

DISCIPLINE SPECIFIC ELECTIVE COURSE – 6 (DSE-6): DISABILITY STUDIES

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		
Disability Studies (DSE 6)	4	3	1	0	Class XII th pass	NIL

Learning Objectives:

1. To develop a deep understanding about disability with an analysis of the historical evolution of societal perspectives on disability
2. To develop insights on inclusion and specifically disability inclusion (academic and psychosocial)
3. To develop understanding about the concept, practices and challenges of disability inclusion at school level
4. To develop a broad understanding about categories of disability.
5. To understand National and International Policies on disability inclusion

Learning outcomes

After completion of the course students will be able to:

1. Have a holistic conceptualisation of disability and disability inclusion with a historic perspective
2. Understand the philosophy and practice of inclusive education, its challenges and way ahead at school level
3. Understand and analyse national and international policies related to disability inclusion
4. Develop sensitivity to children with disability; understand the role of teachers for effective inclusive education of children with disability

Total Hours: 45

Unit I: Understanding Disability

(10 hours)

- Conceptualisation of Disability as one of the dimensions of diversity with its features
- Historical context: from charity to civil rights
- Inclusion as philosophy
- Models of disability

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Unit II: Disability and Society (10 hours)

- Disability inclusion in society
- Societal attitudes and stigma related to disability
- Evolution of societal perspectives on disability and persons with disability: A historical analysis

Unit III: School and Inclusive Education (10 hours)

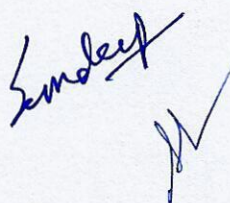
- Disability inclusion in schools; Academic and psycho social inclusion
- Which school can be called inclusive? Philosophy, attitudes, provisions and practices
- Nature and needs of children with disabilities and corresponding transactional strategies

Unit IV: International and National policies in the area of disability inclusion (15 hours)

- Integrated Education for Disabled Children (IEDC) (1974)
- National Policy on Education (1986) and Programme of Action (POA) (1992)
- Rehabilitation Council of India Act (1992)
- Persons with Disabilities Act or Equal Opportunities, Protection of Rights and Full Participation (1995) and Right of Persons with Disabilities Act (RPWD) (2016)
- National Policy for Persons with Disability (2006)
- The Right of Children to Free and Compulsory Education (RTE) Act (2009)
- National Policy on Education 2020

Practicum/ Suggested Projects/ Assignments (Any Two)

1. Carry out case study of a child with disability studying at secondary level in an inclusive setting, covering nature of disability, behavioural manifestations and the transactional strategies used in class, along with personal details.
2. Interview 2/3 teachers in an inclusive setting to understand the following:
 - a. Experiences in teaching students with disability
 - b. Challenges faced
 - c. Training received, pre service or in service
 - d. Details of children with disability in his/her class/classes
3. Interview 2/3 parents of child/children with disability to understand:
 - a. Conceptualisation of disability
 - b. Perspectives on disability
 - c. Perception of how the school and teachers are cooperating with their child/children
 - d. Challenges faced
 - e. Vision of their child/children's future



Essential/Recommended Readings

- Chennat, S. (2017). *Understanding diversity and inclusion, Unit 1 Block 1*. New Delhi: IGNOU <https://egyankosh.ac.in/bitstream/123456789/46064/1/Unit-1.pdf>
- Chennat, S. (2019). Conceptualizing disability inclusion. In *Disability inclusion and inclusive education* (pp. 39-62). Springer, Singapore.
- Deiner, P. L. (2000). *Resource for Teaching children with diverse abilities*, Harcourt Brace & Company, Florida
- IGNOU. (2018), Unit 5, Strategies of Teaching-Learning and Evaluation, *Strategies for Creating Inclusive Classrooms*, <https://egyankosh.ac.in/bitstream/123456789/46081/1/Unit-5.pdf>
- Ladau E. (2021). *Demystifying disability: What to know, what to say, and how to be an ally*. Ten Speed Press
- Madan Mohan Jha (2002). *School without walls: inclusive education for all*, Heinemann edu. Oxford
- Norwich, B., & Lewis, A. (2007). How specialized is teaching children with disabilities and difficulties? *Journal of curriculum studies*, 39(2), 127-150.
- Retief, M., & Letšosa, R. (2018). Models of disability: A brief overview. *HTS Theologiese Studies/Theological Studies*, 74(1).
- Singal, N. (2019). Challenges and opportunities in efforts towards inclusive education: Reflections from India. *International journal of inclusive education*, 23(7-8), 827-840.
- Thomas, C. (2004). How is disability understood? An examination of sociological approaches. *Disability & society*, 19(6), 569-583.

Additional Readings

- Chennat, S. (2019). Children with locomotor impairment: Enabling environment for inclusion, education and participation. In *Disability inclusion and inclusive education* (pp. 109-137). Springer, Singapore.
- Ghosh, P. (2021). Teacher training program to foster inclusive education in the Indian public schools - An evaluation. *International Journal of Management (IJM)*, 12(3).
- Julka, A. (2014). *Index for developing inclusive schools*, NCERT
- Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Pub.

- Taneja Johansson, S. (2014). A critical and contextual approach to inclusive education: Perspectives from an Indian context. *International Journal of Inclusive Education*, 18(12), 1219-1236.
- Terzi, L. (2004). The social model of disability: A philosophical critique. *Journal of applied philosophy*, 21(2), 141-157.

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, Exclusion

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

Sandeep
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