
18.	NUEPA	National University of Educational Planning and Administration
19.	ODL	Open Distance Learning
20.	RTE	Right to Education
21.	RTI	Right to Information
22.	SCERT	State Council of Educational Research and Training
23.	STRIDE	Staff Training and Research Institute of Distance Education
24.	TEI	Teacher Education Institution
25.	TET	Teacher Eligibility Test

## Chapter 1

### NCTE: An Introduction

The National Council for Teacher Education (NCTE), a statutory body established by an Act of Parliament (Act No. 73 of 1993), started functioning on 17<sup>th</sup> August, 1995 with its Head Office in New Delhi with a mandate to achieve planned and coordinated development of the teacher education through-out the country; for regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. Besides eminent educationists, Education Secretary of the HRD Ministry, Education Secretaries of State Governments, Members of Parliament, Heads of National Educational Institutions like NCERT, NIEPA, UGC the Council comprises three full time members, namely, Chairperson, Vice-Chairperson and Member Secretary who are appointed by the Government of India. They are vested with executive powers and as such are responsible for implementing the NCTE Act, Rules and Regulations made thereunder and also the policy decisions of the Council taken from time to time.

In accordance with the NCTE Act, 1993, four Regional Committees look after matters related to Teacher Education in different regions, namely, Eastern, Western, Northern and Southern. The offices of Regional Committees are presently located at Plot # G-7, Dwarka, Sector 10, New Delhi, except the ERC which is yet to be shifted to New Delhi. Each Regional committee comprises a Chairperson, some eminent educationists and Administrators and Education Secretaries of Education Departments of the State Governments/UTs located in the region. The Regional Director, a full time officer of the NCTE, functions as Executive Head of the Regional office as well as Convener of the Regional Committee meetings. The Regional Committees are specially empowered to implement Sections 14, 15 and 17 of the NCTE Act, in accordance with the Regulations, Norms and Standards framed from time to time for different programs of Teacher Education. The Regional Committees received and process applications for new institutions and applications for additional programs / intake in the existing recognized institutions under Section 14 and 15 of the NCTE Act respectively. The Regional Committees have the powers to withdraw recognition of recognized Institutions under Section 17 of the NCTE Act provided it is established that the concerned institution has contravened provisions of the NCTE Act or Rules and Regulations under which recognition/ permission has been granted to it.

In NCTE Headquarters work is distributed among the sections. The Academic Section deals with academic matters including development of Curriculum Frameworks for different

Teacher Education Programs, Publication of Journals, Books and Monographs on important themes of education, organization of lectures, etc. The Regulations Section collects and examines feedback regarding the implementation of the Regulations in vogue and coordinates the development of new regulations, as and when required. The inspection Section conducts inspection of recognized Teacher Education Institutions under Section 13 of the NCTE Act. Institutions aggrieved with any decision of Regional Committees can file an appeal under Section 18 of the NCTE Act, 1993. The Appeal Section functions as the Secretariat for the Appellate Authority constituted by the Council. After examining the appeals, the Appeal Committee recommends action deemed appropriate in the matter. The Legal Section keeps track of the cases filed against the NCTE in the Hon'ble Supreme Court of India and various High Courts and Coordinates with the NCTE's Legal Counsels. The EDP Section manages the NCTE's website and facilitates a functional online linkage of Regional Committees with the NCTE Hqs.' system of application processing in public domain. The Coordination Section takes care of the communications to and from MHRD on various aspects including parliament questions preparation of Annual Report, constitution of Regional Committees, replies to the VIP including parliament questions references and coordination with Govt press for notification of Regulations and other statues.



## Chapter 2

# Major Developments and Achievements

NCTE undertakes several activities to implement its mandate every year. Some of the activities undertaken during previous years are in continuation of the activities initiated and completed during the preceding years and some new activities are also undertaken in response to the demands emanating from the emerging imperatives and priorities in the field. The present chapter presents a broad overview of the activities and programs undertaken by the Council during 2019-2020 in furtherance of its goals and objectives.

### (1) NCTE Mandate and Programs

#### (a) NCTE Act

The National Council for Teacher Education (NCTE) was established by an Act of Parliament (No. 73 of 1993) with a mandate to achieve planned and coordinated development of teacher education throughout the country, for regulation and proper maintenance of norms and standards in the teacher education system, and for matters connected therewith. The NCTE came into existence on 17<sup>th</sup> August, 1995. Its headquarters is in Delhi, with 4 Regional Committees of which three namely West, North and South are in Delhi and East in Bhubaneswar.

#### (b) Functions

NCTE is mandated to carry out the following functions:

- Coordinate and monitor teacher education and its development in the country.
- 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.
- 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 qualification.

- Lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training programs.
- Lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions.
- Examine and review periodically the implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognized institution.
- Make recommendations to the Central and State Governments, Universities, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and programs in the field of teacher education.
- Formulate schemes for various levels of teacher education and identify recognized institutions and set up new institutions for teacher development programs.
- Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof.
- Take all necessary steps to prevent commercialization of teacher education.
- Evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institution.
- Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions.
- Promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof.
- Perform such other functions as may be entrusted to it by the Central Government.

### **(c) Regional Committees: Territorial Jurisdiction**

The applications for establishing a Teacher Education Institution or a Teacher Education Program are submitted to and evaluated for recognition by the 4 Regional Committees of NCTE which cover the following States/UTs under their jurisdiction:-

- **Eastern Regional Committee, Bhubaneswar:** Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Odisha, Sikkim, Tripura, West Bengal. (N=12)

- **Western Regional Committee, Delhi:** Goa, Gujarat, Madhya Pradesh, Maharashtra, Rajasthan, Dadra and Nagar Haveli, Daman & Diu, Chhattisgarh. (N=8)
- **Northern Regional Committee, Delhi:** Haryana, Himachal Pradesh, Punjab, Uttarakhand, Uttar Pradesh, Chandigarh, Delhi, Jammu & Kashmir and Ladakh (N=8)
- **Southern Regional Committee, Delhi:** Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, , Telangana, Lakshadweep, Andaman & Nicobar Islands and Pondicherry (N=8)

**(d) NCTE Celebrated its Silver Jubilee year**

**International Conference On Journey of Teacher Education: Local to Global**

**Introduction**

The National Council for Teacher Education (NCTE) was set up as a statutory body by an Act of Parliament (Act No. 73 of 1993), and started functioning on 17th August, 1995. The August of this year, that is 2019, marks the beginning of the 25<sup>th</sup> year of its existence.

On the occasion of its silver jubilee celebrations, NCTE wishes to reiterate that the teacher education system, being responsible for preparing the teachers who nurture and educate the future generations, is the backbone of any country. Further, in order to improve the standards of the Indian teacher education system and to bring it in alignment with global developments, NCTE is organizing the Conference to send optimistic signals across the sector. It intends to provide a platform to eminent academicians, thinkers, practitioners and administrators to discuss the various aspects, issues, challenges, solutions and possibilities of the existing teacher education system in India.

These deliberations will commence with an International Conference on the “Journey of Teacher Education: Local to Global” to reflect on the contributions of NCTE to the teacher education sector, and how it can begin to look beyond the borders of India to imbibe best practices available elsewhere while sharing the Indian experience with other countries.

The Conference will highlight and celebrate the achievements of the Indian education system and facilitate dissemination of quality global practices in teacher education. These deliberations will contribute to the vision that NCTE and the teacher educators in the country must aspire towards for the coming 25 years. To this end, the objectives of the Conference are:

- To examine the current scenario of teacher education – challenges, policy, focus, processes and prospects.



- To share innovations in curriculum, pedagogy and assessment in schools and teacher education institutions.
- To examine the integration of information and communication technologies in teaching, learning and evaluation
- To examine the status of inclusion in our country with focus on gender, learners from economically weak sections and learners with disabilities.
- To examine possibilities for internationalization of teacher education.

While the canvas is vast, the attempt will be to locate the landscape of schooling in India in the practice and processes of teacher education. The Conference will address ways to innovate, integrate ICT meaningfully in the curriculum and pedagogy, and include all children in learning while preparing them for the global and ever changing world. To guide the deliberations, the following themes have been identified for the Conference:

- Teacher Education in India: The Present Scenario
- Innovation in Teaching Practices: Curriculum, Pedagogy and Assessment
- Integration of Information and Communication Technologies in Teaching, Learning and Evaluation
- Inclusive Education: A Reality Check (Gender, Economically Weak Sections and Disability)
- Internationalization of Teacher Education

In order to ensure alignment between the objectives and the proceedings of the Conference, the themes are elaborated below.

### **Context for the Themes of the Conference**

Teachers are central to educational processes – this has been emphasized often enough in our policy and related documents. The National Policy on Education 1986 states that ‘No nation can rise above the level of its teachers’ while the Kothari Commission emphasized that ‘The destiny of India is now being shaped in her classrooms’. Fundamentally, equity, access and quality are critical concerns the world over; however, given the history and diversity of our nation, they remain a challenge.

In response to these concerns, educational provisions have changed in terms of access, inclusion of previously marginalised groups, consideration of learning at all ages, and so on.

It is clear that the guiding framework remains the Constitution – thus, we need classrooms which develop contributing citizens with the capacity to engage in democratic processes, with a sound sense of ethics and a commitment to equity.

Hence, our teachers also need to be prepared for such classrooms. It is important to note that even after leaving pre-service teacher education, the process of learning continues. During the ongoing interaction between teacher, classroom and school setting, the teacher's knowledge and beliefs are constantly tested, even contested, and refined.

The teacher we need today is one who is capable of reflecting on her experiences in order to enhance her own professional capacities. With this context, a brief description of the concerns and questions which have informed the themes is given below.

### **Teacher Education in India: The Present Scenario**

Any attempt to look forward necessitates reflection on what has been and is. Teacher education has a long and varied history in our country. Of late, the discourse has shifted from 'teacher training' to teacher education and development, with the aim to prepare professionals. These teachers, within a supportive ecosystem, should have the capacity to take responsibility for the learning of their students and become reflective learners themselves in this process. This is to be made possible through comprehensive teacher education programs with depth and breadth across disciplines.

At the same time, our teacher education system is extremely complex, with a variety of programs spread unevenly across geographies. We also have a detailed structure for teacher support in place, which spans the distance from schools to national level institutions.

In order to bring about coherent and systematic improvement across these programs and structures, it is important not only to reflect on the current scenario and how it can be optimized so as to forge ahead.

### **Innovation in Teaching Practices: Curriculum, Pedagogy and Assessment**

The transaction of curriculum is not a function of the capacity of the teacher or teacher educator alone. Teaching-learning does not take place in a vacuum but within a deeply impactful ecosystem. The understanding and learning that students acquire are also mediated by student-related factors such as student agency, motivation, home language, needs, age, gender and socio-economic status. Hence it becomes important to examine the pedagogic practices, the contexts and conditions that support the learning of all students. Further the need is also to examine in what ways the teacher education program and the school curriculum support pedagogy that is effective.

Curriculum, pedagogy and assessment of school and teacher education are inextricably linked. For decades, curricular reforms have moved away from 'teacher-centered' pedagogic approaches to more 'student-', 'learner-' or 'child-' centered, or 'active' learning approaches. The ability to transact the curriculum in a manner which leads to the desired learning is the aim of every educator. A teacher must be able to transact the curriculum in a meaningful way for learners, in a manner that engages them and advances learning. However, there is no single 'formula' or approach to doing this successfully. These successes may be at the level of a single classroom or at the level of a district or State. In any case, these innovations must be shared so that others can try them out for greater success in their educational endeavors.

### **Integration of Information and Communication Technologies in Teaching, Learning and Evaluation**

Information and communication technologies (ICT) has advanced in ways which could not be imagined even a decade back. This has deeply impacted our lives. However, the integration of ICT in teaching-learning remains to be satisfactorily implemented.

The questions that arise are – are our teachers and teacher educators well equipped or trained for integration of ICT? Do our teacher education programmes adequately prepare teachers for using ICT in teaching-learning? Have we been able to digitalize the entire process of admissions, teaching-learning, assessments and declaration of results? To what extent are our teachers and teacher educators efficient in this? Are we teaching our students with laptops and computers, are we sharing the information with them digitally? Are we giving them daily assignments and receiving them digitally? Are they and their parents able to see their everyday performance digitally online? Have we created such profiles of our students and teachers? And much more. But before all this is possible, we must examine the levels of integration of ICT in teaching, learning and evaluation we must thrive for.

### **Inclusive Education – A Reality Check (Gender, Economically Weak Sections and Disability)**

The specificities of the country with regard to diversity, abilities, migration, inequalities across social groups and gender, and stratified educational provisions demand re-envisioning of teacher education programmes. The Salamanca Statement defines inclusion as the "recognition of the need to work towards 'schools for all' – institutions which include everybody, celebrate differences, support learning, and respond to individual needs". Have we been able to create such "schools for all"? Do we see deprived and disadvantaged children, and children with disabilities sitting in the same classroom? Have we been successful in developing such teachers who can celebrate these differences? How will we overcome the gender bias that still exists in so many regions of our country, where the girl child cannot even share the same classrooms with boys?

Teachers are yet to develop the capacity to follow pedagogy suitable to diverse learners in the classroom. The discernment to identify needs of individual learners and the ability to meet these needs should be central to a teacher's practice. For this, institutional support, sensitising of all stakeholders are as important as teacher education.

## **Internationalization of Teacher Education**

Changes in technology have facilitated dramatic shifts in communication and commerce, making it easier to cross borders, promote access, and cause changes in political, economic, social and cultural landscapes. These changes connect people in unprecedented ways and require that today's students have the knowledge, skills and dispositions to engage responsibly and effectively in this increasingly globalized context.

What would be the meaning of internationalization in our scenario? What would be the implications? Do our programs need to undergo a major change, or will the current approach suffice to prepare globally competent teachers? Would students from other countries be attracted to prepare to become teachers in our country? Would internationalization involve only pre-service teacher education programs or would they involve in-service programs as well? There is, thus, a need to examine the possibilities and prospects for internationalization of teacher education in India.

## **Conclusion**

This Conference intends to provide a platform to reflect on the critical areas described above, which are central to a teacher's practice in the current scenario, and therefore critical to teacher education. It is our belief that this initiative will indicate and communicate to all the stakeholders in the teacher education sector the urgent need for improvement and will lead to the creation of a cohesive environment for such change.

## **2. Details of Activities performed by Various Sections**

### **(a) Academic Section**

Section 12(i) of the NCTE Act 1993, refers to ***"Promote and conduct innovation and research in various areas of Teacher Education and disseminate the results thereof."*** For this purpose a Standing Committee has been constituted which has recommended total no. of the 47 Institutions since 2007 across the country for granting recognition as Innovative Courses.

A study of Innovative Courses recommended for grant of recognition by the Standing Committee reveals that programmes under Innovative Proposal were considered mainly on the following grounds:-

- a) Innovation in terms of integration i.e. Four Years Integrated Programmes run on the pattern of Regional Colleges of NCERT. This category accounts for 41 out of 47 cases under consideration.
- b) Innovation in term of duration by increasing tenure beyond one year. (when B.Ed. was of one-year duration)
- c) Innovation in terms of Integrating Graduation and Post-Graduation Programmes.
- d) Innovation in Elementary Level Teacher Education Programme such as B.El.Ed.
- e) Innovation in terms of alteration in the nature of Internship.

Evidences available reveal that most of the 47 proposals in the name of the Innovative Courses have been covered as full-fledged recognized Teacher Education Programmes under NCTE, Notification 2014, and later amendments. Thus, the main activity under innovative category is now subsumed in extant Regulations.

### **(b) Appeal Section**

In terms of the provisions of section 18 of the NCTE Act, persons aggrieved by the orders issued by the Regional Committee under section 14, 15 and 17 can prefer appeals in the prescribed form to the Council within 60 days of issue of such orders, along with the prescribed fee and with the memorandum of appeal. On receipt of memorandum of appeal, the Council calls for the records of the case from the concerned Regional Committee and after giving the appellant a reasonable opportunity of being heard, passes such orders as it may deem fit and legally valid. The Council endeavors to dispose of every appeal within a period of 3 months from the date of its filing.

During the period from 1<sup>st</sup>April, 2019 to 31<sup>st</sup> March 2020, the Appeal Committee held 36 Meetings and total numbers of 628 appeals were heard, considered and out of these, 467 cases were disposed of/orders issued.

Tabular Statement of appeal cases considered by the Appeal Committee from 1<sup>st</sup> April, 2019 to 31<sup>st</sup> March, 2020:

S.No.	Meeting 1 <sup>st</sup> April, 2019 to 31 <sup>st</sup> March, 2020	No. of Case Placed	Disposed of Appeal	Remanded Back	Confirmed	Not Admitted
1.	12 <sup>th</sup> Meeting, 2019	24	16	05	07	04
2.	13 <sup>th</sup> Meeting, 2019	22	21	08	10	03
3.	14 <sup>th</sup> Meeting, 2019	26	22	05	13	04

S.No.	Meeting 1 <sup>st</sup> April, 2019 to 31 <sup>st</sup> March, 2020	No. of Case Placed	Disposed of Appeal	Remanded Back	Confirmed	Not Admitted
4.	15 <sup>th</sup> Meeting, 2019	25	24	10	11	03
5.	16 <sup>th</sup> Meeting, 2019	22	20	04	12	04
6.	17 <sup>th</sup> Meeting, 2019	21	18	10	08	00
7.	18 <sup>th</sup> Meeting, 2019	23	13	03	10	00
8.	19 <sup>th</sup> Meeting, 2019	15	08	02	05	01
9.	20 <sup>th</sup> Meeting, 2019	20	17	05	09	03
10.	21 <sup>st</sup> Meeting, 2019	22	13	06	04	03
11.	22 <sup>nd</sup> Meeting, 2019	22	21	09	07	05
12.	23 <sup>rd</sup> Meeting, 2019	22	17	10	05	02
13.	24 <sup>th</sup> Meeting, 2019	24	21	06	14	01
14.	25 <sup>th</sup> Meeting, 2019	01	01	00	01	00
15.	26 <sup>th</sup> Meeting, 2019	17	16	11	04	01
16.	27 <sup>th</sup> Meeting, 2019	17	13	07	05	01
17.	28 <sup>th</sup> Meeting, 2019	18	14	05	07	02
18.	29 <sup>th</sup> Meeting, 2019	14	11	05	04	02
19.	30 <sup>th</sup> Meeting, 2019	15	09	04	04	01
20.	31 <sup>st</sup> Meeting, 2019	14	11	07	04	00
21.	32 <sup>nd</sup> Meeting, 2019	14	09	07	01	01
22.	33 <sup>rd</sup> Meeting, 2019	15	14	10	02	02
23.	34 <sup>th</sup> Meeting, 2019	15	10	08	01	01
24.	35 <sup>th</sup> Meeting, 2019	15	12	07	03	02
25.	36 <sup>th</sup> Meeting, 2019	15	10	03	05	02
26.	37 <sup>th</sup> Meeting, 2019	15	09	06	02	01

S.No.	Meeting 1 <sup>st</sup> April, 2019 to 31 <sup>st</sup> March, 2020	No. of Case Placed	Disposed of Appeal	Remanded Back	Confirmed	Not Admitted
27.	38 <sup>th</sup> Meeting, 2019	19	15	08	07	00
28.	1 <sup>st</sup> Meeting, 2020	16	14	11	03	00
29.	2 <sup>nd</sup> Meeting, 2020	16	14	09	02	03
30.	3 <sup>rd</sup> Meeting, 2020	16	13	07	02	04
31.	4 <sup>th</sup> Meeting, 2020	17	12	05	05	02
32.	5 <sup>th</sup> Meeting, 2020	15	08	06	02	00
33.	6 <sup>th</sup> Meeting, 2020	14	09	04	02	03
34.	7 <sup>th</sup> Meeting, 2020	14	12	09	01	02
35.	8 <sup>th</sup> Meeting*, 2020	14	-	-	-	-
36.	9 <sup>th</sup> meeting*, 2020	14	-	-	-	-
	<b>Total 36 meetings</b>	<b>628</b>	<b>467</b>	<b>222</b>	<b>182</b>	<b>63</b>

\* Minutes of the 8<sup>th</sup> & 9<sup>th</sup> meeting/s held on 27<sup>th</sup> & 28<sup>th</sup> February, 2020 could not be finalized so far in view of nationwide lockdown due to Covid-19.

### (c) Inspection Section

Section 13 of the NCTE Act, 1993 provides for inspection of recognized teacher education institutions for the purpose of ascertaining whether the recognized institutions are functioning in accordance with the provisions of the Act and Rules and Regulations made thereunder. After conducting inspection of a TEI in the manner prescribed under Rules, the Council has to communicate its views to the concerned institution in regard to the results of the inspection and after ascertaining its opinion, recommends action to be taken by the regional committee concerned.

During the financial year 2019-20, the NCTE could not conduct any inspection of teacher education institutions under Section 13 of the NCTE Act 1993.

### (d) IT & E-Governance (EDP) Section

The IT & e-Governance Section has undertaken several activities during the period reported. Most of these activities are in different phases while some of them have completed

some are in the pipeline and will complete in near future. These activities are as follows:

**(i) Designing of New and Dynamic Web Portal:**

The dynamic web portal of NCTE has been functioning fulfilling all requirements of web related issues. Since the Regional Offices of the NCTE have been shifted at one place in Dwarka, except ERC the website of NCTE hqrs and RCs has been made one. It is hosted on the NIC server.

**(ii) Integrated Teacher Education Programme (ITEP):**

The new portal developed for inviting online applications for recognition of 4 years integrated teacher education programmes has been developed. This portal facilitated for receiving online applications for ITEP and processing thereof so as to bring transparency and objectivity within the regulatory framework.

**(iii) Visiting Team Module:**

The Visiting Team Module designing new portal for Inspections of the Teacher Education Institutions for the Visiting Team Members has been developed by the way of random selection from the available pool of Visiting Team Members. This module will be utilized for conducting inspection of TEIs so as to complete the task of inspection in a time bound manner and get a systemic inspection approach in place avoiding repetition of VT for objective distribution of inspection task.

**(iv) Online Appeal Module**

The portal for filing online Appeal under section 18 of NCTE Act preferred by aggrieved institutions on withdrawal or refusal of recognition, has been conceptualized. It brings about certain changes in the present module giving adequate scope for uploading annexures and explanation and rationale to file appeal vis-a-viz payment details required for submission of an online appeal.

**(v) Pupil-Teacher Registration:**

A pupil teacher registration portal has been conceived with a view to facilitate pupil teachers passed out/studying from NCTE recognized TEIs to ascertain the genuineness of their certificate/diploma/degree in teacher education programmes. The student is required to submit an online application with a nominal fee, which results in producing a certificate in this regard. This system aims at facilitating students seeking employment who are expected to show the validity of NCTE approved courses undergone by them.



### (e) Establishment Section

- i) **Swachhta Pakhwada** – The Swachhta Pakhwada was organized by NCTE in its premises in the first fortnight of September, 2019. All the employees participated in the event. Considerable unwanted records and items were removed in the process.
- ii) **Shifting of Regional Committees of NCTE to New Delhi** – The General Body of NCTE in its 46<sup>th</sup> meeting held on 28<sup>th</sup> March, 2017 had taken a decision for shifting of four Regional Offices of NCTE to newly constructed building at Dwarka, New Delhi. The three Regional Offices namely WRC Bhopal,,NRC Jaipur and SRC Bangalore and NCTE HQ. started functioning from Dwarka building. The shifting of ERC office Bhubaneswar is stayed by the Hon'ble Court and the same is being vacated after following legal process.
- iii) **Superannuation of officials** : NCTE has witnessed the superannuation of Shri Prem Singh, MTS and Dr P. K. Yadav, Deputy Secretary was retired from their respective posts after completing their service period successfully.

### (f) Regulation Section

- i) The NCTE Amendment Regulations 2019 notified in the gazette of India vide dated 2.4.2019 pertaining to four year integrated teacher education programme- ITEP ( pre-primary to primary and upper primary to secondary- science and arts) consisting of Appendix 16 and 17. This Amendment was notified after the direction from Ministry of HRD to revise the NCTE notification dated 20/11/2018.
- ii) NCTE Amendment Regulations 2019 notified in the Gazette on 13.11.2019 with regard to minimum qualifications of teachers to be appointed in schools. This notification was issued by the NCTE in compliance of the order of the Hon'ble Supreme Court of India in the case of Neeraj Kumar Rai and others vs State of U.P. and others in civil appeal No. 9732 of 2017.
- iii) NCTE (Regional Committee territorial jurisdiction) Regulations notified dated 27.01.2020- This notification was brought by the NCTE after removal of article 370 of constitution of India and consequence there to the UT of Jammu & Kashmir and Ladakh have been incorporated under the jurisdiction of Northern Regional Committee NRC, NCTE, shifting Rajasthan State from NRC to WRC.

### (g) Vigilance Section

A Vigilance Awareness Week 2019 was celebrated at NCTE, Headquarters, New Delhi and in all the Regional Committees Offices of NCTE with the theme “**Eradicate Corruption**”

– **Build a New India**”. A pledge ceremony was held on 3<sup>rd</sup> November, 2019. All the regular officers / officials and daily wages employees attended the pledge ceremony.

**(h) Co-coordination Section**

- (i) **Reconstitution of General Body:** The General Body of NCTE has been reconstituted by Ministry of Human Resource Development vide Notification No.876 dated 04.03.2020.
- (ii) **49<sup>th</sup> Meeting of General body of NCTE :** 49<sup>th</sup> meeting of the General Body of NCTE was scheduled for 25<sup>th</sup> March2020, but it could not be physically held as the Covid-19 pandemic is outburst and Lockdown has been declared. However, the meeting of the General Body was organized for selected items, as were mandatory for consideration during the financial year, through circular. The General Body members have shared their views and on the basis of the same minutes have been drawn and uploaded on website of NCTE.

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## Chapter 3

# Status of NCTE Recognized Teacher Education Programmes – Region And State-Wise

### 1. Introduction

As explained in Chapter 1, the NCTE Act, 1993 had envisaged establishment of four Regional Committees to process the applications of Teacher Education Institutions intending to offer a Teacher Education Programme. On the basis of detailed examination of the application and assessment of the applicant's fitness and preparedness, the Regional Committee takes a decision to either grant or refuse recognition for the proposed programme. The status of the recognized Teacher Education Programme and withdrawal of recognition during 2019-2020 region-wise is briefly described below:

S. No.	Region	No of courses recognized during 2019-20	No of courses withdrawn during 2019-20
1.	Eastern Region	34	130
2.	Western Region	40	214
3.	Northern Region	11	16
4.	Southern Region	7	315
<b>Total</b>		<b>92</b>	<b>675</b>

## ALL INDIA STATUS OF TEACHER EDUCATION

<b>Total No. of Institutions</b>	<b>16754</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
		<b>16917</b>	<b>16754</b>

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	205	2	3	204	11480	11430
2	D.El.Ed. (Elementary)	11398	16	55	11359	722331	701740
3	D.El.Ed. (Elementary) (ODL)	6	0	0	6	5200	5200
4	Diploma in Arts Education (Performing)	18	0	0	18	1000	1000
5	Diploma in Arts Education (Visual)	10	0	0	10	550	550
6	B.El.Ed. (Elementary)	103	3	2	104	5900	5950
7	B.Ed. (Secondary)	10085	30	481	9634	998085	953660
8	B.Ed. (ODL)	44	0	1	43	25700	24700
9	B.Ed. (Part-time)	11	0	0	11	800	800
10	B.Ed. M.Ed. (Integrated)	29	1	0	30	1500	1550
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	723	34	33	724	63620	63770
12	M.Ed.	1347	3	58	1292	66492	63745
13	D.P.Ed.	172	0	3	169	9795	9645
14	B.P.Ed.	664	2	33	633	50460	47710
15	M.P.Ed.	177	0	3	174	7260	7115
16	Others	212	1	3	210	12083	11983
<b>Total</b>		<b>25204</b>	<b>92</b>	<b>675</b>	<b>24621</b>	<b>1982256</b>	<b>1910548</b>

**STATE-WISE STATUS OF TEACHER EDUCATION**  
**EASTERN REGIONAL COMMITTEE**

Total No. of Institutions - 1720	As on 31.03.2019	As on 31.03.2020
	1799	1720

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	22	0	0	22	1150	1150
2	D.El.Ed. (Elementary)	1242	13	0	1255	98275	99235
3	D.El.Ed. (Elementary) (ODL)	2	0	0	2	1000	1000
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	1	0	0	1	50	50
6	B.El.Ed. (Elementary)	1	1	0	2	100	150
7	B.Ed. (Secondary)	1306	19	113	1212	124500	114550
8	B.Ed. (ODL)	7	0	0	7	2800	2800
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	6	0	0	6	300	300
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	31	0	0	31	3100	3100
12	M.Ed.	92	1	9	84	4600	4200
13	D.P.Ed.	6	0	0	6	380	380
14	B.P.Ed.	39	0	8	31	4000	3200
15	M.P.Ed.	13	0	0	13	560	560
16	Others	2	0	0	2	48	48
	<b>Total</b>	2770	34	130	2674	240863	230723

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- ARUNACHAL PRADESH

<b>Total No. of Institutions- 20</b>	As on 31.03.2019	As on 31.03.2020
	21	20

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	8	0	0	8	445	445
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	14	0	2	12	1350	1150
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	4	0	0	4	400	400
12	M.Ed.	2	0	0	2	100	100
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	1	0	0	1	100	100
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>29</b>	<b>0</b>	<b>2</b>	<b>27</b>	<b>2395</b>	<b>2195</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- ASSAM

<b>Total No. of Institutions- 101</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	<b>116</b>	<b>101</b>

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	63	0	0	63	4100	4100
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	78	1	17	62	6450	5000
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	2	0	0	2	100	100
12	M.Ed.	7	0	1	6	350	300
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	3	0	0	3	300	300
15	M.P.Ed.	1	0	0	1	40	40
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>154</b>	<b>1</b>	<b>18</b>	<b>137</b>	<b>11340</b>	<b>9840</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- BIHAR

Total No. of Institutions- 415	As on 31.03.2019	As on 31.03.2020
	425	415

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	311	6	0	317	30600	31050
3	D.El.Ed. (Elementary) (ODL)	2	0	0	2	1000	1000
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	1	0	0	1	100	100
7	B.Ed. (Secondary)	345	6	20	331	37350	35750
8	B.Ed. (ODL)	3	0	0	3	1500	1500
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	1	0	0	1	50	50
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	5	0	0	5	500	500
12	M.Ed.	26	0	1	25	1300	1250
13	D.P.Ed.	2	0	0	2	100	100
14	B.P.Ed.	3	0	0	3	300	300
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>699</b>	<b>12</b>	<b>21</b>	<b>690</b>	<b>72800</b>	<b>71600</b>



## STATE- JHARKHAND

Total No. of Institutions- 160	As on 31.03.2019	As on 31.03.2020
	165	160

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	1	0	0	1	100	100
2	D.El.Ed. (Elementary)	101	1	0	102	8010	8060
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	136	2	8	130	13600	12950
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	1	0	0	1	50	50
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	3	0	0	3	300	300
12	M.Ed.	14	0	1	13	700	650
13	D.P.Ed.	1	0	0	1	100	100
14	B.P.Ed.	4	0	0	4	400	400
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>261</b>	<b>3</b>	<b>9</b>	<b>255</b>	<b>23260</b>	<b>22610</b>

## STATE- MANIPUR

Total No. of Institutions- 24	As on 31.03.2019	As on 31.03.2020
	25	24

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	11	0	0	11	600	600
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	15	0	2	13	1500	1250
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	2	0	1	1	100	50
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	1	0	0	1	100	100
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>29</b>	<b>0</b>	<b>3</b>	<b>26</b>	<b>2300</b>	<b>2000</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- MEGHALAYA

Total No. of Institutions- 15	As on 31.03.2019	As on 31.03.2020
	18	15

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	11	0	0	11	690	690
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	6	0	3	3	600	300
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	1	0	0	1	50	50
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	0	0	0	0	0	0
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>18</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>1340</b>	<b>1040</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- MIZORAM

Total No. of Institutions- 11	As on 31.03.2019	As on 31.03.2020
	11	11

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	9	0	0	9	630	630
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	5	0	1	4	400	350
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	2	0	0	2	100	100
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	0	0	0	0	0	0
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>16</b>	<b>0</b>	<b>1</b>	<b>15</b>	<b>1130</b>	<b>1080</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- NAGALAND

Total No. of Institutions- 13	As on 31.03.2019	As on 31.03.2020
	14	13

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	4	0	0	4	210	210
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	9	0	1	8	850	600
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	2	0	1	1	100	50
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	0	0	0	0	0	0
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>15</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>1160</b>	<b>860</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE-SIKKIM

<b>Total No. of Institutions- 8</b>	As on 31.03.2019	As on 31.03.2020
	8	8

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	4	0	0	4	190	200
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	3	0	0	3	350	300
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	2	0	0	2	100	100
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	0	0	0	0	0	0
15	M.P.Ed.	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>640</b>	<b>600</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE-ODISHA

<b>Total No. of Institutions- 105</b>	As on 31.03.2019	As on 31.03.2020
	118	105

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	9	0	0	9	450	450
2	D.El.Ed. (Elementary)	68	0	0	68	6540	6540
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	1	0	0	1	50	50
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	40	0	16	24	3400	1450
8	B.Ed. (ODL)	1	0	0	1	100	100
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	4	0	0	4	200	200
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	7	0	0	7	850	850
12	M.Ed.	8	0	2	6	400	300
13	D.P.Ed.	2	0	0	2	130	130
14	B.P.Ed.	5	0	2	3	600	400
15	M.P.Ed.	2	0	0	2	120	120
16	Others	2	0	0	2	48	48
	<b>Total</b>	<b>149</b>	<b>0</b>	<b>20</b>	<b>129</b>	<b>12888</b>	<b>10638</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE-TRIPURA

Total No. of Institutions- 13	As on 31.03.2019	As on 31.03.2020
	14	13

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	7	0	0	7	730	730
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	8	0	1	7	700	650
8	B.Ed. (ODL)	2	0	0	2	700	700
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	1	0	0	1	50	50
12	M.Ed.	2	0	1	1	100	50
13	D.P.Ed.	1	0	0	1	50	50
14	B.P.Ed.	2	0	0	2	200	200
15	M.P.Ed.	1	0	0	1	40	40
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>24</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>2570</b>	<b>2470</b>



## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- WEST BENGAL

<b>Total No. of Institutions- 835</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	<b>864</b>	<b>835</b>

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	12	0	0	12	600	600
2	D.El.Ed. (Elementary)	645	6	0	651	45530	45980
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Arts)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	1	0	1	0	50
7	B.Ed. (Secondary)	647	10	42	615	57950	54800
8	B.Ed. (ODL)	1	0	0	1	500	500
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	9	0	0	9	900	900
12	M.Ed.	24	1	1	24	1200	1200
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	20	0	6	14	2000	1400
15	M.P.Ed.	9	0	0	9	360	360
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>1367</b>	<b>18</b>	<b>49</b>	<b>1336</b>	<b>109040</b>	<b>105790</b>

## STATE - WISE STATUS OF TEACHER EDUCATION

### WESTERN REGIONAL COMMITTEE

<i>Total No of Institutions-</i>	<i>As on 31.03.2019</i>	<i>As on 31.03.2020</i>
	<i>4509*</i>	<i>4470</i>

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved As on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	40	0	3	37	2250	2100
2	D.El.Ed. (Elementary)	2316	3	18	2301	135800	135150
3	D.El.Ed. (Elementary) (ODL)	2	0	0	2	2900	2900
4	Diploma in Arts Education (Performing)	18	0	0	18	1000	1000
5	Diploma in Arts Education (Visual)	9	0	0	9	500	500
6	B.El.Ed. (Elementary)	9	2	1	10	650	700
7	B.Ed. (Secondary)	2559	7	146	2420	252570	238570
8	B.Ed. (ODL)	5	0	0	5	4000	4000
9	B.Ed. (Part-time)	2	0	0	2	200	200
10	B.Ed.M.Ed. (Integrated)	9	1	0	10	450	500
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	505	24	2	527	47650	50050
12	M.Ed.	251	0	30	221	12700	11200
13	D.P.Ed.	18	0	0	18	1210	1210
14	B.P.Ed.	164	2	13	153	15500	14400
15	M.P.Ed.	52	0	1	51	2650	2610
16	Others	2	1	0	3	350	450
<b>Total</b>		<b>5961</b>	<b>40</b>	<b>214</b>	<b>5787</b>	<b>480380</b>	<b>465540</b>

- The deference in the figure of TEIs is due to shifting of Rajasthan in WRC and cleaning of data.

## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: GOA

Total No of Institutions-10	As on 31.03.2019	As on 31.03.2020
	10	10

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	6	0	0	6	295	295
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	4	0	0	4	400	400
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed.M.Ed. (Integrated)	1	0	0	1	50	50
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	2	0	0	2	100	100
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	1	0	0	1	100	100
15	M.P.Ed.	0	0	0	0	0	0
16	Others (B.P.ED-M.P.ED Innovative 3 Years)	0	0	0	0	0	0
	<b>Total</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>945</b>	<b>945</b>

## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: MAHARASTRA

Total No of Institutions-1341	As on 31.03.2019	As on 31.03.2020
	1363	1341

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	10	0	0	10	460	460
2	D.El.Ed. (Elementary)	1370	0	5	1365	68400	67900
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	550	1	51	500	47500	42500
8	B.Ed. (ODL)	2	0	0	2	3000	3000
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed.M.Ed. (Integrated)	5	0	0	5	250	250
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	4	1	0	5	200	250
12	M.Ed.	138	0	16	122	5765	4965
13	D.P.Ed.	3	0	0	3	150	150
14	B.P.Ed.	74	0	7	67	6300	5600
15	M.P.Ed.	31	0	0	31	775	725
16	Others (B.P.ED-M.P.ED Innovative 3 Years)	0	0	0	0	0	0
<b>Total</b>		<b>2187</b>	<b>2</b>	<b>79</b>	<b>2110</b>	<b>132800</b>	<b>125800</b>

## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: CHHATTISGARH

Total No of Institutions-218	As on 31.03.2019	As on 31.03.2020
	220	218

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	99	0	0	99	6750	6750
3	D.El.Ed. (Elementary) (ODL)	1	0	0	1	2400	2400
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	145	1	7	139	14750	14050
8	B.Ed. (ODL)	1	0	0	1	500	500
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed.M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	3	0	0	3	200	200
12	M.Ed.	27	0	1	26	1350	1300
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	13	0	0	13	1300	1300
15	M.P.Ed.	3	0	0	3	80	80
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>292</b>	<b>1</b>	<b>8</b>	<b>285</b>	<b>27330</b>	<b>26580</b>

**STATE - WISE STATUS OF TEACHER EDUCATION**

**STATE: MADHYA PRADESH**

Total No of Institutions-1068	As on 31.03.2019	As on 31.03.2020
	1090	1068

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	18	0	2	16	1040	940
2	D.El.Ed. (Elementary)	876	0	13	863	48740	47440
3	D.El.Ed. (Elementary) (ODL)	1	0	0	1	500	500
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	4	1	1	4	200	200
7	B.Ed. (Secondary)	683	0	72	611	60500	53300
8	B.Ed. (ODL)	2	0	0	2	1000	1000
9	B.Ed. (Part-time)	6	0	0	6	500	500
10	B.Ed.M.Ed. (Integrated)	7	0	0	7	350	350
11	B.A.B.Ed./ B.Sc. B.Ed. (Integrated)	108	1	2	107	7630	7580
12	M.Ed.	89	0	13	76	4275	3625
13	D.P.Ed.	2	0	0	2	120	120
14	B.P.Ed.	26	0	6	20	2600	2000
15	M.P.Ed.	12	0	1	11	355	315
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>1834</b>	<b>2</b>	<b>110</b>	<b>1726</b>	<b>127810</b>	<b>117870</b>

## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: GUJRAT

Total No of Institutions-408	As on 31.03.2019	As on 31.03.2020
	415	408

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	31	0	1	30	1550	1500
2	D.El.Ed. (Elementary)	248	0	0	248	12400	12400
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	18	0	0	18	1000	1000
5	Diploma in Arts Education (Visual)	9	0	0	9	500	500
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	261	0	15	246	26100	24600
8	B.Ed. (ODL)	0	0	0	0	500	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed.M.Ed. (Integrated)	0	1	0	1	0	50
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	8	0	0	8	600	600
12	M.Ed.	78	0	0	78	3900	3900
13	D.P.Ed.	17	0	0	17	1290	1290
14	B.P.Ed.	18	0	0	18	1500	1500
15	M.P.Ed.	5	0	0	5	250	250
16	Others (B.P.ED-M.P.ED Innovative 3 Years)	0	1	0	1	0	50
<b>Total</b>		<b>693</b>	<b>2</b>	<b>16</b>	<b>679</b>	<b>49590</b>	<b>47640</b>

## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: DADAR & NAGAR HAVELI

<b>Total No of Institutions-1</b>	As on 31.03.2019	As on 31.03.2020
	1	1

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	0	0	0	0	0	0
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	1	0	0	1	100	100
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed.M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	0	0	0	0	0	0
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	0	0	0	0	0	0
15	M.P.Ed.	0	0	0	0	0	0
16	Others (B.P.ED-M.P.ED Innovative 3 Years)	0	0	0	0	0	0
<b>Total</b>		<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100</b>	<b>100</b>



## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: DAMAN & DIU

Total No of Institutions-3	As on 31.03.2019	As on 31.03.2020
	3	3

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	2	0	0	2	100	100
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	1	0	0	1	100	100
8	B.Ed. (ODL)	0	0	0	0	0	0
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed.M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A.B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	0	0	0	0	0	0
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	0	0	0	0	0	0
15	M.P.Ed.	0	0	0	0	0	0
16	Others (B.P.ED-M.P.ED Innovative 3 Years)	0	0	0	0	0	0
<b>Total</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>200</b>	<b>200</b>

## STATE - WISE STATUS OF TEACHER EDUCATION

### STATE: RAJASTHAN

<b>Total No of Institutions-1421</b>	As on 31.03.2019	As on 31.03.2020
	1406	1421

Sl. No.	Name of Teacher Education course	Total No of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of Courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	20	0	0	20	1100	1100
2	D.El.Ed. (Elementary)	402	3	0	405	27000	27250
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	6	1	0	7	500	550
7	B.Ed. (Secondary)	964	5	1	968	107820	108120
8	B.Ed. (ODL)	1	0	0	1	500	500
9	B.Ed. (Part-time)	1	0	0	1	50	50
10	B.Ed.M.Ed. (Integrated)	3	0	0	3	150	150
11	B.A.B.Ed./ B.Sc. B.Ed. (Integrated)	402	22	0	424	38950	40650
12	M.Ed.	60	0	0	60	3100	3100
13	D.P.Ed.	13	0	0	13	960	960
14	B.P.Ed.	31	2	0	33	1950	2150
15	M.P.Ed.	11	0	0	11	550	550
16	Others (B.P.ED-M.P.ED Innovative 3 Years)	2	0	0	2	350	350
	<b>Total</b>	<b>1916</b>	<b>33</b>	<b>1</b>	<b>1948</b>	<b>182980</b>	<b>185480</b>

**STATE-WISE STATUS OF TEACHER EDUCATION**  
**NORTHERN REGIONAL COMMITTEE**

<b>Total No. of Institutions - 6312</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	<b>6319</b>	<b>6312</b>

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	100	0	0	100	5930	5930
2	D.El.Ed. (Elementary)	3507	0	4	3503	236000	235700
3	D.El.Ed. (Elementary) (ODL)	2	0	0	2	1300	1300
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	88	0	0	88	4800	4800
7	B.Ed. (Secondary)	3709	3	12	3700	388500	387250
8	B.Ed. (ODL)	9	0	0	9	6400	6400
9	B.Ed. (Part-time)	3	0	0	3	150	150
10	B.Ed. M.Ed. (Integrated)	7	0	0	7	400	400
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	93	8	0	101	7300	7950
12	M.Ed.	462	0	0	462	23760	23760
13	D.P.Ed.	46	0	0	46	2355	2355
14	B.P.Ed.	295	0	0	295	17710	17710
15	M.P.Ed.	57	0	0	57	2625	2625
16	Others	7	0	0	7	1650	1650
	<b>Total</b>	<b>8385</b>	<b>11</b>	<b>16</b>	<b>8380</b>	<b>698880</b>	<b>697980</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- CHANDIGARH

Total No. of Institutions - 15	As on 31.03.2019	As on 31.03.2020
	15	15

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	2	0	0	2	150	150
2	D.El.Ed. (Elementary)	2	0	0	2	150	150
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	5	0	0	5	700	700
8	B.Ed. (ODL)	1	0	0	1	800	800
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	2	0	0	2	100	100
12	M.Ed.	1	0	0	1	50	50
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	4	0	0	4	200	200
15	M.P.Ed.	2	0	0	2	70	70
16	Others	0	0	0	0	0	0
<b>Total</b>		<b>19</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>2220</b>	<b>2220</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- DELHI

Total No. of Institutions- 155	As on 31.03.2019	As on 31.03.2020
	155	155

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	47	0	0	47	2580	2580
2	D.El.Ed. (Elementary)	51	0	0	51	3550	3550
3	D.El.Ed. (Elementary) (ODL)	1	0	0	1	1200	1200
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	9	0	0	9	450	450
7	B.Ed. (Secondary)	64	0	0	64	5960	5960
8	B.Ed. (ODL)	2	0	0	2	3000	3000
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	0	0	0	0	0
12	M.Ed.	13	0	0	13	750	750
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	2	0	0	2	150	150
15	M.P.Ed.	1	0	0	1	40	40
16	Others	2	0	0	2	300	300
<b>Total</b>		<b>192</b>	<b>0</b>	<b>0</b>	<b>192</b>	<b>17980</b>	<b>17980</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- HARYANA

Total No. of Institutions- 756	As on 31.03.2019	As on 31.03.2020
	756	756

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	4	0	0	4	200	200
2	D.El.Ed. (Elementary)	379	0	0	379	23250	23250
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	5	0	0	5	250	250
7	B.Ed. (Secondary)	549	0	1	548	65850	65750
8	B.Ed. (ODL)	2	0	0	2	750	750
9	B.Ed. (Part-time)	2	0	0	2	100	100
10	B.Ed. M.Ed. (Integrated)	2	0	0	2	100	100
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	14	6	0	20	1200	1650
12	M.Ed.	98	0	0	98	5050	5050
13	D.P.Ed.	26	0	0	26	1300	1300
14	B.P.Ed.	28	0	0	28	1950	1950
15	M.P.Ed.	4	0	0	4	160	160
16	Others	1	0	0	1	250	250
	<b>Total</b>	<b>1114</b>	<b>6</b>	<b>1</b>	<b>1119</b>	<b>100410</b>	<b>100760</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- HIMACHAL PRADESH

Total No. of Institutions- 117	As on 31.03.2019	As on 31.03.2020
	116	117

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed. (Elementary)	42	0	0	42	3250	3250
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	87	0	0	87	9300	9300
8	B.Ed. (ODL)	1	0	0	1	450	450
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	0	1	0	1	0	100
12	M.Ed.	13	0	0	13	600	600
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	6	0	0	6	300	300
15	M.P.Ed.	0	0	0	0	0	0
16	Others	1	0	0	1	250	250
<b>Total</b>		<b>150</b>	<b>1</b>	<b>0</b>	<b>151</b>	<b>14150</b>	<b>14250</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- PUNJAB

Total No. of Institutions- 383	As on 31.03.2019	As on 31.03.2020
	383	383

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	6	0	0	6	300	300
2	D.El.Ed. (Elementary)	144	0	0	144	8300	8300
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	0	0	0	0	0	0
7	B.Ed. (Secondary)	273	0	0	273	34450	34450
8	B.Ed. (ODL)	1	0	0	1	400	400
9	B.Ed. (Part-time)	1	0	0	1	50	50
10	B.Ed. M.Ed. (Integrated)	3	0	0	3	150	150
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	32	0	0	32	2350	2350
12	M.Ed.	76	0	0	76	4085	4085
13	D.P.Ed.	12	0	0	12	650	650
14	B.P.Ed.	32	0	0	32	2100	2100
15	M.P.Ed.	17	0	0	17	860	860
16	Others	1	0	0	1	500	500
<b>Total</b>		<b>598</b>	<b>0</b>	<b>0</b>	<b>598</b>	<b>54195</b>	<b>54195</b>



## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- UTTAR PRADESH

<b>Total No. of Institutions- 4720</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	<b>4728</b>	<b>4720</b>

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	37	0	0	37	2450	2450
2	D.El.Ed. (Elementary)	2880	0	4	2876	197000	196700
3	D.El.Ed. (Elementary) (ODL)	1	0	0	1	100	100
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	73	0	0	73	4050	4050
7	B.Ed. (Secondary)	2584	3	11	2576	257090	255940
8	B.Ed. (ODL)	1	0	0	1	500	500
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	2	0	0	2	150	150
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	43	1	0	44	3450	3550
12	M.Ed.	246	0	0	246	12475	12475
13	D.P.Ed.	8	0	0	8	405	405
14	B.P.Ed.	216	0	0	216	12660	12660
15	M.P.Ed.	31	0	0	31	1395	1395
16	Others	1	0	0	1	100	100
<b>Total</b>		<b>6123</b>	<b>4</b>	<b>15</b>	<b>6112</b>	<b>491825</b>	<b>490475</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- UTTARAKHAND

Total No. of Institutions- 166	As on 31.03.2019	As on 31.03.2020
	166	166

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	4	0	0	4	250	250
2	D.El.Ed. (Elementary)	9	0	0	9	500	500
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	1	0	0	1	50	50
7	B.Ed. (Secondary)	147	0	0	147	15150	15150
8	B.Ed. (ODL)	1	0	0	1	500	500
9	B.Ed. (Part-time)	0	0	0	0	0	0
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	2	0	0	2	200	200
12	M.Ed.	15	0	0	15	750	750
13	D.P.Ed.	0	0	0	0	0	0
14	B.P.Ed.	7	0	0	7	350	350
15	M.P.Ed.	2	0	0	2	100	100
16	Others	1	0	0	1	250	250
<b>Total</b>		<b>189</b>	<b>0</b>	<b>0</b>	<b>189</b>	<b>18100</b>	<b>18100</b>

**STATE-WISE STATUS OF TEACHER EDUCATION**  
**SOUTHERN REGIONAL COMMITTEE**

Total No. of Institutions- 4252	As on 31.03.2019	As on 31.03.2020
	4290	4252

Sl. No.	Name of Teacher Education course	Total No. of courses recognised as on 31.03.2019	No. of courses granted recognition during 2019-2020	No. of courses withdrawn recognition during 2019-2020	Total No. of courses recognised as on 31st March 2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	4	2	0	6	250	350
2	D.El.Ed. (Elementary)	3646	0	33	3613	224371	204670
3	D.El.Ed. (Elementary) (ODL)	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed. (Elementary)	4	0	1	3	300	250
7	B.Ed. (Secondary)	2461	1	210	2252	227815	208690
8	B.Ed. (ODL)	22	0	1	21	11000	10500
9	B.Ed. (Part-time)	1	0	0	1	100	100
10	B.Ed. M.Ed. (Integrated)	0	0	0	0	0	0
11	B.A. B.Ed./B.Sc. B.Ed. (Integrated)	74	2	31	45	5640	3440
12	M.Ed.	399	2	19	382	19642	18795
13	D.P.Ed.	85	0	3	82	4540	4390
14	B.P.Ed.	167	0	12	155	15000	14150
15	M.P.Ed.	45	0	2	43	2065	2010
16	Others	201	0	3	198	10035	9885
	<b>Total</b>	<b>7109</b>	<b>7</b>	<b>315</b>	<b>6801</b>	<b>520758</b>	<b>477230</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

STATE : ANDHRA PRADESH

Total No of Institutions- 1028	As on 31.03.2019	As on 31.03.2020
	1043	1028

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	1	0	1	0	50
2	D.El.Ed (Elementary)	1146	0	5	1141	69550	69200
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	2	0	0	2	150	150
7	B.Ed (Secondary)	593	0	56	537	54000	49250
8	B.Ed (ODL)	4	0	0	4	2000	2000
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	31	0	31	0	2400	0
12	M.Ed	88	0	0	88	4350	4350
13	D.P.Ed	25	0	2	23	1510	1410
14	B.P.Ed	65	0	1	64	6450	6350
15	M.P.Ed	16	0	1	15	760	730
16	Others	73	0	0	73	3280	3280
	<b>Total</b>	<b>2043</b>	<b>1</b>	<b>96</b>	<b>1948</b>	<b>144450</b>	<b>136770</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- ANDMAN & NICOBAR ISLAND

Total No of Institutions-1	As on 31.03.2019	As on 31.03.2020
	1	1

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed (Elementary)	0	0	0	0	0	0
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	0	0	0	0	0	0
7	B.Ed (Secondary)	2	0	0	2	100	100
8	B.Ed (ODL)	0	0	0	0	0	0
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	1	0	0	1	50	50
12	M.Ed	1	0	0	1	50	50
13	D.P.Ed	0	0	0	0	0	0
14	B.P.Ed	0	0	0	0	0	0
15	M.P.Ed	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>200</b>	<b>200</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- KARNATAKA

Total No of Institutions-1098	As on 31.03.2019	As on 31.03.2020
	1102	1098

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	1	0	0	1	50	50
2	D.El.Ed (Elementary)	912	0	5	907	47182	46930
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	0	0	0	0	0	0
7	B.Ed (Secondary)	445	0	41	404	39070	35570
8	B.Ed (ODL)	1	0	0	1	500	500
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	7	0	0	7	390	390
12	M.Ed	45	1	5	41	2115	1915
13	D.P.Ed	44	0	1	43	2220	2170
14	B.P.Ed	39	0	4	35	3800	3500
15	M.P.Ed	10	0	0	10	410	410
16	Others	27	0	0	27	1420	1420
<b>Total</b>		<b>1531</b>	<b>1</b>	<b>56</b>	<b>1476</b>	<b>97157</b>	<b>92855</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- KERALA

<b>Total No of Institutions-373</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	373	373

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed (Elementary)	215	0	0	215	30617	12900*
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	0	0	0	0	0	0
7	B.Ed (Secondary)	201	0	7	194	14690	14040
8	B.Ed (ODL)	0	0	0	0	0	0
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	0	1	0	1	0	100
12	M.Ed	47	0	1	46	2287	2225
13	D.P.Ed	1	0	0	1	50	50
14	B.P.Ed	3	0	0	3	300	300
15	M.P.Ed	0	0	0	0	0	0
16	Others	24	0	0	24	1235	1235
<b>Total</b>		<b>491</b>	<b>1</b>	<b>8</b>	<b>484</b>	<b>49179</b>	<b>30850</b>

\* 17110 intake has been reduced due to cleaning of data as these were duplicate entries in previous year.

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- LAKSHADWEEP

Total No of Institutions-2	As on 31.03.2019	As on 31.03.2020
	2	2

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed (Elementary)	1	0	0	1	50	50
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	0	0	0	0	0	0
7	B.Ed (Secondary)	1	0	0	1	50	50
8	B.Ed (ODL)	0	0	0	0	0	0
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	0	0	0	0	0	0
12	M.Ed	0	0	0	0	0	0
13	D.P.Ed	0	0	0	0	0	0
14	B.P.Ed	0	0	0	0	0	0
15	M.P.Ed	0	0	0	0	0	0
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>100</b>	<b>100</b>



## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- PUDDUCHERRY

<b>Total No of Institutions-60</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	61	60

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed (Elementary)	45	0	0	45	2960	2960
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	0	0	0	0	0	0
7	B.Ed (Secondary)	32	0	4	28	2970	2570
8	B.Ed (ODL)	0	0	0	0	0	0
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	1	0	0	1	100	100
12	M.Ed	8	0	2	6	370	270
13	D.P.Ed	1	0	0	1	50	50
14	B.P.Ed	0	0	0	0	0	0
15	M.P.Ed	1	0	0	1	40	40
16	Others	0	0	0	0	0	0
	<b>Total</b>	<b>88</b>	<b>0</b>	<b>6</b>	<b>82</b>	<b>6490</b>	<b>5990</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- TAMIL NADU

<b>Total No of Institutions-1222</b>	<b>As on 31.03.2019</b>	<b>As on 31.03.2020</b>
	1230	1222

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	0	0	0	0	0	0
2	D.El.Ed (Elementary)	1011	0	12	999	57152	56430
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	0	0	0	0	0	0
7	B.Ed (Secondary)	860	1	74	787	84605	77480
8	B.Ed (ODL)	11	0	1	10	5500	5000
9	B.Ed (Part Time)	1	0	0	1	100	100
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	30	1	0	31	2450	2550
12	M.Ed	183	0	11	172	9120	8585
13	D.P.Ed	9	0	0	9	450	450
14	B.P.Ed	35	0	6	29	2050	1700
15	M.P.Ed	14	0	1	13	665	640
16	Others	4	0	1	3	220	170
	<b>Total</b>	<b>2158</b>	<b>2</b>	<b>106</b>	<b>2054</b>	<b>162312</b>	<b>153105</b>

## STATE-WISE STATUS OF TEACHER EDUCATION

### STATE- TELANGANA

Total No of Institutions-468	As on 31.03.2019	As on 31.03.2020
	479	468

Sl. No.	Name of teacher Education Course	Total No. of courses recognised as on 31.03.2019	No of courses granted recognition during 2019-2020	No of courses withdrawn recognition during 2019-2020	Total No of courses recognised as on 31.03.2020	Total intake approved as on 31st March 2019	Total intake approved as on 31st March 2020
1	2	3	4	5	6	7	8
1	DPSE (Pre-Primary)	3	1	0	4	200	250
2	D.El.Ed (Elementary)	316	0	11	305	16800	16200
3	D.El.Ed (Elementary) ODL	0	0	0	0	0	0
4	Diploma in Arts Education (Performing)	0	0	0	0	0	0
5	Diploma in Arts Education (Visual)	0	0	0	0	0	0
6	B.El.Ed (Elementary)	2	0	1	1	150	100
7	B.Ed (Secondary)	327	0	28	299	32330	29630
8	B.Ed (ODL)	6	0	0	6	3000	3000
9	B.Ed (Part Time)	0	0	0	0	0	0
10	B.Ed.M.Ed (Integrated)	0	0	0	0	0	0
11	B.A.Ed/B.Sc. B.Ed (Integrated)	4	0	0	4	250	250
12	M.Ed	27	1	0	28	1350	1400
13	D.P.Ed	5	0	0	5	260	260
14	B.P.Ed	25	0	1	24	2400	2300
15	M.P.Ed	4	0	0	4	190	190
16	Others	73	0	2	71	3880	3780
<b>Total</b>		<b>792</b>	<b>2</b>	<b>43</b>	<b>751</b>	<b>60810</b>	<b>57360</b>









