Call for Papers

Papers are invited from experts engaged in the education of children with disabilities in an inclusive setting. The papers should be based on actual practice for improving curriculum access to meet the diverse learning needs of Children with disabilities. The soft copies of abstracts and papers are to be sent at ncie2017@gmail.com addressed to:

Dr. Sandhya Limaye
Coordinator
Associate Professor
Centre for Disability Studies and Action
School of Social Work
Tata Institute of Social Sciences
V.N. Purav Marg, Deonar, Mumbai, Maharashtra 400088

Themes:

- Role of School Management Committee
- Leadership
- School admission policy
- Pedagogy
- Class Room Management
- Class room practices
- Curriculum Adjustment and accommodation
- School Environment
- Examination, Assessment and evaluation
- ICT / assistive technology and assistive devices for facilitating curriculum transactions

Who Can Participate

Special Educators, Therapists, Rehabilitation Social Workers, Psychologists, Doctors, Regular Teachers, Parents And Others Interested In Education Of Children With Disabilities In Inclusive Settings.

Submission of abstracts with key words (300 words): 25 October 2016
Email ic: ncie2017@gmail.com
Notification: 18 November 2016
Submission of full paper and Power Point Presentation: 23 December 2016
10 minute will be for PPT presentation

Conference Date: 23 to 25 January 2017
Registration Open: 1 October 2016
Registration Deadline: 30 November 2016
Early Bird Fee: Rs. 4000/- (including kit and food) till 30 November 2016
After Deadline: Rs. 5000/- (including kit and food) after 1 December 2016

Cheque/draft should be sent in favour of “Tata Institute of Social Sciences.” Send the cheque to Dr. Sandhya Limaye Coordinator
Associate Professor
Centre for Disability Studies and Action
School of Social Work
Tata Institute of Social Sciences
V.N. Purav Marg, Deonar, Mumbai, Maharashtra 400088

National Conference
Paradigm Shift in Inclusive Schooling

Date: 23-25 January 2017
Venue: Library Conference Hall
Tata Institute of Social Sciences
V.N. Purav Marg, Deonar, Mumbai, Maharashtra - 400088

Organizing Committee

Prof. N K Jangira
Formerly Head-Teacher Education and Special Education, NCERT
Senior Education Specialist WORLD BANK
Advisor to UNESCO and Heading SIED Programme

Mrs. Simmy Sharma
International Expert Documentation
New Delhi

Mr. Satish Kapoor
UN Volunteer and Founder Director
Brotherhood & We Care Film Festival

Organizers

Centre for Disability Studies and Action, School of Social Work
BROTHERHOOD
New Delhi, India

Supported by

Quality Council of India
National Accreditation Board for Education & Training

Children and young adults with disabilities who have availed / availing education in inclusive settings will also be invited to share their experiences.

For any query and registration you can contact at ncie2017@gmail.com • www.brotherhood94.org
+91 9899472065
**Inclusive education - Learning Together**

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. For a school to be inclusive, all children, regardless of their ability level have to be included in a mainstream classroom, or least restrictive environment (LRE), so that students of all ability levels are taught as equals, and that teachers adjust their curriculum and teaching methodologies for all students to benefit. Implementation of an inclusive education would require a number of changes in present day teaching practices, curriculum content, evaluation procedures and available resources at the school level.

Several studies have revealed that there is a wide variation in the quality of inclusive education in schools in the country despite Right to Education Act (RTE), Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Abhiyan (RMSA). The reason is that indicators for quality inclusive education in schools which could serve as specific guidelines for teachers and school management are not available.

PWD Act 1995 and RTE 2009 envisage responsibility of the Departments of Persons with Disabilities in the Ministry of Social Justice and Empowerment and the MHRD to provide education to all CWSN through convergence of Human and Financial Resources in appropriate settings. Their education in inclusive setting with the support of special educators trained under the aegis of the Rehabilitation Council of India is needed.

Brotherhood, Delhi in collaboration with the National Accreditation Board for Education & Training (NABET), a constitution board Quality Councils of India (QCI), the Tata Institute of Social Sciences, Mumbai and under the guidance and leadership of Prof. N K Jangira, and several eminent professionals have developed quality inclusive education documents. The documents developed include:

1. Quality indicators for inclusive education
2. Educational implications for improving curriculum access to meet the diverse learning needs of children with disabilities in inclusive settings
3. Guidance Document

This is a step to encourage achieving excellence in inclusive schools. The indicators of quality inclusive education in schools with a road map to achieve excellence therefore need to be spelt out.

Quality Indicators are developed through action learning and by observing the practices in the classrooms of regular schools, including Government and Private schools that have been educating Children with Disabilities (CWD) in their schools. The practices are based on the guidelines issued by the various Government Departments / agencies. Inputs were also obtained from various experts in inclusive/special education, general teachers, special educators, counselors and parents of CWD who made significant contribution to this exercise.

**National Conference - Paradigm Shift in Inclusive Schooling**

The Centre for Disability Studies and Action, School of Social Work of TISS Mumbai, NABET of QCI and Brotherhood, Delhi are organizing jointly a National Conference on Inclusive Education from 23 to 25 January 2017 at TISS, Mumbai.

**Objectives of conference**

1. To promote innovative practices in schools
2. To build the confidence of the teachers in the area of Inclusive Education
3. To raise awareness on Inclusive Education among stake holders, policy makers and the general public as an inclusive approach to education at national level
4. To share knowledge and practices of Quality Indicator

**Method/Techniques**

Presentations, discussion, demonstration of innovative practices, case study, group work, cooperative learning approach, Display of Films

**Films on Various Disability Issues**

During the workshop award winning short films and documentaries of international WE CARE Film Festival on related issues of the conference from India and other countries will be screened. Brotherhood organization founded the WE CARE FILM FESTIVAL in 2003. Its founding partners are the UN Information Centre for India and Shutan; the UNESCO and the National Trust. It has become the first and only international film festival recognized as a partner by UNESCO as per the NEW DELHI DECLARATION adopted by UNESCO, signed by 195 member countries and 8 associate member countries in November 2015.

These indicators are designed to serve a technical assistance tool and can be used by schools to

a) Assess the current status of inclusive education practices
b) Identify areas of strength as well as areas in which further development is needed; and
c) Develop a strategic school improvement plan for inclusive education

Quality Indicators are most effectively used in conjunction with a self-assessment process that helps to measure the current levels of implementation and guide movement toward targeted practices. The process of self-assessment should, as a matter of course, generate management information about the overall quality, which, in turn, can then be used to develop goals, objectives and a set of targeted actions to drive improvement in inclusive practices.