

LOGISTICS

The contributors of the papers will be provided free board and lodging in NIRD&PR Guest House. Select paper contributors would be considered for payment of TA, maximum up to 2nd AC (Train) on production of tickets as per NIRD&PR norms.

REGISTRATION FEE

There is no registration fee for participants/paper contributors. However it may be noted that in view of the limited accommodation, the center may accept a maximum of 35 participants with thematically relevant papers.

IMPORTANT DATES

Last date for receipt of abstracts: 20 November, 2016
Acceptance notification: 25 November, 2016
Last date for receipt of papers: 30 November, 2016
Seminar date: 21-22 December, 2016

SEMINAR VENUE:

National Institute of Rural Development & Panchayati Raj,
Rajendranagar, Hyderabad, Telangana - 500030

Seminar Coordinators:

Dr. T Vijaya Kumar, Associate Professor
Dr. Lakhan Singh, Assistant Professor
Centre for Human Resource Development (CHRD)
School of Development Studies & Social Justice
National Institute of Rural Development & Panchayati Raj,
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About NIRD&PR:

The National Institute of Rural Development & Panchyati Raj is an apex organization under the Ministry of Rural Development, Government of India for training, Research and consultancy in Rural Development. It is the Think tank of GOI on issues pertaining to Rural Development. The Institute serves as forum for discussion and debate on issues of common concern, attracts academics and developmental practitioners from all over the country and abroad. NIRD trains more than 4000 senior level administrators, planners and Rural Development functionaries every year. The Institute has well- organized and full computerized library with a collection of over 90,000 volumes. To meet the growing organizational and research needs the institute as a fully equipped computer lab with the state-of-the art technology.

Location:

The institute is located in the serene rural surroundings of Rajendranagar, about 15Kms, away from the historical city of Hyderabad in Telangana State in the southern part of India it is well connected by air, road and train.

National Seminar

Strategies for Inclusion of Focused Group Children in School Education

December 21-22, 2016
Venue: NIRD & PR, Hyderabad



Centre for Human Resource Development
School of Development Studies & Social Justice
NATIONAL INSTITUTE OF RURAL DEVELOPMENT &
PANCHAYATI RAJ

(An Organization of Ministry of Rural Development, GoI)
Rajendranagar: Hyderabad – 500 030

BACKGROUND

The concept of inclusion and inclusive education has become more popular in acceptance as a process to reform education systems for ensuring quality education to all the children. Global Educational reforms initiatives, signing of International agreements and alignment of national policies provided a momentum among the nations for the provision of an equitable education by including children with special educational needs in the context of equal rights to education for all.

Today in India there are an estimated 17.7 million children who are out of school, a majority being girls and focused group children. These individuals are often limited by different barriers which exclude them from society and prevent them from actively participating in school education. The issue of inclusion of all those excluded children into the school education has become a major challenge in implementation of inclusion education policies by creating learning friendly environments for children with disabilities, children from different ethnicity and language diversity, children who are from socially disadvantaged backgrounds and also gender issue.

Despite encouraging developments there are still majority of children who are not attending school. Sizable population of these children is living in low socio-economic environment. Current strategies and programs have not been sufficient to meet the needs of children who are not vulnerable to marginalization or exclusion.

Education must be viewed as facilitator in everyone's human development and functionality regardless of any kind of barriers. Inclusion thus involves adopting a broad vision of education for all by addressing the spectrum of needs of all learners including those who are vulnerable to marginalization and exclusion.

OBJECTIVES

1. To contextualize the issues of inclusion of focused group children in the school at national level to support the existing policies;
2. To share and assess the efforts made for inclusion of focused group children in school through different programmes;
3. To recommend strategies for policies and programmes related to inclusion of focused group children in to school in view of sustainable development goals.

OUTCOME

The papers presented in the seminar will be published in the form of an edited book. The observations related to policies and programmes will be used as inputs in the training programmes.

MAIN THEME

"Strategies of Inclusion of Focused group children into school education"

SUB THEMES

Papers highlighting policy related issues and ground realities with the analytical base are invited on the following themes for presentation and discussion in the respective sessions to be chaired by subject experts.

1. Barriers-Free environment and access in schools

Issues in creating barrier free environment in schools

Physical access to education

Challenges in equal access to education

Child-friendly environment

2. Ensuring participation in education

Awareness Generation and campaign

Pedagogy and learning experience

Teacher Preparedness and classroom management

Reforming school curriculum for inclusion

Challenges in equal participation in education

Participation of Community, parents and other stake holders for inclusion

Resource allocation for the programmes with reference to inclusion

3. Ensuring acceptance in inclusion

Attitudes and beliefs of peers, teachers and parents

Attitudes of community about inclusion

4. Learning achievement in education

Developing competencies for all

Designing inclusive assessment strategies

Alternative assessment for inclusion

PARTICIPANTS:

In view of the above background NIRD-PR proposes to have two-day national seminar on the above main theme. Papers are invited from lead authors, academicians, subject experts, policy practitioners, education department, SSA & RMSA project functionaries and representatives of NGOs working in education sector.

PRESCRIBED FORMAT

The paper (preferably empirical) should be submitted in "Times New Roman", font size 12, 1.5 spaced with margin 1 ½ " on the left side and 1" on the other three sides which will be screened by review committee. Abstract /paper (Max 500/3000 words) may be submitted electronically to chrdseminar@gmail.com and hard copy to Seminar Coordinator Dr. T. Vijaya Kumar, Associate Prof., CHRD, NIRD&PR, Hyderabad-500030.

Guidelines for Abstract/Paper Submission

The paper should be accompanied by 4–6 keywords and an abstract of maximum 300 words. Papers without abstract will not be considered for publication. Theme of the abstract/paper may be suggested by author.

Manuscript: Two complete and distinct double-space copies should be submitted in duplicate to the seminar coordinator with a letter of transmittal. The paper should be concise, clear and in readable style, and should be maximum 3000 words excluding tables and graph. The paper should be submitted in Times New Roman', font size 12, 1.5 spaced with margin 1 ½ " on the left side and 1" on the other three sides. The soft copies of abstract and paper may be sent by an email at chrdsseminar@gmail.com

Wherever tables and graphs are required in the text, please insert only table and graph number.

Contributors are required to type their official designations and personal addresses at the foot of the first page of the type-script.

The authors are solely responsible for the views expressed in their paper, and we would not necessarily be liable for any interpretation made therein.

Tables and Graph: The tables and graphs should be submitted in separate pages and these should be utilized only in focusing of the essential data. All tables should be made in only word format. The tables should be numbered with the titles. The source of each table is essentially mentioned. Graph should be made in PPT/Excel then click on border of graph and save it as image with save as type under TIFF, then go to insert option in the word and click on picture option select the graph and insert it at proper place in text.

References: It should be listed at the end of the paper in alphabetical order, and they should include only works referred to in the text. These should be cited in the following ways:

(a) Periodicals – Surname and initial or the author (s), year of publication, title, name of the Journal, volume, number with page.

(b) Books – Surname and initial of the author (s), year of publications, title, edition, place of publication, name of publisher.

The following are the concrete example of citing references in respect of books, edited volumes and periodicals:

(a) Articles in Journals:

Heyzer, N. (1989). 'Asian Women Wage Earners', *World Development*, 17(7): 110-23.

(b) Articles in Edited Books:

Sen, Amiya (1990). 'Gender and Cooperative Conflicts', in H. Tinker (ed.), *Persistent Inequalities*, pp.123-49. Delhi : Oxford University Press.

(c) Books:

Srinivas, M. N. (1968). *Social Change in Modern India*. Berkeley: University of California Press.

Please adhere the above guidelines to maintain a particular pattern.

Footnotes: Should not be used. In exceptional cases these should be given at the end of the paper with consecutive numbers pointing out their exact location in the text.

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