

## Master of Education (M.Ed.)

Title of the Course: S. Inc. 5 (f) Inclusion in Education: Context and Continuity

(Semester: I, II, III & IV)

Credits 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

### Introduction of the Course


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.

### Learning Outcomes

After completion of the course student will be able to:

1. Understand the challenges and possibilities of inclusion in education
2. assess how curriculum design and implementation impact diverse learners. Develop strategies to create inclusive curricula and learning materials.
3. Design classroom practices that are responsive to students' diverse backgrounds, learning styles, and needs, promoting respect and equity.
4. Critically reflect on issues of labelling and ability, and develop strategies to work collaboratively with parents/guardians to support diverse learners.
5. Critically analyze and integrate assistive and adaptive technologies to create accessible and equitable learning environments for all students.



  
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**Number of Units: 5**

**Weeks 15 = 60 hours**

**Unit 1: The Pragmatics of Inclusion in Education**

**(3 weeks = 12 hours)**

- 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

**Unit 2: Curriculum: Educating without Bias**


**(4 weeks = 16 hours)**

- 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

**Unit 3: Including Diversity: Creating Intersection and Interface in an Inclusive classroom**

**(4 weeks = 16 hours)**

- 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.

  
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#### Unit 4: Technology: A Continuum of Access to Curriculum (4 weeks = 16 hours)

- 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/ Suggested Projects / Assignments (Any Two)

1. Field observation and focused group discussions to comprehend lived realities of various stakeholders in an educational context.
2. Critical analysis of curriculum frameworks and curricular adaptations to examine their potential effectiveness in an inclusive set-up.
3. School and classroom observations; Case studies of school students/teachers/administrators.
4. Theme-based projects (group/individual) for developing technologies to create enabling learning environments.

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

#### Essential/Recommended Readings

- Baldock, P. (2010). Understanding cultural diversity in the early years. SAGE.
- Bangs, J., Macheath, J., & Galton, M. (2011). Reinventing schools, reforming teaching. Routledge.
- Bray, M., Brown, A., & Green, T. D. (2004). Technology and the diverse learner: A guide to classroom practice. Corwin Press.
- Chander S. and Patra G. (2021). Education of Children with Disabilities: Exploring Possibilities with Artificial Intelligence. Pedagogy of Learning, 7 (3), 29-35.

  
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- Chander, S. and Chetna Arora (2020). Integrating Technology into Classroom Learning. Indian Journal of Educational Technology. CIET, NCERT. Volume 2. Issue 1.
- Chander, S. and Arora, C. (2019). Connectivism Pedagogy and Virtual Learning Environment-Two Sides of the Same Coin. Distance and Open Learning: Challenges and Opportunities in the current Scenario. Published by Jamia Millia Islamia. 978-81-943147-4-5
- Chander, S. (2022). Adolescents and Issues Related to Learning and Academic Achievement. in Adolescence in India: Issues, Challenges and Possibilities. Ed. by Swati Patra. Springer Link.
- <https://link.springer.com/book/10.1007/978-981-16-9881-1/>
- Lumby, J., & Coleman, M. (2007). Leadership and diversity: Challenging theory and practice in education. SAGE.
- Rajeshwari, S., & Saxena, V. (2015). Inclusive classrooms: Issues and challenges for pre-service teacher training programmes. In Pedagogic Trajectories (pp. xx-xx). Synergy Publication.
- Saxena, V. (2012). Contemporary trends in education: A handbook for teacher educators. Pearson.
- Saxena, V. (2016). Diversity across giftedness: A conceptual analysis. In Beyond Horizons: Giftedness in 21st century (Ed.) (pp. xx-xx). JPIP, Pune.

#### Additional Readings:

- Chander, S, Kumar, R. and Bharti(2018). *Teacher Education in the 21st Century. SAGE text. New Delhi*
- Saxena, V. (2016). Counteracting the inertia to balance gender equation in science. In D. Upadhayay Joshi & C. K. Permpoonwivat (Eds.), Equating Gender Explorations (pp. xx-xx). Rawat Publication.
- Dimmock, C., & Walker, A. (2005). Educational leadership: Culture and diversity. SAGE.
- Saxena, V. (2007). Empowering teachers to advocate for inclusion. EENET Asia, Issue 4.
- Maitra, K., & Saxena, V. (2008). Inclusion: Issues and challenges. Kanishka.

- Naraiian, S. (2011). Pedagogic voicing: The struggle for participation in an inclusive classroom. *Anthropology & Education Quarterly*, 42(3), 245-262.
- Saxena, V. (2012). Process of inclusion and education-A critique. *Educationia Confab*, 1(4), 30-33.
- Perrone, V. (1997). Towards an education of consequence: Connecting assessment, teaching and learning. In A. Lin Goodwin (Ed.), *Assessment for equity and inclusion* (pp. xx-xx). Routledge.
- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Educational Theory*, 59(3), 297-325.

### Teaching Learning Process

This course will embrace an interactive and exploratory learning journey, fostering your transformation into curriculum architects. Expect lively discussions sparked by real-world case studies, collaborative group activities where you'll design inclusive learning experiences, and independent exploration through guided research tasks. Technology will be used, with online tools and resources enriching your explorations. Prepare to think critically, question creatively, and leave each session brimming with new perspectives and practical skills to shape impactful curricula that ignite young minds.


### Assessment Method

Your internal assessment (30 marks) reflects your active participation, collaborative spirit, and technological adeptness. Be ready to critically analyze your learning journey through mid-semester reflections and showcase your curriculum solutions.

The end-term exam (70 marks) puts your knowledge to the test. Expect a comprehensive blend of objective and subjective questions assessing theoretical understanding, analytical skills, and practical application. You'll tackle a real-world case study, designing a curriculum intervention that demonstrates theoretical alignment, effective strategies, and sound assessment techniques.

**Keywords:** School Curriculum, Diversity, Decision-making.

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