



UNIVERSITY OF KASHMIR

ONE DAY NATIONAL SEMINAR

ON

Revitalizing Teaching and Teacher Education: Transforming Learning for the Future

(05 SEPTEMBER, 2026)



ORGANIZED BY

Department of Education, University of Kashmir, Srinagar

Dr. Manzoor Ahmad Rather
(Convener)

Head of the Department
Prof. Aamina Parveen

Team of Coordinators

1. Dr. Aasia Maqbool
2. Dr. Kounsar Jan
3. Dr. Tariq Ahmad (Assistant Coordinator)

ABOUT THE DEPARTMENT

The Department of education was established in the year 1965. In the beginning, one year M.Ed. course was offered and a two-year Masters programme in Education (M.A) was subsequently introduced in the year 1979. A large number of students have completed their M.Ed. and Master's Degree in education (M.A). So far from the department, a record number has qualified JRF, NET and SET adding another feather to its strength.

In early eighties, the Department initiated a research programme at M.Phil. and PH. D levels. For the last 37 years, scholars in hundreds have been awarded the degree of Ph.D., and M.Phil. in Education. This is one of the largest Departments in the University of Kashmir both in terms of student enrolment and number of the courses offered. The department offers following programmes.

1). M.A in Education 2). M.ED 3). B. Ed

4) Integrated B. Ed-M. ED 5) Integrated Teacher Education Programme (ITEP)

CONCEPTUAL FRAMEWORK

Education is changing rapidly due to technological developments, changing social conditions, new forms of knowledge, and the changing needs of learners. These changes have also transformed the role of the teacher. A teacher is no longer expected only to transmit knowledge but also to act as a facilitator, mentor, innovator, reflective practitioner, and guide for meaningful learning. This changing role calls for a renewed approach to teaching and teacher education so that teachers are better prepared to meet the needs and challenges of the future.

The **National Education Policy (NEP-2020)** emphasises learner-centred, competency-based, multidisciplinary, experiential, and holistic education. It gives importance to creativity, critical thinking, communication, collaboration, problem-solving, digital literacy, values, inclusion, and lifelong learning. To achieve these goals, teachers need to be adequately prepared with the knowledge, skills, and attitudes required to support the overall development of learners. Therefore, teacher education also needs to change in response to the emerging demands of education.

The changing nature of **21st -century education** has further increased the need to rethink teaching and teacher education. Learners need not only subject knowledge but also the ability to think critically and creatively, communicate effectively, work collaboratively, solve problems, adapt to change, and continue learning throughout life. Teachers therefore need to adopt learner-centred, participatory, experiential, and innovative approaches that can help learners develop these abilities. At the same time, **artificial intelligence, digital technologies, emerging pedagogies, and blended learning environments** are creating new possibilities for teaching and learning. Technology can make learning more flexible, personalised, accessible, and innovative. However, its growing use also brings concerns related to ethics, equity, digital well-being, teacher agency, and the human side of education. The need, therefore, is not simply to use technology in education but to integrate it meaningfully and responsibly while maintaining the importance of human relationships, values, empathy, and sound pedagogical judgement.

Another important concern is the development of **21st -century competencies** among learners. Creativity, critical thinking, communication, collaboration, problem-solving, adaptability, and

socio-emotional skills are increasingly important for learners to participate effectively in a changing world. Teachers have a central role in developing these competencies through innovative, experiential, collaborative, and learner-centred teaching practices. Education must also be **inclusive and equitable**, recognizing that learners differ in their abilities, backgrounds, experiences, cultures, and learning needs. Revitalizing teaching requires classrooms that are accessible, supportive, inclusive, culturally responsive, and psychologically safe. Meaningful educational transformation also depends on **continuous professional development, reflective practice, teacher leadership, collaboration, and institutional support**. Teachers need regular opportunities to learn, reflect on their practices, share experiences, conduct inquiry, and develop new professional skills.

These developments highlight the need to rethink teaching and teacher education in a comprehensive manner. The future of education requires a balance between technological advancement and human values, competency development and holistic learning, innovation and inclusion, and professional growth and teacher well-being. In this context, revitalising teaching and teacher education becomes essential for creating meaningful, inclusive, and future-oriented learning experiences. A renewed approach to teacher education can help prepare teachers who are capable of responding effectively to emerging challenges and contributing to the transformation of education.

Against this backdrop, The Department of Education has taken the initiative of Organizing the National Seminar on Teachers' Day titled as **"Revitalizing Teaching and Teacher Education: Transforming Learning for the Future"** on 5th September, 2026 in the Ibn-e-Khalddun Auditorium, University of Kashmir. It will provide an intellectual platform for sharing research, innovative practices, theoretical perspectives and policy insights that can contribute to the revitalization of teacher education and the transformation of learning. Scholars and Academicians across the country in the field are invited to contribute to the seminar by writing papers on any of the following sub- themes.

Proposed Technical Sessions & Sub-Themes

Technical Session I:

Re-envisioning Teaching and Teacher Education

- Emerging paradigms in teaching and teacher education
- Teacher education in the context of **NEP 2020**
- Competency-based and multidisciplinary teacher education
- Multidisciplinary and integrated teacher education
- ITEP and emerging models of teacher preparation
- Radhakrishnan's Vision of the Teacher and the Changing Role of Teachers in the 21st - Century
- "Education Values and Humanism in Radhakrishnan's Educational Thought"

Technical Session II:

21st -Century Teaching, Learning and Pedagogical Transformation

- Critical thinking, creativity and problem-solving for transformative education
- Communication, collaboration and socio-emotional competencies
- Transformative and innovative pedagogical practices

- Blended, hybrid and flexible learning
- Ethics, privacy, equity and responsible use of AI in education
- Human-centred approaches to technology integration

Technical Session III:

Inclusive, Equitable and Holistic Education

- Inclusive education in the contemporary context
- Addressing learner diversity and individual differences
- Equity and access in digital and technology-enabled education
- Holistic development of learners
- Values, ethics and citizenship education
- Education for sustainable development

Technical Session IV:

Teacher Well-being, Mental Health and Professional Resilience

- Teacher mental health and psychological well-being
- Teacher stress, burnout and resilience
- Emotional intelligence and teacher effectiveness
- Work-life balance and professional well-being
- Creating psychologically healthy educational environments
- Teacher motivation and professional satisfaction

IMPORTANT DATES:

- 1) Last date for submission of Abstracts: 20-08-2026
- 2) Notification of acceptance of abstracts: 24-08-2026
- 3) Last date for submission of full papers: 28-08-2026
- 4) Seminar date: 5th September-2026
- 5) Email address of submission of abstracts and papers:
 - a) aasia@uok.edu.in
 - b) kounsar@uok.edu.in

REGISTRATION FEE:

- 1). Faculty members (out stationed): Rs. 1500)
- 2) Research scholars (out stationed): Rs 1200
- 3). Faculty members (within University): Rs. 1000
- 4). Research scholars (within University): 700

The Registration form and guidelines about the mode of payment of Registration fee will be communicated to the authors whose papers are approved for presentation. Students and Scholars can deposit the registration fee in the Department of Education against proper receipt up to 28th August, 2026. “For multiple-author papers, an additional fee of RS 500 shall be charged for each author in addition to the first author.” Departmental accommodation shall be provided to the out stationed participants, while TA/DA shall not be payable.

For any query, do contact;

1. Dr. Aasia Maqbool (9797275989)
2. Dr. Kounsar Jan (7889672298)