

BSc. REHABILITATION SCIENCE (2026 ONWARDS)
COURSE PATTERN
SEMESTER – I

Part	Course Type	Title of the Paper	Code	Hours			Credits			Total Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
I	Language	General Tamil - I Hindi - I French – I		75	0	75	3	0	3	25	75	100
II	English	General English I		75	0	75	3	0	3	25	75	100
III	Core Course 1	Foundations of Rehabilitation Science	U26RS1T01	30	0	30	2	0	2	25	75	100
III	Core Course 2	Human Development	U26RS1T02	60	0	60	4	0	4	25	75	100
III	Core Course 3	Introduction to Disability – I	U26RS1T03	60	0	60	4	0	4	25	75	100
III	Core Course 4	Rehabilitation for Persons with Visual Impairment	U26RS1T04	60	0	60	4	0	4	25	75	100
III	Core 5 Practical	Case Review on services for PWDs (Practical)	U26RS1P05	0	180	180	0	4	4	25	75	100
IV		Value Education		15	0	15	0	0	0			
IV	SEC1	SEC1 Soft Skills		30	0	30	0	0	0	25	75	100
			Total	405	180	585	20	4	24	200	600	800

SEMESTER – II

Part	Course Type	Title of the Paper	Code	Hours			Credits			Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
I	Language	General Tamil - II Hindi - II French – II		75	0	75	3	0	3	25	75	100
II	English	General English II		75	0	75	3	0	3	25	75	100
III	Core Course 6	Introduction to Disability-II	U26RS2T06	60	0	60	4	0	4	25	75	100
III	Core Course 7	Rehabilitation for Persons With Hearing Impairment	U26RS2T07	60	0	60	4	0	4	25	75	100
III	Core Course 8	Rehabilitation for Persons with Intellectual Disabilities	U26RS2T08	60	0	60	4	0	4	25	75	100
III	Core Course 9	Rehabilitation for Persons with Locomotor Disabilities	U26RS2T09	60	0	60	4	0	4	25	75	100
III	Core 10 Practical	Vision Rehabilitation - Expanded Core Curriculum (Practical)	U26RS2P10	0	60	60	0	3	3	25	75	100
	Core 11 Practical	Summer Placement	U26RS2P11	0	240	240	0	5	5	25	75	100
IV		Value Education		15	0	15	0	0	0	25	75	100
IV	Online Course	Online Course										
			Total	405	300	705	22	8	30	225	675	900

SEMESTER – III

Part	Course Type	Title of the Paper	Code	Hours			Credits			Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
I	Language	General Tamil – III Hindi - III French – III		75	0	75	3	0	3	25	75	100
II	English	General English –III		75	0	75	3	0	3	25	75	100
III	Core Course 12	Rehabilitation for Persons with Specific Learning Disabilities	U26RS3T12	60	0	60	4	0	4	25	75	100
III	Core Course 13	Adapted Physical Education	U26RS3T13	45	0	45	3	0	3	25	75	100
III	Core Course 14	Rehabilitation for Persons with Speech and Language Impairment	U26RS3T14	60	0	60	4	0	4	25	75	100
III	Core 15 Practical	Sign Language (Practical)	U26RS3P15	0	90	90	0	3	3	25	75	100
III	Core 16 Practical	Screening and Identification of Disabilities (Practical)	U26RS3P16	0	180	180	0	4	4	25	75	100
IV		Health and Wellness		15	0	15	0	0	0	25	75	100
IV	Online Course	Online Course										
VI		Value Education		15	0	15						
			Total	345	270	615	17	7	24	200	600	800

SEMESTER – IV

Part	Course Type	Title of the Paper	Code	Hours			Credits			Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
I	Language	General Tamil – IV Hindi - IV French – IV		75	0	75	3	0	3	25	75	100
II	English	General English –IV		75	0	75	3	0	3	25	75	100
III	Core Course 17	General Psychology	U26RS4T17	30	0	30	2	0	2	25	75	100
III	Core Course 18	Introduction to Physiotherapy and Occupational therapy	U26RS4T18	60	0	60	4	0	4	25	75	100
III	Core Course 19	Rehabilitation for Persons with Autism and ADHD	U26RS4T19	60	0	60	4	0	4	25	75	100
III	Core 20 Practical	Rehabilitation Practice for Psychosocial Issues (Practical)	U26RS4P20	0	180	180	0	4	4	25	75	100
	Core 21 Practical	Summer Placement	U26RS4P21	0	240	240	0	5	5	25	75	100
IV		Gender Studies		15	0	15				25	75	100
IV		Environmental Studies		30	0	30				25	75	100
IV		Value Education		15	0	15				25	75	100
			Total	360	420	780	16	9	25	250	750	1000

SEMESTER – V

Part	Course Type	Title of the Paper	Code	Hours			Credits			Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
III	Core Course 22	Sensory Integration and Therapeutic Practices for Neurodevelopmental Disabilities	U26RS5T22	60	0	60	4	0	4	25	75	100
III	Core Course 23	Vocational Rehabilitation of Persons with Disabilities for Sustainable Livelihoods	U26RS5T23	60	0	60	4	0	4	25	75	100
III	Core Course 24	Workforce Inclusion for Persons with Disabilities	U26RS5T24	60	0	60	4	0	4	25	75	100
III	Core Course 25	Counselling Practices in Rehabilitation	U26RS5T25	60	0	60	3	0	3	25	75	100
III	Core 26 Practical	Integrated Practices for Holistic Rehabilitation (Practical)	U26RS5P26	0	180	180	0	4	4	25	75	100
IV	Value Education			15	0	15	0	0	0			
			Total	255	180	435	15	4	19	125	375	500

SEMESTER – VI

Part	Course Type	Title of the Paper	Code	Hours			Credits			Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
III	Core Course 27	Digital Accessibility and Assistive Technology	U26RS6T27	45	0	45	3	0	3	25	75	100
III	Core Course 28	Community Based Inclusive Education and Development	U26RS6T28	60	0	60	4	0	4	25	75	100
III	Core Course 29	Management and Organisational Behaviour of Rehabilitation Programmes	U26RS6T29	60	0	60	4	0	4	25	75	100
III	Core 30 Practical	Curriculum and Inclusive Practices for PwDs (Practical)	U26RS6P30	0	240	240	0	5	5	25	75	100
III	Core 31 Practicum	Research Methodology with Project Viva	U26RS6P31	20	40	60	1	1	2	25	75	100
IV		Value Education		15	-	15	0	0	0	25	75	100
			Total	200	280	480	12	6	18	150	450	600

**BACHELOR OF REHABILITATION SCIENCE
SEMESTER I**

Course Title	Core Course 1: FOUNDATIONS OF REHABILITATION SCIENCE
Course Code	U26RS1T01
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Introduce students to the philosophy, principles, and scope of rehabilitation sciences.
2. Understand the concept of total rehabilitation as proposed by George Nelson Wright.
3. Familiarize students with interdisciplinary rehabilitation approaches.
4. Develop foundational knowledge of rehabilitation services, systems, and professional roles.
5. Sensitize students towards holistic and person-centered rehabilitation practices.

UNIT I: CONCEPT AND PHILOSOPHY OF REHABILITATION (6 HOURS)

- 1.1 Meaning and Scope of Rehabilitation - Definition and historical evolution, Need and importance of rehabilitation, Scope of rehabilitation sciences
- 1.2 Philosophy of Total Rehabilitation - Concept of “Total Rehabilitation” by George Nelson Wright, Holistic approach: physical, psychological, social, vocational components, Person-centered and rights-based perspectives

UNIT II: COMPONENTS OF TOTAL REHABILITATION (6 HOURS)

- 2.1 Medical and Physical Rehabilitation - Role of medical rehabilitation, Restoration vs. compensation, Preventive, curative, and restorative services
- 2.2 Psychological and Social Rehabilitation - Emotional adjustment and counseling, Family and community involvement, Social integration and empowerment

UNIT III: REHABILITATION TEAM AND SERVICES (6 HOURS)

- 3.1 Multidisciplinary and Interdisciplinary Approaches - Concept of team rehabilitation, Collaboration and coordination, Client-centered service delivery
- 3.2 Roles of Rehabilitation Professionals - Role of physiotherapist, occupational therapist, speech therapist, Role of rehabilitation psychologist and social worker, Role of special educator and vocational counselor

UNIT IV: COMMUNITY AND INSTITUTIONAL REHABILITATION (6 HOURS)

- 4.1 Institutional Rehabilitation Services - Hospitals and rehabilitation centers, Special schools and training institutes, Residential and vocational rehabilitation settings
- 4.2 Community-Based Rehabilitation (CBR) - Concept and principles of CBR, Community participation, Inclusive development and accessibility

UNIT V: VOCATIONAL AND SOCIAL REINTEGRATION (6 HOURS)

- 5.1 Vocational Rehabilitation - Assessment and vocational guidance, Skill development and employment opportunities, Economic independence and self-reliance
- 5.2 Social Reintegration and Quality of Life - Independent living concepts, Advocacy and rights of persons with disabilities, Quality of life and societal inclusion

COURSE OUTCOMES:

On completion of the course, the learner will be able to:

CO No	Course outcomes	Cognitive level
CO 1	Understand the concept and philosophy of total rehabilitation	K1
CO 2	Describe the multidisciplinary and interdisciplinary nature of rehabilitation services.	K2
CO 3	Identify and apply the roles of various rehabilitation professionals in a suitable scenario.	K3
CO 4	Analyze the importance of community-based and institutional rehabilitation models.	K4
CO 5	Evaluate the foundational principles in planning rehabilitation interventions.	K5

K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create

REFERENCE BOOKS:

1. K. Uma, (2017). Human Development and Disability, Jazym Publications, Trichy.
2. G. S. Baroff, (1986). Mental Retardation: Nature, Causes, and Management (2nd ed.), Washington: Hemisphere Publishing Corporation.
3. Puri, M., & Sen, A.K. (1989). Mentally Retarded Children in India, Mittal Publications, New Delhi.
4. Arora, K., Dave, P., & Sinclair, S. (1987). Detection and Prevention of Mentally Handicapped, NCERT, New Delhi.
5. Madhavan, T., Kalyan, M., Narayan, J., & Peshwaria, R. (1988). Mental Retardation – A Manual for Guidance Counseling, NIMH, Secunderabad.
6. Panda, K.C. (1999). Education of Exceptional Children, Vikas Publications, New Delhi.
7. Kaul, V. (1993). Early Childhood Education Programme, NCERT, New Delhi.
8. Hurlock, E. B. (2000). Child Development, McGraw-Hill Education.
9. Bee, H. (2010). Child Development, Pearson.
10. Hughes, C., & Noppe, I. (2014). Child Development, Cengage Learning.
11. Wright, G. N. (1980). Total rehabilitation. Little, Brown and Company.

Course Title	Core Course 2 HUMAN DEVELOPMENT
Course Code	U26RS1T02
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the normal course of growth and development of human life
2. Demonstrate the various areas of development concerning theoretical approaches
3. Identify the importance of different areas of development in one's life
4. Explain adolescence as a period of transition and threshold of adulthood
5. Validate the changes and adjustments in late adulthood.

UNIT 1: CONCEPTION TO CHILDHOOD

(12 HOURS)

- 11.1 Growth and Development
- 11.2 Differences, Principles Determinants of Growth and development
- 11.3 Physical, physiological activities and care of newborn
- 11.4 Factors influencing early and late childhood development

UNIT 2: THEORETICAL APPROACHES TO DEVELOPMENT

(12 HOURS)

- 2.1 Cognitive Theories (Piaget) and Psychosocial Theory (Erikson)
- 2.2 Social learning Theory
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfenbrenner)

UNIT 3: AREAS OF DEVELOPMENT

(12 HOURS)

- 3.1 Physical and motor development
- 3.2 Cognitive Development and Social Development
- 3.3 Emotional Development
- 3.4 Speech and Language Development

UNIT 4: EARLY TO MIDDLE ADULTHOOD

(12 HOURS)

- 4.1 Characteristics of Middle Adulthood
- 4.2 Formation of identity and self-concept, Emerging roles and responsibilities
- 4.3 Life Skills and independent living
- 4.4 Types of intelligence and Measurement of IQ

UNIT 5: LATE ADULTHOOD

(12 HOURS)

- 5.1 Characteristics of late Adulthood
- 5.2 Developmental Tasks and needs of late Adulthood
- 5.3 Health and Cognitive Changes in late Adulthood.
- 5.4 Work changes in late Adulthood and Stages of Dying and Death.

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO1	Describe the normal course of growth and development of human life	K1
CO2	Describe the normal course of middle age and late adulthood.	K2
CO3	Illustrate the importance of various areas of development in one's life	K3
CO4	Analyze adolescence as a period of transition and threshold of adulthood	K4
CO5	Compare and contrast the various areas of development concerning theoretical approaches	K5

K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create

REFERENCES:

1. Kanagala Uma (2017) Human Development and Disability, Resource Book, Jazym Publications, Trichy.
2. Baroff G.S. (1986) Mental Retardation: Nature, Causes and Management (2nd Edition, Washington; Hemisphere Publishing Corporation
3. Puri, M & Sen AK (1989) Mentally Retarded Children in India; New Delhi, Mittal Publications
4. Arora, K. Dave, P & Sinclar S (1987) Detection and Prevention of Mentally Handicapped; New Delhi NCERT
5. Madhavan, T. Kalyan, M, Narayan, J & Peshwaria, R (1988) Mental Retardation – A manual for guidance counselling, Secunderabad NIMH
6. Panda, KC (1999) Education of Exceptional Children, New Delhi; Vikas Publications
7. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
8. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers
9. Hurlock, Child Development.
10. Helen Bee: Child Development
11. Hughes & Noppe, Child Development.

WEB REFERENCES:

- <http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf>
- <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>
- <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
- <http://www.nios.ac.in/srsec328newE/328EL12.pdf>

Course Title	Core Course 3 INTRODUCTION TO DISABILITY- I
Course Code	U26RS1T03
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Explain the basic concepts of impairment, disability, handicap, and rehabilitation.
2. Understand the causes, misconceptions, classification, and types of Visual, Hearing, Speech and Language Impairments.
3. Comprehend locomotor impairments.
4. Gain knowledge about intellectual and behavioural impairments.
5. Develop skills to identify and prevent the various physical impairments and intellectual impairments.

UNIT 1: INTRODUCTION TO DISABILITY (12 HOURS)

- 1.1 Definitions of Impairment, Disability, Handicap and Exceptional Children
- 1.2 Labelling, Stereotype, Stigma, Myth and Facts about Disability.
- 1.3 Types, Components, Approaches of Rehabilitation
- 1.4 21 Disabilities under Rights for Persons with Disability Act 2016

UNIT 2: VISUAL IMPAIRMENT (12 HOURS)

- 2.1 Concepts of Blindness, Low Vision
- 2.2 Signs, Symptoms, Characteristics, Causes and Misconception
- 2.3 Prevention of Persons with Visual Impairment
- 2.4 Basic Interventions of Persons with Visual Impairment

UNIT 3: HEARING, SPEECH AND LANGUAGE IMPAIRMENTS (12 HOURS)

- 3.1 Concepts of Hearing, Speech, and Language Impairment
- 3.2 Signs, Symptoms Characteristics, Causes and Misconceptions
- 3.3 Prevention of Persons with Hearing, Speech and Language Impairment
- 3.4 Basic Interventions for Persons with Hearing, Speech and Language Impairment

UNIT 4: LOCOMOTOR IMPAIRMENTS (12 HOURS)

- 4.1 Concepts of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.2 Signs, Symptoms Characteristics, Causes and Misconceptions
- 4.3 Prevention of Persons with Locomotor Impairments
- 4.4 Basic Interventions for Persons with Locomotor Impairments

UNIT 5: INTELLECTUAL AND BEHAVIOURAL IMPAIRMENT (12 HOURS)

5.1 Definitions of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness

5.2 Signs, Symptoms Characteristics, Causes and Misconceptions

5.3 Prevention of Persons with Intellectual and Behavioural impairments

5.4 Basic interventions of Persons with Intellectual and Behavioural impairments

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO. No.	Course Outcomes	Cognitive Level
CO1	Define the basic concepts and various types of disabilities and rehabilitation.	K1
CO2	Discuss and interpret the etiology of various disabilities.	K2
CO3	Apply the assessment skill for the identification of various disabilities.	K3
CO4	Analyze the intervention strategies followed for various disabilities.	K4
CO5	Criticize the optimistic ways of managing and overcoming superstitious believes of various disabilities.	K5

(K1 – Remember, K2 – Understanding, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 –

Create) REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability: A ResourceGuide, Trichy: Jami Publications.
2. Advani, L. &Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers'Distributors Private Ltd.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi: Rehabilitation Council of India.
4. Persha, A.J. &Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad: National Institute for the Mentally Handicapped(NIMH).
5. NSSO, (2003) Disabled Persons in India. New Delhi: Ministry of Statistics and Programme Implementation, Govt. of India.
6. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
7. Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
8. Krishna, V.V., Dutt, B.S.V., &Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.
9. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
10. 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.

Course Title	Core Course 4: REHABILITATION FOR PERSONS WITH VISUAL IMPAIRMENT
Course Code	U26RS1T04
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the anatomy, physiology and pathology of human eye.
2. Explain the characteristics of persons with visual impairment.
3. Understand the losses of visual impairment and organize vision screening & training programmes.
4. Apply strategies to develop educational intervention plan for children with visual impairment.
5. Identify appropriate assistive technology devices for persons with visual impairment.

UNIT 1: ANATOMY AND PHYSIOLOGY OF THE HUMAN EYE (12 HOURS)

- 1.1 Anatomy and physiology of eye
- 1.2 Process of seeing
- 1.3 Signs & symptoms of vision loss and prevention of vision loss
- 1.4 Common causes of eye disorders and Refractive errors

UNIT 2: INTRODUCTION TO VISUAL IMPAIRMENT (12 HOURS)

- 2.1 Definitions related to visual impairment
- 2.2 Incidence, prevalence and classification of Visual Impairment
- 2.3 Characteristics of persons with visual impairment
- 2.4 Blindisms and their Management

UNIT 3: EARLY INTERVENTION (12 HOURS)

- 3.1 Limitations of Blindness and Losses in acquired visual impairment
- 3.2 Vision Care Professionals
- 3.3 Vision Screening and Assessment
- 3.4 Vision Training

UNIT 4: VISION INTERVENTION (12 HOURS)

- 4.1 Special needs of Children with visual impairment
- 4.2 Vision environment
- 4.3 Educational implications of Eye conditions
- 4.4 Visual Learning

UNIT 5: ASSISTIVE TECHNOLOGY (12 HOURS)

- 5.1 List of equipments and appliances for VI children
- 5.2 Low Vision Devices – optical and non-optical devices
- 5.3 Softwares for Persons with Vision Impairment
- 5.4 Barrier-Free Access – Designing for the Visually Impaired

COURSE OUTCOMES:

The learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Explain the anatomy, physiology and pathology of human eye.	K1
CO-2	Classify visual impairment based on characteristics of persons with visual impairment.	K2
CO-3	Organize vision training programmes for persons with visual impairment.	K3
CO-4	Develop appropriate educational intervention plan for children with visual impairment.	K4
CO-5	Recommend suitable assistive technology for persons with visual impairment. (skill development)	K3

REFERENCES:

1. American Academy of Ophthalmology. (2020). *Basic and clinical science course: Section 2 – Fundamentals and principles of ophthalmology*. San Francisco, CA: Author.
2. Colenbrander, A. (2010). *Visual standards: Aspects and ranges of vision loss with emphasis on population surveys*. International Council of Ophthalmology.
3. Corn, A. L., & Erin, J. N. (2010). *Foundations of low vision: Clinical and functional perspectives* (2nd ed.). New York, NY: AFB Press.
4. World Health Organization. (2019). *World report on vision*. Geneva: WHO.
5. Hyvärinen, L. (2011). *Assessment and training of functional vision*. Helsinki: Vistest Ltd.
6. Jose, R. T. (2015). *Understanding low vision* (2nd ed.). New York, NY: American Foundation for the Blind.
7. Mason, H., & McCall, S. (2014). *Visual impairment: Access to education for children and young people*. London: Routledge.
8. American Foundation for the Blind. (2018). *Assistive technology for students who are blind or visually impaired*. New York, NY: AFB.
9. Silverman, A. M., & Pomerantz, R. J. (2014). *Vision rehabilitation: Multidisciplinary care of the patient following brain injury*. Boca Raton, FL: CRC Press.
10. National Programme for Control of Blindness. (2017). *Operational guidelines for eye care services*. New Delhi: Ministry of Health and Family Welfare, Government of India

Course Title	Core 5 Practical CASE REVIEW ON SERVICES FOR PwDs (PRACTICAL)
Course Code	U26RS1P05
Course Type	PRACTICALS
Year	FIRST
Semester	I
Total Hours	180
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Identify characteristics of various disabilities through screening.
2. Understand causes and associated conditions of disabilities.
3. Apply formal and informal screening and assessment tools.
4. Interpret screening findings and prepare reports.
5. Recommend referral and basic intervention strategies.

PRACTICAL ACTIVITIES

1. **Classroom & Community Screening Practice** - Conduct classroom screening in schools using observation and checklist methods to identify children with learning, speech, behavioural, and physical difficulties. (Identification of children with learning problems, disorder identification simulation)
2. **Case History Collection & Analysis**- collect developmental history and analyze causes of disability related to genetic, environmental, home, and school factors. (Analyze causes of LD, case studies in speech impairment)
3. **Administration of Screening Checklists**- Administer and interpret screening tools such as: NCLD checklist, Developmental screening formats, Behavioural observation schedules.
4. **Functional Assessment Practice** - Assess functional areas including: Motor development, Attention and concentration, Visual-motor coordination, Memory.
5. **Academic Skill Screening**- Screen educational abilities such as: Reading, Writing, Spelling, Mathematics.
6. **Multidisciplinary Assessment Observation- Observe** professional assessment procedures related to: Speech and language evaluation, Psychological testing, Physical fitness assessment (Speech therapy field visits, adapted physical education assessments)
7. **Parent & Teacher Interview Assessment**- Students will conduct structured interviews with parents and teachers to assess: Attitudes, Behavioural concerns, Learning environment (Assessment of parent & teacher attitudes)
8. **Screening Report Writing**- Prepare detailed screening reports including: Assessment findings Interpretation, Diagnosis summary, (Case profile preparation and documentation)
9. **Awareness & Counselling Practice**- Students will conduct a mock counselling session for parents and prepare awareness materials such as posters or handouts on disability identification. (Counselling session, awareness poster preparation)
10. **Referral & Basic Intervention Planning** - Students will design a basic intervention and referral plan based on screening results for school and home settings. (Intervention scheduling and remedial planning)
11. **Developmental Milestone Screening Chart Preparation**- Prepare a developmental milestone checklist (0–6 years) and use it to screen a child for developmental delays.
12. **Simulation of Disability Identification**- Participate in role-play simulations to identify signs of different disabilities based on case scenarios.

13. **Comparative Screening Exercise-** Compare screening indicators of: Slow learners, Learning disabilities Intellectual disabilities
14. **Behavioural Observation Recording-** Conduct structured behavioural observations in classroom settings and document findings using observation formats.
15. **Screening Tool Demonstration Seminar-** Demonstrate the use of one standardized screening tool and explain its administration procedure.
16. **Environmental Risk Assessment Study-** Assess environmental factors such as classroom layout, noise levels, and home conditions influencing disability risk.
17. **Screening Awareness Campaign-** Design and conduct a small awareness programme on early identification of disabilities in schools or communities.
18. **Preparation of Screening Resource Kit-** Develop a screening kit containing checklists, observation forms, and assessment materials.
19. **Multidisciplinary Team Interaction Report** - Interact with professionals (special educators, therapists, psychologists) and prepare a report on their roles in screening.
20. **Reflective Journal on Screening Practice** - Maintain a reflective diary documenting field experiences, challenges faced, and learning outcomes during screening activities.

COURSE OUTCOMES (CO)

On completion of the course, the learner will be able to:

CO No.	Course Outcome	Cognitive Level
CO1	Identify early signs and characteristics of various disabilities using screening methods and checklists.	K1
CO2	Explain causes, risk factors, and indicators associated with different disabilities.	K2
CO3	Apply formal and informal screening tools, observation techniques, and interview methods for identification.	K3
CO4	Analyze functional, educational, and multidisciplinary screening findings and prepare systematic reports.	K4
CO5	Develop referral recommendations, counselling strategies, and basic intervention plans based on screening results.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create

REFERENCES

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). APA Publishing.
2. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). Exceptional learners: An introduction to special education (14th ed.). Pearson.
3. Heward, W. L. (2017). Exceptional children: An introduction to special education (11th ed.). Pearson.
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SEMESTER – II

Course Title	Core Course 6 INTRODUCTION TO DISABILITY - II
Course Code	U26RS2T06
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Identify the characteristics, and classifications and analyze the impact of learning disabilities on academic and social development.
2. Familiarize with the common musculoskeletal impairments their causes and therapeutic interventions.
3. Explore the impact of chronic neurologic conditions on daily functioning, the rehabilitation approaches, and supportive strategies for their Rehabilitation.
4. Investigate various blood disorders and their underlying causes.
5. Understand the unique challenges faced by individuals with multiple disabilities, including deaf-blindness and explore the collaborative approaches for addressing the complex needs of individuals.

UNIT1: LEARNING DISABILITIES

(12 HOURS)

- 1.1 Concept, Signs, Symptoms, Causes of Learning Disabilities
- 1.2 Characteristics and Types: Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia, Developmental Aphasia of Learning Disabilities
- 1.3 Misconceptions of Learning Disabilities
- 1.4 Basic Interventions of Learning Disabilities

UNIT 2: MUSCULOSKELETAL IMPAIRMENTS

(12 HOURS)

- 2.1 Concepts, Signs, Symptoms of Muscular Dystrophy and Acid Attack Survivors
- 2.2 Causes and Characteristics of Muscular Dystrophy and Acid Attack Survivors
- 2.3 Misconceptions of Muscular Dystrophy and Acid attack survivors
- 2.4 Basic Interventions about Muscular Dystrophy and Acid attack survivors

UNIT 3: CHRONIC NEUROLOGIC IMPAIRMENTS

(12 HOURS)

- 3.1 Concepts, Signs, Symptoms of Multiple Sclerosis and Parkinson's disease
- 3.2 Causes and Characteristics of Multiple Sclerosis and Parkinson's disease
- 3.3 Misconceptions of Multiple Sclerosis and Parkinson's disease
- 3.4 Basic Interventions of Multiple Sclerosis and Parkinson's disease

UNIT 4: BLOOD DISORDERS

(12 HOURS)

- 4.1 Definitions, Signs and symptoms,
- 4.2 Causes and Characteristics of Haemophilia, Thalassemia, Sickle cell disease
- 4.3 Misconceptions of Haemophilia, Thalassemia, Sickle cell disease
- 4.4 Basic Interventions of Haemophilia, Thalassemia, Sickle cell disease

UNIT 5: MULTIPLE DISABILITIES INCLUDING DEAF-BLINDNESS (12 HOURS)

- 5.1 Concept, Signs, Symptoms of Multiple Disabilities including Deaf- Blindness
- 5.2 Causes and Characteristics of Multiple Disabilities including Deaf- Blindness
- 5.3 Misconceptions of Multiple Disabilities including Deaf-Blindness
- 5.4 Basic Interventions of Multiple Disabilities including Deaf-Blindness

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO. No.	Course Outcomes	Cognitive Level
CO1	Describes basic concepts of various types of disabilities through case studies and practical applications.	K2
CO2	Identify and analyze various types of disabilities.	K3
CO3	Discuss the etiology of various disabilities and their impact on individuals' lives.	K2
CO4	Analyze Optimistic ways of managing and overcoming superstitious beliefs about various disabilities and their treatment modalities.	K4
CO5	Evaluate the appropriate intervention strategies to address the complex needs of individuals with various disabilities.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability: A Resource Guide, Trichy: Jami Publications.
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Course Title	Core Course 7: REHABILITATION FOR PERSONS WITH HEARING IMPAIRMENT
Course Code	U26RS2T07
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the anatomy, physiology and acoustics related to the hearing mechanism.
2. Explain the causes, types, classification and characteristics of hearing impairment across the lifespan.
3. Demonstrate knowledge of audiological assessment procedures including screening, diagnostic tests and educational evaluation.
4. Describe audiological management including hearing aids, cochlear implants and assistive listening devices.
5. Apply appropriate rehabilitation, educational and counseling strategies for persons with hearing impairment in inclusive and special settings.

UNIT I: ANATOMY, PHYSIOLOGY AND ACOUSTICS OF HEARING (12 HOURS)

- 1.1 Anatomy of the Ear - Structure and functions of Outer, Middle and Inner Ear, Embryological development of ear
- 1.2 Physiology of Hearing - Mechanism of hearing, Central auditory processing
- 1.3 Acoustics - Nature of sound, Frequency, intensity, pitch, loudness, Concept of Decibel
- 1.4 Origin and Scope of Audiology - Branches of Audiology, Role of Audiologist in rehabilitation

UNIT II: HEARING IMPAIRMENT – CAUSES, CLASSIFICATION AND IMPACT

(12 HOURS)

- 2.1 Definition and Classification - Degree and types (Conductive, Sensorineural, Mixed, Central), Congenital and Acquired hearing loss
- 2.2 Medical Aspects of Hearing Loss - Diseases of outer, middle, inner ear, Noise-induced hearing loss, Ototoxicity
- 2.3 Characteristics and Impact - Speech and language development, Cognitive, social and emotional impact, Educational implications
- 2.4 Early Identification and Prevention - Risk factors, Importance of early detection, Referral systems

UNIT III: ASSESSMENT AND DIAGNOSTIC PROCEDURES IN HEARING IMPAIRMENT

(12 HOURS)

- 3.1 Neonatal and Infant Screening - OAE (Oto Acoustic Emission), Behaviour Observation Audiometry, Crib-O-Gram
- 3.2 Pure Tone and Speech Audiometry- Air and bone conduction, Impedance audiometry, Speech audiometry
- 3.3 Electrophysiological Tests - BERA / ABR, Electric Response Audiometry, Central auditory processing assessment
- 3.4 Educational Assessment - Functional hearing assessment, Classroom observation, Identification of educational needs

UNIT IV: AUDIOLOGICAL MANAGEMENT AND ASSISTIVE DEVICES (12 HOURS)

- 4.1 Hearing Aids - Parts and types, Digital hearing aids, Specifications and characteristics
- 4.2 Ear Moulds and Fitting - Types and making of ear moulds, Maintenance and troubleshooting
- 4.3 Cochlear Implants, Components and working, Medical criteria for selection, Cochlear implant team
- 4.4 Assistive Listening Devices - FM systems, Alerting devices, Classroom amplification systems

UNIT V: REHABILITATION AND EDUCATIONAL INTERVENTION (12 HOURS)

- 5.1 Auditory and Speech Development - Auditory training, Oral method, Speech reading
- 5.2 Development of Language and Literacy - Listening skills, Reading and writing skills, Communication approaches (Oral, Total Communication, Sign Language)
- 5.3 Educational Placement - Special schools, Inclusive education, Curriculum adaptations
- 5.4 Counseling and Family Involvement - Audiological counseling, Parent guidance, Community-based rehabilitation

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO No	Course Outcome	Cognitive Level
CO1	Explain the structure and function of the auditory system and principles of acoustics.	K2
CO2	Classify hearing impairment based on type, degree and etiology and analyze its impact on communication and learning.	K4
CO3	Demonstrate knowledge of various hearing screening and diagnostic assessment procedures used for children and adults.	K3
CO4	Describe the components, functioning and selection criteria of hearing aids, cochlear implants and assistive devices.	K2
CO5	Apply rehabilitation strategies including auditory training, speech development, literacy skills and family counseling for persons with hearing impairment.	K5

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Course Title	Core Course 8 REHABILITATION FOR PERSONS WITH INTELLECTUAL DISABILITIES
Course Code	U26RS2T08
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1. Remember and understand the structure and function of the nervous system and the risk factors in Intellectual disability and the need for screening and prevention.
2. Comprehend and analyze the impact of genetics and the role of chromosomes and genes in brain Damage
3. Recognize and identify the causes, characteristics, treatment and rehabilitation of chromosomal and gene-linked abnormalities.
4. Gain knowledge and understanding of the causes, symptoms, complications and treatment of various metabolic disorders related to intellectual disability
5. Understand and relate the causes, characteristics, types and treatment of the associated problems of mental retardation

UNIT 1: INTELLECTUAL DISABILITY- NATURE, NEEDS AND INTERVENTION (12 HOURS)

- 1.1 Structure and functions of the Nervous System
- 1.2 Definitions, Classification and Etiological factors
- 1.3 Preventive measures in intellectual disability
- 1.4 Screening and early Intervention

UNIT 2: GENETICS (12 HOURS)

- 2.1 Cell Division – Mitosis and Meiosis and Gametogenesis
- 2.3 Human Chromosome complement
- 2.3 Sex determination and Mendelian Inheritance
- 2.4 Blood Group Inheritance and Teratogens affecting development.

UNIT 3: CHROMOSOMAL AND GENE LINKED ABNORMALITIES (12 HOURS)

- 3.1 Autosomal abnormalities, Sex chromosomal abnormalities and
- 3.2 Gene-linked abnormalities
- 3.3 Genetic Counselling and Pedigree analysis
- 3.4 Prenatal diagnostic techniques

UNIT 4: METABOLIC DISORDERS AND CRANIAL ANOMALIES (12 HOURS)

- 4.1 Carbohydrate and Amino-acid Metabolic disorders
- 4.2 Lipid and Mineral related Metabolic disorders
- 4.3 Cranial anomalies – Microcephaly, Macrocephaly
- 4.4 Cranial anomalies - Hydrocephaly

UNIT 5: RELATED PROBLEMS – CAUSES, CHARACTERISTICS, TREATMENT AND REHABILITATION (12HOURS)

- 5.1 Neurological conditions Epilepsy
- 5.2 Cerebral Palsy
- 5.3 Autism Spectrum Disorder
- 5.4 ADHD

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the structure and function of the nervous system, the risk factors in intellectual disability and the need for screening and prevention.	K1
CO-2	Discuss and relate the impact of genetics and the role of chromosomes and genes in brain damage	K2
CO-3	List and explain the causes, and characteristics of chromosomal and gene-linked abnormalities	K3
CO-4	Compare and contrast the syndromes and anomalies linked with Intellectual disability and outline appropriate treatment methods	K4
CO-5	Determine and justify the appropriate intervention and rehabilitation approaches for the anomalies and associated problems of intellectual disability.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

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Course Title	Core Course 9 – REHABILITATION FOR PERSONS WITH LOCOMOTOR DISABILITIES
Course Code	U26RS2T09
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the anatomy, physiology and diseases of skeleton, joints, and muscles.
2. Assess and evaluate the children with Locomotor disabilities.
3. Understand the educational considerations for children with Locomotor disabilities.
4. Develop skills to identify various problems of neurological disorders.
5. Gain knowledge about problems of musculoskeletal disorders.

UNIT 1: ANATOMY, PHYSIOLOGY AND DISEASES OF SKELETON, JOINTS&MUSCLES (12 HOURS)

- 1.1 Anatomy of the Skeleton System, Joints and Muscular System
- 1.2 Physiology of the Skeleton System, Joints and Muscular System
- 1.3 Diseases of bones
- 1.4 Diseases of joints and muscles

UNIT 2: EXAMINATION AND EVALUATION OF LOCOMOTOR DISABILITIES (12 HOURS)

- 2.1 Introduction of Locomotor Disabilities
- 2.2 Guidelines for identifying and measuring Locomotor Disabilities
- 2.3 History taking, Examining. Evaluation, Prevalence and Incidence of Locomotor disabilities
- 2.4 Prevention of Children with Locomotor disabilities

UNIT 3: EDUCATIONAL CONSIDERATIONS FOR PERSONS WITH LOCOMOTOR DISABILITIES (12 HOURS)

- 3.1 Readiness activities and initiating a child with a Locomotor disability into a school
- 3.2 Types of special educational facilities
- 3.3 Components of special educational facilities
- 3.4 Aids and Appliances for Children with Locomotor disabilities

UNIT 4: MANAGEMENT OF NEUROLOGICAL DISORDERS (12 HOURS)

- 4.1 Cerebral Palsy, Traumatic Brain Injury, Cerebral vascular accident (CVA)/Stroke
- 4.2 Spinal Cord Injury, Branchial Plexus Injury
- 4.3 Spina Bifida/Poly Neuropathy/Poly neuritis Multiple Sclerosis/
- 4.4 Poliomyelitis/Peripheral Nerve Injuries

UNIT 5: MANAGEMENT OF MUSCULOSKELETAL DISORDERS (12 HOURS)

- 5.1 Muscular Dystrophy, Myositis, Muscle Strain, Contractures and Subluxation
- 5.2 Dislocation, Infection, Ligament Sprain, Deformity, Arthritis
- 5.3 Fractures, Infection, TB, Osteomyelitis, Congenital Skeletal Limb Deficiencies
- 5.4 Metabolic Bone Disease, Arthritis, Leprosy, Post Traumatic Stiffness, Amputation

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand and explain the anatomy and physiology of skeleton, joints and muscles.	K2
CO-2	Understand and discuss the diseases of the skeleton, joints And muscles	K2
CO-3	Assess and identify the various Locomotor disabilities	K3
CO-4	Develop and analyses appropriate educational considerations for persons with locomotor disabilities	K4
CO-5	Apply and evaluate the varied treatments for musculoskeletal disorders and neurological disorders	K3

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

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PRACTICAL

Course Title	Core 10 Practical VISION REHABILITATION - EXPANDED CORE CURRICULUM (PRACTICAL)
Course Code	U26RS2P10
Course Type	PRACTICAL
Year	FIRST
Semester	II
Total Hours	60
Credits	3
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the history of the Braille Code, Bharathi Braille (Regional Braille), Nemeth Code, Abacus and Orientation & Mobility
2. Read and write English Braille, Regional Braille and Nemeth Code using Braille slate and stylus and Braille & develop materials using English Braille, Regional Braille, and Nemeth Braille code for persons with visual impairment.
3. Implement effective training strategies for daily living activities.
4. Develop Orientation and Mobility skills in children with visual impairment to achieve optimum level of independence
5. Prepare talking books, figure book, route map, tactual and auditory materials for children with visual impairment

UNIT 1: BRAILLE SYSTEMS AND NEMETH CODE

(12 HOURS)

1.1 Introduction and History

- English Braille, Bharathi Braille (Regional), Nemeth Code – Introduction & Evolution
- Guidelines for beginners

1.2 Reading and Writing Braille

- Reading readiness
- Braille writing using slate, stylus, and Braille

1.3 Language Components in Braille

- English Braille: Alphabets, contractions, abbreviations, punctuation, computer code
- Regional Braille (Tamil, Hindi, Sanskrit): Uyir, Mei, Uyir-Mei, Barakhadi, Vadamozi

1.4 Nemeth Code Structure

- Numerals, symbols, brackets, currency, units, Roman numerals
- Superscripts, subscripts, radicals, shapes

1.5 Applied Nemeth Code

- Using Nemeth Code for mathematical concepts and representation

UNIT 2: ABACUS, DLS, AND O&M

(12 HOURS)

2.1 Abacus Skills

- Concepts, pre-requisites, operations (basic and decimals)
- Addition, subtraction, multiplication, division of decimals/fractions

2.2 Sensory Training

- Importance, types, and multi-sensory techniques for children with VI

- 2.3 Daily Living Skills (DLS)
 - Activities of daily living (ADL)
 - Teacher & parent role
 - Evaluation via checklists
- 2.4 Orientation and Mobility Basics
 - Definition, significance, terminology
 - Protective techniques, sighted guide, cane techniques
- 2.5 Advanced O&M Skills
 - Outdoor mobility, road crossing, navigation, map reading

UNIT 3: ACTIVITIES USING BRAILLE CODE (12 HOURS)

- 3.1 Hands-On Braille Learning for tactile recognition of Braille letters and words.
- 3.2 Tactile Activities and Games to make learning Braille engaging, using Braille board games, puzzles, or interactive activities that reinforce letter recognition and sequencing.
- 3.3 Braille Labeling Projects to create Braille labels for common objects or items in the environment and to emphasize the importance of clear and accurate labelling for individuals with visual impairments.
- 3.4 Assistive Technology Integration to explore and practice using assistive technologies that support Braille learning, such as refreshable Braille displays.
- 3.5 Invite individuals who are proficient in Braille to share their experiences.

UNIT 4: ACTIVITIES USING NEMETH CODE AND ABACUS (12 HOURS)

- 4.1 Math Problem Solving – where students have to use Nemeth Code and Abacus to solve and write down the solutions.
- 4.2 Real-world Applications - examples of real-world problems (e.g., recipes, measurements) are given and students should use Nemeth Code and Abacus to express the mathematical aspects involved.
- 4.3 Mathematical Story Problems that involve various mathematical concepts are given and students should use Nemeth Code to write out the problems and solve them. Nemeth Code Puzzles or games are developed that require students to use Nemeth Code for decoding and solving.
- 4.4 Nemeth Code Braille Display to interact with mathematical content dynamically.
- 4.5 Nemeth Code and Abacus Group Projects - that involve solving complex problems using Nemeth Code.

UNIT 5: ACTIVITIES USING DLS AND O & M (12 HOURS)

- 5.1 Create a simulated grocery shopping experience to practice essential skills and Design an obstacle course to simulate daily living challenges for tactile and sensory training.
- 5.2 Role-play sighted guide scenarios to enhance communication and trust and Navigate public transportation routes, including bus and train stations.
- 5.3 Develop familiarity with indoor spaces through a tactile treasure hunt, create a task with various obstacles to practice advanced cane techniques. and Practice ascending and descending stairs using the long cane.
- 5.4 Navigate outdoor spaces using the cane to locate specific items, Simulate road crossing scenarios with varying traffic and signal conditions.
- 5.5 Plan and execute a real or simulated shopping trip, using learnt skills.

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO. No.	Course Outcomes	Cognitive Level
CO-1	Attain proficiency in reading and writing literary Braille, demonstrating the ability to comprehend and produce Braille text accurately.	K3
CO-2	Develop the ability to transcribe printed text into Braille, including literary passages and educational materials.	K3
CO-3	Calculate mathematical problems using Nemeth and Abacus and Apply mathematical codes to experiment with higher-level Concepts	K3
CO-4	Evaluate children with visual impairment in Daily Living Skills	K4
CO-5	Evaluate orientation and mobility skills of persons with visual Impairment.	K4

(K1-Remember, K2-Understand, K3-Apply, K4-Analyze, K5-Evaluate)

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SEMESTER III

Course Title	Core Course 12 REHABILITATION FOR PERSONS WITH SPECIFIC LEARNING DISABILITIES
Course Code	U26RS3T12
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the nature of learning disability and its characteristics
2. Know the causes of learning Disability and its associated conditions
3. Understand the classification of children with learning Disability and apply remedial strategies for children with Learning Disability
4. Analyze and evaluate the various educational strategies for children with learning Disability
5. Compare giftedness and children with Learning Disability

UNIT 1: LEARNING DISABILITY- LD

(12 HOURS)

- 1.1 Nature – Definition – Prevalence
- 1.2 Characteristics of Students with LD
- 1.3 Historical overview of LD
- 1.4 Services for LD -National and International scenario - LD across the lifespan

UNIT 2: CAUSES AND ASSOCIATED CONDITIONS OF LD (12 HOURS)

- 2.1 Etiology of LD- medical, social and psycho-neurological causes
- 2.2 Deficits in information processing
- 2.3 Language impairments and LD
- 2.4 LD: issues in adulthood-LD Associated conditions (ADD & ADHD, Scotopic sensitivity)

UNIT 3: TYPES OF LEARNING DISABILITIES

(12 HOURS)

- 3.1 Specific LD – dyslexia
- 3.2 Specific LD - dysgraphia
- 3.3 Specific LD – dyscalculia
- 3.4 Non-verbal LD (NVLD) - Dyspraxia, Sensory motor disorders

UNIT 4: INCLUSION OF CHILDREN WITH LD

(12 HOURS)

- 4.1 Curriculum Adaptation
- 4.2 Differentiated Curriculum
- 4.3 Transition Planning- Vocational Education and Higher Education
- 4.4 Collaborative efforts: Teachers, Peers, family

UNIT 5: GIFTEDNESS AND LEARNING DISABILITY – TWICE EXCEPTIONAL (12 HOURS)

- 5.1 Identification of Giftedness
- 5.2 Characteristics of Giftedness - Types of Giftedness

5.3 Strategies for Teaching Twice-exceptional Students

5.4 Provisions available for gifted children

COURSE OUTCOMES (CO):

On completion of the course, the learner will be able to

CO.No	Course Outcomes	Cognitive Levels
1.	Outline the nature, concept and definition of Learning Disabilities	K1
2.	Discuss the types of children with Learning Disabilities.	K2
3.	Illustrate the causes and associated conditions of Learning Disabilities	K3
4.	Predict the significance of Inclusion for children with Learning Disabilities	K4
5.	Compare giftedness and children with Learning Disability in learning	K5

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Course Title	Core Course 13 ADAPTED PHYSICAL EDUCATION
Course Code	U26RS3T13
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Explain the meaning, aims, objectives and components of adapted physical education and Physical fitness.
2. Discuss the disorders of development and corrective exercises for persons with disabilities
3. Describe the methods of organizing and administering adapted physical education class.
4. Differentiate the activities and games for persons with disabilities
5. Summarize the relaxation and leisure time activities of persons with disabilities

UNIT 1: PHYSICAL EDUCATION AND ADAPTED PHYSICAL EDUCATION (9 HOURS)

- 1.1 Definition, Concept, Aims and objectives of physical education And adapted physical education.
- 1.2 Physical fitness, its components and Fitness Counselling
- 1.3 Advantages of Physical Activities for Children with Special Needs

UNIT 2: DISORDERS OF DEVELOPMENT (9 HOURS)

- 2.1 Process disorders, Developmental disorders
- 2.2 Postural Deviations
- 2.3 Postural evaluation and Corrective exercises

UNIT 3: ORGANIZATION AND ADMINISTRATION OF ADAPTED PHYSICAL EDUCATION (9 HOURS)

- 3.1 Planning and organizing fitness classes and programmes
- 3.2 Methods of instruction applicable to specific handicap
- 3.3 The Team Approach: Working with Educational Personnel and Instructional Strategies to make Physical Activities Accessible for Persons with disabilities

UNIT 4: ACTIVITIES AND GAMES FOR PERSONS WITH DISABILITIES (9 HOURS)

- 4.1 Standards in physical education and Effective Programming: Developmental activities for children with disability
- 4.2 Assessing and Individualizing Instruction and Organization
- 4.3 Promoting Adaptive Sports: Special Olympics Bharat Paralympics, Deaflympics

UNIT 5: CURRENT TRENDS AND ISSUES IN ADAPTED PHYSICAL EDUCATION (9 HOURS)

- 5.1 Adapted Physical Education – The Call for Inclusion and Role of various professionals

- for children with special needs
- 5.2 Advocacy, Reflection, and Professional Development
- 5.3 Yoga, Meditation and Camps, Rhythmic exercises, Relaxation and Leisure time activities

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO. No.	Course Outcomes	Cognitive Levels
CO-1	Recall and describe the objectives and components of APE.	K1
CO-2	Assess the physical fitness level of CWSN	K4
CO-3	Discuss the postural deviations and plan a corrective exercise for postural deviations of persons with disabilities.	K2
CO-4	Demonstrate instructional methods applicable to specific disabilities and create new games and rhythmic exercises. while preparing an Individualized Education Program (IEP) for an Adaptive Physical Education (APE) class.	K5
CO-5	Describe, relate, and apply the standards for organizing physical education programs in special schools and integrated education programs.	K3

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Course Title	Core Course 14 REHABILITATION FOR PERSONS WITH SPEECH AND LANGUAGE IMPAIRMENT
Course Code	U26RS3T14
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1.Explain the concept of Language and Speech and analyze the processes involved in Speech production and Articulatory aspects of English/Tamil/Local language Speech Sounds.
2. Understand the different Language instruction methods used with children with Hearing Impairment
3.Apply skills of Auditory Training and determine the various Speech Teaching Methods and Strategies in therapeutic settings.
4. Evaluate the various Speech errors and Language Disorders in Children and Adults
5. Understand the various Intervention Methods used for speech and language enhancement in Persons with Speech and Language Impairments

UNIT 1: INTRODUCTION TO LANGUAGE AND SPEECH (12 HOURS)

- 1.1 Language and Speech, Linguistics, Structure and Functions of Language
- 1.2 Factors influencing Speech development and Supra- Segmental aspects of speech
- 1.3 Speech organs and typical Speech and Language development
- 1.4 Production and Classification of English and Tamil Consonants & Vowels

UNIT 2: LANGUAGE INSTRUCTION APPROACHES (12 HOURS)

- 2.1 Methods of Teaching Language to Deaf Children
- 2.2 Modes / Approaches to Communication
- 2.3 Memory and Language Development
- 2.4 Reading and Writing

UNIT 3: AUDITORY TRAINING, TEACHING AND MAINTENANCE OF INTELLIGIBLE SPEECH AND LANGUAGE IN CHILDREN WITH HEARING IMPAIRMENT (12 HOURS)

- 3.1 Development of speech and effects of Hearing Impairment
- 3.2 Speech Development and Auditory Training
- 3.3 Approaches for teaching Speech
- 3.4 Auditory Verbal Approach

UNIT 4: SPEECH ERRORS AND LANGUAGE DISORDERS IN CHILDREN AND ADULTS AND THERAPEUTIC INTERVENTION PLAN (12 HOURS)

- 4.1 Articulation Errors
- 4.2 Language Disorders , Fluency Disorders , Voice Disorders
- 4.3 Language Training, Speech Therapy
- 4.4 Intervention Plan

UNIT 5: INTERVENTION METHODS FOR PERSONS WITH SPEECH AND LANGUAGE IMPAIRMENTS (12 HOURS)

- 5.1 Augmentative and Alternative Communication
- 5.2 Technology Assisted Intervention
- 5.3 Social Skills Training
- 5.4 Cognitive Behaviour Therapy

COURSE OUTCOMES:

On Completion of the Course, The Learner will be able to

CO. No.	Course Outcomes	Cognitive Level
CO - 1	Differentiate the concept of Language and Speech and understand the aspects of Language and the Anatomy and Production of Speech	K1
CO - 2	Explain the different language teaching methods used with children with Hearing Impairment	K2
CO - 3	Discuss the various skills of Auditory Training and the speech teaching Methods in therapeutic settings	K3
CO - 4	Design a Therapeutic Intervention Plan for Evaluating the various speech errors and language disorders in children and adults with hearing impairment.	K4
CO - 5	Plan the various Intervention Methods used for speech and language enhancement in Persons with Speech and Language Impairments	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

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Course Title	Core 15 Practical SIGN LANGUAGE
Course Code	U26RS3P15
Course Type	PRACTICALS
Year	SECOND
Semester	III
Total Hours	90
Credits	3
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1. Acquire foundational vocabulary in Indian Sign Language, including common gestures and expressions essential for effective communication.
2. Facilitate the development of conversational skills, allowing students to engage in meaningful exchanges using Indian Sign Language in various social and everyday situations.
3. Foster cultural competence by incorporating insights into the cultural nuances and etiquette associated with Indian Sign Language, promoting respectful and inclusive communication within the Deaf community.
4. Provide a comprehensive understanding of the grammatical structure of Indian Sign Language, including syntax, non-manual markers, and other linguistic features crucial for accurate and nuanced communication
5. Interpret spoken language into Indian Sign Language and vice versa, preparing them for roles as effective intermediaries in diverse settings.

PRACTICAL ACTIVITIES:

1. Signing English Alphabets (A to Z), People & Relations, Cloth & Accessories, Food & Technology Medical terms- Legal Terms- Sports- Kitchen- items - Toilet items- Stationery items.
2. Concepts of Time and Number (1 to 100) Colours- Shapes, Body parts, Health and Ailments, Animals & Birds Days of the week & Months
3. Signs on Grammatical markers - Adjectives, Prepositions- WH question forms- Pronouns & verbs
4. Signs on Day-to-Day concepts - Greetings Wishes & Emotions - Professionals – Transport- Weather and nature - Places - Indian States & Union Territories Religion- Festivals- Different types of Sign language around the word
5. Act out various everyday scenarios using sign language, such as ordering food, asking for directions, or visiting the doctor. / Present a news report or current event using sign language.
6. Present a cooking show, demonstrating a recipe entirely in sign language and Expressive Storytelling: Perform a signed storytelling session on a favourite childhood story or fairy tale.
7. Create a vlog or video diary entry entirely in sign language, discussing a personal experience or topic and Prepare and perform a short skit entirely in sign language, showcasing dialogue and interactions between characters.
8. Share tips and advice for gardening entirely in sign language.- Mirror Practice for

- Non-Manual Markers
9. Practice facial expressions, eye gaze, and body movements in front of a mirror to improve clarity and accuracy in signing.
 10. Engage in pair-based silent conversations using only sign language without finger spelling or speech support.
 11. Design visual flashcards for at least 50 ISL vocabulary items categorized by themes.
 12. Watch a video/documentary on Deaf culture and present reflections using sign language and Perform timed exercises to improve fluency and speed in signing everyday sentences.
 13. Interpret a short signed message into spoken language to practice interpretation skills.
 14. Participate in group games identifying correct and incorrect signs demonstrated by peers and Record a short tutorial teaching beginners basic ISL vocabulary.
 15. Interact (in person or virtual) with a Deaf individual and document communication experiences and Practice conveying different emotions (happy, sad, angry, surprised, etc.) using non-manual markers in ISL.

COURSE OUTCOMES.

On Completion of the Course, the learner will be able to

CO. No.	Course Outcomes	Cognitive Levels
CO-1	Students will demonstrate proficiency in expressing and understanding ideas, emotions, and information using Indian Sign Language (ISL) in various contexts.	K1
CO-2	Graduates will exhibit a deep understanding of the cultural and social aspects associated with the Deaf community, demonstrating sensitivity and respect for diverse perspectives within the Indian Sign Language context.	K2
CO-3	Graduates will possess the ability to engage in fluent and meaningful conversations using ISL, showcasing competency in both receptive and expressive communication	K3
CO-4	Graduates will apply a sound understanding of the grammatical structure of ISL, utilizing proper syntax, non-manual markers, and other linguistic elements to enhance the accuracy and clarity of their sign language. Communication.	K4
CO-5	Graduates will apply a sound understanding of the grammatical structure of ISL, utilizing proper syntax, non-manual markers, and other linguistic elements to enhance the accuracy and clarity of their sign language & communication	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate)

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Course Title	Core 16 Practical SCREENING AND IDENTIFICATION OF DISABILITIES
Course Code	U26RS3P16
Course Type	PRACTICALS
Year	SECOND
Semester	III
Total Hours	180
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the key concepts related to disabilities and rehabilitation as per the Rights of Persons with Disabilities Act (RPWD).
2. Gain practical experience in identifying and analyzing various disabilities and how services are delivered for each.
3. Observe and document case studies involving individuals with different disabilities, including the 21 types listed under the RPWD Act.
4. Explore the role of rehabilitation professionals through field visits and case analysis.
5. Evaluate the effectiveness of rehabilitation services provided to individuals with disabilities.

PRACTICAL ACTIVITIES:

1. **Discussion Forum:**
Set up an online forum for students to discuss the basic concepts of impairment, disability, handicap, and rehabilitation, and how they apply to real-world scenarios.
2. **Case Studies:**
Provide a selection of case studies illustrating different types of impairments and disabilities. Students will analyze the causes, misconceptions, and classification of each disability.
3. **Role-Playing Exercises:**
Simulate real-life scenarios involving individuals with disabilities (e.g., visual, hearing, locomotor, intellectual). Students will role-play different interactions to understand the challenges faced by persons with disabilities.
4. **Field Trips:**
Organize visits to rehabilitation centers, special schools, and other disability service providers. Students will observe the services offered, including therapy, education, and support systems, and document their findings.
5. **Guest Lectures:**
Invite professionals working with disabilities, including physiotherapists, occupational therapists, special educators, and legal experts, to provide talks on their experiences, rehabilitation services, and best practices.
6. **Hands-On Activities:**
Provide students with opportunities to use assistive technologies (e.g., screen readers, hearing aids, communication boards) to gain a deeper understanding of tools that assist individuals with disabilities.
7. **Documentary Screening:**
Screen documentaries and films about individuals with disabilities, focusing on their daily challenges, rights, and rehabilitation, followed by discussions.

8. **Group Projects:**
Assign students to research and present on specific disabilities (e.g., intellectual disabilities, autism, cerebral palsy) and the services provided for these individuals in their community.
9. **Field Observations:**
Have students observe individuals with disabilities in public spaces, schools, or rehabilitation centers. They will reflect on their experiences and provide insights into how accessible and inclusive the environment is.
10. **Problem-Based Learning:**
Present case scenarios of individuals with intellectual and behavioral impairments. Students will assess the case and propose intervention strategies and solutions for overcoming challenges.
11. **Skill Development Workshops:**
Conduct workshops on communication techniques for interacting with individuals with speech and language impairments, focusing on both verbal and non-verbal communication skills.
12. **Volunteering:**
Encourage students to volunteer at local NGOs, rehabilitation centers, or community initiatives that serve persons with disabilities, providing hands-on experience in delivering services and support.
13. **Simulation Activities:**
Use tools and activities to simulate the experience of being an individual with a disability, fostering empathy and understanding (e.g., blindfolded walking, using a wheelchair).
14. **Debate Sessions:**
Organize debates on topics related to disability rights, policies, and inclusive practices to develop critical thinking and argumentation skills. Topics could include "The role of the RPWD Act in promoting disability rights."
15. **Interactive Quizzes:**
Develop quizzes to help students identify different types of disabilities, their causes, and common interventions.
16. **Field Research:**
Assign students to conduct surveys or interviews within their community, gathering information on the prevalence, challenges, and services available for individuals with various disabilities.
17. **Community Outreach:**
Plan outreach events (e.g., awareness campaigns, workshops) where students engage with local communities to raise awareness about disability issues and available support systems.
18. **Storytelling Workshops:**
Invite individuals with disabilities to share their stories. Students will listen, analyze, and reflect on the challenges these individuals face and the effectiveness of rehabilitation services.
19. **Artistic Expression:**
Encourage students to express their learning and awareness of disabilities through art, poetry, or other creative forms. This could include designing awareness posters or creating short films.

20. **Reflective Journals:**

Have students maintain a reflective journal throughout the course, documenting their thoughts, insights, and personal growth regarding disability awareness, inclusion, and rehabilitation

COURSE OUTCOMES:

On completion of the course, the learner will be able to:

CO No.	Course Outcomes	Cognitive Levels
CO1	Define the basic concepts and various types of disabilities as per the RPWD Act.	K1
CO2	Discuss and interpret the causes, classification, and misconceptions of various disabilities.	K2
CO3	Apply assessment skills for the identification of various disabilities.	K3
CO4	Analyze and evaluate intervention strategies for individuals with different disabilities.	K4
CO5	Critically assess strategies to combat societal misconceptions and superstitions about disabilities.	K5

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<http://www.rehabcouncil.nic.in/>

Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment:

<http://disabilityaffairs.gov.in/>

SEMESTER IV

Course Title	Core Course 17: GENERAL PSYCHOLOGY
Course Code	U26RS4T17
Course Type	THEORY
Year	SECOND
Semester	IV
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1	Understand the foundational principles of psychology and its major schools of thought.
2	Explore the biological and cognitive bases of behavior.
3	Examine sensory and perceptual processes, attention, learning, and memory.
4	Analyze the psychological aspects of motivation, emotion, and personality.
5	Apply psychological principles to real-life scenarios and develop skills in psychological observation and interpretation.

UNIT 1 INTRODUCTION TO PSYCHOLOGY (6 HOURS)

- 1.1 Definition, Nature, and Goals of Psychology - Brief History and Development – Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalysis - Modern Perspectives – Biological, Cognitive, Humanistic, Evolutionary, Socio-cultural
- 1.2 Branches of Psychology – Clinical, Counseling, Educational, Industrial, and Developmental – Applications and Relevance of Psychology in Everyday Life

UNIT 2 BIOLOGICAL BASIS OF BEHAVIOR (6 HOURS)

- 2.1 Structure and Function of Neurons and Neurotransmitters - Central and Peripheral Nervous System - Brain Structures – Hindbrain, Midbrain, Forebrain
- 2.2 Endocrine System and Hormonal Influence on Behavior - Genetics and Behavior

UNIT 3 SENSATION, PERCEPTION, AND ATTENTION (6 HOURS)

- 3.1 Sensation – Basic Concepts and Principles Perception – Perceptual Organization and Depth Perception
- 3.2 Perceptual Constancies and Illusion Attention – Factors and Types - Role of Perception in Human Behavior

UNIT 4 LEARNING AND MEMORY (6 HOURS)

- 4.1 Classical Conditioning – Pavlov’s Experiment - Operant Conditioning – Skinner’s Contributions Observational Learning – Bandura’s Model –
- 4.2 Memory – Types (Sensory, Short-Term, Long-Term) - Forgetting – Causes and Theories (Decay, Interference, Retrieval Failure)

UNIT 5 MOTIVATION, EMOTION AND PERSONALITY (6 HOURS)

- 5.1 Maslow's Hierarchy - Theories of Emotion: James-Lange, Cannon-Bard, Schachter-Singer – Emotions – Types and Physiological Basis
- 5.2 Personality – Trait and Type Theories (Eysenck, Big Five) - Assessment of Personality – Projective and Objective Methods

COURSE OUTCOMES:

On Completion of the Course, the learner will be able to

CO. No.	Course Outcomes	Cognitive Levels
CO-1	Graduates will exhibit a comprehensive understanding of key concepts, theories, and empirical findings in general psychology.	K1
CO-2	Graduates will be able to apply their knowledge to assess and address memory and language related challenges, devising effective intervention for Persons with Disabilities.	K2
CO-3	Students will develop the ability to think critically about psychological issues, evaluate evidence, and construct well-reasoned arguments grounded in psychological principles	K3
CO-4	Students will demonstrate an understanding of factors influencing learning and its various determinants.	K4
CO-5	Students will propose and apply strategies for managing negative emotions and enhancing positive emotions in real-life situations.	K5

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1. Rafael Gurkivsky (2015) Psychological Skills, Influence People, NLP Techniques ... Influence People, Neuropsychology NLP: The Real Mind Control: A book that will make you understand Neuro.
2. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. New Delhi, India: Sage Publication.
3. Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. New Delhi, India: Cengage Learning.
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6. Smith, E.E & Kosslyn, S.M. (2007). Cognitive Psychology: Mind and Brain. New Delhi, India: Prentice Hall of India.
7. Riegler, B.R.&Riegler, G. L. (2008). Cognitive Psychology.Applying the Science of the Mind. New Delhi, India: Pearson India Education Services Private Limited.
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Course Title	Core Course 18 INTRODUCTION TO PHYSIOTHERAPY AND OCCUPATIONAL THERAPY
Course Code	U26RS4T18
Course Type	THEORY
Year	SECOND
Semester	IV
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the aims, objectives, scope and therapeutic principles of physiotherapy.
2. Explore the application of physiotherapy in patient care.
3. Analyze the physiological effects, use of equipment and their special precautions, indications for use and contra indications of various treatments in physiotherapy
4. Familiarize students with the philosophy, scope, and ethical considerations of occupational therapy.
5. Develop skills to analyze and implement therapeutic activities in occupational therapy.

UNIT 1 INTRODUCTION TO PHYSIOTHERAPY (12 HOURS)

- 1.1 Definition, Aims and Objectives of physiotherapy
- 1.2 Branches, Scope , Principles, and General goals of physiotherapy
- 1.3 Physiological Effects, Equipment's, Special Precautions
- 1.4 Indications for use And Contra Indications for The Therapies Are Dealt

UNIT 2 EXERCISE THERAPY (12 HOURS)

- 2.1 Introduction to Exercise Therapy, Movement and Types of Movements
- 2.2 Fundamental Positions
- 2.3 Manual MUSCLE Test of major muscle groups and Range of joint motion of major joints
- 2.4 Human locomotion (GAIT) and Exercise Therapy Equipment

UNIT 3: HYDROTHERAPY AND ELECTRIC THERAPY (12 HOURS)

- 3.1 Hydrotherapy: Cold bath, Warm bath and Tepid sponge bath,
- 3.2 Hot sitz bath, Contrast bath, Whirlpool bath and Hubbard tub bath,
- 3.3 Cold wet compress, Hot wet compress, Hot fomentation compress and Moist hot pack.
- 3.4 Electric Therapy, Massage, Paraffin bath, Traction, Braces and relaxation techniques

UNIT 4: OCCUPATIONAL THERAPY (12 HOURS)

- 4.1 Introduction to Occupational Therapy
- 4.2 Scope and Objectives of Occupational Therapy
- 4.3 Ethics Relevant to Physiotherapy and Occupational Therapy
- 4.4 Difference between an Occupational Therapist and a Physical Therapist.

UNIT 5: ACTIVITY ANALYSIS AND THERAPEUTIC ACTIVITIES (12 HOURS)

- 5.1 Characteristics & teaching of activities in Occupational Therapy
- 5.2 Introduction and proforma for activity analysis
- 5.3 Teaching activities to individuals and groups
- 5.4 Tools used in occupational therapy and Components of Therapeutic activities

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO.No.	Course Outcomes	Cognitive Levels
CO-1	Identify and explain the objectives, branches, scope and principles of physiotherapy	K2
CO-2	Explain the ethics relevant to physiotherapy and occupational therapy	K2
CO-3	Identify and explain the objectives, branches, scope and principles of occupational therapy	K3
CO-4	Enumerate and compare the physiological effects and methods of treatment for Persons with Locomotor Disabilities	K4
CO-5	Apply and evaluate the activities analysis and therapeutic activities in occupational therapy	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

REFERENCES:

1. Waugh, A. and Grant, A. (2001). Anatomy and Physiology in Health and Illness New York Churchill Livingstone.
2. Neelima Punithan, 2008, Jaypee Brothers Medical Publishers (P) LTD Basics in Occupational Therapy and Therapeutic Activities, Jaypee Brothers Medical Publishers(p) Ltd, Isbn 81-8448-196-196-
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6. M. Natarajan (2002), Natarajan's Textbook of Orthopedics And Traumatology, M.N.Orthopaedic Hospital, Chennai.
7. S. Sunder (2002), Textbook of Rehabilitation, Jaypee Brothers, Medical Publishers (P) Ltd, New Delhi.
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10. Kate Stone, et. al. (2007), Occupational Therapy and Duchenne Muscular Dystrophy, John Wiley & Sons Ltd., Hong Kong.
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12. Lutkenhoff, R.N., M.S.N(2008), Children with Spina Bifida, United States of America

Course Title	Core Course 19 REHABILITATION FOR PERSONS WITH AUTISM AND ADHD
Course Code	U26RS4T19
Course Type	THEORY
Year	SECOND
Semester	IV
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Understand the Causes, Characteristics, Types and Prevalence of Autism.
2. Explain the Process of Screening and Areas of Assessment in ASD
3. Describe the Teaching Approaches and Methods suitable for Persons with ASD
4. Understand the Causes, Types ,Signs and Symptoms and Diagnosis of ADHD
5. Comprehend the Treatment options, Classroom Accommodations and Intervention measures for Children with ADHD

UNIT 1: INTRODUCTION TO AUTISM SPECTRUM DISORDER (12 HOURS)

- 12.1 ASD: Concept, Definition and Characteristics
- 12.2 Historical perspective related to Autism
- 12.3 Prevalence and Incidence
- 12.4 Types of ASDS- Etiology, Recent Trends and Updates

UNIT 2: SCREENING, DIAGNOSIS & ASSESSMENT (12 HOURS)

- 2.1 Screening, Diagnosis and Assessment
- 2.2 Concept and Definition- Screening tools for Autism
- 2.3 Diagnostic criteria for Autism
- 2.4 Diagnostic tools for Autism- Diagnostic Scale and Cultural Adaptations

UNIT 3: INTERVENTION AND MANAGEMENT OF CHILDREN WITH AUTISM (12 HOURS)

- 3.1. Behavioral Approach - Developmental Approach, Naturalistic Approaches
- 3.2 Structure and visual Supports
- 3.3 Considerations for Eclectic Approaches
- 3.4 Cultural Adaptations

UNIT 4: ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) (12 HOURS)

- 4.1 Nature and Definition of ADHD
- 4.2 Conditions associated with ADHD
- 4.3 Types and Signs and Symptoms
- 4.4 Causes of ADHD- Diagnosis of ADHD

UNIT 5: INTERVENTION AND MANAGEMENT OF CHILDREN WITH ATTENTION DEFICIT HYPERACTIVE DISORDER (12 HOURS)

- 5.1 Behaviour Intervention -Treatment and Therapies
- 5.2 Accommodations for Children with ADHD
- 5.3 Classroom Management Strategies,
- 5.4 Tips for Teachers and Parents of Children with ADHD

COURSE OUTCOMES:**On completion of course the learner will be able to**

CO No.	Course Outcomes	Cognitive Levels
CO-1	Explain the Causes and Characteristics of children with Autism.	K1
CO-2	Develop a Behavior Management Strategy for a Child with Autism	K3
CO-3	Discuss the various components of Teaching Children with Autism. Explain the Causes, Types and Characteristics of Children with ADHD	K4
CO-4	Develop and design an Assessment Procedure for Screening and Evaluating Children with Autism.	K5
CO-5	Develop a Checklist / Screening Tool for identifying Children with ADHD. Design modifications and classroom accommodations and prepare a Booklet for guiding Parents of Children with ADHD	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)**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. Jordan,R.& Powell, S.(2000): Understanding & Teaching Children with Autism – John Wiley & Sons, Chichester
3. Paul H. Wender M.D,(2001),ADHD in Children, Adolescents, and Adults., Oxford University Press, New York.
4. Richard, L. Simpson, et.al (2005). Autism Spectrum Disorders. Interventions and Treatments for Children and Youth, Printed in the United States of America.
5. Aureen Aarons and Tessa Gittens. (1992), The Handbook of Autism - A guide for Parents and Professionals, Foreword by Lorna Wing Routledge - International Thomson Publishing Company, New York, London.
6. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
7. David L. Woodrich (2001). What every parent wants to know Attention Deficit Hyperactivity Disorder.
8. Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9th Edition.
9. Sandra F. Rief.(1993). How to reach and teach ADD / ADHD children.
10. Yogendra K. Sharma, Madhulika Sharma,(2014)Inclusive Education Special Educational needs (SEN) od learners ,Kanishka Publishers, New Delhi.

Course Title	Core 20 Practical REHABILITATION PRACTICE FOR PSYCHOSOCIAL ISSUES
Course Code	U26RS4P20
Course Type	PRACTICAL
Year	II
Semester	IV
Total Hours	180
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Develop an understanding of the principles and scope of rehabilitation for persons with disabilities.
2. Acquire practical skills in conducting functional assessments and documenting rehabilitation needs.
3. Design and implement individualized rehabilitation plans based on assessment findings.
4. Identify and recommend appropriate assistive devices and environmental modifications.
5. Promote independent living, social participation, and community integration of persons with disabilities.

PRACTICAL ACTIVITIES:

1. Case Study Preparation

Conduct a detailed case study of a person with disability including Demographic profile, Medical and developmental history, Functional limitations, Rehabilitation needs and support services

2. Functional Assessment Practice

Administer basic functional assessments to evaluate, Activities of Daily Living (ADL) Mobility and self-care skills Communication and social interaction abilities, Prepare a structured assessment report.

3. Development of Individualized Rehabilitation Plan (IRP)

Prepare an IRP based on assessment findings including Short-term and long-term goals, Intervention strategies, Required assistive devices, Follow-up plan

4. Assistive Device Identification and Demonstration

Identify and demonstrate appropriate assistive aids such as Mobility aids (walker, wheelchair, crutches), Communication aids, Adaptive learning tools, Prepare a brief report on suitability and usage.

5. Home Environment Assessment

Conduct a simulated or real home assessment to Identify environmental barriers, Suggest modifications for accessibility, Recommend safety measures

6. School/Workplace Accessibility Survey

Visit a school, workplace, or public building and Assess accessibility features, Identify barriers

Provide recommendations for inclusive modifications

7. Observation of Therapy Sessions

Observe sessions such as – Physiotherapy, Occupational therapy, Speech therapy, Behavioral intervention, Submit an observation and reflection report.

8. Parent/Family Interview and Counselling Plan

Interview caregivers to Understand family concerns, Identify support systems, Develop a basic family support or counselling plan

9. Social Skills Training Activity

Plan and conduct a structured activity focusing on, Communication skills, Peer interaction, Daily living independence, Prepare documentation of objectives, methods, and outcomes.

10. Community-Based Rehabilitation (CBR) Documentation

Study a community-based rehabilitation program and, Analyze services provided, Identify strengths and challenges, Suggest improvements, Submit a field report.

11. Early Identification and Screening Camp

Organize a screening program to identify developmental delays or disabilities and document referral process.

12. Behaviour Management Plan Preparation

Develop a structured behaviour intervention plan for a child with Autism/ADHD including reinforcement strategies.

13. Preparation of Visual Schedules and Communication Boards

Design structured daily routines and AAC boards for non-verbal individuals.

14. Nutritional Assessment for Persons with Disabilities

Assess BMI, dietary intake, and nutritional risks. Recommend diet modifications.

15. Exercise Therapy Demonstration

Demonstrate ROM exercises, strengthening techniques, posture correction and positioning.

16. Activity Analysis in Occupational Therapy

Select one functional activity (e.g., feeding, dressing) and analyze physical, cognitive and sensory components.

17. Hearing Screening and Awareness Activity

Conduct basic hearing screening and create awareness on hearing conservation.

18. Assistive Technology Awareness Session

Demonstrate low-cost assistive devices and explain maintenance and precautions.

19. Development of Teaching Learning Materials (TLM)

Prepare adaptive learning materials for children with sensory or intellectual disabilities.

20. Inclusive Sports and Recreational Activity Planning

Organize adapted games ensuring participation of children with diverse disabilities.

21. Documentation of Government Schemes for Persons with Disabilities

Study schemes under disability welfare and prepare a summary report.

22. Vocational Skill Assessment

Assess strengths, interests and vocational potential of a person with disability.

23. Livelihood Case Documentation

Document success story of a self-employed person with disability and analyze enabling factors.

24. Hygiene and Health Promotion Demonstration

Conduct awareness session on hygiene, sanitation and disease prevention.

25. Multidisciplinary Team Meeting Simulation

Conduct role play involving special educator, therapist, medical officer and social worker for case planning.

26. Development of Low-Cost Adaptive Aids

Design simple adaptive devices using locally available materials.

27. Sensory Integration Activity Planning

Plan structured sensory stimulation activities for children with developmental disabilities.

28. Counseling Role Play for Newly Diagnosed Case

Simulate counselling session addressing emotional adjustment and rehabilitation planning.

29. Documentation and Progress Monitoring

Maintain rehabilitation progress record and prepare review summary.

30. Field Work Reflective Report

Prepare comprehensive field report including learning outcomes, challenges faced, and professional reflections.

COURSE OUTCOMES

On Completion of the Course the Learner will be able

CO No.	Course Outcomes	Cognitive levels
CO1	Describe the principles, models, and components of rehabilitation for persons with disabilities.	K2
CO2	Conduct functional assessments and prepare structure rehabilitation reports	K3
CO3	Develop individualized rehabilitation plans incorporating therapeutic and support strategies	K4
CO4	Recommend appropriate assistive devices and environmental adaptations to enhance independence	K4
CO5	Design community-based rehabilitation strategies to promote social inclusion and empowerment	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate)

REFERENCES:

1. World Health Organization. (2011). *World Report on Disability*. Geneva: WHO Press.
2. World Health Organization & World Bank. (2011). *World Report on Disability*. Washington, DC: World Bank.
3. World Health Organization. (2001). *International Classification of Functioning, Disability and Health (ICF)*. Geneva: WHO.
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5. Ministry of Social Justice and Empowerment, Government of India. (2016). *Rights of Persons with Disabilities Act, 2016*. New Delhi: Government of India.
6. Introduction to Rehabilitation – Susan B. O’Sullivan & Thomas J. Schmitz. F.A. Davis Company.
7. Occupational Therapy for Physical Dysfunction – Mary Vining Radomski & Catherine A. Trombly Latham. Lippincott Williams & Wilkins.
8. Physical Rehabilitation – Susan B. O’Sullivan, Thomas J. Schmitz & George Fulk. F.A. Davis Company.
9. Rehabilitation Council of India. (Latest Edition). *Rehabilitation Professional Training Guidelines*. New Delhi: RCI.
10. World Health Organization. (2010). *Community-Based Rehabilitation (CBR) Guidelines*. Geneva: WHO.

SEMESTER - V

Course Title	Core Course 22 SENSORY INTEGRATION AND THERAPEUTIC PRACTICES FOR NEURODEVELOPMENTAL DISABILITIES
Course Code	U26RS5T22
Course Type	THEORY
Year	THIRD
Semester	V
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1, Understand the theoretical and neuro functional foundations of sensory integration.
2 .Explain sensory processing patterns and dysfunctions in Neuro developmental disabilities_____
3. Apply appropriate screening and assessment procedures.
4. Analyze therapeutic approaches used in sensory integration practice.
5.Design evidence-based intervention strategies across the lifespan

UNIT 1: FOUNDATIONS OF SENSORY INTEGRATION AND NEURODEVELOPMENT (12 HOURS)

- 1.1 Introduction to Sensory Integration
- 1.2 Neuroscience of Sensory Processing
- 1.3 Sensory Systems and Integration
- 1.4 Neurodevelopmental Disabilities and Sensory Challenges

UNIT 2: SENSORY PROCESSING PATTERNS AND DYSFUNCTION (12 HOURS)

- 2.1 Sensory Processing Frameworks
- 2.2 Types of Sensory Processing Disorders
- 2.3 Functional and Behavioral Manifestations
- 2.4 Differential Diagnosis and Comorbidity

UNIT 3: ASSESSMENT AND EVALUATION IN SENSORY INTEGRATION (12 HOURS)

- 3.1 Principles of Assessment
- 3.2 Standardized and Non-Standardized Tools
- 3.3 Functional Performance Assessment
- 3.4 Interpretation and Documentation

UNIT 4: THERAPEUTIC PRACTICES IN NEURODEVELOPMENTAL DISORDERS (12 HOURS)

- 4.1 Ayres Sensory Integration (ASI) and Sensory-Based Interventions
- 4.2 Behavioral and Cognitive-Behavioral Interventions
- 4.3 Motor, Praxis, and Neurodevelopmental Approaches
- 4.4 Communication, Social Skills, and Parent-Mediated Interventions

UNIT 5: MULTIDISCIPLINARY AND LIFESPAN THERAPEUTIC APPROACHES

(12 HOURS)

- 5.1 Early Intervention and Developmental Therapies
- 5.2 School-Based and Inclusive Therapeutic Practices
- 5.3 Multidisciplinary Rehabilitation and Case Management
- 5.4 Transition, Vocational and Adult-Focused Interventions

COURSE OUTCOMES

On completion of the course, the learner will be able to:

CO No	Course Outcome	Cognitive Level
CO1	Define concepts related to sensory integration and neurodevelopment	K1
CO2	Explain sensory processing patterns in neurodevelopmental disabilities	K2
CO3	Apply screening and assessment tools for sensory dysfunction	K3
CO4	Analyze therapeutic approaches used in sensory integration practice	K4
CO5	Evaluate evidence-based interventions across settings	K5

K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create

REFERENCES (APA 7th Edition)

1. Ayres, A. J. (2005). *Sensory integration and the child*. Western Psychological Services.
2. Bundy, A. C., Lane, S. J., & Murray, E. A. (2002). *Sensory integration: Theory and practice* (2nd ed.). F.A. Davis.
3. Case-Smith, J., O'Brien, J. C., & Lane, S. J. (2015). *Occupational therapy for children and adolescents* (7th ed.). Elsevier.
4. Dunn, W. (1999). *The sensory profile: User's manual*. Psychological Corporation.
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1. Family Practice Notebook. (n.d.). *Developmental milestones*. Retrieved from <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>
2. National Institute of Open Schooling. (n.d.). *Early childhood care and education (Module 11)*. Retrieved from <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
3. National Institute of Open Schooling. (n.d.). *Early childhood care and education (Module 12)*. Retrieved from <http://www.nios.ac.in/srsec328newE/328EL12.pdf>
4. Associazione Italiana Amici di Raoul Follereau. (n.d.). *Adolescent development resource*. Retrieved from <http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf>

Course Title	Core Course 23 VOCATIONAL REHABILITATION OF PERSONS WITH DISABILITIES FOR SUSTAINABLE LIVELIHOODS
Course Code	U26RS5T23
Course Type	THEORY
Year	THIRD
Semester	V
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1. To develop understanding of disability rights, inclusive policies, and sustainable livelihood frameworks.
2. To equip learners with knowledge of vocational training models and employment strategies for PWDs.
3. To promote inclusive workplace systems including accessibility, CORK/Home-Office models, and assistive technology integration.
4. To understand governance mechanisms such as Internal Complaints Committees and compliance systems in organizations.
5. To foster entrepreneurial and self-employment skills among PWDs for long-term economic independence.

UNIT 1: FOUNDATIONS OF DISABILITY, INCLUSION AND LIVELIHOODs (12 HOURS)

- 1.1 Understanding Disability: Medical, Social and Rights-Based Models
- 1.2 National and International Frameworks (United Nations Convention on the Rights of Persons with Disabilities – UNCRPD)
- 1.3 Concept of Sustainable Livelihoods and Economic Empowerment
- 1.4 Barriers to Employment and Socio-economic Challenges of PWDs

UNIT 2: VOCATIONAL EMPOWERMENT AND SKILL DEVELOPMENT (12 HOURS)

- 2.1 Theories of Vocational Choice (Parsons, Holland, Super)
- 2.2 Skill Mapping and Functional Assessment for PWDs
- 2.3 Vocational Training Models: Community-Based Rehabilitation (CBR) & Institutional Models
- 2.4 Industry Linkages, Apprenticeships and Job Placement Strategies

UNIT 3: INCLUSIVE WORKPLACES – ACCESSIBILITY AND CORK/HOME OFFICE MODELS (12 HOURS)

- 3.1 Principles of Inclusivity and Workplace Diversity
- 3.2 Accessibility Standards: Physical, Digital and Communication Accessibility
- 3.3 CORK (Corporate Office Remote Kit) & Home-Office Models for PWDs
- 3.4 Assistive Technologies and Reasonable Accommodation in Employment

UNIT 4: GOVERNANCE, INTERNAL COMPLIANCE AND WORKPLACE PROTECTION (12 HOURS)

- 4.1 Internal Compliance Cell: Structure and Functions
- 4.2 Internal Complaints Committee (ICC) and Prevention of Sexual Harassment (POSH)
- 4.3 Legal Provisions under Disability and Labour Laws (RPwD Act, 2016)
- 4.4 Ethical Employment Practices and Organizational Accountability

UNIT 5: ENTREPRENEURSHIP AND SUSTAINABLE LIVELIHOOD STRATEGIES (12 HOURS)

- 5.1 Self-Employment and Micro-Enterprise Development for PWDs
- 5.2 Government Schemes and Financial Assistance Programs
- 5.3 Social Entrepreneurship and Cooperative Models
- 5.4 Business Planning, Marketing and Financial Sustainability

COURSE OUTCOMES:

On completion of the course the learner will

CO No.	Course Outcomes	Cognitive Level
CO1	1. Explain concepts of disability inclusion and sustainable livelihood models.	K1
CO2	2. Design vocational empowerment strategies tailored for different disability groups.	K2
CO3	3. Evaluate workplace accessibility including CORK/Home-Office and flexible employment models.	K3
CO4	4. Demonstrate understanding of Internal Compliance Cell procedures and workplace rights.	K4
CO5	5. Develop sustainable livelihood and entrepreneurship plans for PWD	K5

(K1-Remember, K2-Understand, K3-Apply, K4-Analyze, K5-Evaluate)

REFERENCES:

1. Barnes, C., & Mercer, G. (2010). *Exploring disability* (2nd ed.). Polity Press.
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5. Mitra, S. (2018). *Disability, health and human development*. Palgrave Macmillan.
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 1. Center for Creative Leadership - Leadership Development
 2. Gallup Workplace - Employee Engagement

WEBSITE REFERENCES:

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16. Gallup. (n.d.). *Workplace and employee engagement insights*. <https://www.gallup.com/workplace>

Course Title	Core Course 24 WORK FORCE INCLUSION FOR PERSONS WITH DISABILITIES
Course Code	U26RS5T24
Course Type	THEORY
Year	THIRD
Semester	V
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Develop a comprehensive understanding of workforce inclusion and its role in economic and social development.
2. Explain the principles, theories, and approaches of vocational guidance in inclusive employment contexts.
3. Equip learners with knowledge of adaptation and accommodation strategies for all types of disabilities.
4. Build competencies in designing inclusive recruitment, workforce practices, and inter-agency collaboration systems.
5. Enable learners to evaluate vocational counselling programs and understand emerging trends in career guidance and inclusive employment.

UNIT 1: INTRODUCTION TO WORKFORCE INCLUSION (12 HPOURS)

- 1.1 Concept and Meaning of Workforce Inclusion
- 1.2 Importance of Inclusion in Economic and Social Development
- 1.3 Workforce Diversity and Equity Issues
- 1.4 Legal and Policy Framework for Inclusive Employment

UNIT 2: VOCATIONAL GUIDANCE – CONCEPT AND APPROACHES (12 HOURS)

- 2.1 Definition, Principles, and Scope of Vocational Guidance
- 2.2 Theories of Vocational Choice (Holland, Super, Parsons)
- 2.3 Approaches to Vocational Guidance – Developmental, Trait and Factor, Client-Centered
- 2.4 Tools and Techniques in Vocational Guidance

UNIT 3: ADAPTATION AND ACCOMMODATION FOR ALL DISABILITIES (12 HOURS)

- 3.1 Concept of Adaptation and Accommodation
- 3.2 Adaptations for Different Disabilities
- 3.3 Assistive Technologies in Employment
- 3.4 Legal Provisions and Workplace Policies on Accommodation

UNIT 4: INCLUSIVE WORKFORCE PRACTICES AND SUSTAINABILITY (12 HOURS)

- 4.1 Job Analysis and Matching for Diverse Populations
- 4.2 Inclusive Recruitment and Selection Practices
- 4.3 Workplace Diversity Management
- 4.4 Collaboration between Employers, NGOs, and Government Agencies

UNIT 5: EVALUATION AND EMERGING TRENDS (12 HOURS)

5.1 Monitoring and Evaluation of Vocational Counselling Programs

5.2 Impact Assessment of Workforce Inclusion Initiatives

5.3 Emerging Trends in Career Guidance (AI, Digital Platforms, Online Counselling)

5.4 Best Practices and Case Studies in Inclusive Employment

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO1	Explain the concept, importance, and legal framework of workforce inclusion in national and global contexts.	K1
CO2	Apply theories of vocational choice such as Holland's Theory of Vocational Choice, Super's Life-Span Life-Space Theory, and Parsons' Trait and Factor Theory in vocational counselling practice.	K2
CO3	Design appropriate adaptation and accommodation strategies for individuals with diverse disabilities in workplace settings.	K3
CO4	Develop inclusive workforce practices including job analysis, recruitment strategies, and stakeholder collaboration models.	K4
CO5	Evaluate vocational guidance programmes and analyse emerging trends such as AI-based career guidance and digital counselling platforms.	K5

(K1-Remember, K2-Understand, K3-Apply, K4-Analyze, K5-Evaluate)

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Course Title	Core Course 25 COUNSELLING PRACTICES IN REHABILITATION
Course Code	U26RS5T25
Course Type	THEORY
Year	THIRD
Semester	V
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

- | |
|---|
| 1. Explore the theoretical foundations of rehabilitation counseling within the context of Social Rehabilitation |
| 2. Develop Competencies in Assessments and Case conceptualizations and Intervention planning for individuals with Disabilities. |
| 3. Apply appropriate Counselling skills and Therapeutic Interventions tailored to diverse client needs. |
| 4. Analyze Ethical, Legal, and Professional standards in Rehabilitation Counselling practice. |
| 5. Demonstrate Cultural Competence, Social Justice orientation, and Advocacy skills in Rehabilitation setting |

UNIT I: FOUNDATIONS OF REHABILITATION COUNSELLING (12 HOURS)

- 1.1 Concept, Meaning,, Scope, Types and Approaches in Counselling
- 1.2 Assumptions, Principles, and Goals of Counselling
- 1.3 Attributes, Competencies, and Professional Roles of a Counsellor
- 1.4 Stages in the Interpersonal Counselling Process

UNIT II: ASSESSMENT AND INTERPERSONAL COUNSELLING SKILLS (12 HOURS)

- 2.1 Building Therapeutic Relationships and Rapport
- 2.2 Communication Skills: Listening, Empathy, Questioning, Reflection
- 2.3 Comprehensive Assessment and Case Conceptualization
- 2.4 Developing Resilience and Strength-Based Perspectives ,Goal Setting, Action Planning, and Follow-Up Strategies

UNIT III: THERAPEUTIC INTERVENTIONS IN REHABILITATION (12 HOURS)

- 3.1 Psychological Therapies (Cognitive-Behavioral, Motivational Approaches)
- 3.2 Behavioral and Skill-Based Interventions
- 3.3 Family-Centered and Community-Based Interventions
- 3.4 Holistic Therapies (Mindfulness, Wellness Approaches) , Creative and Expressive Therapies in Rehabilitation

UNIT IV: ETHICAL AND LEGAL ISSUES IN REHABILITATION COUNSELLING (12 HOURS)

- 4.1 Ethical Principles and Professional Codes of Conduct , Confidentiality and Privacy in Counselling Practice
- 4.2 Informed Consent and Professional Boundaries
- 4.3 Managing Conflicts of Interest and Ethical Dilemmas
- 4.4 Addressing Systemic Barriers and Promoting Social Change

UNIT V: CULTURAL COMPETENCE, DIVERSITY, AND SOCIAL JUSTICE (12 HOURS)

- 5.1 Cultural Influences on Disability Beliefs and Behaviour , Cultural Sensitivity and Inclusive Counselling Practices
- 5.2 Addressing Bias, Discrimination, and Stigma
- 5.3 Intersectionality in Rehabilitation Counselling
- 5.4 Advocacy, Empowerment, and Social Justice in Rehabilitation

COURSE OUTCOMES:

On Completion of the course, the learner will be able to

CO	Course Outcomes	Cognitive Level
CO1	Demonstrate an understanding of major theories and models in rehabilitation counseling and their application to social work practice.	K1
CO2	Conduct effective assessments and develop personalized intervention plans for clients with disabilities, considering their social, emotional, and environmental contexts.	K2
CO3	Apply a range of counseling techniques, such as cognitive- behavioral approaches, motivational interviewing, and empowerment strategies, to facilitate client growth and empowerment.	K3
CO4	Demonstrate ethical decision-making skills and adherence to professional standards in rehabilitation counseling practice.	K4
CO5	Evaluate the outcomes of counseling interventions and advocate for clients' rights and access to resources within the rehabilitation system.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

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Course Title	Core 26 Practical INTEGRATED PRACTICES FOR HOLISTIC REHABILITATION
Course Code	U26RS5P26
Course Type	PRACTICAL
Year	THIRD
Semester	V
Total Hours	180
Credits	4
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1. Identify and describe fundamental concepts, tools, and procedures used in sensory integration, behavioural analysis, vocational rehabilitation, and counselling practices.
2. Explain the principles underlying sensory regulation, behaviour modification, vocational assessment, workplace accommodation, and counselling techniques
3. Demonstrate practical skills in administering assessments, conducting behavioural interventions, facilitating vocational guidance, and applying counselling strategies in simulated and real-life settings.
4. Analyze client needs, behavioural patterns, workplace barriers, and rehabilitation contexts using structured assessment frameworks
5. Evaluate and justify integrated rehabilitation plans and intervention strategies based on assessment data and evidence-based practices

PRACTICAL ACTIVITIES:

A total of **25 practical activities** are organized into **5 domains** — *5 activities each*.

A. Sensory Integration & Therapeutic Practices for Neurodevelopmental Disorders

1. **Sensory Profile Administration & Interpretation**
– Using standardized sensory assessment tools; analyze sensory modulation patterns.
2. **Therapeutic Use of Play in ASD/ADHD**
– Structured play activities that support sensory regulation.
3. **Balance & Motor Coordination Practices**
– Activities using therapy balls, balance beams and obstacle courses.
4. **Proprioceptive & Vestibular Input Exercises**
– Practice deep pressure, joint compression and swinging activities.
5. **Environmental Modification for Sensory Regulation**
– Design sensory-friendly classroom/therapy space and justify modifications.

B. Behavioural Analysis & Modification Practices

1. **Functional Behavioural Assessment (FBA)**
– Direct observation, ABC charting, hypothesis formulation.
2. **Task Analysis & Chaining Procedures**
– Breaking complex tasks into teachable steps.
3. **Reinforcement Schedules & Token Systems**
– Designing and implementing reinforcement plans.
4. **Social Skills Behavioural Training**
– Role-plays and modelling of appropriate social behaviours.
5. **Behaviour Modification Case Study & Report**
– Design intervention, collect baseline and progress data.

C. Vocational Rehabilitation & Workforce Inclusion

1. **Work Readiness Assessment**
 - Evaluating basic employment skills using standardized checklists.
2. **Job Sampling/Shadowing Practice**
 - Conduct mini job analyses and present findings.
3. **Workplace Accessibility Audit**
 - Identify physical and systemic barriers; propose solutions.
4. **Simulated Job Interview Practice**
 - Role-plays including disclosure and accommodation requests.
5. **Supported Employment Planning**
 - Prepare client-specific employment support plans.

D. Vocational Guidance & Accommodations for the Disabled

1. **Interest & Aptitude Testing**
 - Administer career inventories; interpret results.
2. **Career Counselling Interview**
 - Practice structured interviewing for career guidance.
3. **Workplace Accommodation Mapping**
 - Match specific disabilities (mobility, hearing, vision) with reasonable accommodations.
4. **Assistive Technology Identification**
 - Demonstrate tools/software that support job success.
5. **Job Coaching Simulation**
 - Practice strategies to teach workplace tasks to trainees.

E. Counselling Practices

1. **Rapport Building Exercises**
 - Role-plays demonstrating empathy and reflective listening.
2. **Person-Centred Counselling Techniques**
 - Practising open-ended questions, summarization.
3. **Crisis Intervention Role-Play**
 - Responding to stress, grief, adjustment challenges.
4. **Motivational Interviewing Practice**
 - Change talk elicitation to support rehabilitation goals.
5. **Group Counselling Session Facilitation**
 - Conduct a micro-group session on coping & resilience.

COURSE OUTCOMES:**On completion of the course the learner will be able to**

CO NO	COURSE OUTCOMES	Cognitive Level (K1–K5)
CO1	List and recognize key assessment tools, therapeutic techniques, behavioural procedures, vocational strategies, and counselling methods used in holistic rehabilitation	K1
CO2	Explain the rationale and theoretical foundations of sensory integration, applied behaviour analysis, supported employment, accommodation planning, and person-centred counselling	K2
CO3	Perform functional behavioural assessments, administer vocational tests, design reinforcement systems, implement sensory activities, and conduct counselling sessions effectively	K3
CO4	Differentiate client needs by analysing sensory profiles, behavioural data, employment readiness, accessibility barriers, and counselling case dynamics	K4
CO5	Critically appraise and defend integrated rehabilitation interventions and workplace inclusion plans based on systematic observation, data collection, and ethical considerations.	K5
CO6	Design and develop comprehensive, client-centred integrated rehabilitation programs that synthesize sensory integration, behavioural interventions, vocational planning, workplace accommodations, and counselling strategies to promote holistic and sustainable inclusion outcomes	K6

K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create**REFERENCES:****BOOKS**

1. Ayres, A. J. (2005). *Sensory Integration and the Child*. Western Psychological Services.
– Classic foundational text on sensory integration.
2. Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson.
– Standard text on behaviour assessment and intervention.
3. Wehman, P. (2013). *Life Beyond the Classroom: Transition for Young People with Disabilities* (5th ed.). Brookes Publishing.
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4. Corrigan, P. W., & Hull, J. W. (Eds.). (2014). *The Vocational Rehabilitation and Employment Handbook*. APA Press.
– Focus on vocational assessment, planning and accommodations.
5. Egan, G. (2017). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (10th ed.). Brooks/Cole.
– Practical counselling strategies relevant to rehabilitation settings.

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SEMESTER - VI

Course Title	Core Course 27: DIGITAL ACCESSIBILITY AND ASSISTIVE TECHNOLOGY
Course Code	U26RS6T27
Course Type	THEORY
Year	THIRD
Semester	VI
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1	Understand the concept of digital accessibility and the principles of inclusive design.
2	Identify various assistive technologies available for persons with visual, hearing, cognitive, and motor disabilities.
3	Apply assistive technology tools to enhance learning, communication, and independent functioning.
4	Evaluate digital content and platforms for accessibility compliance with international standards (e.g., WCAG).
5	Develop strategies for integrating assistive technology into educational, vocational, and daily life settings.

UNIT 1: Introduction to Digital Accessibility (9 Hours)

- 1.1 Concept, Scope, and Importance of Digital Accessibility. Definition, need, and benefits, Inclusive design principles, Barriers faced by persons with disabilities in digital environments
- 1.2 Accessibility Guidelines and Standards and Web Content Accessibility Guidelines (WCAG)
- 1.3 ADA (Americans with Disabilities Act) & Section 508 compliance, ISO and other international standards

UNIT 2: Assistive Technology for Visual Impairment (9 Hours)

- 2.1 Screen Readers and Magnification Tools
- 2.2 JAWS, NVDA, Zoom Text, Voice Over and Mobile accessibility tools and app
- 2.3 Digital Reading and Writing Support and Braille displays and note takers

UNIT 3: Assistive Technology for Hearing Impairment (9 Hours)

- 3.1 Hearing Assistive Devices, Hearing aids, cochlear implants, and FM systems
- 3.2 Mobile apps for amplification and alert systems and Communication Tools
- 3.3 Speech-to-text, captioning software and Sign language translation and video relay services and Alerting devices for the deaf/hard-of-hearing

UNIT 4: Assistive Technology for Cognitive and Motor Disabilities (9 Hours)

- 4.1 Cognitive Support Technologies, Mind mapping, memory aid, scheduling, and organization apps
- 4.2 Reading comprehension and learning support software and Motor and Mobility Assistive Devices
- 4.3 Switch-access devices, adaptive keyboards and mice, Eye-tracking, head-controlled devices and mobile accessibility and Robotics and environmental control technologies

UNIT 5: Implementation, Evaluation, and Inclusive Practices (9 Hours)

- 5.1 Evaluation and Integration of Assistive Technology and Assessing user needs and capabilities and Selection of appropriate tools and Training users and caregivers
- 5.2 Inclusive Digital Practices and Future Trends and Ethical and privacy considerations
- 5.3 Promoting digital inclusion in education, work, and community – Emerging technologies: AI, AR/VR, and IoT for accessibility

COURSE OUTCOMES:

On completion of the course the learn will

CO No.	Course Outcomes	Cognitive level
CO1	Describe the concept, principles, and importance of digital accessibility.	K2
CO2	Identify and explain various assistive technologies for persons with visual, hearing, cognitive, and motor disabilities	K2
CO3	Apply assistive technology tools to enhance learning, communication, and daily functioning.	K3
CO4	Evaluate digital content and platforms for accessibility compliance using international standards	K4
CO5	Develop strategies for integrating assistive technology into educational, vocational, and community settings	K5

(K1-Remember, K2-Understand, K3-Apply, K4-Analyze, K5-Evaluate)

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1. Burgstahler, S. (2021). *Universal design in higher education: From principles to practice* (2nd ed.). Harvard Education Press.
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Course Title	Core Course 28: COMMUNITY BASED INCLUSIVE EDUCATION AND DEVELOPMENT
Course Code	U26RS6T28
Course Type	THEORY
Year	THIRD
Semester	VI
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1. Understand the concepts, principles, and evolution of Community-Based Inclusive Education and Development (CBID).
2. Explain the role of community participation and stakeholder involvement in promoting inclusive development.
3. Analyze inclusive education practices, barriers, and strategies in community and classroom contexts.
4. Apply inclusive instructional approaches and collaborative teaching methods.
5. Develop knowledge and skills for planning, implementing, monitoring, and sustaining inclusive programmes.

UNIT I: INTRODUCTION TO COMMUNITY-BASED INCLUSIVE EDUCATION AND DEVELOPMENT (CBID) (12HOURS)

- 1.1 Concept, Meaning, and Evolution of CBID
- 1.2 Principles and Components of CBID
- 1.3 Difference Between CBR and CBID
- 1.4 Legal and Policy Framework Supporting Inclusion

UNIT II: COMMUNITY PARTICIPATION AND INCLUSIVE DEVELOPMENT (12 HOURS)

- 2.1 Community Mobilization and Awareness
- 2.2 Participatory Rural Appraisal and Needs Assessment
- 2.3 Role of Family and Community in Inclusion
- 2.4 Role of Local Governance and Community Institutions

UNIT III: INCLUSIVE EDUCATION IN COMMUNITY CONTEXTS (12 HOURS)

- 3.1 Principles, Benefits and Barriers of inclusive education
- 3.2 Changing Practice in Education of Children with Disabilities: Segregation, Integration and Inclusion
- 3.3 Diversity in Classrooms and Community settings
- 3.4 Universal Design for Learning and inclusive strategies

UNIT IV: INCLUSIVE ACADEMIC INSTRUCTIONS**(12 HOURS)**

- 4.1 Co-Teaching Methods
- 4.2 Inclusive Classroom Environment
- 4.3 Teacher Preparation for Inclusive Education
- 4.4 Edgar Dale’s Model of Services

UNIT V: PLANNING, IMPLEMENTATION, MONITORING, AND SUSTAINABILITY OF INCLUSIVE PROGRAMMES (12 HOURS)

- 5.1 Steps and principles of inclusive program planning
- 5.2 Strategies for effective implementation of inclusive programs
- 5.3 Monitoring and evaluation methods
- 5.4 Sustainability, challenges, and future directions

COURSE OUTCOMES:**On completion of the course, the Learner will be able to**

CO. No.	Course Outcomes	Cognitive Levels
CO-1	Describe the foundational concepts, principles, and policy frameworks of CBID and inclusive education.	K1
CO-2	Demonstrate understanding of community participation processes and stakeholder roles in inclusion.	K2
CO-3	Identify barriers to inclusive education and apply appropriate inclusive strategies in learning environments.	K3
CO-4	Use inclusive instructional methods and collaborative teaching practices effectively.	K4
CO-5	Evaluate inclusive community-based programmes with sustainability considerations.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)**REFERENCES:**

1. World Health Organization (2010). Community-based rehabilitation: CBR guidelines. WHO Press.
2. United Nations (2006). Convention on the Rights of Persons with Disabilities.
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22. NCERT & UNESCO (2000). *Assessment of Needs for Inclusive Education: Regional Workshop Report*.

Course Title	Core Course: 29: MANAGEMENT AND ORGANISATIONAL BEHAVIOUR OF REHABILITATION PROGRAMMES
Course Code	U26RS6T29
Course Type	THEORY
Year	THIRD
Semester	VI
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The students will be able to

1	Understand fundamental concepts and principles of management relevant to Rehabilitation organizations.
2	Examine organizational behaviour and its influence on human resources and service delivery in rehabilitation settings.
3	Apply personnel management practices, leadership approaches, and team dynamics in rehabilitation programmes.
4	Analyze organizational systems related to accessibility, documentation, communication, and financial management.
5	Evaluate management practices, organizational effectiveness, and ethical compliance in rehabilitation services.

UNIT 1: FOUNDATIONS OF MANAGEMENT AND ORGANISATIONAL BEHAVIOUR (12 Hours)

- 1.1 Meaning, nature, characteristics, and importance of management in rehabilitation organisations
- 1.2 Levels and functions of management with reference to rehabilitation services
- 1.3 Principles of management and classical contributors (Henry Fayol)
- 1.4 Organisational Behaviour: concepts, scope, and relevance to rehabilitation programmes

UNIT 2: HUMAN RESOURCE MANAGEMENT AND WORK BEHAVIOUR (12 Hours)

- 2.1 Personnel policies, human resource planning, and professional ethics in rehabilitation
- 2.2 Recruitment, selection, placement, and registration of rehabilitation professionals (RCI)
- 2.3 Performance appraisal, motivation, leadership styles, and staff retention
- 2.4 Continuing Rehabilitation Education (CRE), teamwork, and professional development

UNIT 3: BARRIER-FREE ENVIRONMENT AND ORGANISATIONAL ACCESSIBILITY (12 Hours)

- 3.1 Planning, layout, and management of rehabilitation centres
- 3.2 Barrier-free environment and universal design principles
- 3.3 Signage systems, tactile flooring, Braille markings, colour contrast, and auditory signals
- 3.4 Organisational responsibility for inclusive and accessible service delivery

UNIT 4: REPORTING, COMMUNICATION, AND INFORMATION SYSTEMS

(12 Hours)

- 4.1 Importance of documentation and reporting in rehabilitation programmes
- 4.2 Assessment reports, case records, surveys, and performance monitoring
- 4.3 Organisational communication, review meetings, and report writing skills
- 4.4 Computer applications, data management, and Management Information Systems (MIS)

UNIT 5: FINANCIAL MANAGEMENT AND ORGANISATIONAL DYNAMICS

(12 Hours)

- 5.1 Budgeting and financial planning for rehabilitation programmes
- 5.2 Marketing of rehabilitation services and stakeholder engagement
- 5.3 Fundraising, auditing, accountability, and financial transparency
- 5.4 Organisational culture, change management, and international perspectives in rehabilitation

COURSE OUTCOMES:

The learner will be able to

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Recall key concepts, principles, and functions of management and organisational behaviour in rehabilitation programmes.	K1
CO-2	Explain human behaviour, motivation, leadership, and organisational processes in rehabilitation settings	K2
CO-3	Apply management and organisational behaviour principles in personnel management, reporting, and service delivery	K3
CO-4	Analyze organisational challenges related to accessibility, communication, budgeting, and programme implementation.	K4
CO-5	Evaluate the effectiveness, ethical practices, and sustainability of rehabilitation programme management.	K5

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Course Title	Core 30 Practical CURRICULUM AND INCLUSIVE PRACTICES FOR PwDs
Course Code	U26RS6P30
Course Type	PRACTICAL
Year	THIRD
Semester	VI
Total Hours	240
Credits	5
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

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| 1. Understand inclusive curriculum strategies and adapt teaching methods to meet diverse learning needs of persons with disabilities. |
| 2. Develop skills in designing individualized and differentiated instructional plans such as IEPs, UDL-based activities, and multisensory materials. |
| 3. Gain practical knowledge of digital accessibility tools and assistive technologies used to support learning and communication. |
| 4. Understand the principles and practices of community-based inclusive education and identify community resources for rehabilitation and inclusion. |
| 5. Acquire basic management and organizational skills required for planning, implementing, and evaluating rehabilitation programmes. |

PRACTICAL ACTIVITIES:

1. Curriculum Strategies for Inclusive Practices

1. **Adaptation of Lesson Plan**
Prepare a regular lesson and modify it for students with special needs
2. **Individualized Education Plan (IEP) Development**
Create a sample IEP including goals, teaching methods, and evaluation strategies.
3. **Multisensory Teaching Material Preparation**
Develop tactile charts, flashcards, or audio-visual learning aids.
4. **Differentiated Instruction Practice**
Design one topic with different difficulty levels for mixed-ability learners.
5. **Universal Design for Learning (UDL) Task**
Modify a classroom activity using UDL principles (multiple means of representation, engagement, expression).

2. Digital Accessibility & Assistive Technology

1. **Screen Reader Demonstration**
Practice using screen readers for accessing digital content.
2. **Accessible Document Creation**
Convert a normal document into an accessible format.
3. **Assistive Apps Exploration**
Review mobile apps used by persons with disabilities.
4. **Alternative Input Devices Study**
Demonstrate adaptive keyboards, switches, or communication boards.
5. **Text-to-Speech Activity**
Convert printed material into audio format.
6. **Accessibility Audit**
Evaluate a website or online learning platform for accessibility features.

3. Community-Based Inclusive Education & Development

1. **Community Resource Mapping**
Identify inclusive resources available in a local community.
2. **Awareness Campaign Planning**
Design a disability awareness program.
3. **Home Visit Simulation**
Conduct mock interviews with parents about inclusive needs.
4. **Case Study Documentation**
Write a case report on a child receiving community-based support.
5. **Stakeholder Interaction Activity**
Interact with NGOs or rehabilitation workers.
6. **Barrier Identification Exercise**
List social, physical, and attitudinal barriers in the community.
7. **Inclusive Community Event Plan**
Design an inclusive sports or cultural event.

4. Management & Organisational Behaviour of Rehabilitation Programmes

1. **Organizational Structure Chart Preparation**
Draw a hierarchy chart of a rehabilitation center.
2. **Budget Planning Exercise**
Prepare a simple budget for a rehabilitation program.
3. **Leadership Style Analysis**
Study leadership roles in rehabilitation settings.
4. **Program Evaluation Checklist Creation**
Design monitoring tools for service quality.
5. **Conflict Resolution Role Play**
Practice solving workplace conflicts.
6. **Time Management Planning**
Prepare weekly schedules for rehabilitation services.

COURSE OUTCOMES

On completion of the course, the Learner will be able to

CO.No.	Course Outcomes	Cognitive Levels
CO-1	Adapt curriculum content and teaching strategies to support learners with different types of disabilities in inclusive settings.	K1
CO-2	Prepare and implement individualized educational plans, multisensory teaching aids, and differentiated instructional activities.	K2
CO-3	Use digital accessibility features and assistive technologies to enhance participation of persons with disabilities.	K3
CO-4	Apply community-based inclusive development approaches by identifying barriers, resources, and stakeholder roles.	K4
CO-5	Demonstrate organizational, leadership, and programme management skills in rehabilitation service settings.	K5

REFERENCES:

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2. World Health Organization, & World Bank. (2011). *World report on disability*. WHO Press.

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Course Title	Core 31 Practicum RESEARCH METHODOLOGY WITH PROJECT VIVA
Course Code	U26RS6P31
Course Type	PRACTICAL
Year	THIRD
Semester	VI
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1. Identify research problems, formulate hypotheses, and develop a clear understanding of various types of research designs.
2. Demonstrate skills to collect, process, and analyze data using both descriptive and analytical Statistics
3. Determine statistical tools like correlation, regression, time series analysis, and hypothesis testing for effective data interpretation.
4. Employ ethical report writing techniques, citation methods, and the ability to present research findings systematically
5. Plan and execute research projects collaboratively in groups, preparing them for real-world

PRACTICAL ACTIVITIES:

1. Literature Review and Problem Formulation:
Conduct literature reviews on various topics.
Identify research problems & formulate hypotheses based on literature review findings.
2. Data Collection and Survey Design:
Design and conduct surveys or questionnaires on relevant topics. Pilot studies to refine survey instruments.
3. Data Processing and Analysis:
Process collected data by editing, coding, and tabulating.
Perform descriptive statistical analysis using mean, median, mode, etc.
4. Correlation and Regression Analysis:
Conduct correlation and regression analyses on datasets. Interpret results and discuss implications.
5. Report Writing and Presentation:
Practice report writing techniques, including citations and footnotes. Present research findings in a structured manner.
6. Group Research Projects:
Assign group research projects for students to collaborate on. Demonstrate effective

- project management and teamwork.
7. Hands-on Statistical Analysis:
Use statistical software (like SPSS, R, or Excel) for data analysis. Interpret results and visualize data using diagrams or graphs.
 8. Time Series Analysis and Hypothesis Testing:
Conduct time series analysis on relevant datasets.
Perform hypothesis testing using appropriate statistical tests.
 9. Research Ethics Discussions:
Engage in discussions on research ethics, plagiarism, and academic integrity.
Explore ethical considerations in research methodologies.
 10. Library and Web Resource Utilization:
Guide students on using library resources and online journals for research.
Assign tasks to explore and present findings from online resources.

COURSE OUTCOMES:

On completion of the course, the learner will be able to

CO No.	Course Outcomes	Cognitive level
CO-1	demonstrate the ability to articulate and define research problems, leading to hypotheses formulation and proper research design.	K1
CO-2	acquire proficiency in collecting, processing, and analyzing data using statistical methods and tools discussed in the course.	K2
CO-3	interpret and apply various statistical techniques such as mean, median, mode, regression, and hypothesis testing to analyze data effectively.	K3
CO-4	demonstrate proficiency in ethical report writing, citing sources correctly, and structuring reports according to academic standards.	K4
CO-5	showcase their ability to work collaboratively in groups to plan, execute, and present research projects effectively.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

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