

**CALL FOR PAPERS**

**SYMPOSIUM**

*Philosophical  
Approaches and  
Pedagogies in  
Higher Education*

Inviting submissions in advancement of  
learning through practice and inquiry

📅 27-28 March 2026  
📍 Vidyashilp University  
Bangalore

# The Symposium

The School of Liberal Arts and Sciences at Vidyashilp University, Bengaluru, invites submissions for a symposium on philosophical approaches and pedagogies in higher education.

The symposium will explore how classroom practices can elevate the learning experience, foster effective learning and knowledge creation. We bring an opportunity for researchers and practitioners to share their experiences with successful (or even failed) attempts at making learning meaningful.

We posit that while research in a discipline expands its frontiers, it is classroom interactions and applications in the real world that embody that knowledge. There are diverse philosophical approaches which can guide pedagogical practices. It is these interactions that this symposium hopes to focus the deliberative light on. The scope of the symposium is wide – permitting for academics from all disciplines to engage in a conversation around learning in higher education.

## Concept Note

We live in a rapidly changing world where social, economic, and ecological complexities due to rapid technological development, rising fundamentalisms, and environmental damage are unprecedented. There is consequently an institutional thrust in educational policy to prepare students to be ‘future-ready’.

This has led to an increased emphasis on holistic education, multidisciplinary, ethics, and human values. However, translation of this to a pedagogical praxis in Indian higher education is a perceptible gap.

Some of the reasons are listed below:

**Institutional constraints** may hinder experimentation to an extent. These may take the form of rigid requirements to complete certain topics within the duration of a short semester, or space constraints that preclude the possibility of diverse modes of learning. Continued reliance on traditional methods of teaching may be the most significant obstacle to pedagogical innovation.

**Training for teaching at University** is not an established part of the road to becoming a career academic. The doctoral degree emphasises research, not pedagogical techniques, but is accepted as an adequate qualification for a teaching position in a university. Several universities have mandated teaching orientation for new faculty, but timely completion is not a requirement. Yet, these new faculty must plan lessons and assignments.

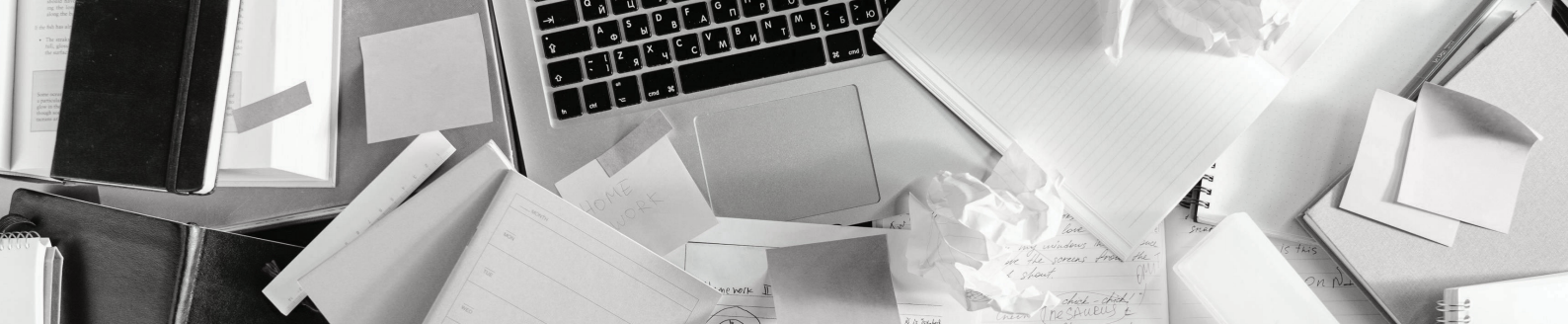
## Inadequate philosophical training

Philosophical perspectives and research methods informed by critical theory, feminist and decolonial approaches may be taught in the social sciences as separate subjects, but they are rarely incorporated into classroom practices. Also missing are discussions of what the arts and sciences are, what their practice involves, and an acknowledgement of multidisciplinary interactions. These considerations are central to the process of communicating to students how a convincing argument can be made, and how knowledge is created.

## Recognising Diversity as the Foundation of Democratic Learning

A fourth factor that inflects the quality of learning can be due to the socio-economic diversity that exists in India, which is manifested within institutional settings. Students and faculty from widely varying backgrounds meet in a classroom, listening to the same lecture and reading the same material. But the theatre that plays in their minds through these interactions are essentially unique and coloured by their subjective lived experiences. An acknowledgment of these differences is an essential first step in ensuring a democratic learning process.





We invite scholars to participate in a conversation around these issues. The papers presented will aid our collective efforts in making classes more engaging and ensure effective learning with critical thinking abilities that contribute to lifelong learning

We look forward to receiving submissions that are based on concrete teaching experience, education research, curriculum design, classroom innovations, and critical pedagogical reflection.

Topics include, but need not be limited to:

- Pedagogies that work to inculcate active learning practices among learners in higher education
- The role of multi-, inter-, trans-disciplinary approaches in single-focus programmes of learning
- Key philosophical perspectives on pedagogy and teacher training
- Intersection of institutional and infrastructural factors with pedagogy

## *Dates*

<i>Abstract submission deadline:</i>	_____	<b>6 February 2026</b>
<i>Announcement of selected submissions:</i>	_____	<b>20 February 2026</b>
<i>Symposium date:</i>	_____	<b>27-28 March 2026</b>

## *Submission Guidelines*

We invite contributors to prepare extended abstracts in accordance with the guidelines outlined below:

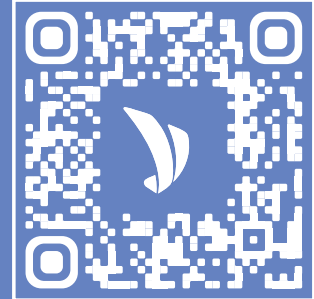
- World limit: 1,000 to 1,500 words (excluding references)
- Please mention the full paper title, and authors' names and affiliations
- Complete referencing required, in text and end of text
- Any illustrations, tables, graphs, pictures etc. must be numbered, and sources mentioned
- Please submit your abstract in Word format



## Submit Your Contributions

<https://forms.gle/zHKds4ZQ2dsAgbdaA>

*Please note that selected presenters will be provided accommodation for two nights and reimbursed 3AC train fare.*



## About Us

Dr Sheetal Bharat holds a PhD in Economics from the University of California, Riverside, and specialises in history of economic thought, economic history, development economics and policy and pedagogical tools for economics. She loves to blend classroom economics with popular culture, literature, and personal experiences to enhance learner outcomes.

Dr. Ranjana Raghunathan holds a Ph.D in Anthropology from the National University of Singapore. From establishing the Ethnography Lab to co-founding the VU Wellness Centre at Vidyashilp University, she has contributed immensely to holistic student engagement. Her methods bridge the gap between research and pedagogy, fostering critical reflection and real-world inquiry.

