

Master of Education (M.Ed.)

Title of the Course: S. Inc. 1 (f): Inclusion, School, and Pedagogy

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

NEP 2020 has provided a vision for the education system in our country with a dedicated focus on developing an inclusive set-up across all levels of education. This means acknowledging that the students have a 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 intersectionality across ability spectrum, socio-personal experiences, social class, gender, language, class, cultural origin and similar others.

Learning Outcomes

After completion of the course, student will be able to:

1. comprehend the multidimensional process of inclusion.
2. acknowledge, accept and value diversity.
3. develop an in-depth understanding of biases in school processes.
4. acquire theoretical insights into creating inclusive pedagogical designs

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Inclusion: Homogeneity or Diversity

(3 weeks = 12 hours)

- Historiography of Discrimination and Exclusion
- Intersecting Inequalities: Challenges of Intergroup Contact; Collective Action and Individual Mobility
- Social Justice, Legislation and Empowerment
- Creating Inclusiveness in School: Locating and Responding to Concerns and Dilemmas.

Unit 2: School: Changing Perspectives

(5 weeks = 20 hours)

- Inclusion or Invasion: Negotiating Attitudes, Dispelling biases, Challenging Stereotypes
- Responses to Diversity in School: Teacher's Beliefs about Educationally Significant Differences
- Inclusive Learning Spaces: Impact of Global Scenario; Role of National and Local Bodies.

Head/Dean

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Unit 3: Pedagogy: Implicit and Dynamic Processes

(5 weeks = 20 hours)

- Ability/inability Paradox: Repositioning the Question of Competence
- Collaborations as a key feature of inclusive set-ups, Building partnerships
- Continuous professional development of teachers for successful implementation and continuation of inclusive practices in schools

Unit 4: Research Perspectives

(2 Weeks = 8 hours)

- Paradigms that Shape Research in Inclusion
- Methodological Debates and Challenges


Practicum/ Suggested Projects / Assignments

1. Case study to describe the role of various stakeholders in promoting exclusion/inclusion.
2. Research Article Review
3. Annotated Bibliography
4. Thematic Term Paper

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential / Recommended Readings

- Dovidio, J.F., Hewstone M., Glick, P. & Esses, V.M. (2010) Handbook of Prejudice, Stereotyping and Discrimination. India: Sage Publication
- Kumar, S (2021). Pedagogy and Human Rights Perspective: What Teachers have to Say. Journal of Indian Education, NCERT, 50(4), 84-96. ISSN: 0377-0435 (Print) R.N. 26915/75 0972-5628 (Online).
- Kumar, S. (2018). Exploring Pedagogy from a Human Rights perspective. In Kapur, V. & Ghose, S. (Eds). Dynamic Learning Spaces in Education. Springer Publication. (pp 247- 264). ISBN: 978-981-10-8520-8
- Kumar, S. (2022). Open Margins: Diversity among Homosexuals in Urban India. In Joshi, Tanaka & Perpoonwiwat (Eds.). Gender Cityscapes: Perspectives on Identity and Equity in Urban Asia. Delhi: Rawat Publication. [Chapter-9] (pp 131-147) ISBN: 978-81-316- 1114-2
- Kumar, S., Saxena, V. (2018). Psychological and Sociological Perspective in Diversity and Inclusion. Delhi: Kanishka Publication House. ISSN 978-81-8457- 841-6
- Maitra, K. & Saxena, V. (2013). Inclusion: Issues and perspectives. Kanishka Publisher. ISBN: 978-81-8457-030-4
- Naraiian, S. (2011) Pedagogic Voicing: The Struggle for Participation in an Inclusive set-up, Anthropology & Education Quarterly 42(3), 245-262
- Premchander, S., Sudan, K. and Peter Reid, P. (Eds.) (2009) Finding Pathways Social Inclusion in rural development, Bangalore : Books for change
- Rajeshwari, S. Saxena, V. (2013). Education of children with disabilities: Historical and policy critique. Rayat Bahra Journal of Education, 1(1). 45-53.


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- Rajeshwari, S., & Saxena, V. (2015). Inclusive classrooms: Issues and challenges for pre-service teacher training programmes. In K. Akalamkam & S. Sharma (Eds.), Pedagogic trajectories. Synergy Books India (pp 83-91) ISBN: 978-93-82059-30-1
- Saxena, V. (2016). En route to inclusive school system: responding to involvedness of the school teachers. Teacher Education, 50(1,2). (pp 1-15)
- Saxena, V. (2016). Inventive peer interactions: key to successful inclusion in Indian schools. Quest: interdisciplinary journal, 10(3), 264-269.
- Saxena, V. (2016). Invisible childhood: But why should I go to school. Journal of central university of Haryana, 3. (Article 3 pp 18-20).
- Saxena, V. (2017). Democratizing teaching-learning spaces in higher education. The Communications: Journal of Applied Research in open and Distance education, 25(1), 8-15.
- Saxena, V., (2016). Counteracting the inertia to balance gender equation in science. In D. U. Joshi, & C. K. Permponwiwat (Eds.), Equating gender: Explorations in the Asia-Pacific. Rawat Publication. [Chapter 18] (pp 260-268)
- UNESCO (2003). Overcoming Exclusion through Inclusive Approaches in education. A challenge and a Vision. Conceptual Paper
- Varshney, P. & Saxena, V. (n.a.). Educational Aspiration of the children of construction workers: Rethinking teacher education programmes. In K. Akalamkam & S. Sharma (Eds.), Pedagogic trajectories. Synergy Books India. (pp 216-225)

Teaching Learning Resources (Digital and others):

The resources will be generated with the active collaboration of the students.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, media analysis, projects and collaborative learning tasks which enhance critical thinking and reflective practices.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Key Words: Diversity, Inclusion, Discrimination, Exclusion, School Education, Pedagogy.