

**National Seminar on Preparation and
Professional Development of
Teacher Educators
A Report**

23-25 August 2011



**Regional Institute of Education
Mysore**

Preface

As a part of the Golden Jubilee celebrations, the Regional Institute of Education Mysore, took upon itself the responsibility of planning and organising a national seminar on Preparation and Professional Development of Teacher Educators, during 23rd to 25th of August 2011. This was attended by a good number of leading teacher educators of the country as well as the researchers and thinkers who presented their papers and participated in the seminar.

The present report brought out by the institute is intended to serve as an *aide-me moiré* to those who attended and a means of providing information about the seminar for those who could not attend. This report has documented the proceedings, captured the recommendations of different sessions, and pooled all recommendations which have implication for different stakeholders in the country.

The modus-operandi of the whole seminar was planned and executed with the help of various working committees. They deserve sincere thanks and appreciation. A seminar of this kind would not have been a success if it had not been supported by all the faculty members of the Institute who served in different capacities in the planning, organisation and management of the event. We appreciate their valuable involvement. The non-teaching staff of the institute has also contributed immensely in different capacities in making the seminar a success.

We are also thankful to various publishers who came from different parts of the country to display their books, which added glitter to the national seminar.

Academic Team
Prof. Prem Lata Sharma
Prof. C.G. Venkatesha Murthy
Dr. V. Chandranna

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Report of the National Seminar on Preparation and Professional Development of Teacher Educators

1. Background

The role of the present day teacher educator has become very complex and multifaceted on account of the explosion of knowledge and radical changes occurring in the area of school education and teacher education. Teacher education programmes, both pre-service and in-service require drastic changes in the light of latest policy documents, curriculum frameworks and RTE in the country. Today's classroom is no more an ordinary classroom; rather it has become a multifaceted. Meeting the diverse needs of students in an inclusive classroom on the one hand and improving teaching strategies by integrating use of latest technology on the other hand demands reorientation of teachers and teacher educators making them more professional. Hence, it is time we discussed and debated on different issues related to the professional preparation and development of teacher educators as the quality of teacher preparation mainly rests on the quality of teacher educators. The present seminar came in response to this need and primarily focused on the following objectives.

Objectives: The seminar attempted to bring together various experts from the country to interact on issues related to teachers, teacher educators, educational administrators, researchers and educationists associated with the field of preparation and professional development of teacher educators. The seminar covered the following sub themes.

Sub-themes: In the seminar there were four paper presentation sessions, apart from three panel discussions on themes related to preparation and professional development of teacher educators. The sub-themes with different issues for paper presentations included the following.

Sub theme I: Setting Standards in Preparation and Professional Development of Teacher Educators:

- Professional competencies
- Professional commitment and accountability
- Professional ethics
- Performance assessment
- Selection, placement and promotion
- Work environment standards
- Staff morale
- Continuous professional development
- Quality assurance

Sub theme II: Opportunities and Challenges in the Preparation and Professional Development of Teacher Educators:

- Stages, models and modes
- SSA, RTE, & RMSA

- Diversification and expansion
- Liberalisation, Privatisation and Globalization
- Information and Communication Technologies (ICT)
- Diverse settings: Multi-grade, Multi-culture and Inclusive settings

Sub theme III: Curricular Concerns in Preparation and Professional Development of Teacher Educators:

- Critical pedagogy
- Constructivism
- Contextualization
- Multicultural education
- Continuous and comprehensive evaluation
- ICT and pedagogy
- Inclusion of children with diverse needs
- Stage and subject specific concerns and the relevance
- Internship: conceiving, planning, preparing, organizing, evaluating and improving

Sub theme IV: Educational Leadership-issues and Concerns:

- Planning and management
- Selection and placement
- Empowerment issues
- Organizational climate and development
- Professional autonomy
- Professional adaptability
- Professional responsibilities
- Human excellence
- Linkages in cooperation
- Monitoring and supervision
- Professional efficacy

Apart from the above paper presentation sessions, four panel discussions were also held on the following themes.

Panel 1: “Challenges and Prospects of Teacher Education in Modern India”.

Panel 2: “Preparation and Professional Development of Teacher Educators: Future Trends”.

Panel 3: “Research and Innovations in Professional Preparation and Development of Teacher Education”.

Panel 4: “Globalization and Privatization of Teacher Education and its implications”.

The seminar attracted a wide section of policy makers, educational administrators, teacher-educators and students belonging to different parts of the country and covered different age groups.

2. National Seminar Proceedings

The programme commenced as per the plan on the 22nd, August, 2011. The guests were introduced and welcomed by the Principal, Prof. Prem Lata Sharma.

The inaugural address was delivered by Prof. Sukumaran Nair, the *Former VC*, Mahatma Gandhi University, Kottayam and Kerala University, Trivandrum. It was chaired by Prof. K.S. Rangappa, VC, KSOU, Mysore.

Delivering the inaugural address, Prof Nair, appreciated the organization of the national seminar and emphasized the theme of the seminar is being crucial importance. He congratulated NCERT on its achievements over the last 50 years and recollected his own association with the Council since its inception. He expressed his happiness at being back at RIE, Mysore in the Golden Jubilee year of NCERT.

He recollected that when the discussion to start NCERT took place in post independent India, J.P. Naik and others expected to develop an Indian Education System which would be at par or even better than the educational system of some of the most developed nations. He opined that India had a rich tradition and much more advanced learning systems in place long before the advanced nations came up with their modern educational practices. India hoped that it would be able to build on this strength in the post independent India and put in an advanced system of education within a short span of time. However for various reasons this could not be achieved till today.

Even though sizable progress is achieved in the field of education after independence, teacher education in particular was sidelined for many years. In comparison to the educational developments in South East Asian nations, India is far behind. The developments there in the field of education in general and teacher education in particular is mind-boggling. This is in spite of the fact that in fifties many of them were depend up on India for the supply of teachers. He said that the Singapore system of education is the best in the world and USA is adapting the Singapore model. Amartya Sen and other developmental economists emphasized that the quality of teacher education is the indices of the progress of a nation. However the degree of professionalism that we are supposed to bring in to teacher education is far from expectations.

In the past though there were attempts in developing professional competence of teacher educators through academic staff colleges, we have failed miserably. He recollected the seriousness and the effectiveness of the master of collegiate education course started in Kerala which lead to the establishment of Academic Staff Colleges (ASCs). However, ASCs have not been performing well enough to meet these challenges.

Futurologist like Toffler and others emphasized that it is only through education that the underdeveloped nation can progress and develop. However India some how couldn't capitalize on its strengths, its historical system of education was ignored and in contrast world over, educational systems are getting re-shaped based on the nativist school of learning.

He recollected the emphasis which Mudaliar Commission gave to teacher education while recommending B.Ed. of two years duration and also the recommendations of integrated 4/5 year teacher preparation programme. He appreciated and congratulated NCERT in general and RIEs in particular for the integrated teacher preparation programme and he said the products of RIEs are much superior to trainees from elsewhere in the country.

Prof. Nair, suggested some changes in pre-service and in-service teacher education programmes which are as follows.

1. He emphasised the need for making the M. Ed course more practical oriented as in most of teacher educators' preparation courses a lot of preaching goes on and not the practice.
2. He opined that other institutions and universities should start integrated BEd programme.
3. He opined that the supervision of the entire lessons during internship. The teacher trainees should be given constructive feedback to make internship effective. It should be taken seriously.
4. He recommended that there is a need to use multiple selection procedures for the recruitment of teacher trainees, teachers, and teacher educators
5. He suggested that there is a need for ICT integration in teacher education at all stages.
6. He suggested that the teachers and teacher educators need to do Pedagogical analysis of subjects.
7. He opined that it time we evolved our own model of preparation of teachers and teacher educators.
8. He was in favour of starting of Master of Teacher education programme for preparing teacher educators.
9. He pleaded for need-based and field-based in-service education for teachers and teacher educators.

His inaugural address was received by the large gathering. This was followed by the Presidential Address by Prof. K.S. Rangappa.

Prof. Rangappa was appreciative of this national seminar on the Preparation and Professional Development of Teacher Education, as a very important seminar as different issues related to the preparation and professional development of teacher educators is going to be discussed.

He was impressed by the sub-themes the organisers have thought for the present seminar which included Standard Settings in professional preparation and development of Teacher Educators, Opportunities and challenges in Teacher Educator preparation and Professional Development of Teacher Educators, Curricular Concerns, Educational Leadership issues, apart from Research and Innovations. He said that, one gets an idea that all important issues of teacher Education covering both pre-service and in-service are going to be discussed in the present seminar.

He was happy to know that a good number of participants from different parts of the country have evinced interest and are taking part in this national seminar. He also appreciated that the RIE, Mysore has succeeded in bringing a number of national level luminaries in the area of School Education and Teacher Education to chair different sessions and to serve as panelists in different sessions.

He expressed his concern that a country like India has a number of challenges before itself in preparing quality teachers. Teachers are the torchbearers of any society. Preparation of quality teachers is indeed not an easy task and it is easier said than done. Nonetheless, organisations like NCERT, NUEPA, NCTE are indeed doing their best to bring about qualitative changes in the school education and teacher education sectors. They cannot succeed if all of us do not support and implement national vision.

He said that there are a number of issues which needs to be considered seriously when we talk about teacher-education programmes at both the pre-service and in-service levels. Society is dynamic, which calls for preparing children to adopt to the changing times. Commensurate with these changes, children will have to be prepared. To prepare these children, the quality of teachers must be directly proportionate as children are not prepared for today but they are prepared for the future. In this backdrop, continuous up gradation of teachers become a necessity. It is not just the concern of some institutions and organizations but all teacher educators and people involved in teacher preparation activities must express their views and contribute to the future teacher-education programmes. In this perspective, it becomes very important that different dimensions of preparation as well as continued professional development of Teacher Educators must occupy an important agenda with different stakeholders. However such activities should not remain a ritualistic one. It is desirable that such discussions and deliberations must culminate in the form of culling out important recommendations which are capable of informing and influencing people who matter in teacher- education programmes.

He opined that the present day teacher Education programmes definitely need to talk about issues such as professional competencies, professional ethics, professional commitment, and accountability, work environment standards, quality assurance and many important changing paradigms. Along with all these, education must focus on preparing humane students and teachers who can contribute to a healthy society and the nation. For this to happen, the school education and the teacher education sectors must work towards making education enjoyable and yet very productive in terms of developing needed adequacies and competencies by the learners. Preparation of such students by teachers demand more committed, more competent and more talented teachers.

He was of the view that all of us know that the teaching profession is the noblest profession. But we are also quite aware of the present social realities where the professionalism that we like to see among teachers is also depleting for various reasons. There is an urgent need on the part of the people who matter to think of developing conviction in teacher preparation programmes, in moving from the mere cognitive approach to meta-cognitive approaches and in developing the right kind of skills, attitudes, values and creative potentialities among the teachers and teacher educators. This calls for multi-pronged strategies.

Continuing, he said that he is basically from science discipline, and therefore believes in objectivity in doing things and in reflecting upon one's own practice. It is very important that we bring in a sense of dignity, objectivity and personal accountability among all teachers for themselves and for the system. It means it is not just the epistemological approach that may be just sufficient but along with epistemology; axiology plays a very important role which focuses on development of values. It is indeed a challenging task to blend all these in making a harmonized

teacher and a teacher educator. It is here that conviction and challenge lies for the people who matter in teacher preparation programmes.

He was appreciative of the initiative that the present seminar has taken into consideration various dimensions of teacher education and it also has one dedicated session on Consolidation of Recommendations which are drawn from different sessions. He was hopeful that these recommendations would be made available to national bodies like NCTE, NCERT, and such.

He said that he was hopeful and confident, that this seminar would provide an intellectual feast to the participants who have come from different parts of the country, through different serious and well-meaning discussions and deliberations. This perhaps can enlighten educational administrators like himself in bringing about qualitative changes in their own programmes and perspectives. He hoped that this seminar would generate a wonderful bouquet of ideas and directions for future in the area of teacher education.

The coordinator of the Seminar, Prof. C.G Venkatesha Murthy introduced the contours of the seminar. The inaugural session ended with a formal vote of thanks. With this, the book exhibition was inaugurated by Prof. Rangappa, VC, KSOU. Around a dozen publishers had come with books for exhibiting books.

3. Session wise Reports

The Theme I was 'Setting Standards in Professional preparation and development of teacher educators'. This session was chaired by Prof. Louis Vernal, and the rapporteurs were Dr. U. Lakshminarayana and Dr. I.P. Gowramma. In this session, seven papers were presented as follows.

Session I: Setting Standards in Preparation and Professional Development of Teacher Educators

Sl. No.	Name of the Paper Presenter	Title of the Paper	Address
1.	Dr. Santhosh Areekkuzhiyil santhoshclt@gmail.com Govt. Brennen College of Teacher Education, Thalassery Mob: 09447847053	Reflective Practice and Teaching Competence	Asst. Professor,
2.	Dr. S. Francisca Dr. A.R. Anandha Krishnaveni anandhakrishnaveni@yahoo.com Malayadipatty, Rajapalayam – 626 117, Virudhunagar Dt. Tamil Nadu, India. Mob: 9363226389 & 9842996715	Does Professional Attitude Influence Professional Development Of Teacher Educators?	1055, Soundra Pandianar Nagar,
3.	Dr. G Viswanathappa gvriem@gmail.com	Preparation Of Teacher Educators Through Outreach Programmes : An Examiner Perspective	Associate Professor Dept of Education, R I E Mysore
4.	Ritesh Khunyakari ritesh@hbcse.tifr.res.in	Making Assessment A Part Of Learning : Teacher Educator's Design Rubrics For Their Classrooms	Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, V. N. Purav Marg, Mankhurd, Mumbai 400 088
5.	Gaurang Tiwari gaurang.education@gmail.com	Emotional Intelligence: A Sine Qua Non For Professional Development Of Teacher Educators	ResearchScholar, Faculty of Education, Banaras Hindu University, Varanasi – 221005, Uttar Pradesh, India
6.	Dr. K. V. Sridevi	Perception Of Work Culture By Teacher Educators Of University Of Mysore	Lecturer in Education Amrita School of Education, Mysore.
7.	Dr. Savitha Pande M	Professional Ethics for Teacher Educators – An Analysis	Teacher Educator # 55, CFTRI Layout, Bogadi II Stage, Mysore

Session I: Setting Standards in Preparation and Professional Development of Teacher Educators

Seven papers were presented in the first session, on the 23 August 2011. There were four papers one each on professional ethics, work culture, emotional intelligence and professional attitude of teacher educators. Each of them gave valuable suggestions for improving standards in the preparation and professional development of teacher educators. One of the papers was on making assessment a part of learning which discussed designing rubrics for classroom. A discussion was ensured on the experience of the presenter on preparation of teacher educators through outreach programmes. Strategies were suggested by a presenter to improve teaching competence based on reflective practices.

The recommendations based on the papers presented and the discussion occurring during the session is summarized below.

1. Many countries across the world have framed standards for teacher educators and teacher education institutions. It is necessary to conduct a follow up workshop to formulate such standards in our country. This would also subsume the profile of a teacher educator as well as the taxonomy of competencies.
2. The code of conduct and the development of a work culture for each teacher educator should become an integral part of the preparation of teacher educator. The code of conduct should be one of the components in the self assessment scale for teacher educators as also in their assessment by trainees and authorities.
3. Reflective practices for the different components of the preparation of teacher educators should form an important part of the teacher education course. Appropriate tools and rubrics should be developed for this purpose.
4. Professional development needs to be defined in terms of value additions such as degrees, qualifications, courses and seminars attended, salary and service conditions, promotions etc, on the one hand and output performance indices to achieve benchmarks in the transaction of the curriculum on the other.
5. Preparation and professional development of teacher educators should take a holistic view of the process as a continuum from the one time preparation to the on going development, integrating pre service and in service segments, one complementing the other.

Session II: Opportunities and Challenges in the Preparation and Professional Development of Teacher Educators

Sl. No.	Name	Title	Address
1.	Dr. Baiju K. Nath & Vidhya V. vidhya.ambady@gmail.com	E-Sources for Sustainable Professional Development of Teacher Educators - Priorities and Concerns	Assistant Professor Department of Education, University of Calicut, Kerala & Junior Research Fellow, Dept of Education University of Calicut, Kerala
2.	Sanjay & Anshu Kumari *Research scholars & Sanjay **Research scholars Faculty of education	Quality of teacher educator and its impact on SSA, RMSA and RTE Act.	B.H.U., Varanasi-221010
3.	Dr. K. Anil Kumar RIE Mysore	Professional development of elementary teacher educators in India: Opportunities and Challenges	Asst. Prof. in Teacher Education RIE Mysore
4.	Dr. Sunita G Hiremath sunitamalkothe@gmail.com	Teacher Educator's Competence and Attitude Towards ICT	Laxmibai Mhetre College of Education

Sl. No.	Name	Title	Address
5.	Dr. S.S.Patil, & Mr.R.H.Bommanavar, patilss@kuvempu.ac.in raghu9561@gmail.com	Sub Theme: Professional Development of Teacher Educators using ICT: Challenges and Opportunities Scheme, Dept. of Education, Kuvempu	Associate Professor, Dean of Faculty and Chairman, Dept. of Education, Kuvempu University, Jnana Sahyadri, Shankaraghatta, Shimoga-577451 & Project Fellow, UGC Major Project University, Jnana Sahyadri, Shankaraghatta, Shimoga-577451
6.	C. Mattuvarukuzhali* B. Saminathan** mattuvarukuzhali2000@yahoo.com	Availability and Utilization of ICT among Teacher Educators	Assistant Professor, Dhanalakshmi Srinivasan College of education, Perambalur & Assistant Professor, Department of Education, Bharathidasan University, Trichy
7.	Seema Agnihotri seema.agnihotri@gmail.com	Opportunities and Challenges in the Professional Preparation and Development of Teacher Educators Selaqui, Dehradun-248197	Faculty of Education The ICFAI University Rajawala Road, Central Hope Town Uttarakhand
8.	Geetha & Dr. Kumara Swamy H. kumaraswamy64@gmail.com	Facilitating Professional Development of Teacher Educators Through Web Based Programmes – The Karnataka Experience	Lecturer, DIET, Mysore Cell: 9448836421
9.	Reena Bajaj reena@hbcse.tifr.res.in	Strategies for integrating ICT in the professional preparation and development of teacher educators	Homi Baba Centre for Science Education

Session II: Opportunities and Challenges in the Preparation and Professional Development of Teacher Educators

This session was chaired by Prof K.K. Vasishtha (Rtd), NCERT, New Delhi. In all, there were nine presenters for this session. Dr T.V. Somashekar, & Dr Karunakaran B Shaji, were rapporteurs of the session. Dr T.V. Somashekar, introduced and welcomed the chairperson of the session and also the paper presenters. The paper presenters were invited to the dais in two batches and each were given 8 minutes for presentation and 2 minutes for discussion on the presentations.

Dr Sunita G Hiremath, presented her paper entitled “Teacher Educator’s competence and attitude towards ICT”. It was a research based paper and highlighted teacher’s competence and positive attitude of teacher educators towards ICT and no impact of gender difference were found in the study.

Dr B Saminathan, presented a paper entitled, “Availability and Utilization of ICT among teacher educators”. It was a research based paper which compared the availability and utility of ICT in rural-Urban areas; and usage among Male-female teacher-educators. ICT was available 99% in urban areas while it was available in only 63% in rural areas. Less than 25% of urban male use ICT while more than 25% female in rural area utilize ICT. Among other gadgets, cell phones were preferred more. Lack of fulfilled facility in institutions and improved internal motivation of teacher-educators are essential components found lacking as found in the study.

Dr S.S. Patil, presented a paper entitled, “Professional development of Teacher-educators using ICT: Challenges & Opportunities”. It was a research paper. It focused on enhancing the ICT Literacy and providing training in the use of ICT as two opportunities available. The major challenges observed in the study are:- Short term (5 days) training program is not sufficient and more hands on experience is more preferred; Tailoring software’s for teacher education program; Curriculum reforms for preparing teacher-educators and time constraints.

Reena Bajaj, presented a paper entitled, “Strategies for integrating ICT in professional preparation and development of teacher-educators”. The paper discussed some issues like:- policies of NCF-2005; ICT’s role in bringing about curriculum change; dearth of ICT trained teacher-educator’s; High software cost; Lack of technical support; enriching ICT skills and competency among teacher-educators. Strategies suggested were:- Imparting specific & generic skills related to subjects (specific); Use of ICT tools in different contexts; selection of ICT tools and community building of educators through social networking.

Vidhya V, presented a paper entitled, “E-sources for sustainable professional development of teacher-educators- Priorities & concerns”. This was a research study and highlighted the theoretical perspective of the issues.

Geetha, presented a paper entitled, “Facilitating professional development of teacher-educators through web-based programmes- The Karnataka Experience”. In this paper, the initiative of Karnataka in training the teacher-educator’s through web-based program which was developed in collaboration with RIE, Mysore was shared, starting with the initiatives. Program design; program execution; and program evaluation.

Dr Seema Agnihotri, presented a paper entitled “Opportunities and challenges in the professional preparation and development of teacher educators”. It was a theoretical paper data based on SSA 2001. It highlighted the present status of teacher preparation program in the country and called for immediate measures to tackle to future challenges in the field.

Dr K Anil Kumar, presented a paper entitled “Professional development of elementary teacher educators in India- opportunities & Challenges”. The paper presented current teacher preparation programs available at the elementary level in the country and highlighted the B.El.Ed experimentation being carried out in the institution. The use of different ICT tools like Web, Blogs, Wikis, social networks, Media sharing services were discussed.

Sanjai, presented a paper entitled, “Quality of teacher-educator and its impact on SSA, RMSA & RTE act 2009”. The paper highlighted the aspiration of SSA, RMSA and RTE in improving the quality of teacher educators. Measures to address those aspects were discussed.

Dr K.K.Vashishtha, the Chairperson of the session, made the following observations. Inertia among teacher-educators is not favouring the change. Only less than 14% of teachers qualify in the eligibility tests. He talked about the need to go to the basics and develop commitment towards the profession. He opined that to tackle the non attending trainees in B.Ed. colleges, ICT is to be considered as add-on course rather than part of the system; and faculties from different fields are to be involved in teacher-education programs. Self-financing institutions must provide opportunities to the novice rather than catering to retired personnel. He opined that professional upliftment is required rather than professional development.

Based on the discussions of nine papers and the chairperson’s remarks, the following recommendations are made:

1. Teacher educators in general have a positive attitude towards ICT. So, this should be encashed.
2. ICT can provide opportunities for higher order thinking. This needs to be used to its fullest.
3. There is a need for evolving proper strategies for integrating ICT which should involve empowering self-learning classroom interactions leading to valuable outcomes.
4. Micro-specializations in fields like ICT have their value only when suitable and essential teaching-learning conditions are ensured.
5. Specialization in ICT in education courses will be useful only when E-courses and E-content are evolved
6. An important aspect of teacher development is raising their self-esteem, for which environment of co-operative learning and sustainable development may be promoted.
7. There is a need for promoting ICT in teacher education programmes and its integration with specific subject areas for enhancement of learning.
8. ICT must be viewed as a facilitating instrument for the teacher by bringing in vividness in teaching-learning process.
9. Social net working, teleconferencing and web resources are major tools of ICT used to some extent by teachers for their professional development. These may be further strengthened.

10. The co-operation of private partners like some NGO's or IT companies (Eg- Infosys) may be explored for imparting ICT skills to teacher –educators and empowering them to use ICT as an effective tool.
11. Professional development of teacher-educators within their set-up (within system) can be further explored
12. Web-based learning needs to be promoted. The success story of Karnataka experience highlights use of web-learning.
13. ICT should bear direct relationship with the curriculum, instead of concentrating on areas that have no relevance to the schooling.
14. Development of a National Portal for Teacher education for continuous professional development of teacher educators is the need of the hour
15. Need for longitudinal research on models of ICT
16. Trained professionals of ICT must be available in every teacher-education institutions
17. Networking among teacher-educators can be promoted with already existing e- platforms.

Session III: Curricular Concerns in Preparation and Professional Development of Teacher Educators

Sl. No.	Name	Title	Address
1.	Ms. Shikha Takker shikha@hbcse.tifr.res.in	Using Classroom-based Tasks as Contexts for Reflection and Situating Teacher Learning	Tata Institute of Fundamental Research Homi Baba Centre for Science Education, V. N. Purav Marg, Mankhurd, Mumbai 400088
2.	Mrs. Gauri P. Hardikar gaurihardikar@gmail.com	Theme II: Curricular concerns in professional development and preparation of teacher educators Learning to Learn : Preparing teacher educators for Self Directed Learning.	K. K. College of Education. Santa Cruz, Mumbai
3.	Dr. Sharmista C. Sharm91@yahoo.com	ICT Integration in the Education of Teacher Educators	Lecturer in Education B G S B.Ed. College Kuvempunagar, Mysore
4.	Dr. Rakesh Tomar	Understand of critical pedagogy and assessment in teacher education	R.I.E. Ajmer
5.	Mr. K. Ramakrishna Rao krkrao365@rediffmail.com	Teaching And Learning In Multigrade Classrooms: Implications For Teacher Education	Lecturer, Govt. D.I.E.T, Bheemunipatnam – 531163 Visakhapatnam (Dist), A.P.
6.	G V. Gopal Nadeemula Sheriff Imran Ahmed Farooqi	Impact of Information Communication Technology (ICT) on Teacher Educators Professional Development (TEPD)	Professor RIE, Mysore - 06
7.	Dr. Asha B.N.	Training Secondary Teachers to Make Pedagogical Decisions Based on Implicit Curriculum	Associate Professor, Onkarmal Somani College of Education, Mysore – 09

Session III: Curricular Concerns in Preparation and Professional Development of Teacher Educators

The afternoon session with the theme “Curricular Concerns in Professional Preparation and Development of Teacher Educators” was initiated by Prof. C Seshadri as Chairperson. In his opening remarks he drew the attention of the house to the document on preparation of teacher educators developed by NCTE. Highlighting the importance of teacher educators, he observed that the training of teacher educators is one area that has never been attended to until now. He further addressed some of the major issues concerning the theme in preparation of teacher educators which are as follows:

What should go into the preparation of teacher educators? Addressing the issue he pointed out the different perspectives that have emerged out of various programmes: He added that there is a conceptual distinction between teacher and teacher education; teacher education is a meta- activity that explains the theories and principles behind the classroom teaching. He emphasized that the relationship between the school, society and teacher education, aims of education, role of school and society, and explained that teachers share the philosophy and processes that underlie teacher education. The different role of teachers and their impact over training of teacher educators were highlighted.

Addressing the nature of teacher education curriculum, he stated that there is a need for generic curriculum rather than state specific teacher education curriculum whatever the form of teacher preparation courses may be. He also raised the question as to what constitute the knowledge of teacher education curriculum and to what extent the educational knowledge is autonomous. In order to make educational knowledge autonomous, he observed that education should not draw implication from basic disciplines, but it should begin with educational problems. The theory and practice that have accumulated over the years should build the autonomous status of education as a discipline. And this provides a future direction and the possibilities of bringing in changes in conceiving the preparation of teacher education.

He concluded saying that education can acquired the status of liberal studies and professional studies if it is treated as an autonomous discipline. The chairperson’s remarks were followed by the 7 presentation made by the delegates in the area of Curricular Concerns in Professional Preparation and Development of Teacher Educators. The presentations of the papers by the speakers are sketched briefly as follows.

1. Using classroom based tasks as contexts for reflection and situated teacher learning by Shikha Takker.

The speaker highlighted ‘task-based learning’ and its importance in stimulating learning. It was stressed that there is need for development of adaptability, fostering awareness and learning from practice and through reflections. The paper centered around a case study where student’s responses on different mathematical tasks were used as contexts for stimulating discussion and reflection with the teacher. It was observed by the speaker through the findings of the study that the classroom based tasks and discourses provide valuable insights into ways in which

children think; teacher educators can engage with more realistic and complex experiences of teachers and support them where mutual learning can be created.

2. Teaching and learning in multigrade classroom : implications for teacher education by Mr. K. Ram Krishna Rao.

The speaker discussed the meaning and the significance of multi-grade contexts and various methods that can be adopted in a multi-grade classroom. The necessity to adopt multi-grade teaching, strategies for effective teaching in multi grade classrooms was stressed. The speaker suggested that the teacher educators should adopt various problems of handling multi grade classrooms and training of teacher to develop appropriate skills into their teacher preparation programmes. It was also suggested that the National and state organization like NCERT and SCERT should organize in-service and pre-service programmes to educate the teacher educators about multi grade contexts, so that they are better equipped to train the school teachers.

3. Understanding of Critical Pedagogy and Assessment in Teacher Education by Dr. Rakesh Tomar

In his presentation, Dr. Tomar touched upon the origin of critical pedagogy and emphasized the need for developing critical pedagogic skills among student-teachers. He has tried to distinguish between critical pedagogy and critical thinking and emphasized the need to have critical consciousness and authentic dialogue between teacher and the learner. He further stressed that a critical pedagogic approach in assessment is also required to emphasise teacher education curricula. He concluded his presentation by stating that there is a need to generate a dialogic approach to assessment in teacher preparation, to validate students' perspectives, to embed assessment in meaningful curriculum and contexts and to promote critical reflection and action.

4. Learning to learn: Preparing teacher educators for self directed learning by Mrs Gouri P. Hardikar

The speaker expressed the need for using the principles of androgogy in the training of teachers. She also stated that adult learners require different modes of contexts of learning. In this context, she highlighted the essence of self-directed learning drawing upon her own classroom experiences as a teacher educator. She cited different methods such as group situations, dialogue process, learning contracts etc that would appeal to an adult learner. While talking about self-directed learning, she referred to certain models that reflect different dimensions of learning. Concerning assessment in the context of self-directed learning, the speaker listed some of the modes of assessment such as rubrics, portfolio and reflective journals.

5. ICT integration in the education of teacher educators by Dr Sharmishtha

The speaker began her presentation by highlighting the importance of ICT and the role of ICT in teacher education. She further focused on integrating ICT in the pre-service and in-service courses for teacher educators. The approach to integrate ICT for the in-service programme may include; (i) ICT skills development approach, (ii) ICT pedagogy approach, (iii) subject specific approach, and (iv) practice driven approach. She concluded her presentation by stating that we need to shift the focus from 'education for ICT to the use of ICT for education'.

6. Training of secondary teachers to make pedagogical decisions based on implicit curriculum by Dr Asha B.N.

The speaker observed that the pedagogical decisions are usually made on explicit curriculum and the implicit curriculum is ignored totally. The meaning of implicit curriculum was stated with illustrations. The significance of implicit curriculum was discussed with the main emphasis on the ability to sense implicit curriculum and its impact on classroom learning and to visualize and select the aims that would guide the process of teaching.

7. Impact of Information and Communication Technology (ICT) on Teacher educators' professional development, (TEPD) by Dr G.V. Gopal

The speaker began his presentation by stating the importance of ICT for the teacher educators in the 21st century of an information society. He further touched upon various models for teacher educators' professional development and briefly mentioned various tools for the same. Further, he narrated the experience of RIE, Mysore in capacity building of teacher educators in the area of ICT. He concluded his presentation by stating that teacher educators' professional development can be facilitated through the use of ICT.

Recommendations:

- (1) Education should evolve as an autonomous discipline with its significant features centred around problems and issues unique to education.
- (2) Classroom contexts should be suited as the seat of tasks in teacher education preparation programmes to provide better insights into classroom learning.
- (3) Andragogy principles and methods should be imbibed into teacher educators' preparation programmes with an emphasis on self-directed learning.
- (4) Multi-grade contexts and learning approaches should be part of teacher educators' programme with an aim of equipping teacher educators to train the teachers to cope with the multi-grade contexts.
- (5) Critical pedagogy and its approach to assessment may be inducted in the curriculum of pre-service teacher education and teacher educators' curriculum.
- (6) ICT may be integrated in the curriculum of teacher educators' preparation and the potentials of ICT may be utilised for providing continuous professional development for teacher educators.
- (7) Implicit curriculum should be given an importance to encourage pedagogical decisions and to develop sensitivity to classroom voices and to select appropriate aims that guide the process of teaching.

Session IV: Educational Leadership : Issues and Concerns

Sl. No.	Name	Title	Address
1.	C.G Nagaraja nagarajacg67@yahoo.co.in	Educational Leadership and Professional Development of Teacher Educators	Rtd H M, DMS, RIEM
2.	Dr S. Nirmala Devi & Dr S.D. Selva Kumar Mrs Ramaa C	A Study of Professional Perceptions and Organisational Climate Among Teacher Educators	*Reader, IASE, Saidapet, Chennai **Principal, Meston College of Edn ***Research Scholar, IASE, Saidapet, Chennai
3.	Dr. B.N. Panda & Vikramjit Singh bnpanda38@hotmail.com	Perspectives On Education Role And Values Of Pre-Service Women Teacher's In The 21st Century	Dept of Education, RIE Bhubaneshwar
4.	Anju J	Teacher Educators – Are You Inclusive Savy ...?	Research Scholar (On FDP), Department of Education, University of Calicut
5.	Dr. K.S.Ramakrishnan drkssrk@gmail.com	Mobile Learning For Teacher Educators	Asst Professor, School of Education, Tamil Nadu Open University, Saidapet, Chennai-600015

Session IV: Educational Leadership: Issues and Concerns

This session was chaired by Dr K S Gupta, Director, Academy for Excellence in Management Education, Bangalore. The Rapporteurs were Dr G V Gopal and Dr V Ramdas. Five papers were presented in the Session.

Dr Nirmala Devi, S., *et. al.* presented paper on “A study of Professional Perception and Organisational Climate among Teacher Educators” in which the major objectives are to examine whether there are any significant differences between professional perception of Teacher Education and Organisational Climate. The major findings of the study are: Teacher Educators have a high professional perception. There is no significant difference in the perception of Teacher Educators based on age, gender, experience, subject specialization and designation. There is no significant difference between Rural and Urban Teacher Education in their professional perception. There is a significant difference in their attitude towards organizational climate.

C G Nagaraja presented a paper on “Educational Leadership and Professional Development of Teacher Educators”. He presented a model for preparation and training teachers and teacher educators with a focus on meta cognitive skills in curriculum transaction. He pointed out that existing teacher education programmes are theory based and focus on meta cognitive skills of teacher trainees is the need of the hour. There is a need for a shift towards practice based approach focusing on complex skills like decision making, critical thinking and creativity. He suggested that the Teacher Education should take into account the meta cognitive dimension in all the three stages of Teacher Preparation, Pre-Induction, Induction & Post-Induction.

Recommendations of the Session:

- In order to have strong foundation in Teacher Education, the professional perception of Teacher Educators and the organizational climate should be enhanced.
- Government should strictly follow the recruitment criteria for selection of Teacher Educators.
- The Teacher Education Institutions should encourage their faculty to acquire higher professional competencies that would help enhance their professional perception and thereby bring a positive change in the organizational climate.
- Teacher Education programmes should focus on meta-cognitive skills like decision making, problem solving, creative abilities and critical thinking of student teachers rather than teaching them the theoretical concepts within cognitive domain.
- The Teacher educators should be trained and guided particularly the women student teachers to fulfill the desired educational roles in building their future professional competency. Teaching professionals should be taught the basic Value inculcation to the Teacher Training programmes and work on locally relevant curricular needs.
- Mobile devices, digital devices should be brought into the Teacher Education programmes because of their easy availability and for social interaction.

4. Panel Discussions

Panel discussion: 1. Challenges and Prospects of Teacher Education in Modern India

3.45 pm – 5.45 pm

Chairperson	:	Prof. A. Sukumaran Nair
Panelists	:	Prof. Md. Miyan Prof. K. Yashodhara Prof. M. C. Marcel Enos
Rapporteurs	:	Dr. Asha KVD Kamath Mrs. Sujata B. Hanchinalkar

Recommendations which have been evolved as a result of presentation and discussion during the session are as follows:

1. A national model for pre-service teacher preparation needs to be developed on the lines adopted by the educationally advanced systems after its contextualization for adoption by the country.

The course should be conceived with due consideration given to the following.

- (i) Lesson planning based on pedagogic analysis where different models should be covered by each trainee.
- (ii) Internship be given broader definition to cover competencies like school observation, communication skills, class management, questioning skills, instructional strategies, interaction with senior professionals and in different support programmes like guidance and counseling, preparation of instructional materials and evaluation tools, organisation and management of co curriculum activities, participation in demonstration classes, preparation of lesson designs, conduct of action research, and case studies etc.
- (iii) The supervisory practices should be reconceived where new practices be introduced using publicized assessment criteria, and the entire practice lesson video graphed for group assessment and general discussion.
- (iv) The professional competencies of trainees should be expressed in the form of a competency profile and reported along with the total grades for future use.
- (v) The trainees should be provided a certified CD of her/his teaching for placement.
- (vi) Approach in teacher education should be 'Theory for Practice'
- (vii) Trainees should be required to develop instructional aids-supplements and these must be included for final assessment of practical work.

2.

- (i) There should be a specialized cadre of teachers who have special expertise in teaching teachers.
- (ii) Advanced masters programmes have to be thought of under new models for teacher preparation.
- (iii) Every teacher education institution should develop a CD bank which displays effective strategies to be practiced and as well as ineffective strategies to be avoided during instructions.
- (iv) Teacher education programmes should give greater importance to develop positive attitude towards teaching.

3.

- (i) Taxonomy of student behaviors and teacher behaviors have to be prepared and inducted into teacher education curriculum.
- (ii) A change in school education programme should reflect an immediate change in teacher education programme or vice versa
- (iii) The specialization opted during pre-service teacher education programme should also be reflected in the nomenclature of the degree.

4.

- (i) In-service teacher education programmes should meet the needs of all with follow up programmes, to ensure effective utilisation of the programme
- (ii) National bodies need to evolve new models for teacher education programme at different levels.

Panel Discussion: 2

11.30 am to 1.00 pm

Preparation and Professional Development of Teacher Educators: Future Trends

Chairperson	:	Prof Md. Miyan
Panelist	:	Prof S. P. Malhotra Prof M. Sen Gupta Prof Louis Vernal
Rapporteurs	:	Dr Prema Raghavan Dr G. Viswanathappa

Prof S.P. Malhotra opined that the Teacher Educators should focus on the means of developing a situational programme for teacher preparation. This would ensure teachers effective in handling the different teaching learning

situations existing in the country. He also suggested the setting up of a National Forum for teacher educators for sharing and disseminating their experiences.

Prof Sen Gupta talked about Teacher Educators acquiring adequate subject knowledge, pedagogical knowledge and curricular knowledge. He also spoke about the need for an organic relationship between Teacher Education Institutions and neighbourhood schools. He suggested a pragmatic approach: reflective practice should integrate academic theory with professional practice. Future programmes for Teacher Educators should lead to a focus on personal, social and professional development.

Dr Louis Vernal emphasized on a modular approach to curriculum transaction and said that a Choice Based Credit System should be the basis of future programmes for Teacher Educators. He spoke about the need for an inter-disciplinary approach drawing the best from every field like the industry, management, administration, etc. to provide holistic training.

During the discussion, the following concerns were raised.

- Need for experience in teaching in a school as essential for all teacher educators.
- Mechanism to prevent the mushrooming of spurious Institutions for preparing Teacher Educators.
- The need to encourage the 2-Year B.Ed. programme by awarding B.Ed. (Honours) in place of B.Ed. (Pass) awarded to the One-Year B.Ed. programme.

Recommendations:

1. Analysis of available curriculum of preparation courses for teacher educators.
2. Need for continuing the financial support to IASE and DIETs for continuing the professional development and capacity building programmes for Teacher Educators.
3. Setting up Teacher Education Universities on par with Tamil Nadu Teacher Education University and Gujarat Teacher Education University at the National and State levels.
4. A regulatory mechanism to prevent the mushrooming of institutions for preparing Teacher Educators as these institutions do not fulfill the minimum requirements of the course.

Panel discussion 3

9.00 am to 11.15 am

Research and Innovations in Preparation and Professional Development of Teacher Educators

Chairperson: Prof S. P. Malhotra

Panelists: Prof K. K. Vashishtha

Prof G. T. Bhandage

Prof V. D. Bhat

Rapporteurs: Dr V. V. Anand

Dr S. P. Kulkarni

Recommendations

I. Strengthening research and innovations in pre service courses/M.Phil./Ph.D.

1. The researchers in Teacher Education need to be prepared for research from the very beginning, that is, at the Masters Degree level because of the tedious and cumbersome process of research that pervades research in the field of education.
2. Regular seminars (weekly/monthly) may be planned so that the researchers are aware of the methodology of research and the linkages that exist between the variables underlying the research process.
3. At the time of selecting a research problem, senior members of staff must ensure the creation of a sound knowledge base of teacher education so that theories could be developed with respect to the outcomes of researches.
4. Greater emphasis must be laid on researches linked with innovations in teacher education rather than priorities fixed by the researchers or their supervisors.
5. Need based research at Ph.D. level is to be promoted. The need be considered with respect to the geographical area where educational problems are latent and require immediate positive interventions. The researcher should be put through an intensive study and survey of relevant literature. Later, the research areas are identified by the researcher and discussed thread-bare in seminars involving all the faculty members.

II. Strengthening research and innovations for in-service teacher educators

1. Research competency of the teacher educators, particularly those working in the DIETs, SCERTs, SIEs and other central/state level agencies be developed by organizing short term courses or seminars at regular intervals.
2. Research leading to degrees should not always garner precedence. Rather, efforts be made such that researches bring about a transformation of teacher education and ushers in changes/innovations in the system.
3. The researches be encouraged to undertake research in education by selecting short term research problems so that they get training in research processes, develop abilities and skills to analyze and synthesize new ideas and knowledge and come up with sound theories which will have relevance in the field.
4. At the institutional level, the researchers need to be regularly oriented with current research issues through workshops/field visits.

Panel Discussion 4

11.30 am-1.00 pm

Globalization and Privatization of Teacher Education and Its Implications

Chairperson : Prof. P. Venkataramaiah

Panelists : Prof. M. Sen Gupta

: Prof. K. K. Vashistha

: Prof. Y. N. Sridhar

: Prof. H. S. Umesh

Rapporteurs : Dr. G.R.Prakash

Mrs Dhanya Krishnana

Prof. M. Sen Gupta

- The notion of 'globalization' as a market, not as a 'family'
- Globalization has led to greater mobility in exchange of information, expertise etc.
- Globalization has made it possible to conduct multi-cultural researches
- In the process of globalization, teacher educators have become 'consumers' not 'creators'
- There is a strong need to focus on our own culture
- We have to take advantage of globalization but should not be disconnected from social values
- Private sectors should come forward for qualitative development of education
- There should be a healthy competition between government sector and private sector
- Monitoring is very much required in the context of mushrooming of private institutions
- Need of the hour is Private-Public Partnership

Prof. Y. N. Sridhar

- The impact of globalization on economic, political and educational system
- Effect on education in general and in turn impacted on teacher education
- Key issues/concerns of teacher education-Knowledge management, Innovation and Systemic commitment
- **Specific recommendations**
 - Encourage experiments in the field of education
 - Develop entrepreneurship to improve quality
 - Go to the community and educate people
 - Cost wise analysis and scope for sustainability
 - Need for new kind of assessment and accreditation
 - Encourage Private-Public interaction
 - Private institutions should be given guidance and guidelines for quality development

Prof. K. K. Vashistha

- Caution to be taken on the impact of globalization in the field of education as nothing can be taught without considering the importance of our culture
- Local knowledge need not be ignored in the process of globalization
- Need for looking at globalization in a fresh perspective
- Privatization is need for the hour, but caution is required with respect to security of our teachers, kind of information to be imparted, and on terms and conditions of PPP
- Privatization should be meant for quality and we need to look forward for private institutions which has ethics.

Prof. H. S. Umesh

- Understanding Globalization and Privatization in our context is very much important
- Local needs are not addressed and therefore there is a need for doing researches in 'basics'
- Teaching culture-free is not possible; teaching should be focused on our culture and context
- Our rich local knowledge should not be perished in the process of globalization
- Social responsibility to be endorsed among educationists
- Put 'ethics' in the forefront of all efforts to improve quality
- Need for cultural sensitivity in teacher education programme.

All presentations and panel discussions, ended on the third day by lunch time. In the post lunch session, there was special session planned to present all the recommendations, session wise so as to have it endorsed by all the delegates. This session was chaired by Prof. G.Ravindra, *Former Joint Director*, NCERT, New Delhi. As planned, all the rapporteurs of different sessions individually presented recommendations of different sessions. The chairperson sought the endorsement by the house before included as recommendations. The session ended by tea time. This was followed by the valedictory session.

The valedictory session had Prof. G. Ravindra, *Former Joint Director*, NCERT, New Delhi as the Chief Guest, and Prof. V.G. Talwar, The Vice Chancellor of the University of Mysore, Mysore as the Guest of Honour. Dr. N.N. Prahallada, compered the programme. The valedictory session began with the institutional invocation by the RIEM students. This was followed by a welcome address by the Principal of the Institute, Prof. Prem Lata Sharma, who welcomed Prof. G. Ravindra, the Chief Guest, Prof. V.G. Talwar, the guest of honour and all the delegates. A presentation of the brief report of three days' proceedings was made by the coordinator of the programme Prof. C.G. Venkatesha Murthy. This was followed by the address by Prof. V.G. Talwar, the Vice Chancellor of the University of Mysore, Mysore. He said, he was happy to be present for the valedictory of the seminar and congratulated the organisers for having organised a very important seminar on a currently relevant theme. He appreciated the manner in which the national seminar was planned and organized, and then proceeded to share his concerns. He said that the world was changing rapidly and hence education was also expected to change commensurate with the rate of change. He called for accepting change as the need of the hour and opined

that the world needed creative and innovative people and hence education must focus on developing problem-solving, creative thinking, and critical thinking among children. Therefore, teachers need to transform their classes and to do that teacher education programme must be capable of preparing such teachers. He said he was optimistic in hoping that the system would improve but he was also concerned about the fact that our readiness for keeping up with the pace of change was still slow and cautioned against the system becoming obsolete if education did not prepare for the challenges that the children needed to take once they got educated. He was also keen in reflecting upon the standards in teacher education. He called upon everyone to join hands together in making the seminar recommendations come true.

The Chief Guest Prof G Ravindra addressed the gathering next. The Chief Guest emphasized the objective of school education as providing quality education to all children, calling upon everyone concerned to focus their energies in achieving this objective. For that to happen, he said preparation of good teachers and good teacher educators becomes imperative. He lauded a teacher as a noble person who speaks truth, practices truth, and communicates truth. He asked whether we were preparing such teachers. He held the view that the ultimate goal of education is to prepare citizens for this country and he was doubtful whether we were intrinsically working towards preparing such effective teachers. He opined that the teachers must be the personification of values, and unfortunately values are the most neglected he said. He emphasizes on certain values like commitment, love, aesthetics etc. He was very categorical in saying that the next decade would be the decade of the affective domain and developing values would become the most important agenda. He was also concerned about the need for being clear about fundamentals. He wanted teacher educators to be clear about fundamentals. Only such teacher educators can prepare good teachers. Effective teachers want content clarity, and as teacher educators we should be able to give that to our trainees. Such well trained teachers would be able to contribute to quality learning, which is the need of the hour. The other issues he touched upon were the need for emphasis on listening skills, and the importance of school leadership. He felt that school leadership is very crucial. Enough attention is to be paid to that. He also called upon institutions to list out, capture, document and disseminate good practices, including action researches undertaken by teachers and teacher educators. He ended his address by saying that J.P. Naiks' discourse of elusive triangle is still relevant even to this date. He wished everyone to readdress themselves to contribute for quality education.

The above addresses were followed by a formal vote of thanks by Dr. M.U.Paily, the incharge Head of Department of Extension Education. The valedictory session of the national seminar concluded with this.

5. Recommendations and Implications

The recommendations pooled in different sessions were assorted at different levels as having implications for different stakeholders in the system as follows.

I. Educational Planners

1. There is a need for setting up Teacher Education Universities on par with Tamil Nadu Teacher Education University and Gujarat Teacher Education University at the National and State levels.

2. There is a need for continuing the financial support to IASE, and DIETs for continuing the professional development and capacity building programmes for Teacher Educators.
3. Realising the importance of integrated B.Ed. programmes, other universities and institutions also need to come forward and start offering integrated B.Ed. programme. This should be promoted at all levels.

II. Educational Administrators

1. The co-operation of private partners like some NGO's or IT companies (Eg- Infosys, Wipro and such) may be explored for imparting ICT skills to teacher –educators and empowering them to use ICT as an effective tool. Educational administrators need to suitably seek their cooperation.
2. Social networking, teleconferencing and web resources are major tools of ICT used to some extent by teachers for their professional development. These may be further strengthened. Needed support may be extended and ensured by the educational administrators.
3. In-service teacher education programmes planned and organised should meet the needs of all teachers. Most importantly, there must be follow up programmes to ensure effective utilisation of the programme. This is a very weak area which needs to be strengthened by all states and UTs.
4. There is a need to encourage Private-Public interaction so that both can mutually benefit from each other. PPP models may be suitably promoted.

III. Educational Policy Makers

1. Need-based and field-based in-service education for teachers and teacher educators is the need of the hour. This has policy implications.
2. There is a need for making the M.Ed. course more practical oriented, as most of the papers of this course deal with theoretical aspects and not the practical aspects. This requires attention.
3. There is a need for ICT integration in teacher education at all stages. This needs policy directions.

IV. Teacher Education Institutions

(a) ICT Components

1. There is a need for promoting ICT in teacher education programmes and its integration with specific subject areas for enhancement of learning. It also provides opportunities for higher order thinking.
2. ICT must be viewed as a facilitating instrument for the teacher by bringing in vividness in teaching-learning process.
3. Web-based learning needs to be promoted. The success story of Karnataka experience highlights the use of web-learning.
4. There is a need for longitudinal research on testing the efficacy of different models of ICT integration in education.

5. Mobile devices, digital devices should be brought into the Teacher Education programmes as they are easily available and have the potentiality of being very useful.
6. Every teacher education institution should develop a CD bank of educational programmes which displays effective strategies to be practiced.

(b) Research Issues

1. Research activities in teacher education must be utilized for bringing innovations and transformation in teacher education instead of conferring degree alone.
2. Research competence of the teacher educators, particularly those working in the DIETs, SCERTs, SIEs and other central/state level agencies needs to be developed by organizing short term courses or seminars at regular intervals.
3. Regular seminars (weekly/monthly) may be planned so that the researchers can grow continuously.
4. At the time of selecting a research problem, senior members of staff must ensure the creation of a sound knowledge base of teacher education so that theories could be developed with respect to the outcomes of researches.
5. Research areas identified by the researchers are to be discussed thread-bare in seminars involving all the faculty members. Need based researches at Ph.D. level are to be promoted.
6. Experiments in the field of education need to be encouraged.

(c) Professional Development Issues

1. Preparation and professional development of teacher educators should take a holistic view as a continuum from one time preparation to the on going development; integrating pre service and in service segments one complementing the other.
2. An important aspect of teacher development is raising their self-esteem, for which environment of co-operative learning and sustainable development may be promoted.
3. In order to have strong foundation in Teacher Education, the professional perception of Teacher Educators and the organizational climate should be enhanced.
4. The Teacher Education Institutions should encourage their faculty to acquire higher professional competencies that would help enhance their professional perception and thereby bring a positive change in the organizational climate.
5. The Teacher educators should be trained and guided particularly, the women student teachers to fulfill the desired educational roles in building their future professional competence. Teaching professionals should be taught the basic values intrinsic to the Teacher Training programmes and work on locally relevant curricular needs.

6. Teacher education programmes should focus more intensely on developing positive attitude towards teaching.
7. Implicit curriculum should be given an importance to encourage pedagogical decisions, to develop sensitivity to classroom voices and to select appropriate aims that guide the process of teaching.
8. The supervision of the entire lessons during internship of the teacher trainees with constructive feedback are very necessary and it should be taken seriously.
9. Classroom contexts should be suited as the seat of tasks in teacher education programmes to provide better insights into classroom learning.

V. NCERT

1. Education should evolve as an autonomous discipline with its significant features centred on problems and issues unique to education.
2. There should be a specialized cadre of teachers who have special expertise in teaching teachers.
3. There is a need to evolve new models for teacher education programme at different levels.
4. The researchers be encouraged to undertake research in education by selecting short term research problems so that they get training in research processes, develop abilities and skills to analyze and synthesize new ideas and knowledge and come up with sound theories which will have relevance in the field.
5. At the institutional level, the researchers need to be regularly oriented with current research issues through workshops/field visits.
6. There is a need to use multiple selection procedures for recruitment of teacher trainees, teachers, and teacher educators

VI. NCTE

(a) Curricular issues:

1. Reflective practices for different components of the preparation of teacher educators should form an integral part of the teacher education course. Appropriate tools and rubrics should be developed for this purpose.
2. It is time we evolved our own (Indian) model of preparation of teachers and teacher educators.
3. There is a need for evolving proper strategies for integrating ICT which should involve empowering of self-learning for classroom interactions leading to valuable outcomes.
4. Micro-specializations in fields like ICT have their value only when suitable and essential teaching-learning conditions are ensured.
5. Specialization in ICT in education courses will be useful only when E-courses and E-content are evolved.
6. Androgogy principles and methods should be imbibed into teacher educators' preparation programmes with an emphasis on self-directed learning.

7. Multi-grade contexts and learning approaches should be part of teacher educators' programme with an aim of equipping teacher educators to train the teachers to cope with the multi-grade contexts.
 8. Critical pedagogy and its approach to assessment may be inducted in the curriculum of pre-service teacher education and teacher educators' curriculum.
 9. Teacher Education programmes should focus on developing meta-cognitive skills.
 10. ICT may be integrated in to the curriculum of teacher educators' preparation and the potentials of ICT may be utilised for providing continuous professional development for teacher educators.
 11. Taxonomy of student behaviours and teacher behaviours has to be prepared and inducted into teacher education curriculum.
 12. There is a need for analyzing the available curriculum of preparation courses for teacher educators.
- (b) Quality control measures:**
1. There is a need to start a course on Master of Teacher education for preparing teacher educators.
 2. Many countries across the world have framed standards for teacher educators and teacher education institutions. It is necessary to conduct a follow up workshop to formulate such standards in our country. This would also subsume the profile of a teacher educator as well as the taxonomy of competencies.
 3. Government should strictly follow the recruitment criteria for selection of Teacher Educators.
 4. Networking among teacher-educators can be promoted with already existing e- platforms.
 5. Advanced masters programmes have to be thought of under new models for teacher preparation.
 6. Trained professionals of ICT must be available in every teacher-education institutions. This needs to be insisted upon by the NCTE.
 7. A regulatory mechanism is to be put in place to prevent the mushrooming of institutions for preparing Teacher Educators which do not fulfill the minimum requirements of the course.
- (c) Professional Development initiatives:**
1. 'Professional development' needs to be defined in terms of value additions such as degrees, qualifications, courses and seminars attended, salary and service conditions, promotions etc, on the one hand and output performance indices to achieve benchmarks in the transaction of the curriculum on the other.
 2. Development of a National Portal for Teacher education for continuous professional development of teacher educators is the need of the hour.
- (d) Systemic issues:**
1. A national model for pre-service teacher preparation needs to be developed on the lines adopted by the educationally advanced systems, after its contextualization for adoption by the country.

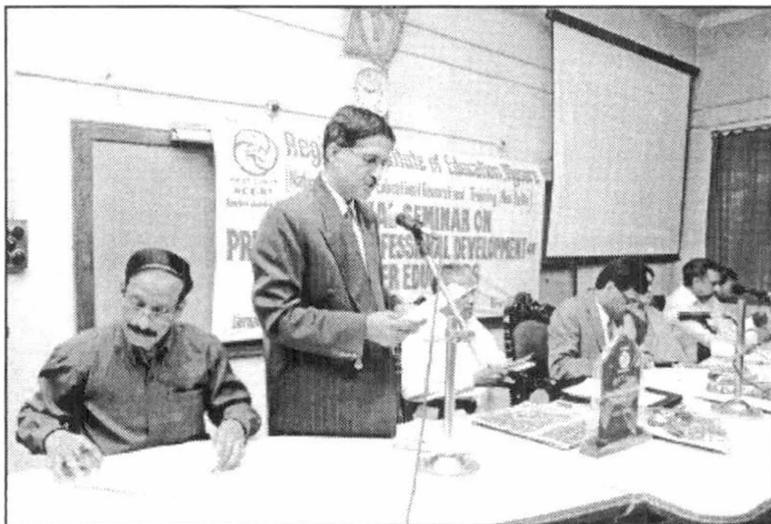
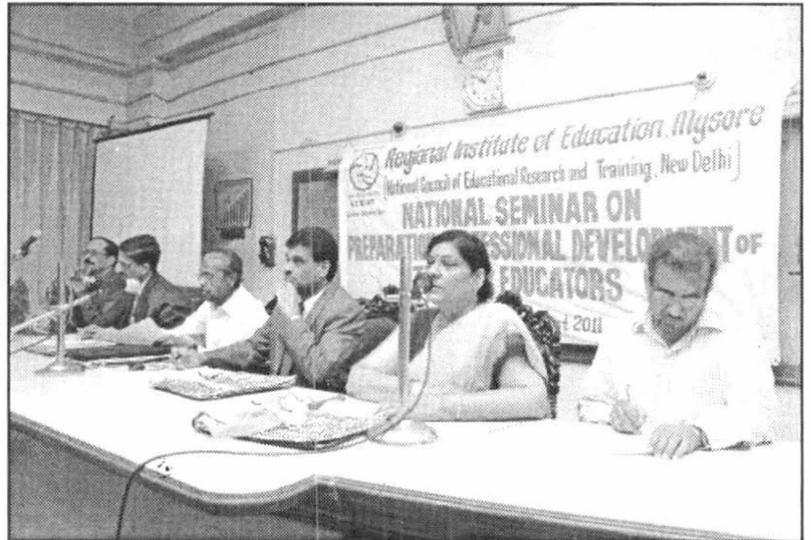
The course should be conceived with due consideration given to the following.

- i. Trainees should be exposed to lesson planning based on pedagogic analysis where different models are discussed.
 - ii. Internship be given broader definition to cover competencies like school observation, communication skills, class management, questioning skills, instructional strategies, interaction with senior professionals and in different support programmes like guidance and counselling, preparation of instructional materials and evaluation tools, organisation and management of co-curricular activities, participation in demonstration classes, preparation of lesson designs, conduct of action research, case studies etc.
 - iii. The supervisory practices should be reconceived and new practices are introduced using publicised assessment criteria. The entire practice lesson should be video graphed for group assessment and general discussion.
 - iv. The professional competencies of trainees should be expressed in the competencies in the profiles and reported along with the total grades for future use.
 - v. The trainees should be provided a certified CD of her/his teaching for placement.
 - vi. Approach in teacher education should be 'Theory for Practice'
 - vii. Trainees should be required to develop instructional aids-supplements and these must be included for final assessment of practical work.
2. A change in school education programme should reflect an immediate change in teacher education programme or vice versa
 3. The specialization opted during pre-service teacher education programme should also be reflected in the nomenclature of the degree.
 4. There is a need to evolve new models for teacher education programme at different levels.
 5. There is a need for new kind of assessment and accreditation.
 6. Private institutions should be given guidance and guidelines for quality assurance and for their development as they are also a part of the macro system. They should not be isolated.
 7. The code of conduct and the development of a work culture for each teacher educator should become an integral part of the preparation of teacher educator. The code of conduct should be one of the components in the self assessment scale for teacher educators as also in their assessment by trainees and authorities.



▶ National Seminar inaugurated by Prof. Sukumaran Nair, the *Former VC*, Mahatma Gandhi University, Kottayam and Kerala University, Trivandrum. Prof. K.S. Rangappa, VC, KSOU, Mysore and others seen in the picture.

◀ Welcome address by the Principal Prof. Prem Lata Sharma



▶ Prof. C.G. Venkatesha Murthy
Coordinator presenting seminar contours

Annexure A

Programme

Schedule

PROGRAMME SCHEDULE

23rd August 2011

Time	Session		Rapporteurs
8.30-9.30 am	Registration		
9.30-11.00 am	Inauguration Inaugural Address Chairperson	Prof. A. Sukumaran Nair <i>Former VC, Mahatma Gandhi University, Kottayam and Kerala University, Trivandrum</i> Prof. K. S. Rangappa VC, KSOU, Mysore	Dr N. N. Prahallada Dr M. U. Paily
11.00-11.30 am	Tea Break		
11.30-1.00 pm	Paper Presentation Setting Standards in Preparation and Professional development of Teacher Educators		
	Chairperson	Prof. Louis Vernal	Dr. U. Lakshminarayana Dr. I. P. Gowramma
1.00-2.00 pm	Lunch		
2.00-3.30 pm	Paper presentation continues	Prof. Louis Vernal	Dr. U. Lakshminarayana Dr. I. P. Gowramma
3.30-3.45 pm	Tea Break		
3.45-5.30 pm	Panel Discussion Challenges and prospects of Teacher Education in Modern India		
	Chairperson Panelists	Prof. A. Sukumaran Nair Prof. Md. Miyan Prof. K. Yeshodhara Prof. M. C. Marcel Enos	Dr. Asha K. V. D. Kamath Mrs. Sujatha B. H.

PROGRAMME SCHEDULE

24th August 2011

Time	Session		Rapporteurs
9.00-11.15am	Paper Presentation Opportunities and challenges in the Preparation and Professional development of Teacher Educators		
	Chairperson	Prof. K. K. Vashishtha	Dr. T. V. Somashekar Dr. Karunakaran B. Shaji
11.15-11.30 am	Tea Break		
11.30 – 1.00 pm	Panel Discussion Preparation and Professional development of Teacher Educators: Future Trends		
	Chairperson Panelists	Prof. Md. Miyan Prof. S. P. Malhotra Prof. M. Sen Gupta Prof. Louis Vernal	Dr. Prema Raghavan Dr. G. Viswanathappa
1.00 – 2.00 pm	Lunch		
2.00 – 3.30 pm	Paper presentation Curricular concerns in Preparation and Professional Development of Teacher Educators		
	Chairperson	Prof. C. Seshadri	Dr. Manjula P. Rao Dr. K. Anil Kumar
3.30 – 3.45 pm	Tea Break		
3.45-5.30 pm	Paper presentation Educational Leadership: Issues and concerns		
	Chairperson	Dr. K. S. Gupta	Prof. G. V. Gopal Dr. V. Ramdas

25th August 2011

Time	Session		Rapporteurs
9.00-11.15am	Panel Discussion Research & Innovations in Preparation and Professional Development of Teacher Education		
	Chairperson Panelists	Prof. S. P. Malhotra Prof. K. K. Vashishtha Prof. G. T. Bhandage Prof. V. D. Bhat	Dr. V. V. Anand Dr. S. P. Kulkarni
11.15-11.30am	Tea Break		
11.30-1.00pm	Panel Discussion Globalisation and Privatization of Teacher Education and its Implications		
	Chairperson Panelists	Prof. P. Venkataramaiah Prof. K. K. Vashishtha Prof. M. Sen Gupta Prof. Y. N. Sridhar Prof. H. S. Umesh	Dr. G. R. Prakash Mrs. Dhanya Krishnan
1.00-2.00pm	Lunch		
2.00-3.30pm	Presentation of the recommendations of different sessions and consolidation of recommendations	Prof. G. Ravindra All the Chairpersons/ Nominees	
3.30-3.45pm	Tea Break		
3.45-5.30pm	Valedictory Valedictory Address		
	Chief Guest Guest of Honour	Prof. G. Ravindra Former Joint Director, NCERT Prof. V. G. Talawar, VC, University of Mysore	Dr. N. N. Prahallada Dr. M. U. Paily

Annexure B

Abstracts

THEME I

**Setting Standards in
Preparation and
Professional
Development of
Teacher Educators**

1. Reflective Practice and Teaching Competence

Dr. Santhosh Areekkuzhiyil

Reflective practices are very important role in teachers' professional and personal development and there by the development of a society. It gains wider acceptance in this technologically developed era even the studies pertaining to them are very rare. Reflection is the fundamental process that enhances professional development. It is a kind of practice, which is subject to usual self-review for bringing their work in to more sophisticated forms. A sound and effective system of education results in the enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and values. This emphasises a greater importance in teacher cognition and reflective thinking. Therefore the Teacher education must focus on enhancing the abilities of student teachers by introducing a strategic approach based on reflective practices.

The study is designed in such a way that it will explore the influence of the reflective practice on the teaching competence of the teacher educators. If teachers acquire teaching competencies and if they are enabled and empowered to their multiple tasks in the class room as well as in the school and the community in a genuinely manner, then a chain reaction can begins with a sound teacher performance and its reaction of high quality learning among students. Professional competencies are necessary for every teacher to excel as an educational practioner by himself or herself. The study has been carried out on 110 teacher educators.

2. Does Professional Attitude Influence Professional Development of Teacher Educators

Dr.S.Francisca & Dr.A.R.Anandha Krishnaveni

The present investigation had been intended to study the attitude of teacher educators towards professional development in relation to their professional development. Professional development is important in any career and it is equally important for teacher educators. The positive attitude towards profession is essential in order to achieve success in professional aspirations. The major findings include the following. Significant difference was found between teacher educators in their professional attitude with reference to marital status. No significant difference was observed between teacher educators in professional attitude with reference to gender, years of experience & qualification. There was significant difference between teacher educators in their professional development with reference to gender, marital status, years of experience and qualification. Significant positive correlation was found between professional attitude & professional development of teacher educators.

3. Preparation of Teacher Educators through Outreach Programmes: An Examiner's Perspective

Dr. G. Viswanathappa

To provide the opportunities for the learners who either cannot or will not pursue their education in traditional

universities and colleges and to disseminate the innovative courses and to meet the challenges of higher education, an alternative programmes were attempted by many universities in India and abroad. The outreach is one of the alternative models to meet the challenges of higher education. According to Housego (1974), "The term outreach, which applies to community outreach and outreach counseling and refers generally to 'efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population,' has been in use since 1974.

The jurisdictions of the universities and higher learning institutions has become obstacle to the students who are interested in higher learning through the various innovative courses offered in different universities and higher learning institutions. The University of Mysore, Mysore provides an opportunity for learning through the innovative courses through the Outreach Programs. The University has started the Directorate of Outreach Courses to identify the institutions to engage the specialised courses to the different parts of the country and abroad. Outreach Programme operates as stand-alone facilities using a variety of approaches to meet the individual needs of learners in higher education institutions to complete the courses. The Outreach Programmes will provide students with educational services that are in addition to distance learners.

The teacher educator preparation programme known as Masters Degree in Education (M.Ed.) is one of the courses offered by the University of Mysore, Mysore through the outreach programmes to meet the needs of the different parts of country. The University has entered in to Memorandum of Understanding (MoU) with the institutions and organizations to offer the Masters Degree in Education (M.Ed.) course through the outreach programmes. The Masters Degree in Education (M.Ed.) is a professional course to prepare the teacher educators. The teacher educators are the role models to student teachers and teachers. The competence of teacher educators will have impact on the professional preparation of teachers. Therefore, there is a need to provide efficient teacher educators preparation programme. To achieve the task of providing quality teacher educators preparation course the University of Mysore, Mysore made an attempt through its outreach centers in Chittoor and Kakinada in Andhra Pradesh, Jammu in Jammu & Kashmir and Savaimadhapur in Rajasthan. The present paper is an attempt to provide the critical analysis of the course objectives, transactional approaches adopted and monitoring mechanism and support of the university to focus on issues related to relevance, suitability and lacunas in the course organization.

4. Making Assessment a Part of Learning - Teacher Educators Design Rubrics for their Classrooms

Ritesh Khunyakari

Assessment is significant to contexts of learning, more so for teacher educators who are deeply concerned about effective 'teacher learning'. The feedback from teacher educators is an important source of learning for teachers, especially in a discourse where teacher educators try to identify and account for complex concerns emerging in classrooms. Assessment of teachers in classrooms can be done to facilitate their growth and learning. One of the important ways to assess and support teacher learning is through the use of a "rubric", which indicates the progression

as well as details out the nature of evaluation done. The argument is that in contrast to having pre-determined frameworks for observing, monitoring and feedback, assessment rubrics designed by teacher educators through a collaborative venture, can be grounded in rich and contextual field experiences gained from observing teacher practices.

This paper reports an experience of a workshop with education officers, who were exposed to the idea of rubrics and were later engaged in designing appropriate rubrics for analysing classroom teaching. Drawing on the analysis of rubrics designed by educational officers, their engagement and appreciative feedback, the paper argues for potential implications of this engaging exercise with teacher educators as well as teachers. It is proposed that such emergent rubrics would allow scope for contextually driven criteria, with a greater sense of ownership and involvement of teachers who may benefit from the supportive interactions of their peers and teacher educators.

5. Emotional Intelligence: A *Sine Qua Non* For Professional Development of Teacher Educators

Gaurang Tiwari

For voyaging successfully in any profession, requires possession of such traits as are essential, according to very nature of the profession. According to Flander (1970)-teaching behaviour by its nature exists in a context of social-interaction. So, a teacher educator must become a professional who is capable of making rational, humane, and creative decisions concerning better management of social-interaction. It is handling of social-interaction which can distinguish best teacher educators from dull teacher educators. Adaptability, leadership, self-confidence and interpersonal skills are some of the most important factors which distinguish top performers from the poor performers, and that they have no direct relationship with so-called traditional intelligence, rather, they are related to the effective and intelligent management of emotions, viz. 'Emotional Intelligence'.

This seminar paper will be geared around as following questions-

- (1) How can social and personal competency of emotional intelligence contribute in professional development of teacher educators?
- (2) How can emotional intelligence of teacher educators influence and improve their performance at work place?

This paper will respond to aforesaid questions on the basis of obtained findings of an empirical study, conducted for investigating probable relationship between teaching behaviour and emotional intelligence.

6. Perception of Work Culture by Teacher Educators of University of Mysore

Dr. K.V. Sridevi

Work culture is a very important quality indicator to measure the effectiveness of the functioning of any institution and also for accreditation. Work culture promotes the individual and institutional growth if provided in a

healthy way. The focus of the study was to examine the perceptions of teacher educators who mould the future teachers towards the work culture of their institutions. Work culture scale was administered to a sample of 120 teachers from fourteen colleges of Mysore city. Analysis revealed that 1) 93(77.5%) teacher educators perceived a healthy work culture in their institutions. Where as 26 felt a moderate work culture and only one teacher educator perceived an unhealthy work culture in their institutions. 2) Irrespective of gender, length of service and the type of institution the teacher educators are working, all of them perceived the work culture in their institution as healthy. It is well known that every individual has a responsibility in improving the performance of an institution. Especially being the nation builders, it is double the responsibility which the teachers and teacher educators have on their shoulders, to uplift the down trodden society by educating their wards and preparing wonderful teachers with technologically advanced hands and high team spirit.

7. Professional Ethics for Teacher Educators – An Analysis

Dr. Savitha Pande M.

Quality in any profession only happens when you care enough to do your best for the profession. We all know that teaching is considered as the noblest profession among all. Teacher plays a key role in this profession. This profession demands certain ethical values from the teacher in order to continue its Professional sacredness. In this context definitely we have to discuss about the concept of Professional Ethics. The concept of Professional Ethics is partly what a professional should, or should not do at the work place. It also encompasses a much greater part of the professionals' life. If a professional is to have ethics then that person needs to adopt that conduct in all of his dealings. Things that are included in professional ethics are concepts like: professional respect, avoidance of dishonest or fraudulent activity such as plagiarism and the professional development of the individual. Another aspect of this is the enhancement of the profession and the Organisation within which the professional works. This concerns a professional's conduct and behaviour while carrying out their professional work. This then, is work for the good of the community and mankind.

The main objective of this paper is to analyse the need and importance of “**Professional ethics of a teacher**” and also to analyse the challenges and constraints to be faced by the organization while implementing these Professional-ethical- principles.

THEME II

**Opportunities and
Challenges in the
Preparation and
Professional Development
of Teacher Educators**

1. E-Sources for Sustainable Professional Development of Teacher educators – Priorities and Concerns

Dr. Baiju K. Nath & Vidhya. V

The idea of teacher professional development is not new. The design for on-going professional learning are critical to successful implementation of various educational reforms (Day 1993, & Gacant (1997). The need of in-service education was stressed by the Indian Education Commission (1964-66) and by the Chattopadhyay Commission (1983-85) and various other committees. The establishment of SCERTs, IASEs, CTEs & DIETs has changed the in-service training scenario in elementary and secondary teacher training in India. The network became more profound by the implementation of SSA and there by the establishment of Block Resource Centres and cluster resource centres. The platform thus created a momentum for continuous learning in school teachers.

The training of trainers (teacher educator) has not undergone any change in the course of time. There are absolutely no such comprehensive programmes and no network of institutions to empower teacher educators for professional growth as in the case of school teachers. The issues and concerns of teacher educators' in-service training will be different from that of teacher training, and hence, it is the time for a professional approach to in-service education. This paper hence discusses the scope for an electronically mediated learning platform as an effective means for implementing continuous and comprehensive professional development programmes for teacher educators.

2. Quality of teacher Educator and their impact on SSA, RMSA and RTE act

Sanjay & Anshu Kumari

SSA a flagship programme of government of India for the promotion of universalisation of elementary education has several features that seek to improve the quality of elementary teachers. The physical spaces of school can be transformed into learning space only when facilities for training of teachers, structures to provide regular on-site academic support, grants to facilitate development are in proper place. If we regard SSA as a successful programme then we have to evaluate its outcome. Students in eight years of schooling are not equipped to face the outside world. So we need another programme that is RMSA. RMSA programme has lofty goals highly complicated objectives which might lead to infrastructural development but human resource should be at par with material resource. No doubt IASE, DIET, NCERT, NUEPA, are doing commendable job yet they acts as an outside exercise not inherent in the system. Teachers are inherent in the system and have full control over the teaching performance. Quality of teacher ultimately rests with teacher educators. After historic RTE act of 2009 it becomes imperative to enhance quality of entire teaching workforce to a common national standard. Although adherence to RTE stipulation is difficult but needs to be implemented judiciously by teacher educators. Commitment is now is to identify, educate and place highly qualified teacher-leader in schools. By applying greater results, these individuals will help bring about dramatic expansion of educational opportunities and quality at all levels. Will they rise to the challenges and become teacher educators of future? The goal of this paper is to raise issues in a way that will elevate teacher educator on National Agenda and address teacher education programme in its totality.

3. Professional Development of Elementary Teacher Educators in India: Opportunities and Challenges

Dr. Anil Kumar K

Education is empowerment. The quality of students' achievement depends on what goes on in the school and classrooms. This brings the performance of teachers and teacher educators as crucial inputs for school quality. The Indian Education Commission (1966) rightly emphasized the need for professional development of teachers and teacher educators. It states that '...in all professions, there is a need to provide further and special course of study, on a continuing basis, after initial professional preparation. The need is most urgent in teaching profession, because of rapid advance in all field of knowledge and continuing evolution of pedagogical theory and practice'.

The elementary teacher educators in India are at stake due to the pedagogical shift in transaction of the school content and its implications for the pre-service teacher education at elementary stage. Further, the programmes for Universalisation of Elementary Education (UEE) such as SSA and RTE have necessitated that the teacher educators may undertake multiple roles and responsibilities. The new teacher education programmes at the elementary stage has under gone sea change in the recent years in many of the Indian states. But the teacher educators at the Elementary Stage have not been able to acquire the necessary skills and education to meet the new challenges.

Though, through the programmes like SOPT, DPEP and SSA, the elementary teacher educators working in the DIETs have been empowered, but a large chunk of educators working in the government (other than DIETs), aided and private unaided teacher education institutions are deprived of having any opportunities for their professional development. The programmes organized by the National, Regional and State level agencies are mainly catering to the needs of DIET faculty alone.

The present paper takes the stock of various professional development programmes existing in India for the elementary teacher educators through various modes such as face-to-face, distance/teleconferencing and also through the web based. The paper also highlights the need for having more concerted approach to meet the professional development needs of all elementary teacher educators in India with a special reference to the technology driven next generation modes.

4. Teacher Educator's Competence and Attitude towards ICT

Dr. Sunita G Hiremath

Education is accepted to play a key role in achieving community development in the process of globalization through its technological development. This is can be achieved by introducing information and communication technology (ICT) in teaching learning process.

The teacher is the key to successful ICT enabled education. As a teacher plays very prominent role in moulding up tomorrow's citizen, the teachers should posses training in using the most modern technologies in the field of education. The field of education is expanding each year as advancement is made in technology and brain based research.

To keep pace with the changing world, teachers must have current knowledge and skills of educational technology.

To better facilitate professional development for teacher educators it is necessary to examine teacher educator's competence & attitude towards ICT. This study examined teacher educator's competence and attitude towards ICT. Gender influence, influence of stream on their competence and attitude were also examined. Participants were 50 Teacher educators from 10 teacher training colleges of Maharashtra. The data collected through questioner were analyzed using percentage, means and chi square statistics. Findings revealed that majority of Teacher educator have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female teacher educator's attitudes and use of ICT. As well as no significant difference was established between arts and science Teacher educator's attitude and use of ICT.

5. Professional Development of Teacher Educators using ICT: Challenges and Opportunities

Dr. S.S.Patil, & Dr.R.H.Bommanavar,

In the era of technology the teaching and learning environment are changing continuously & rapidly, this has paved the way for innovations in the use of Information and Communication Technology. This provided plenty of opportunities and challenges in the field of teacher education, particularly in Teacher Education Institutions. New opportunities and potentials especially those in electronic and other related applications for development of skills outside formal learning arrangements stimulate the reform of the existing educational provisions. In the past decade teacher educators were provided initial training in the use of computers. Other schemes include financial support to acquire hardware, setting up of computer labs and other resource supports. All these developments posed new questions on the regulatory capacities of the organizations, infrastructure development, the way teacher educators view learner and learning, available technology and ICTs and provisions of teaching and learning.

This paper focuses on the role of Indian Teacher Education Institutions in ICT application, integration and use for and in the teacher training programmes, on issues and challenges associated with use of ICT in enhancing teacher quality and enabling and enhancing the ICT use in the associated schools. This paper also attempts to look at the efforts put in by Indian Government through the formulation of National Policy on ICT for secondary schools. The role of teacher education institutions in training the would be teachers to enable them for the usage of ICT to teach secondary school students. To some extent attempt has also been made to look at the challenges the institutions and the Governments may come across in implementing and integrating the ICT at various stages of teacher preparation and the perceived threats.

6. Availability and Utilization of ICT among Teacher- educators

C. Mattuvarkuzhali & B. Saminathan

Present learning community needs quality of education should be higher for their creative learning and over all development. Quality of education for all children is not only depending upon the reconstruction of schools,

colleges and knowledge base of the students. Teacher plays a vital and dynamic role in providing higher standards of learning opportunities to their students. Rabindra Nath Tagore, the first Nobel Laureate from India, has expressed in his words “a teacher can never truly teach unless he is still learning himself. A Lamp can never light another lamp unless it continuous to burn its own flame.” For successful reform in education the professional status of teachers’ should be strengthened. Teacher educators need constant and continuous renewal of knowledge base and motivated solution for update their knowledge, reflective skills and their potentiality. ICT enabled Pre-Service Teacher Education is one of the innovative ways for making classroom instructional Process effective. The potentials of information and communication technology (ICT) to facilitate students’ learning, improve teaching and enhance institutional administration had been established in literature (Kazu & Yavulzalp, 2008; Kirschner & Woperies, 2003). Currently vast source of ICT such Laptop, Computer, Web Technologies and Internet and telephones are available in this 21st century. An overall view of what education should be seeking to achieve is needed in order for ICT to be utilized to their full potential within education systems. In these lines the investigator attempted to find out the status of availability and utilization of ICT among Teacher Educators. Survey method has adopted for this research. This study investigates the availability and Utilization of ICT among 400 Teacher Educators from Perambalur, Trichy, Madurai and Karur district. There is a variation in the results. This study reveals that women are slightly less than male teacher educators in the use of ICT, the urban teacher educators using ICT facilities higher than that of their rural counter parts. In some places they are using ICT lesser even though more facilities are available in their Institutions. In some places they are having more interest to use ICT but least facilities are available for them. The investigator discussed about the findings, changes in curriculum transactions, futuristic options, etc.

7. Opportunities and Challenges in the Professional Preparation and Development of Teacher Educators

Dr. Seema Agnihotri

This paper is attempting to deliberate upon the opportunities and challenges in the professional preparation and development of the teacher educators in the current scenario. Since the beginning of this century, the field of education seems to get swarmed with pervasive reforms ranging from school to higher education in a very drastic manner. Wide recognition of constructivism, expansion of educational technologies, incorporation of issues like globalization, gender, environment, equality etc. in the curriculum and provision of continuous and comprehensive evaluation backed by the provision of Right to Education Act and universaliation of secondary education etc., have created a strong intangible pressure even for the teacher education programme also all across the country to bring desirable changes in its style of functioning and offerings without any delay. But while juxtaposing these trend and reforms in the context of teacher education programmes, and then it seems difficult to ignore the prevailing reality, virtually unmatched with the contemporary needs and requirements.

Keeping this background in view, this paper is trying to explore the hindrances followed by critically analyzing the traits required for developing the professional competencies among the teacher educators. The paper gets

concluded by evolving the strategies which can enable the teacher education programme all across the country to develop fresh outlook and attaining positive recognition, tantamount to other professions in the market.

8. Facilitating Professional Development of Teacher Educators through Web Based Programmes – The Karnataka Experience

Mrs Geetha, & Dr Kumara Swamy H

This paper is a presentation on the web based induction programme for elementary teacher educators conducted by DSERT, Karnataka. The programme was originally planned and implemented in collaboration with RIE, Mysore. This six month course provides inputs to DIET faculty on their roles and functions. It also sets to develop clarity on various issues concerning primary education. The course contains face to face interactions, tele-interactions and interactions through email. The assignments are sent to online facilitators. The Principals of DIETs are onsite facilitators who provide facilities and support the programme. A team of online facilitators maintain the web page, edit the contents to suit the changing scenario and add new content. The programme has already completed three batches covering about 160 faculty from DIETs all over Karnataka. The response has been good. It has been found that the faculty who undergo this training do learn to use the email for communication and the web for further professional development. This web page can be used by any elementary teacher educator for professional development. This paper describes the assumptions, objectives, processes and outcomes of this programme.

9. Strategies for integrating ICT in the Professional preparation and Development of Teacher Educators

Reena Bajaj

With the advancement in technology and globalization, there is worldwide emphasis on the use of information and communication technology (ICT) for education. India, struggling with the issue of access, quality, and equity, has adopted several ICT policies and programs to meet global educational standards. The National Curriculum Framework 2005 reiterates the need for integrating ICT in schools for the enhanced learning of students. Undoubtedly, the teachers play a key role in building ICT rich teaching and learning environment in the classrooms. For teachers to successfully integrate ICT in school education, it is imperative that teacher educators are proficient in using ICT tools for teaching and self-enrichment. A sustained ICT professional preparation program is therefore required for the teacher educators to acquire these skills. In this regard, there appears to be an urgent need for the revision of existing professional training programs. This paper investigates the limitations of teacher educators in the use of ICT tools. In addition, the paper proposes strategies for the infusion of ICT in the training programs for teacher educators in order to enable them to keep pace with the rapidly changing face of technology. The recommendations are based on interactions with teachers and educators as well as experiences acquired during visits to schools, teacher training colleges, and professional development workshops.

THEME III

**Curricular Concerns in
Preparation and
Professional
Development of Teacher
Educators**

1. Using Classroom- based Tasks as Contexts for Reflective Teacher Learning

Shikha Takkar

Teacher learning remains a significant concern in the context of teacher education. The current discourse on Teacher Professional Development places high demands on teacher Educators to design tasks which facilitate teacher learning. However, little support is offered to teacher Educators to equip and encourage them to design tasks such that the aim of continuous professional development of teachers as well as their own can be attempted for.

The paper reports a case study where students' responses on different mathematical tasks were used as contexts for stimulating discussions and reflection with the teacher. Findings of the study suggest that such a framework for reflection encourages teachers to explicate their knowledge and reflect on classroom teaching. An analysis of classroom gives valuable insights into ways in which children think through mathematical problems. Also, it is suggested that design and initiation of tasks, coupled with teacher engagement in critically analysing their classroom discourses, serve as meaningful contexts for teacher learning.

An attempt of this kind has implications for preparation of Teacher Educators in planning their pedagogic discourses with the teachers by contextualising them. Teacher Educators can engage with more realistic and complex experiences of teachers rising *in situ* and support teachers in ways where a mutual learning environment can be created. Pedagogical approaches where teacher educators offer such situations and listen to teachers, would lead to useful insights into teacher (and teacher educators) learning from practice.

2. Learning to Learn: Preparing Teacher Educators for Self -Directed Learning

Mrs. Gauri P. Hardikar

Radical changes are sweeping the Indian educational scene with a shift in focus from teacher centered ness to learner centered education. Implementation of CCE in schools and the credit system in higher education underlines the importance of learner needs and education for development of individual potential. These changes also necessitate that learners are empowered to take responsibility for their own learning. The framework for understanding the psychological basis of learning has gradually shifted from behaviourism to cognitivism (Anderson, Reder, & Simon, 1995; Bredo, 1997.)

The role of the teacher educator is now to model strategies which place emphasis on learner responsibility in learning, as well as facilitating the teachers to organize environments conducive to this in their classroom.

Since teacher educators are themselves adults and preparation of teacher educators is also to prepare them to deal with adults, an understanding and implementation of conditions for effective adult learning is crucial. An estimated 70 percent of adult learning is self-directed learning (Cross 1981). Self-directed learning has been described as "a process in which individuals take the initiative, with or without the help of others," to diagnose their learning

needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes (Knowles 1975).

This paper discusses the roles of educators to facilitate self directed learning. It also discusses models of self directed learning and their implementation in the preparation of teacher educators.

3. ICT Integration in the Education of Teacher Educators

Dr. Sharmista

Today, integrating information and communication technology (ICT) to the work of teacher educators is a must. The use of ICT which is not limited to the mere purchase of equipment can contribute significantly to improving the learning outcomes of teacher educators and optimizing institution management processes. Globally, educational systems are under great pressure to adopt innovative methodologies and integrate new information and communication Technology in the teaching and learning process, to prepare teacher educators with the knowledge and skills they need in the 21st century. Undoubtedly the new information and communication technology has brought about many challenges and opportunities for teacher educators. The teacher educational system needs to come to terms with these new challenges and take full advantage of the opportunities. If such educational institutions have to ensure that the teacher educator leave the institution as confident individuals capable of using new technology creatively and productively then their teacher educators should have the competence to integrate the emerging technologies and digital content with all their operations. Therefore, the challenge for higher education institutions, particularly teacher educators capable of employing a variety of technology tools into all phase of teacher educators capable of employing a variety of technology tools into all phases of academic, administrative, research, and extension function.

4. Importance of Critical Pedagogy and Assessment for Teacher Educators

Dr. Rakesh Tomar

The pedagogy has been debated for more than three decades and appears in many and varied constructions and characterizations. One of the key issues to be considered in the potentials for implementations of critical pedagogy in institutionalized educational setting where it has not always tunnel a comfortable home. The historical development of critical pedagogy is the focus of attention. Some of the central tenets are examined with a view of understanding how critical pedagogy has evolved over the years and what critiques are inferent written it or have been directed towards it,. This paper focus on the issue of assessment, particularly in teacher educators, and the possibility of incorporating some of the principle and practice of critical pedagogy in the assessment process. This paper is considered in relation to the establishment of empowering not only for learning but also for assessment.

5. Teaching and Learning in Multigrade Classroom: Implications for Teacher Education

K. Rama Krishna Rao

Multi-grade teaching environment is prevalent in most of the schools in India. Teaching two grades or more than two grades at the same time by teacher in a class room is known as multi-grade teaching. The multi-grade teaching is not a new concept in our system of education. This system was followed in our traditional 'Gurukul' method even today, this multi grade teaching is been practiced in many schools these classes exist in both developing and developed countries also. India passed the historic right to free and compulsory Education (RTE) act, 2009. Every child in the age group of 6-14 years will be provided eight years of quality elementary education in the vicinity of his/her neighborhood. More schools and more number of teachers are required to achieve this object. Hence it is reliably predicted more number of multi-grade classes will increase in future. Though multi-grade classes have been with us for a long time, formal education systems have not paid sufficient attention to the challenges posed by the multi-grade environment. For example, (I) the majority of teachers currently teaching multi-grade classes have had no special training for teaching these classes. (II) There is little attention paid to this issue in government education policies. (III) There is little or no in-service support for multi-grade teachers (IV) Teacher education institutions have tended to ignore multi-grade teaching in their teacher development programmes. A deliberate and conscious attempt must be made to assist teachers in developing the skills and knowledge necessary to provide a quality education to children in multi-grade classrooms. Teacher education in India should be reformed for professional development of teachers and teacher educators in Multi-grade teaching. This paper addresses the issues and challenges in multi-grade teaching and implications for teacher education. It also discusses elaborately the role expectations and training needs of teacher educators in relation to multi-grade teaching and teacher education.

6. Impact of Information Communication Technology (ICT) On Teacher Educators' Professional Development (TPD)

Prof. G.V. Gopal, Nadeemulla Sheriff, & Imran Ahmed Farooqi

The rapid technological changes in the 21st century affected many aspects of our lives, including the way we teach and learn. Technology is being harnessed to improve the quality of learning at all levels of education; ICT is the combination of computing and data processing and communication. ICT is one of the key technologies of this era and has proved the effect on every aspect of our life and society at large including teacher education.

Globalization has shifted the 'knowledge-based economy' required to the educational institutions, by developing an individual the ability to transform information into knowledge and to apply that knowledge in dynamic, cross-cultural contexts, leads for better learning outcome. ICT is a means for meeting these challenges. ICT can improve access to promote quality in education by providing educational opportunities to a greater number of people of all ages/paces. ICT can enhance the quality of teaching and learning by providing access to a variety of educational resources and by enabling participatory pedagogies. ICT can improve the management of education,

efficient administrative processes, including human resource management, monitoring, evaluation, and resource sharing. The right opportunities to be placed before the educational benefits of ICT can be fully systematic in approach and are required when integrated with ICT into the education system.

This paper is focused on the need to capacity building of Teacher Educator's programmes in RIE, Mysore. The student teacher plan a dominant in ICT integration, with respect to TPD on ICT, to setup framework and make high-level decisions covering all aspects of programmes / course outline implementation.

7. Training Secondary Teachers to Make Pedagogical Decisions Based on Implicit Curriculum

Dr. Asha B.N.

Teaching is usefully seen as a form of professional work, that is, a type of complex work requiring a great deal of specialized knowledge. A country's nation building lies in the hands of its teachers. No matter how good the curriculum, infrastructure or teaching aids, at the end of the day it is the teachers who make a difference. Teachers are valuable human resources that a nation can count upon to mould and nurture its young minds.

Teacher education has always been a crucial and symbolically significant field of education development. High quality programmes on preparation of teacher educators are very important in order to provide the right kind of direction towards school education. Curriculum is the base to frame any instructional objectives & we formulate learning experiences that help us to achieve these objectives. But what if our learning experiences and the learning atmosphere we create results in unintended learning by the students? This throws light on the fact that there prevails another curriculum which is not explicit. This is the implicit curriculum. The implicit curriculum includes the curriculum experienced by children, the learning they develop as part of the process of being educated.

The main objective of this paper is to throw light on not only the existence of implicit curriculum and its impact on learning but also the need to equip teacher educators with the knowledge, ability, & attitude towards the implicit curriculum. This should certainly find a place in the professional preparation and development of Teacher Educators. Only such teacher educators identify the significance and need to empower the 'would-be' teachers to frame worthy achievable instructional aims based on not only explicit but also implicit curriculum in order to make relevant pedagogical choices.

THEME IV

**Educational
Leadership: Issues and
Concerns**

1. Educational Leadership and Professional Development of Teacher Educators

C.G. Nagaraja

An attempt is made to propose a model for preparing and training teacher educators in which a paradigm shift from cognition to meta cognition in curricular transaction is envisaged. The current Teacher Educator programmes are mostly theory based and it is proposed to move away from that traditional approach to practical-based approach. It is suggested to import the Management Training Concepts of Corporate Programmes. KASOC's training may have to be incorporated in transactional activities of Teacher Educators and Educational courses.

2. A Study of Professional Perceptions and Organizational Climate among Teacher Educators

Dr.S.Nirmala Devi, & Dr. S.D.Selvakumar

High quality programmes on preparation of teacher educators are very important in order to provide the right kind of direction towards school education. This paper discusses the major roles of educational institutions in terms of achieving development. (1) Research: Teacher educators and their institutions are responsible for research including the necessary knowledge, skills. (2) Qualified faculty: High-quality education depends on qualified teachers, and the teacher education incorporates institutions that train those teachers. (3) Entrepreneur & Leadership: Education produces the leaders and elites of society, who direct and manage political parties, government, and private industries. Educational leadership and teacher education are like two faces of the same coin. Developing leadership among teacher educators has remained an ever engaged concern. This needs to be articulated in changing contexts in terms of various issues and concerns comprehensively. For this, the researcher indented to study about the perception teacher educators about their teaching profession and their organisational atmosphere among 100 teacher educators. Convenient sampling technique was adopted for the study.

The main objective of the present study is to examine whether there are any significant difference between the professional perceptions and the organisational atmosphere among government, govt. - aided and self financing teacher educators. Suitable questionnaires were administered to get the measure of professional perceptions and the organisational atmosphere of teacher educators. The scores were analysed using 't' -test, chi square, and Anova. Relationship between the two variables was tested using Pearson's product moment correlation. Results were discussed in the main paper.

3. Perspectives on education role and values of pre-service women teachers in the 21st century

Dr. B.N.Panda & Vikramajith Singh

The present paper explains the perception on education role and values of pre service women teachers of one year, two year and four year integrated B.Ed courses run in the state of Odisha in the 21st century. Purposively, 120 pre service women trainees (40 from each course randomly) were selected for the study. Two different questionnaires were used for the study. The first one was on the Perception about education role (10 close ended and 4 open ended) were asked by covering both national and international issues. Similarly, the second tool was standardized was 'Teacher Values Inventory' consisting of six dimensions which measures theoretical, economic, aesthetic, social, political and religious values of the teachers.

From the study, it was found that the teachers' clear perception about the role of education, value in life and positive attitude towards teaching helps the students mass to achieve good things in their future life. It is only when the teacher himself/herself is wedded to discipline and observed good habits in their life can shape his or her pupils into ideal individuals and citizens in the society. Women teacher trainees of all three models of B.Ed course have opined that the students should possess balance personality, future oriented education, justice, social and moral qualities and academic excellence when they will reach adulthood although the priority of qualities on education role is different from course to course. Similarly, one year B.Ed students are better in social and religious values where as the two year and four year B.Ed students are better in theoretical, aesthetic, economic and political values respectively. Hence, it can be concluded that all the three different modes of pre service teachers training programme have different priority of education role and values in their way of thinking.

Therefore, it is suggested that the pre service women teacher trainees of all the three courses of the 21st century should practice the value like punctuality, kindness, love, sympathy, and national feeling in their day to day life to bring excellence in the education system although there is a difference in their perception.

4. Teacher Educators - Are You Inclusive Education Savvy.....?

Anju I

The quality of teachers under preparation solely depends on the quality of Teacher Educators. Teacher Education programmes should produce a "better teacher" in executing his responsibility by providing additional quality to excel in inclusive settings. Inclusive education is fundamentally about how we understand and engage with difference in constructive and valued ways. Teachers have a great role in understanding and accepting these children with their limitation and help them to improve their self-esteem. Children with very severe learning difficulties are generally well-looked in special schools. But those with moderate disabilities who have been included in the mainstream should not suffer at any cost and that depends on the awareness and practices undertaken by Teacher

Educators in this context. To have a smattering of everything will not indicate the quality of Teacher Educators rather they should be knowledge savvy.

The present paper is an effort to assess the awareness and strategies adopted by Teacher Educators in equipping the prospective teachers in the context of inclusive settings, through a questionnaire prepared by the investigator. The data obtained will be analysed, interpreted and conclusions will be made.

5. Mobile Learning for Teacher Educators

Dr. K.S.Ramakrishnan

Mobile Learning has revolutionized the entire academic circles. It is learning accomplished with the use of small, portable mobile devices such as smart phones, personal digital assistants and similar handheld devices. M-learners view content in small, manageable formats. It is used in a variety of educational, governmental and industrial settings. This paper assesses possibilities, challenges and future potential of mobile learning for teacher training. FRAME model describes the major characteristics of mobile learning such as Device Aspects, Social Aspects Learner Aspects, learner and device usability, pedagogical issues of information overload, knowledge navigation, and collaborative learning. By knowing the characteristics, educators can design mobile learning content and use effective teaching-learning strategies, and technologists can develop mobile devices suitable for mobile learning. Informal, personalized, situated and technology-driven mobile learning, miniature, portable e-learning, connected classroom learning, remote/rural development mobile learning, mobile training and performance support are some of the types supported by Mobile Learning. Lack of knowledge about the features of mobile devices, wireless connectivity, ability to access and use Learning Management Systems (LMS), poor visibility and portability are some of the most pervasive barriers to mobile learning. Collaboration via Virtual Learning Environment (VLE), Discussion groups and email, acquisition of science information from e-books and encyclopedias, organizing commitments, lesson plans and timetables, calendar/diary scheduler, searching/ researching Internet, etc are some of the possibilities of Mobile Learning in Teacher Training Situations. This article assesses some of the possible methods, challenges and future potential of using this approach for teacher training.



Prof. Mohd. Miyan, VC, Maulana Azad Urdu University inaugurating the book exhibition



Delegates in the Book Examination



Prof. V. G. Talawar, *Vice Chancellor*, University of Mysore, Mysore delivering lecture in the valedictory session

Annexure C

**Working
Committees
of the National
Seminar**

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Prof B S P Raju, Convener

Prof B S Upadhyaya

Prof P Veerappan

2. Accommodation & Transport Committee

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Dr U Lakshminarayana

Dr M U Paily

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Dr Anil Kumar

Mr C S S Kashyap

Mr Francis A Gnanadhikam

Mr Jayaram

3. Audio Visual & ICT Committee

Dr M U Paily, Convener

I/c E.T.Cell

Mr K Nagaraja

Mr A Johnsheen

Mr A Imran

Mr M C Rajendra

4. Registration, Certificates and Badges Committee

Prof S Ramaa, Convener

Dr V V Anand

Dr V S Prasad

Dr Rani Prameela

Dr V Chandranna

Dr I P Gowramma

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