

National Seminar
on
**Teacher Education Curriculum in the
Context of National Curriculum
Framework 2005**

2nd April 2009

Venue:

Army Institute of Education
Kandhar Lines
Delhi Cantt
New Delhi 110010

About the Seminar

Learning has become a source of burden and stress on children and their parents. This is an evidence of deep distortion in quality of education of the country. There is a deep disquiet about several aspects of our educational practice: (a) the school system is characterized by an inflexibility that makes it resistant to change; (b) learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way; (c) schools promote a regime of thought that discourages creative thinking and insights; (d) what is presented and transmitted in the name of learning in schools bypasses vital dimensions of the human capacity to create new knowledge; (e) the “future” of the child has taken centre stage to the near exclusion of the child’s “present”, which is detrimental to the well-being of the child as well as the society and the nation.

Realizing the aforesaid situation the National Curriculum Framework (NCF)-2005 identified certain broad aims of education. These include independence of thought and action, sensitivity to others’ well-being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in democratic processes, and the ability to work towards and contribute to economic processes and social change. To overcome the burden and stress on children and their parents, the NCF-2005 proposes five guiding principles for curriculum development:

- * connecting knowledge to life outside the school;
- * ensuring that learning shifts away from rote methods;
- * enriching the curriculum so that it goes beyond textbooks
- * making examinations more flexible and integrating them with classroom life; and
- * nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

In this context, our teacher education system requires substantial systemic reforms and re conceptualization of curricular areas and resources to improve the quality and efficiency of teachers. Teacher education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by the teacher education. Large-scale recruitment of para-teachers has diluted the identity of the teacher as a professional.

Existing teacher education programmes neither accommodate the emerging ideas in context and

pedagogy nor address the issue of linkages between school and society. There is little space for engagement with innovative educational experiments. Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without any question. Most teacher education programmes provide little scope for student-teachers to reflect on their experiences and thus fail to empower teachers as agents of social change. NCF-2005 feels that teacher education must become more sensitive to the emerging demands from the school system. For this it must prepare the teacher for the roles of being an:

- ≡ encouraging, supportive and humane facilitator in teaching-learning situations to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizens; and
- ≡ active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners.

NCF-2005 is already being implemented in most of the states for last three years. Accordingly, new textbooks have already been developed by NCERT and SCERTs. But a National Curriculum Framework for Teacher Education is yet to be developed based on NCF-2005. Teacher education institutions have a great role to play towards preparing curriculum for teacher education. There are many ways to contribute in this area. Organizing seminars may be one of the many ways of providing proper feedback to the policy making bodies. The recommendations of the seminar could be very useful for the national level bodies like, NCERT, NCTE, UGC, and Affiliated Universities, etc. towards developing a National Curriculum for teacher education.

Objectives

Objectives of the seminar are:

- ≡ To review the National Curriculum Framework-2005 in the present context
- ≡ To study the dynamics of implementing NCF-2005 in the present day School education
- ≡ To discuss the various possible models of Teacher Education in the country
- ≡ To share experience, contribution, achievement and problems of teacher education in India.

Themes / Sub-themes

- ◆ Perspective on National Curriculum Framework-2005
- ◆ Teacher Education Programme vis-à-vis NCF-2005
- ◆ Curriculum Transactional Issues in the light of NCF-2005
- ◆ Reflection on Present day Teacher Education Curriculum
- ◆ Teacher education curriculum in the context of Globalization, liberalization and privatization
- ◆ Innovative Practices in Teacher Education
- ◆ Strengthening linkage among School, Community and Teacher education institutions

Who can Participate?

Teachers, Teacher educators, researchers, administrators, policy makers from all over the country working in the field of teacher education could participate and contribute.

Programme Schedule

09.00-09.30	Registration
09.30-11.00	Keynote Address by Prof Yash Pal
11.00-11.30	Tea Break
11.30-13.00	Plenary Session I
13.00-14.00	Lunch

14.00-15.30 Plenary Session II
15.30-16.30 Valedictory Session
16.30-17.00 Tea

About AIE, Delhi Cantt

Army Institute of Education (AIE) was established in August 2003 with the aim of providing pre-service teacher education facility to the dependents of Army personnel. The institute is functioning under the aegis of Army Welfare Education Society (AWES), which is managing 125 schools and 13 professional institutes spread across the length and breadth of this country. Army Institute of Education, Delhi Cantt is affiliated to Guru Gobind Singh Indraprastha University, Delhi and is recognized by the National Council for Teacher Education.(NCTE) for its B. Ed. program.

Organizing Committee

- Dr Mahabir Yadav (Principal, AIE)
- Dr Amita Puri
- Dr Arti Srivastava
- Dr Bharti Dogra
- Dr Vandana Ghai
- Ms Geetika Dutta
- Ms Pranita Gopal

Seminar Convenor

- ◆ Dr Sudarshan Mishra.

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