

## **S.Inc.3(f): Inclusion in Education: Context and Continuity** (Developed for M.Ed. Two Year Programme)

### **Concept Note**

Meeting the needs of increasingly diverse students, in the face of ever-broadening standards and requirements, is an overwhelming challenge for today's conscientious practitioners in education. There is substantial research related to the nature of educationally significant differences and the designs of supportive learning environments. The practitioners, however, meet a unique set of challenges within and across these diverse contexts and constantly alternate between practice to theory to practice. To capacitate the course candidates acquire a conceptual as well as experiential understanding of curricular and classroom processes with specific reference to inclusion in education is thus of critical relevance.

### **Course Objective**

The primary objective of this course is to provide a hands-on experience to future teachers, researchers and trainers for meeting the challenges of diversity in an inclusive set-up. Further the course aims at strengthening their abilities for curricular and content adaptations facilitating the process of designing context specific classroom practices for creating an enabling learning environment for each learner.

Note: Since the proposed course aims at providing intense context specific experience to the students, it is envisioned that a large time about fifty percent of the total time allotted for the course will be dedicated to practicum. Consequently, the practicum designed in each unit is an essential component of this course.

### **Unit I: The Pragmatics of Inclusion in Education**

- The internalized position of the privileged and dispossessed
- Tribulations and dilemmas created by inclusion
- Revisiting rationale for inclusion in education
- Strategies to reduce resistance to change and promote successful inclusion
- Significance of an informed and prepared leadership : confronting achievement gaps as an leadership issue

Practicum: Field observation and focused group discussions to comprehend lived realities of various stakeholders in an educational context.

### **Unit II: Curriculum: Educating without Bias**

- Access to School Curriculum: the invisible boundaries
- Nature of Curriculum: Intended, taught and learned curriculum
- Curriculum decision making: curriculum sequence, time allotment and decision about time
- Curriculum adaptations: competence and resources

Practicum: Critical analysis of curriculum frameworks and curricular adaptations to examine their potential effectiveness in an inclusive set-up.

### **Unit III: Including Diversity: Creating Intersection and Interface in an Inclusive classroom**

- Confluence of a variety of representation and Expression: effective respectful communication
- Developing competence among practitioners: designing context specific, content enriched adaptations creating inclusive opportunities
- Is the student making progress: individual-referenced decisions; barriers to an individual's self-assessment; providing feedbacks(early/frequent)
- Issues of labeling the marginalized and poor as learning disabled: essentials to work with individual children and parent; school readiness and parental support; creating a parent friendly environment

Practicum: School and classroom observations; Case studies of school students/teachers/ administrators.

### **Unit IV: Technology: A Continuum of Access to Curriculum**

- Diverse learner, Multiplicity of Context and Technology
- Selecting definite technologies in a diverse context
- Assistive/Adaptive ; Supportive; Remediation; Compensatory and Extension Technologies
- Technology and Individualized Educational Plans
- Networking: Mass Media, Social and Electronic networking as supporters or barriers to promoting Inclusion

Practicum: Theme-based projects (group/individual) for developing technologies to create enabling learning environments.

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