

# CRITICAL PERSPECTIVES ON “inclusive education”

## Overview

In recent years there has been a growing focus on providing education for children with disabilities across the globe. This is most prominently acknowledged in the Sustainable Development Goals (UN, 2015). SDG, Goal 4 mandates that nation states need to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Such a strong focus on children with disabilities, with a particular emphasis on inclusive education is unprecedented in global discourse and provides a significant opportunity to bring about positive change in the educational lives of children with disabilities and others who are marginalized from and within the education system. These debates are of particular relevance to India given the strong focus on inclusive education in both its national programmes- Sarv Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Additionally, in the last decade or so, public discourse around disability has grown in India. However, there continues to be significant lacuna in critical understanding of inclusive education in academic debates.

The course aims to assist participants in developing a critical engagement with contemporary issues in the field of inclusive education. It will provide a rich, empirically grounded engagement with key concepts, perspectives and theoretical models relating to inclusive education, disability and special educational needs. It will introduce participants to international debates but also assist them in making sense of their relevance and impact on national developments both at the level of policy making and school based practices.

<b>Schedule</b>	<b>October 30 to November 3, 2017</b>
<b>Host Institute</b>	Central University of Haryana
<b>Maximum Number of Participants</b>	50
<b>You Should attend If...</b>	<p>You are a <b>research scholar or post-graduate student</b> interested in learning about the concept of inclusive education and its relevance and impact on national developments both at the level of policy making and school based practices.</p> <p>You are a <b>faculty from academic institutions</b> working in Faculties of social sciences with research interests in inclusive education and disability.</p> <p>You are a <b>School leader or Higher Educational Institution Leader</b>.</p>
<b>Course Registration Fee</b>	<ol style="list-style-type: none"><li>1. Participants from abroad: US \$150</li><li>2. Industry Organizations: INR 4000</li><li>3. Faculty: INR 2000</li><li>4. Students: INR 1000(gen/OBC), INR 500(SC/ST) &amp; no fees for PWD candidates.</li></ol> <p><b>The above fee includes all instructional materials, computer use for tutorials, 24 hr free internet facility. The participants will be provided accommodation on payment basis.</b></p>

## Learning Module

Module		
<b>Day 1</b> <b>Monday</b> 30/10/17 (10:30-12:30)	Introduction to Inclusive Education:  key debates and dilemmas in the international context	Draw on historical and sociological perspectives to reflect on the development of inclusive education internationally.  Interrogate the meanings of key concepts and explore some of the tensions, ambiguities and contradictions within these.  Critically reflect on relevance of these for the Indian context.  Recognize fundamental problems emerging in current the discourse and implications for the Indian context.
<b>Day 2</b> <b>Tuesday</b> 31/10/17 (10:30-12:30)	Models of disability:  Theoretical and conceptual advances in the field	Discuss different theorisations of disability and the models underpinning the construction of special educational needs.  Examine how assumptions about disability influence educational policies and provisions.  Reflect on how binaries imposed by the medical and social models of disability are less relevant.  Introduce participants to the World Health Organisation's model of disability.
<b>Day 3</b> <b>Wednesday</b> 1/11/17 (10:30-12:30)	Education and disability: implications for policies and practices	Bring together issues around disability and education to highlight core concerns and dilemmas in developing inclusive systems.  Use the <i>Sarva Shiksha Abhiyan</i> and the <i>Rashtriya Madhmik Shiksha Abhiyan</i> as case studies to explore the potential and challenges in meeting the needs of children with disabilities.
<b>Day 4</b> <b>Thursday</b> 2/11/17 (10:30-12:30)	Classroom Practices for Equality, Diversity and Inclusion	Discuss the concept of inclusive pedagogy, what it means and how it is implemented in different settings.  Examine the role of teachers, whole school approaches and other professionals in supporting inclusion.  Reflect on classroom based evidence from different national contexts to understand inclusive practices.
<b>Day 5</b> <b>Friday</b> 3/11/17 (10:30-12:30)	Researching 'inclusive education'	Develop strong rationale for why we need to research inclusive education.  Key variables in supporting the development of an 'inclusive' educational research project.  Review 4-5 research projects to examine how focusing on disability can inform greater understanding of inclusion/exclusion.

## THE FACULTY



**Dr. Nidhi Singal** is a Reader in Inclusive Education at the **University of Cambridge**, UK. She is an expert in the field of inclusive education, with over 15 years of experience of working on issues of marginalization and inclusion in Southern contexts. Her research expertise is particularly focused on South Asian and African contexts. She has worked as a consultant for a range of international organisations such as, CBM, Handicap International, Sight Savers, assisting them in developing research projects, programme evaluation and policy work. She has also advised policy makers in various countries, and was invited by the Ministry of Norway to be part of the working group on Inclusive Education for the Oslo Education Summit. She has provided expert evidence to the Council of Europe and also worked with Department for International Development, UK. She has successfully led various international research projects and is currently the Co-PI for the Teach Effectively All Children (TEACH) Project funded by the ESRC-DFID, which is based in (Haryana) India and Punjab (Pakistan). She also leads on the inclusive pedagogy and disability sub- themes of the Impact Imitative Project funded by the ESRC-DFID. Nidhi recently completed an evaluation of the RMSA in relation to the education of children with disabilities, and another evaluation of the Activity Based Learning Programme in Tamil Nadu. She is on the Editorial board and is a reviewer for various international journals in the areas of inclusive and special education. She also reviews for various publishing houses and grant making bodies.



**Dr. Aarti Yadav** is an Assistant Professor in the Department of Education at Central University of Haryana, Mahendragarh. Her research interests include cognition and learning, social and emotional development, problem based learning, inclusive pedagogy and higher education.

### Course Coordinator:

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