

Master of Education (M.Ed.)

Title of Course: S.Ds.2(o) Disability Science for Inclusive Development: Research to Practice

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

Welcome to the dynamic and transformative course on Disability Science for Inclusive Development: Research to Practice. In this course, we embark on a journey to explore the intersection of disability science and inclusive development, with a keen focus on translating research findings into actionable strategies that promote equity, accessibility, and empowerment for individuals with disabilities.

Through the rigorous inquiry and empirical investigation, this paper is designed to uncover the complex interplay of biological, environmental, and social factors that shape disability identity and influence lives of persons with disabilities. Inclusive development recognizes that traditional models of development often perpetuate inequalities and exclusion, thereby hindering the full participation and contribution of all members of society. At the heart of this course lies a commitment to inclusive development through Inclusive Education, Inclusive Evaluation and Inclusive Research for social and economic progress that prioritizes the inclusion of individuals with disabilities.

Learning Outcomes

After completion of the course student will be able to:

1. explain Empowerment, SRV and other related concepts;
2. discuss inclusive Education practices for inclusive development;
3. explore different perspectives of inclusive education;
4. explore the role of assistive technologies, universal design, and accessibility in promoting inclusion and participation;
5. identify systemic barriers and discrimination faced by people with disabilities;
6. develop strategies to overcome barriers and promote accessibility, reasonable accommodations, and universal design principles;
7. learn practical strategies for designing inclusive environments, programs, and policies that cater to the diverse needs of people with disabilities;

Head/Dean

1 | Disability Science for Inclusive Development | Paper

विभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

8. collaborate with stakeholders, including government agencies, NGOs, and community-based organizations, to implement inclusive development initiatives effectively;
9. utilize research methodologies and evaluation frameworks to measure outcomes, monitor progress, and identify areas for improvement;
10. describe the Use of ICT in disability rehabilitation; and
11. investigate multidisciplinary and transdisciplinary nature of rehabilitation.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Education of Persons with Disabilities

(4 weeks = 16 hours)

- Education as a tool of enlightenment, empowerment and Social Role Valorization (SRV)
- Special Education, Inclusive Education, Special Inclusive Education, ECCE & ECSE and Early Intervention
- Constructivist and cognitivist perspectives & Deno Cascade System on education of Persons with disabilities
- Person centered planning: IEP, Adaptation, Accommodation & Modification, IFSPs
- Providing barrier free environment: Accessibility & Universal Design, Instructional Design and Universal Design for Learning (UDL)
- Inclusive Higher Education
- Teacher training for Children/Persons with disabilities in India, Disability and Human Capital formation
- Inclusive Evaluation: Holistic and 360 Degree Evaluation in Class, Diagnostics assessment and remedial measures, ICT for inclusive evaluation, E portfolios

Unit 2: Harnessing power of ICT for Disabilities

(3 weeks = 12 hours)

- Pedagogy vs Heutagogy
- Digital Accessibility and OERs
- UGC Accessibility Guidelines 2022

- ICT as a tool for accessible information, Online Learning, MOOCS, Open-Source Software
- Assistive Technologies, Use of Artificial Intelligence and Machine Learning in Disability
- ABC / APAR ID and its relevance

Unit 3: Research dynamics in Disability Science (4 weeks = 16 hours)

- Research in Disability Science: Need, Scope, Types
- Quantitative research in Disability Science (Survey, Experimental)
- Qualitative research in Disability Science (Case Studies, Single Subject Experiments)
- Mixed methods research in disability
- Research Publications in Disability in digital era: Legitimate, Predatory and Cloned journals
- Ethical issues related to research in Disability Recent Trends

Unit 4: Disability and Counselling (2 weeks = 8 hours)

- Disability and the family, Socio-Emotional Aspects of Disabilities, Gender and Disability, Poverty and Disability
- Counselling: Definition, Nature, Scope and Types, Behavioural Therapy (BT), Cognitive Behaviour Therapy (CBT), Cognitive Behaviour Modification,
- Family Counselling, Genetic Counselling, Vocational Counselling, Parental Counselling
- Positive psychology perspectives of disabilities
- Recent trends in counselling, Coordinating with Teachers and Administrators

Unit 5: Disability and Society (2 weeks = 8 hours)

- Rehabilitation as a multidisciplinary and trans-disciplinary social collaborative process
- Professionals in the area of disability rehabilitation (RCI Registered Professionals and CRR)
- Community Based Inclusive Development and Community Based Rehabilitation
- Therapeutic Interventions (Occupational Therapy (OT), Physiotherapy (PT), Speech Therapy (ST), Prosthetics and Orthotics (P & O), Audiologist, Sign Language Interpreter, Orientation and Mobility Specialist etc.

3 | Disability Science for Inclusive Development (Paper 02)

- Role of various stakeholders in rehabilitation: Role of Government, Role of NGOs, Role of Community, Role of Mass Media and New Media

Practicum/ Suggested Projects / Assignments (Any Two)

1. Visit to 5 higher/secondary education institutions and identification and documenting Barriers to / Facilitators for physical and digital accessibility for persons with disabilities.
2. Visit to 3 ECCE/ECSE/Early intervention centres and provide brief report of activities carried out over there.
3. Interview of 5 different professionals working for persons with disabilities.
4. Systematic review of 10 research articles related to Positive psychology, Quality of life and Social Role Valorisation for persons with disabilities in India
5. Enlist 20 assistive technologies useful for persons with disabilities and their functions /features / Suitability to specific disability / potential to bring changes in lives of the particular categories
6. 360 degree evaluation of three cases / subjects belonging to 3 different categories of disabilities
7. Conduct survey to know the status of LRE/BFE/UD/UDL Implementation in educational institutions/public places with reference to persons with disability

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

Essential/ Recommended Readings

- Anisow, 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

4 | Disability Science for Inclusive Development (Paper 02)

Head/Dean

विभागाध्यक्षा एवं संकाय अध्यक्ष
शिक्षा विभाग, Deptt. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110017
University of Delhi, Delhi-110017

- 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 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/UCE, 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 सन्दर्भमें 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*



Head/Dean

विभागाध्यक्ष एवं संयोजक अध्यक्ष
शिक्षा विभाग/Deptt of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007

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.
- 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 prathmik star par vishesh aavashyakta vale bachhon kee samaveshee shiksha ka adhyayan' (Vibhinn yojnaon va nitiyon ke vishesh sandarbh main), Doctoral Dissertation, Shodhganga (<https://shodhganga.inflibnet.ac.in/>)
- Tiwari, A. and Singh, R.R. (2023). Vishesh Shaikshik Aavashyakta Vaale Vidyarthiyon ke Vibhinn Bauddhik aayamon ke Sandarbh me Unke Ardhmashtashkeeya Prabhutva Ka Adhyayan), Doctoral Dissertation, Shodhganga (<https://shodhganga.inflibnet.ac.in/>)
- Singh, R.R.(2021).Happiness Measures for Inclusion: An Alternative Development Paradigm (In Special Reference to Persons with Disability-Divyangjan), Recent Researches in Social Sciences & Humanities (International Refereed, Blind Peer Reviewed Multidisciplinary &Open Access Research Journal, Issue:4, Vol.: 8, Oct.-Nov.-Dec.-2021, Pages: 19-28, RRSJ, ISSN 2348-3318
- Singh, R.R and Singh T.(2021). Shaikshik Samaveshan, Chunautiyaan aur Vyavhaarik Samadhan, Recent Educational and Psychological Researches (International Refereed, Blind Peer Reviewed Multidisciplinary &Open Access Research Journal, Issue:4, Vol.: 10, Oct.-Nov.-Dec.-2021, Pages: 28-32, REPR, ISSN 2278-5949
- Singh, R.R and Singh T.(2021). Realising Inclusive Evaluation: Some Fundamental Concerns, Recent Educational and Psychological Researches (International Refereed, Blind Peer Reviewed Research Journal, Issue:3, Vol.: 10, Jul.-Aug.-Sept.-2021, Pages: 41-47, REPR, ISSN 2278-5949
- Tiwari, A.K. and Singh, R.R.(2021). Samaveshee Shiksha evam Samaveshee Vikas, Recent Researches in Social Sciences & Humanities (International Refereed, Blind Peer Reviewed Multidisciplinary &Open Access Research Journal, Issue:3, Vol.: 8, Jul.-Aug-Sep.-2021, Pages: 61-66, RRSJ, ISSN 2348-3318

- Kumar, A., Singh, R.R. and Thressiakutty, A. (2015). Quality of Special Education Services in India: A PASSING Analysis, EUROPEAN ACADEMIC RESEARCH Vol. III, Issue 7/ October 2015, ISSN 2286-4822 www.euacademic.org
- Kumar, A., Singh, R.R. and Thressiakutty, A. (2015). Normalization Vs. Social Role Valorization: Similar or Different? International Journal of Special Education, Vol 30, No: 3, 2015 ISSN 1917-7844 (Online)
- Singh, R.R. and Namdev, H. (2014). *Bharat Main Samaveshee Shiksha Kee Dasha Aur Disha*, Pariprekshya, NUEPA, New Delhi, ISSN 0972-7515. Varsh 21, Ank 03 Dec. 2014
- Singh, R.R. (2012). *Redefining Evaluation: Inclusion in Evaluation*, University News, A Weekly Journal of Higher Education, Vol.50, No.12, March 19-25, 2012, pp 9-18.
- Singh, R.R. (2008). *Inclusive Education: Why and How to make it Possible*, Taleem, Islamia Teachers' Training (B.Ed.) College, Patna, Bihar, Vol. 1, No. 1, pp 36-45.

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, 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

Weightage of 70% to summative assessment and 30% to formative assessment. 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 : Disability, Rehabilitation, Inclusive Education, Counselling, Information and Communication Technologies