

I. About the University:

Dravidian University which is an Inter-State Institution was established in 1997 at Kuppam through an Act of Andhra Pradesh Legislative Assembly (Act No.17 of 1997) on a sprawling campus of 1091 acres. Kuppam is a tri-junction for the States of Andhra Pradesh, Karnataka, and Tamil Nadu (8 km from Tamil Nadu and 4 km from Karnataka). The Tirumala Tirupati Devasthanams (TTD) has given funding for complete plantation of trees across the campus and hence it is named as Srinivasavanam. It has a landscape of serene, peaceful, pollution-free and aesthetically appealing ambience. The University formally came into existence on 20th October 1997 and began functioning with two departments in 1998, has grown into a strong institution of 21 Academic Departments.

II. About the Department of Education & HRD:

The Department of Education & HRD was started in September 2003 and offers professional teacher education programmes, namely, B.Ed. & M.Ed., besides the research programmes of M.Phil. and Ph.D. It has been identified as one of the Centres of Excellence by the Dravidian University.

III. Context

Teacher Education system prepares school teachers and teacher educators for the society. There is a live and dynamic link between teacher education and school education. The main aim of school education is to prepare good citizens for the country. After completion of school education, students may opt for various types of studies / occupations like medicine, engineering, law, teaching field and so on. However, the basics they learnt at schools make them good and useful citizens for the country. National Council for Teacher Education (NCTE) is the apex body for matters connected with teacher education in India. In order to enhance the quality of teacher education programmes, the NCTE notified revised regulations in the year 2014. The duration of B.Ed., and M.Ed., programmes have been enhanced to 2-years. Changes have also been made in the norms pertaining to other teacher education programmes, such as, D.Ed., B.El.Ed., three-year / four-year Integrated Teacher Education Programmes. These norms have been implemented across the country for

quality enhancement. Apparently, there has been a huge fall in the admissions to B.Ed and M.Ed Programmes from the academic year 2015-16 onwards. It is interesting to note from the media reports that about 22,000 candidates and about 11,000 candidates have written the APedCET-2015 and APedCET-2016 for purpose of admission to 2-year B.Ed programme for the years 2015-17 and 2016-18 respectively. However, the quality of the prospective 2-year B.Ed., and M.Ed graduates has yet to be manifested. Also, there are views that the teacher education programmes could have been strengthened by including appropriate professional inputs, hands-on training, providing stipends etc. It is also gathered from latest news that the Government of India is planning to organize 6-months induction programmes for the B.Ed trainees at the end of their two-years training and also national level entrance test / exit test for improvement of their quality.

Hence, it has been thought to create a discussion forum on various matters that have bearing on the Teacher Education programmes and in the light of the upcoming National Policy on Education, under the main theme of *“Current Scenario of Teacher Education: Issues, Challenges, and Prospects”*.

IV. Objectives

1. To discuss the concept and process of teacher education in India.
2. To analyse the issues and challenges involved in teacher education.
3. To discuss the scenario subsequent to the implementation of the NCTE's Regulations, 2014.
4. To discuss the matters pertaining to the future of teacher education in our country.
5. To trace the employment prospects of teacher trainees.
6. To explore the grey areas of teacher education which are not focused hitherto.
7. To explore the possible areas of research in teacher education.

**UGC Sponsored
Two-day National Seminar on
“Current Scenario of Teacher Education: Issues,
Challenges, and Prospects”
(27-28 February, 2017)**

REGISTRATION FORM

Name of the Participant : _____

Designation: _____

College/Institution: _____

Address: _____

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(R) _____

Mobile: _____

Arrival Information: Date _____ Time: _____

Mode of Transport: Train/Bus: _____

Signature with Date

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Guidelines : The Contributors are requested to follow the guidelines given hereunder for sending their manuscript by e-mail or post.

Format : MS-Word (1997-2003 compatibility mode)

Fonts & Size : Times New Roman and 12 pt

Margins : 2.6 cm

Full length paper : 4 pages of A4 size

Abstract : 150 words

Last Date : **22nd Feb, 2017**

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V. Sub-themes

Papers are invited in the following sub-themes.

1. Concept, Issues, and Challenges of Teacher Education
2. Linkage between Teacher Education and School Education
3. NCTE's Regulations, 2014 and its implications
4. Leadership in Teacher Education
5. Curriculum Framework for Teacher Education
6. Integration of ICT with Teacher Education
7. Unexplored areas of teacher education
8. Model for Teacher Education in the Contemporary Contexts
9. Prospects of Teacher Education in India
10. Possible areas of research in teacher education and school education
11. Any other aspects related to Teacher Education

VI. Open to:

Faculty members and students from Teacher Education Institutions, research scholars from education and other academicians from the field of education are invited to participate in this event to share their views / experiences through presentation of papers. There would be interactive sessions, panel discussions in which clientele group interact with the invited experts. No TA & DA will be paid to the participants, only local hospitality will be provided.

VII. Schedule

27th & 28th February 2017 (Monday & Tuesday) (two days)

VIII. Resource Persons

Senior Professors well-versed in teacher education will be invited to talk in this event for the benefit of clientele group / participants. Also, papers are invited from enthusiastic university students, research scholars, and faculty members from teacher education institutions.



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ORGANISED BY
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