

Master of Education (M.Ed.)

**Title of the Course: S.Inc.3 (f): Inclusion and Education: Perspectives from School
Education**

(Semester: I, II, III, & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

Inclusion is the key idea in contemporary society, where Sustainable Development Goal 4 specifically emphasises the urgency of social inclusion and focuses on the quality of education and inclusive education. In the context of school and higher education, there is a need to critically explore the historical foundations of educational systems and their inherent exclusionary practices, shedding light on marginalised groups such as persons with disabilities, girls, and racial minorities to understand the complexities of the education system. To address these discrepancies prevalent in education, NEP (2020) emphasises achieving inclusive and equitable education. The policy also suggested different strategies and measures to foster inclusive education at schools and higher education.

By dwelling on the different perspectives associated with school education, this course introduces the multiple aspects of inclusion, school as a site of both inclusion and exclusion, developing inclusive school spaces, fostering inclusive practices in school education and exploring the related research trends. This course can be offered to any M.Ed. student who wishes to enhance their critical thinking, creativity, and active participation in shaping a more sustainable and inclusive education setup for an equitable society.

Learning Outcome

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

1. Examine the historical roots of exclusion within school and higher education systems.



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2. Identify and understand the experiences of marginalised groups (e.g., persons with disabilities, girls, racial minorities) in education.
3. Critically looking at various strategies for creating inclusive schools and fostering inclusive practices in school education.
4. Examine the challenges and opportunities associated with implementing inclusive education effectively.
5. Exploring and analysing current research trends in inclusive education and identifying areas for further exploration.

Number of Units: 3

Weeks 15 = 60 hours

Unit 1: Multiple Perspectives of Inclusion

(5 weeks = 20 hours)

- Deconstructing Disability as Discourse
- Social Dimension of Inclusion and Exclusion
- Inclusion and Exclusion as momentary process: Stereotype, Prejudices, Discrimination and Marginalisation

Unit 2: Towards Inclusive School

(7 weeks = 28 hours)


- Exclusionary Roots of Schooling
- Beyond Deficit: Recognizing and Nurturing Giftedness in Inclusive Settings
- Strategies for Transforming Schools into Inclusive Spaces, Pedagogical approaches (UDL, Adaptation) and Resources Integrating Technology
- Exploring the Challenges and Opportunities of Inclusive Education
- Lessons from Special Education
- Role of Stakeholders (Parents, Teachers, Policy Makers)- A collaborative approach

Unit 3: Research in Inclusive Education

(3 Weeks = 12 hours)

- Dimensions of researching in inclusive education
- Critical Research in the Area of Inclusion and Inclusive Education
- Research Trends in Inclusive Education

Practicum/ Suggested Projects / Assignments (Any Two)


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1. Present a real-world scenario (from news, film, or personal experience) that raises questions about inclusion/exclusion in education. Students will analyse the situation using concepts like disability as discourse, marginalisation, and stereotypes.
2. Students select a current policy related to inclusive education (e.g., IEP development, assistive technologies) and analyse its strengths and weaknesses. They consider its effectiveness in promoting inclusion and propose recommendations for improvement.

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


Essential/ Recommended Readings and Documentaries

- Apple, M. W. (2013). *Official Knowledge*. Routledge. http://books.google.ie/books?id=AtJzub7p4GYC&printsec=frontcover&dq=The+Politics+of+Official+Knowledge:+Does+a+National+Curriculum+Make+Sense%3F&hl=&cd=2&source=gbs_api
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- Obiakor, Festus E., Bakken, Jeffrey P., & Rotatori, Anthony F. (Eds). (2010). Current Issues and Trends in Special Education: Identification, Assessment and Instruction. UK. Emerald Group Publishing.
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Teaching Learning Process


The course utilises interactive methods like seminar discussions, film analysis, field visits, investigatory projects, critical review analysis and collaborative learning tasks. Students will engage with core readings and explore their biases through reflective activities. Innovative projects will challenge them to apply their knowledge and propose solutions for inclusive education, fostering a dynamic learning environment that promotes critical thinking and active participation.

Assessment Method

A multifaceted assessment plan will employ both formative and summative evaluations. Ongoing formative assessments, such as class participation, tasks, and projects, will provide continuous feedback. A comprehensive final exam will be the summative assessment, measuring overall knowledge and critical thinking skills.

Key words: Inclusion, School, Education

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