

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

DISCIPLINE SPECIFIC ELECTIVE COURSE DSE- 6 PSYCHOLOGY OF DISABILITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES 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		
DSE- 6 PSYCHOLOGY OF DISABILITY	4	3	1	0	Class 12th Pass	Basic knowledge of Introductory psychology

Learning Objectives

- To learn the nature and concerns related to disability in India
- To assess definition based conundrums around the concept of disability.
- To understand the heterogeneous nature of disabilities
- To comprehend the scope and relevance of Psychology of Disability as a field, especially in India
- To critically examine models relevant to the Psychology of Disability and understand their manifestations in everyday life.

Learning Outcomes

After doing this course the student will be able to:

- Gain greater grounding in concepts related to disability
- Identify the psycho-socio-cultural phenomena associated with disability.
- Analyze disability related phenomena through a lens of critical consciousness
- Recognize and challenge ableist notions in society

SYLLABUS OF DSE- 6

UNIT – I

(12 hours)

Conceptualizing Disability: An Introduction: Defining disability and its conundrums; Diagnosis, assessment, certification and its critique; Disability Law and Policy in India: Mental Health Care Act 2017, RPwD Act 2016, National Trust Act, 1999, PwD Act 1995, Rehabilitation Council of India Act, 1992.

UNIT – II

(12 hours)

Theories and Debates: Models: Charity Model, Medical Model, Social Model, Empowerment Model; Issues of language; Disability and Gender in India; Contemporary debates: Euthanasia and prenatal selection

UNIT - III

(12 hours)

Accessibility: Built and Digital Spaces, Education, Employment, Mental Health Services: Practising disability inclusive counselling

UNIT - IV

(9 hours)

Personal Spaces: Family and Marriage, Friendships and Peer Relationships, Sexuality and Reproductive health

Practical component – Nil

Tutorial Component

(15 hours)

Suggestive Tutorial Activities (*This is a suggestive and not an exhaustive list of tutorial activities*)

- Research based presentations (either by individual students or small groups of students)
- Reviewing published research papers on themes related to the course content
- Documentary screenings
- Book Reviews
- Analysis of media content (films, short stories, songs, social media posts etc.)
- Group discussions on topics such as issues of language, disability and gender in India
- Reflective writing exercises
- Short quizzes

Essential/Recommended Readings

Addlakha, R. (Ed.). (2020). *Disability studies in India: Global discourses, local realities*. Taylor & Francis.

Dunn, D. S., & Andrews, E. E. (2015). Person-first and identity-first language: Developing psychologists' cultural competence using disability language. *American Psychologist*, 70(3), 255–264.

Ghai, A. (2015). *Rethinking disability in India*. Routledge.

Ghosh, N. (2016). *Interrogating disability in India*. Springer.

- Hemlata (2016). A critical analysis of various legislations and policies on disability in India. *MIER Journal of Educational Studies, Trends and Practices*, 1.
- Henderson, G., & Bryan, W. V. (2004). *Psychosocial aspects of disability*. Charles C Thomas Publisher.
- Karki, J., Rushton, S., Bhattarai, S., & De Witte, L. (2023). Access to assistive technology for persons with disabilities: a critical review from Nepal, India and Bangladesh. *Disability and Rehabilitation: Assistive Technology*, 18(1), 8-16.
- Kulkarni, M. (2019). Digital accessibility: Challenges and opportunities. *IIMB Management Review*, 31(1), 91-98.
- Olkin, R. (2016). Disability-affirmative therapy. In I. Marini & M. A. Stebnicki (Eds.), *The professional counselor's desk reference* (pp. 215–223). Springer Publishing Company.
- Sharma, S., & Sivakami, M. (2019). Sexual and Reproductive concerns of persons with disability in India: An issue of deep-rooted silence. *Journal of biosocial science*, 51(2), 225–243.

Suggestive Readings

- Arora, M.K. (2022). *Neurodevelopmental disorders in the Indian context: Different disorders speak different stories*. New Delhi: Prestige Publications.
- Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers, *autism in adulthood*.
- Goodley, D. & Lawthom, R. (2006). *Disability and psychology: Critical introductions and reflections*. London: Palgrave Macmillan.
- Jamal, G. (2019). Stereotypes about adults with learning disabilities: Are professionals a cut above the rest? *Disability, CBR & Inclusive Development*. 30 (2), 7-36.
10.5463/dcid.v30i2.811.
- Kunnath, S. K., & Mathew, S. N. (2019). Higher education for students with disabilities in India: Insights from a focus group study. *Higher Education for the Future*, 6(2), 171-187.
- Riley, A., Daruwalla, N., Kanougiya, S., Gupta, A., Wickenden, M., & Osrin, D. (2022). Intimate partner violence against women with disability and associated mental health concerns: A cross-sectional survey in Mumbai, India. *BMJ Open*, 12(4), e056475

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