

- **Chattoraj, P. (Ed.). (2026).** *Child protection in India: Assessing multi-disciplinary response mechanisms*. Routledge.
- **Chopra, G. (2015).** *Child rights in India: Challenges and social action*. New Delhi: Springer.

Unit III

This unit explains the key laws, policies and institutional mechanisms that safeguard children's rights in India. It builds awareness about legal frameworks such as JJ Act, POCSO and child protection systems.

- **Kumari, V. (2024).** *The juvenile justice: (Care and protection of children) act, 2015: critical analyses*. LexisNexis (a division of RELX India Pvt Ltd)

Unit IV

This unit familiarizes students with major organizations working for child protection and rehabilitation. It helps them understand how NGOs and institutions contribute to prevention, rescue and reintegration efforts.

- **सेतिया. ए. (2012).** *बच्चों के कानूनी हक*। उत्तराखंड: राज्य बाल अधिकार संरक्षण आयोग E-book retrieved from <http://wecd.uk.gov.in/files/book.pdf>

Suggested Readings

1. Children in Difficult Circumstances. Retrieved from <https://www.planindia.org/wp-content/uploads/2019/09/CIDC-Report-compressed.pdf>
2. NIPCCD (2002). Children in difficult circumstances: Summaries of research. New Delhi: Resource Centre on Children.
3. Sathpathy, C. (2013). Child welfare policies and programme in India. Insights of India, Issues concerning children. <https://www.insightsonindia.com/wp-content/uploads/2013/09/child-welfare-policies-and-programmes-in-india.pdf>
4. भारि में बाल संरक्षण कानूनों का सारांश. SATYARTHI: Kailash Satyarthi Children's Foundation Retrieved from https://satyarthi.org.in/wp-content/uploads/BondedLabor/Hindi/Summary%20of%20Child%20Protection%20Laws_Hindi.pdf

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

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 6-HSC: INCLUSION OF YOUNG CHILDREN WITH DISABILITY

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Inclusion of Young Children with Disability	4	2	0	2	Class XII	NIL

Learning Objectives

- To introduce students to the concept of diversity, vulnerability and exclusion.
- To help students gain an understanding of issues and challenges in the education of children with disability.
- To make the students understand about Inclusive education and ways to set up of Inclusive practices.

Learning Outcomes

The students would be able to:

- Develop an understanding regarding concept of diversity, vulnerability and exclusion.
- Gain an insight regarding Issues and challenges in the education of children with disability.
- Get awareness about the concept of Inclusive education and its practicality.

THEORY
(Credits:2, Period:30)

Unit I: Understanding Diversity, Vulnerability and Exclusion 8 Hours

This unit will introduce the concepts of diversity, vulnerability and exclusion to students.

- Understanding diversity among children
- Disability as a source of vulnerability: Exclusion of children with disability.

Unit II: Including Children with disability in an educational setting 8 Hours

This unit will introduce students to different educational settings for children with disabilities.

- Different educational settings for children with disability (Segregated, Integrated and Inclusive)
- Issues and challenges in the education of children with disability

Unit III: Inclusive Education	8 Hours
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This unit will lay emphasis on understanding the concept of inclusive education and setting up its practice.

- Concept, policies and principles of Inclusive education
- Setting up of an Inclusive Practice (multi-tiered system of support)

Unit IV: Involvement of Parents and other stakeholders in an inclusive setup
6 Hours

This unit will focus on significance of involving parents and other stake holders

- Parent Advocacy and Empowerment
- Community Participation: Importance and Process of involving community.

PRACTICAL
(Credit 2; Hours 60)

1. Visit to an educational setting for children with disabilities to *understand* how educational environments for children with disabilities are organised, how teaching and support services are provided.
2. Workshop/talk/ webinar on Diversity and Inclusion of Children with Disability.
3. Review a movie on parenting a child with disability to help students reflect on *social attitudes, accessibility challenges, emotional resilience*, and the importance of support systems.
4. Plan an activity for sensitizing peers towards children with disabilities.
5. Plan a day's workshop for involving parents and community in an inclusive education setup.
6. Observe and conduct an inclusion audit of a public space (e.g., park, community centre) to identify barriers that might affect persons with disabilities (e.g., lack of ramps, narrow pathways) and propose practical solutions.
7. Analyse social media campaign or awareness presentations promoting inclusive attitudes and accessibility.
8. Design an activity that allows peers of diverse abilities to participate fully.
9. Review a policy document to understand an Inclusive Practice (multi-tiered system of support)

Essential Readings

Unit I

This unit introduces the concepts of diversity, vulnerability and exclusion to students. It elaborates on disability as a source of exclusion and vulnerability.

- **Anand, A., & Lahiri, S.** (2018). *Diversity, vulnerability, and social exclusion in India*. Sage Publications.
- **Chakraborty, U.** (2016). *Understanding diversity and vulnerability*. Oxford University Press.
- **Menon, N.** (2012). *Sexuality, caste and gender: Reflections on the practice of Dalbahini*. Sage Publications.
- **Singh, Y.** (2015). *Social stratification and change in India*. Oxford University Press.

Unit II

This unit discusses the different educational settings for children with disabilities. It elaborates on issues and challenges in education of children with disabilities.

- **Alur, M., & Bach, M.** (2010). *The inclusive education agenda: A journey of experiences and challenges*. Sage Publications.
- **Baquer, A., & Sharma, A.** (2012). *Inclusive education: A way forward*. Kanishka Publishers.
- **Das, A. K., & Kaur, S.** (2017). *Inclusive education in India: Challenges and opportunities*. Oxford University Press.
- **Jha, M. M.** (2010). *Inclusive education: Contexts, challenges, and responses*. Sage Publications.
- **Karna, G. K.** (2016). *Inclusive education: A new approach*. Kanishka Publishers.
- **Mani, M. N. G.** (2011). *Inclusive education in India: Concepts, challenges, and opportunities*. Oxford University Press.
- **Mukherjee, S., & Das, A. K.** (2018). *Inclusive education: A study on teacher education*. Sage Publications.
- **Panda, K. C.** (2011). *Inclusive education: A new perspective*. Kanishka Publishers.

- **Sharma, A., & Baquer, A.** (2015). *Inclusive education: A way forward*. Oxford University Press.
- **Singh, N. K., & Singh, A. K.** (2017). *Inclusive education: A study of children with special needs*. Sage Publications.

Unit III

This unit discusses the concept of inclusive education. It elaborates on the principles and processes of setting up inclusive practice.

- **Das, A. K., & Kaur, S.** (2017). *Inclusive education in India: Challenges and opportunities*. Oxford University Press.
- **Jha, M. M.** (2010). *Inclusive education: Contexts, challenges, and responses*. Sage Publications.
- **Mani, M. N. G.** (2011). *Inclusive education in India: Concepts, challenges, and opportunities*. Oxford University Press.
- **Mukherjee, S., & Das, A. K.** (2018). *Inclusive education: A study on teacher education*. Sage Publications.
- **Tiwari, M.** (2014). *Inclusive education: A step towards sustainable development*. Oxford University Press.
- **UNESCO.** (2016). *Inclusive education: A way to promote social inclusion*. National Institute of Educational Planning and Administration (NIEPA).

Unit IV

This unit discusses about significance of involving parents and other stakeholders. It elaborates on the importance of community participation in empowering children with disabilities.

- **Baquer, A., & Sharma, A.** (2012). *Parental involvement in inclusive education*. Kanishka Publishers.
- **Das, A. K., & Kaur, S.** (2017). *Inclusive education: A collaborative approach*. Oxford University Press.
- **Jha, M. M.** (2010). *Inclusive education: Contexts, challenges, and responses*. Sage Publications.
- **Mani, M. N. G.** (2011). *Inclusive education in India: Concepts, challenges, and opportunities*. Oxford University Press.

Suggested Readings

- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
- NCERT (2010). *Towards inclusive education*. New Delhi: NCERT
- Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors.
- Sharma, Y.K. (2009). *Sharireki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.

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