

**DISCIPLINE SPECIFIC ELECTIVE**  
**DSE HH 5A1: Children with Disabilities**

**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		
Children with Disabilities	4	2	0	2	XII Pass	Appeared in Human development II: Middle Childhood and Adolescence

**Learning Objectives**

- To understand the varied perspectives on disability.
- To know major types of disabilities, the causes, prevention, characteristics of the disabilities and barriers which persons with disability face.
- To understand importance of early identification and early intervention, and inclusion.

**Learning Outcomes**

- Students will be able to understand various perspectives on disability and ways of preventing disability.
- Students will acquire skills in Early identification of childhood disability and etiology of a wide range of disabilities.
- Student will understand inclusive practices for including children with disability in classrooms.

**SYLLABUS OF HH 5A1**

**THEORY**  
**(Credits 2; Hours 30)**

**UNIT I: Understanding Disability\ 6 Hours**

- Definition and concept of disability
- Perspectives and models of Disability
- Linking disability to milestones
- Prevention of Disability

**UNIT II: Types of Disability**

**14 Hours**

Etiology and types and early identification of following disabilities

- Locomotor Disabilities
- Intellectual Disability
- Sensory disability-Visual and auditory

- Learning Disability
- Autism Spectrum Disorder

### UNIT III: Disability and Society

10 Hours

- Understanding inclusive practices
- Significance of early intervention
- Role of families of children with disability
- Legal provisions

### PRACTICAL (Credits 2; Hours 60)

1. Focus Group discussion on the listing of disabilities and innovations for PwD in community and school teaching
2. Visit to organizations working with and for children with disabilities (CGC, Inclusive Schools, Resource Rooms, NGOs, Hospitals)
3. Observation of children with disability in classrooms
4. Exploring audio visual resources with reference to children with disability and their families
5. Survey of public space to gauge accessibility for PwD
6. Preparing pamphlets/posters to create awareness about rights of PwD
7. Preparing developmental checklists for assessing developmental delays
8. Case profile of a child with disability/of an organization working with children with disability
9. Planning developmentally appropriate material for children with disabilities.
10. Select psychometric tests- Disability screening schedule, Portage guide for early intervention, Tests for Learning Disability

### Essential Readings:

- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer (India) Pvt. Ltd.
- Chopra, G. (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra, G. (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- Chopra, G. (2011). *Mother and child care: Promoting health, preventing disabilities*. New Delhi: Engage publications
- Heward, W.L., (Ed) (2000). *Exceptional children: An introduction to special education*. New Jersey: Prentice-Hall Inc.
- Mangal, S. K. (2007). *Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Sharma, N. (Ed) (2010). *The Social Ecology of Disability-Technical Series - 3*, Lady Irwin College. Delhi: Academic Excellence
- The Rights of Persons with Disabilities Act, 2016.  
<http://scpdodisha.nic.in/sites/default/files/Gazette%20Notification%20%20of%20PwD%20Act%202016.pdf>

### Suggested Readings:

- Draft National policy for Persons with Disability (2022)  
<https://disabilityaffairs.gov.in/upload/uploadfiles/files/Draft%20Copy%20New%20National%20Policy%20May%202022%20.pdf>. Accessed in March 2023.

- Jangira, N.K. (1997) “Special Educational Needs of Children and Young Adults: An Unfinished Agenda,” *Education and Children with Special Needs: From Segregation to Inclusion*, Ed. Seamus Hegarty, MithuAlur, Thousand Oaks: Sage Publications Inc.
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. NY: Pearson.
- Werner, D. (Ed) (2018). *Disabled village children: A guide for community health workers, rehabilitation workers, and families*. United States of America: Hesperian Health Guides

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