

DIVERSITY, GENDER AND INCLUSIVE EDUCATION

Maximum Marks: 100

External: 70

Internal: 30

Design of the Course

- Each unit of study must have some kind of field-based engagement.
- Specific readings as suggested in discussion, and essential readings should be used for a deeper and closer understanding of each unit.

Rationale and Aim

This course addresses the complex relationship that exists between diversity, inequity, and education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Children with special needs, those from marginalized communities as well as girls have been traditionally excluded from education. Inclusive education, as understood today, must give a place to all children, while specifically addressing the above. This becomes even more significant in the light of the Right to Education Act 2009. While critically looking at our education through this lens, this course also tries to explore certain possibilities by addressing the nature of inclusive education as well as the sensibilities and skills that it demands from the teacher.

Specific Objectives

- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors
- To focus on the structures (implicit and explicit) in our schools that serves as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education.

UNITS OF STUDY

UNIT I: Inclusive Education

- Meaning of Inclusive Education
- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Addressing Inequality and Diversity in Indian Classroom : pedagogical and

- curriculum concerns
- Understanding and exploring the nature of assessment for Inclusive Education

UNIT 2: Children with Special Needs

- Historical and Contemporary perspectives to disability and inclusion.
- Range of Learning Difficulties
- Disability identification, assessment and intervention.
- Approaches and skills for teaching Children with Special needs.

UNIT 3: Gender, School and Society

- Social Construction of masculinity and femininity
- Patriarchies in interaction with other social structures and identities
- Reproducing gender in school: Curriculum, textbooks, classroom process and student - teacher interactions
- Working towards gender equality in the classroom.

Mode of Transaction

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices.
- Dialogue and discussions have to be the key for the transaction of this course.

Essential Readings

- Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New-Delhi.
- Frostig, M. and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. Grune & Stratton: New York .
- Geetha, V. (2007) *Gender*. Stree: Calcutta.
- Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) *School, Society, Nation: Popular Essays in Education* New Delhi, Orient Longman
- Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India, in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

Readings for Discussion

1. Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls. *Social Change*, 36 (3) pp 161-176
2. Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
3. Singh, Renu (2009). The wrongs in the Right to Education Bill. *The Times of India*, 5 July.
4. Kumar, Krishna (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.

Advanced Readings

1. Manjrekar, N. (2003) 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582
2. Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
3. Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.
4. Macdonald, M. (1980) Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (ed.) *Schooling, Ideology and the Curriculum*. Lewes. The Falmer Press: UK pp 29-49.
5. Gabel, Susan L. (ed.), (2005) *Disability Studies in Education, Readings in Theory and Method*. Oxford: London.