**Bachelor of Education in Special Education- (B.Ed. SE-VI/ID)**

**(Semester: IV)**

**Course code: B-10 F**

GENDER AND DISABILITY

 **Credits: 02**

**Contact Hours: 30 Marks: 50**

**Learning Outcomes:**

After completion of this course the student-teachers will be able to

* *Develop an understanding of human rights based approach in context of disability.*
* *Explain the impact of gender on disability.*
* *Describe the personal and demographic perspectives of gender and disability.*
* *Analyse the issues related to disabled women and girl children.*

**Unit 1: Human Right-based Approach and Disability 10 Hours**

* 1. Human Rights-Based Approach: Concept and History
	2. Principles of Human Rights-Based Approach
* Equality and Non-Discrimination
* Universality & Inalienability
* Participation and Inclusion
* Accountability and Rule of Law
	1. Elements of Human Rights System
* Legal Framework
* Institutions
* Development Policies & Programs
* Public Awareness
* Civil Society
1. Advantage of Human Rights-Based Approach
2. Implications for Disability
* Empowerment
* Enforceability
* Indivisibility
* Participation

**Unit 2: Gender and Disability 10 Hours**

1. Sex & Gender: Concept & Difference
2. Impairment & Disability: Concept & Difference
3. Gendered Experience of Disability
* Public Domain: School and Outside School
* Private and Familial Domain
* Normalization and Social Role Valorisation
	1. 2.4 Gender and Disability Analysis: Techniques and Strategies
	2. 2.5 Psyche and Gender: Implications for Teaching

**Unit 3: Women and Girl Child with Disability 10 Hours**

3.1 Inclusive Equality

* Access to Family Life
* Access to Education, Vocational Training and Employment
* Access to Political Participation

3.2 Factors Contributing to Disability

* Gender-Based Violence in School and Within Family
* Traditional Practices
	1. Sexual and Reproductive Health
	2. Teacher's Role in Promoting Gender Equality
	3. Gender Critique of Legislation, Government Policy and Schemes

**Practicum/Field Engagement**

I. Study the case of a woman with disability and submit a report II. Review selected paper/s authored by women with disability III. Conduct a gender analysis of a selected disability Act/Policy

**Transaction**

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

**Essential Readings**

Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East.*Oxfam, UK.

Hans, A. (2015). *Disability, Gender and the Trajectories of Power.* Sage Publications
Pvt. Ltd.

Meekosha, H. (2004). *Gender and Disability.* Sage Encyclopaedia of Disability.

O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil
Achievement*, Dunedin Academic.

Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the
Modern World.* Oxford University Press.

Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race.* NYU Press,
USA.

Smith, B. G., & Hutchison, B. (2013). *Gendering Disability.* Rutger University Press,
New Jersey.