

M Ed Two Year Programme

S.Inc. 1 (f) : Inclusion, School, and Pedagogy

Maximum Marks: 100

Concept Note

The education system in our country is now focusing upon developing inclusive set-up across all levels of education in general and more specifically at school level. In specific context of school this means acknowledging that the students have wide range of individual learning needs and are members of diverse communities. Consequently, the pedagogical designs and planning require due focus on addressing diversity arising from ability, family background, social class, gender, language, class, cultural origin and similar others.

Objective:

The primary objective of this course is to facilitate the course candidates develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating inclusion with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum.

Unit I : Inclusion: Homogeny or Diversity

- A brief history of Discrimination and Exclusion
- The Philosophical, Sociological Historical and Political foundations of Inclusion
- Conceptualizing Curriculum: Role of national curriculum framework
- Significance of creating Inclusiveness in school: locating and responding to concerns and dilemmas

Unit II: School: Changing Perspectives

- Inclusion or Invasion: Negotiating Attitudes, Dispelling biases, Challenging Stereotypes
- Intersecting Inequalities: Developing a context for collective action and individual mobility
- Challenges of intergroup contact in school

Unit III : Pedagogy: Implicit and Dynamic Processes

- Ability/inability Paradox: Repositioning the Question of Competence
- Emerging schemas for addressing diversity in inclusive schools like Diversity Pedagogy Theory, Evidence-Based Practices in Education and Universal Design for Learning
- Collaborations as a key feature of inclusive set-ups, Building partnerships

Unit IV: Teacher: The Pivotal Focus

- Responses to Diversity in School: Teacher's beliefs about educationally significant differences
- Nature and Source of Pedagogical Content Knowledge
- Curricular Adaptations, Differential planning, Multiple representations (reference teaching-learning resources) , Modified learning task, assessment procedures & materials

- Continuous professional development of teachers for successful implementation and continuation of inclusive practices in schools

Unit V : Research Perspectives

- Paradigms that Shape research in Inclusion
- Methodological debates and Challenges

References

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