



Gyanmanjari
Innovative University

Syllabus

Gyanmanjari Institute of Arts

Semester-I(BA)

Subject: Inclusiveness and Diversity in the Indian Context - BAT2XX11303

Type of course: Minor

Prerequisite: Students must have a basic understanding of social behaviour and a keen interest in society.

Rationale:

This course enables students to understand how individual attitudes and behaviours contribute to the creation of an inclusive society. The activity will encourage students to become socially responsible, empathetic, and active citizens who value equality, dignity, and social justice in everyday life.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
4	0	0	4	100	100	200

Legends: CI- Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Course Content:

Sr. No	Course Content	Hrs.	% Weightage
1	Theory Topics • Foundations of Diversity & Inclusion: Key Concepts, Equity vs Equality, Privilege • Forms of Diversity in India: Linguistic, Religious, Regional, Caste, Tribal, Gender, Disability, Age • Historical Context: Unity in Diversity discourse, Colonial impact, Nationalist movement Practical: Practical 1: Diversity Brainstorming Students have to identify different forms of diversity in their classroom and community and discuss how diversity influences everyday interactions. Practical 2: Equality vs. Equity Demonstration Students must examine real-life situations to understand the difference between equal treatment and equitable support. Practical 3: Oral History: Changing Diversity Students are required to interview an elderly person and document how diversity, social relationships and inclusion have changed across generations. Practical 4: Diversity Wheel & Bias Mapping Students should prepare a Diversity Wheel and reflect on how their social identities, privileges and biases influence their experiences.	06T 06 P	20



Examination Style:					
Sr. No	Evaluation Methods	SEE	CCE		
1	ALA 1: Identity & Privilege Mapping Students submit completed Diversity Wheel + 300 word reflection on "How my social location gives me unearned privilege/disadvantage in daily life". Connect to concepts: Core vs Acquired identity, Structural Privilege.	-	10		
2	ALA 2: Equity vs Equality Field Notes Students photograph 2 real-life examples from college/market showing "Equal treatment" vs "Equitable treatment". Write sociological analysis: Why equal resources fail for unequal starting points.	-	10		
3	Intergenerational Oral History Report Students submit interview transcript + analysis of how "Unity in Diversity" was practiced in 1950s-60s vs 2026. Use concepts: Socialization, Historical change in pluralism, Institutional Inclusion.	10	-		
4	Bias Deconstruction Essay Students identify 3 biases from their Bias Inventory. Explain using Sociology: How family, media, peer group produced these biases. Suggest 2 interventions to unlearn them.	10	-		
	Total	20	20		
2	Theory Topics • Caste System: Varna-Jati, Untouchability, Ambedkar vs Gandhi debate, Reservation discourse • Gender & Patriarchy: Sex vs Gender, Transgender Act 2019, NALSA judgment, POSH Act • Religious & Ethnic Minorities: Communalism, Secularism, Sachar Committee Report, NE region issues • Disability & Age: Accessibility, Universal Design, Ageism • Field Task: Accessibility audit of local market/college	06 T 06 P	20		

Practicals:			
Practical 1: Social Space Mapping Students have to map a public or campus space and identify how caste, class, gender, religion or income may influence access and social interaction. Practical 2: Ambedkar–Gandhi Debate Students must study the contrasting approaches of Ambedkar and Gandhi towards caste and social reform and present their arguments through a structured debate. Practical 3: Campus Safety & Inclusion Audit Students are required to assess a campus space for gender sensitivity, safety and accessibility and suggest practical improvements. Practical 4: Gender in Media Students should analyze advertisements, films or social media content to identify gender stereotypes and suggest more inclusive representations. Practical 5: Rights and Policy Comparison Students have to compare the NALSA judgment and the Transgender Persons Act to understand the relationship between legal rights and social reality. Examination Style:			
Sr. No	Evaluation Methods	SEE	CCE
1	ALA 3 : Spatial Inequality Audit Report Students submit map + photos + analysis of caste-based residential segregation. Use concept: "Purity-Pollution" and Social Distance. Argue how physical space reproduces caste hierarchy.	-	10



	2	ALA 4 : Gender Stereotype Media Critique Students analyze 3 ads using "Sex vs Gender" and "Patriarchy" framework. Explain how media reproduces gender roles. Redesign 1 ad to challenge stereotype. Upload PDF.	-	10		
	3	Debate & Ideological Analysis Report After Ambedkar vs Gandhi debate, students write 500 words: Which approach - "Annihilation of Caste" vs "Reform from within" - is more relevant for Reservation policy today? Justify with data.	10	-		
	4	Policy Gap Analysis Students compare NALSA Judgment vs Transgender Persons Act 2019. Use concept: "Legal Rights vs Social Reality". Explain how state control creates new forms of exclusion.	10	-		
	Total		20	20		
3	Theory Topics • Constitutional Provisions: Preamble, Fundamental Rights • Key Policies: Mandal Commission, Reservation, SC/ST Act, Rights of Transgender Persons Act • International Linkages: UDHR, UNCPRD, CEDAW and India's commitments • Case Study Analysis: Indra Sawhney case, Navtej Singh Johar case, Sabarimala judgment Practicals: Practical 1: Constitution in the News Students have to analyze selected news reports and identify instances where constitutional rights are protected, violated or debated.				06 T 06 P	20



4	Practical 2: Public Space Accessibility Audit Students must examine a public or campus space and identify physical and social barriers to inclusive access.
	Practical 3: Reservation: Oral History Students are required to conduct an interview and document how reservation policies have influenced educational or social opportunities.
	Practical 4: Legal Case Simulation Students should assume different roles in a simulated discrimination case and apply relevant constitutional and legal provisions to the case.
	Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	ALA 5: Preamble vs Social Reality Newsroom Students submit 3 news clippings + analysis: Which Fundamental Right was violated/protected? Why did "Constitutional Morality" clash with "Social Morality"? Upload PDF.	-	10
2	ALA 6 : Informal Worker & Human Rights Matrix Students must interview 2 informal workers. Create table: UDHR Article vs Lived Reality. Analyze using concept: Class, Caste, Gender as barriers to universal rights. Upload PDF.	-	10
3	Institutional Audit Report Students audit college forms, washrooms, cells for Transgender inclusion. Use "Social Model of Disability" and "Spatial Justice". Suggest 3 policy changes.	20	-
Total		20	20

4	Theory Topics	06 T	20
	• Economic Exclusion: Poverty, Informal labor, Urban-rural gap	06 P	

- Social Prejudice: Stereotypes, Stigma, Hate speech, Honor-based discrimination
- Institutional Barriers: Language in education, Curriculum representation, Workplace bias
- Intersectional Issues: Dalit women, Disabled tribal youth, Muslim queer persons

Practical:

Practical 1: Life on the Margins: Budget Simulation
Students have to prepare a monthly budget for different socio-economic groups and analyze how income and structural conditions affect everyday choices.

Practical 2: Digital Inclusion Audit
Students must examine whether digital services and technologies are accessible to people of different ages, abilities and socio-economic backgrounds.

Practical 3: Representation of Ageing in Media
Students are required to analyze the representation of older persons in selected media content and suggest more inclusive portrayals.

Practical 4: Intersectionality Case Study
Students should study a case involving multiple forms of disadvantage and analyze how different social identities intersect to create exclusion.

Examination Style:

Sr. No	Evaluation Methods	SEE	CCE
1	Leadership Qualities Observation Report Students will watch interviews, speeches, or documentaries of any business leader, entrepreneur, sports captain, or political leader and prepare a report identifying leadership qualities and motivational techniques used by them.	-	10

	2	ALA 7 : Poverty Trap Simulation Report Students submit "Life on Margins" budget sheet + analysis. Use concept: "The Poor Pay More", Precarity, Structural Violence. Explain 3 systemic reasons behind debt cycle. Upload PDF.	-	10		
	3	Intersectionality Field Report Students write case study of 1 intersectional group: Dalit women / Disabled tribal youth / Muslim queer person. Analyze "multiple layers of exclusion". Use Crenshaw's framework.	20	-		
	Total		20	20		
5	Theory Topics • Education for Inclusion: NEP 2020 provisions, Inclusive pedagogy • Workplace Diversity: DEI practices, Inclusive hiring, Accessibility • State & Civil Society Role: NHRC, NCSC, NCST, NCW, NGOs, Student movements • Skills for Inclusion: Empathy building, Inclusive communication, Allyship					
	Practicals:				06 T	
	Practical 1: Inclusive Classroom Design	Students have to audit their classroom and design an inclusive learning environment addressing physical, linguistic, social and learning barriers.			06 P	20
	Practical 2: Corporate DEI Audit	Students must examine a company's practices related to diversity, accessibility, representation and inclusion and suggest improvements.				
	Practical 3: NGO & Civil Society Study	Students are required to visit or study an NGO and document its role in promoting inclusion and social welfare.				
	Practical 4: Inclusion Action Toolkit	Students should prepare a practical toolkit or action plan to help teachers or institutions identify and address barriers to inclusion.				



Examination Style:					
Sr. No	Evaluation Methods	SEE	CCE		
1	Inclusive Pedagogy Design Students design 1 classroom activity for NEP 2020 that includes CWSN, Linguistic minority, First-gen learner. Explain how it addresses "Institutional Barrier".	-	10		
2	ALA 9 : NGO & Allyship Reflection After NGO visit, students write 400 words: What is role of Civil Society in inclusion? What does "being an Ally" mean? Give 2 examples of allyship in conflict. Upload PDF	-	10		
3	State Institution Analysis Students study role of NHRC/NCSC/NCW in 1 case. Analyze: How do these bodies act as "Safety Valves" to prevent social conflict? Submit report.	10	-		
4	DEI Workplace Policy Proposal Students audit 1 company's leadership board. Use concept: "Glass Ceiling", "Tokenism". Propose 3 DEI hiring practices to ensure representation.	10	-		
	Total	20	20		

Suggested Specification table: 100

Distribution of Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage %	10%	20%	10%	30%	20%	10%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Define and explain core concepts like Diversity, Inclusion, Equity, Privilege, and Patriarchy using sociological terms.
CO2	Analyze how caste, gender, religion, age, and disability intersect to create structural exclusion and privilege in India.
CO3	Apply Constitutional rights, landmark judgments (<i>Indra Sawhney</i> , <i>Navtej Johar</i>), and international treaties (CEDAW, UNCERPD) to exclusion cases.
CO4	Conduct empirical field tasks like Accessibility Audits to diagnose physical, economic, and institutional barriers in public spaces.
CO5	Design concrete institutional solutions, inclusive hiring frameworks, and an "Inclusion Action Plan" for workplaces or colleges.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of Students.

A minimum of 20–30% of the course content shall be suggested to deliver through Flipped Learning, where students study digital learning resources before the classroom session. Classroom time shall be utilized for discussion, problem-solving, practical applications, and higher-order learning activities.

Students shall be encouraged to use AI-powered learning platforms, simulation software, virtual laboratories, digital libraries, research databases, online certification courses, NPTEL, SWAYAM, MOOCs, and other technology-enabled learning resources to strengthen conceptual understanding and practical competence.

Continuous assessment shall be conducted through Active Learning Assignments (ALAs), quizzes, skill demonstrations, presentations, practical exercises, projects, case studies, innovation activities, peer assessment, reflective learning, and industry-oriented tasks instead of relying primarily on conventional written assignments.



Reference Books:

- [1] Ghosh, Ratna. Diversity and Inclusion in Indian Education. Sage, 2021.
- [2] Ambedkar, B.R. Annihilation of Caste. Navayana, 2014.
- [3] Government of India. NEP 2020 Document. MHRD, 2020.
- [4] UNDP. Human Development Report on Inclusion. 2020.

Suggestive Evaluation Criteria:

SEE	Topic	Part	Criteria	Marks	Description
SEE 1	Diversity, Equality and Equity Analysis	Part 1	Identification of diversity; Conceptual understanding; Relevant examples; Clarity	5	Students have to identify different forms of diversity in their classroom or community and explain their influence on everyday interactions.
		Part 2	Understanding of equality and equity; Application; Critical interpretation; Relevance	5	Students must examine real-life situations and explain the difference between equal treatment and equitable support.
SEE 2	Oral History and Bias Reflection	Part 1	Interview preparation; Information collection; Documentation; Relevance	5	Students are required to interview an elderly person and document changes in diversity, social relationships and inclusion across generations.
		Part 2	Self-reflection; Understanding of bias; Critical analysis; Use of concepts	5	Students should prepare a Diversity Wheel and analyze how their social identities, privileges and biases influence their experiences.



SEE 3	Social Space and Inclusion Audit	Part 1	Observation; Mapping; Identification of barriers; Application of concepts	5	Students have to map a public or campus space and identify how caste, class, gender, religion or income may influence access and social interaction.
		Part 2	Analysis; Evidence; Inclusiveness; Practical recommendations	5	Students must assess the selected space for safety, accessibility and inclusion and suggest practical improvements.
SEE 4	Caste, Gender and Rights Analysis	Part 1	Understanding of Ambedkar and Gandhi; Comparative analysis; Argumentation; Evidence	5	Students must examine the contrasting approaches of Ambedkar and Gandhi towards caste and social reform and present their arguments through a structured debate.
		Part 2	Legal understanding; Critical analysis; Social relevance; Interpretation	5	Students have to compare the NALSA judgment and the Transgender Persons Act and analyze the relationship between legal rights and social reality.
SEE 5	Constitution and Rights in Practice	Part 1	Identification of constitutional issues; Understanding of rights; Use of evidence; Interpretation	5	Students have to analyze selected news reports and identify instances where constitutional rights are protected, violated or debated.
		Part 2	Application of constitutional concepts; Critical analysis; Social relevance; Conclusion	5	Students should relate the identified issues to constitutional principles and explain the implications for equality, dignity and inclusion.



SEE 6	Accessibility and Reservation Field Study	Part 1	Field observation; Interview skills; Data collection; Documentation	5	Students must examine a public or campus space for physical and social barriers and conduct an interview to understand the influence of reservation on educational or social opportunities.
		Part 2	Analysis; Application of legal concepts; Interpretation; Recommendations	5	Students are required to analyze their findings in relation to constitutional rights, accessibility, equality and social justice and propose practical improvements.
SEE 7	Socio-Economic Exclusion and Digital Inclusion Audit	Part 1	Budget preparation; Accuracy; Understanding of economic conditions; Application	5	Students have to prepare a monthly budget for different socio-economic groups and analyze how income and structural conditions affect everyday choices.
		Part 2	Observation; Identification of barriers; Critical analysis; Practical suggestions	5	Students must examine whether digital services and technologies are accessible to people from different age, ability and socio-economic backgrounds.
SEE 8	Ageing and Intersectionality Case Analysis	Part 1	Media analysis; Identification of stereotypes; Understanding of ageism; Interpretation	5	Students are required to analyze the representation of older persons in selected media content and suggest more inclusive portrayals.



		Part 2	Understanding of intersectionality; Case analysis; Application of concepts; Critical thinking	5	Students should study a case involving multiple forms of disadvantage and analyze how different social identities intersect to create exclusion.
SEE 9	Inclusive Institution and Civil Society Study	Part 1	Institutional observation; Identification of barriers; Application of inclusion concepts; Analysis	5	Students have to audit their classroom and design an inclusive learning environment addressing physical, linguistic, social and learning barriers.
		Part 2	Institutional understanding; Research; Evaluation; Social relevance	5	Students are required to study or visit an NGO and document its role in promoting inclusion, social welfare and civil society participation.
SEE 10	Corporate DEI and Inclusion Action Plan	Part 1	Understanding of DEI; Workplace analysis; Identification of barriers; Evidence	5	Students must examine a company's practices related to diversity, accessibility, representation and inclusion and identify areas requiring improvement.
		Part 2	Policy design; Practicality; Inclusiveness; Feasibility; Expected impact	5	Students should prepare an Inclusion Action Plan or practical toolkit containing measures to identify and address barriers to inclusion in an institution.

