

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**CHOICE BASED CREDIT SYSTEM**  
**M.Sc. REHABILITATION SCIENCE (COURSE PATTERN**  
**(For Candidates Admitted from 2022 onwards)**

**SEMESTER - 1**

<b>Semester</b>	<b>Course</b>	<b>Title of the Course</b>	<b>Code</b>	<b>Hrs/wk</b>	<b>Credits</b>	<b>Marks</b>
<b>I</b>	Major Core-1	Methods of Rehabilitation Social Work	P22RS1MCT01	6	4	100
	Major Core-2	Therapeutics for Persons with Disabilities (Practical)	P22RS1MCP02	5	4	100
	Major Core-3	Management of Persons with Cerebral Palsy	P22RS1MCT03	5	5	100
	Major Core-4	Vision Rehabilitation (Theory cum Practicum)	P22RS1MCP04	6	5	100
	Major Core-5	Research Methodology	P22RS1MCT05	6	5	100
	Major Core - Offered to I MSc. Psychology	Research Methodology	P21RS1MCT01	6	5	100
		Value Education		1	-	-
		Library hour		1	-	-
	Extra credit course	Any online /Swayam course	P22OC1ECT01	-	1	100
		<b>INTERNSHIP</b> Special Extra Credit	P22SP1ECC01	15days 75 hours	1	100
		<b>TOTAL</b>		<b>30</b>	<b>24+1</b>	<b>700</b>

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE P.G  
FIRST YEAR - SEMESTER – I**

<b>Course Title</b>	<b>Major Core -1 Methods of Rehabilitation Social Work</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs/ Wk</b>
<b>Code</b>	<b>P22RS1MCT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

To enable the students, understand the basics of Rehabilitation Social Work and its relationship with various methods in Rehabilitation programmes of disabled and become effective human resource managers.

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remembers, Understands about the basics of Rehabilitation Social Work
CO-2	Remembers, understands the Professional function, ethics and values of Rehabilitation Social Worker
CO-3	Understands and analyze the Rehabilitation Case Work and its characteristic.
CO-4	Understands and analyze the Rehabilitation Group Work and its characteristic
CO-5	Understands and analyze the importance of community organization and social action for persons with disabilities.

**UNIT 1: Introduction to Rehabilitation Social Work**

**(12 HOURS)**

- 1.1 Meaning and definition of Social work
- 1.2 Changing concepts in Social Work
- 1.3 Basic values and Principles of Social Work
- 1.4 Methods of Rehabilitation Social Work
- 1.5 Modern Society and Rehabilitation Social Work

**Extra reading/ keywords: Social Work, Social action, Social Welfare Administration, Social work research**

**UNIT 2: Professional functions and Characteristics of Rehabilitation Social Worker (12 Hours)**

- 2.1 Competencies related to performance of professional Functions
- 2.2 Code of ethics in rehabilitation social work
- 2.3 Importance of field work and Supervision in Rehabilitation Social Work
- 2.4 Tools and Techniques of Rehabilitation social work
- 2.5 Rehabilitation Social Work as a Profession

**Extra reading/ keywords: Competencies, skills, code of ethics, field work, supervision, Verbal interaction, Professional Traits**

**UNIT 3: Rehabilitation Case Work (18 HOURS)**

- 3.1 Definition, purpose, case work relationship
- 3.2 Phases of Social Case work practice
- 3.3 Interviewing and Case Recording
- 3.4 Application of rehabilitation Case Work in different settings & Clientele groups
- 3.5 Rehabilitation Case Work Practice and Indigenization in India

**Extra reading/ keywords: Case Worker, Social investigation, Social diagnosis, Social Treatment, interviewing, case recording**

**UNIT 4: Rehabilitation Group Work (18HOURS)**

- 4.1 Characteristic, Goals and Function of Group work
- 4.2 Group work Process and Principles
- 4.3 Models of Group Work and Stages of Group Development
- 4.4 Group work evaluation & reporting
- 4.5 Application of rehabilitation Group Work in different settings & Clientele Groups

**Extra reading/ keywords: Brainstorming, Role play, team work, team building, trust Building, reporting, Evaluation**

**UNIT 5: Community Organization and Social Action (15 HOURS)**

- 5.1 Meaning, Definitions, objectives and Nature of Community organization
- 5.2 Principles, Skills and Techniques of Community Organization
- 5.3 Community Organization and Community development
- 5.4 Concept of Social Action-Definition, Objectives and Elements of Social Action
- 5.5 Principles, Models, Strategies and Role of Rehabilitation Social Worker in Social Action.

**Extra reading/ keywords: community organization, networking, Empowerment**

**PRACTICUM: (15 HOURS)**

1. Organizing awareness programmes/workshops/seminars related to disability.
2. Availing welfare schemes - Identity card, Concessions, Material Aid, etc. for the disabled persons.
3. Preparation of minutes of meetings and reports of the organizations.
4. Writing and maintaining field work reports.
5. Capacity building for rehabilitation professionals

**Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.**

### Course Outcomes:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the definition, principles and methods of Rehabilitation Social Work	PSO 1	R, U
CO-2	Describe and relate the Professional function, competencies of Rehabilitation Social Worker.	PSO 2	R
CO-3	Relate and apply the Rehabilitation Case Work and its application in different settings.	PSO2&PSO3	AP
CO-4	Relate and apply the Rehabilitation Group Work and its application in different situations.	PSO2&PSO	AP
CO-5	Examine the importance of community organization	PSO 5	AN
CO-6	Evaluate the perspective of Networking of persons with disabilities.	PSO 5	E

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

### REFERENCES:

- Sanjay Bhattacharya, (2003). Social Work An integrated Approach, Deep & Deep Publication, New Delhi
- Upadhyay, R.K. (2003), Social Case Work; A Therapeutic Approach, Jaipur: Rawat Publications.
- Gautam Banerjee, (2001). Legal Rights of the Disabled in India, New Delhi; RCI.
- Kundu C.L, (2000). Status of Disability in India, New Delhi, RCI. Kohli, A.S., and Sharma, S.R., (1996). Enclopaedia of Social
- Martin, Davies (2000), The Blackwell Encyclopedia of Social Work , Blackwell Publishers, Oxford, U.K.
- Welfare Administration, New Delhi; Anmol Publications Pvt. Ltd.
- Misra .P.D., (1994). Social Work: Philosophy and Methods, New Delhi; Inter-India publications.
- Bharti, I.J., (1990). Darkness into light, New Delhi; D.K. Publishers (P) Ltd.
- Dayal, Parameshwari (1986), Gandhian Approach to Social Work , Gujarat Vidyapith, Ahmedabad.
- Siddiqui, H.Y. (1984), Social Work and Social Action (ed.), Harnam Publications.
- T. Krishnan, Nair (1983), Social Welfare Manpower, A study in Tamilnadu , Concept Publishing company, New Delhi
- Eruc Ryckmans, (1983). Working with Disabled people, London; Batsford Academic and Educational Ltd.
- Ann Brechin & Penny Liddiard, (1981). Look at it This way: New Perspectives in Rehabilitation, U.K.; The Open University Press.
- Keith Davis, (1981). Rehabilitation Administration and supervision, Maryyord; University park press.
- Dr. D. Paul, Chowdhry (1981), A Handbook of social welfare , Atma Ram & Sons Delhi.
- George Nelson Wright, (1980). Total Rehabilitation, Boston; Little Brown and Company (Inc.).
- Robert M. Goldenson, (1978). Disability and Rehabilitation Handbook, New York; MC Graw-Hill Book Company.

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<b>Course Title</b>	<b>Major Core – 11: THERAPEUTICS FOR PERSONS WITH DISABILITIES</b>
<b>Total Hours</b>	<b>60</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>P22RS1MCP02</b>
<b>Course Type</b>	<b>Practicals</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

*To understand the concepts and techniques in Physiotherapy, Speech and Language therapy, Behaviour modification Occupational Therapy, Counselling and alternative therapies*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand Physiotherapy and Speech Language therapy with it techniques
CO-2	Understand occupational therapy with its relevant treatment techniques
CO-3	Apply behavior modification plan for different disabilities.
CO-4	Apply various alternative therapies in different relevant contexts and refer suitable assistive technology for PWD
CO-5	Apply different counseling therapies to people with disabilities.

**UNIT 1: PHYSIOTHERAPY AND SPEECH AND LANGUAGE THERAPY (18 hrs)**

- 1.1 Physiotherapy, basic exercises and postural correction – Organizing workshop
- 1.2 Gait training, coordination and balance– Case observation and implementation
- 1.3 Detailed Case profile / Home Based intervention plan
- 1.4 Identification speech and language disorders - Case observation and Reporting
- 1.5 Preparing Alternative & augmentative communication aids

*Extra reading/ keywords: Physiotherapy for Cerebral Palsy, muscular dystrophy, polio, spinal cord injury, Splint, calipers, PECS, Stuttering, speech disorders.*

**UNIT 2: OCCUPATIONAL THERAPY (18 hrs)**

- 2.1 Occupational therapy, its Modalities and significance for PWD - Organizing workshop
- 2.2 Detailed case profile / Home based intervention plan
- 2.3 Hand functions– types of grasps, grip, development, and eye-hand coordination
- 2.4 Preparation of Sensory integration kit
- 2.5 Integrating occupational therapy into classroom context. – Developing Plan

*Extra reading/ keywords: Occupational therapy for hand function, hand writing problems, learning disabilities, functional reeducation, sensory integration for hyper and hyposensitivity, activities.*

**UNIT 3: BEHAVIOUR MODIFICATION (18 hrs)**

- 3.1 Aim, scope and importance of behaviour modification
- 3.2 Types of behaviour– adaptive and maladaptive
- 3.3 Identification of problem behaviours, and functional analysis
- 3.4 Strategies for behaviour modification and differential reinforcement
- 3.5 Integrating behaviour modification in classroom context – Developing Behavior intervention Plan

*Extra reading/ keywords: Adaptive behaviour, maladaptive behaviour, odd behaviour, token economy, reinforcement, behaviour contract, Functional Behaviour assessment and behaviour therapy*

**UNIT 4: ALTERNATIVE THERAPIES & ASSISTIVE Technology (18 hrs)**

- 4.1 Neuro developmental therapy
- 4.2 Play therapy, hydrotherapy, Dance & laughing therapy
- 4.3 Yoga, Music & art therapy
- 4.4 Prosthetics and Orthotics
- 4.5 Assistive technology and New innovation for PWD – Album Preparation on Social Stories, E -Safety measure and Assistive Technology

*Extra reading/ keywords: Neurodevelopmental therapy for developmental disabilities, Montessori teaching method, different types of yoga, techniques in music and art therapy, role of alternative therapies in skill development.*

**UNIT 5: COUNSELLING (18 hrs)**

- 5.1 Counselling: concept, importance and scope
- 5.2 Principles, ethics and basic skills in counseling
- 5.3 Assessment and identification of the needs
- 5.4 Therapies in counseling: behavioural, cognitive, cognitive-behavioural, play therapy, art-based therapies, bibliotherapy
- 5.5 Working with Individual and Families

*Extra reading/ keywords: Counselling, effective communication techniques, behavioural assessment, different types of mental illness, Psychoanalytical therapy, gestalt therapy, observational learning.*

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explains the concept of Physiotherapy and speech therapy with its therapeutic application.	PSO 1	R, U
CO-2	Describes occupational therapy with its relevant treatment techniques and various assistive technology for PWD	PSO 2	R, U
CO-3	Develops behavior modification plan for different disabilities.	PSO 3	U, Ap
CO-4	Executes various alternative therapies in different relevant contexts	PSO 4	U, Ap
CO-5	Applies different counseling therapies to people with	PSO 5	U, Ap

disabilities.		
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**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**REFERENCES:**

1. Feltham, C. (2010). *Critical Thinking in Counselling and Psychotherapy*. Sage, London.
2. Feltham, C., & Horton, I. (2012). *The Sage Handbook of Counselling and Psychotherapy*. Sage, London.
3. Hatcher, C. (2011). *Making Collaborative Practice Work: A Model for Teachers and SLTs*. J & R Press, Guilford.
4. Hocking, C. (2004). Making a difference: The romance of occupational therapy. *SouthAfrican Journal of Occupational Therapy*, 34(2), 3-5.
5. Creek, J. (2008). *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. Churchill Livingstone, Edinburgh.
6. Duncan, E.A.S. (2005). *Foundations for Practice in Occupational Therapy* (4th edition). Churchill Livingstone, Edinburgh.
7. Anderson, C., & Van Der, G. A. (2005). *Speech and Language Therapy: Issues in professional practice*. Whurr, London.
8. Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), *Essential psychotherapies* (2nd ed., pp. 182-223). Guilford, New York.
9. Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). *Occupational therapy: performance, participation and well-being*. SLACK Inc., New Jersey.
10. Clark, D. M., & Fairburn, C.G. (1997). *Science and Practice of Cognitive Behaviour Therapy*. Oxford University Press. New York.
11. Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. *American Journal of Occupational Therapy*, 46, 63-70.
12. Creek, J. (2001). *Occupational Therapy in Mental Health* (3 rd edition). Churchill Livingstone, Edinburgh.
13. Gardiner, M.D. (1985). *The principles of exercise therapy*. Delhi: CBS Publishers & <http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/assistive-technology-devices/>
13. Jacobs, K (1990). *Occupational therapy: Work related programs and assessment*,

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<b>Course Title</b>	<b>Major Core 3: MANAGEMENT OF PERSONS WITH CEREBRAL PALSY</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs. Wk.</b>
<b>Code</b>	<b>P22RS1MCT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>
<b>Learning Objective</b>	To understand the history, etiology, prevention, incidence, classifications and types of cerebral palsy, describe the varied related problems and intervention procedures for the cerebral palsied.
<b>Cognitive Levels</b>	<b>K1: Remember</b> <b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>

**Course Objectives:**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Memorize the causes, classification, types, related incidence and medical intervention methods in cerebral palsied (K1)
CO-2	Describe the varied assessment, management techniques and therapeutic approaches for the cerebral palsied (K2)
CO-3	Demonstrate the methods of developing independence in self-care activities and mobility for the cerebral palsied. (K3)
CO-4	Apply the physiotherapy aids, assistive appliances and modern technological devices for the cerebral palsied. (K3)
CO-5	Analyze the critic reviews related to researches done on the intervention and management of cerebral palsied with recent journals. (K4)

**UNIT 1 : AN INTRODUCTION TO CEREBRAL PALSY**

**(12 HOURS)**

- 1.1 History and definition of Cerebral Palsy
- 1.2 Incidence and Classification of Cerebral Palsy
- 1.3
- 1.4 Etiology and prevention
- 1.5 Diagnostic methods – surgical and medical interventions

**Extra read *rhizotomy, dystocia, tetraplegia, tremors, flaccidity Chromosomal aberration, metabolic anomalies, neoplasms, arthrodesis***



**UNIT 2: RELATED PROBLEMS (13 HOURS)**

- 2.1 Speech and hearing problems
- 2.2 Vision and other sensory disturbances
- 2.3 Perceptual disturbances
- 2.4 Orthopedic problems and convulsion disorders
- 2.5 Psychological problems

**Extra reading/ keywords:** *erythroblastosis foetalis, kernicterus, retrolental fibroplasia, exotropia, hemianopsia, amblyopia, nystagmus, convulsions,*

**UNIT 3: ASSESSMENT AND MANAGEMENT TECHNIQUES (10 HOURS)**

- 3.1 Assessment (Subjective and Objective)
- 3.2 Tran disciplinary / interdisciplinary and multi-disciplinary approach to management of children with CP
- 3.3 Early intervention, Sensory stimulation and sensory integration
- 3.4 Therapies for cerebral palsied
- 3.5 Parent Training and Family Involvement

**Extra reading/ keywords:** *MDT, Sensory integration, bob bath therapy, NDT, Voyta therapy, ATNR, Primitive reflexes, hippotherapy.*

**UNIT 4: DEVELOPING INDEPENDENCE IN SELF CARE ACTIVITIES AND MOBILITY (15 HOURS)**

- 4.1 Toilet training
- 4.2 Dressing
- 4.3 Feeding
- 4.4 Functional academics
- 4.5 Mobility

**Extra reading/ keywords:** *privacy, drooling, tongue thrust, bowel bladder control*

**UNIT 5: PHYSIO AIDS AND ASSISTIVE TECHNOLOGY (10 HOURS)**

- 5.1 Importance
- 5.2 Factors to be considered while making aids
- 5.3 Aids for skill enhancement and functional academics
- 5.4 Aids for mobility
- 5.5 Adaptive devices and Assistive Technology

**Extra reading/ keywords:** *physio aid, adapted aid, assistive device, augumentative communication, bliss symbols, PECS*

**Course Outcomes:**

**The learner will be able to**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Memorize the causes, classification, types, related problems incidence and medical intervention methods in cerebral palsied (K1)	PSO 1	K1
CO-2	Describe the varied assessment, management techniques and therapeutic approaches for the cerebral palsied (K2)	PSO 2	K2
CO-3	Demonstrate the methods of developing independence in self-care activities and mobility for the cerebral palsied. (K3)	PSO 3	K3
CO-4	Apply the physio aids, appliances and assistive technology devices for the cerebral palsied. (K3)	PSO 4	K3
CO-5	Analyze the critic reviews related to researches done on the intervention and management of cerebral palsied with recent journals. (K4)	PSO 5	K4

**PRACTICUM: (15 HOURS)**

1. A case study of any one classification of C.P.
2. Evidence related profile of the related problems in CP.
3. Prepare and Interpret model aids.

**TEXT BOOKS**

1. Jan Stephen Tecklin, (2008), Pediatric Physical therapy, (4th ed.), Lippincott Williams & Wilkins
2. Sophie Levitt, (2004), Treatment of Cerebral palsy and motor delay, (4th ed.), Blackwell Publishing
3. Bardbara H. conolly, Patricia C. Montogomery, (2005), Therapeutic exercise in developmental disabilities, (3rd ed.), Slack Incorporated.
4. Jennifer A. Pryor, Barbara A Webber, (2001), Physiotherapy for Respiratory and Cardiac problem, (2nd ed.), Churchill Livingstone.
5. Alfred L. Scherzer. (2001), Early diagnosis and interventional therapy in cerebral palsy, (3rd ed.), Marcel Dekker.
6. Roberta B.Shepherd. (2013) Cerebral Palsy in Infancy (1<sup>st</sup> edition), Elsevier Health Sciences.

7. Jan Stephen Tecklin (2008) Pediatric Physical Therapy (4<sup>th</sup> edition)  
Lippincot Williams & Wikins, Philadelphia
8. Teresa Pountney, Teresa E. Pountney (2007) Physiotherapy for Children  
(1<sup>st</sup> edition), Butterworth Heineman, Elsevier
9. Janet M. Howle (2007) Neuro-developmental Treatment Approach:  
Theoretical Foundations and Principles of Clinical Practice, (3<sup>rd</sup> edition),  
Neuro developmental treatment Association

**EXTRA READING:**

1. Lindsay. Neurology & Neurosurgery Illustrated 3<sup>rd</sup> ed.4. DeLisa, Joel A. Physical  
Medicine & Rehabilitation: Principles and Practice, 4<sup>th</sup> ed. Lippincott Williams &  
Wilkins.

**JOURNALS**

- Indian Pediatrics Journal.
- Indian Journal of Cerebral Palsy
- The cerebral palsy Journal.
- Iranian journal of pediatrics
- Sri Lanka journal of child health

**WEBSITES:**

1. [www.cerebralpalsy.org](http://www.cerebralpalsy.org)
2. [www.info.com/CerebralPalsy](http://www.info.com/CerebralPalsy)
3. [www.cpdailyliving.com](http://www.cpdailyliving.com)
4. [www.bobath.org](http://www.bobath.org)
5. [www.caringforcerebralpalsy.com](http://www.caringforcerebralpalsy.com)

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<b>Course Title</b>	<b>Major Core 4 – VISION REHABILITATION</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs/Wk</b>
<b>Code</b>	<b>P22RS1MCP04</b>
<b>Course Type</b>	<b>Theory cum Practicum</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**Course Objectives:**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
1	Understand the concept of low vision.
2	Assess functional vision for persons with low vision.
3	Identify low vision aids for persons with visual impairment.
4	Apply strategies for vision training programmes.
5	Analyse vision intervention and rehabilitation strategies.

**UNIT 1: Low Vision**

**(18 Hrs)**

- 1.1 Visual Impairment
- 1.2 Normal Visual Development and Primary Eye Care
- 1.3 Psychosocial factors relating to Vision Loss
- 1.4 Introduction to Low Vision, Detecting Eye Problems
- 1.5 Elements of Low Vision and Simulation of Low Vision

*Extra reading/ keywords: Best corrected visual acuity, Charles Bonnet syndrome*

**UNIT 2: Assessment and Evaluation of Low Vision**

**(18 Hrs)**

- 2.1 Vision Screening
- 2.2 Clinical assessment of Low Vision
- 2.3 Functional Vision Assessment
- 2.4 Assessment of multiply handicapped
- 2.5 Visual assessment scales and Low Vision Kit

*Extra reading/ keywords: LogMAR chart, Simulation of low vision*

**UNIT 3: Optics and Low Vision Devices**

**(18 Hrs)**

- 3.1 Optics
- 3.2 Low Vision Devices - Optical Devices and Non-optical Devices
- 3.3 Guidelines to use of Low Vision Devices
- 3.4 Electronic devices

### 3.5 Softwares for persons with low vision

**Extra reading/ keywords:** *Bioptics, NVDA*

#### **UNIT 4: Training of visual skills (18 Hrs)**

- 4.1 Developing a visual training programme based on functional assessment
- 4.2 Skills for Distance training and Near training
- 4.3 Training programmes for people with restricted fields
- 4.4 Choice of reading/writing medium
- 4.5 Instructional Approaches in the use of Low Vision

**Extra reading/ keywords:** *Perceptual Visual Skills, Sports Vision Skills*

#### **UNIT 5: Low Vision Intervention and rehabilitation (18 Hrs)**

- 5.1 Modified visual environment for various conditions
- 5.2 Low Vision and Mobility
- 5.3 Role of Low Vision Service Specialists
- 5.4 Current Modalities for Low Vision Rehabilitation – Microperimetry, Retinal prosthesis, Retina Implant Alpha-IMS, BrainPort, Stem cells,
- 5.5 Platelet-rich plasma (PRP) therapy, Transcorneal Electrical Stimulation (TES), Transcranial Electromagnetic Stimulation (TMS) and Gene therapy

**Extra reading/ keywords:** *Reading Media Assessment, Sensory areas*

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

#### **PRACTICUM:**

1. Case study of low vision children.
2. Preparation and use of low vision kit
3. Plan, execute and present a report on Functional assessment of vision of at least two low vision children
4. Lesson Plan for Visual stimulus training for two low vision children
5. Lesson Plan for use of low vision devices for two low vision children
6. Preparing tactile/auditory route maps for low vision children.
7. Indoor and outdoor travel with use of residual vision

#### **Course Outcomes: The learner will be able to**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Recognise and detect eye problems	PSO 1	K1
CO-2	Categorise and recommend low vision devices for persons with visual impairment.	PSO 2	K2
CO-3	Organise and implement vision assessment and vision training programmes.	PSO 4	K3
CO-4	Develop vision training programmes for people with low vision	PSO 5	K4
CO-5	Evaluate and recommend vision rehabilitation	PSO 5	K5

	strategies.		
CO-6	Modify visual environment for various low vision conditions.	PSO 3	K6

**REFERENCES :**

1. Barraga, N (1985). Proceedings of Low Vision Workshop. Tiruchirapalli; Holy Cross College.
2. Barraga, N. (1964). Increased Visual Behaviour in Low Vision Children. New York; American Foundation for the Blind.
3. Bishop V.E., (1971). Teaching the Visually Handicapped. Charles C. Thomas.
4. Corn, A.L. & Koenig, A.J. (2000). Foundations of Low Vision: Clinical and functional
5. D'Andrea, F.M.& Farrenkopf, (2000). Looking to learn: Promoting literacy for students with low vision. New York, AFB Press.
6. Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
7. Erin, J., (2004). When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers. New York, AFB Press.
8. Fonda. G. (1970). Management of the Patient with Subnormal Vision (2nd Ed.), St. Louis; The C.V. Mosby Company.
9. Jose R.T. (1983). Understanding Low vision, New York; American Foundation for the Blind. Ministry of Education. (1988). Visual Skills. A Curriculum Guide, Victoria; Ministry of Education.
10. Joyce, B. & Others (1992) Models of Teaching New York: Holt, Rinehart & Winston.
11. Juice, B. & Weil, M. (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd.
12. Kishore, Nand (2003). Educational Technology. Abhishek Publications.
13. Low Vision Training Manual. Christoffel Blindenmission, Germany.
14. Mehra, Vandana (1995). Educational Technology. S.S. Publishers: Delhi.
15. Mukhopadhyaya, M.(Ed.) Educational Technology year Book from 1988. perspectives. New York: AFB.
16. Rao, U. (2001). Educational technology, 4th Revised Ed. Himalaya Publishing House.
17. Rao. V. (1991) Educational Technology. Delhi: Himalayan Publishing House
18. Sampath, K., Panneer, A. Seivam, & Santhanam, S. Introduction to Educational Technology. 3rd Ed. Sterling Publishers Pvt. Ltd.
19. Sharma, R.A. (1983) Technology of Teaching Meerut, International.

20. Sompath, K. Etal (1990) Educational Technology. New Delhi: Sterling.
21. Vanaja, M. (2003). Educational Technology. Neelkamal Publishers.
22. All About Disability – A Resource Guide, 2017 JAMI Publications ISBN: 978-81-933361-5-1
23. <https://www.perkins.org/>
24. <https://www.afb.org/blindness-and-low-vision>
25. <https://www.who.int/news-room/fact-sheets/detail/blindness-and-visual-impairment>
26. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8396411>

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<b>Course Title</b>	<b>Major Core – 5: RESEARCH METHODOLOGY</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 hours / Week</b>
<b>Code</b>	<b>P22RP1MCT05</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

*To understand the concept of Research, its types, designs, identifying research problem, data collection and interpretation and application of statistical procedures for data analysis.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember the concept of research, its types and characteristics
CO-2	Understand the various process in research and its internal concepts.
CO-3	Understand the types of research design, sampling and writing thesis
CO-4	Apply different methods of data collection, process, analysis and interpretation.
CO-5	Analyze research data using various computer data analysis

**UNIT 1: Introduction to research methodology (15 hrs.)**

- 1.1 Meaning and definitions of research
- 1.2 Objectives and characteristics of research
- 1.3 Criteria of good research
- 1.4 Types of Research - primary and secondary, application, objective, enquiry mode
- 1.5 Research in special education – problems encountered

*Extra reading/ keywords: Research, educational research, empirical research, social research, historical research, post facto research, scientific research.*

**UNIT 2: Formulating a research problem (15 hrs.)**

- 2.1 The research process – steps involved
- 2.2 Review of literature – importance, functions, characteristic, and procedure
- 2.3 Research problem – meaning, sources, considerations, steps
- 2.4 Variables – Independent, dependent, control and extraneous variables, converting a concept into a variable
- 2.5 Hypotheses – definition, functions, characteristics, types, errors

*Extra reading/ keywords: Levels of Research Project, Components of Research Problem, skimming, problem formulation, Null hypotheses, Test hypotheses.*



**UNIT 3: Research Design****(15 hrs.)**

- 3.1 Research design – definition/meaning, need/function,
- 3.2 Types of research design - based on number of contacts, number of contacts, reference, Period, nature of investigation
- 3.3 Sampling – meaning, characteristics, methods and determinants of sample size.
- 3.4 Ethical issues in data collection – related to participants, researcher, sponsoring Organization
- 3.5 Writing a research proposal - contents

*Extra reading/ keywords: Exploratory & Formulative studies, Diagnostic studies, Experimental Design, Principles of Sampling, Probability & Non-Probability sampling, sampling error*

**UNIT 4: Processing, Analyzing and Interpreting data****(15 hrs.)**

- 4.1 Processing data– steps in quantitative and qualitative data
- 4.2 Displaying and Interpretation of data – table components, types of graphs, charts
- 4.3 Research Report – layout, mechanics, organization, precautions
- 4.4 Research summary - definition, process of writing abstract
- 4.5 Computation of data– measures of central tendency, variation, correlation

*Extra reading/ keywords: Types of Data collection, coding, labeling, compiling data, pilot study, plagiarism, different types of research formats.*

**UNIT 5: Computer Data Analysis - SPSS****(15 hrs.)**

- 5.1 Introduction - features
- 5.2 Entering, editing, saving data – labels, values
- 5.3 Basic steps in data analysis
- 5.4 Recoding, rank cases, replacing
- 5.5 Statistical applications

*Extra reading/ keywords: SPSS, Association, chi-square test, t – test, Variance*

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explains the concept of research, its types and characteristics.	PSO 1	R, U
CO-2	Discuss the various types' research design and its relevance to research in special education.	PSO 2	U, An
CO-3	Enumerates the process of carrying out research, sampling and writing thesis	PSO 3	U
CO-4	Compares different types of variables, methods of collecting, processing, analyzing and interpreting data	PSO 4	U, An
CO-5	Applies computer data analysis for data analysis and interpretation	PSO 5	U, Ap

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**PRACTICUM:****(15 hrs.)**

1. Developing a Research Plan.
2. Writing an outline for a Research Proposal
3. To prepare the master sheet, coding the data
4. Analyzing data
5. Writing bibliography

**REFERENCES:**

1. Kumar, R. (2005) Research Methodology, A Step-by-Step Guide for Beginners. New Delhi, Dorling Kindersley Pvt. Ltd.
2. Kothari, C.R., (2004). Research Methodology. Methods and Techniques, New Delhi; New Age International (P) Limited.
3. VanitNalwa, (1992). The ABC of Research, New Delhi; Wiley Eastern
4. Richard Veit et.al. (1990). Writing, Reading and Research, New York; Macmillan Publishing Company.
5. Daroga Singh & Chaudhary, F.S., (1989). Theory and Analysis of Sample Survey Design, N.Delhi, Wiley Eastern Limited.
6. Agarwal, B.L., (1988). Basic Statistics, New Delhi; Wiley Eastern Ltd.

**Outcome mapping**

Course Outcomes	PROGRAMME OUTCOMES (PO)								
	1	2	3	4	5	6	7	8	9
CO1	H	H	H	H	H	H	-	M	-
CO2	H	H	H	H	M	H	-	-	-
CO3	H	H	H	H	H	H	-	-	M
CO4	H	H	H	H	H	H	H	H	H
CO5	H	H	H	M	H	H	H	H	H

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES ( PSO)		
	1	2	3
CO1	H	H	H
CO2	H	H	M
CO3	H	H	H
CO4	H	H	H
CO5	H	M	H

**Justification:**

- The course outcome is framed based on PO and PSO
- PO, PSO and CO will provide rich research experience for all the students.

<b>SEMESTER II</b>					
Core Course 6	Rehabilitation of Persons with Locomotor Disabilities	P23RS2CCT06	5	5	100
Core Course 7	Assessment Procedures	P23RS2CCT07	5	4	100
Core Course 8	Administration of Rehabilitation Programmes	P23RS2CCT08	5	4	100
Core Course 9	Management of Persons with Multiple Disabilities	P23RS2CCT09	5	4	100
Core Course 10	Intervention for Learning Disabilities	P23RS2CCT10	5	4	100
SEC 1 (NME 1)	Home Management	P23RS2SET01	4	2	100
	Value Education			-	-
Extra credit course	Any online /Swayam course	P23EX2ONC01	-	2	100
Extra Credit	<b>INTERNSHIP</b>	P23EX2INT02	15days 75 hours	2	100
	Library hour		1	-	-
	<b>TOTAL</b>		<b>30</b>	<b>24+4</b>	<b>800</b>

## FIRST YEAR - SEMESTER – II

<b>Course Title</b>	<b>Core Course 6: REHABILITATION OF PERSONS WITH LOCOMOTOR DISABILITIES</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>P23RS2CCT06</b>
<b>Course Type</b>	<b>THEORY</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### GENERAL OBJECTIVE:

To enable the students to assess and develop intervention plan and rehabilitation therapy for the locomotor disabled.

**Course Objectives:** The learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
<b>CO-1</b>	Understand and analyze the bones, joints & muscles involved in movement.
<b>CO-2</b>	Discuss and evaluate the orthosis and prosthesis used for PWLD
<b>CO-3</b>	Assess and develop intervention plan and rehabilitation therapy for orthopaedic problems.
<b>CO-4</b>	Assess and develop intervention plan and rehabilitation therapy for neurological problems, Diseases of Joints and congenital Deformities
<b>CO-5</b>	Assess, evaluate, prescribe mobility aids and rehabilitate persons with locomotor disabilities

### UNIT1: Introduction and Components of Locomotor Disability.

- 1.1 Introduction to Rehabilitation of the locomotor disabled
- 1.2 Introduction to body systems (Parts, functions and movements involved)
- 1.3 Introduction to Normal Development
- 1.4 Assessment and Communication, Teaching & Play activities of daily living
- 1.5 ICF (International Classification of Functioning Disability and Health) Overview

**Extra reading / keywords: Rehabilitation Therapy Assistant Manual by Norris Merie**

### UNIT2: Orthosis and Prosthesis

- 2.1 Definitions
- 2.2 Indications for recommending orthotic and prosthetic devices
- 2.3 Characteristics and effects of orthosis and prosthesis
- 2.4 Types of orthoses and prostheses
- 2.5 Role of Physical Therapist and maintenance of orthotics and prosthetics

**Extra reading / keywords: Tidy's physiotherapy INTERVENTION AND REHABILITATION THERAPY FOR LOCOMOTOR DISABILITY (MEANING, CAUSES, TYPES,**

**ASSESSMENT AND DOCUMENTATION, ASSOCIATED PROBLEMS,  
AIDS AND APPLIANCES)**

**UNIT3: Orthopaedic and musculoskeletal Problems**

- 3.1 Poliomyelitis
- 3.2 Fracture
- 3.3 Spinal cord injury and Spinal deformities
- 3.4 Amputation and pressure sores
- 3.5 Muscular dystrophy

**Extra reading / keywords: Rehabilitation Therapy Assistant Manual b Norris Meriel,**

**UNIT4: Neurological Problems, Diseases of Joints and Common congenital Deformities**

- 4.1 Stroke, Paralysis and Spina Bifida -Paraplegia, Quadriplegia and Hemiplegia
- 4.2 Head Injury and Cerebral Palsy
- 4.3 Infectious arthritis.
  - 4.3.1 Osteoarthritis, Rheumatoid arthritis
  - 4.3.2 Ankylosing, Spondylo arthritis and Re- active arthritis.
  - 4.3.3 Pseudo gout and Arthrogyphosis,
- 4.4 Congenital limb deficiencies
- 4.5 Genu Vulgum / Knock knees

**Extra reading / keywords: Rehabilitation Therapy Assistant Manual by Norris Meriel,**

**UNIT5: Assessment scales and mobility aids**

- 5.1 Principle of assessment for persons with locomotor disability
- 5.2 Gross motor functional classification system (GMFCS), Manual ability classification system (MACS),  
Functional mobility scale (FMS), locomotor capability index (LCI)
- 5.3 Assessment and prescription of walkers, Cane and crutches
- 5.4 Assessment and prescription of wheelchairs
- 5.5 Assessment and prescription of positional devices that includes sitting, standing and lying system

**Extra reading / keywords: Rehabilitation Therapy Assistant Manual b Norris Meriel.**

**Note: Extra Reading / Keywords are only for Internal Testing**

**(Seminar / Assignments)**

**PRACTICUM:**

- 1. Visit to a physiotherapy clinic and report about the visit **Assessment activities:** (Brain storming, Collection, Discussion, Field visit report)
- 2. Observation of patients with locomotor disabilities and therapeutic treatments.
- 3. Preparation of detailed case studies with assessment, intervention & suggestions.
- 4. Preparation of Models of aids and appliances for locomotor disabled.

**COURSE OUTCOMES:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall and compare the different body systems, movements related to it and components of rehabilitation of the locomotor disabled	PSO 1	U
CO-2	Understand and explain orthotics and prosthetics.	PSO 2	U
CO-3	Prepare intervention plan and rehabilitation therapy for orthopaedic problems	PSO 3	E
CO-4	Evaluate and prepare intervention plan and rehabilitation therapy for neurological impairments, diseases of joints and congenital deformities	PSO 3	E
CO-5	Assessment using GMFCS, MACS, FMS ,LCI and prepare rehabilitation therapy	PSO 1	E
CO-6	Evaluate and prepare intervention plan and rehabilitation therapy with suitable mobility aids.(skill development)	PSO 2	E

**REFERENCES:**

1. Taly A.B.& Murali T., (2001). Foundations and Techniques in Neurological Rehabilitation. Bangalore; NIMHANS.
2. Norris Meriel, (1997). Rehabilitation Therapy Assistant Manual. Bangalore; Rehabilitation, Research and Training Centre.
3. Immanuel, S.P. & Agnes, Leela (1996). Community Based Rehabilitation for Disabled Tiruchirapalli ; Holy Cross Service Society.
4. Murickan, J.S.J. and Kareparampil, G. (1995). Persons with Disabilities in Society, Trivandrum ; Kerala Federation of the Blind.
5. Werner David (1987). Disabled Village Children. U.S.A.; The Hesperian Foundation
6. Bell, L. and Klemx, A. (1981), Physical Handicap, Cambridge; Woodhead - Faulkner.
7. Hallahan D.P. & Kauffman J.M. (1978). Exceptional Children. New Jersey; Prentice Hall Inc.
8. Goldenson, R.M. et.al. (1978). Disability and rehabilitation Handbook. New York; Mc. Graw Hill.
9. [www.oandplibrary.org/op/pdf/1977\\_02.pdf](http://www.oandplibrary.org/op/pdf/1977_02.pdf)
10. [www.jaypeedigital.com/Book/BookDetail?isbn=9788184488197](http://www.jaypeedigital.com/Book/BookDetail?isbn=9788184488197)

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<b>Course Title</b>	<b>CORE COURSE 7: ASSESSMENT PROCEDURES</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hours</b>
<b>Code</b>	<b>P23RS2CCT07</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVES:**

*To understand various concepts in assessment and its application in research.*

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Explain the various types of data and tests.
CO-2	Describe the various methods of assessment
CO-3	Explain the various technical aspects of assessment.
CO-4	Elaborate on the methods of data collection for assessment in research
CO-5	Discuss about statistical analysis and interpretations.

**UNIT 1: INTRODUCTION TO ASSESSMENT (12hrs)**

- 1.1 Definitions / meaning of screening, assessment, testing and diagnosis, measurement and evaluation.
- 1.2 Purposes of assessment and evaluation
- 1.3 Concept, types of assessment data with advantages and disadvantages
- 1.4 Functions and principles of evaluation
- 1.5 Differences between assessment and evaluation

**Extra reading/ keywords:** *screening, assessment, testing and diagnosis, measurement and evaluation.*

**UNIT 2: TYPES OF ASSESSMENT (12hrs)**

- 2.1 Concept and differences, advantages and disadvantages of formal and informal assessment.
- 2.2 Concept, differences, advantages and disadvantages, of norm and criterion referenced assessment.
- 2.3 Concept, differences, advantages and disadvantages of formative and summative assessment.
- 2.4 Continuous vs. Final Assessment
- 2.5 Process vs. Product Assessment and Divergent vs. Convergent Assessment

**Extra reading/ keywords:** *Formal and informal assessment, norm referenced and criterion referenced assessment, formative and summative assessment*

**UNIT 3: TECHNICAL ASPECTS OF ASSESSMENT/RESEARCH (12hrs)**

- 3.1 Selection of tools and criteria for selection of tools
- 3.2 Different types of tools with their advantages and disadvantages
- 3.3 Standardization of a test
- 3.4 Steps in construction of knowledge tests and attitude scales.
- 3.5 Criteria of assessment/ tool- validity, reliability, their measurement

**Extra reading/ keywords:** *types of tools, standardized test, knowledge and attitude test, validity and reliability test.*

**UNIT 4: METHODS OF DATA COLLECTION FOR ASSESSMENT/  
RESEARCH**

**(12hrs)**

- 4.1 Characteristics and types of observation
- 4.2 Recording observation and types of recording.
- 4.2 Concept, advantages and disadvantages of focus group interview
- 4.3 Concept, steps, advantages and disadvantages of case study.
- 4.5 Work Sample Analysis

**Extra reading/ keywords:** *types of data collection, interview, questionnaire – open and close end, case study, group interview.*

**UNIT 5: ANALYSIS OF DATA/HYPOTHESIS TESTING**

**(12hrs)**

- 5.1 Variables and data
- 5.2 Measures of central tendency
- 5.2 Measures of relationship. Comparison
- 5.3 Measures of association
- 5.5 Testing of Hypotheses

**Extra reading/ keywords:** *parametric and non-parametric test, mean, median, mode, standard deviation, relationship, chi square.*

**PRACTICUM:**

- 1. Writing observation reports.
- 2. Preparing a questionnaire / checklist.
- 3. Item analysis for attitude tests.
- 4. Item analysis for knowledge tests.

**COURSE OUTCOMES:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the various types of data and tests.	PSO 1	R, U
CO-2	Relate the various technical aspects of assessment in research.	PSO 2	R, An
CO-3	Apply the various methods of assessment in research.	PSO 3	R, U
CO-4	Analyse different methods in collecting and interpreting data.	PSO 4	R, Ap
CO-5	Compute and solve data using suitable statistical analysis and interpretations	PSO 5	R, Ap

**PO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**REFERENCES:**

- 1. Best, J.W., & Khan, J.V. (2000) *Research in Education* (7th Edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- 2. Koul, L. (1997) *Methodology of Educational Research*. New Delhi: Vikas Publishing House Pvt. Ltd.



3. Panda, S. (Ed.), (2001) Booklet on Methods and Techniques of Classroom Research. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
4. Panda, S. (Ed.), (2002) Educational Planning and Management, Curriculum Designing and Research in Booklet on Evaluation. B.Ed. (SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
5. Sharma, R.A. (1998). Advanced Studies in Education and Psychology. Meerut: R. Lall Book Depot.
6. Swarup, S. (Ed.), (2001) Booklet on Identification and Assessment of Disabilities and Curriculum Planning, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
7. Thurlow, M.L., et.al. (1998). Testing Students with Disabilities. California: Crown Press Inc.
8. Ysseldyke. J.E., Algozzine .B. Thurlow .M. (1998). Critical Issues in Special Education. New Delhi: Kanishka Publishers, Distributors.
9. Agarwal, B.L., (1988). Basic Statistics, New Delhi; Wiley Eastern Ltd.
10. Best, J.W. & Khan, J.V. (1986). Research in Education, New Delhi: Prentice Hall of India.

**WEBSITES:**

<http://www.conqir-idr.org/literature/LikertAppendix-1.pdf>

<http://www.cemca.org/books/Appendix%202.pdf>

<http://para.unl.edu/legacy/Observation/lesson4.php>

<http://onlineeducationfor-mba-mgtsciences.blogspot.in/2009/08/designing-of-data-collection.html>

[https://wikieducator.org/Assessing\\_and\\_Evaluating\\_for\\_Learning/Assessment\\_Methods\\_and\\_Tools\\_module](https://wikieducator.org/Assessing_and_Evaluating_for_Learning/Assessment_Methods_and_Tools_module)

[https://www.researchgate.net/publication/342918149\\_ASSESSMENT\\_AND\\_EVALUATION\\_IN\\_EDUCATION](https://www.researchgate.net/publication/342918149_ASSESSMENT_AND_EVALUATION_IN_EDUCATION)

[https://www.researchgate.net/publication/283269432\\_The\\_art\\_of\\_Data\\_Analysis](https://www.researchgate.net/publication/283269432_The_art_of_Data_Analysis)

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<b>Course Title</b>	<b>Core Course 8: ADMINISTRATION OF REHABILITATION PROGRAMMES</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>P23RS2CCT08</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE :**

To understand the various procedures involved in rehabilitation administration and different schemes available for persons with disability

**Course Objectives:**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember various process involved in Rehabilitation Administration.
CO-2	Understand various roles and responsibilities of Rehabilitation Professionals
CO-3	Remember different legal measures and provisions involved in Rehabilitation Programs.
CO-4	Analyse the Policies, legislation and Role of National Institutes in the administration and management of Rehabilitation Programs for Persons with Disability
CO-5	Analyse the schemes and concessions available and its significance in the life of persons with disability (skill development)

**UNIT 1: Introduction to Rehabilitation Administration**

**(10 Hours)**

- 1.1 Concepts / Definitions, importance, goals of rehabilitation administration
- 1.2 Rehabilitation as profession, its characteristics
- 1.3 Scope of Rehabilitation Administration
- 1.4 Skills necessary for rehabilitation administrators
- 1.5 Role of rehabilitation administrators

**Extra reading/ keywords:** *rehabilitation, administration, professional skills, role.*

**UNIT 2: Personnel in Rehabilitation Administration (10 Hours)**

- 2.1 Categorization of rehabilitation professionals – personnel, qualification
- 2.2 Chief Commissioner for Persons with Disabilities - functions
- 2.3 State Commissioner for Persons with Disabilities – functions
- 2.4 District Disability Rehabilitation officer - functions
- 2.5 Rehabilitation Social Workers – functions

**Extra reading/ keywords:** *categorization- personnel and qualification, state and chief commissioner for PWD, DDRO, rehabilitation social worker.*

**UNIT 3: Legislation, Policies and Role of National Institutes in promoting the Rights of Persons with Disability (15 Hours)**

- 3.1 Policies Relating to Persons with Disability
- 3.2 Acts relating to Persons with Disability
- 3.3 National Institutes for Persons with Disability
- 3.4 Legislations in formation of an NGO – Society Act, Trust Act, foreign visitors
- 3.5 Foreign contribution regulation Act - acceptance, permission, registration, filing of returns

**Extra reading/ keywords:** *UNCRPD, National Policy, RPwD Act, NTA Act, RCi Act, FCRA, Constitutional and Legislations for Child Protection and welfare.*

**UNIT 4: Schemes for Persons with Disability (15 Hours)**

- 4.1 Central Public Sector Enterprises (CPSEs)
- 4.2 Schemes of the Department of Empowerment of Persons with Disabilities (Divyangjan)
- 4.3 Other Schemes for Persons with Disabilities
- 4.4 Schemes of the organizations under the Department
- 4.5 National Awards for the Empowerment of PwDs

**Extra reading/ keywords:** *Various Schemes and their guidelines of administration*

**UNIT 5: Benefits for PWD (15 Hours)**

- 5.1 Concessions for PWD – travel, communication, customs/excise, transfers, vehicle Insurance
- 5.2 Disability insurance – Eligibility, Claim, Schemes
- 5.3 Income tax act –Deductions, Registration, Investments, Exemptions
- 5.4 Wealth tax and gift tax
- 5.5 Employee's benefit Scheme - Provident fund, Gratuity

**Extra reading/ keywords:** *PWD concessions in travel, communication, IT act, insurance, wealth and gift tax, PF and EPF*

**Note:** *Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)*

**Course Outcomes:****The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explains the concept of rehabilitation and process involved in rehabilitation administration.	PSO 1	R, U
CO-2	Discuss the roles and responsibilities of rehab professionals	PSO 2	R, U
CO-3	Enumerates various Policies, Legislation, Role of National Institutes in the Administration of Rehabilitation Services for Persons with Disability.	PSO 3	R.,U
CO-4	Illustrates the various Schemes at the Central and State for the welfare and Rehabilitation of Persons with Disability.	PSO 4	U, Ap
CO-5	Explain benefits available for disabled and its significance in the life of persons with disability	PSO 5	U, An

**PRACTICUM:****(10 Hours)**

1. Visit various Government organizations to collect information regarding the welfare schemes for the various types of disabled persons.
2. Prepare a booklet / CD or other material in local language regarding the various welfare schemes applicable to the disabled.
3. To organize awareness programmers / camps to disseminate information regarding the Welfare Schemes to the disabled persons.
4. To conduct / organize programs to highlight the need for services and rehabilitation for the different categories of needy people.

**REFERENCES:**

1. Roy I. Brown., Management and Administration of Rehabilitation Programmes (2020) ISBN 9780367627249 Published December 31, 2020 by Routledge
2. Goyal, V.P., (2005). Schemes for NGO's in Development, Jaipur, Mangal Deep Publishers.
3. Singh, J.P. & Dash, M.K., (2005). Disability Development in India, New Delhi, Kanishka Publishers.
4. Lalwani, B.T., (1999). NGOs in Development, Jaipur, Rawat publishers.
5. David .A. Decenzo & Stephen P. Robbins, (1998). Personnel / Human Resource Management, New Delhi; Prentice Hall of India Pvt. Ltd.
6. Madan .G.R., (1995). Indian Social Problems. (Vol. I & II.), New Delhi; Allied Publishers.
7. Young, Pat, (1994). Mastering Social Welfare, China; Macmillian.
8. Sachdeva, D.R., (1993). Social Welfare Administration in India, Allahabad, Kitab Mahal.
9. R. Wayne Mondy, (1990). Human Resource Management, USA; Allyn and Bacon.
10. M. Kandaswami (1998). Governance and Financial Management in non profit organisation. Jeevan Institute of Printing. A.P. India.

11. Handbook On Laws Governing Formation And Administration of Charitable Organisations In India
12. <http://www.ccdisabilities.nic.in/>
13. [www.rehabcouncil.org](http://www.rehabcouncil.org)
14. [www.disabilityindia.org/aidscheme.cfm](http://www.disabilityindia.org/aidscheme.cfm)
15. <http://socialjustice.nic.in/schemespro3.php>
16. <https://disabilityaffairs.gov.in/>

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<b>Course Title</b>	<b>Core Course 9: MANAGEMENT OF PERSONS WITH MULTIPLE</b>
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	<b>DISABIILTIES</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>P23RS2CCT09</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

To understand the basics of Multiple Disabilities, Causes, Characteristics, Assessment, Service delivery model and the Educational facilities, Management and life-planning services for Persons with Multiple Disabilities.

**Course Objectives:**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the Concept and Types and Combinations of Multiple Disabilities.
CO-2	Describe and discuss the various types of Assessment and Service delivery models for Persons with Multiple Disabilities
CO-3	Describes the various needs and management techniques of persons with Multiple Disabilities
CO-4	Explain the various Communication Modes and systems used by Persons with Multiple Disabilities.
CO-5	Understand and explain the Educational facilities, Management and Life-planning services for Persons with Multiple Disabilities

**UNIT 1: Introduction to Multiple Disabilities**

**(15 hrs)**

- 1.1 Definition, impact and combinations of multiple disabilities.
- 1.2 Difference between Multiple Disabilities and Profound Mental Retardation.
- 1.3 Definition, labels, Impact, Implications, Causes and Characteristics of Person with Multiple Disabilities.
- 1.4 Levels of care and adaptations needed for Persons with Multiple Disabilities.
- 1.5 Various Combinations of Multiple Disabilities and Associated Conditions such as Epilepsy, Motor and Sensory Conditions, Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis.

***Extra reading/ keywords: multiple disabilities, profound mental retardation, adaptations, deaf blindness***

**UNIT 2: Assessment of Multiple Disabilities**

**(10 hrs)**

- 2.1 Aims, factors and issues in Assessment of Persons with Multiple Disabilities
- 2.2 Functional assessment, important aspects and key elements in assessing Persons with Multiple Disabilities
- 2.3 Models and approaches and skills in Psychological Assessment of Persons with Multiple Disabilities.
- 2.4 Areas of assessment for various combinations of Disabilities.
- 2.5 Selection of Assessment battery and Adaptations for Persons with Multiple Disabilities.

***Extra reading/ keywords: General Assessment, functional assessment, psychological assessment, battery, adaptations***

**UNIT 3: Needs and Approaches and Policy frameworks in Management of Multiple Disabilities**

**(12 hrs)**

- 3.1 Needs of Persons with Multiple Disabilities, their Families and Professionals serving them.
- 3.2 Various Professionals and their role in serving Persons with Multiple Disabilities.
- 3.3 Concept, organization, advantages and disadvantages of Multi-disciplinary team approach. Interdisciplinary team approach and Transdisciplinary team approach.
- 3.4 Recreation activity Provisions for Persons with Multiple Disabilities.
- 3.5 Rights and Policies pertaining to the Persons with Multiple Disabilities.

***Extra reading/ keywords: Multi-disciplinary team approach for Deafblind, Interdisciplinary team approach for MR and VI, Trans disciplinary team approach for MD***

**UNIT 4: Inclusion, Communication Methods and Assistive Technology for Persons with Multiple Disabilities**

**(13 hrs)**

- 4.1 Inclusion and Participation of Students with Multiple Disabilities
- 4.2 Modes of communication for the Deaf-Blind and Persons with Multiple Disabilities.
- 4.3 Communication systems for the Deaf-Blind and Persons with Multiple Disabilities.
- 4.4 Augmentative communication for Persons with Multiple Disabilities
- 4.5. Assistive Technology for Children with Multiple Disabilities

***Extra reading/ keywords: Communication System, Augmentative communication***

**UNIT 5: Curriculum and Life Planning for Persons with Multiple Disabilities (12 hrs)**

- 5.1 Approaches, Principles and Models of Curriculum for various combinations of Children with Multiple Disabilities.
- 5.2 Functional curriculum, instructional programming, teaching strategies and Classroom modifications for children with the Multiple Disabilities

- 5.3. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School.
- 5.4 Facilitating Teaching-Learning: IEP, Developing TLM.
- 5.5 Social, Personal and Community Adjustment and Prevocational and Vocational Programming the Multi Disabled.

**Extra reading/ keywords: curriculum, functional curriculum, teaching strategies, classroom modifications**

**Note:** Texts given in the extra reading/key words must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explains the definition, implications, causes and characteristics of Person with Multiple Disabilities	PSO 1	R, U
CO-2	Describes and relates the functional assessment, important aspects and key elements in assessing Persons with Multiple Disabilities	PSO 2	U, An
CO-3	Discusses the needs of Persons with Multiple Disabilities, their families and professionals serving them	PSO 3	U
CO-4	Understands and applies the Communication Methods for Persons with Multiple Disabilities	PSO 4	U, Ap
CO-5	Demonstrates the Curriculum and Life Planning for Persons with Multiple Disabilities (Employability and Entrepreneurship)	PSO 5	U, Ap

**PRACTICUM:**

**(10 hrs)**

1. Writing a Case study of a Child/Adult with Multiple Disability.
2. Visiting programs for Persons with Multiple Disabilities.
3. Formulating and using a Communication System for Persons with Multiple Disabilities.
4. Designing and using a baseline program for Persons with Multiple Disabilities.

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3. Narayanan, J. (2001) Curriculum for Persons with Severe / Profound Mental Retardation and



- Multiple Disabilities in Booklet on Curriculum Guidelines in Mental Retardation. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
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  13. Barbara, M., (1995) Overview of Deafblindness. Boston: Helen Keller National Centre Perkins School for the Blind.
  14. *Melanie Nind and Iva Strnadova , (2020) Belonging for People with Profound Intellectual and Multiple Disabilities - Pushing the Boundaries of Inclusion: Routledge Publications*
  15. *Dreenagh Lyle (2019), Understanding Profound Intellectual and Multiple Disabilities in Adults: Routledge Publications*
  16. *Mike Mclinden ,Steve Mccall and Liz Hodges (2020) Learning through Touch Supporting Learners with Multiple Disabilities and Vision Impairment through a Bioecological Systems Perspective: Routledge Publications*
  17. James Hogg and J. Cavet (1995) Making Leisure Provision for People with Profound Learning and Multiple Disabilities ,Springer Publications
  18. Mina Agarwal , Training Module for Multiple Disability by Sarva Shiksha Abhiyan

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<b>Course Title</b>	<b>CORE COURSE 10 INTERVENTION FOR LEARNING DISABILITIES</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs</b>
<b>Code</b>	<b>P23RS2CCT10</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

To understand the history, etiology, prevention, incidence, classifications and types of Learning Disabilities and describe the varied related problems and intervention procedures for children with Learning Disabilities.

**COURSE OBJECTIVES**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the nature of learning disability and classify the types
CO-2	Analyze the assessment measures for program planning for children with learning problems.
CO-3	Apply remedial strategies for children with Learning Disability
CO-4	Analyze and evaluate the associated conditions of Learning Disabilities
CO-5	Understand and analyze the concept of Giftedness and twice Exceptional

**UNIT 1: LEARNING DISABILITY (10 Hrs)**

- 1.1 Definition and concept of learning disabilities
- 1.2 Types of LD and Language impairments
- 1.3 Causes of LD - - medical, social and psycho-neurological
- 1.4 Characteristics of children with learning disabilities
- 1.5 LD and associated conditions

**Extra reading/ keywords:** *Diet and medication for children with Learning Disabilities*

**UNIT 2: EARLY IDENTIFICATION AND ASSESSMENT PROCEDURES (10 Hrs)**

- 2.1 Assessment procedures for learning Disability
- 2.2 Alternative Assessment Procedures
- 2.3 Screening and Assessments in India
- 2.4 Informal Classroom-based Assessment
- 2.5 Distinction between children with learning disabilities, slow learners and children with mental retardation

**Extra reading/ keywords:** *Checklists, Fact Sheets on learning Disability*

**UNIT 3: REMEDIAL STRATEGIES FOR LEARNING DISABILITIES (10 Hrs)**

- 3.1 Learning Disability and Learning Styles
- 3.2 Accommodations, Modifications and Interventions
- 3.3 Remedial strategies for Dyslexia, Dyscalculia and Dysgraphia
- 3.4 Differentiating Instruction for Students with Learning disabilities
- 3.5 Collaborative efforts: Teachers, Peers, family

**Extra reading/ keywords:** *Multiple Intelligence, Innovative Teaching Strategies*

**UNIT 4: LEARNING DISABILITIES AND ASSOCIATED CONDITIONS (10 Hrs)**

- 4.1 Visual Processing Disorder
- 4.2 Auditory Processing Disorder
- 4.3 Language Processing Disorders
- 4.4 Dyspraxia, Aphasia/dysphasia
- 4.5 Nonverbal learning Disorders

**Extra reading/ keywords:** *Anxiety and learning disability, Executive functions and Memory*

**UNIT 5: GIFTEDNESS AND LEARNING DISABILITY – TWICE EXCEPTIONAL (10 Hrs)**

- 5.1 Identification of Giftedness
- 5.2 Characteristics of Giftedness
- 5.3 Types of Giftedness
- 5.4 Strategies for Teaching Twice-exceptional Students
- 5.5 Provisions available for gifted children

**Extra reading/ keywords:** *Cognitive strengths and challenges of Gifted Learning Disabled*  
**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**COURSE OUTCOMES (CO):**

**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed
CO-1	Explain the nature of learning disability and classify the types	PSO 1
CO-2	Discuss the assessment measures for program planning for children with learning problems.	PSO 2
CO-3	Describe the remedial strategies for children with Learning Disability	PSO 2
CO-4	List and explain the associated conditions of Learning Disabilities	PSO 3
CO-5	Explain Dyspraxia, Aphasia/dysphasia	PSO 4
CO-6	Compare Visual processing disorder and Auditory Processing Disorder.	PSO 4
CO-7	Explain and summarize the concept of Giftedness and twice Exceptional (employability)	PSO 5

**PRACTICUM:**

**(10 Hrs)**

1. Survey in schools to screen children with learning disability.
2. Administration of basic learning abilities checklist.
3. Prepare a case study of a child with LD

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<b>Course Title</b>	<b>SEC 1 (NME 1): HOME MANAGEMENT</b>
<b>Total Hours</b>	<b>60</b>
<b>Hours/Week</b>	<b>4 Hrs per week</b>
<b>Code</b>	<b>P23RS2SET01</b>
<b>Course Type</b>	<b>THEORY</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVES:**

To understand the concepts, principles and significance of home management in our day to day life.

**COURSE OBJECTIVES:**

The learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Describe the principles in the management of time and energy in work
CO-2	Explain the management of money through proper planning and budgeting
CO-3	Describe the process of work simplification as an integral part of home making.
CO-4	Explain the aesthetic sense in home making and to understand the importance of good presentation of the home.
CO-5	Discuss the importance of healthy and nutritious diet and the preparation of the same at home.

**UNIT 1: Introduction to home management**

- 1.1 Concept of Home Management, its meaning and definition
- 1.2 Elements of Home Management
- 1.3 Family Finance Management
- 1.4 Family Relations
- 1.5 Resource Management

**Extra reading/ keywords:** *family, women in home, stages and functions*

**UNIT 2: Home Management Skills**

- 2.1 Time management
- 2.2 Family Management
- 2.3 Energy management

- 2.4 Budgeting and savings
- 2.5 Supplementing Family Income

*Extra reading/ keywords: time, energy, work simplification, Mundell class, budgeting and supplementing family income.*

### **UNIT 3: Hygiene and safety at Home**

- 3.1 First aid – Meaning, aims and scope of first aid
- 3.2 Necessary materials for first aid box
- 3.3 Bandages and dressing in case of emergency
- 3.4 Substitute care at home and outside
- 3.5 Protection from preventable diseases

*Extra reading/ keywords: first aid, kit, bandages – types, dressing the wounds, protection in emergency, preventable diseases.*

### **UNIT 4: Home Management – interior design ideas**

- 4.1 Organizing the living room
- 4.2 Arranging wardrobe
- 4.3 Organizing bedroom
- 4.4 Organizing the kitchen and dining room
- 4.5 Kitchen Garden, Indoor and outdoor plants

*Extra reading/ keywords: colour, design, form, shape, interior in home, outdoor plants, kitchen cleaning, kitchen garden.*

### **UNIT 5: Management – Nutrition and Health**

- 5.1 Food, Nutrition and Health
- 5.2 Food and Nutrition in daily life
- 5.3 Food Quality and Food Safety
- 5.4 Food Processing and Technology
- 5.5 Personal Care and its significance

*Extra reading/ keywords: food, health, nutrition, types of food items, personal care in daily life, macro and micro nutrients and its deficiency,*

### **PRACTICUM:**

1. Basic stitches, running, hemming, back stitch, blanket stitch
2. Button hole and attaching buttons
3. Preparing prang's color chart and color harmony
4. Application of elements and principles of design in flower arrangement and floor decoration (Alpana and Rangoli)
5. Application of bandages (Roller and Triangular)
6. Project work – Any one of the following topics
7. Prepare a balance diet chart from locally available food for a school student (15-17 years)
8. Making a layout plan of different types of kitchen for low, middle and high income groups

## COURSE OUTCOMES (CO):

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Discuss the principles in the management of time and energy in work	PSO 1	R, U
CO-2	Choose and apply the management of money through proper planning and budgeting	PSO 2	R, Ap
CO-3	State the process of work simplification as an integral part of home making.	PSO 3	R,U
CO-4	Identify and express the aesthetic sense in home making and to understand the importance of good presentation of the home.	PSO 4	R,Ap
CO-5	Describe and Compare the importance of healthy and nutritious diet and the preparation of the same at home (skill development)	PSO 5	U, R

## REFERENCES

- Rao, P.S., and Rao, V.S.P., (1997) Personnel Human Resource Management. New Delhi, Konark Publishers Pvt., Ltd.
- Aswathappa, K. (1997) Human Resource and Personnel Management. New Delhi, Tata Mc Graw Hill Publishing Company
- Venkata Ratnam, C.S. and Srivatsava, B.K., (1999) Personnel Management and Human Resources New Delhi. Tata Mc Graw Hill Company.
- Salyadain, M.S., (1999) Human Resource Management. New Delhi, Tata Mc Graw Hill Publishing Company Limited.
- Beacon, R., and Fire Baugh, (1981) Family Resource Management, U.S.A. Kapur S.K. (1996) – Professional Mangement S.K. Publishers, New Delhi.
- Newmark, Norma L. &B Thompson Patricia J. (1977) Self, Space and Shelter – An Introduction to Housing, San Francisco: Canfield Press.
- Raja Rao, T.N., Subramanyam, Y. (2000) Planning of Residential Buildings, New Delhi: Standard Distributors.
- Karnik V.G. (1984) – Personal Management, - Jaiw Bombay.
- Deconrath E. and Firebaygh F.M., - “Home – management concept and context.”
- Gross Ima and Crandall Elizabeth – “Management for modern families”.
- Molewa, J. (2000) Modern and Traditional Recipes
- Neal, M and James, J. (1983) Good Homemaking, ISBN: 0 216 91377 2

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### SECOND YEAR - SEMESTER – III

<b>III</b>	Major Core-11	Autism and ADHD	P20RS3MCT11	6	5	100
	Major Core-12	Intellectual disability – Multidisciplinary Aspects (Practicals)	P20RS3MCP12	6	5	100
	Major Core-13	Hearing Impairment – Multidisciplinary Aspects (Practicals)	P15RS3MCP13	6	5	100
	Major Core-14	Project Management	P15RS3MCT14	6	5	100
	Non-Major Elective -2	Family and Child Care/ Personality Development	P15RS3NMT02 P15RS3NMT03	5	3	100
	Self – Study Course	Abnormal Psychology	P17RS3SST01		2	100
	Extra credit course	Any online /Swayam course	P19OC1ECT01	-	1	100
		Library hour		1	-	-
		<b>INTERNSHIP</b> Special Extra Credit	P18SP3ECC01	15days 75 hours	1	100
		<b>TOTAL</b>		<b>30</b>	<b>24+3</b>	<b>800</b>

<b>Course Title</b>	<b>MAJOR CORE - 11 AUTISM AND ADHD</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>6 Hrs</b>
<b>Code</b>	<b>P20RS3MCT11</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

*To understand the history, etiology, prevention, incidence, classifications of Autism and ADHD and describe the varied related problems and intervention procedures for Autism and ADHD.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember and understand the causes, characteristics, assessment and diagnosis of children with autism
CO-2	Understand and analyze the Social, Communication and Behavioral Aspects of Autism.
CO-3	Apply and evaluate the importance of Curriculum Planning and Classroom Management for Autism
CO-4	Analyze and evaluate the sensory experiences in children with Autism
CO-5	Remember and understand the causes, characteristics and interventions for persons with ADHD

**UNIT 1: INTRODUCTION TO AUTISM**

**(15 Hrs)**

- 1.1 Definition and History
- 1.2 Causes of Autism
- 1.3 Characteristics of Autistic behavior
- 1.4 Intelligence & Special talents
- 1.5 Assessment and Diagnosis of Autism

**Extra reading/ keywords:** *PDD, Asperger's Syndrome, Savant Abilities*

**UNIT 2: SOCIAL, COMMUNICATION AND BEHAVIORAL ASPECTS OF AUTISM AND INTERVENTIONS**

**(13 Hrs)**

- 2.1 Social Skills in Children with Autism
- 2.2 Communication
- 2.3 Alternative and Augmenting Communication
- 2.4 Behavioral difficulties in children with Autism
- 2.5 Managing Challenging behaviors

**Extra reading/ keywords:** *Social Skill Training (SST). Social Skills Groups, Speech generating Devices*

**UNIT 3: CURRICULUM PLANNING AND CLASSROOM MANAGEMENT FOR AUTISM (12 Hrs)**

- 3.1 Classroom Management
- 3.2 Curriculum Planning and areas of Learning
- 3.3 TEACCH and SPELL
- 3.4 Applied Behavior Analysis
- 3.5 Development of Play in Children with Autism

**Extra reading/ keywords:** *Structured Teaching, Discrete Trial Training, PECS, Natural Language Paradigm*

**UNIT 4: SENSORY EXPERIENCES IN AUTISM (13 Hrs)**

- 4.1 Perception
- 4.2 Autistic way to perceive the world.
- 4.3 Perceptual styles
- 4.4 Cognitive Styles
- 4.5 Other sensory conditions

**Extra reading/ keywords:** *Sensory Sensitivities, Synesthesia, Thinking in Pictures*

**UNIT 5: ADHD AND INTERVENTION STRATEGIES (12 Hrs)**

- 5.1 Introduction to ADHD
- 5.2 Academic Instruction for children with ADHD
- 5.3 Behavioral Interventions
- 5.4 Classroom Accommodations
- 5.5 Treatment options for ADHD

**Extra reading/ keywords:** *Cognitive Behavior Therapy, Complimentary medicine for ADHD.*

*Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)*

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the causes, characteristics, of children with autism	PSO 1	R, U
CO-2	Discuss the assessment procedures and diagnosis of children with autism	PSO 2	R
CO-3	Discuss and assess Social, Communication and Behavioral Aspects of Autism.	PSO 2	U
CO-4	Elaborate the Communication problems in children with Autism.	PSO 3	R
CO-5	Elaborate the Behavioral problems in children with Autism.	PSO 4	An
CO-6	Elaborate the importance of Curriculum Planning and Classroom Management for Autism	PSO 4	U
CO-7	Explain and summarize the sensory experiences in children	PSO 5	R, An

	with Autism.		
CO-8	Explain and summarize the causes, characteristics and interventions for persons with ADHD	PSO 5	R, An

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**PRACTICUM: (10 Hrs)**

1. Prepare 2 Case Study one each of a child with Autism and ADHD
2. Plan curriculum (IEP) for the child with Autism and write IEP (3 nos).

**REFERENCES:**

1. Val Cumine, Julia Leach & Gill Stevenson (2000). Autism in the Early Years - A Practical Guide. David Fulton Publishers Ltd., London, U.K.
2. "Teach Me Language". (2000). A Language Manual for children with Autism, Asperger's Syndrome and related Developmental Disorders by Sabrina Freeman Ph.D., Lorelei Dake, B.A. Hard Cover: ISBN 0-9657565-0-5
3. Applied Behavior Analysis: (1999) A Well-Studied Therapy for Autism by Robert Needlman, M.D., F.A.A.P.
4. Ann Turnbull, Rud Turnbull, Marilyn Shank, Dorothy Leal (1999). Exceptional Lives Special Education in Today's Schools, United States of America: R.R. Donnelley and Son's Company

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<b>Course Title</b>	<b>MAJOR CORE – 12 INTELLECTUAL DISABILITY – MULTIDISCIPLINARY ASPECTS (PRACTICALS)</b>
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<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs / Wk</b>
<b>Code</b>	<b>P20RS3MCP12</b>
<b>Course Type</b>	<b>Practicals</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objective:**

To enable the students understand and develop theoretical and practical knowledge and skills on screening, assessment and intervention of the mentally retarded.

**COURSE OBJECTIVES**

The learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand and apply the methods of screening and case profiling of CWSN in primary schools and slums.
CO-2	Analyze and apply physio, speech, behavioural and occupational assessment
CO-3	Understand and create lesson plans and teaching materials
CO-4	Understand and apply co-curricular activities for the m.rtd.
CO-5	Analyze and create assistive technology and e- resources for the mentally retarded.

**UNIT 1: SCREENING AND IDENTIFICATION OF CHILDREN WITH MENTAL RETARDATION (20 HOURS)**

- 1.1 Screening and Identification (School/slum)
- 1.2 Case profile/case study
- 1.3 Home visit and organizing a parent training
- 1.4 Participating in a camp
- 1.5 Awareness programme

**Extra reading/ keywords:** *Screening, case profile, case review committee,*

**UNIT 2: ASSESSMENT AND THERAPEUTIC / CASE PROFILING / REPORTING AND FOLLOW-UP (20 HOURS)**

1. Psychological Assessment / Intervention



- 2.2 Speech Assessment / Intervention
- 2.3 Physical Assessment / Intervention
- 2.4 Occupational Assessment / Intervention
- 2.5 Behavioural Assessment / Intervention

**Extra reading/ keywords:** *assessment, speech, articulation, occupational therapy, behaviour modification*

**UNIT 3: PLANNING AND EDUCATIONAL INTERVENTION ( 20 HOURS)**

1. Formulating and Implementing IEP
2. Preparing Lesson Plan & Teaching Practice
3. Preparing Concept Book
4. Montessori Album
5. Rhyme / Story / Figure book

**Extra reading/ keywords;** *lesson plan, didactic approach, multisensory method, IEP*

**UNIT 4: CO-CURRICULAR (15 HOURS)**

1. Art / Craft activity
2. Games
3. Music / Action songs
4. Dance / Drama
5. Yoga

**Extra reading/ keywords:** *Hydrotherapy, adapted games, special Olympics, drama therapy, dance therapy, yoga therapy*

**UNIT 5: ASSISTIVE TECHNOLOGY FOR MENTALLY RETARDED ( 15 HOURS)**

1. Developing CD's
2. Puppetry
3. Adaptive aids
4. Preparing Pamphlets / Booklets
5. Upcoming trends and research initiatives

**Extra reading/ keywords:** *adaptive aids, assistive technology, puppetry*

**COURSE OUTCOMES (CO):**

**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand and apply the methods of screening and case profiling of CWSN in primary schools and slums	PSO 1	R, A
CO-2	Describe and apply physio, speech, behavioural and occupational assesment	PSO 2	U,A
CO-3	Prepare, plan and implement lesson plans and teaching materials.	PSO 3	R, A
CO-4	Explain and implement co-curricular active for the mentally retarded	PSO 4	A,An
CO-5	Develop e-resources for the mentally retarded (employability)	PSO 5	C

#### **TEXT BOOKS:**

1. Madhya Pradesh Bhoj Open University B.Ed.(SE-DE) Manual. Bhopal.
2. Turnbull, A.P. Srickland, B.B., Visual Art, London: Merrill.

#### **EXTRA READING:**

1. Bell, L. and Klemx, A. (1981), Physical Handicap, Cambridge; Woodhead- Faulkner.
2. Bhatt Usha (1963). The Physically Handicapped in India. Bombay; Shivilaxmi Bhuvana.
3. Gellis & Feingold - Atlas to Mental Retardation syndromes, Department of Health Education and Welfare.
4. Goldenson, R.M. et.al. (1978). Disability and rehabilitation Handbook. New York; Mc.Graw Hill.
5. Hallahan D.P. & Kauffman J.M. (1978). Exceptional Children. New Jersey ; Prentice Hall Inc.
6. Herbert.J.Crossman, 1983 - Classification in Mental Retardation (American Asso. on Mental Deficiency).
7. Immanuel, S.P. & Agnes, Leela (1996). Community Based Rehabilitation for Disabled. Tiruchirapalli ; Holy Cross Service Society.
8. Johnson & Beerner, 1975 - A Step by Step Learning Guide for Retarded Infants and Children.
9. Johnson & Berner,A. 1977 - A Step by step Learning Guide for older Retarded children (Syracuse Univ. Press).
10. Mental Retardation; Nature, Cause and Management/Baroff. N.Y. Hemisphere, Pub. 1986 54 p.
11. Murraray Culshaw, 1983. It will soon be dark, (National Council of Chusches in India).

12. Murickan, J.S.J. and Kareparampil, G. (1995). Persons with Disabilities in Society, Trivandrum ; Kerala Federation of the Blind.
13. Nelsworth & Smith,M. 1978 - Retardation Mc. Graw Hill.
14. Norris Meriel, (1997). Rehabilitation Therapy Assistant Manual. Bangalore; Rehabilitation, Research and Training centre.
15. Pushparani, Reddy.P.P. 1990 - Mental Retardation,P.P.Reddy at M/s Management systems consultants, 302, Darma Karam Road Ameer Pet,; Hyderabad-500 003.
16. Taly A.B.& Murali T., (2001). Foundations and Techniques in Neurological Rehabilitation. Bangalore; NIMHANS.
17. Usha Rani,P. 1988 - Down's Syndrome, Vijay Printers.
18. Werner David (1987). Disabled Village Children. U.S.A.; The Hesperian Foundation.
19. Latest references from the net.

**JOURNAL :**

The International Journal of the Creative Arts in Interdisciplinary Practice. [www.ijcaip.com](http://www.ijcaip.com)

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<b>Course Title</b>	<b>MAJOR CORE – 13 HEARING IMPAIRMENT – MULTIDISCIPLINARY ASPECTS (PRACTICALS)</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6</b>
<b>Code</b>	<b>P15RS3MCP13</b>
<b>Course Type</b>	<b>PRACTICALS</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

*To enable the students understand and develop theoretical and practical knowledge and skills on screening, assessment and intervention of the hearing impaired.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand and apply the methods of screening and case profiling of CWSN in primary schools and slums
CO-2	Describe and apply audiological, language, speech, behavioural and occupational assessment
CO-3	Prepare, plan and implement lesson plans and teaching materials for various academic subjects. .
CO-4	Assess ,plan and implement language structures and prepare speech profile of the hearing impaired
CO-5	Assess speech errors, language problems and design and implement therapeutic intervention and individual /group teaching for the hearing impaired.

**UNIT 1: Screening and Identification of Children with Hearing Impairment (15 Hrs)**

- 1.1 Screening and Identification (School/slum)
- 1.2 Case profile/case study
- 1.3 Home visit and organizing a parent training
- 1.4 Participating in a camp
- 1.5 Awareness programme

*Extra reading/ keywords: Screening, Case profile, Case review committee,*

**UNIT 2: Assessment and Therapeutic Intervention /Reporting and Follow-up (5 Hrs)**

- 2.1 Audiological Assessment / Intervention
- 2.2 Language Assessment / Intervention
- 2.3 Speech Assessment / Intervention
- 2.4 Occupational Assessment / Intervention
- 2.5 Behavioural Assessment / Intervention

*Extra reading/ keywords: Assessment, speech, occupational therapy , behaviour modification*

**UNIT 3: Educational Planning and Intervention (20 Hrs)**

- 3.1 Formulating and Implementing IEP
- 3.2 Preparing Lesson Plan & Teaching Practice
- 3.3 Preparing Speech and Language Teaching Materials
- 3.4 Speech Book
- 3.5 Rhyme / Story / Figure/Concept book

*Extra reading/ keyword: Lesson plan, didactic approach, multisensory method, IEP, Functional academics*

**UNIT 4: Speech and Language Assessment (20 Hrs)**

- 4.1 Structure and Function of Speech Mechanism Hearing Screening Checklist
- 4.2 Language Input to the Child
- 4.3 Comprehension and Expression of Various Language Structures
- 4.4 Language Assessment tool
- 4.5 Profiling speech of children in the classroom and Articulation inventory

*Extra reading/ keywords: Differences between Speech and language, Articulation, Receptive and Expressive language*

**UNIT 5: Evaluation of Speech/ Learning and Teaching Speech and Language (20 Hrs)**

- 5.1 Evaluation/Classification of speech errors and deviations in respiration
- 5.2 Errors in phonation and supra-segmental/Errors in articulation
- 5.3 Methods for Teaching Speech and Speech teaching aids
- 5.4 Individual speech teaching/ Group speech Training
- 5.5 Preparing Language and Speech Therapy Plans.

*Extra reading/ keywords: Prosody, Multi-sensory syllable unit approach. Auditory verbal Therapy, Associated phonemic unit approach*

*Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)*

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Prepare screening report and case profile of CWSN in primary schools and slums	PSO 1	A , An
CO-2	Record audiological, language, speech, behavioural and occupational Assessment	PSO 2	U
CO-3	Formulate and implement lesson plans and teaching materials for various academic subjects.	PSO 3	A
CO-4	Assess and document language and speech profile of the hearing impaired	PSO 4	An

CO-5	Design and implement therapeutic intervention and perform individual/group teaching for the hearing impaired	PSO 5	A , C
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**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand;  
Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**REFERENCES:**

1. Sadanand Singh & Kala. S. Singh, (1985). Phonetics - Principles and Practices, Baltimore - London - Tokyo; University Park Press.
2. Daniel Ling, (1984). Foundations of Spoken Language, Washington; Alexander Graham Bell Association for the Deaf.
3. Daniel Ling, (1987). Speech and the hearing impaired children, Theory & Practice. Washington; Alexander Graham Bell Association for the Deaf.
4. Donald R. Calvert & S. Richard Silverman, (1985). Speech & Deafness, Washington; Alexander Graham Bell Association for the Deaf.
5. Carol. G. Rousey, (1984). A Practical guide to Helping Children with Speech & Language Problems, Illinois; Charles. C. Thomas Publishers.
6. Irving, Harry & Marry Joe, (1990). Speech of the Hearing Impaired, research, Training & Personnel Preparation, Baltimore; University Park Press.
7. Crickmay, (1981). Speech Therapy, U.S.A.; Charles C. Thomas Publishers Limited.
8. Charles Van Piper, Robert L. Erickson, (1996). Speech Correction, An Introduction to Speech Pathology & Audiology (9th edition), U.S.A.; Allyn & Bacon,
9. Kalyani Mandke, Aruna N. Sangekar, (2001). B.Ed. Special Education Manual, Self Instruction Material, Block 3 and 4 : Teaching and Maintenance of intelligible speech.
10. Sadhana Relekar, Usha Dalvi & Anjali Kant (2006). Fundamentals of Speech and Speech Teaching. DSE(HI) Manual. New Delhi: Kaniska Publishers.

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<b>Course Title</b>	<b>MAJOR CORE – 14 PROJECT MANAGEMENT</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs</b>
<b>Code</b>	<b>P22RS3MCT14</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

*To understand the skills needed to develop skill in writing project proposals, project formulation, implementation and reporting*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the responsibilities and challenges of Project Management and discuss the techniques of building and maintaining an effective team
CO-2	Analyze the various bottlenecks at each stage of project management
CO-3	Understand and evaluate the structure, function, roles and responsibilities of those involved in the programs and projects.
CO-4	Understand the skill in carefully monitoring and evaluating different projects.
CO-5	Understand and evaluate project interface, communication and documentation

**UNIT 1: PROJECT & PROJECT MANAGEMENT (15 Hrs)**

- 1.1 The Process Context, Inter personal and Behavioral Control & Organizational Context.
- 1.2 Defining Project Success
- 1.3 Responsibilities and Challenges of a Project Management
- 1.5 Building and Maintaining an Effective Team

*Extra reading/ keywords: Stakeholder, Deliverables, Group Dynamics*

**UNIT 2: PROJECT EVOLUTION, MANNING AND ESTIMATION (20 Hrs)**

- 2.1 Evolution of Project
- 2.2 Problem or Opportunity and Optimum solution
- 2.3 Preliminary Plan and Launching the Project
- 2.4 Project Planning
- 2.5 Estimating a Project

*Extra reading/ keywords: Macro and Micro level Project Management*

**UNIT 3: PREPARING A DETAILED PROJECT****(20 Hrs)**

- 3.1 Scope Management
- 3.2 Time Management
- 3.3 Cost Management and Fund Raising
- 3.4 Logical Framework Analysis (LFA)
- 3.5 Setting SMART Goals and SWOT Analysis

*Extra reading/ keywords: Scope Creek, Work Breakdown Structure, Strategic cost management, Life Cycle Costing (LCC)*

**UNIT 4: RISK, UNCERTAINTY AND PROJECT EXECUTION****(20 Hrs)**

- 4.1 Understanding and Managing risk and uncertainty
- 4.2 Analyzing and responding to threats
- 4.3 Project control – Objectives and Process
- 4.4 Gathering the right information
- 4.5 Analyzing and reacting to information.

*Extra reading/ keywords: Project Audit, Control Scope*

**UNIT 5: PROJECT INTERFACE, COMMUNICATION AND DOCUMENTATION****(15 Hrs)**

- 5.1 Project Interface and Stakeholders
- 5.2 Special Considerations in Interface Management
- 5.3 Project Management Configuration Plan
- 5.4 Communicating and Conducting Meeting
- 5.5 Key Elements in Successful Project Closure.

*Extra reading/ keywords: Interface Coordination Plan, Project Review Meeting, Performance Review*

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments Course**

**Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the responsibilities and challenges of Project Management	PSO 1	R, U
CO-2	Discuss the techniques needed in building and maintaining an effective team	PSO 2	R
CO-3	Discuss the various bottlenecks at each stage of project management	PSO 2	U
CO-4	Explain the structure, function of the stakeholders involved in the process of project management.	PSO 3	R
CO-5	Elaborate the roles and responsibilities of those involved in the process of program development and the building of projects.	PSO 4	An
CO-6	List and summarize the skills in carefully monitoring and evaluating different projects.	PSO 4	U
CO-7	Explain and summarize project interface, communication and documentation.	PSO 5	R, An



**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**PRACTICUM:**

1. To develop a project proposal in the field of disability.
  - a) To undertake a Community Diagnosis and analyze the problem and need.
  - b) To develop a plan of action using Logical Frame Work Approach.
  - c) To prepare the calendar of activities for one year for the proposed project.
  - d) To prepare the budget for the selected project.
2. To appraise and evaluate a given project.

**REFERENCES:**

1. Mehta .D.S., (1983). Handbook of Disabled in India, Madras : Allied Publishers Private Ltd.
2. Naik, B.M., (1985). Project Management, New Delhi; Vikas Publishing House Pvt. Ltd.
3. Robin . D. Tribhuwan & S.R. Shevkari, (2000). How to write Funding Project Proposals, New Delhi; Discovery Publishing House.
4. Devendra Thakur, (1992). Project Formulation and Implementation, New Delhi; Deep & Deep Publications.
5. Fr. Fernando .S. Emmanuel, (1998). Project from Problems : Writing Skills on Project Proposals for Social Work Organisations.
6. Shaghil .M. & Mushtaque .M., (1993). Project Planning and Management, Jaipur; Printwell.
7. Young .L. Trevor, (1993). Planning Projects : 20 Steps to Effective Project Planning, New Delhi; Sterling Publishers Private Limited.
8. B.B. Goel, (1992). Project Management : A Development Perspective, New Delhi; Deep & Deep Publications.

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<b>Course Title</b>	<b>Non Major Elective - 2: FAMILY AND CHILD CARE</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>P22RS3NMT02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

*To understand the various issues in mate selection, marriage, family life, pregnancy, child birth and child care*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember true love in mate selection
CO-2	Understand the concept of love, marriage and strategies of successful marriage
CO-3	Understand marital adjustment strategies
CO-4	Understand the process, types and issues in pregnancy.
CO-5	Remember the various child care techniques.

**UNIT I: LOVE AND LIKING (15 Hrs)**

- 1.1 Meeting and Selecting
- 1.2 Mate Selection
- 1.3 Knowledge about Love
- 1.4 Determining the Love Story
- 1.5 Pre-Marital Counseling

*Extra reading/ keywords: Love, Friendship, Characteristics of true love, types of love and lovers, Pre marital sex and issues, pre marital counselling.*

**UNIT II: MARRIAGE AND FAMILY (15 Hrs)**

- 2.1 Myths and facts about marriage
- 2.2 Features of marriage
- 2.3 Love and marriage
- 2.4 Strategies to enhance a marriage
- 2.5 Sex in a committed relationship

*Extra reading/ keywords: Marriage, types of marriage, issues in love, arrange and cross cultural marriage, sex education, sexual abuse*

**UNIT III: FAMILY AND MARITAL ADJUSTMENT (15 Hrs)**

- 3.1 Marital adjustment
- 3.2 Resolving marital conflicts
- 3.3 Loveless marriage is lasting marriage
- 3.4 Maintaining intimacy throughout marriage
- 3.5 Divorce, Remarriage and Step – Parenting

*Extra reading/ keywords: Adjustmental issues, stress in family life, marital conflicts, effects of broken families on children.*

**UNIT IV: PREGNANCY AND CARE DURING PREGNANCY (15 Hrs)**

- 4.1 Pregnancy by choice - The facts about contraception
- 4.2 Waiting for a baby
- 4.3 Care of the mother-to-be
- 4.4 Husband's role during wife's confinement
- 4.5 Some common disorders in pregnancy

*Extra reading/ keywords: Medicated conception, child growth, effects of mother's health on foetus, diabetes, anemia, high blood pressure, epilepsy in pregnancy and its effects.*

**UNIT V: CHILD BIRTH AND CARE (15 Hrs)**

- 5.1 Child birth and types
- 5.2 Birth dangers to the baby
- 5.3 The new arrival
- 5.4 Taking care of new born
- 5.5 After delivery care of the mother

*Extra reading/ keywords: Normal, caesarian, instrumental delivery, APGAR score, Newborn reflexes, diet for mother and new born baby.*

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describes true love in mate selection	PSO 1	U
CO-2	Explains the strategies of successful marriage	PSO 2	U
CO-3	Enumerates the marital adjustment strategies	PSO 3	U
CO-4	Explains the process, types and issues in pregnancy.	PSO 4	U
CO-5	Discusses the various child care techniques.	PSO 5	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**REFERENCES:**

1. Personal adjustment; Schwebel Barocas, Reachman, Schwebel.
2. Mascarenhas (1986) Family life Education. Bangalore Centre for Research Education Service and Training for family life promotion.
3. Dr. Chandra M.D., D.C.H., Childhood diseases and child care; New Century book house private limited.
4. C.D. Williams, D.B. Telliffe; Mother and Child health. Delivering the services; The English language book society, Oxford University Press.
5. Devadas, R.P and Jaya.N (1984) A text book on Child Development, New Delhi; Marmillan India Ltd.
6. Santrock J.W. (1986) Life span Development. IONA : Wm c.Brown publishers.
7. Hurlock, E.B. (1981) Developmental Psychology, A life Span approach, New Delhi. Tata Mcgraw Hill Publication co., Ltd.
8. Bossard,(1996)Family Behaviour and Child Development, Agro industries publication, India.

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<b>Course Title</b>	<b>NON – MAJOR ELECTIVE 2 : PERSONALITY DEVELOPMENT</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>P15RS3NMT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

*To understand the concept of personality development, neurological process and theories involved, assessment and skill development with regard to it.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember the concept of personality and its development stages
CO-2	Understand the various physiological aspects involved in motivation and personality
CO-3	Remember various theories relevant to motivation and personality
CO-4	Understands different methods of assessment of personality
CO-5	Understands skill development areas and methods

**UNIT 1: INTRODUCTION**

**(15Hrs)**

- 1.1 Definitions of Motivation and Personality
- 1.2 Basic Concepts of motivation
- 1.3 Stages of personality development
- 1.4 Role of nervous system in motivation
- 1.5 Role of nervous system in formation of personality

**Extra reading/ keywords:** *motivation, personality, CNS, PNS*

**UNIT 2: PHYSIOLOGICAL ASPECTS OF MOTIVATION AND PERSONALITY**

**(15Hrs)**

- 2.1 Role of Nervous System in motivation and personality
- 2.2 Physiological approaches to drive
- 2.3 Hunger and thirst - regulatory drive
- 2.4 Eating disorders
- 2.5 Sex – non regulatory drive

**Extra reading/ keywords:** *cerebrum, cerebellum, pituitary gland, anorexia nervosa, bulimia nervosa, Binge eating disorder.*

**UNIT 3: THEORIES OF MOTIVATION AND PERSONALITY**

**(15 Hrs)**

- 3.1 Psychoanalytic theories
- 3.2 Cognitive theories.
- 3.3 Theories of Need for Achievement.
- 3.4 Humanistic Theories
- 3.5 Factor Analytic theories

*Extra reading/ keywords: Sigmund Freud, Carl Rogers, Maslow, achievement, Self-actualization, ego, Id, superego*

**UNIT 4: ASSESSMENT OF MOTIVATION AND PERSONALITY (10 Hrs)**

- 4.1 Assessment of motivation
- 4.2 Behavioral observations and interviews
- 4.3 Projective techniques
- 4.4 Paper-pencil measures.
- 4.5 other measures

*Extra reading/ keywords: paper pencil test, observation- direct and indirect, MMPI, CAT, CPI*

**UNIT 5: SKILL DEVELOPMENT (10 Hrs)**

- 5.1 Study skills development
- 5.2 Oral presentation skills
- 5.3 Written communication skills
- 5.4 Assertiveness skill development
- 5.5 Techniques of creative thinking.

*Extra reading/ keywords: SQ3R, tone, rhythm, intonation, pronunciation, assertiveness, novelty.*

*Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)*

**Course Outcomes:**

CO No.	Course Outcomes	PSOs addressed	Cognitive Level
CO-1	Explains personality with its stages of development	PSO 1	R, U
CO-2	Discusses the role of nervous system in human motivation	PSO 2	R, U
CO-3	Describes the principles and theories of personality and motivation.	PSO 3	R.,U
CO-4	Explains the various methods of assessing personality	PSO 4	U, R
CO-5	Analyzes the various skills involved in personality development	PSO 5	U, An

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**PRACTICAL (10 hours)**

1. BMI and its application for obesity.
2. Measurement of holistic personality of self and others.
3. Workshop on Developing and shaping self-concept.
4. A workshop on Emotions and assertive behaviour.
5. Various measures to enhance creative thinking

**REFERENCES:**

1. Hall & Lindzey (eds) Theories of Personality Longman’s Publication, Chennai.
2. Peck & Whitlow - Approaches to Personality, Essential Psychology Series, Penquin

Publication, New Delhi.

3. Training in Management Skill by Philip L. Hunsaker, Prentice Hall, New Jersey 2001
4. Think like a Winner by Walter Doyle Staples. UBPSD, New Delhi 1996. 3. Psychology for Teachers by David Fontana, 3rd Ed. Palgrave: UK 1995
5. Modern Applied Psychology by Arnold P. Goldstein and Leonard Krasner. Pergamon Press, Inc. New York 1989. 5. Psychology Applied to Life and Work. 5th Ed. By Harry Hepner, Prentice-Hall: New Jersey, 1973.

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<b>Course Title</b>	<b>Self – Study Course - ABNORMAL PSYCHOLOGY</b>
<b>Total Hours</b>	<b>45 HOURS</b>
<b>Hours/Week</b>	<b>3 Hrs / Wk</b>
<b>Code</b>	<b>P17RS3SST01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

*To understand the concept of abnormal psychology, the causes, characteristics and therapeutic approaches of varied abnormal behaviors.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember and understand the meaning, scope and definitions of abnormal psychology
CO-2	Understand and analyze the causes and characteristics of abnormal behavior
CO-3	Understand and analyze major patterns of maladaptive behavior. its causes, types, characteristics and treatment
CO-4	Understand, analyze the common patterns of abnormal behavior and evaluate its impact on day-to-day life
CO-5	Understand and analyze the varied treatment approaches and rehabilitation for abnormal behaviours

**UNIT 1: INTRODUCTION (9 HOURS)**

Meaning, scope and definitions of abnormal psychology

**Extra reading/ keywords:** *psychiatry, clinical psychology*

**UNIT 2: CAUSES AND CHARACTERISTICS OF ABNORMAL BEHAVIOUR (9HOURS)**

Biological / psychosocial / socio-cultural causes  
Characteristics of abnormal behavior

**Extra reading/ keywords:** *fraternal twins, designer babies, inadequate families, disrupted family, mothering.*

**UNIT 3: MAJOR PATTERNS OF MALADAPTIVE BEHAVIOUR****(9HOURS)**

Schizophrenia, Neuroses, Sexual deviations.

**Extra reading/ keywords:** *Catatonia, paranoia, fugue reaction, Paraphilias, pedophilia, voyeurism, fetishism.***UNIT 4: COMMON PATTERN OF ABNORMAL BEHAVIOUR (9 HOURS)**

Alcoholism and Drug Abuse, criminal behavior and delinquency, psychosomatic disorders

**Extra reading/ keywords:** *withdrawal symptoms, juvenile, reformatory homes, de-addiction centres.***UNIT 5: TREATMENT AND REHABILITATION OF ABNORMAL BEHAVIOUR (9 HOURS)**

Biological, Psychosocial, Sociocultural approaches And Rehabilitation

**Extra reading/ keywords:** *chemotherapy, psychosurgery, tranquilizers, hallucinogenic, IST, ECT, Topectomy, thallectomy, de-sensitization.***Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the definitions, meaning and scope of abnormal psychology.	PSO 1	K1
CO-2	Discuss the varied causes and characteristics of abnormal behaviors	PSO 2	K2
CO-3	Describe the major patterns of maladaptive behavior problems in children with Special Needs.	PSO 3	K3
CO-4	Elaborate the common patterns of abnormal behavior. and recommend Therapeutic programs for children with special needs	PSO 4	K4
CO-5	Discuss and summarize the various treatment and rehabilitation methods for abnormal behavior	PSO 5	K5

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;****An – Analyze; E- Evaluate; C – Create****PRACTICUM:****(5 HOURS)**

1. Visit to a Psychiatric Hospital.
2. Visit to a Juvenile Home.
3. Case study of a mentally ill person.



**TEXT BOOKS:**

1. Shanmugam, (1991). Abnormal Psychology.
2. S.K. Mangal, (1984). Abnormal Psychology
3. Coleman (1992). Abnormal Psychology. Paul Salmon, London

**ESSENTIAL READING:**

- Robert C. Carson & James N. Butcher (1992). Abnormal Psychology & Modern Life. Harper & Collins. New York.
- Davison Neale (1994). Abnormal Psychology. John Wiley & Sons. Canada.
- Irwing G. Sarason (1996). Abnormal Psychology – The Problem of Maladaptive Behaviour. Prentice Hall Ltd. New Delhi.
- Barlow & Durrard (1995). Abnormal Psychology. Brooks / Cole Publishing Company Ltd. U.S.A.
- Robert G. Meyer (1988). Abnormal Psychology. Paul Salmon, London.
- Rober W. White, Norman F. Watt (1981). The Abnormal Personality.
- Key to Psychiatry (1974). A text book for students M.I. Sainsbury.

**JOURNAL:**

Journal of Abnormal Psychology. APA Psy.net  
Journal of Abnormal Psychology. Psy. Research.org.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI – 2**  
**DEPARTMENT OF AUDIOLOGY AND SPEECH LANGUAGE PATHOLOGY**  
**II YEAR P.G. : SEMESTER – III**

**NON-MAJOR ELECTIVE – 2ASSISTIVE TECHNOLOGY FOR PERSONS WITH SENSORY  
DISABILITIES (VI & HI)**

**TOTAL HOURS: 75**  
**HOURS: 5**  
**CREDITS: 3**

**CODE: P15AS3NMT02**  
**MARKS: 100**

**GENERAL OBJECTIVES:**

To understand use of assistive devices & methods in the management of Children with Visual Impairment (CWVI) and Children with Hearing Impairment (CWHI) in schools/ clinics and explain the present and future technologies, research developments and evidence-based practices facilitating the education of CWVI and CWHI.

**COURSE OBJECTIVES (CO) The students will be able:**

1. Explain the relevance of technology for persons with visual impairment
2. Apply various devices to facilitate the education and employment of persons with visual impairment.
3. Describe various listening and Assistive devices in Audiological Management persons with Hearing Impairment.
4. Apply use of assistive technology Products and their application in the context of the Classroom for the Hearing Impairment.
5. Apply concepts related to Assistive Devices in Educational Management of CWVI and CWHI.

**UNIT 1: Technological devices– traditional and modern for the education of the  
visually impaired**

- 1.1 Writing technologies
- 1.2 Reading technologies
- 1.3 Technology for mathematics and science education
- 1.4 Braille production technologies
- 1.5 Critical analysis of the devices mentioned under Unit 1.1 to 1.4 in the context of the Indian situation

**UNIT 2: Technologies for facilitating independent living for persons with visual impairment  
and employment-related technologies for the visually impaired**

- 2.1 Mobility devices and fitness and health:
- 2.2 Recreational devices and home management devices:

- 2.3 Braille shorthand machine, Dictaphone and dictation software
- 2.4 Application of screen reading technologies for promoting/ diversifyin employment opportunities
- 2.5 Making workplaces and available workshop equipment and other machines accessible to persons with visual impairment– guidelines and principles

### **UNIT 3: Listening and assistive devices in audiological management**

- 3.1 Assistive Technology for the Deaf and Hard of Hearing
- 3.2 Communication Support Technology
- 3.3 Assistive Technology Decision Making Guide-Student
- 3.4 Sensory Aids for Persons with Auditory Impairments
- 3.5 Assistive Technologies in the context of Work

### **UNIT 4: Assistive Technology Products and its application in the context of the Classroom**

- 4.1 Assistive Technology Products for Persons with Hearing Impairment and Speech Impairment
- 4.2 Educational activities that can be aided by Assistive Technologies
- 4.3 Identifying Student Skills and Need for Assistive Technology
- 4.4 The context for Educational Applications
- 4.5 Hard and Soft Technologies for Educational Success

### **UNIT 5: Assistive devices in educational management**

- 5.1 Impact of technology on education
- 5.2 Sources of availability and maintenance of technology devices
- 5.3 Mainstream technologies: Universal designs
- 5.4 Research & developments in educational technology
- 5.5 Evidence based practices

### **REFERENCES:**

1. Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Springer, London.
2. Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc. New York.
3. Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
4. Dillon, H. (2001). Hearing aids. Thieme Medical Publications, New York.
5. English, K. M. (2002). Counselling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
6. Huang, D. (1998). Speech skill build-up for children. Tiger DRS Inc. <http://www.drspeech.com>
7. Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
8. Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. Plural Publishing. San Diego.

9. Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.
10. Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
11. Mathew, S. M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. Rehabilitation Council of India, New Delhi.
12. Owens, R.E. (2012). Language development: An introduction (8th ed.). Pearson, Boston.
13. Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.
14. Rapp, W. H. (2014). Universal design for learning in action. Baltimore MD: Brooks
15. Sandlin, E. R. (1995). Handbook of hearing aid amplification: Theoretical and technical considerations. (vol. I). Singular Publishing Group, Inc. San Diego.
16. Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.
17. Stewart, D. A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Bacon, London.
18. Taraporevala, S., & D'Sylva, C. (2014). Equip Your World: A Synoptic View of Access Technology for the Visually Challenged. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.
19. Taylor, B., Mueller, H. G. (2011). Fitting and Dispensing Hearing Aids. Plural Publishing, San Diego.
20. Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.
21. Albert .M. Cook & Susan M. Hussey. (2002) Assistive Technologies Principles and Practice, II Edition. Mosby. Missouri, Inc, USA.
22. Gray, Quatrano & Lieberman (1998), Designing and Using Assistive Technology, Maple Press Company, Fork, Pennsylvania.
23. Marion. A. Hersh & Michael A. Johnson (2003), Assistive Technology for the Hearing – Impaired, Deaf & Deaf Blind, Springer – Verlag Ltd., London.

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<b>SEMESTER IV</b>					
Major Elective-1	Internship I - Deaf Blindness/ Multiple Disabilities	P22RS4MEI01 P22RS4MEI02	8	5	100
Major Elective-2	Internship II - Sensory Disabilities / Developmental Disabilities	P22RS4MEI03 P22RS4MEI04	8	5	100
Major Elective-3	Internship III - Management of Rehabilitation Programmes / Services for the Disabled	P22RS4MEI05 P22RS4MEI06	8	4	100
Extra Credit	<b>INTERNSHIP</b>	P22EX4INT04	15days 75 hours	2	100
	Dissertation	P22RS4DIS01	6	3	100
	<b>TOTAL</b>		<b>30</b>	<b>17+2</b>	<b>400</b>