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National Council for Teacher Education

Hans Bhawan, Wing - II, Bahadur Shah Zafar Marg, New Delhi-110002.

Tel.: 23370176, Fax: 23370128

E-mail: mail@ncte-india.org

website: <http://www.ncte-india.org>

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NATIONAL CURRICULUM FRAMEWORK 2005
POSITION PAPER
NATIONAL FOCUS GROUP ON

EDUCATIONAL TECHNOLOGY



Kamlesh Rajan

Principal

B. B. M. B.Ed College
Sardaha, Chas. Bokaro

CONTENTS

Executive Summary ...v

Members of National Focus Group on Educational Technology ...ix

1. WHAT IS EDUCATIONAL TECHNOLOGY? ...1
2. HISTORICAL PERSPECTIVE ...2
 - 2.1 Efforts to Mobilize ET, Large and Small ...3
 - 2.2 Initiatives in the Voluntary Sector ...3
 - 2.3 Efforts Initiated by the Government ...4
 - 2.4 Computers in Education ...6
3. EMERGING LESSONS FROM PAST EXPERIENCES ...7
4. CHALLENGES IN EDUCATION ...8
 - 4.1 Knowledge Explosion ...8
 - 4.2 Technological Explosion, a Double-edged Sword ...9
 - 4.3 Homogenization of the World ...9
 - 4.4 Population Explosion ...10
 - 4.5 Scarcity of Resources ...11
5. HOW CAN ET BE USED IN TODAY'S CONTEXT? ...11
6. THE ET FOCUS GROUP'S PROPOSALS FOR ACTION ...12
 - 6.1 Re-using Programmes for Interactivity ...12
 - 6.2 Information Collection ...13
 - 6.3 Using Satellites, DTH, and other Technologies ...13
 - 6.4 Specific Proposals for the School System ...13
7. POSSIBILITIES FOR THE FUTURE ...16

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Teacher Support अध्यापक साथी

An Initiative
for
School Teachers' Professional Development



Board for Teacher Education

Ramesh Rajan
Principal

B. B. M. B.Ed College
Sardaha, Ches, Bokar

Contents

From the Chairperson's Desk

Editorial

The World of Numbers	V.P. Gupta	1
Right of the Child : Implications for Schools and Teachers	G.L. Arora	10
Developing and Using Group Learning Worksheets for Multi-level Learning Situations : An Experiment	Lalit Kishore	20
Quality Education through Innovations in School Functioning and Classroom Practices	Jaya Mukerji	27
Innovations for Renovation	Rashida Yusuf	36
Management of Pain to Facilitate Learning in Schools	Shobha Waman Joshi	47
Gandhi's Ashrams in South Africa : An Experiment in Education	Archana and Reetu Singh	60
शिक्षण कौशल का विकास	प्रतापमल देवपुरा	66
सांस्कृतिक शिक्षा : मौसिक अधिव्यक्ति का सशक्त माध्यम	रामकमार वर्मा	74
इन्क्लूसिव विद्यालय वातावरण : एक वैयक्तिक अध्ययन	शारदा कुमारी	81

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TEACHER EDUCATION

Reflections Towards Policy Formulation

Edited by
M.A. Siddiqui • A.K. Sharma • G.L. Arora



National Council for Teacher Education
New Delhi

[Handwritten Signature]
Principal
R. B. M. B. Ed College
Garnaha Chas.

Contents

<i>Preface</i>	v
1. Introduction	1
2. Teacher Education and the Education Commissions in Independent India: A Critical Overview – A.K. Sharma	20
3. Teacher Education Curricular Reforms Since 1978: A Critique – Saroj Pandey	44
4. National Curriculum Framework 2005: Implications for Teacher Education – Alka Behari, Shyam B. Menon	79
5. Innovative Teacher Education Models and Practices: A Critical Review – B.K. Passi	104
6. Information and Communication Technologies in Education : Implications for Teacher Education – M.M. Pant	131
7. Inclusive Education – Implications for Teacher Education – M.N.G. Mani	155
8. Preparation of Vocational and Work Experience Teachers – C. K. Misra	185
9. Preparation of Teachers of Art Education – Bhuleshwar Mate	214
10. Professional Preparation of Physical Education Teachers – Jasraj Singh, Swapan Mookerjee	234
11. Teacher Education through Open and Distance Learning – Mohan Menon	248
12. Professionalisation of Teacher Education – G.L. Arora	278

13. Preparation of Teacher Educators – C. Seshadri	299
14. Quality Assurance in Teacher Education – Marmar Mukhopadhyay	328
15. Status and Recruitment of Teachers: Implications for Teacher Education – C. S. Nagaraju	370
16. Professional Development of Teachers – S. Mohanraj	390
17. Public Private Partnership in Teacher Education – Shri Prakash	408
18. Growth of School Education: Implications for Teacher Education Policies – V.P. Garg	432
19. Growth of Teacher Education Institutions: Issues and Problems – Shoeb Abdullah	485
20. Research in Teacher Education – D.R. Goel, Chhaya Goel	500
Contributors	526

Chapter 1

Introduction

1. Teacher Education : The Existing Scenario

The system of teacher education in India is presently in a state of turmoil. The past few years have witnessed unprecedented expansion in almost all sectors of teacher education, specially in respect of elementary and secondary teacher education programmes. There is nothing inherently wrong in the expansion of the system provided it is systematic and based on the needs of the expanding school system. Thus, mere growth of teacher education *per se* cannot be a matter of concern, but it does cause concern if it leads to the dilution in quality or standards. It is also true that the expansion, if it had occurred in the government sector alone, could not have possibly led to the dilution of standards. There is a perception that the deterioration in standards is due to the uncontrolled expansion of the system in the private (self-financing) sector, without proper assurance of maintaining quality in teacher education by not providing the required infrastructural and instructional facilities or by not recruiting the required number of properly qualified staff.

The entry of private sector in the system of teacher education has not taken place independent of other sectors of education or of other sub-systems of the society. In fact, it is the offshoot of the policy of 'liberalization' pursued by the country since early nineties. The inability of the state governments to set up new teacher education institutions or to provide grant-in-aid to the new private institutions gave impetus to the establishment of self-financing institutions. The expansion of the teacher education system, no doubt, was needed to meet the increasing human resource requirements of the expanding school system but unfortunately, the state apparently abdicated its responsibility for teacher preparation and left the field open for the private sector.

The dissatisfaction with the system of teacher education and its quality is not a new phenomenon. In fact, this has been articulated time and again during the past six decades. The Education Commission (1964-66) made a detailed critique of the teacher education system as it existed in the early 1960s. Realizing that the teacher education programmes were,

Organising Teaching Learning Resources in Teacher Education Institutions

A Manual for the
Teacher Education Institutions
and Teacher Educators



National Council for Teacher Education
New Delhi

Kamlesh Singh

Principal

B. B. M. B. Ed College
Samaha, Chas. Bol...

Contents

FOREWORD	5
1. Introduction	7
2. Science and Mathematics Education Resource Centre	11
3. Arts and Craft Resource Centre	26
4. Psychology Resource Centre	43
5. Information and Communication Technology Resource Centre	62
6. Health and Physical Education Resource Centre	73
7. Library and Library Services	88
ANNEXURE	
Manual Development Committee	116

**Demand and Supply Estimates of
Intake Capacity of
Teacher Education Courses
Across the States and
Union Territories
(2009-10 – 2016-17)**



गुरुर्ब्रह्मो माप
NCTE

**NATIONAL COUNCIL FOR TEACHER EDUCATION
NEW DELHI - 110 002**

2011

Kumar Rajan

Principal

**B. B. M. B. Ed College
Barisha, Chas. Bokar**

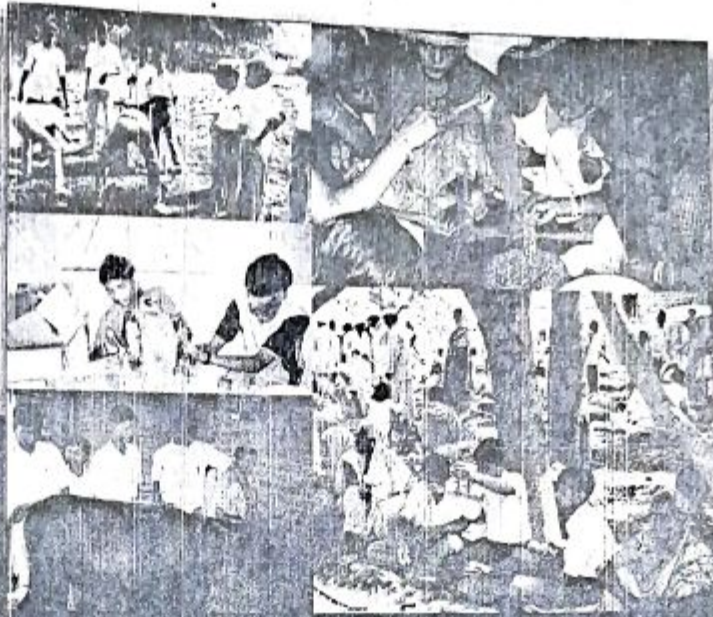
CONTENTS

	Page No.
<i>FROM CHAIRPERSON'S DESK</i>	iii-iv
<i>LIST OF TABLES</i>	x-xi
<i>LIST OF FIGURES</i>	xii
<i>ABBREVIATIONS</i>	xiii-xiv
<i>EXECUTIVE SUMMARY</i>	xv-xxiv
CHAPTER 1: INTRODUCTION	1-15
1.0 Background	1
1.1 Studies on Demand and Supply Estimates of School Teachers and Teacher Educators	1
1.2 Objectives and Scope of the Study	2
1.3 Educational Pattern in the States/Union Territories	4
1.4 Ranking of States/Union Territories by Literacy Rates among Persons, Males and Females (Census 2001)	6
1.5 Methodology of Projection of Enrolment, Demand for School Teachers and Teacher Education Courses	8
1.6 Teacher Education Courses	10
1.7 Concept of Basic Unit for Teacher Education Courses	11
1.8 Limitations	13
1.9 Backlog of Untrained Teachers	13
1.10 Vacancies	15
1.11 Parameters Considered in Estimates	15
CHAPTER 2: ESTIMATES OF DEMAND FOR PRE-PRIMARY TEACHER EDUCATION COURSES	16-30
2.0 Background	16
2.1 Methodology of Estimates for Intake Capacity for Pre-Primary Teacher Education Courses	16

States/Union Territories with Surplus Intake of Pre-Primary Teacher Education Courses	17
States/Union Territories with Deficit Intake of Pre-Primary Teacher Education Courses	18
In Conclusion	30
CHAPTER 3: ESTIMATES OF DEMAND FOR ELEMENTARY TEACHER EDUCATION COURSES	31-68
Background	
Norms of Sarva Shiksha Abhiyan (SSA) for Elementary School Teachers	31
Norms and Standard for a School under Right of Children to Free and Compulsory Education Act, 2009	32
Methodology of Estimating Additional Demand for Lower Primary School Teachers	33
Additional Provision for Head-Teacher	34
Additional Provision for Attrition of Teachers	34
Additional Demand for Lower Primary School Teachers	34
Projection of Existing Strength of Teachers	35
Assessment of Intake Capacity of Elementary Teacher Education Courses in Relation to Additional Demand for Lower Primary School Teachers	35
Estimates of Additional Demand for Upper Primary School Teachers	36
Additional Provision for Head-Teacher	36
Additional Demand for Upper Primary School Teachers	37
States/Union Territories with Surplus Intake of Elementary Teacher Education Courses	37
States/Union Territories with Deficit Intake of Elementary Teacher Education Courses	38
Assessment of Intake Capacity of Elementary Teacher Education Courses in North-Eastern States	44
Estimates of Additional Demand for Upper Primary School Teachers	44
Trend of Additional Enrolment and Teachers at the Elementary Stage (All India): 2010-11 – 2016-17	53
	66

CHAPTER 4: ESTIMATES OF DEMAND FOR DEGREE LEVEL TEACHER EDUCATION COURSES	69-91
4.0 Genesis of Universalisation of Secondary Education	69
4.1 Methodology of Estimating Additional Demand for Secondary and Senior Secondary School Teachers	70
4.2 Source of Data for the Existing Strength of Secondary and Senior Secondary School Teachers	72
4.3 Assessment of Intake Capacity of B.Ed. and other Category Courses in Relation to Additional Demand for Upper Primary, Secondary and Senior Secondary School Teachers	72
4.4 Estimates of Additional Demand for Secondary School Teachers	73
4.5 Estimates of Additional Demand for Senior Secondary School Teachers	73
4.6 States/Union Territories with Surplus Intake Capacity of Graduate Level (B.Ed. and other categories) Teacher Education Courses	74
4.7 States/Union Territories with Deficit Intake of Graduate Level (B.Ed. and other categories) Teacher Education Courses	81
4.8 Assessment of Intake Capacity of Graduate Level Courses (B.Ed. and other categories) in North-Eastern States	86
4.9 Trend of Additional Enrolment and Teachers at the Secondary Stage (All India): 2010-11 – 2016-17	90
CHAPTER 5: ESTIMATES OF DEMAND FOR POST-GRADUATE LEVEL TEACHER EDUCATION COURSES (M.Ed.)	92-111
5.0 Background	92
5.1 Methodology Used for Estimating Demand for M.Ed. Courses	93
5.2 Concept of Basic Unit for B.Ed. Courses	94
5.3 States/Union Territories with Surplus Intake of Post-Graduate Level Teacher Education Course (M.Ed.)	97
5.4 States/Union Territories with Deficit Intake of Post-Graduate Level Teacher Education Course (M.Ed.)	97
5.5 Assessment of Intake Capacity of Post-Graduate Level Course (M.Ed.) in North-Eastern States	107

3.7



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NATIONAL FOCUS GROUP ON

WORK AND EDUCATION



Kumar Rajan
Principal
S. B. M. B.Ed College
Sindaha, Chas, Bonga

CONTENTS

Executive Summary ...iii

Members and Special Invitees of National Focus Group on Work and Education ...vii

1. INTRODUCTION ...1
2. HISTORICAL OVERVIEW ...3
3. CRITIQUE OF POLICY AND PRACTICE ...6
 - 3.1 Work-Centred Education ...6
 - 3.2 Community Work and Social Action ...8
4. CHILDREN, STATE AND EDUCATION: CONTEXT, CONCERNS AND ISSUES ...11
 - 4.1 Economic Scenario and Globalisation ...11
 - 4.2 Education and Incompetence ...12
 - 4.3 Work and Knowledge ...13
 - 4.4 Child Work vs. Child Labour ...15
 - 4.5 Education and Alienation ...16
 - 4.6 The Gender Issues ...17
 - 4.7 The Challenge of Disability ...18
 - 4.8 UEE vs. Vocational Education Policy ...19
5. BASIC POLICY-LEVEL CONCERNS ...20
6. ROLE OF WORK IN CURRICULUM ...24
 - 6.1 Basic Features ...25
 - 6.2 Generic Competencies ...28
 - 6.3 Typology of Work in Education ...31
 - 6.4 Work as a Pedagogic Medium of Knowledge,
Values and Skills: Learning from Field Experiences ...35
 - 6.5 Community Work and Social Engagement as
Curricular Components: Learning from Field Experiences ...43
7. VOCATIONAL EDUCATION AND TRAINING: A NEW PERSPECTIVE ...43
8. EVALUATION AND ASSESSMENT ...51

9. ENABLING CONDITIONS ...54
10. THE ROADMAP ...56
11. RESEARCH ISSUES ...62
12. NEED FOR A SOCIAL MOVEMENT AND BUILDING AWARENESS...60
13. LIST OF DOCUMENTS ...65
 - 13.1 Documents Circulated Internally within the National Focus Group ...65
 - 13.2 Reports from States on Vocational Education and Training ...66
 - 13.3 Narratives and Reports from Voluntary Organisations/Activist Groups ...67
 - 13.4 Reports under Reference from PSSCIVE of NCERT ...68

References ...69

List of Annexures ...72

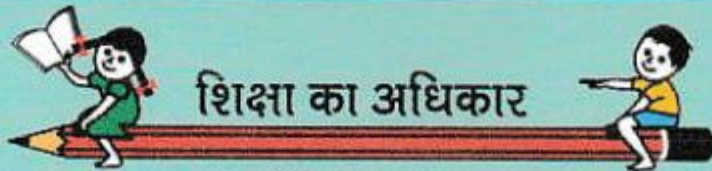
- Annexure I ...74
- Annexure II ...90
- Annexure III ...95
- Annexure IV ...107
- Annexure V ...117
- Annexure VI ...122
- Annexure VII ...124
- Annexure VIII ...126
- Annexure IX ...129
- Annexure X ...131
- Annexure XI ...135
- Annexure XII ...137

FEBRUARY 2016, Vol.18

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CURRICULAR ADAPTATIONS FOR CHILDREN WITH SPECIAL NEEDS



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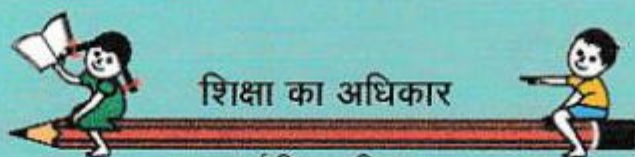
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Kumar Rajan
B. B. M. B. Ed. College
Mankar

Contents

S.No.	Title	Pg. No.
1.	Concept of Curricular Adaptations	3-10
2.	Adaptations for Teaching Children with Hearing Impairment in Mainstream Classrooms	11 - 15
3.	Curricular Adaptations for Children with Cerebral Palsy	16 - 20
4.	Adapting Teaching for Children with Cognitive Disabilities	21 - 25
NEWS FROM THE STATES		
5.	<i>Curriculum Adaptations for CWSN by SSA - Chandigarh</i>	26 - 29
	<i>Curriculum Adaptations for CWSN by Rajasthan SSA</i>	30 - 36
	<i>Curricular Adaptations for CWSN by Tamil Nadu SSA</i>	37 - 40
6.	Adapting Teaching for Children with Intellectual Impairments	41 - 46
7.	Modifications for Children with Autism in Mainstream Classrooms	47 - 52
8.	Teaching Students with Multi-sensory Impairments	53 -58
9.	A Tool for Enabling Inclusive Teaching Learning Resources at Primary Level from Inclusive Education Perspective	59 - 62
10.	Inclusion of Disability in the Textbooks – Initiatives by the States	63 - 66
11.	Status of Inclusive Education in SSA	67-70



शिक्षा का अधिकार

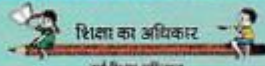
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CURRICULAR ADAPTATIONS
FOR CHILDREN WITH SPECIAL NEEDS



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Sarva Shiksha Abhiyan

Send your responses to:

Dr. Meenakshi Jolly,
Director, Room No. 215, D - Wing,
Department of School Education & Literacy,
Ministry of Human Resource Development,
Shastri Bhawan,
New Delhi – 110 001

Or

Dr. Anupriya Chadha
Chief Consultant – Inclusive Education: SSA
Ed. CIL (India) Limited
Technical Support Group
5th Floor, Vijaya Building,
17- Barakhamba Road,
New Delhi – 110 001

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NATIONAL FOCUS GROUP

ON

**TEACHER EDUCATION
FOR CURRICULUM
RENEWAL**



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Kumud Jayin
Principal
B. B. M. B. Ed College
Sardaha, Chhatrapur, Pokhara

CONTENTS

<i>Executive Summary</i>	...iii
<i>Members of National Focus Group on Teacher Education for Curriculum Renewal</i>	...vii
1. PREAMBLE	...2
2. PRE-SERVICE TEACHER EDUCATION: A BRIEF OVERVIEW	...2
3. IN-SERVICE TEACHER EDUCATION: A BRIEF OVERVIEW	...4
4. TEACHER EDUCATION: SYSTEMIC CONCERNS AND NEEDS	...6
4.1 Need to Enhance the Professional Identity of School Teachers	...6
4.2 Need to Establish Meaningful Links Between Pre-service and In-service Teacher Education	...6
4.3 Need for Professionally Qualified Teacher Educators	...7
4.4 The Design and Practice of Teacher Education: Underlying Assumptions	...8
5. EXEMPLARS OF INNOVATIONS IN THE EDUCATION OF TEACHERS: THE BASIS FOR A NEW VISION	...9
5.1 Innovations in Pre-Independence Era	...9
5.2 Innovations in Post-Independence Era	...10
6. TEACHER EDUCATION: NEW VISION	...18
6.1 Vision	...18
6.2 Needed Focus in the Newly Visualised Teacher Education Programme	...19
6.2.1 Learning	...19
6.2.2 Learner	...19
6.2.3 Teacher	...20
6.2.4 Knowledge	...21
6.2.5 Social Context	...22
6.2.6 Appraisal	...23
7. NEW TEACHER EDUCATION PROGRAMME (TEP) NEEDED ACTION	...23

Kundan Rajan
Principal
B. B. M. F.
Sardar College
B. B. M. B. Ed College
Gandaha, Chas, Bokaro

Prof. S.K. Yadav (Member Secretary)

Department of Teacher Education and
Extension (DTEE)
NCERT
Sri Aurobindo Marg, New Delhi – 110 016

Invitees**Mr. Begur S. Ramchandra Rao**

Project Officer, Education
United Nations Children's Fund
19, Parsi Panchayat Road
Andheri (East), Mumbai – 400 069

Dr. Indu Pandit

Hon. Professor and Former Principal
H.J. College of Education
Khar, Mumbai – 400 052

Dr. Pratibha Parikh

Reader in Education
Gandhi Shikshan Bhawan
Smt. Surajba College of Education
Juhu, Mumbai – 400 049

Prof. Talat Aziz

Institute of Advanced Studies in Education (IASI)
Faculty of Education
Jamia Millia Islamia
Jamia Nagar
New Delhi – 110 025

Dr. D.D. Yadav

Reader
Department of Teacher Education and
Extension (DTEE), NCERT
New Delhi

Ms. Farah Farooqi

Lecturer, Department of Elementary Education
Lady Shri Ram College
Lajpat Nagar
New Delhi

Dr. Disha Nawani

Lecturer, Department of Elementary Education
Gargi College, New Delhi

Ms. Monica Gupta

Lecturer, Department of Elementary Education
Gargi College
Sri Fort Road, New Delhi

Ms. Manisha Dabas

Aditi Mahavidyalaya
University of Delhi, Delhi

Dr. Prabhjot Kulkarni

Principal
Maharishi Valmiki College of Education
Delhi – 110 092

Mr. Anil Bhai Bhatt

Gram Dakshini Murty, Ambala
Gujarat

Shri Amrit Bhai Naik

Expert in Rural Education
Gandhi Nagar
Gujarat

Ms. C. Suvasini

Gargi College
University of Delhi, Delhi

National Curriculum Framework for Teacher Education

*Towards Preparing Professional
and Humane Teacher*



**National Council for Teacher Education
New Delhi**

Kumud Rajin
Principal
B. B. M. B.Ed College
Samaha Chas Bokaro

Contents

<i>Preface</i>	iii
<i>Abbreviations and Acronyms used</i>	viii
<i>Chapter 1</i> Context, Concerns and Vision of Teacher Education	1
<i>Chapter 2</i> Curricular Areas of Initial Teacher Preparation	23
<i>Chapter 3</i> Transacting the Curriculum and Evaluating the Developing Teacher	51
<i>Chapter 4</i> Continuing Professional Development and Support for In-Service Teachers	63
<i>Chapter 5</i> Preparing Teacher Educators	74
<i>Chapter 6</i> Implementation Strategies	89


Principal
B. B. M. B.Ed College
Sardaha Chas. Bolam