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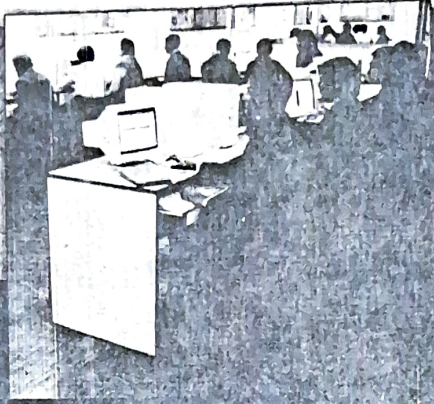
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NATIONAL CURRICULUM FRAMEWORK 2005  
POSITION PAPER  
NATIONAL FOCUS GROUP ON

EDUCATIONAL TECHNOLOGY



*Kumud Rajan*

Principal

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



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# Organising Teaching Learning Resources in Teacher Education Institutions

A Manual for the  
Teacher Education Institutions  
and Teacher Educators



3892

**ational Council for Teacher Education  
New Delhi**

*Kamal Kishore*  
**Principal**  
**B. B. M. B. Ed College**  
**Sambha. Chas. Boka**



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



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

2011

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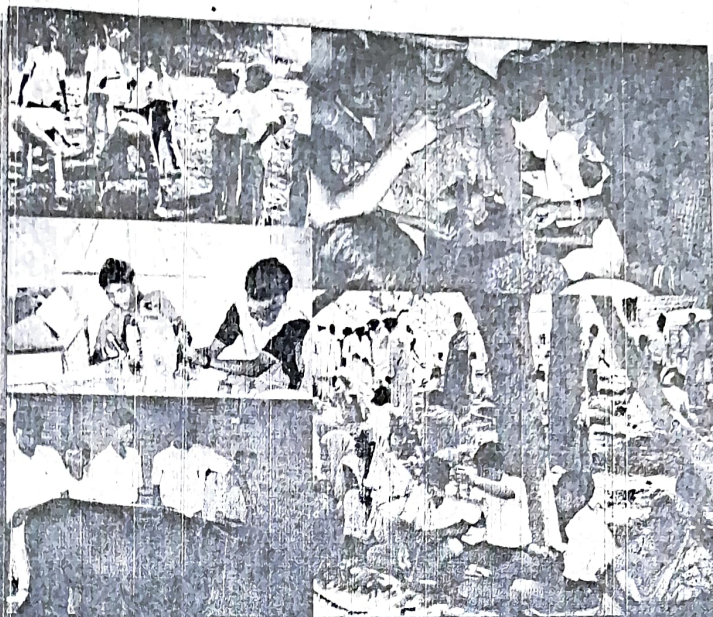
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NATIONAL CURRICULUM FRAMEWORK 2005  
POSITION PAPER  
NATIONAL FOCUS GROUP ON

# WORK AND EDUCATION



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# TEACHER EDUCATION

Reflections Towards Policy Formulation

Edited by  
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## 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,



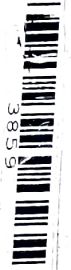
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# Teacher Support अध्यापक साथी

An Initiative  
for  
School Teachers' Professional Development



Journal for Teacher Education

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