

Master of Education (M.Ed.)

Title of the Course: S.Ds.1(o) Disability Science for Inclusive Development: Theory and Policy Perspective

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

In recent decades, the field of disability science has emerged as a critical area of inquiry, seeking to understand the multifaceted nature of disability and its profound implications for individuals, communities, and societies at large. Grounded in interdisciplinary scholarship and informed by diverse theoretical perspectives, disability science offers a framework for examining the complex interactions between biological, environmental, social, and cultural factors that shape disability identity and experiences. At its core, disability science challenges traditional medical models of disability, which often pathologize impairment and focus solely on individual deficits. Instead, disability science adopts a holistic approach that recognizes disability as a social construct shaped by societal attitudes, policies, and practices. This paper will introduce learners the theoretical and underpinnings and policy perspectives of disabilities including history and major developments.

Learning Outcomes

After completion of the course, student will be able to:

1. explore the disability in context of Indian Knowledge System;
2. explore about Normalization, Social Role Valorization (SRV) and historical development in the area of disability;
3. investigate the social, economic, and psychological impacts of disability on individuals, families, communities, and society as a whole;
4. identify the specific needs of various disabilities;
5. evaluate the effectiveness of disability service delivery models and identify gaps in service provision;
6. describe legal benefits and provisions for persons with disabilities in India;
7. foster skills for disability advocacy, self-advocacy, and empowerment to promote the rights, voices, and agency of individuals with disabilities;
8. explore strategies for promoting inclusive practices in various settings;
9. foster cultural competence and sensitivity in working with individuals with disabilities from diverse backgrounds;

1 | Disability Science for Inclusive Development (Paper

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10. discuss ethical considerations and dilemmas in disability research, practice, and policymaking, with a focus on promoting autonomy, dignity, and respect for human rights; and
11. promote collaboration and interdisciplinary approaches to disability science, including partnerships between researchers, practitioners, policymakers, and people with lived experience of disability.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Disability, Disability Science and Models of Different Disabilities (3 weeks = 12 hours)

- Disability in Indian Knowledge System
- Disability, Impairment and Handicap, History of disabilities Normalization and Social Role Valorization
- Models of disabilities Medical/ Social / Human Rights/ Social Role & Different dimensions of Disabilities
- Subjective well-being, Quality of Life and Authority on own lives
- Disability science and its scope

Unit 2: Locomotor Disabilities (As per RPWD Act 2016), Causes and Preventions (3 weeks = 12 hours)

- Locomotor Disabilities in India (As per RPWD Act 2016) Dwarfism, Muscular Dystrophy, Cerebral Palsy, Leprosy Cured persons etc.
- Disabilities due to neurological conditions
- Disabilities due to blood Disorders
- Acid attack victims

Unit 3: Sensory Disabilities, Causes and Prevention (3 weeks = 12 hours)

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- Visual Impairment: Blindness and low vision, its different types, causes and preventive measures
- Hearing Impairment: Deaf and hard of hearing, its different types, causes and preventive measures
- Speech and Hearing Disorders: types causes and preventive measures

Unit 4: Neuro-developmental Disabilities

(2 weeks = 8 hours)

- Intellectual Disabilities
- Autistic Spectrum Disorders
- Specific Learning Disabilities
- ADHD and other associated conditions like epilepsy etc.

Unit 5: Policy perspective of Disabilities & Rehabilitation (4 weeks = 16 hours)

- President Panel on Mental Retardation 1961 and President's Committee on Mental Retardation 1966 (USA), IDEA and IDEIA USA, Declaration of Human Rights, 1948 Declaration of Child Rights, 1959; Declaration on Rights of Mentally Retarded Persons, 1971, Declaration on Rights of Disabled Persons, 1975, Salamanca Statement, 1994,
- UNCRPD 2007, RPWD Act 2016, NEP 2020, RCI Act, RTE Act and its amendments, National Trust Act 1999 and its amendments, The Mental Healthcare Act 2017
- Community Based Rehabilitation (CBR) and Community Based Inclusive Development (CBID)
- Department of Disability Affair, NIs and their functions, CRCs & DDRCs
- Mental Healthcare Act, 2017
- Advocacy, self-advocacy, legal benefits and provision of RPWD Act 2016

Practicum/ Suggested Projects / Assignments (Any Two)

1. Visit and observation of 5 institutions providing education to persons with disabilities and a brief observation report.

2. Students will take case history of at least two persons with disabilities both belonging to different categories of disabilities.
3. Study the impact of UNCRPD/RPWD Act-2016/ NEP 2020 on education of persons with disabilities.
4. Review of 10 research articles in any one disability and highlight their implications for the practitioner
5. Analysis of any two Policy documents (National or International) regarding the education and rehabilitation of persons with disability.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Aniscom, M. (1999) *Understanding the Development of Inclusive Schools* (Studies in Inclusive Education Series), Routledge
- Anna M. Kelly , Lisa Padden, et al. (2023) *Making Inclusive Higher Education a Reality: Creating a University for All*, Routledge
- Bech, M. & Alur, M. (2009) *The Journey for Inclusive Education in the Indian Sub-Continent* (Routledge Research in Education) Routledge
- Beveridge, S. (2005) *Children, Families and Schools: Developing Partnerships for Inclusive Education*, Routledge Publishers
- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Creswell, J.,W.,& Creswell, J., D. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sage India
- Gardner, P. (2022) *Strategies and Resources for Teaching and Learning in Inclusive* David Fulton Publications, London
- Gladding, S.T. & Batra P. (2018) *Counselling: A Comprehensive Profession*, Pearson India
- Glodkowaska, J. (2020) *Inclusive Education: Unity in Diversity*, The Maria Grzegorzewska University, Poland https://www.aps.edu.pl/media/2393471/inclusive_education_internet.pdf
- Graham, L. (2019) *Inclusive Education for the 21st Century: Theory, policy and practice*, Routledge
- Heward, W.L. (2018) *Exceptional Children: An Introduction To Special Education*, Pearson

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Education

- Horn, J., L. (2022) The Education Of Exceptional Children Paperback, Legare Street Press
- Hook, J. N., Davis, D. E., Owen, J., Worthington Jr., E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology*.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCED, University of New Hampshire
- Kari Nes, Marit Stromstad, et al. (2023) *Developing Inclusive Teacher Education*, Routledge USA
- Kirk, S. (2012) *Educating Exceptional Children*, Cengage Education
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
- Perzigian, A., & Aziz, N. (2022) *Multicultural Special Education for Inclusive Classrooms: Intersectional Teaching and Learning*, Routledge
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Quall, L. (2011) *Hidden Treasures: Exceptional Children*, Booklocker Inc. USA
- Thomos, G., & Vaughan, M. (2004) *Inclusive Education: Readings and Reflections*, Open University Press
- Seltz, S., Auer, P., et. al (2021) *International Perspectives on Inclusive Education: In the Light of Educational Justice*, Verlog, Barbara, Budrich publishers
- Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey. Hockings, C. (2010) *Inclusive learning and teaching in higher education: A synthesis of research*. York: Higher Education Academy
- UOU (2014) *Research Methods in Education*, <https://www.uou.ac.in/sites/default/files/slm/MAED-507.pdf>
- नामदेव हेमंत एवं सिंह रजनी रंजन (2020) *समावेशी शिक्षा : दशा एवं दिशा*, कनिष्क पब्लिकेशन, नई दिल्ली

Web Resources:

- GoI (2020) NEP 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- GoI (2016) *Rights of Persons with Disabilities Act 2016*,
- NHRC (2022) *Disability Rights (Rights of Persons with Disabilities Act & National Trust Act) and Mental Healthcare Act* <https://nhrc.nic.in/sites/default/files/DisabilityRights.pdf>

- Hans Foundation (2016) Rights of Persons with Disabilities Act 2016
<https://nhrc.nic.in/sites/default/files/DisabilityRights.pdf>

Additional Readings

- Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
- Kumar, A., Singh, R. R., Thressiakutty, A. T. (2015). Normalization vs Social Role Valorization, Similar or Different? *International Journal of Special Education*, 30(3), 71-79. <https://eric.ed.gov/?id=EJ1095018>
- Kumar, A., & Tiwari, P. K. (2022). Digital accessibility for persons with disabilities : A mixed method study of websites of 15-top ranked universities of India. *Academia (Greece)*, 29(0), 67-82. <https://doi.org/https://doi.org/10.26220/aca.4092>
- Kumar, A., & Tiwari, P. K. (2022). भारतीय सन्दर्भ में सामाजिक भूमिका संवर्धन एवं समावेशी शिक्षा : एक अध्ययन .*Towards Excellence*, 14(3), 117-127. <https://hrdc.gujaratuniversity.ac.in/Publication/article?id=10200>
- Kumar, A., Tiwari, P. K., & Singh, R. R. (2021). पब्लिश इन इंडिया की संभावित रूपरेखा एवं शिकारी पत्रिकाओं पर नियंत्रण : एक समीक्षा .*भारतीय आधुनिक शिक्षा*, 42(2), 00. <https://ncert.nic.in/journals-and-periodicals.php>
- Kumar, A., Gupta, R., Tripathi, K., K., & Singh, R., R. (2022). Predatory Publications in the era of Internet and technology: open access publications are at risk *Athens Journal of Mass media and Communications*, 8(2), 79-92, doi: <https://doi.org/10.30958/ajmmc.8-2-1> ISSN: 2407-9499
- Kumar, A., Gupta, R., Tripathi, K., K., & Singh, R., R. (2022). Predatory Publications in the era of Internet and technology: A rejoinder, *Athens Journal of Mass media and Communications*, 8(4), 263-268, ISSN: 2407-9499, doi: <https://doi.org/10.30958/ajmmc.8-4-4> . ISSN: 2407-9499
- Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* Brookes. Baltimore.
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time:

Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.

- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.
- **Namdev, H. and Singh, R.R. (2018)** 'Rajasthan main prathamik star par vishesh aavashyakta vale bachhon kee samaveshee shiksha ka adhyayan' (Vibhinn yojnaon va nitiyon ke vishesh sandarbh main), Doctoral Dissertation, Shodhganga
- **Tiwari, A. and Singh, R.R. (2023)**. Vishesh Shaikshik Aavashyakta Vaale Vidyarthiyon ke Vibhinn Baudhik aayamon ke Sandarbh me Unke Ardhmashtashkeeya Prabhutva Ka Adhyayan), Doctoral Dissertation, Shodhganga

Teaching Learning Resources (Digital and others):

- UNESCO Report Reimagining Our Futures Together (2021) <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
- UGC Accessibility Guidelines 2022 https://www.ugc.gov.in/pdfnews/8572354_Final-Accessibility-Guidelines.pdf
- Web Content Accessibility Guidelines <https://www.w3.org/TR/WCAG21/>
- Guidelines for India Govt. Websites <https://guidelines.india.gov.in/>
- UNCRPD <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html>
- Books Developed by NIEPID https://niepid.nic.in/List_Pub_Nov22.pdf
- RCI Manuals <https://rehabcouncil.nic.in/manual>
- RCI Annual Reports <https://rehabcouncil.nic.in/annual-report>
- RCI Study Materials <https://rehabcouncil.nic.in/question-paper-bank>
- Uttarakhand Open University (MA606) <https://www.uou.ac.in/sites/default/files/slm/MAED-606.pdf>
- Uttarakhand Open University <https://www.uou.ac.in/sites/default/files/slm/MAED-601.pdf>
- Singh R.R. (2014) <https://www.youtube.com/watch?v=7pRcEGl8-b0&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=13>
- Tiwari P.K. (2014) <https://www.youtube.com/watch?v=yonNI20qem4&list=PLjcG5Ob1Ayz36nGEDqu3YqY0dX1m7gIkl&index=36>
- Kumar A. (2017) <https://www.youtube.com/watch?v=p3z-PkUCqPs&list=PLjcG5Ob1Ayz2Ek6mg0B0CvjiaM2r4cMk9>

More Video Based resources <https://www.youtube.com/@vmouonline/featured>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, documentary 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: Disabilities, Neuro-developmental Disabilities, Disability Science, Rehabilitation, Sensory Disabilities, CBR, CBID



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