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PROGRAM SCHEDULE

Day 1:

9:30 am–10:30am Registration and Breakfast

10:30am – 11:00am Inaugural Address

11:00am–12:00 pm Keynote Session

12:00 pm-12:15 pm Tea Break

12:15pm – 1:30pm Paper Presentations

1:30 pm to 2:15 pm Lunch

2:15 pm – 3:30 pm Paper Presentations

Day 2:

10:00 am – 10:30 am Breakfast

10:30 am – 11:30 am Preliminary Session

11:30 am – 11:45 am Tea break

11:45 am – 1:00 pm Paper Presentations

1:00 pm – 1:45 pm Lunch

1:45 pm to 3:15 pm Workshop: STEAM Approach

3:15 pm – 4:00 pm Valedictory

CHIEF PATRONS

Dr. Akhtar H. Rizvi

(President, Rizvi Education Society)

Adv. (Mrs.) Rubina A. H. Rizvi

(Director, Rizvi Education Society)

CONFERENCE CONVENOR

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(I/c Principal, Rizvi College of Education)

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Mrs. Spoty Karthik

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PUBLISHER AND JOURNAL

All selected and registered papers of EERN-2018 will be published in regular UGC approved Peer Reviewed Indexed Journal in the issue of April 2018 in Aarhat Multidisciplinary International Education Research Journal

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Rizvi Education Society's
RIZVI COLLEGE OF EDUCATION
(Affiliated to University of Mumbai)

NATIONAL CONFERENCE
on

**ETHNOGRAPHY OF EDUCATION:
RECONNECTING THE NEURONS OF
INDIAN EDUCATION SYSTEM**

6th - 7th April, 2018



Venue

Rizvi College of Education, Rizvi Education Complex,
Off. Carter Road, Bandra West, Mumbai – 400050,
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ABOUT RIZVI COLLEGE OF EDUCATION

RCOED started in 2003 under the aegis of Rizvi Education Society. In a span of fifteen successful years, it has made a remarkable progress in the educational fraternity. It has emerged as a premier institute, creating teachers equipped with the latest trends and technologies in education. It provides dynamic training programs that empower teachers to meet the challenges in the ever changing global scenario. The credit for the success of this institute rests with its President – Dr. A. H. Rizvi, whose vision and endeavor to make a difference in the society led to the establishment and growth of RCOED.

CONFERENCE THEME

Ethnography refers to the scientific description of people along with their customs, habits and mutual differences. Ethnography of Education aims at merging the differences in the Indian Education System through re-establishing the paradigms of Education. These differences may have ascended due to culture, customs, habits, environment, attitude and sometimes even the aptitude of student teachers. This National Multi-Disciplinary Conference is for exploring the philosophies that have created this ethnographic transition and to propose solutions to reconnect the gaps.

Reconnecting the Neurons

As teachers, coaches and parents everywhere like to say: ‘Practice makes Perfect’, doing something over and over again doesn’t just make it easier, it actually changes the brain. Neurons grow, they form connections with new neurons. Similarly, the Indian Education system has to rewire itself, change over the course of time and grow. For the Education system to undergo this rewiring, the teacher community needs to actively look at certain dimensions of teaching/learning, assessments, innovations and so on. To rediscover our educational philosophies, we need to change the lens through which we view them.

Ethnography for Education: Reconnecting the Neurons of Indian Education System (EERN) is a Conference highlighting the below mentioned areas of Education system where a transition is needed.

SUB-THEMES OF THE CONFERENCE



IMPORTANT DATES

- ✓ Abstract Submission: **By 23rd February, 2018**
- ✓ Approval of Abstract: **By 28th February, 2018**
- ✓ Full Paper Submission: **By 25th March, 2018**
- ✓ Date of Seminar: **6th and 7th April, 2018**

GUIDELINES FOR REGISTRATION

Conference Registration link will be sent via email once the Abstract of the paper is selected. Last date for registration is **25th March, 2018**. Registration fees include:

Registration Kit	per participant
Breakfast, Lunch and Tea	per participant
Proceedings Copy	per paper
Certificate	per participant and presenter

CALL FOR PAPERS

Abstracts and full papers (in MS Word .docx format) should be sent to the following email address: **rizvi.college.education@gmail.com**. Formatting guidelines are as follows:

Page Size	A4
Font Style	Times New Roman/Krutidev
Heading Font Size	14
Content Font Size	12
References	APA

REGISTRATION

Teachers, Teacher Educators and Principals	Rs. 1500/-
Research Scholars and Student-Teachers	Rs. 800/-
Other Delegates	Rs. 1500/-

Delegates have to make their own travel and accommodation arrangements.

SUB-THEME DESCRIPTION

Sub-Theme-I: Exploring Teacher Potential in Language, Literature and Cognition

Language is an important means of access to cognition. Ethnography uses language as a way of discovering how people perceive and organize their world. All people carry a set of rules and assumptions. Getting to know what these are and how they operate is the way to understand other cultures. Indeed these cognitive systems constitute what is meant by culture. Cognitive theories on language development and how language mediates between cognitive constructs on the one hand and evolving narrative forms of symbolic expression on the other are an area to be searched.

Sub-Theme-II: Leading the Change towards Holistic Approach

The specific ideas and behaviours of an individual in a cultural system is strongly influenced by the social structure, historical events and processes. Cultural differences have often resulted in biased and negative education environment. Time has come to make ethnography as a tool in order to put up the positive aspects of each culture and praise for its system to remove the malpractices seen across the education system in the name of cultural practices. Holistic approach is based on innovative patterns of enduring change and this change alone will lead to a truly holistic Indian Education system.

Sub-Theme III- Making Learning Alive by Integration of Art Forms

Art has long been recognized as an important part of a well-rounded education. Arts integration curriculum gives all students the opportunity to express their creativity and to learn critical-thinking, problem-solving, and innovation skills. Several researches have shown that use of music, visual arts, performing arts, and literary arts to express and understand ideas, thoughts and feelings lead to successful learner experience. Integration of arts in the school subjects leads to better learning, higher academic achievement and greater social development. Integrating Arts into the educational domain demands a great deal of professional development and planning, collaboration, and teamwork for its success. Lessons in the class can be brought to a new exciting level by incorporating the concept of Storytelling using STEAM and Nurturing Design Thinking concepts. In short, integrating arts in regular subject learning just may help to keep students interested and involved.

Sub-Theme IV-Changing Panorama of Mental Health in Education

In India, on an average three children in each classroom have a mental health problem, as stated by Indian Psychiatric Society. Yet many children are left without adequate support to deal with emotional or mental ill-health. Over the course of their education, children spend over 7,800 hours at school. With such a huge amount of time spent in the classroom, we as teachers should provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental distress. The psycho-social knowledge, skills and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives.

SUB-THEME DESCRIPTION

Sub-Theme V- Future Ready Teachers

Teaching helps to uplift the standard of the people and shows the students the right path to follow. Does today's traditional system meet the demands of future teaching? What are the current expectations of teachers? The innovative teaching approaches that are required to be developed by teachers are expected to include student-centered pedagogy, ability to extend learning beyond the classroom, using ICT (information and communication) tools for teaching and learning. As time changes, needs also change; the future is going to be even tougher and competitive. A teacher needs to go beyond PowerPoint and be equipped with modern integrated technology like Mobile Learning, Flipped Classroom, Augmented and VR modeling, OER along with collaborative culture, creative and critical thinking, problem solving skills, financial literacy, online teaching-learning, etc.

Subtheme VI: Evaluating Teacher Performance

Teachers are the fulcrum determining whether any school initiative tips toward success or failure. A number of attempts have been made to assess the teacher effectiveness/performance in classroom. Current systems for assessing, evaluating, and supporting teachers too often fail to improve teacher practice and enhance student growth and learning. A teacher's assessment of performance is viewing him/ her from a narrow perspective. A teacher needs to be assessed on what value/worth he/ she brings to the organization and the teacher community. The current theories and practices of evaluating teacher performance needs to be deliberated. New trends, models, systems of assessment need to be discussed and mainstreamed to suit local needs and global contexts.

Sub-Theme VII- Reflection: The Key to Rewire and Rekindle the Passion of Teaching

Reflection is looking into the mirror and discovering oneself. When one takes time to consider what they have learned and how they have grown, the learning is longer lasting and much more impactful. As teacher educators one needs to ensure that we as well as students are trained to be active reflective practitioners of their actions and reactions of themselves and others. Consistent practice of reflection during lesson planning, in the classroom teaching and personal evaluation after the lesson; will ensure that the neurons of learning are reconnected. Reflective practice is a process that facilitates teacher's development, inspires teaching & learning, self-actualization, thereby leading to enthusiastic teachers, satisfied administrators and ever-growing learners.

Sub-Theme VIII- Any relevant aspect related to the theme of the seminar, not covered in the sub-themes above

The construct of social intelligence is large and has many sub-constructs with respect to the field of Education. Any other area, relevant to the main theme and not included in sub-themes can be dealt in this sub-theme.