BACKGROUND

Education and education of teachers is indispensable in shaping the quality of life of the people in the present global society. The changes in economic, political, social, and technological spheres have deeply influenced the nature, structure and functions of teacher education throughout the world. Responsibility of a teacher in shaping future of nation is clearly mentioned by Kothari Commission (1964-66) by stating that “The Destiny of India is now being shaped in her classrooms”. National Policy on Education, 1986 underlines this greater role by the remarks “The status of the teacher reflects the socio cultural ethos of the society, it is said that no people can rise above the level of its teachers”. The other major commissions and committees on education also rightly mentioned the importance of teacher education in providing quality education and hence national development.

After the implementation of NCF 2005, a tremendous change has been witnessed in the school education system through content, methodology and pedagogy of teaching as well as learning. This placed a change in the demands and expectations on teacher against the traditional system. NCFTE 2009 addressed this issue and made an attempt to reorganise the teacher education system according to the changes envisaged through NCF 2005. Specific recommendations and suggestions for the improvement of teacher education system were given in the document.

RTE Act 2009 has been another constitutional initiative taken by the Government for providing quality elementary education to all children. This act also has placed more importance and role to the teacher for providing quality education. Justice Verma Commission (2012) report also has given specific recommendations in the form of restructuring of pre service teacher education and in service teacher education for better quality education. Based on the recommendations of Justice Verma Commission report NCETE initiated the process of restructuring pre service teacher education programmes starting from developing affiliation norms to curriculum of the programme.

The recent initiative of Government of India to introduce Four year Integrated Teacher Education Programme (ITEP) as a major Pre-service Programme in India has been under inception. ITEP as an alternative and innovative model of teacher education has been operational in Regional Institute of Educations for more than 50 years. Since 2014 it has been introduced in many other teacher education institutions of our country.

The reform efforts mentioned above have substantially influenced the teacher education to transform itself and assume new role in preparing teachers, teacher educators, educational practitioners’ in terms of pedagogical practices, gender, technology integration, school internship, assessment, inclusive education, continuous professional development and other aspects. However, there are issues and challenges faced by various stakeholders who are involved in teacher preparation and teacher professional development programmes.

These issues and concerns are really challenging and to be operationalised in the right sense in our teacher education programmes for ensuring quality. In this context a detailed discussions, deliberations, and sharing of successful experience on these issues will help the authority to frame the action plans for quality teacher education programmes. This seminar will work in a line to contribute to the ongoing debates in the challenges and quality of teacher education and collate the experiences of different stake holders in order to create a new knowledge base that would help to provide a plausible solution.

OBJECTIVES OF THE SEMINAR

The main objectives of the programme are:

1. To create a platform for teacher educators, researchers, administrators and educators to share and discuss their ideas, experiences, and information on various issues and challenges related with teacher education.
2. To discuss innovative ideas and case studies in the area of teacher education.
3. To come up with recommendations for quality improvement of teacher education in India

THEMES AND SUB THEMES

Theme 1: Pre Service Teacher Education Programmes

Sub Themes:

- Curriculum in Teacher Education Programmes

Theme 2: Continuous Professional Development and Teacher Education

Sub Themes:

- Induction Programme for Teachers
- Revisiting Existing Continuous Professional Development Programmes: Challenges and Possibilities Policy Perspective on Continuous Professional Development
- Alternatives and Emerging Perspectives on Continuous Professional Development Programme for Teachers and Teacher Educators
- Technology enabled CPD – MOOCS and Online Programmes
- School Based Continuous Professional Development
- CPD through Self Study

Theme 3: Integration of ICT in Teacher Education

Sub Themes:

- ICT in pre-service Teacher Education
- Techno-Pedagogic-Content Knowledge in Teaching-learning
- OER and Teacher Education

Theme 4: Teacher Education for Preparing Teachers in an Inclusive Classroom

Sub Themes:

- Teacher Education Curriculum for Inclusive Practices
- Augmenting Pedagogy for Inclusive Classroom
- Technology as a medium for Inclusive Classroom Practices

Theme 5: Integrated Teacher Education Programme (ITEP)

Sub Themes:

- Models and Approaches of ITEP- National and International
- Features of ITEP
- Challenges, Concerns and Benefits of ITEP

Theme 6: Professional Standards, Ethics and Teacher Assessment

Sub Themes:

- Teacher Eligibility Test and Teacher Quality
- Professional Standards for Teachers and Teacher Educators
- Professional Ethics
- Teacher Assessment – Models, Approaches and Implications
TARGET PARTICIPANTS
Teachers, Teacher Educators, Researchers, Research Scholars, Administrators, and Policy Makers.

CALL FOR PAPERS
Thematic Papers/Research papers/Case Studies are invited from the Teachers/Teacher Educators/Researchers/Educational Administrators in the above mentioned themes for the presentation in the seminar. The paper should be original and should not have been published or presented previously. Interested participants should submit their papers along with the abstract by soft copy to the Organizing Secretary on or before 15th February, 2020.

GUIDELINES FOR PAPER SUBMISSION
ABSTRACT (within 300 words/ FULL PAPER (within 3000-4000 words)
FORMAT: Abstract / Full paper should be submitted (soft copy) in MS Word 2007/ 2010 version (font: Times New Romans, Normal font, Size: 12, spacing 1.5). Cite the references in parentheses and should be typed in 9 points, normal font and single space. The Abstract and Full paper should be send following the above rules in the following Email: uceseminar@gmail.com on and before – 10th February 2020.

REGISTRATION FEE – No Registration Fee

VENUE
The Seminar will be organised at NCERT, New Delhi
Accommodation and Travel Assistance
The paper presenter will be provided travel assistance restricted to IIAC train fare by shortest route. Only actual train/bus fare will be entertained. Local conveyance will be provided to local participants as per NCERT norms. The reimbursement will be made through online payment, on submission of Original tickets and bank details. Accommodation will be provided to the outstation delegates in NIE Guest House on prior request.

IMPORTANT DATES & DEADLINES
Submission of Full Paper alongwith abstract
15th February, 2020
Acceptance of Paper (through email)
25th February, 2020
confirmation of participation and registration: 1st March, 2020
Seminar
18-20 March, 2020

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