



**GOVERNMENT COLLEGE (AUTONOMOUS),
BHAWANIPATNA**

P.G. DEPARTMENT OF ENGLISH

National Seminar

on

**Teaching English to Tribal Learners through Indigenous
Literature: Challenges and Prospects**

23 & 24 February 2019

Concept Note

With the intersection of various contemporary deconstructionist cultural political theories in almost every sphere of human existence, it has been understood and well accepted in academia that Nation is “Imagined Community” and postcolonial subject is not a homogenous subject anymore. Therefore, any attempt at homogenizing the subject(s) and imposing unilateral policies is bound to have differential results: privileging some and pushing ‘The Other’ further to the margin. In a multicultural and multilingual nation like India, where more than six million population are sub-proletariat, Tribal backwater, who do not have access to mainstream resources, who do not even speak the mainstream language, any totalitarian developmental approach towards them is bound to be dealt with resistance by the underprivileged community for example, unilateral policies related to Indian Education System. Under this system, we have homogenized the identity of learners coming from different socio economic cultural and educational background, as ‘student’ and formulated a uniform syllabus to impart knowledge to them. Now, it may be desirable not to discriminate between learners and it may not be possible to design differential syllabus for each and every student, however, a uniform pedagogical approach towards

every student may not give the desirable result. Under Indian Education System, and according to ‘Three Language Formula’, for example, English is taught as second language, the standard language of the state as first language, and Hindi or Sanskrit as the third language in state owned schools and colleges. Similarly in Odisha, Odia is taught as the first language and it is also the medium of instruction in schools and colleges, whereas English remains only a subject. Of course, with English becoming the World language, knowledge of English is almost indispensable for students in order to face the complexities of the modern world. However, the questions that hold the centre stage are:

- How to teach English to a heterogeneous group of learners?
- Can a uniform syllabus and pedagogical approach do justice to all learners?
- Should a tribal learner, whose mother tongue is even different from the standard language of the state, be taught the second language in the same manner, as the knower of the standard language?
- Does cultural difference impact the learning of second language and block the process of learning or it has the potential of creating a hybrid language and thereby a new literature?
- How should an instructor mitigate these socio cultural alienation from tribal learners’ psychology in a heterogenous classroom?
- What are the prospects of teaching English to tribal learners?

In order to find answers to the above mentioned questions, P.G. Department of English, Govt. (Autonomous) College, Bhawanipatna invites original and unpublished research papers for its National Seminar “Teaching English to Tribal Learners through Indigenous Literature: Challenges and Prospects” to be held on 23rd and 24th February 2019.

Sub-themes of the Seminar

- Teaching English in a Diverse Classroom
- Multilingual Approach to Teaching English
- Application of the Theories in Learning Second Language
- Learning Language through Literature
- Technology and Classrooms
- Redesigning Syllabus for New Generation Learners
- Comparative Literature
- Socio-Cultural Factors and Language Learning

However the list is not exhaustive and papers related to the theme of the seminar are welcomed.

About the Seminar

The aim of the seminar is to bring together young researchers, renowned scholars, eminent professors, language skills trainers, English language and literature teaching practitioners and educators in the country with interest in learning and sharing current and creative ideas and thoughts in the fields of teaching language and literature in school, undergraduate and postgraduate level.

The seminar also aims to create a conducive environment for young researchers and teachers to share their perspectives and findings.

Profile of the College

Government College (Autonomous), Bhawanipatna, was established in the year 1960. It is the premier college in Kalahandi district of Odisha. The college caters to the educational needs of the district as well as students from the neighboring districts such as Koraput, Nabarangpur, Nuapada and Bolangir take admission in different programs of the college. It received the Autonomous

Status in 2002 for its academic potentialities. Recently, the college has been conferred with the status of "College with Potential for Excellence". The College is accredited by NAAC with Grade "B+" in 2017. For more details please visit our

Website : <http://www.gacbhawanipatna.org>

How to reach Bhawanipatna?

Nearest Railway Station is at Bhawanipatna and Kesinga. Nearest Airport to Bhawanipatna is at Bhubaneswar, and Raipur which are about 418 km and 261 away respectively. Bhubaneswar is well air connected with all major airports in India. Bhawanipatna is connected by regular bus services from many important cities in the state including Koraput, Bhubaneswar and Berhampur. State owned road Transport Corporation and private bus service providers operate buses between Bhawanipatna and other cities.

Who can participate?

Academicians, language trainers, postgraduate students, Ph.D Scholars, University Professors, school teachers, faculty of English from Arts, Science, Commerce, Diploma, Engineering, Business schools and Law Colleges.

Expert resource persons from reputed institutions will deliver keynote address and plenary talks.

Call for Papers – Guidelines

- Registration is compulsory for participation and presentation of the papers.
- Participants are requested to send their original and unpublished papers, strictly following the MLA Style Book-7th Edition for preparing their papers.
- Only selected papers are eligible for presentation.
- In case of the co-authored papers, both authors have to register and at least one of them should be present in the conference.

- The abstracts written in 250-300 words with a paper title in the prescribed format should reach the following email ID: deptofenglishgacb2019@gmail.com
- Each participant will have 15 minutes presentation time.
- The word limit for the completed paper is 2500-3000
- Participants have to make their own arrangements for their travel but stay and board will be provided on payment. Assistance in booking guest house and rooms can be provided on request and availability.

Important Dates

Last Date for Submitting Abstracts: **15th February 2019**

Communication on Acceptance : **16th February 2019**

Submission of Registration Form and Payment of Registration fee : **22nd February 2019**

Submission of Completed Paper : **22nd February 2019**

Dates of the Conference : **23-24th February 2019**

Registration Fee : INR.200/-

Payment for Accommodation : Rs 200/- per day
(Non AC Room)

Payment for Registration and Accommodation is to be paid through NEFT only in the SBI account mentioned below.

Details of Bank Account:

Name of the Bank & Branch : **State Bank of India, College Square Branch, Bhawanipatna**

Name of the Account : **History Congress**

Account Number : **37348556639**

IFS Code : **SBIN0012120**

Contact

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**National Seminar on
Teaching English to Tribal Learners through Indigenous Literature: Challenges
and Prospects
23 & 24 February 2019**

Registration Form

Name: Prof. / Dr. / Mr. / Ms.....

Designation:.....

Affiliation & Address:.....

.....

Mobile Number with Country Code:.....

E-Mail ID:.....

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Signature of the Delegate