

## **Suggestions invited from the stake holders on the draft report of Preparatory Committee regarding setting of Centre for Disability Studies.**

**Suggestions are invited from the stake holders on the following draft report of the Preparatory Committee constituted vide notification no. Estab.II(i)2017/1709 dated 27th November, 2017 to make recommendations regarding all aspects of setting up of the Centre for Disability Studies. The suggestions, comments and observations may be sent latest by 22<sup>nd</sup> May, 2018 on the email id [nodalofficerpwddu@gmail.com](mailto:nodalofficerpwddu@gmail.com) or [osdeoc@gmail.com](mailto:osdeoc@gmail.com)**

**Those willing to contribute their ideas are also invited to attend an open consultation on this report at the University Guest House Lounge on Saturday, 19<sup>th</sup> May, 2018 at 9.30 am.**

**Dr. Bipin Kumar Tiwary**  
Member Secretary

**Prof. Anil K. Aneja**  
Chairperson

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### **Draft Report of the Preparatory Committee constituted vide notification no. Estab.II(i)2017/1709 dated 27th November, 2017 to make recommendations regarding all aspects of setting up of the Centre for Disability Studies**

#### Background

Consequent to the announcement by the Hon'ble Vice-Chancellor, University of Delhi to set up a Centre for Disability Studies in the University, a Preparatory Committee to make recommendations relating to all aspects of this proposed Centre was constituted vide notification no. Estab.II(i)2017/1709 dated 27th November, 2017. The following are the members of this Committee:

- |  |                    |
|--|--------------------|
| 1. Prof. Anil K Aneja, OSD, EOC and Nodal Officer, PwD | (Chairperson)      |
| 2. Dr. Bipin K. Tiwary, OSD, EOC                       | (Member Secretary) |
| 3. Prof. Kusum Lata Malik, Deptt. of Hindi             | (Member)           |
| 4. Prof. Sanjeev Kumar HM, Deptt. of Political Science | (Member)           |
| 5. Dr. Santosh Kumar Rai, Deptt. of History            | (Member)           |
| 6. Dr. Renu Malviya, Lady Irwin College                | (Member)           |
| 7. Dr. Nikhil Jain, Dyal Singh College                 | (Member)           |
| 8. Dr. Pramod Kumar Singh, Maitreyi College            | (Member)           |

The Committee held a number of meetings and also worked through sub-committee approach by forming two sub-committees. The committee also had interactions with three renowned International Experts in Disability Studies, namely, Prof. Sharon Snyder and Prof. David Mitchell from George Washington University, USA and Professor Nicholas Watson, Director Disability Studies department, University of Glasgow, UK.

Based on the above deliberations the committee proposed the following recommendations for the setting up of Disability Studies Development Centre and also Syllabi for some courses.

### Recommendations

1. The name of the Centre should be Disability Studies Development Centre and Disability setup under a new Ordinance XX (P) of the University. The draft ordinance is enclosed as Annexure-I.
2. It should be an inclusive Centre consisting of faculty and students with and without disabilities.
3. Among others, the Centre should have the following functions:
  - (a) Offer Certificate courses in disability studies and related areas;
  - (b) Offer Diploma courses in disability studies and related areas;
  - (c) Offer Skills Development courses for students with disabilities;
  - (d) Offer appropriate courses for disability professionals and those wishing to work in the field of disability;
  - (e) Offer Post-graduate courses in disability studies and related areas;
  - (f) Offer Open Elective Post-graduate courses in disability studies and related areas;
  - (g) Conduct M.Phil/Ph.D. programmes in disability studies and related areas;
  - (h) Conduct research in the field of disability;
  - (i) Offer online/distance learning courses in disability studies and related areas;
  - (j) Liaison with various academic departments of the University to ensure the inclusion of disability in Undergraduate, Postgraduate and Research Programmes run by the respective departments either directly or through colleges.
  - (k) Act as a Resource Centre in disability studies and related areas for faculty/students of the University and outside.
4. The structure of the Disability Studies Development Centre should be in line with the structures of various other Centres listed in Ordinance XX.
  - (a) The Centre should have a Governing Body, an Advisory Council, a Director, an Honorary Director, and an OSD as is the case in some other Centres of the University.
  - (b) In addition, the Centre should have appropriate academic and non-academic staff and infrastructure.
  - (c) Faculty members from various colleges/departments of the University may be invited as Guest Faculty or on deputation to the Centre.
  - (d) Disability Experts from outside the University may also be invited as Guest Faculty.
5. Till such time full time/substantive appointments can be made in the Centre, the Vice-Chancellor may appoint the Director, the Honorary Director, the OSD as well as academic and non-academic staff on additional charge basis.
6. The University should consider appointing at least three (3) full time Professors, four (4) Associate Professors and five (5) Assistant Professors in the Centre. These can be from any discipline but having knowledge and experience of disability and disability studies. In addition appropriate non-teaching staff may be provided.
7. The Centre should have at least three classrooms with technology support, a Director's Office, the Administrative Office, a Library room, a Technology Resource room, a Seminar Room, and Office space for the faculty members.

8. An initial grant of Rs. 50 Lakhs (Rupees Fifty Lakhs only) may be provided for setting up infrastructure, resource room, technology support and library etc. of the Centre.
9. The syllabus for the Certificate Course on Disability Studies is enclosed as Annexure-2 and the syllabus for the One Year Diploma Course on Disability Studies is enclosed as Annexure-3. Courses in Sign Language will be offered as per RCI approved syllabus and after taking due approval from the Rehabilitation Council of India.
10. The Committee resolved to circulate/display this report for open discussion and also hold a consultation on the same.

Dr. Bipin Kr. Tiwary  
Member Secretary, Preparatory Committee,  
Centre for Disability Studies,  
University of Delhi.

Prof. Anil K Aneja  
Chair, Preparatory Committee,  
Centre for Disability Studies,  
University of Delhi.

## Annexure-I

### **Ordinance XX (P) Disability Studies Development Centre**

Disability Studies Development Centre (hereinafter referred to as DSDC) at the University of Delhi shall be established under Ordinance XX (P) of the University. This Centre shall offer various academic and Research Programmes.

#### **1. Objectives**

The objectives of the Centre for Disability Studies shall be as follows:

- i. To promote the inclusion of disability and disability related issues in the curricula of various departments and colleges at all levels.
- ii. To conduct awareness and sensitization programmes on disability and disability studies.
- iii. To run Certificate, Diploma and Post-Graduate Degree Courses in disability studies and related areas.
- iv. Offer Skills Development Courses/Programmes for students with disabilities.
- v. Offer Post-graduate courses in disability studies and related areas;
- vi. Offer Open Elective Post-graduate courses in disability studies and related areas;
- vii. Conduct M.Phil/Ph.D. programmes in disability studies and related areas;
- viii. Conduct research in the field of disability;
- ix. Offer online/distance learning courses in disability studies and related areas;
- x. Offer appropriate courses for disability professionals and those wishing to work in the field of disability;
- xi. Act as a Resource Centre in disability studies and related areas for faculty/students of the University and outside.
- xii. To promote practical exposure in the field of disability.
- xiii. To promote adoption of contemporary technologies in the field of disability.
- xiv. To conduct conferences, workshops and seminars in field of disability and disability studies.

#### **2. Governing Structure**

The governance of Disability Studies Development Centre shall be carried out through the following bodies under the overall control and supervision of the Executive Council of the University:

- 2.1. Governing Body
- 2.2. Advisory Council

##### **2.1 Constitution of the Governing Body**

There shall be a Governing Body constituted for the management of Disability Studies

Development Centre which shall comprise of:

- i. The Vice Chancellor (or VC's nominee) -Chairperson
- ii. Pro-Vice Chancellor or his nominee (Ex-officio)
- iii. Registrar (Ex-officio)
- iv. Three Experts from the field of Disability Studies or related areas to be nominated by the Executive Council
- v. Finance Officer
- vi. One Professor having knowledge of disability studies from an academic department of the University.
- vii. One Associate/Assistant Professor having knowledge of disability studies from an academic department of the University.
- viii. Director/Honorary Director/OSD of Disability Studies Development Centre – Member Secretary

#### **2.1.1. The Term**

Except for the ex-officio members, all other members of the Governing Body shall have a term of two years. The Governing Body shall meet at least once in the academic year. The quorum in the meetings of the Governing Body shall be one third of the total membership. The members may opt to attend the meeting through SKYPE or any other audio-visual system and their attendance shall be counted.

#### **2.1.2. Functions of the Governing Body**

The Governing Body shall have the following functions:

- i. To consider the budget of the Disability Studies Development Centre and recommend the same for approval to the Executive Council of the University and to incur expenditure within the limits fixed in the budget approved by the Executive Council.
- ii. To consider the annual accounts along with the Audit Report and recommend the same for approval to the Executive Council of the University.
- iii. Subject to the approval of the Executive Council of the University, to manage the funds of the Institute in a schedule Bank and to authorize the Director or such Officer(s) as it may specify to operate the Bank account.
- iv. Make appointments of the Guest Faculty and office staff.
- v. To appoint the teaching staff for the DSDC after obtaining the recommendations of the Selection Committee under Statute 19(1) of the Statutes of the University and subject to the approval of the Executive Council of the University.
- vi. To appoint, suspend or terminate the services of administrative and non- academic staff of the Centre in respect of whom such powers may have been delegated by the Executive Council and to determine the emoluments and conditions of service: provided, however, that the qualifications for appointment, emoluments, and conditions of the service of such persons shall be in accordance with those laid down by the Executive Council for similar posts in the University.
- vii. To appoint or terminate the services of the non-academic staff on contract basis on the recommendation of the Advisory Council in order to improve the efficiency of the Centre in respect of whom such powers may be delegated by the Executive Council.
- viii. To determine the infrastructure requirements, including building, make arrangements for procurement and consider the recommendations of the Advisory Council.
- ix. Till such time that the Governing Body is formed or in absence of it at any time, the

above functions may be discharged by the Vice Chancellor or his/her nominee.

### **2.2.1. Constitution of the Advisory Council**

There shall be an Advisory Council for designing and managing the academic programmes of Disability Studies Development Centre which shall comprise of:

- i. The Chairperson to be nominated by the Governing Body
- ii. Not more than two disability experts of Joint Secretary or above rank (Professor or equivalent in the case of academic institutions) from the Ministry of Social Justice and Empowerment or academic institutes of national importance or other Government Departments having domain knowledge to be nominated by the Governing Body.
- iii. Not more than four National Experts having rich experience in the field of disability studies or related areas and working at the senior level in a registered organization, to be nominated by the Governing Body.
- iv. Not more than two experts having rich experience in disability related academic matters to be nominated by the Governing Body.
- v. Not more than two academicians (serving or retired) from the domain of disability studies to be nominated by the Governing Body.
- vi. Finance Officer
- vii. Program Coordinator (Ex-Officio Member)
- viii. Director, Delhi University Computer Centre (Ex-Officio)
- ix. Director/Honorary Director/OSD of the Institute – Member Secretary
- x. Till such time that the Governing Body is formed or in absence of it at any time, the nominations to the Advisory Council may be made by the Vice Chancellor or his/her nominee.

### **2.2.2. The Term**

Except for ex-officio members, all other members of the Advisory Council shall have a term of two years. The Advisory Council shall meet at least twice in one academic year. The quorum in such meetings shall be one third of the total membership. The members may opt to attend the meeting through SKYPE or any other audio-visual system and their attendance shall be counted.

### **2.2.3. Functions of the Advisory Council**

Subject to the overall control of the Governing Body, the Advisory Council shall exercise the following functions:

- i. Subject to the control of the Academic Council of the University, to prescribe the rules for admission, examination and pass/promotion criteria of the students, scholars and researchers resident and non-resident, and the fees to be paid by them.
- ii. To constitute a Research Committee for the Centre, which will help in collaborating with other institutions to promote research and to mobilise resources through collaborative research projects. The members of research committee may not be connected with the University; they may be drawn from the field of disability studies or related areas;
- iii. To formulate long-term plans, make such rules as it may consider essential for the execution of such plans and regulation of the business of the DSDC.
- iv. To formulate guidelines for delivery of course and incorporate new techniques.
- v. To recommend augmented tools and infrastructure requirements to the Governing Body.
- vi. To design, formulate and disseminate the output through publications or management

- development programmes in the field of disability studies;
- vii. To exercise such other powers and functions, as may be assigned to them by the Governing Body
  - viii. To do such other acts as may be necessary for the exercise of the above functions.

### **3. Office Bearers**

#### **3.1. The Director**

- i. There shall be a Director of the Centre who shall be appointed by the Executive Council of the University on the recommendation of the Governing Body. The Governing Body shall define the qualifications and procedure for appointment of the Director. (The term of appointment of Director shall be 5 years or till the person attains the age of 65 years, whichever is earlier. The Director shall be eligible for appointment for another term. A Professor of a University shall be eligible to be considered for the post of the Director. He/she should preferably be a person with disability).
- ii. The Director of the Centre will be the Chief Executive Officer and also the Administrative In-charge and shall be responsible for the management and administration of the Centre in accordance with the Act, the Statutes, the Ordinances, the Rules and the Regulations of the University. He/she shall function under the overall control of the Governing Body.
- iii. The Director shall be responsible for organising and monitoring the research/teaching in the Centre and to determine the non-academic staff and other requirements for the same.
- iv. The Director shall act as:
  - a) Member Secretary of the Governing Body;
  - b) Member Secretary of the Advisory Council
- v. The Director shall be authorized to maintain and operate an Imprest Account for expenditure for day to day functioning of the DSDC.

#### **3.2. Honorary Director**

- i. There may be an Honorary Director with distinguished credentials in the field of disability studies or related areas appointed by the Executive Council on the recommendation of the Governing Body. He/she shall work in honorary advisory capacity and shall function under the overall control of the Governing Body. However, in order to meet the pressing needs of the Centre, the Vice-Chancellor may appoint the Honorary Director and report the same to the Executive Council of the University.
- ii. In case the Honorary Director holds a substantive position as a Professor/Associate Professor/Assistant Professor of the University or equivalent position in the University/College of the University he/she shall hold the position of Honorary Director in addition to his/her regular duties at parent Department/Institution/College.
- iii. The term of the Honorary Director shall be up to three years which may be renewed.
- iv. In the absence of the Director, the Honorary Director shall perform all such functions and responsibilities which are vested with the Director under the Ordinance.

#### **3.3. Officer on Special Duty (OSD)**

**3.3.1.** The Vice-Chancellor may appoint an OSD to assist the Director/Honorary Director in the discharge of their functions and such other functions entrusted to him by the Governing Body, Advisory Council and/or the Vice-Chancellor.

**3.3.2.** In the absence of the Director/Honorary Director, OSD shall discharge the functions vested

with him/her.

#### **4. Programme Coordinator**

The Programme Coordinator shall be appointed by the Vice-Chancellor, either from the faculty teaching in the University or its constituent colleges, ordinarily for a term of up to three years, which may be renewed.

#### **5. Visiting Faculty, Guest Faculty and Fellows**

The Centre is empowered to have Visiting Faculty, Guest Faculty and Fellows working in the field of disability studies or related areas from all over the world to meet specific requirements, the number of which may be determined by the Advisory Council from time to time.

The terms and conditions of such appointments shall be decided by the Governing Body on the recommendations of the Advisory Council as per the norms of the University. All attempts may be made to ensure that at least half the office bearers and the faculty of the Centre are persons with disabilities.

#### **6. Finances**

- (i) All expenditures of the Institute, such as those on the conduct of seminars, research projects, teaching, publications, administration and other support activities shall be made as per the budget and allocation approved by the Advisory Council.
- (ii) All financial operations shall be conducted according to the rules and regulations of the University of Delhi.

#### **7. Academic Staff and other Staff (Non-teaching/Technical/Ministerial/Support staff etc.)**

The appointment of the above staff shall be made by the Governing Body according to the norms of the University and subject to the approval of the Executive Council of the University.

The Vice Chancellor is authorized to take appropriate steps to create and sanction the posts.



## Annexure-2

### **Syllabus for Certificate Course in Disability Studies**

Duration	01 Semester
Papers	03 Papers
In-take	50 students for each paper

#### **Certificate Course:-**

#### **Paper 1: Introduction to Disabilities**

Objective: This paper aims to introduce disability among the scholars by highlighting certain elementary but very significant aspects related to Persons with Disabilities. It intends to educate them about the definition of disability, its classification and the barriers that persons with disabilities face while encountering the environment. It deals with the evolution of rights-based approach towards disability by providing a historical background with a view to analyze changes in approaches to disability from time to time. It also attempts to create sensitive and disabled-friendly society which would enable an accessible environment for persons with disabilities.

#### **Unit: 1. Classification of Disabilities**

- a) Definitions of Disabilities
- b) Categories of Disabilities
- c) Salient Disabilities

#### **Unit: 2. Approaches to disabilities**

- a) Medical (Individual) approach
- b) Social Approach
- c) Rights-based Approach

#### **Unit: 3. Disability & Inclusion**

- a) Accessible Environment
- b) Assistive Technology
- c) Social, Economic & Political Inclusion

#### **Unit: 4. Disability & Social Practices**

- a) Family Behaviour
- b) Social awakening and Civil Society groups
- c) Psycho analysis and Disability

#### **Scheme of Examination:**

Total marks	100
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End Semester Examination	70 Marks
Internal Assessment	30 Marks

## **Paper 2: Rights of Persons with Disability Act, 2016**

Objectives: The Rights of Persons with Disabilities Act, 2016 replaces the Persons with Disabilities Act 1995. It is a significant step in the evolution of rights-based disability approach. The ratification of the UN Convention on the Rights of Persons with Disabilities by India in 2007 provided the basis for this legislation.

This paper aims to study the important features of this Act and attempts to explore the significance of these provisions for the empowerment of Persons with Disabilities.

### **Unit 1: Historical Background**

- a) United Nations Convention on Rights of Persons with Disabilities (UNCRPD)
- b) National Consultation to Harmonise the Indian Law with UNCRPD
- c) Recommendation of the Committee and the response

### **Unit 2: Main Provisions**

- a) Education
- b) Employment
- c) Grievance redressal

### **Unit 3: Some other important features**

- a) Expansion of Disability
- b) Legal Capacities and property rights
- c) Gender

### **Unit 4: Challenges and Opportunities**

- a) Formation of Rules and Existing Challenges
- b) Structural Decentralization
- c) Significance and Impact

### **Scheme of Examination:**

End Semester Examination	70 Marks
Internal Assessment	30 Marks
Total marks	100

## **Paper 3 : Skill based Papers**

**Note: There are 3 papers in this section. Students may choose one out of these.**

### **Paper 3(A): Braille Script**

Objectives: Braille is a boon for the Print Disabled as it is a means of reading and writing for persons with blindness. The invention of Braille ensured a dignified life for persons with blindness by increasing their capability to participate fully and contribute in all spheres of life.

This paper introduces students to Braille script. It explains the usage and utility of this script for the Visually Impaired. With

the advent of technology in the field of disability, the utility and the relevance of Braille has been questioned and debated. This paper also attempts to examine this debate from different vantage points.

### **Unit 1: Evolution of Braille Script**

- a) History before the Invention of Braille
- b) Louis Braille and the challenges in 18<sup>th</sup> Century for Visually Challenged Persons
- c) Impact of Braille on education of the Visually Impaired

### **Unit 2: Knowledge of Braille Script**

- a) Philosophy and Role of Tactile
- b) English Braille
- c) Hindi Braille

### **Unit 3: Significance of the Braille Script**

- a) Relevance of Braille
- b) Paperless Braille
- c) Contemporary debates

#### **Scheme of Examination:**

End Semester Theory Examination	40 Marks
Semester Practical Examination	30 Marks
Internal Assessment	30
Total Marks	100

#### **Paper 3.(B): Sign Language**

Objectives: The introduction of Sign Language has proved to be a door opener for the Hearing Impaired in connecting with their families and society. This paper explains the role and significance of this technique to build a viable bridge between the Hearing Impaired and the society. The syllabus for this paper shall be as prescribes for Level A of the Sign Language Course of the Rehabilitation Council of India.

#### **Scheme of Examination:**

End Semester Theory Examination	40 Marks
Semester Practical Examination	30 Marks
Internal Assessment	30
Total Marks	100

#### **Paper 3(C): Assistive Technology**

Objectives: With the advent of Assistive Technology, disability has been countered effectively by persons with disabilities. There are a large number of technologies in existence which provide support to them in meeting their needs of education, mobility and communication. This paper provides a detailed understanding of these technologies. These assistive technologies have enables persons with disabilities to function independently and enjoy rights in more effective manner. These are also an effective agent of change to combat negative perception and the attitudes of the society.

#### **Unit 1: Assistive Technology for Visually Impaired**

- a) Screen Readers and Synthesizers
- b) Audio and Daisy
- c) Large Print and other Mediums

## **Unit 2: Assistive Technology for the Hearing and Speech Impaired**

- a) Hearing Aid
- b) Devices for Communication
- c) Vibrant Technology

## **Unit 3: Assistive Technology for Orthopedic Handicapped**

- a) Structural accessibility
- b) Wheel Chairs and stair climbers
- c) Other assistive technologies

### **Scheme of Examination:**

End Semester Theory Examination	40 Marks
Semester Practical Examination	30 Marks
Internal Assessment	30
Total Marks	100

### Annexure-3

#### **Syllabus for Certificate Course in Disability Studies**

Duration	01 Semester
Papers	03 Papers
In-take	50 students for each paper

#### **Certificate Course:-**

##### **Paper 1: Introduction to Disabilities**

Objective: This paper aims to introduce disability among the scholars by highlighting certain elementary but very significant aspects related to Persons with Disabilities. It intends to educate them about the definition of disability, its classification and the barriers that persons with disabilities face while encountering the environment. It deals with the evolution of rights-based approach towards disability by providing a historical background with a view to analyze changes in approaches to disability from time to time. It also attempts to create sensitive and disabled-friendly society which would enable an accessible environment for persons with disabilities.

##### **Unit: 1. Classification of Disabilities**

- d) Definitions of Disabilities
- e) Categories of Disabilities
- f) Salient Disabilities

##### **Unit: 2. Approaches to disabilities**

- d) Medical (Individual) approach
- e) Social Approach
- f) Rights-based Approach

##### **Unit: 3. Disability & Inclusion**

- d) Accessible Environment
- e) Assistive Technology
- f) Social, Economic & Political Inclusion

##### **Unit: 4. Disability & Social Practices**

- d) Family Behaviour
- e) Social awakening and Civil Society groups
- f) Psycho analysis and Disability

##### **Scheme of Examination:**

End Semester Examination	70 Marks
Internal Assessment	30 Marks
Total marks	100

## **Paper 2: Rights of Persons with Disability Act, 2016**

Objectives: The Rights of Persons with Disabilities Act, 2016 replaces the Persons with Disabilities Act 1995. It is a significant step in the evolution of rights-based disability approach. The ratification of the UN Convention on the Rights of Persons with Disabilities by India in 2007 provided the basis for this legislation.

This paper aims to study the important features of this Act and attempts to explore the significance of these provisions for the empowerment of Persons with Disabilities.

### **Unit 1: Historical Background**

- d) United Nations Convention on Rights of Persons with Disabilities (UNCRPD)
- e) National Consultation to Harmonise the Indian Law with UNCRPD
- f) Recommendation of the Committee and the response

### **Unit 2: Main Provisions**

- d) Education
- e) Employment
- f) Grievance redressal

### **Unit 3: Some other important features**

- d) Expansion of Disability
- e) Legal Capacities and property rights
- f) Gender

### **Unit 4: Challenges and Opportunities**

- d) Formation of Rules and Existing Challenges
- e) Structural Decentralization
- f) Significance and Impact

### **Scheme of Examination:**

- |                             |          |
|-----------------------------|----------|
| g) Total marks              | 100      |
| h) End Semester Examination | 70 Marks |
| i) Internal Assessment      | 30 Marks |

## **Paper 3 : Skill based Papers**

**Note: There are 3 papers in this section. Students may choose one out of these.**

### **Paper 3(A): Braille Script**

Objectives: Braille is a boon for the Print Disabled as it is a means of reading and writing for persons with blindness. The invention of Braille ensured a dignified life for persons with blindness by increasing their capability to participate fully and contribute in all spheres of life.

This paper introduces students to Braille script. It explains the usage and utility of this script for the Visually Impaired. With the advent of technology in the field of disability, the utility and the relevance of Braille has been questioned and debated. This paper also attempts to examine this debate from different vantage points.

### **Unit 1: Evolution of Braille Script**

- d) History before the Invention of Braille
- e) Louis Braille and the challenges in 18<sup>th</sup> Century for Visually Challenged Persons
- f) Impact of Braille on education of the Visually Impaired

### **Unit 2: Knowledge of Braille Script**

- d) Philosophy and Role of Tactile
- e) English Braille
- f) Hindi Braille

### **Unit 3: Significance of the Braille Script**

- d) Relevance of Braille
- e) Paperless Braille
- f) Contemporary debates

#### **Scheme of Examination:**

End Semester Theory Examination	40 Marks
Semester Practical Examination	30 Marks
Internal Assessment	30
Total Marks	100

#### **Paper 3.(B): Sign Language**

Objectives: The introduction of Sign Language has proved to be a door opener for the Hearing Impaired in connecting with their families and society. This paper explains the role and significance of this technique to build a viable bridge between the Hearing Impaired and the society. The syllabus for this paper shall be as prescribes for Level A of the Sign Language Course of the Rehabilitation Council of India.

#### **Scheme of Examination:**

End Semester Theory Examination	40 Marks
Semester Practical Examination	30 Marks
Internal Assessment	30
Total Marks	100

#### **Paper 3(C): Assistive Technology**

Objectives: With the advent of Assistive Technology, disability has been countered effectively by persons with disabilities. There are a large number of technologies in existence which provide support to them in meeting their needs of education, mobility and communication. This paper provides a detailed understanding of these technologies. These assistive technologies have enables persons with disabilities to function independently and enjoy rights in more effective manner. These are also an effective agent of change to combat negative perception and the attitudes of the society.

#### **Unit 1: Assistive Technology for Visually Impaired**

- d) Screen Readers and Synthesizers
- e) Audio and Daisy
- f) Large Print and other Mediums

## **Unit 2: Assistive Technology for the Hearing and Speech Impaired**

- d) Hearing Aid
- e) Devices for Communication
- f) Vibrant Technology

## **Unit 3: Assistive Technology for Orthopedic Handicapped**

- d) Structural accessibility
- e) Wheel Chairs and stair climbers
- f) Other assistive technologies

### **Scheme of Examination:**

End Semester Theory Examination	40 Marks
Semester Practical Examination	30 Marks
Internal Assessment	30
Total Marks	100

## **Paper 4: Disability & Education in India**

Objectives: Education is a powerful tool to transform and empower society. It has a very crucial role to play for the marginalised sections particularly the Disabled. This paper introduces students to different teaching and learning techniques and mediums of imparting education to Persons with Disabilities. It also explains various educational models for persons with disabilities which are in practice in India. This paper also focuses on with different types of barriers in imparting education and the alternatives to overcome them. Initiatives launched by the Government to ensure accessible environment and equal opportunity for the quality education of persons with disabilities have also been discussed in this paper.

### **Unit: 1. Tools of Education**

- a) Braille, Audio & ICT
- b) Sign Language
- c) Techniques for Orthopedic & Intellectual Disabilities

### **Unit: 2. Models of Education**

- a) Special School
- b) Integrated Education
- c) Inclusive Education

### **Unit: 3. Barriers**

- a) Social
- b) Economic
- c) Psychological

### **Unit: 4. Contemporary Initiatives**

- a) Sarva Shiksha Abhiyan (SSA)
- b) Schemes for Higher Education
- c) Current Policies



**Scheme of Examination:**

End Semester Examination	70 Marks
Internal Assessment	30 Marks
Total marks	100

**Paper 5: History of Disability Legislations**

Objectives: This paper explains the history of legislative enactments for Persons with Disabilities in India before the passage of the Rights of Persons with Disabilities (RPWD) Act, 2016. Apart from that, the role of Indian constitution is also evaluated here to enable the students to understand and situate disability at the time of independence in India. Such a history is very significant on various counts. It on the one hand reveals the role and contribution of the disability movements for the empowerment of Persons with Disabilities in India and on the other hand examines the response of the state in terms of the policies and legislations framed and adopted by it. Such legislative enactments have made a significant progress in addressing the concerns of persons with disabilities and to uplift them.

**Unit 1: Understanding the term Legislation**

- The philosophy behind Disability legislation
- Disability & Constitution
- Disability & Human Rights

**Unit 2: RCI Act 1992 and National Trust Act 1999**

- Main Provisions of the RCI Act
- Main Provisions of the National Trust Act
- Significance and Impact

**Unit 3: PwD Act 1995**

- A Change from the Past
- Equal Opportunities and Full Participation
- Protection of Rights

**Unit 4: Judiciary and Disability Legislation**

- Role and impact of Judiciary
- Judiciary Activism and Disability Rights
- Landmark Cases

**Scheme of Examination:**

End Semester Examination	70 Marks
Internal Assessment	30 Marks
Total marks	100

**Paper 6: Project Work on Disability**

This project work aims at developing skills for undertaking practical work in the field of disability. This will also provide practical experience while completing the project relating to different areas of disability discourse. It also would afford an opportunity to the students to sensitize the society at large about different issues pertaining to persons with disabilities.

Literature, Theatre and Cinema in the context of disability will create a useful human resource for generating public awareness about the capabilities of persons with disabilities and also would help building an inclusive society.

**Note:**

1. Students may choose any of the following to undertake the projects work.
  - i. Language**
  - II. Literature**
  - III. Accessibility**
  - IV. NGOs**
  - V. Theatre**
  - VI. Cinema**
  - VII. Policies**
  
2. Student may also take up any subject from the papers forming part of this course.