

SKILL BASED COURSE

SBC HDCS 102: RESOURCE DEVELOPMENT FOR DISABILITY 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		
Resource Development for Disability and Inclusion	2	0	0	2	As per admission criteria	Nil

Learning Objectives

- To appraise and analyse inclusive environments
- To design contextually sensitive spaces catering to varied disabilities
- To develop contextually sensitive aids catering to varied disabilities
- To create inclusive environments and implement aids

Learning Outcomes

The students would be able to:

- Learn the concept of inclusive environments and the importance of accessibility for individuals with various disabilities.
- Create adaptable spaces that are accessible and demonstrate the ability to apply universal design principles
- Demonstrate the ability to create contextually appropriate aids for different disabilities.
- Evaluate the effectiveness of their aids through implementation and feedback.

PRACTICAL (Credits 2, Hours 60)

Unit I: Understanding Inclusive Environment across contexts

15 Hours

This unit lays thrust on the principles of inclusion and understanding accessibility and assessment of diverse needs

- Defining and understanding the need for inclusive environments through field visits and observations
- Needs Assessment Survey and accessibility mapping
- Disability experiences in diverse environments

Unit IIa: Designing inclusive spaces across contexts

20 Hours

This unit focuses on creating inclusive spaces that demonstrate the ability to apply universal design principles

- Conceptualizing inclusive spaces- Built environment
- Designing Sensory Spaces for children- Outdoor and Indoor
- Designing Accessible Materials
- Integrating Assistive Technology

Unit IIb: Building Inclusive Resource Material/Tools/Aids BALA

25 Hours

This unit focuses on designing and implementing of resources that are developmentally and culturally appropriate

- Developing Aids for Physical motor, language, and social-emotional development
- Developing Aids for self-help and self-awareness
- Implementation of developed aids
- Fieldwork and Documentation

Essential Readings

- Cartledge, G., Gardner, R., & Ford, D. Y. (2009). *Diverse Learners with Exceptionalities: Culturally Responsive Teaching in the Inclusive Classroom*. Boston, MA: Pearson.
- Eredies, N. (2018). *Inclusion in Action: Practical Strategies to Modify Your Curriculum*. Baltimore, MD: Brookes Publishing.
- Leicester, M. (2008). *Creating an inclusive school*. London: Continuum International Publishing Group.
- Martin, L, C.(2009). *Strategies for teaching students with learning disabilities*. Corwin Press
- Sharma, U., & Desai, I. P. (2012). *Inclusive Education: Perspectives and Practices*. New Delhi, India: Kanishka Publishers.
- Shula, C. (2000). *Understanding children with language problems*. Cambridge.
- Thapa, K. (2008). *Perspectives on learning disabilities in India. (current practices and prospects)*. Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). *Understanding learning disabilities : a parent guide and workbook for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd ed)* Maryland. York Press.

Suggested Readings

- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O, J.L. (2011). *Dyslexia across languages*. Baltimore.
- Moore, S. (2016). *One Without the Other: Stories of Unity Through Diversity and Inclusion*. Winnipeg, Canada: Portage & Main Press.
- Nielsen, L. (2012). *The FIELA Curriculum: 730 Learning Environments*. Louisville, KY: LilliWorks Active Learning Foundation.
- Sleeter, C. E., Upadhyay, S. B., Mishra, A., & Kumar, S. (2012). *School Education, Pluralism and Marginality: Comparative Perspectives*. Hyderabad, India: Orient BlackSwan.

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