

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HH 8A3: DIVERSITY, EQUITY AND INCLUSION

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		
Diversity, Equity, And Inclusion DSE HH 8A3	4	2	0	2	Studied Semester VII	Nil

Learning Objectives

- To introduce students to the concepts of diversity, equity, and inclusion
- To explore the social, cultural, and historical contexts of disability.
- To understand inclusive practices and their significance in fostering equity.
- To equip students with skills to identify and address barriers to inclusion for individuals with disabilities.
- To promote awareness for creating accessible and inclusive environments.

Learning Outcomes

- By the end of the course, students will:
- Demonstrate an understanding of the principles of Disability Equity and Inclusion with a focus on disability.
- Identify challenges faced by individuals with disabilities in various domains.
- Propose practical solutions to promote inclusion and accessibility.
- Develop advocacy skills for advancing equity.

SYLLABUS OF DSE HH 8A3

THEORY
Credits 2; Periods 30 Hours

Unit I: Introduction to Diversity, Equity, and Inclusion

8 Hours

The following unit lays the foundation of introductory classes to the concept of diversity, equity and inclusion from the disability perspective.

- Definitions of diversity, equity, and inclusion.
- Understanding Diversity through the Lens of Disability.
- Medical, social, and rights-based models of disability.
- Global and local history of disability rights and advocacy

Unit II: Exploring Disability and Social Inclusion

12 Hours

The following unit explores the classification of the disability, challenges, and social dimension of inclusion.

- Types of Disabilities like Physical, sensory, intellectual, developmental, and psychosocial disabilities.
- Physical, attitudinal, communication and systemic barriers to inclusion.
- Representation of disability in media, literature, and popular culture.
- Promoting participation in social, cultural, and civic life.
- Role of Disability rights movement in promoting equity and participation.

Unit III: Inclusive Practices in Action

10 Hours

The final unit of the paper elaborates upon the notion of inclusivity, accessibility, universal design, and various legislative provisions.

- Principles of Universal Design: Accessibility in infrastructure, technology, and services.
- Concept of inclusive education and examples of reasonable accommodations.
- Strategies for including students with disabilities into mainstream ECE and formal education
- Designing an inclusive plan for a school, workplace, or community. International conventions (UNCRPD), RPWD act, and policies for persons with disability

PRACTICAL (2 CREDITS, 60 HOURS)

1. Talks and workshops: Disability rights activists and advocates. Experts on universal design and accessibility. Practitioners implementing inclusive education strategies.
2. Conduct a survey or interview with individuals to understand diverse perspectives on disability.
3. Conduct an accessibility audit of a public or institutional space and suggest improvements.
4. Analyze media representations of disability and present findings through a poster or short video
5. Collaborate in groups to simulate an advocacy campaign addressing a specific disability-related issue.
6. Workshops on adapting Teaching Learning Material for children with various disabilities
7. Planning workshops for ECE teachers/ educators/community on Disability, Inclusion and Equity.
8. Exploring lived experiences of children/adults with disability

Essential Readings

- Barnes, C., & Mercer, G. (2010). *Exploring Disability: A Sociological Introduction*. Polity Press.
- Chopra, G., (2012). *Stimulating Development of Disabilities at Anganwadi and at Home: A Practical Guide*. Engage Publications, New Delhi.
- Ghai, A. (2018). *Rethinking Disability in India*. Routledge.
- Mehrotra, N. (2011). Disability Rights Movements in India: Politics and Practice. *Economic & Political Weekly*, 46(6), 65.
- Rioux, M. H., & Valentine, F. (2006). *Critical Perspectives on Disability Rights*

Suggested Readings

- Government of India. *The Rights of Persons with Disabilities Act (RPWD), 2016*. Ministry of Law and Justice.
- Rao, I., & Kalyanpur, M. (2008). *Disability, Gender, and Development: A Rights-Based Perspective*. SAGE.
- Burgstahler, S. (2015). *Universal Design in Higher Education: From Principles to Practice*. Harvard Education Press.
- United Nations Children's Fund (UNICEF). (2022). *Parenting Support for Parents of Children with Disabilities*.

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