

GENERAL ELECTIVE COURSE – 5 (GE 5): DIVERSITY AND INCLUSION: A CRITICAL PERSPECTIVE

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Diversity and Inclusion: A Critical Perspective (GE:5)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Understanding the Need and Challenges about the process of inclusion
2. Comprehend the multiple dimensions of diversity
3. Develop skills to promote inclusion

Learning outcomes

After completion of the course student will be able to:

1. describe the process of inclusion
2. discuss the various dimensions of diversity and intersectionality across these.
3. acquire the skills and competencies to advocate and promote inclusive learning spaces.

Total Hours:45

Unit I: Inclusion: Attaining Assimilation or Realising Uniqueness (12 Hours)

- Sociological and Political Foundations of Inclusion
- Inclusion or Invasion: People's Belief System; Concept of Othering
- Intergroup Contact: Hegemony and Empowerment

Unit 2: Understanding Diversity (15 hours)

- Intersectionality across Personal, Social, and Institutional Milieus; Repositioning Competence in Diverse Contexts.
- Developing a Response to Diversity: Critically Examining the Process of Standardisation and Tokenism
- Effective and Respectful Communication: Basic Skill to Ensure Inclusion.

Unit 3: Education as an Agent of Change (8 hours)

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- Developing a Rationale for Inclusion in Education:
- Models for Inclusion – from segregation to inclusion

Unit 4: Building Inclusive Spaces

(10 hours)

- Creating an Inclusive Ecology in Educational Institutions: Role of Students, Teachers, Principal, Parents and Community.
- Inclusive Learning Spaces: Impact to Global Scenario; Role of National and Local Bodies

Practicum/ Suggested Projects / Assignments (Any Two)

1. Case study to comprehend the multidimensional nature of issues related with diversity and inclusion.
2. Review of NEP 2020 with specific reference to promoting Inclusion across different stages of education.
3. Book Review to develop an in-depth understanding of challenges and process of inclusion.
4. Field and Community Visits

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

Essential Readings

- Asthana, N. (2023). Creating an Inclusive School. (1st ed.). Learning Pvt. Ltd.
- Chander, S. (2022). Adolescence 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/>
- Dovidio, J.F., Hewstone M., Glick, P. & Esses, V.M. (2010) Handbook of Prejudice, Stereotyping and Discrimination. India: Sage Publication
- Kumar, S., Saxena, V. (2018). Psychological and Sociological Perspective in Diversity and Inclusion. Delhi: Kanishka Publication House. ISBN 978-81-8457-841-6
- Maitra, K. & Saxena, V. (2013). Inclusion: Issues and perspectives. Kanishka Publisher. ISBN: 978-81-8457-030-4
- 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. (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. (2017). Democratizing teaching-learning spaces in higher education. The Communications: Journal of Applied Research in open and Distance education, 25(1), 8-15.

Additional Readings

- Chander, S, Kumar, R., and Bharti (2018), Teacher Education in the 21st Century. SAGE text. New Delhi
- Kumar, S (2021). Pedagogy and Human Rights Perspective: What Teachers have to Say.

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Journal of Indian Education, NCERT, 50(4), 84-96. ISSN: 0377-0435 (Print) R.N. 26915/75 0972-5628 (Online).

- Saxena, V., (2016). Counteracting the inertia to balance gender equation in science. In D. U. Joshi, & C. K. Permpoonwiwat (Eds.), Equating gender: Explorations in the Asia-Pacific. Rawat Publication. [Chapter 18] (pp 260-268)
- Saxena, V. (2016). Invisible childhood: But why should I go to school. Journal of central university of Haryana, 3.(Article 3 pp 18-20).
- 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 Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

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 end- semester examination.

Key words:

Diversity; Inclusion; Education; Belief System; Communication.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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