



Teaching Migration: An Interdisciplinary Teachers' Workshop in Migration and Refugee Studies

A Report

Mahanirban Calcutta Research Group and Institute for Human Sciences (IWM), Vienna

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Executive Summary

Teaching Migration: An Interdisciplinary Teachers' Workshop in Migration and Refugee Studies

Organised by
Mahanirban Calcutta Research Group (CRG) & Institute for Human Sciences, Vienna.
9- 10 September 2022

The present moment in human and planetary history is marked by massive migration and refugee flows, with the spectre of the migrant becoming crucial in the self-definition of nation-states. As faculty involved in the Humanities and Social Sciences in South Asia, we encounter issues of migration and forced migration in myriad ways. It has increasingly become part of teaching curricula and research interests. Bias against migrants can also be encountered in the classroom, and we need to navigate the challenges involved in teaching students who are themselves migrants and refugees. Keeping these in mind, the Mahanirban Calcutta Research Group (www.mcrgh.ac.in) had organised two teachers' workshops in syllabus making and research methods in 2020 and 2022 respectively as well as an Online Orientation Course for College and University Teachers. Moreover, CRG has also organised a series of discussions around pedagogy of migration studies: in the Indian, European and South Asian contexts (details below). The workshops and discussions attest that academic discourses on migration sensitize teachers to be mindful of difference and displacement in their respective classroom contexts, which will benefit the learners by shaping a radical and inclusive pedagogy. However, teaching migration as well as teaching migrant students carry with them their own sets of challenges, assumptions, required clarifications, flagging of relevant issues and ethical imperatives. Keeping these in mind, CRG organised a workshop for teachers on September 9-10, 2022. The selected proceedings will be considered for a book volume on the pedagogy of migration studies.

Teaching Migration: An Interdisciplinary Teachers' Workshop in Migration and Refugee Studies

Date: 9th-10th September 2022 || Venue: Hotel The Sojourn, Kolkata

Organised by CALCUTTA RESEARCH GROUP

(In Collaboration with INSTITUTE FOR HUMAN SCIENCES, VIENNA)

PROGRAMME SCHEDULE

Day One: 9th September 2022

5.00-5.30 pm Tea and Registration

5.30- 5.45 pm: Welcome Address: Sabyasachi Basu Ray Chaudhury, Honorary Director, CRG & Rabindra Bharati University, Introduction to the workshop: Samata Biswas, The Sanskrit College and University & CRG

5.45- 7.15 pm: *Three Syllabi on Migration Studies: Centres and Margins*

Discussants: Biswajit Mohanty, Deshbandhu College, Delhi; Sudeep Basu, Central University of Gujarat, Gandhinagar & CRG; Ranabir Samaddar, Distinguished Chair on Migration and Forced Migration Studies, CRG

Moderator: Ananya Chatterjee, Haldia Government College & CRG

7.15 pm: Vote of Thanks: Imran Philip, Research and Programme Assistant, CRG

Day Two: 10th September 2022

9:00-9.30 am: Registration

Panel 1 (9.30-11:00 am)

Indira Chakraborty, St. Xavier's University, Kolkata, "‘Homing’ and the Desire for ‘Homing’: Reading/Teaching Kamila Shamsie's Kartography through the Migrant's Experience"; **Mohamed Shafeeq Karinkurayil**, Manipal Centre for Humanities (MCH), Manipal Academy of Higher Education (MAHE), Manipal, "Teaching the culture of economic migration"; **Sanghita Sanyal**, Loreto College, Kolkata, "Teaching Indian Partition in an Indian classroom in English: Some Pedagogical Observations"

Chair: Sudeep Basu; Discussant: Samata Biswas

11:00 am-11:30 pm: Tea Break

Panel 2 (11:30-1:00 pm)

Mushtaq Shaikh, Datta Meghe College of Engineering, Navi Mumbai, "Supporting Rohingya Refugee Integration through Pedagogy driven Educational Intervention and Contextual Curriculum"; **Sangbida Lahiri**, University of Calcutta, Kolkata, "Uncertain lives and their education in India: A critical concern for the teachers"; **Shankhamala Ray**, Sivanath Sastri College, Kolkata, "Portrayal of Migration, Identity Validation and Peace Education in the Films of Conflict Zones: Teaching Migration through Cinema"

Chair: Anwesha Sengupta, Institute of Development Studies, Kolkata

Discussant: Mahalaya Chatterjee, University of Calcutta & CRG

1:00-2:00 pm: Lunch

Panel 3 (2:00-3:30 pm)

Koyel Basu, Jangipur College, Murshidabad, “Cornerstones of migration studies: elements to expand knowledge”; **Paulami Sanyal**, GD Goenka University, Haryana, “Researching with the narratives of trauma and conflict: An Indian researcher’s work on Middle East”; **Sreetapa Chakraborty**, Rabindra Bharati University, Kolkata:- “Rohingya children and the Pedagogy of Forced Migration and Refugee Studies: Some reflections”

Chair: Biswajit Mohanty

Discussant: Arup K. Sen, Serampore College & CRG

3:30-4:00 pm: Tea Break

Panel 4 (4:00-5:00 pm)

Kuldeepsingh Rajput, Savitribai Phule Pune University, Pune and Sakshi Rajput, Educator, Millennium National School, Pune, “Educating Children of Seasonal Migrant Workers: Alternative Education Model and Pedagogical Challenges”; **Azeemah Saleem**, Center for Communication and Critical Thinking, JK Lakshmipat University, Jaipur, “Refugees’ Rights and An Interdisciplinary Course: Impact of Visual-Audio Aids on the Student-Oriented Pedagogy”

Chair: Byasdeb Dasgupta, University of Kalyani & CRG

Discussant: Ananya Chatterjee, Haldia Government College & CRG

5:00-5.30 pm: Concluding Session

Closing remarks and publication plan: Ranabir Samaddar, Sabyasachi Basu Ray Chaudhury, Ananya Chatterjee, Samata Biswas

Vote of thanks: Debasree Sarkar, Media and Programme Officer, CRG

A Report

Teaching Migration: An Interdisciplinary Teachers' Workshop in Migration and Refugee Studies

A two- day interdisciplinary teachers' workshop was organised by CRG to discuss the findings of the previous two teachers' workshops, analyse the syllabi developed as follow ups to the previous workshops and to provide feedback on a proposed volume to be titled "Teaching Migration". This workshop was conducted in collaboration with the Institute for Human Sciences, Vienna. Ananya Chatterjee, Samata Biswas and Shyamalendu Majumdar, coordinated the workshop.

9 September 2022 (Day1)

Inaugural Session



The workshop began with welcome remarks by Sabyasachi Basu Ray Chaudhury, Honorary Director, Calcutta Research Group. He stressed on the significance of the programme and its objective of building a platform for learning, discussion and exchange of experiences of difficulties in the education sector faced by teachers conducting classes in colleges and universities across India, in the wake of the pandemic and its recovery. This third teachers' workshop of two days would not only discuss the syllabi framed by selected participants of the previous workshop but would also reflect on the complications faced by teachers and students alike; for the former in the processes and methods of teaching migration and refugee studies and for the latter, specifically the learners migrating across distances for their education to endure the dictates of mobility, categorisations and economy at times.

Samata Biswas introduced the programme with a brief on Calcutta Research Group's previous teachers' workshops and online course on teaching migration studies. The online course and workshops have looked critically at the pedagogy of migration and refugee studies in the Indian and European context and migration as a field of

study in colleges and universities in South Asia through the engagement of collaborators and participants from Afghanistan, Pakistan, Nepal, Bangladesh and Sri Lanka, in a two-day workshop in December 2020, an online course on the pedagogy of migration studies for teachers and researchers in 2021 thus culminating into the second and third teachers' workshops in 2022. Participants have been engaged in the teaching of migration, demographic, cultural, ethnographic methods as well as literature, art. The workshop brought together participants of not only previous teachers' workshops and teachers' online course but also researchers and teachers who have been former participants of CRG's Winter Course in earlier years. This was followed by a discussion on syllabus making titled **"Three Syllabi on Migration Studies: Centres and Margins"** where Ananya Chatterjee, Sudeep Basu deliberated on the respective syllabus they prepared while Suchismita Majumdar's syllabus was discussed by Samata Biswas as she could not join the session.



Ananya Chatterjee moderated the session and spoke about the problems that teachers face while developing syllabus and teaching migration studies to migrant children. The syllabi compiled by Ananya Chatterjee, Suchismita Majumdar, Sudeep Basu have come together through deliberations on the incorporation of different methodologies while trying to sensitise the students about the issues of migration.

Ranabir Samaddar commented on the structures and the modules of the three syllabi. He observed that diaspora in general does not feature in forced migration studies and holds a different context and stated the importance of looking at migration as an outcome in shock situation such as famine, riot, partition, cataclysmic changes due to cyclones - that result in massive migration; the impacts of cyclones such as Amphan, specifically on humanitarian grounds. Reference was drawn from the varied themes covered by the journal, *Refugee Watch* that sheds light on research and methods in refugee studies. It was also noted by Ranabir Samaddar that the syllabi may flag the terms 'refugee', 'statelessness', 'immigrant labour'. The

critical questioning of the reasons for migration, especially the aspects of 'shock migration' and the humanitarian responses that follow were mentioned as equally important. The books *Refugees and the State: Practices of Asylum and Care in India, 1947-2000* and *The Rohingya in South Asia: People Without a State*, Sevasti Trubeta's book *Medicalising Borders: Selection, Containment and Quarantine since 1800*, the essays in the book *Borders of an Epidemic: COVID-19 and Migrant Workers*, Walter Kalin's work on climate refugees, Simon Behrman's research on climate refugees were citations suggested for inclusion in the list of readings. The ideas of contact, spread of epidemic, quarantine, etc., were deemed to be of importance in shaping the methods and themes of studying migration and health. It was pointed out that the relevance of literature or study material should be distinct for the students of a particular region and may vary slightly for Indian, South Asian and European students. References were drawn from Sandro Mezzadra and Brett Neilson's work on border as a method, the writings of Shahram Khosravi on auto-ethnography of borders and the ways in which the study of forced migration has been shaped over the years. Primary investigative reports and diaries of visits to refugee centres act as important tools that would aid in syllabus making for students of refugee and migration studies as well as for students from refugee and migrant families. Role of city and urban boundaries as space of work and living for migrants, labours working in the cities should be part of the syllabi.

Sudeep Basu discussed the effects of classroom teaching imbibed in inclusive education, recognition of heterogeneity, and ways of facilitating education for specially-abled learners through effective communication outside the classrooms. The challenges lie in bringing to practice enhanced tools for study of sensitive themes, improving methodological skills, combining reading and critically documenting migratory movements.

Biswajit Mohanty (who could not attend the session physically, but sent a written set of comments) pointed out the difficulties of the teachers engaged in syllabi framing during the COVID-19 period and mentioned that the syllabi were compiled in most cases by the teachers of respective departments of colleges through different phases of the pandemic. The University of Delhi with the autonomy of changing the contexts and themes of different modules of disciplines being taught in colleges and university departments regularly reflects a divergent approach towards syllabus making from the University Grants Commissions' (UGC) commendations for syllabus to be taught at departments of colleges and universities. Thus, the outcomes of syllabus framing and the integrated sections or themes and sub-themes and the benefits from the modules taught and instructions also become significant aspects of guidance for students' performances and academic career building.

'City of Transit', the third film in the trilogy of *Calcutta, A Migrant City* - the educational films produced by the Calcutta Research Group, was screened at the end of the session with a brief introduction on the film by Samata Biswas. The session closed with vote of thanks delivered by Imran Philip of the Calcutta Research Group.

10 September (2nd day)



Panel I

The session focussed on teaching migration through literature. There were three speakers, all of whom were teachers of English Literature and they discussed about their experiences of teaching migration literature in classroom settings. It was chaired by Sudeep Basu and Samata Biswas was the Discussant. Indira Chakraborty's (Bhattacharya), who teaches English at St. Xavier's University, Kolkata, in a paper titled "'Homing' and the Desire for 'Homing': Reading/Teaching Kamila Shamsie's *Kartography* through the Migrant's Experience" discussed about teaching Kamila Shamsie's *Kartography* (2002) from the perspective of migrant experience by exploring the politics around the Urdu word *muhajir* or *mohajir* which means migrant. Chakraborty discussed the socio-political connotations of the word and the implications that teaching such indigenous words might have on students who not only come from different backgrounds but also carry different experiences of migration. Since the term *muhajir/mohajir* also has religious connotations, it becomes particularly difficult to teach the text in class as it runs the risk of students feeling left out or victimised due to their religious identity.

Sanghita Sanyal (Department of English, Loreto College, Kolkata)'s paper titled "Teaching Indian Partition in an Indian classroom in English: Some Pedagogical Observations" dealt with the challenges of teaching migration through Partition Literature. She spoke of the standard methodology that is taken up while teaching Partition Literature in class and the challenges such methodology entails while

teaching the sensitive topic of Partition related migration. The most common difficulty is the 'bias' that students develop in their understanding of Partition as a violent event that uprooted a lot of people as against the multiplicity of narratives that entwine the event. Sanyal pointed about the confirmation bias that many students with a family history of Partition related migration have with regard to it thus making the attainment of objective understanding of the event a difficult process. She also discussed about the difficulty that many students face in processing the blood and gore of Partition and end up suffering from anxiety and panic attacks.

Mohamed Shafeeq Karinkurayil's paper titled "Teaching the Culture of Economic Migration" in a way, talked with the other two papers. It began by discussing the difficulties of teaching migration in classroom by highlighting the problems that the other two papers in the panel discuss. Shafeeq Karinkurayil teaches at Manipal Centre for Humanities, Karnataka. The paper stressed on the need to discuss literary texts on migration just as they are and to not treat these as anthropological or historical material based on which conclusions can be derived. It touched on the issue of differentiating migration literature from diaspora literature by figuring out the fundamental points of differences. In order to avoid the difficulties of teaching migration in a literature classroom, the paper stressed on the need to have a holistic approach towards the syllabus making process. The session ended with remarks from the Chair and Discussant followed by a discussion.

Panel II

Anwasha Sengupta of Institute of Development Studies chaired the panel. The panelists were Mushtaq Shaikh, Datta Meghe College of Engineering, Navi Mumbai; Sangbida Lahiri, University of Calcutta, Kolkata; Shankhamala Ray, Sivanath Sastri College, Kolkata. Mahalaya Chatterjee, University of Calcutta was the discussant of this panel.

Mushtaq Shaikh presented his paper titled "Supporting Rohingya Refugee Integration through Pedagogy driven Educational Intervention and Contextual Curriculum". He focused on how teachers, educators and change makers can facilitate situations to help refugees live. He talked about cross-cultural dialogues, the role of Madrasas in the absence of schools for Rohingyas in India, partnership with other refugee models in India, reframing and reforming Vocational Education Trainings (VET), representing positive stories of refugees and their resilience for peace, harmony and qualitative life. Shaikh emphasised on the importance of centralising refugee voices and representations, so that we can be able to have meaningful dialogues to co-create pedagogic methods and frame curriculum.



Sangbida Lahiri in her paper titled, “Uncertain lives and their education in India: A Critical Concern for the Teachers” tried to understand the situation of education of the children hailing from migrant labourers’ families after the lockdowns. After the pandemic in India, the intra-state and inter-state migrants are becoming a new category by law, and their rights remain unexplained and their situation is precarious. She shared some of the interviews she conducted of the school teachers and school administrators on this particular issue. Her findings included privatisation of schools and closing down of several schools. She also pointed out that during the lock-downs the number of migrant labourers who came back to their villages caused a spike in the drop-out rates in schools in all over the country.

Shankhamala Ray in “Portrayal of Migration, Identity Validation and Peace Education in the Films of Conflict Zones: Teaching Migration through Cinema” pointed out that the intricacies of human lives fractured by migration can very well be communicated to students through cinema. Films depicting migration expose the fault lines the communities develop over time and the predicaments associated with the future of the youth and children of those communities. Furthermore, *The Afghan Alphabet*, tried to teach the value of education to wipe off the trauma of violence from the minds of the children who left their war-torn homeland. Films deeply influence people’s minds and therefore it can educate generations to build a less violent and more civil future. Hence, while teaching migration through cinema, a lesson plan can also be drawn by both the teachers and the learners for the children of the victims of migration.

Mahalaya Chatterjee commented that the first paper rightly points out education as a tool to rewrite the realities of the lives of the Rohingyas and the right education

with vocational training can bring the Rohingyas to mainstream society of the host country. Also, it is important to take lessons from the experiences of the other refugees living in India – the Tibetan or Afghan refugees for example. She suggested that the civil society organisations must take the initiative to facilitate the process of bringing the Rohingyas into the mainstream. Chatterjee also suggested the timely intervention by Sangbida Lahiri to link education with the poor infrastructure of government schools. Taking on this point, Chatterjee linked this to the broader aspect of the New Educational Policy of 2020 which calls for privatisation of education. So, it goes against the right to education clause and for most of the children hailing from migrant labourer or refugee families, education will be out of limit.

Before opening the floor for questions, Anwesha Sengupta shared her observations on the presentations. About the first panelist, she pointed out the tension between integration and identity. For Sangbida Lahiri, it was suggested to link the first and second parts of her paper more neatly as the connection between the poor state of education, covid and the importance of introducing forced migration as a course into the syllabus is not properly explained. For the third paper, Sengupta suggested that maybe it will interesting to see how such films are received in the sense that there are homes, organisations that are showing films as a pedagogic tool to various groups who have been affected by violence. From the audience, Samata Biswas suggested that that taking into account of Chatterjee’s comments on vernacular education in different parts of India, Sangbida Lahiri should explore the topic further. Biswas also pointed out that films can be interpreted in various ways so while considering film as a medium of teaching/imparting knowledge we must take into account its fluidity.

Panel III

Shyamalendu Majumdar (co-convener of the workshop and Associate Professor at the Department of Political Science, Sivanath Shastry College) chaired the panel. The panel had three presentations.

Koyel Basu who works as an assistant professor at the Jangipur College Murshidabad was the first panelist. Her paper, titled, “Cornerstones of Migration Studies: Elements to Expand Knowledge” focused on two main aspects of migration. These were a) Gender dynamics and b) The role of aesthetics in migration studies. She remarked that the main problem while talking about the nature of migration lies in defining it in vernacular language. Though most of the students came from the migrant families, these students are sceptical about the questions on migration. Although the young adults/ students wanted to open up and talk about their

experiences of being a member of a migrant family but thought that their identity and narrative may create problems in their existence as citizens of the state. The whole debate on migration depended on the definition of migrants. She thought that a doubt remains in the scholarly researches on the definition of migrants. She referred the interview of Patrick Kingsley on the recent migration trends in Europe, she said that the idea of defining a person or a group of persons as 'migrants' or 'refugee' might create a negative connotation. She emphasised that the stories of the "left behind people" should be studied along with the migrants while teaching the migration studies. According to her, the reasons of 'immobility', especially the immobility among the women should be studied as an impact of migration. Stories of resilience, stories of integration and said that it should be taught to build epistemological knowledge in migration studies. The trauma that the left behind or migrant women were facing and incidents of sexual violence with the women should keep into the mind during preparing a syllabus on migration studies.



Paulami Sanyal from G D Goenka University Haryana was the next speaker of this session. In her paper titled "Researching with the Narratives of Trauma and Conflict: An Indian Researcher's work on Middle East" she talked about narratives of trauma and conflict of people who migrated due to political violence in the Middle East. She talked about the role of new media during the Arab Spring. Her research focused on the role of media during that time. Her presentation focussed on the problems faced by researchers who worked on sensitive issues on political violence. Referring to the works of Reymond Lee and Claire Renzetti, Sanyal said that the researchers on the sensitive issues should be more careful and show sensitivity towards the people whom they interviewed as well as the research topic. She said a few words about the research ethics. She concluded with the opinion that the research on sensitive issues like migration should be based on a certain research methodology.

Sreetapa Chakrabarty from Rabindra Bharati University was the third and last speaker of the session. Her paper titled “Rohingya children and the Pedagogy of Forced Migration and Refugee Studies: Some reflections” focused on the education of Rohingya children. The Rohingyas known as the “nowhere people in South Asia”, have been facing violence and discrimination for a long time now. While attention on educating refugee children is mostly focused on Europe, Rohingya children, despite being a huge number, hardly featured in the discourse of migrant children’s education. Sreetapa referred to the Child Law in Myanmar in 1993 and said that despite accepting the equal educational right to all the children, Rohingyas were excluded. The cause of exclusion was that they were not considered as citizens of the state. The worldwide study on migration pedagogy included this incident as the impact of de-jure statelessness. The main focus of Sreetapa’s paper was on; a) focusing the incident as a model study of statelessness in Asia and Europe, b) how to teach the incidents and c) what were the possible ways to teach. According to her the study on the education of Rohingya children was a classic example of the post-colonial migration in South Asia. Quoting Paulo Freire’s idea on ‘Critical Pedagogy’, Sreetapa said that it is relevant to take the challenge to put the overall study on Rohingyas and especially on Rohingya children in the field of migration studies as well as human rights. She concluded with the hope that the inclusion of the study on Rohingya children in the worldwide pedagogy of migration and human rights may ensure the rights of the Rohingya children also.

Arup K Sen was the discussant of the panel. He said that all three presentations of the session were intense. Koyel Basu’s presentation explained the different dimensions in refugee studies. He commented that while Koyel floated the idea of aesthetically explaining migration studies through maintaining balance between the male migrants and the left behind women, her paper should have focused on the epistemological question of teaching migration in classroom. Paulami’s study focussed on research methods on studying conflict and violence but he advised her to focus more on teaching migration in this. His advice for Sreetapa was to include the case of rehabilitation along with the statelessness in her plan.

The chair ended the session after comments and responses from the panellists.

Panel IV

Azeemah Saleem (JK Lakshmi Pat University, Jaipur), Kuldeep Singh Rajput & Sakshi Rajput (in absentia) were the panellists and Byasdeb Dasgupta chaired the panel while Ananya Chatterjee was the discussant.

Azeemah Saleem’s paper titled, “Refugees’ Rights and An Interdisciplinary Course: Impact of Visual-Audio Aids on the Student-Oriented Pedagogy” discussed about the sensitivity with which Migration & Refugee Studies should be taught in class

and the challenges of teaching the same to students of non-Humanities and non-Social Sciences backgrounds. Her paper focused on teaching an interdisciplinary course and the impact of Audio-Visual aid on the students. For this purpose, she hosted two workshops with students of B. Tech, B. Des, BBA, and BCA students and discussed the conceptual understanding of refugees, citizenship and labour rights, cultural adjustments, and language limitations. She discussed the kind of responses she received from the students like - 'why do we need to study refugee studies?', 'why do we need to know about their rights?' The purpose of the study was to sensitise the students about the issues of refugees and migrants so that they could develop a holistic understanding of the background from which forced migration as a phenomenon stems so that they could learn to look at refugees and migrants through a humanitarian lens by unlearning the conventional prejudices associated with them. With the help of audio-visual aids like documentary, short films, short clips, and cartoons, etc., a new pedagogical approach could be developed which would help students from technical and science backgrounds to develop a basic understanding of refugee and migration studies and issues.



Samata Biswas read out Kuldeep Singh Rajput and Sakshi Rajput's paper titled "Educating Children of Seasonal Migrant Workers: Alternative Education Model and Pedagogical Challenges". It talked at length about the condition of internal labour migration - both seasonal and long-term, and the aspect of educating the children of these labour migrants. The paper touched on census data and Sarva Shiksha Abhiyan's data to point out the low rate of participation of the children of migrant labourers in schools. It further focussed on the limitation of the formal model of education to cater to the needs of these children whose lives are precarious

in the sense that they travel to different places round the year with their parents who move across the country for work. Educational exclusion of these children is a multi-dimensional complex and inter-sectional phenomenon in education policy discourse due to high influence of structured, geo-spatially fixed formal schooling pattern at the traditional mind set. It focuses on prioritising equitable education and pedagogy in teacher education curriculum without which, the aim of inclusive education will never be achieved.

Ananya Chatterjee analysed both the papers and commented that Azeemah could have focused more on the need for using audio-visual aids of teachings specifically in teaching migration and forced migration. Regarding Kuldeep and Sakshi's paper, Chatterjee discussed about the relevance of the topic it focuses on by stating how the state should take into cognizance the aspect of the education of these children especially after the pandemic, the exigencies of which have now exposed the precariousness in which these people have been living all these years.

Closing Session

The closing session of the Workshop was chaired by Sabyasachi Basu Ray Chaudhury, Samata Biswas and Ananya Chatterjee. They delivered the concluding remarks and discussed the publication plans that would follow the conclusion of the workshop. An additional objective of the workshop, as discussed by them was to make it more than just a short event, and to maintain the momentum generated in the discussions of the day through continued dialogue. With this in mind, a concrete publication plan was proposed for the participants of the workshop, to be discussed and finalised collectively. It was proposed that all the panellists would make major or minor changes to their long abstracts according to the comments and discussions that emerged from the workshop. They would then develop their revised long abstracts into complete, full length articles. The articles invited from the participants would be of around five thousand to six thousand words, in addition to the existing long abstract of two thousand words. The articles should be formatted and cited according to the Chicago Manual style, and the first drafts should be submitted by 31 October, 2022. Consolidated editorial comments will be made on the basis of the workshop presentations by the coordinators of the workshop – Samata Biswas, Shyamalendu Majumdar, and Ananya Chatterjee. The aforementioned co-editors of the volume would submit their comments around the 20 September, 2022, giving the authors ample time to make the necessary changes to their work. They also proposed that the panellists should maintain a healthy discussion and take responsibility for the progress and development of their peers' articles. After the submission of the first draft, the articles would be distributed among the panellists (peer reviewers will be assigned according to compatibility of their research topics in due course of time).

Around fifteen days will be allotted for peer reviewing after the submission of the first draft. During this period, the editors will also develop a formal publication proposal to be forwarded to select publishing houses. The peer-review process would be followed by the submission of a consolidated feedback from the peer reviewers, following which the authors will work on their second drafts. This entire process, the speakers hoped, would be completed by the end of December, 2022.

The objective of the publication plans, as the speakers discussed, was largely to maintain a sense of continuity, and to encourage sustained dialogue between researchers and educators in the field of migration studies. The crystallisation of the long abstracts and the subsequent comments into longer papers would help concretise the thoughts of all the scholars present, and the publication of the same in the form of a book would help in reaching out to more people on the issues and methods of teaching migration in the classroom. The session ended with vote of thanks from Debasree Sarkar, Media and Programme Officer at CRG.

Rapporteurs for the workshop were: Shatabdi Das, Debashree Chakraborty, Debasree Sarkar, Rajat Kanti Sur, Emirilda Thabah and Sohini Sengupta.

List of Participants

- Ananya Chatterjee, Haldia Government College & CRG
- Anwesha Sengupta, Institute of Development Studies, Kolkata
- Arup K. Sen, Serampore College & CRG
- Azeemah Saleem, Center for Communication and Critical Thinking, JK Lakshmipat University, Jaipur
- Biswajit Mohanty, Deshbandhu College, Delhi
- Debasree Sarkar, Programme & Media Officer, CRG
- Indira Chakraborty, St. Xavier's University, Kolkata
- Koyal Basu, Jangipur College, Murshidabad
- Kuldeepsingh Rajput, Savitribai Phule Pune University, Pune
- Mahalaya Chatterjee, University of Calcutta & CRG
- Mushtaq Shaikh, Datta Meghe College of Engineering, Navi Mumbai
- Paulami Sanyal, GD Goenka University, Haryana
- Ranabir Samaddar, Distinguished Chair on Migration and Forced Migration Studies, CRG
- Sabyasachi Basu Ray Chaudhury, Honorary Director, CRG & Rabindra Bharati University,
- Samata Biswas, Sanskrit College and University, Kolkata & CRG
- Sangbida Lahiri, University of Calcutta, Kolkata
- Sanghita Sanyal, Loreto College, Kolkata
- Sakshi Rajput, Educator, Millennium National School, Pune
- Shafeeq Karinkurayil, Manipal Centre for Humanities (MCH), Manipal Academy of Higher Education (MAHE), Manipal
- Shankhamala Ray, Sivanath Sastri College, Kolkata
- Sreetapa Chakraborty, Rabindra Bharati University, Kolkata
- Sudeep Basu, Central University of Gujarat, Gandhinagar & CRG

Poster



MAHANIRBAN CALCUTTA RESEARCH GROUP
In collaboration with the
INSTITUTE FOR HUMAN SCIENCES, VIENNA

**TEACHING MIGRATION :
AN INTERDISCIPLINARY
TEACHERS' WORKSHOP IN
MIGRATION AND REFUGEE
STUDIES**

SEPTEMBER 9 - 10, 2022

**VENUE:
HOTEL THE SOJOURN,
KOLKATA**

This workshop is a part of CRG's ongoing programme on migration and forced migration studies, in collaboration with Rosa Luxemburg Stiftung (RLS), Institute for Human Sciences (IWM), Vienna and several other universities and institutes in India.

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