



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

- 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

Practicum: School and classroom observations; Case studies of school students/teachers/ administrators.

**Unit IV: Technology: A Continuum of Access to Curriculum**

- 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: Theme-based projects (group/individual) for developing technologies to create enabling learning environments.

**References**

1. Contemporary Trends in Education: a handbook for teacher educators (2012), V. Saxena: Pearson
2. Counteracting the Inertia to Balance Gender Equation in Science (2016) V. Saxena in Equating Gender Explorations in D. Upadhyay Joshi & C. K. Permpoonwivat (Ed.) : Rawat Publication: New Delhi.
3. Critical Analysis of Education Policies and Acts Related to People with Disability in India S. Karmakar and V. Saxena, Journal of Indian Education Volume XXXXI Number 1 May 2015 pg. 5-18.
4. Diversity across Giftedness: A conceptual analysis(2016), V.Saxena in Beyond Horizons: Giftedness in 21<sup>st</sup> century (Ed.), JPIP, Pune.
5. Educational Leadership: Culture and Diversity (2005) by Clive Dimmock & Allan Walker : SAGE .
6. Empowering Teachers to Advocate for Inclusion,V.Saxena in EENET Asia, Issue 4, 2007. UNESCO Bangkok.
7. Inclusion: Issues and Challenges (2008), K. Maitra and V. Saxena, Kanishka
8. Inclusive classrooms: Issues and Challenges for Pre-service teacher training programmes (2015), S. Rajeshwari & V. Saxena in Pedagogic Trajectories, Synergy Publication.
9. Leadership and Diversity: Challenging Theory and Practice in Education (2007), Jacky Lumby & Marianne Coleman: SAGE.
10. Pedagogic Voicing: The Struggle for Participation in an Inclusive Classroom S. Naraiyan Anthropology & Education Quarterly Vol. 42, No. 3 (September 2011), pp. 245-262
11. Process of Inclusion and Education- A Critique, V.Saxena, Educationia Confab, Vol. 1, No. 4, December 2012, Pg 30-33.
12. Reinventing Schools, Reforming Teaching (2011),J. Bangs, J. Macbeath & M.Galton: Routledge
13. Technology and the Diverse Learner: A Guide to Classroom Practice (2004)Marty Bray, Abbie Brown & Timothy D. Green: Corwin Press.
14. Towards an education of consequence: Connecting assessment, teaching and learning (1997), V. Perrone in Assessment for equity and inclusion A. Lin Goodwin (Ed.), Routledge.
15. Understanding Cultural Diversity in the Early Years (2010) Peter Baldock: SAGE
16. Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy by Elizabeth Ellsworth, Volume 59, Number 3 / Fall 1989 Pages 297-325