



**Inter-University Centre for Teachers Education [IUCTE]
Department of Education [CASE & IASE]
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara-390002, Gujarat, India**

International Conference on Inclusive Education: Present Perspectives & Future Prospects

21-23 January, 2020



**Pandit Madan Mohan Malaviya National Mission
on Teachers and Teaching [PMMMNMTT]**

The Maharaja Sayajirao University of Baroda established in 1949 was a vision of the Maharaja Sayajirao Gaekward III. It is a state university which is residential and has a unique unitary character with English as the medium of instruction. It is proud of its qualified faculty members and administrative staff who go the extra mile to create a stimulating teaching-learning environment for 42,080 students. The Maharaja Sayajirao University of Baroda aims to enhance quality in teaching, learning and research and was accredited by the National Assessment and Accreditation Council (NAAC) with an 'A' grade in the year 2016. The rich legacy of the university includes the names of stalwarts like Noble Laureate Dr. Venkatraman Ramakrishnan, Shri Aurobindo, Bharat Ratna Acharya Vinoba Bhave, Gyanpith awardee Shri Rajendra Shah, Dr. I. G. Patel, Lord Bhikhu Parekh, Shri Sam Pitroda, Prof. K. G. Subramanyan and many more.

The Faculty of Education and Psychology was established in 1949 along with The Maharaja Sayajirao University of Baroda. Prior to this, the institution existed as Secondary Teachers' Training College from 1935 to cater to the training needs of teachers in the western part of India.

The Department of Education in the Faculty enjoys the status of Centre of Advanced Study in Education (CASE). In recognition of the department's excellent contribution in the areas of teaching, research and extension, the University Grants Commission raised it to this glorious status.

The department has also been given the status of Institute of Advanced Studies in Education (IASE) by the Ministry of Human Resource Development since 2001. Under its major functions IASE organizes in-service training programs and workshops to build the capacity of teachers, teacher educators and principals at all levels. The faculties also carry out researches in Education and provide on-site support to the Colleges of Teacher Education (CTEs) and District Institutes of Education and Training (DIETs).

The Ministry of Human Resource Development has identified the Department of Education as a Monitoring Institution to supervise and monitor the implementation of Sarva Siksha Abhiyan, Kasturba Gandhi Balika Vidyalaya, Mid-Day Meal and National Programme for Education of Girls at Elementary Level schemes in Gujarat and Union Territory of Daman and Diu since 2001.

In December, 2017, the Ministry of Human Resource Development has accorded the status of Inter-University Centre for Teachers Education (IUCTE) to the Department of Education, under the scheme of Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT). The IUCTE has been focusing on quality enhancement of teachers in higher education, teacher educators and researchers by organizing seminars and conferences at the national and international level. A strong impetus is also given to research in the areas of teaching and learning at all levels of education with a thrust on publication.

Culture

India enjoys a rich cultural heritage and the state of Gujarat in the western part of India has its unique culture. Vadodara city is popularly known as the 'Cultural Capital of Gujarat' and boasts of celebrations all year round. You can tap your foot to the rhythm of the colourful folk-dance 'Garba' which is performed with great energy and enthusiasm on all festive occasions.

The Constitution of India gives equal opportunities to its citizens to enjoy the benefits of education without discriminating on the basis of caste, creed, color, gender, ethnicity, religion or economic status. However, a strong prejudice based on social and economic background, special needs, and gender among other factors has been witnessed, depriving people of an educational advantage. Post-Independent India has made concrete efforts in terms of government policies and programmes to bridge the gender and social category gaps at the elementary, secondary and tertiary levels of education. It is unfortunate, that even after 72 years of independence educational parity is still a distant dream. The Scheduled Castes, Scheduled Tribes, Other Backward Classes, Girls and Women, Trans-gender children, Persons with Disabilities, the children of the Migrants, the HIV infected, the Urban Poor, and the Minorities have been grossly under-represented in education. The reasons for their exclusion are varied.

This international conference attempts to create a serious platform for policymakers, academicians and practitioners to engage in a discussion related to existing policies and practices, issues and concerns and research endeavors in Inclusive Education. It would enable countries across the globe to share different approaches and best practices for similar concerns. Keeping these perspectives in mind the international conference is being organized on the following sub-themes. The marginalized groups having gender and socio-cultural identities have been dealt with separately for focus.

Sub-theme I: Education of Girls : Status, Initiatives and Prospects

The Constitution of India places women and girls in the marginalized group giving the latter access to education at all levels which is crucial for national development. The post-independent era with its focus on Central and State sponsored education schemes for the girl child has led to an increase in enrollment at the elementary stage. Education of the girl child has been an important agenda for the government agencies. Their collaboration with the National and International Non-Governmental Organizations helps to bring about the much needed change. However the gap between male (82.14%) and female literacy (65.46%) according to the 2011 census still continues. A new impetus needs to be given to the already existing programmes at the elementary, secondary and tertiary levels of education making it more vibrant. The public and the private institutions in education need to change conventional mindsets of the community at large towards girl's education. The institution of patriarchy predominantly exists in India

resulting in an ideology of subordination and subjugation of women. This reflects on the fact that teachers at times are not gender-neutral and need to be sensitized about gender equality and gender justice. The Indian society often perpetuates gender stereotypes which need to be identified and eliminated by all stake-holders as it encourages withdrawal from schools. The reflection of these stereotypes are often seen in text books which is a cause of concern. Gender sensitization needs to be included in the curriculum at the school and higher education stage. There are some cases of sexual harassment in the premises of educational institutions making safety and security of girls a top priority. It is mandatory for the universities to have grievance redressal systems but school education needs to put effective mechanisms in place. Leadership skills integration is a must with teaching-learning at all stages. The integration of vocational education in schools, colleges and universities need emphasis to make girls self-reliant. The Indian best practices will be shared on this platform and Global best practices and initiatives would have useful implications for India.

Sub-theme II: Education of the Marginalized and Minorities: Policies and Practices

The post-independent era saw India emerge as a welfare state, making social well-being and the development of its people especially the disadvantaged sections of the society its top priority. The Constitution of India has identified various groups as socially disadvantaged – Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC) who have been historically facing discrimination and deprivation. The Government of India in an important decision added the Economically Weaker Section (EWS) recently in the list of the disadvantaged due to their weak economic status. The policies and programmes of the government have been consistently aimed to improve access, retention and learning outcomes of these learners in schools and higher education. Their participation in Higher Education shows a significant increase but is still lower than the other privileged sections of society.

The children from the tribal communities need a relevant need-based curriculum with which they can identify. There has been an increase in the number of students from the marginalized groups passing out with Teacher Education degrees. There is a dire need for more teachers from these groups to be recruited in schools in their own geographical locations to ensure student learning in contextualized situations.

Some native American children in few States of America and Aboriginal children in the out-backs of Australia attend schools with a curriculum specially designed for them while some also attend main stream schools. A global understanding of education of the children from the tribal communities across the world would give deep insight.

The minorities in India include mainly the Muslims, Jains, Buddhist and Christians. The participation of Muslims in education is lagging behind. The Curriculum and pedagogy of the religious schools like Maktabas, Madrasas, Buddhist Monastery schools and Tibetan schools among others require to be examined according to the needs of the present times. An added impetus on innovative educational interventions would go a long way to increase student learning in all social categories.

Sub-theme III: Education of the Gifted and of Learners with Disability: Teaching, Learning and Assessment

The inclusion of the world's 1 billion people with disability have to be ensured for global peace and prosperity. According to 2011 census out of 121 crore of India's population, 2.68 crore were disabled. India needs the full participation of Children with Special Needs (CWSN) for a healthy and a harmonious society.

All learners with any kind of disability which may include Intellectual Disability, Mental Behaviour, Hearing Impairment, Visual Impairment, Locomotor Disability, Developmental Disorder, Disability caused due to Blood Disorder, Chronic Neurological Conditions, Learning disability and Multiple Disabilities require relevant and quality education.

There has been a concentrated effort by the Centre and the State to include the children with special needs in regular schools making classrooms inclusive, however much is desired. It has been observed that often the Central and State initiatives and benefits are unknown to this target group.

Persons with disability often face challenges which include negative attitudes, stigma, and discrimination. The teachers at the elementary, secondary and tertiary levels need humane attributes to deal with these learners and this has implications for teacher preparation programmes as well. The existing teaching-learning process going on in special schools as well as regular schools needs to be examined to bring about a qualitative change. In today's digital era, technology-enabled instruction would go a long way in knowledge acquisition and skill development in learners with disability. The evaluation patterns need to be looked into and revised. The role of Home-Schooling and National Institute of Open Schooling needs to be emphasized. The infrastructural facilities of schools, colleges and universities should be revamped to include ramps, hand-railings and disabled-friendly toilets.

On the other hand, it is sad to note that not much is being done in India to identify the gifted learners, provide them with differentiated instruction, innovative assessment and nurture their potential. The gifted child receives the same instruction in the classroom which does not challenge his/her cognitive abilities. We urgently need Central and State initiatives to encourage the gifted. This has implications for the Pre-Service and the In-Service Teacher Education programmes.

The developed countries have gone far ahead in imparting meaningful, quality education to gifted learners and to those with different kinds of disabilities. The teaching-learning strategies followed in these countries need to be examined and adapted to the local Indian context.

Sub-theme IV: Education and LGBT Community- Issues and Concerns

The fabric of Indian society has changed considerably in the last decade. The LGBT (Lesbian, Gay, Bisexual and Transgender) have been looked down upon with disdain for quite some time by the conservatives. However, the historic judgement of the Supreme Court in September, 2018 about LGBT i.e. Section 377 of Indian Penal Code aims to bring equality for people belonging to LGBT. The time has come for schools and higher education institutions in India to be proactive and the LGBT community needs reflection in the curriculum in scientific and objective terms. The teachers need to be sensitized about the unique issues and concerns pertaining to the education of transgender children and their learning needs require focus. The sensitization of students regarding transgender children would go a long way in removing the stigma and discrimination associated with them. The infrastructural facilities required for transgender children in educational institutions need to be relooked. The government institutions can take support of the Non Governmental Organizations and other social groups.

Important Dates

- Last date for submission of Abstract : 31st October, 2019
- Confirmation of selected Abstracts : 20th November, 2019
- Final submission of full papers : 31st December, 2019
- Conference dates : 21-23 January, 2020

You may send a long abstract of not less than 750 words in English or Hindi on any of the sub-themes only in e-form (MS Word format, 12-pt Times New Roman font, 1" margin on all sides of pages and 1.5 spacing between lines of para) along with the title, key-words and details about author(s) latest by 31st October, 2019 at intlsem.iucte19@gmail.com.

Limited accommodation facility for out-station participants is available in the University Guest House on prior request. Economy class air-fare/Second AC train fare will be provided to the First authors of selected papers within India. No registration charges.

For further queries contact Associate-Coordinator at +91 9898567856

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