National Seminar

INNOVATIVE PEDAGOGIC PRACTICES FOR INCLUSIVE CLASSROOMS: THE CONTEXT AND PROSPECTS

19-21, FEBRUARY, 2018

DEPARTMENT OF EDUCATION
UNIVERSITY OF KERALA
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The University: One of the first 16 Universities in India, the University of Kerala was founded as the University of Travancore in the erstwhile princely state of Travancore (now southern part of Kerala and some neighbouring parts of state of Tamilnadu) in 1937. During the 7 decades since the University of Kerala grew and shrunk physically and transformed itself in many ways. It is difficult to summarise what the Kerala University is in a brief space.

At present, the University has sixteen faculties and forty one departments of teaching and research in addition to study centres and other departments. Teaching, Research and Knowledge extension are the mandate of the Departments. They primarily focus on post-graduate (masters) programmes, MPhil programmes (1-year research degree) and doctoral research. In 2007, the University awarded over 100 PhDs. (University's research activities are also going on in select affiliated colleges and other recognised research centres in and outside the state).

The Department: The Department of Education was started in 1956 and with the launch of Ph.D. programme it became one of the earliest University Departments in India to do so. The department has been recognized by the UGC for its high standards of teaching and research and has been identified for the DSA scheme (1986), as National Centre for Curriculum Development in Education (1986) and for instituting ASARCO fellowship (1988).

The department has a library with 20,000 volumes with 1,500 theses making it a reference center for students from all over the country. The psychology lab in the Department has about 150 research tools developed by the researchers under the supervision of their guides. The department provides extension and consultancy services mainly in Curriculum. At present, the Department offers M Ed, M Phil, and Ph D Programmes in Education.

The Seminar: Classrooms are centres of learning and avenues of concept formation where teachers facilitate learners with multiple skill sets and differentiated forms of instruction. The diverse nature of learners in the classroom is one of the focal areas of educational and psychological researches. The diversity of today's classrooms creates numerous challenges for teachers who may not have known the same diversity themselves as learners. Cultural, educational and learning sexual, physical, emotional, social, and psychological diversities are the major forms of differences among learners. As an integrated professional, the teacher must balance the requirements of high-stakes accountability while meeting the needs of diverse students within her/his classroom.

The practice of differentiating instruction/individualization helps the teacher address diversity and rigorous standards while responding to the individual needs of students. Differentiation allows teachers to focus on essential skills in each content area, be responsive to individual differences, incorporate assessment into instruction, and provide students with multiple avenues to learning. Is it a practical solution for the overcrowded Indian classrooms? Are the teachers trained in handling the multiplicity of the classrooms with individualization? Do we, Indians have proper technological supports and devices in or schools? Matter of addressing diversity is always a question mark in front of teachers for leading the learners towards the meaningful attainment of terminal behaviour.

Teachers largely do not feel prepared to address students' diverse needs. Furthermore, teachers felt pressured by the necessity to cover a wide range of content in a short span of time, the excessive classroom management needs of the classroom, and a lack of time to prepare lessons. Why do we have a content orientation rather than skill/ability orientation? Talks on constructivism and reflective pedagogy remain in documents and texts and none is ready to address it in a practical point of view. Many of the issues of diverse classrooms can be overcome with the effective integration and use of robust technology. Teachers who feel ill-prepared to address the diverse needs of the learners, for example, have ready access to more option than ever before as a result of the wide range of software and hardware tools available. Technology can equip teachers to address learners' needs in limitless number of ways, through content input, learning activities, engagements and opportunities to demonstrate comprehension, evaluation, remediation, and feedback. Classrooms enhanced by technology provide support and structure to students who need scaffolding and enrichment to students who thrive on challenge. Of course, the result is a learning environment that is task-centred and predictable; in which students understand what's expected of them and how to succeed matching with the predetermined set of educational goals and aspirations.

In a classroom where gifted learners, learners with learning disabilities, learners from various socio-economic backgrounds, and learners with other special needs are all challenged at appropriate levels at the same time, students are more likely to be engaged in learning activities and less likely to be engaged in inappropriate behaviours. Inclusiveness is of course, an umbrella term where the teacher task is laborious and it requires utmost visualization, clear cut decision making, effective preparation, and meaningful organization of the classroom behaviour and content delivery.

Objectives and Outcome: The proposed three day national seminar is going to address various innovations and practices in dealing the diversities of the classrooms with special reference to rural schools of India. It is expected that learned community and researchers from various parts of the country may be presented their views and research findings to support, scaffold, and foster the inclusiveness in classroom teaching. It is also expected that innovative use of technology and successfully experimented exercises may be reflected and further discussions be made. The focused discussions of the seminar may propose a positive recommendation for the policymaking of the governments- of both the states and the central- in terms of the training and professional development of teachers and in constituting technology driven classrooms.

Themes of Attraction

I. Inclusive Classrooms: The Discourse and Controversies
II. Pedagogy of Inclusion
III. Sociological Sketch of Indian Classrooms
IV. Issues and Challenges of Inclusive and mainstreaming
V. Technology for Inclusive Classrooms
VI. Psychological Segregation and Inclusion
VII. Success stories of Inclusive Practices
VIII. Teacher Preparation for Inclusive Schooling
IX. Research and thrust areas in inclusion and related research
X. Government Initiative in Inclusion

Call for Papers: Research/ Review Papers are invited from Researchers, Teachers of Education, Sociology, and Psychology, Teacher Educators, NGO Persons, and Technocrats to share their views and expertise, and researches in the form of either oral or poster form.

> **Mere abstracts are not entertained. Papers can either be review type or research based. Abstract, keywords, discussion, and references are mandatory to consider the paper for presentation.**

Publication: Selected Papers will be published as Chapters in a book with ISBN.

Deadline: Send your full papers with an *abstract of 200 words* on or before **08th February, 2018.**

Communication: Papers can be sent to the email id give below

firstseminar2018@gmail.com

Registration: Those who wish to be a part of the seminar have to pay **Rs-500 (Rupees Five Hundred only) as a Registration Fee.** It can be paid at the Registration Desk.

Travel and Accommodation: Participants have to bear their own travel. Organizers won't take care of the travel. Hotel with affordable price are available near to the department. Paid Accommodation will be arranged on twin sharing basis if intimated in advance.

How to Reach: Department of Education, University of Kerala is situated in the heart of the **Thiruvanthapuram City.** It is highly connected with all means of transportation. It is 1.2 km away from the Central Railway Station (Thiruvanthapuram Central-TVC) and KSRTC Bus Terminus. The distance between the Airport and Deparatment of Education is about 7 km. Ola and Uber Taxi Service are live in the city. The Department is situated between the Govt. Model School and Govt. Arts College.
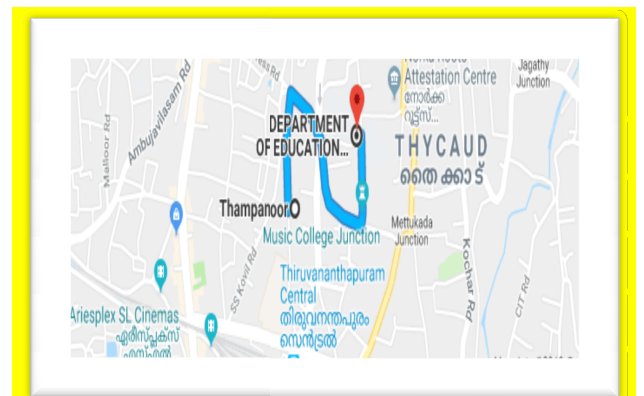
Attractions of Thiruvnanthapuram: Thiruvananthapuram (or Trivandrum) is the capital of the state of Kerala. It's distinguished by its British colonial architecture and many art galleries. It is rich with its touristic potential including the spots like Kovalam Beach, ShankuMugham Beach, Veli, Ponmudi, Zoo, Pathmanabha Swami Temple, Kanakakkunnu, Museum, Water theme parks, Planetarium, Kanyakumari (only 3 hrs journey), etc.

During the end of February, the expected average maximum and minimum points of temperature are 32°c and 24°c respectively.

ORGANIZING TEAM

+ Chief Patron

Prof. (Dr) P K Radhakrishnana
Vice Chancellor, University of Kerala

+ Patrons

- o **Dr R Jayachandran,**
  Registrar in Charge,
  University of Kerala

- o **Prof. (Dr) Theresa Susan A**
  General Convener of the Seminar
  Head of the Department &
  Dean, Faculty of Education
  University of Kerala

+ Convener and Organizing Secretary

Dr Sameer Babu M
Assistant Professor of Education

+ Members of the Committee

- Dr Bindu R L
- Dr Geetha Janet Vitus
- Dr Asha J V
- Dr Bindu D
- Dr Sindhya V
- Dr Divya C Senan

POINT OF CONTACT:

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(Registrations and papers may send to this email address only)
sameer@keralauniversity.ac.in

REGISTRATION FORM

*[Submit the same with your full paper on or before **08th February, 2018**.]*

Category: Presentation/Participation only

Name:

Designation and Affiliation:

Address for Communication:

Cell No:

Email:

Whether Submitting a paper or not:

If Yes, Title of the Paper:

Broad Seminar Theme of the Paper:

Status of Accommodation:
[Required/Not Required]

If required Type: AC/Non-AC

Food Preference:

[Vegetarian/Non-Vegetarian]

Note: **No registration of paper presenters is valid without Full Paper. Presentation in Absentia is not entertained.**

No certificate will be given to the co-authors if they are not physically present and take part in the presentation.

Abstract, keywords, discussion, and references are mandatory to consider the paper for presentation.