

M.Sc. REHABILITATION SCIENCE (2026 onwards)

SEMESTER I

S. No.	Course Type	Title of the Paper	Course Code	Hours			Credits			Total Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
1.	Core Course 1	Perspectives on Disability – An Overview	P26RS1T01	30	0	30	2	0	2	25	75	100
2.	Core Course 2	Persons with Disabilities and Rehabilitation Management for social Inclusion	P26RS1T02	60	0	60	4	0	4	25	75	100
3.	Core Course 3	Rehabilitation for persons with Low Vision	P26RS1T03	60	0	60	4	0	4	25	75	100
4.	Core Course 4	Research Methodology in Social Sciences and Statistics	P26RS1T04	60	0	60	4	0	4	25	75	100
5	Core Course 5	Crisis Management and Rehabilitation	P26RS1T05	30	0	30	2	0	2	25	75	100
6.	Core 6 Practical	Multidisciplinary Rehabilitation Practice (Practical)	P26RS1P06	0	180	180	0	6	6	25	75	100
7.	Core 7 Internship	Internship-1	P26RS1I07	0	90	90	0	3	3	25	75	100
		Total		240	270	510	16	9	25	700		

SEMESTER II

S. No.	Course Type	Title of the Paper	Course Code	Hours			Credits			Total Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
1.	Core Course 8	Professional Rehabilitation Social Work Practices	P26RS2T08	30	0	30	2	0	2	25	75	100
2.	Core Course 9	Rehabilitation Psychology	P26RS2T09	60	0	60	4	0	4	25	75	100
3.	Core Course 10	Legislation and Administration of Rehabilitation Programmes	P26RS2T10	60	0	60	4	0	4	25	75	100
4.	Core Course 11	Persons with Neuro-Developmental Disabilities and Social Inclusion	P26RS2T11	60	0	60	4	0	4	25	75	100
5	Core Course 12	Diversities and Rehabilitation for Inclusion	P26RS2T12	30	0	30	2	0	2	25	75	100
6.	Core 13 Practical	Psychological issues and Rehabilitation Principles (Practical)	P26RS2P13	0	180	180	0	6	6	25	75	100
7.	Core 14 Internship	Internship II	P26RS2I14	0	90	90	0	3	3	25	75	100
		Total		240	270	510	16	9	25			700

SEMESTER III

S. No.	Course Type	Title of the Paper	Code	Hours			Credits			Total Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
1.	Core Course 15	Disability Rights and Advocacy for Persons with Disabilities	P26RS3T15	30	0	30	2	0	2	25	75	100
2.	Core Course 16	Assistive and adaptive Technology for Persons with Disabilities	P26RS3T16	60	0	60	4	0	4	25	75	100
3.	Core Course 17	Community Organization and Community Centered Rehabilitation	P26RS3T17	45	0	45	3	0	3	25	75	100
4.	Core Course 18	Rehabilitation Case Work and Group work	P26RS3T18	45	0	45	3	0	3	25	75	100
5	Core Course 19	Project Management	P26RS3T19	30	0	30	2	0	2	25	75	100
6.	Core 20 Practical	Application of social work practice in communities	P26RS3P20	0	180	180	0	6	6	25	75	100
7.	Core 21 Internship	Internship III	P26R3I21	0	90	90	0	3	3	25	75	100
Total				210	270	480	14	9	23	700		

SEMESTER IV

S. No.	Course Type	Title of the Paper	Code	Hours			Credits			Total Marks		
				Theory	Practical	Total	Theory	Practical	Total	Int	Ext	Total
1.	Core Course 22	Accounting and Financial Management in Rehabilitation Programmes	P26RS4T22	45	0	45	3	0	3	25	75	100
2.	Core Course 23	Counselling for SEDGs (Socio economically disadvantaged Groups)	P26RS4T23	30	0	30	2	0	2	25	75	100
3.	Core 24 Internship	Internship-4	P26RS4I24	0	180	180	0	6	6	100	0	100
4.	Core 25 Dissertation	Dissertation	P26RS4D25	0	100	0	0	6	6			100
5.	Extra Credit	Self-Study – Abnormal Psychology/ School Counselling and Guidance (Extra Credit)		0	0	0	0	0	Extra Credit			
		Total		75	360	435	5	12	17			400

Total credits: 25+25+23+17 = 90

Total hours: Practical = 270+270+270+ 360 = 1170 Hrs

Theory = 240 + 240+210+75 = 765 Hrs

Theory + Practicum = 1935 Hrs

**M. Sc. REHABILITATION SCIENCE
FIRST YEAR
SEMESTER I**

Course Title	Core Course 1 PERSPECTIVES ON DISABILITY- AN OVERVIEW
Course Code	P26RS1T01
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:
The Learner will be able to

1. To provide students with a comprehensive understanding of various disabilities as defined by the Rights of Persons with Disabilities (RPwD) Act 2016.
2. To explore the social, cultural, and historical perspectives surrounding disabilities and their impact on individuals and society.
3. To examine the barriers faced by individuals with disabilities in different aspects of life, including education, employment, healthcare, and social inclusion.
4. To foster empathy, respect, and sensitivity towards individuals with disabilities and promote inclusive attitudes and practices.
5. To empower students to become advocates for disability rights and inclusion in their personal and professional lives.

UNIT 1: INTRODUCTION TO DISABILITY PERSPECTIVES (6 HOURS)

- 1.1 Definitions and Classification of Disabilities under RPwD Act 2016, Social Model vs. Medical Model of Disability and Disability Rights Movement: History and Milestones
- 1.2 Intersectionality of Disability with Other Identities (e.g., Gender, Race, Socioeconomic Status) and Global Perspectives on Disability Rights and Inclusion

UNIT 2: PHYSICAL AND SENSORY DISABILITIES (6 HOURS)

- 2.1 Mobility Impairments: Causes, Functional Limitations, and Assistive Devices and Orthopaedic Disabilities: Musculoskeletal Conditions and Rehabilitation and Neurological Disabilities: Conditions Affecting the Nervous System (e.g., Spinal Cord Injury, Cerebral Palsy, Parkinson's Disease)
- 2.2 Sensory Disabilities: Vision Impairment, Hearing Loss and Chronic Health Conditions: Diabetes, Cancer, HIV/AIDS, and their Impact on Daily Living

UNIT 3: INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (6 HOURS)

- 3.1 Intellectual Disabilities: Causes, Diagnosis, and Supportive Interventions and Autism Spectrum Disorders: Characteristics, Strengths, and Challenges. Down Syndrome: Genetic Condition and Lifelong Implications and Fetal Alcohol Spectrum Disorders (FASDs)
- 3.2 Learning Disabilities: Dyslexia, Dyscalculia, Dysgraphia and Executive Functioning Difficulties and Blood Disorders – Haemophilia, Thalassemia, Sickle Cell disease.

UNIT 4: PSYCHOSOCIAL DISABILITIES (6 HOURS)

- 4.1 Mental Health Disabilities: Depression, Anxiety Disorders, Bipolar Disorder and Post-Traumatic Stress Disorder (PTSD) and Trauma-Informed, Care Schizophrenia and Psychotic Disorders: Understanding Symptoms and Treatments
- 4.2 Personality Disorders and Borderline Intellectual Functioning and Substance Use Disorders and Co-occurring Disabilities. Acid Attack Survivors, Leprosy Cured, Dwarfism

UNIT 5: INVISIBLE DISABILITIES AND CHRONIC ILLNESSES (6 HOURS)

- 5.1 Chronic Pain Conditions: Fibromyalgia, Migraines, and Arthritis and Autoimmune Disorders: Multiple Sclerosis, Lupus, and Rheumatoid Arthritis
- 5.2 Environmental Sensitivities: Allergies, Chemical Sensitivity, and Electromagnetic Hypersensitivity and Chronic Fatigue Syndrome (CFS/ME) and Lyme Disease and Non-Evident Disabilities.

COURSE OUTCOMES:

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

CO.NO.	COURSE OUTCOMES	Cognitive Levels
CO1	Identify and describe the different types of disabilities recognized under the RPwD Act 2016.	K1
CO2	Gain insight into the lived experiences of individuals with disabilities and the challenges they face in various domains of life.	K2
CO3	Analyze the societal attitudes, stereotypes, and structural barriers that contribute to the marginalization of individuals with disabilities.	K3
CO4	Demonstrate an understanding of the principles of disability rights and the importance of promoting accessibility, equality, and inclusion.	K4
CO5	Develop strategies for promoting disability awareness, advocacy, and inclusive practices in their communities and professional settings.	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.
2. Alur, M. (2019). Understanding Disability: Inclusion, Access, Diversity, and Civil Rights. Sage Publications Pvt. Ltd. Barnes, C., & Mercer, G. (2010). Introduction to Disability Studies. Routledge.

3. Danforth, S., & Gabel, S. L. (2014). *Introduction to Disability Studies in Education*. Peter Lang Inc., International Academic Publishers.
4. Dan Goodley, Bill Hughes, and Lennard J. Davis (2012). "Disability Studies: An Interdisciplinary Introduction." SAGE Publications Ltd.
5. Davis, L. J. (2012). *Disability Studies: An Interdisciplinary Introduction*. SAGE Publications Ltd.
6. Deutsch Smith, D. (2014). *Introduction to Special Education: Making a Difference*. Pearson.
7. Ghai, A., & Mukhopadhyay, S. (2016). *Disability, Human Rights and Education: Cross-Cultural Perspectives*. Routledge India.
8. Ghosh, N., & Anand, S. (2018). *Disability, Gender and the Trajectories of Power*. Springer.
9. Goodley, D., Hughes, B., & Davis, L. J. (2012). *Disability Studies: An Interdisciplinary Introduction*. SAGE Publications Ltd.
10. Holcomb, T. K., & Smith, D. H. (2013). *Introduction to Deaf Culture*. Oxford University Press.
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13. Murray, D., Roy, J. M., & Arnold, L. (2019). *Introduction to Neurodiversity*. Jessica Kingsley Publishers.
14. Raj, A., & Bhattacharya, N. M. (2017). *Disability Studies in India: Global Discourses, Local Realities*. Routledge India.
15. Smart, J. (2017). *Disability, Society, and the Individual*. SAGE Publications Inc.
16. Vijayaselvi, R. (2019). *Disability, Gender, and Social Media: Voices and Images in India*. Routledge India.

WEBSITE REFERENCES:

1. World Health Organization (WHO) - who.int/disabilities/en/
2. Centers for Disease Control and Prevention (CDC) cdc.gov/ncbddd/disabilityandhealth/index.html
3. National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)-acl.gov/programs/national-institute-disability-independent-living-and-rehabilitation-research-nidilrr
4. Disabled World - disabled-world.com
5. American Association of People with Disabilities (AAPD) - aapd.com
6. Disabled Peoples' International (DPI) - dpi.org
7. National Center on Disability and Journalism (NCDJ) - ncdj.org
8. Society for Disability Studies (SDS) - disstudies.org
9. United Nations Enable - un.org/development/desa/disabilities

Course Title	Core Course-2 PERSONS WITH DISABILITIES AND REHABILITATION MANAGEMENT FOR SOCIAL INCLUSION
Course Code	P26RS1T02
Course Type	THEORY
Year	I
Semester	I
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

Course Objectives
1. Understand the nature, types, causes and characteristics of sensory, locomotor and multiple disabilities.
2. Assess visual, hearing, locomotor and multiple disabilities using appropriate tools and functional assessment scales.
3. Recommend assistive technology, orthotic and prosthetic devices for persons with disabilities.
4. Develop comprehensive intervention and rehabilitation plans promoting independence and social inclusion.
5. Understand policies, rights, and rehabilitation management approaches for inclusive education, employment and community participation.

UNIT 1: VISUAL IMPAIRMENT – ASSESSMENT AND REHABILITATION (12 HOURS)

- 1.1 Normal Visual Development and Primary Eye Care and Blindness and Low Vision – Causes, Epidemiology and Statistics
- 1.2 Early Identification and Functional Vision Assessment
- 1.3 Low Vision Devices, Assistive Technology and Software
- 1.4 Visual Training Programmes and Environmental Modifications and Role of Low Vision Specialists in Social Inclusion

UNIT 2: HEARING IMPAIRMENT – ASSESSMENT, INTERVENTION AND COMMUNICATION (12 HOURS)

- 2.1 Definition, Types and Degrees of Hearing Loss, Causes, Prevalence and Early Identification
- 2.2 Audiological, Language and Speech Assessment
- 2.3 Impact of Hearing Impairment on Speech and Language Development
- 2.4 Speech Therapy, Educational, Vocational and Social Interventions and Hearing Aids, Cochlear Implants, Auditory-Verbal Therapy and Sign Language

UNIT 3: LOCOMOTOR DISABILITIES – ASSESSMENT, THERAPY AND ASSISTIVE DEVICES (12 HOURS)

- 3.1 Introduction and Overview of Locomotor Disability and Rehabilitation
- 3.2 Assessment Scales – GMFCS, MACS, FMS, LCI
- 3.3 Orthopedic and Neurological Conditions
- 3.4 Orthoses and Prostheses- Mobility Aids and Adaptive Devices

UNIT 4: MULTIPLE DISABILITIES AND DEAF-BLINDNESS (12 HOURS)

- 4.1 Definition, Causes, Characteristics, Implications, Associated Conditions and Combinations of Multiple Disabilities
- 4.2 Difference between Multiple Disabilities and Profound Intellectual Disability
- 4.3 Deaf-Blindness – Definition, Impact and Classification
- 4.4 Communication Modes and Systems for Social, Personal and Community Adjustment

UNIT 5: REHABILITATION MANAGEMENT AND SOCIAL INCLUSION (12 HOURS)

- 5.1 Concept and Principles of Rehabilitation Management
- 5.2 Individualized Rehabilitation Planning and Documentation
- 5.3 Community Based Rehabilitation (CBR) and Role of Multidisciplinary Team
- 5.4 Inclusive Education, Employment, Social Participation and Rights-Based Approach

COURSE OUTCOMES:

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

CO No.	Course Outcomes	Cognitive Levels
CO1	Describe the nature, causes and characteristics of sensory, locomotor and multiple disabilities.	K1
CO2	Conduct functional assessments using standardized tools and recommend assistive devices.	K3
CO3	Assess intervention and rehabilitation plans for persons with sensory and locomotor disabilities.	K4
CO4	Explain communication systems and intervention strategies for hearing impairment and multiple disabilities.	K2
CO5	Evaluate rehabilitation management strategies promoting social inclusion and independent living.	K5

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

REFERENCES:

1. Barraga, N. (1964). Increased Visual Behaviour in Low Vision Children. American Foundation
2. for the Blind.
3. Corn, A.L. & Koenig, A.J. (2000). Foundations of Low Vision: Clinical and Functional.
4. D'Andrea, F.M. & Farrenkopf (2000). Looking to Learn. AFB Press.
5. Taly, A.B. & Murali, T. (2001). Foundations and Techniques in Neurological Rehabilitation. NIMHANS.
6. Werner, D. (1987). Disabled Village Children. Hesperian Foundation.
7. Hallahan, D.P. & Kauffman, J.M. (1978). Exceptional Children.
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9. Rehabilitation Council of India (2003). Manual of Bridge Course.
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11. RPwD Act (2016). Government of India.

WEBSITE REFERENCES

<https://www.perkins.org/>

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<https://www.asha.org>

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<https://www.audiology.org>

<https://www.parentcenterhub.org>

Course Title	REHABILITATION FOR PERSONS WITH LOW VISION
Course Code	P26RS1T03
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

COURSE OBJECTIVES
1. Develop an understanding of the concept, classification, causes, and epidemiology of low vision from global and Indian perspectives.
2. Equip learners with knowledge and skills required for comprehensive low vision assessment, including functional and reading performance evaluation.
3. Provide practical understanding of optical and non-optical low vision devices and principles of magnification.
4. Enable students to apply rehabilitation strategies, functional training, and educational adaptations for persons with low vision.
5. Familiarize learners with assistive technologies, legal frameworks, ethical issues, and current research trends in low vision rehabilitation.

UNIT 1: CONCEPTS IN LOW VISION (12 HOURS)

- 1.1 Definition and classification (WHO, ICD-11) and Epidemiology – Global and Indian perspective
- 1.2 Major ocular conditions causing low vision, Functional implications
- 1.3 Psychosocial implications of low vision
- 1.4 Neurological foundations of CVI, Neuroplasticity and visual adaptation

UNIT 2: LOW VISION ASSESSMENT (12 HOURS)

- 2.1 Components of comprehensive low vision evaluation and Case history and goal identification
- 2.2 Functional vision assessment for children
- 2.3 Reading performance assessment
- 2.4 Documentation and report writing and Interdisciplinary referral protocols

UNIT 3: OPTICAL AND NON-OPTICAL INTERVENTION (12 HOURS)

- 3.1 Principles of magnification
- 3.2 Optical devices and Non optical devices
- 3.3 Training in device usage
- 3.4 Prescription writing and follow-up protocols

UNIT 4: LOW VISION REHABILITATION & FUNCTIONAL TRAINING (12 HOURS)

- 4.1 Eccentric viewing training and Scanning and tracking exercise
- 4.2 Reading rehabilitation techniques and ADL training for persons with low vision
- 4.3 Orientation & Mobility considerations and Educational adaptations, IEP planning
- 4.4 Vocational rehabilitation strategies and Multidisciplinary team approach

UNIT 5: ASSISTIVE TECHNOLOGY, POLICY & RESEARCH (12 HOURS)

- 5.1 Electronic magnification systems (CCTV, portable video magnifiers), Screen readers and screen magnifiers
- 5.2 Smartphone accessibility features (Android & iOS) and AI-based vision technologies
- 5.3 Legal framework: Rights of Persons with Disabilities Act, 2016 and Disability certification guidelines in India
- 5.4 Ethical considerations and Current research trends in low vision

COURSE OUTCOMES:

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

Co no	Course outcomes	Cognitive levels
1	Explain the concepts, classifications, causes, and psychosocial implications of low vision using global standards such as those from World Health Organization.	K1
2	Conduct basic low vision assessments, including functional vision evaluation, reading assessment, and documentation.	K2
3	Demonstrate appropriate selection, prescription principles, and training in the use of optical and non-optical low vision devices.	K3
4	Apply rehabilitation techniques such as eccentric viewing, ADL training, educational adaptations, and multidisciplinary intervention planning.	K4
5	Evaluate visual functioning using assessment tools and integrate assistive technology for independent living	K5

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

References

1. Corn, A. L., & Erin, J. N. (2010). *Foundations of low vision: Clinical and functional perspectives* (2nd ed.). New York, NY: American Foundation for the Blind.
2. Hyvärinen, L. (2011). *Assessment and training of functional vision*. Helsinki, Finland: Vistest Ltd.
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4. Silverman, A. M., & Pomerantz, R. J. (2014). *Vision rehabilitation: Multidisciplinary care of the patient following brain injury*. Boca Raton, FL: CRC Press.
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12. National Programme for Control of Blindness and Visual Impairment. (2017). *Operational guidelines for eye care services*. New Delhi, India: Ministry of Health and Family Welfare.

Course Title	Core Course 4 RESEARCH METHODOLOGY IN SOCIAL SCIENCES AND STATISTICS
Course code	P26RS1T04
Course type	THEORY
Year	FIRST
Semester	I
Total hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Conceptualize the importance, sources and types of research
2. Explain the components of research such as sampling, variables, hypothesis and tools
3. Gain knowledge and experience on research reporting
4. Explain the applications of advanced statistical techniques
5. Select and Carryout a Research Project

UNIT 1: CONCEPT OF RESEARCH (12 HOURS)

- 1.1 Meaning, Definition and Scope of Research
- 1.2 Types of research and research design
- 1.3 Types of variables and formulation of hypotheses
- 1.4 Testing Hypothesis of different types

UNIT 2: COMPONENTS OF RESEARCH DESIGN (12 HOURS)

- 2.1 Sampling procedures and its types
- 2.2 Experimental designs and its types - Experimental research – Designs with and without Control. Validity of Designs –Internal and External validities
- 2.3 Quasi Experiments – Single Subject Design
- 2.4 Tools and techniques of research

UNIT 3: APPLICATIONS OF ADVANCED STATISTICAL TECHNIQUES (12 HOURS)

- 3.1 Descriptive statistics – its types and application and inferential statistics - Need for using parametric & nonparametric techniques in research
- 3.2 Qualitative techniques - Foundations, Qualitative research design, Qualitative data collection methods, Qualitative data analysis and Trustworthiness.
- 3.3 Qualitative and Quantitative techniques - Need and Importance of analysis of variance - Standard deviation of combined sample - Basic concepts of one, two & three – way Analysis of Variance –Specific uses of selective post hoc tests- scheffe’s test, Tukey HSD tests –
- 3.4 Repeated Measures of Analysis of Variance- Repeated measures of ANOVAs - Basic concepts of Multivariate techniques (MANOVA) – Multivariate Analysis of Covariance (MANCOVA)

UNIT 4: SPECIAL CORRELATIONAL AND NON-PARAMETRIC METHODS (12 HOURS)

- 4.1 Pearson’s product and non-parametric methods - Spearman’s Rank order correlation
- 4.2 Chi-square and contingency coefficient – Bi serial correlation – Phi coefficient –Tetro choric Correlation.
- 4.3 Curve linear relationship-other nonparametric statistics
- 4.4 Meaning of multiple correlations, computation of multiple correlations – Interpretation

UNIT 5: RESEARCH REPORTING AND STATUS OF RESEARCH (12 HOURS)

- 5.1 Components of a good research and selection of research topic,
- 5.2 synopsis & abstract and Chapterization of research
- 5.3 Data analysis and interpretation
- 5.4 Bibliography and reference

COURSE OUTCOMES:

On completion of the course the learner will

CO No.	Course Outcomes	Cognitive levels
CO1	Develop an understanding of the significance of research and identify and differentiate between different sources and types of research.	K1
CO2	Demonstrate an understanding of various sampling techniques, tools and techniques and their applications in research.	K2
CO3	Develop skills in presenting research findings in a clear, concise, and structured manner And gain knowledge on research reporting	K3
CO4	Demonstrate proficiency in applying advanced statistical methods in research analysis.	K4
CO5	Develop the ability to select a topic and create a well-structured research project including defining research questions, objectives, hypotheses, and choosing appropriate methodologies.	K5

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

REFERENCE BOOKS:

1. Bryman Alan (2009) Social Research Methods, Published by Sirohi Brothers (Pvt) Limited, Noida, (Uttar Pradesh)
2. John, W. B. (2006) Research in Education Published by, Dorling Kindersley (INDIA). New Delhi
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4. Jerry, W (2006) Educational Research Published by British Library Cataloguing–in–Publication Oath, London
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Course Title	Core Course-5 CRISIS MANAGEMENT AND REHABILITATION
Course Code	P26RS1T05
Course Type	Theory
Year	FIRST
Semester	I
Hours/Week	30
Credits	2
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1	To understand the nature and extent of problems faced by specific categories of people who badly require safe shelter and Rehabilitation
2	To identify the national and international efforts for rehabilitation of street children, trafficked children, people affected by natural calamities and/or war and HIV/AIDS infected people
3	To identify the Government response toward rescue, intervention and rehabilitation for people who require immediate attention.
4	Acquire skills in formulating effective emergency response plans, including coordination, resource allocation, and communication strategies to minimize damage and ensure swift recovery.
5	Develop proficiency in organizing and managing resources efficiently, addressing challenges such as logistics, supplies, and personnel during and after a disaster.

UNIT 1: PERSONAL AND FAMILIAL CRISIS MANAGEMENT (6 Hours)

- 1.1 Meaning, Nature, Causes and Types of Personal and Familial Crises
- 1.2 Crisis Intervention Techniques and Role of Mental Health Professionals in Crisis Intervention

UNIT 2: CRISIS AMONG VULNERABLE POPULATIONS (6 Hours)

- 2.1 Crisis Faced by Street Children – Causes, Prevalence and Impact and Child Trafficking and Exploitation – Causes, Consequences and Prevention
- 2.3 Crisis of HIV/AIDS Affected Individuals – Psychosocial & Economic Issues and National, International Efforts in Rehabilitation

UNIT 3: COMMUNITY CRISIS AND DISASTER MANAGEMENT (6 Hours)

- 3.1 Concept of Community Crisis and Disaster, Types of Disasters and Relationship between Vulnerability, Development and Crisis
- 3.2 Disaster Risk Reduction and Mitigation and Crisis Preparedness and Emergency Planning

UNIT 4: ORGANIZATIONAL ROLE IN CRISIS RESPONSE AND REHABILITATION
(6 Hours)

4.1 Post-Crisis Damage and Needs Assessment

4.2 Role of Government, Non-Governmental Organizations in Crisis Response and Recovery

UNIT 5: REHABILITATION AND RECOVERY (6 Hours)

5.1 Concept and Types of Temporary Livelihood and Long-Term Recovery Planning

5.2 Sustainable Community Development and Resilience Building

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO NO.	Course Outcomes	Cognitive levels
CO1	Describe various types of personal, familial, and community crises and their impact.	K1
CO2	Explain national and international mechanisms for crisis intervention and rehabilitation.	K2
CO3	Demonstrate understanding of theories and models of crisis management and disaster response.	K3
CO4	Analyze risk assessment and crisis intervention techniques in real-life scenarios.	K4
CO5	Evaluate comprehensive crisis management and rehabilitation plans at individual, family, and community levels.	K5

REFERENCES:

1. Deb, Sibnath (2006). Children in Agony. New Delhi, Concept Pub.
2. Deb, Sibnath (2006). Contemporary Social Problems in India. New Delhi, Anmol Pub.
3. Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog (2011). Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: an In-depth Study, Indian Journal of Health and Wellbeing, Vol.2 (2), pp.5-11.
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Course Title	Core -6 MULTIDISCIPLINARY REHABILITATION PRACTICES
Course Code	P26RS1P06
Course Type	PRACTICAL
Year	FIRST
Semester	I
Hours	180
Credits	6
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1	Provide learners with exposure to disability service settings through observation, interaction, and guided field-based activities.
2	Develop empathy, ethical sensitivity, and reflective thinking through simulations, interviews, and journaling tasks.
3	Build skills in assessment observation, documentation, and case record preparation in rehabilitation contexts.
4	Enable students to design basic intervention plans, inclusive strategies, and assistive adaptations for persons with disabilities.
5	Strengthen competencies in communication, crisis response, interdisciplinary understanding, and professional practice.

PRACTICAL ACTIVITIES:

1. Structured visit to a disability service organization with a guided observation checklist and reflective report.
2. Short-term simulations (vision, hearing, mobility) followed by reflective journaling on empathy and ethical considerations.
3. Conduct and transcribe a semi-structured interview with a person with disability, focusing on lived experience and social barriers.
4. Attend a guest lecture or panel discussion and submit an analytical summary linking theory to practice.
5. Observe basic eye care procedures and document hygiene practices and screening principles.
6. Rotate through simulated assessment stations and maintain structured observation records.
7. Group task to design a basic intervention plan for a given visual impairment scenario.
8. Hands-on comparison of braille, large print, audio, and digital formats with a reflective report.
9. Develop a structured adult case record including assessment domains and rehabilitation needs.
10. Develop a detailed questionnaire and write a reflective home-visit report (simulated or supervised).
11. Observe audiology, speech, and language therapy settings and maintain an experience diary.
12. Create a short multimedia teaching aid for children with hearing impairment (academic or communication skill).
13. Simulate therapist–client interaction focusing on goal setting and intervention planning.
14. Demonstrate basic maintenance principles using models or simulated equipment.
15. Design an inclusive sports activity plan highlighting adaptations and safety measures.
16. Assessment and justification for selecting mobility aids based on case scenarios.
17. Analyse a real or hypothetical crisis for psychological and social impact using a structured framework.
18. Demonstrate core Psychological First Aid principles through guided role-play and peer feedback.
19. Develop a family-level crisis response and emotional coping plan.
20. Prepare a documented case study highlighting intervention strategies, challenges, and lessons learned.

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO No.	Course Outcomes	Cognitive levels
CO1	Identify different disability service settings, professional roles, basic assessment procedures, and assistive resources through observation activities.	K1
CO2	Explain the lived experiences, social barriers, ethical issues, and psychosocial aspects related to persons with disabilities based on simulations, interviews, and field exposure.	K2
CO3	Apply skills in documentation, case history recording, observation reporting, and preparation of structured rehabilitation records.	K3
CO4	Analyze case scenarios to determine appropriate intervention strategies, inclusive adaptations, assistive devices, and crisis response plans.	K4
CO5	Evaluate rehabilitation needs, justify intervention choices, and propose suitable multidisciplinary and family-centered support plans.	K5

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SEMESTER II

Course Title	Core Course 8 PROFESSIONAL REHABILITATION SOCIAL WORK PRACTICES
Course Code	P26RS2T08
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:

On Completion of the Course the learner will

Course Objectives
1. Understand the objectives and scope of social work within various contexts.
2. Develop practical skills in fieldwork and supervision techniques essential for effective social work practice.
3. Familiarize students with the code of ethics governing professional social work.
4. Instill the core values essential for ethical and effective social work practice.
5. Apply the theoretical knowledge and practical tools necessary for successful social work interventions.

UNIT 1: HISTORY AND PHILOSOPHY OF REHABILITATION SOCIAL WORK (6 HOURS)

- 1.1 Socio-political Developments and the emergence of Professional Social Work in the West: The Poor Laws, Settlement Houses, Beveridge Plan, Charity Organization Society
- 1.2 Religio-Spiritual developments and social reforms in India

UNIT 2: IMPORTANCE OF SUPERVISION AND FIELD WORK IN SOCIAL WORK PRACTICE (6 HOURS)

- 2.1 Conducting Assessments and Case Management
- 2.2 Principles and Methods of Rehabilitation Social Work

UNIT 3: ETHICS IN REHABILITATION SOCIAL WORK (6 HOURS)

- 3.1 Ethical Responsibilities towards Clients, Colleagues, Profession and Society
- 3.2 Ethical Dilemmas and Challenges in Social Work

UNIT 4: ELEMENTS OF PROFESSIONAL SOCIAL WORK PRACTICE (6 HOURS)

- 4.1 Values and Competencies relating to social work practice.
- 4.2 Indigenous and International Social Work

UNIT 5: THEORETICAL FOUNDATIONS OF SOCIAL WORK PRACTICE**(6 HOURS)**

5.1 Social Work Levels of Intervention

5.2 Approaches to Social Work

COURSE OUTCOMES:**On Completion of the Course, the learner will be able to**

CO.NO	Course Outcomes	Cognitive level
CO1	Articulate the objectives and scope of social work within diverse settings.	K1
CO2	Demonstrate proficiency in conducting fieldwork and supervision tasks.	K2
CO3	Adhere to the code of ethics and professional standards in their social work practice.	K3
CO4	Integrate core values such as social justice, integrity, and empathy into their professional practice.	K4
CO5	Apply theoretical concepts and practical skills to effectively address social issues and promote positive change within communities.	K5

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

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Course Title	Core Course 9 REHABILITATION PSYCHOLOGY
Course Code	P26RS2T09
Course Type	THEORY
Year	I YEAR
Semester	SECOND
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

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|--|
| 1. To provide foundational knowledge on the history, scope, significance, and ethical principles of rehabilitation psychology. |
| 2. To develop understanding of psychosocial aspects of disability and the role of motivation in the rehabilitation process. |
| 3. To familiarize students with various psychological assessment methods and their application in rehabilitation settings. |
| 4. To equip students with knowledge of psychological intervention strategies, including behavioral modification, counseling, and therapeutic approaches. |
| 5. To enable students to integrate psychological theories with rehabilitation practice and promote mental health, resilience, and community participation for persons with disabilities. |

UNIT 1: FOUNDATIONS OF PSYCHOLOGY IN REHABILITATION (12 HOURS)

- 1.1. History, scope, and significance of Rehabilitation Psychology
- 1.2. Psychosocial Aspects of Disability
- 1.3. Role of motivation in the rehabilitation process.
- 1.4. Ethical issues and professional conduct in rehabilitation psychology.

UNIT 2: PSYCHOLOGICAL ASSESSMENT IN REHABILITATION (12 HOURS)

- 2.1. Types of psychological assessments in rehabilitation settings.
- 2.2. Understanding and interpreting assessment outcomes.
- 2.3. Client-Centered Assessment
- 2.4. Application of assessment techniques in real-world scenarios.

UNIT 3: INTERVENTION STRATEGIES IN REHABILITATION (12 HOURS)

- 3.1 Behavioral Interventions and Behavioral Modification.
- 3.2 Counseling Techniques - Benefits and methods
- 3.3 Individual and Group Therapy
- 3.4 Family - Community Involvement and Participation in rehabilitation for PwDs.

UNIT 4: PROMOTING MENTAL HEALTH IN REHABILITATION (12 HOURS)

- 4.1. Mental Health Challenges faced by PwDs.
- 4.2. Stress Management Techniques and building resilience
- 4.3. Self-Care Strategies - Mindfulness and Relaxation Techniques
- 4.4. Mobilization of Community Resources.

UNIT 5: INTEGRATING THEORY AND PRACTICE**(12 HOURS)**

- 5.1. Multidisciplinary Approach
- 5.2. Reflective Practices in rehabilitation psychology
- 5.3. Bridging Psychological theories to therapeutic practices
- 5.4. Emerging trends and future directions in rehabilitation psychology.

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

CO. No.	Course Outcomes	Cognitive Level
CO1	Explain the foundations, scope, ethical principles, and psychosocial aspects of rehabilitation psychology.	K1
CO2	Identify and interpret different psychological assessment techniques and apply client-centered assessment approaches in rehabilitation settings.	K2
CO3	Apply appropriate psychological intervention strategies, including behavioral techniques, counseling, and individual and group therapy.	K3
CO4	Demonstrate strategies to promote mental health, stress management, resilience, and effective use of community resources for persons with disabilities.	K4
CO5	Integrate psychological theories with rehabilitation practices using multidisciplinary approaches, reflective practices, and evidence-based methods.	K5

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

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2. Frank, R. G., & Elliott, T. R. (2000). Handbook of rehabilitation psychology. American Psychological Association.
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Course Title	Core Course 10 LEGISLATIONS AND ADMINISTRATION OF REHABILITATION PROGRAMMES
Course Code	P26RS2T10
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO1	Remember various process involved in Rehabilitation Administration.
CO2	Understand various roles and responsibilities of Rehabilitation Professionals
CO3	Remember different legal measures and provisions involved in Rehabilitation Programs.
CO4	Analyse the Policies, legislation and Role of National Institutes in the administration and management of Rehabilitation Programs for Persons with Disability
CO5	Analyse the schemes and concessions available and its significance in the life of persons with disability (skill development)

UNIT 1: INTRODUCTION TO REHABILITATION ADMINISTRATION (12 HOURS)

- 1.1 Concepts / Definitions, importance, goals and Scope of rehabilitation administration
- 1.2 Skills and Roles necessary for rehabilitation administration
- 1.3 Principles and functions of rehabilitation administration (planning, organizing, staffing, directing, and controlling)
- 1.4 Organizational structure and management of rehabilitation service delivery systems

UNIT 2: PERSONNEL IN REHABILITATION ADMINISTRATION (12 HOURS)

- 2.1 Categorization of rehabilitation professionals – types, qualifications, and training requirements
- 2.2 Roles and responsibilities of rehabilitation team members and multidisciplinary coordination
- 2.3 Functions of key authorities in rehabilitation administration
- 2.4 Role of national bodies such in rehabilitation services

UNIT 3: LEGISLATIONS AND LEGAL PROVISIONS IN REHABILITATION (12 HOURS)

- 3.1 Disability policies, national legislation, and international conventions
- 3.2 National legislations in India and their provisions
- 3.3 Legal procedures for establishment and management of NGOs
- 3.4 Legal regulations related to foreign funding

UNIT 4: SCHEMES FOR PERSONS WITH DISABILITIES (12 HOURS)

- 4.1 Schemes / Flagship programs schemes
- 4.2 Schemes by state government
- 4.3 Schemes by central government
- 4.4 Community-Based and Corporate Social Responsibility (CSR) Schemes

UNIT 5: BENEFITS FOR PWDS (12 HOURS)

- 5.1 Financial benefits
- 5.2 Income tax benefits
- 5.3 Employee benefits
- 5.4 Wealth tax and gift tax - provident fund, gratuity

COURSE OUTCOMES

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

CO No.	Course Outcomes	Cognitive Level
CO-1	Explain the concept of rehabilitation and process involved in rehabilitation administration.	K1
CO-2	Discuss the roles and responsibilities of rehab professionals	K2
CO-3	Enumerates various Policies, Legislation, Role of National Institutes in the Administration of Rehabilitation Services for Persons with Disability.	K3
CO-4	Illustrates the various Schemes at the Central and State for the welfare and Rehabilitation of Persons with Disability.	K4
CO-5	Explain benefits available for disabled and its significance in the life of persons with disability	K5

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Course Title	Core Course 11 PERSONS WITH NEURO-DEVELOPMENTAL DISABILITIES AND SOCIAL INCLUSION
Course Code	P26RS2T11
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 concept and characteristics of I neurodevelopmental disabilities.
2.Analyze the impact of neurodevelopmental disabilities on individuals and their families.
3.Identify assessment tools and techniques for evaluating neurodevelopmental disabilities
4.Explore various rehabilitation and intervention strategies.
5.Apply evidence-based practices for supporting individuals with of neurodevelopmental disabilities to foster inclusion and community participation

UNIT 1: OVERVIEW OF INTELLECTUAL DISABILITY (12 HOURS)

- 1.1 Definition, Classification, and Causes
- 1.2 Screening, Identification, and Educational Placement
- 1.3 Assessment and Interpretation
- 1.4 Therapeutic and Vocational Planning

UNIT 2: INTERVENTION AND REHABILITATION OF INTELLECTUAL DISABILITY

(12 HOURS)

- 2.1 Skill Development Programs
- 2.2 Behavioral Therapy
- 2.3 Educational Support and Specialized Instruction
- 2.4 Social and Emotional Support Services

UNIT 3: AUTISM SPECTRUM DISORDER AND ADD, ADHD (12 HOURS)

- 3.1 Concept and definition - Types and Characteristics
- 3.3 Tools and Areas of assessment
- 3.3** Instructional Approaches and intervention strategies
- 3.4 Vocational training and career opportunities

UNIT 4: ASSESSMENT TECHNIQUES (12 HOURS)

- 4.1 Assessment techniques for learning Disability
- 4.2 Screening and Assessments in India
- 4.3 Distinction and Similarities of Learning Disability
- 4.4 Learning Disabilities Associated Condition and Nonverbal learning Disorders

UNIT 5: REMEDIAL STRATEGIES FOR LEARNING DISABILITIES (12 HOURS)

- 5.1 Learning Styles, Accommodations, Modifications and Interventions
- 5.2 Remedial strategies for Dyslexia, Dyscalculia and Dysgraphia and Differentiating Instruction
- 5.3 Collaborative efforts: Teachers, Peers, family
- 5.4 Vocational training and career opportunities

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

CO No.	Course Outcomes	Cognitive level
CO1	Demonstrate an understanding of the historical, epidemiological, and etiological factors related to neuro developmental disability and associated conditions.	K1
CO2	Identify and apply appropriate screening, assessment, and diagnostic techniques in various contexts related to neurodevelopmental disabilities.	K2
CO3	Identify and analyze the comprehensive approach to Autism and Compare ADHD and ADD with their characteristics and symptoms	K3
CO4	List and explain the associated conditions of Learning Disabilities Compare Visual processing disorder and Auditory Processing Disorder.	K4
CO5	Describe the remedial strategies for children with Learning Disability	K5

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

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Course Title	Core Course 12 DIVERSITIES AND REHABILITATION FOR INCLUSION
Course Code	P26RS2T12
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES

The Learner will be able to

1. Develop a comprehensive understanding of diversity in the context of rehabilitation, including cultural, ethnic, and socio-economic dimensions.
2. Foster cultural competence among rehabilitation professionals to enhance the quality of services and ensure inclusivity.
3. Examine ethical considerations related to diversity in rehabilitation, addressing challenges and Promoting inclusive practices.
4. Explore the intersections of various identities, such as race, gender and ability, in the Rehabilitation context to address complex needs
5. Develop strategies to promote inclusive practices within rehabilitation settings, fostering environments that embrace diversity.

UNIT1: FOUNDATIONS OF DIVERSITY IN REHABILITATION (6 HOURS)

- 1.1 Historical Perspectives on Diversity in Rehabilitation
- 1.2 Importance of Diversity in Rehabilitation Professions

UNIT2: CULTURAL COMPETENCE IN REHABILITATION SERVICES (6 HOURS)

- 2.1 Communication across Cultural Differences
- 2.2 Integration of Cultural Competence in Assessment and Treatment

UNIT3: ETHICAL CONSIDERATIONS IN DIVERSE SETTINGS (6 HOURS)

- 3.1 Ethical Challenges in Diverse Rehabilitation Environments
- 3.2 Navigating Ethical Dilemmas

UNIT4: INTERSECTIONALITY IN REHABILITATION (6 HOURS)

- 4.1 Understanding Intersectionality and Access to Services
- 4.2 Inclusive Approaches for Different Identities

UNIT5: PROMOTING INCLUSIVE PRACTICES IN REHABILITATION (6 HOURS)

5.1 Strategies for Inclusive Environments

5.2 Implementation and Evaluation of Inclusive Practices

COURSE OUTCOMES.

On completion of the Course the learner will be able to

CO.No	Course Outcomes	Cognitive levels
CO 1	Demonstrate a comprehensive understanding of diversity, recognizing its impact on individuals and communities in the rehabilitation context	K1
CO 2	Cultivate cultural competences skills among rehabilitation professionals, enhancing their ability to provide inclusive and culturally sensitive services.	K2
CO 3	Apply ethical principles in diverse rehabilitation settings, making informed decisions that uphold inclusivity and respect for diverse identities.	K3
CO 4	Develop awareness and sensitivity to intersectionality, enabling students to address the unique need so find individuals with multiple and intersecting identities	K4
CO 5	Implement strategies for promoting inclusive practices within rehabilitation settings, contributing to environments that celebrate diversity and foster inclusion	K5

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

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Course Title	Core Course 13 (Practical) PSYCHOLOGICAL ISSUES AND REHABILITATION PRINCIPLES
Course Code	P26RS2P13
Course Type	PRACTICAL
Year	FIRST
Semester	II
Hours	180
Credits	6
Marks	100

COURSE OBJECTIVES:

The Learner will be able to

1	Recall key concepts, roles, policies, assessment tools, and intervention approaches in rehabilitation psychology and social work practice.
2	Explain lived experiences of persons with disabilities, family dynamics, ethical practices, interdisciplinary roles, and inclusivity challenges observed in field and simulation activities.
3	Apply assessment techniques, communication skills, intervention planning, IEP development, advocacy strategies, and inclusive design principles in simulated and field-based contexts.
4	Analyze case studies, social support systems, rehabilitation administration structures, policies, and instructional programs to identify needs, gaps, and effective strategies.
5	Evaluate intervention outcomes, rehabilitation schemes, instructional programs, advocacy initiatives, and administrative decisions, and propose evidence-based improvements.

PRACTICAL ACTIVITIES:

1. Role-Play and Mock Case Exercises – Practice client communication, assessments, and crisis responses through simulated scenarios.
2. Field Observation and Outreach – Shadow rehabilitation social workers and participate in community engagement activities.
3. Work with local organizations to plan and implement small-scale interventions.
4. Engage in reflective journaling, peer supervision, and skill-focused workshops.
5. Analyze a historical rehabilitation psychology case, observe ethical practices in a rehabilitation setting, and review emerging trends such as teletherapy or community-based rehabilitation.
6. Interview rehabilitation professionals and attend interdisciplinary collaboration workshops to understand diverse roles and team-based practices.
7. Map client social support networks, interview family members, analyze family dynamics, and design a caregiver stress and burnout assessment tool.
8. Analyze rehabilitation administration case studies across settings, conduct stakeholder interviews, and create job descriptions (e.g., Chief/State Commissioner) to understand roles, functions, qualifications, and administrative challenges.
9. Compare national and international disability policies (e.g., NPWD and UNCRPD), debate disability-related policies, and evaluate a selected government or state scheme with recommendations.
10. Participate in role-play simulations as rehabilitation administrators, attend professional panel discussions, and engage with local industries to understand leadership, communication, and decision-making in practice.
11. Simulate the formation of a disability rehabilitation NGO (including legal compliance), and design an advocacy campaign promoting disability benefits, schemes, and rights.
12. Conduct impairment simulation exercises and role-playing workshops across family, school, community, and vocational settings to build empathy and understand inclusivity challenges.

13. Organize sharing circles, film/documentary screenings, and preparation of a news-article record/album on PWD-related inclusion themes, followed by guided discussions.
14. Engage in accessible design challenges and collaborative art projects (posters, pamphlets) that promote universal design and rehabilitation-focused inclusion.
15. Visit regional and national institutes for PWDs, conduct awareness campaigns, and organize mock inclusive events (e.g., Paralympics/Abilympics-style activities) to understand cultural impact and inclusive logistics.
16. Conduct interviews, collect family, developmental, medical, school, and professional reports, document detailed case studies of individuals with PIDD/LD/ADHD/Autism, and carry out home visits to assess living conditions and support systems.
17. Administer psychological, speech, behavioural, physical, occupational, and vocational assessments, provide corresponding interventions, prepare reports, conduct follow-ups, and organize health and skill-development camps in collaboration with professionals.
18. Screen children using checklists (e.g., NCLD), prepare LD case studies, set primary goals and objectives, develop IEPs, and plan, implement.
19. Evaluate structured instructional programs for Autism, LD, and ADHD, including classroom and extracurricular activities.
20. Facilitate social skills training, organize parent training programmes, implement vocational and adaptive skill activities, evaluate teaching effectiveness, identify challenges, and suggest modifications to improve intervention outcomes.

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO No.	Course Outcomes	Cognitive levels
CO1	Recall key concepts, roles, policies, assessment tools, and service systems related to rehabilitation, disability, and inclusive practices.	K1
CO2	Explain the lived experiences of persons with disabilities, family dynamics, ethical practices, interdisciplinary roles, and inclusive approaches observed through fieldwork and simulations.	K2
CO3	Apply assessment methods, communication skills, intervention strategies, IEP planning, and community-based practices in simulated and supervised rehabilitation settings.	K3
CO4	Analyze case studies, support networks, administrative structures, instructional programs, and policy frameworks to identify needs, barriers, and effective rehabilitation strategies.	K4
CO5	Evaluate interventions, policies, instructional programs, advocacy initiatives, and service models, and recommend improvements based on ethical, functional, and contextual considerations.	K5

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SEMESTER III

Course Title	Core Course 15 DISABILITY RIGHTS AND ADVOCACY FOR PERSONS WITH DISABILITIES
Course Code	P26RS3T15
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Remember the historical development, models, and key concepts related to disability rights and advocacy.
2. Understand national and international disability policies, legal frameworks, and their role in ensuring rights in education and employment.
3. Apply advocacy strategies, including grassroots organizing, media advocacy, and legal and digital advocacy, to promote inclusion.
4. Analyse disability rights practices in inclusive education, employment, and global contexts.
5. Develop knowledge and skills related to self-advocacy, leadership, empowerment, and capacity building for persons with disabilities.

UNIT 1: Introduction to Disability Rights and Advocacy (6 HOURS)

- 1.1 Historical Perspectives on Disability Rights and Legal Frameworks and International Conventions
- 1.2 Models of Disability and Intersectionality and Disability Rights

UNIT 2: Understanding Disability Policies and Legislation (6 HOURS)

- 2.1 Americans with Disabilities Act (ADA) and United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- 2.2 Disability Rights in Education and Employment

UNIT 3: Advocacy Strategies and Techniques (6 HOURS)

- 3.1 Grassroots Organizing and Community Engagement and Media Advocacy and Public Awareness Campaigns
- 3.2 Legal and Digital Advocacy.

UNIT 4: Disability Rights in Practice (6 HOURS)

- 4.1 Inclusive Education and Employment Practices
- 4.2 Global Perspectives on Disability Rights

UNIT 5: Empowerment and Self-Advocacy (6 HOURS)

- 5.1 Self-Advocacy and Leadership Development
- 5.2 Skill Development and Capacity Building

COURSE OUTCOMES

On completion of the course the learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO1	Explain the historical perspectives, models of disability, and key international frameworks supporting disability rights.	K1
CO2	Describe disability laws, policies, and provisions related to education, employment, and social inclusion.	K2
CO3	Demonstrate understanding of advocacy strategies, including community engagement, media advocacy, and legal advocacy.	K3
CO4	Analyse inclusive practices and global perspectives related to disability rights implementation.	K4
CO5	Evaluate self-advocacy, leadership, and empowerment strategies to support the rights and inclusion of persons with disabilities.	K5

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

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4. American Association of People with Disabilities (AAPD) - <https://www.aapd.com/> Disability Rights International (DRI) - <https://www.driadvocacy.org/>

Course Title	Core Course 16 ASSISTIVE AND ADAPTIVE TECHNOLOGY FOR PERSONS WITH DISABILITIES
Course Code	P26RS3T16
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:

The learner will be able to

1. Develop understanding of the concepts, principles, and classifications of assistive technology for individuals with diverse needs.
2. Enable students to assess assistive technology needs and identify appropriate assistive devices and environmental modifications.
3. Provide knowledge about various assistive devices used for mobility, communication, learning, daily living, education, and employment.
4. Equip students with skills in planning, implementing, documenting, and monitoring assistive technology accommodations.
5. Familiarize students with standards, best practices, institutional support systems, and user rights related to assistive technology.

UNIT 1: FOUNDATIONS OF ASSISTIVE TECHNOLOGY (12 HOURS)

- 1.1 Introduction to Assistive Technology
- 1.2 Assessment of Assistive Technology Needs
- 1.3 Role of Assistive Technology in Rehabilitation and Inclusion
- 1.4 Classification and Categories of Assistive Technology

UNIT 2: ENVIRONMENTAL MODIFICATION (12 HOURS)

- 2.1 Educational Environment Modifications
- 2.2 Workplace Accommodations
- 2.3 Barrier Identification and Accessibility Audits
- 2.4 Smart Homes and Assistive Technology Integration

UNIT 3: TYPES OF ASSISTIVE DEVICES (12 HOURS)

- 3.1 Mobility Aids – Communication Devices – Sensory Aids
- 3.2 Cognitive and Learning Aids – Daily Living Aids
- 3.3 Computer Access Assistive Technologies – Adaptive Input and Output Devices
- 3.4 Assistive Technology for Education and Employment – Assistive Software and Applications

UNIT 4: ACCOMMODATION PLANNING AND IMPLEMENTATION (12 HOURS)

- 4.1 Needs Assessment and Planning
- 4.2 Collaboration and Teamwork
- 4.3 Documentation and Monitoring Progress
- 4.4 Maintenance, Follow-up, and Device Management

UNIT 5: STANDARDS AND GUIDELINES IN ASSISTIVE TECHNOLOGY (12 HOURS)

5.1 Best Practices in Assistive Technology

5.2 Global Perspectives on Assistive Technology

5.3 Institutional Support Systems for Assistive Technology

5.4 User Rights in Assistive Technology

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO1	Explain the foundations, role, and classifications of assistive technology in rehabilitation and inclusion.	K1
CO2	Identify environmental barriers and recommend appropriate environmental modifications and accessibility solutions.	K2
CO3	Differentiate various types of assistive devices and select suitable technologies based on individual needs.	K3
CO4	Plan, implement, document, and evaluate assistive technology interventions effectively.	K4
CO5	Apply standards, best practices, and ethical principles while ensuring the rights and inclusion of assistive technology users.	K5

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

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Course Title	Core Course 17 COMMUNITY ORGANSATION AND COMMUNITY CENTERED REHABILITATION
Course Code	P26RS3SWT17
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:

The learner will be able to

Course Objectives
1. Understand the fundamental concepts, principles, and processes of community organisation and its relevance to social development.
2. Analyze theoretical perspectives and models underlying community work and their applications in rehabilitation contexts.
3. Examine the conceptual frameworks, global policies, and multidisciplinary approaches to Community-Centered Rehabilitation (CCR).
4. Develop practical skills in planning, implementing, and managing community-based and community-centered rehabilitation programs.
5. Evaluate the effectiveness, sustainability, and innovations in CCR through participatory and evidence-based approaches.

UNIT 1: FOUNDATIONS OF COMMUNITY ORGANIZATION

(9 HOURS)

- 1.1 Concept, Definition & Understanding of Community & Community Organization
- 1.2 Characteristics –Steps - Principles and Process of Community Organization
- 1.3 Models and Approaches of Community Organization

UNIT 2: THEORETICAL PERSPECTIVES AND MODELS OF COMMUNITY WORK (9 HOURS)

- 2.1 Historical development of Community Organization and Development Approaches
- 2.2 Rights-based and Social Models of disability
- 2.3 Systems Theory in Community Work, Asset-Based Community Development

UNIT 3: CONCEPT AND FRAMEWORK OF COMMUNITY-CENTERED REHABILITATION (CCR)

(9 HOURS)

- 3.1 Evolution of CCR-Similarities and Differences of CBR&CCR
- 3.2 Global Policies and Frameworks (UNCRPD, SDGs, WHO Rehabilitation 2030, ILO Initiatives)
- 3.3 WHO's CBR Matrix and Its Application in CCR

UNIT 4: IMPLEMENTATION STRATEGIES IN CCR (9 HOURS)

- 4.1 Participatory Rural Appraisal (PRA) and Community Needs Assessment
- 4.2 Planning and Formulation of Community based Programmes
- 4.3 Working with Community Group, Participatory Action Research (PAR)

UNIT 5: EVALUATION, MONITORING, AND FUTURE DIRECTIONS IN CCR (9 HOURS)

- 5.1 Tools and Techniques for Monitoring and Evaluation of CCR Programs
- 5.2 Documentation, Data Collection, and Reporting Methods -Participatory evaluation and feedback mechanisms
- 5.3 Innovative Practices, Use of Technology, Future Trends and Emerging Challenges in CCR

COURSE OUTCOMES:

On Completion of the Course, the learner will

CO.No.	COURSE OUTCOMES	Cognitive Level
CO-1	Demonstrate conceptual clarity about community organization, its processes, and approaches to collective problem-solving.	K1
CO-2	Apply relevant theories and models to analyze community dynamics and rehabilitation strategies.	K2
CO-3	Integrate global frameworks such as UNCRPD, SDGs, and WHO's CBR Matrix in planning inclusive community rehabilitation programs.	K3
CO-4	Design and implement participatory and need-based community-centered rehabilitation interventions.	K4
CO-5	Assess and document the impact, challenges, and sustainability of CCR initiatives using appropriate monitoring and evaluation tools.	K5

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5. Global Partnership for Sustainable Development Data - data4sdgs.org
6. International Labour Organization - ilo.org/global/topics/disability-and-work/cbr
7. National Association of Social Workers (NASW) - naswdc.org
8. Society for Community Research and Action (SCRA) - scra27.org
9. United Nations Sustainable Development Goals - un.org/sustainable-development World Health Organization - who.int/disabilities/cbr

Course Title	Core Course-18 REHABILITATION CASE WORK AND GROUP WORK
Course Code	P26RS3T18
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:

The learner will be able to

COURSE OBJECTIVES
1. To provide a comprehensive understanding of rehabilitation casework and group work as professional methods of social work practice.
2. To familiarize students with theoretical frameworks, principles, and ethical foundations guiding rehabilitation casework and group work.
3. To develop skills in assessment, planning, intervention, and evaluation with individuals, families, and groups in rehabilitation settings.
4. To enhance competencies in applying casework and group work techniques for empowerment, advocacy, and social inclusion of persons with disabilities.
5. To enable students to integrate interdisciplinary and system-based approaches in rehabilitation practice.

UNIT I: FOUNDATIONS OF REHABILITATION CASEWORK AND GROUP WORK (9 HOURS)

- 1.1 Historical Perspectives and Evolution
- 1.2 Concepts, Definitions, and Scope
- 1.3 Roles, Ethics, and Professional Values

UNIT II: CASEWORK AND GROUP WORK PROCESS (9 HOURS)

- 2.1 Casework Process
- 2.2 Group Work Process
- 2.3 Tools and Techniques

UNIT III: ASSESSMENT AND PLANNING IN REHABILITATION PRACTICE (9 HOURS)

- 3.1 Individual Assessment in Rehabilitation Casework
- 3.2 Group Assessment and Planning
- 3.3 Interdisciplinary and Collaborative Planning

UNIT IV: INTERVENTION STRATEGIES IN CASEWORK AND GROUP WORK (9 HOURS)

- 4.1 Casework Interventions
- 4.2 Group Work Interventions
- 4.3 Advocacy and Empowerment

UNIT V: THEORETICAL APPROACHES SUPPORTING PRACTICE (9 HOURS)

- 5.1 Systems and Behavioral Approaches
- 5.2 Humanistic and Cognitive Approaches
- 5.3 Psychodynamic and Group-Based Therapies

COURSE OUTCOMES:

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

CO.No	COURSE OUTCOMES	Cognitive Levels
CO-1	Provide a comprehensive understanding of rehabilitation casework and group work as professional methods of social work practice.	K1
CO-2	Analyze theoretical frameworks, principles, and ethical foundations guiding rehabilitation casework and group work.	K2
CO-3	Develop skills in assessment, planning, intervention, and evaluation with individuals, families, and groups in rehabilitation settings.	K3
CO-4	Apply casework and group work techniques for empowerment, advocacy, and social inclusion of persons with disabilities.	K4
CO-5	Integrate interdisciplinary and system-based approaches in rehabilitation practice.	K5

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4. Rehabilitation International (RI) - rehab-international.org
5. World Health Organization (WHO) - Disability and Rehabilitation - who.int/disabilities
6. Association for the Advancement of Social Work with Groups (AASWG) - aaswg.org
7. International Association for Social Work with Groups (IASWG) - iaswg.org
8. National Association of Social Workers (NASW) - naswdc.org
9. Social Work Helper - socialworkhelper.com

Course Title	Core Course-19 PROJECT MANAGEMENT
Course Code	P26RS3T19
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES

The learner will be able to

1. Understand the responsibilities and challenges of Project Management and discuss the techniques of building and maintaining an effective team
2. Analyze the various bottlenecks at each stage of project management
3. Understand and evaluate the structure, function, roles and responsibilities of those involved in the programs and projects.
4. Understand the skill in carefully monitoring and evaluating different projects.
5. Understand and evaluate project interface, communication and documentation

UNIT 1: INTRODUCTION TO PROJECT MANAGEMENT (6 HOURS)

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

UNIT 2: PROJECT EVOLUTION, MANNING AND ESTIMATION (6 HOURS)

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

UNIT 3: PREPARING A DETAILED PROJECT (6 HOURS)

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

UNIT 4: RISK, UNCERTAINTY AND PROJECT EXECUTION (6 HOURS)

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

UNIT 5: PROJECT INTERFACE, COMMUNICATION AND DOCUMENTATION (6 HOURS)

- 5.1 Project Interface and Stakeholders -Special Considerations in Interface Management
- 5.2 Project Management Configuration Plan and Key Elements in Successful Project Closure.

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

CO No.	Course Outcomes	Cognitive Levels
CO-1	Explain the responsibilities and challenges of Project, Management	K2
CO-2	Discuss and apply the techniques needed in building and maintaining an effective team	K3
CO-3	Discuss the various bottlenecks at each stage of project management	K3
CO-4	Analyse the function of the stakeholders involved in the process of project management.	K4
CO-5	Evaluate the roles and responsibilities of those involved in the process of program development and the building of projects.	K5

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

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Course Title	Core Practical-20 APPLICATION OF SOCIAL WORK PRACTICES IN COMMUNITIES
Course Code	P26RS3P20
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	180
Credits	6
Marks	100

COURSE OBJECTIVES:

The learner will be able to

COURSE OBJECTIVES
1. Understand the principles, methods, and ethics of professional social work practice in community settings.
2. Develop skills in community assessment, need identification, and participatory planning.
3. Apply social work intervention methods for individuals, groups, and communities.
4. Enhance competencies in advocacy, empowerment, and resource mobilization.
5. Promote inclusive practices for vulnerable populations including persons with disabilities, women, children, and marginalized communities.

PRACTICAL ACTIVITIES:

Community Assessment and Survey

1. Conduct a community mapping exercise.
2. Prepare a socio-demographic profile of the community.
3. Conduct household surveys using structured questionnaires & Identify vulnerable groups (elderly, persons with disabilities, women, children).
4. Perform a community needs assessment.

Case Work Practice

5. Identify an individual requiring social work intervention.
6. Conduct intake interviews and case history recording.
7. Develop an intervention plan for the client & Provide referral services to appropriate agencies.
8. Maintain case records and documentation.

Group Work Practice

9. Conduct group sessions focused on social skills development
10. Facilitate group discussions on social issues.
11. Conduct life skills training sessions.
12. Evaluate group effectiveness.

Community Organization Practice

13. Identify the key stakeholders involved in community rehabilitation.
14. Conduct Disability Awareness and Sensitization Campaign.
15. Mobilize community resources for welfare activities.
16. Assist in forming self-help groups (SHGs).

Awareness and Advocacy Activities

17. Conduct awareness programs on various social issues.
18. Organize campaigns on inclusive education.
19. Facilitate disability certification camps.
20. Promote gender equality awareness programs.

COURSE OUTCOMES:

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

CO No.	Course Outcomes	Cognitive levels
CO1	Conduct community surveys and identify social, economic, and health-related needs.	K1
CO2	Apply social work methods such as case work, group work, and community organization.	K2
CO3	Design and implement community-based intervention programs.	K3
CO4	Demonstrate advocacy and awareness skills for social justice and inclusion.	K4
CO5	Evaluate the effectiveness of community intervention programs and document outcomes.	K5

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

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SEMESTER IV

Course Title	Core Course-22 ACCOUNTING AND FINANCIAL MANAGEMENT IN REHABILITATION PROGRAMMES
Course Code	P26RS4T22
Course Type	THEORY
Year	SECOND
Semester	IV
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:

The learner will be able to

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| 1. To provide fundamental knowledge of accounting and financial management principles relevant to rehabilitation programmes and organizations. |
| 2. To develop understanding of cost concepts, costing methods, and cost control techniques used in rehabilitation service delivery. |
| 3. To enable learners to understand financial planning, budgeting, and resource management in rehabilitation centres, hospitals, and special education settings. |
| 4. To equip learners with skills in preparing and interpreting financial statements and ensuring financial accountability and transparency. |
| 5. To promote understanding of financial reporting, statutory compliance, ethical practices, and financial sustainability in rehabilitation programmes. |

UNIT I: INTRODUCTION TO COST ACCOUNTING IN REHABILITATION PROGRAMMES (9 HOURS)

- 1.1 Concept, Objectives, and Scope of Cost Accounting
- 1.2 Types of Costs and Cost Classification in Rehabilitation Settings
- 1.3 Role and Relevance of Cost Accounting in Programme Management

UNIT II: COSTING METHODS AND COST CONTROL TECHNIQUES IN REHABILITATION SERVICES (9 HOURS)

- 2.1 Methods of Costing in Rehabilitation Programmes.
- 2.2 Cost Sheet Preparation and Marginal Costing
- 2.3 Standard Costing and Cost Control Techniques

UNIT III: FINANCIAL MANAGEMENT IN REHABILITATION ORGANIZATIONS (9 HOURS)

- 3.1 Meaning, Objectives, and Scope of Financial Management
- 3.2 Sources of Funds and Financial Planning
- 3.3 Capital Budgeting and Working Capital Management

UNIT IV: BUDGETING, ACCOUNTING SYSTEMS, AND FINANCIAL CONTROL (9 HOURS)

- 4.1 Budgeting Concepts and Types
- 4.2 Preparation of Budgets and Accounting Records
- 4.3 Financial Control, Internal Audit, and Programme Evaluation

UNIT V: FINANCIAL REPORTING AND GOVERNANCE FOR SUSTAINABLE REHABILITATION PROGRAMMES (9 HOURS)

- 5.1 Financial Reporting and Statutory Compliance
- 5.2 Financial Ethics and Governance
- 5.3 Financial Sustainability and Use of Technology

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO No	Course Outcomes	Cognitive Levels
CO1	Explain the basic concepts, objectives, and importance of accounting and financial management in rehabilitation programmes.	K1
CO2	Apply costing methods and cost control techniques to manage rehabilitation services efficiently.	K2
CO3	Analyze financial planning, budgeting, and funding sources for effective management of rehabilitation organizations.	K3
CO4	Prepare and interpret basic financial statements and budgets used in rehabilitation programme management	K4
CO5	Evaluate financial reporting systems, ethical practices, and sustainability strategies in rehabilitation programmes.	K5

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

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6. Maheshwari, S. N., & Mittal, S. N. *Cost Accounting: Theory and Problems*. Shri Mahavir Book Depot, New Delhi.
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8. Brigham, E. F., & Ehrhardt, M. C. *Financial Management: Theory and Practice*. Cengage Learning.
9. Government of India. *Guidelines for Financial Management of NGOs*.
10. Ministry of Social Justice and Empowerment, Government of India. *Schemes and Financial Norms for Disability and Rehabilitation Programmes*.
11. Comptroller and Auditor General (CAG) of India. *Standards on Internal Audit and Financial Accountability*.
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Course Title	Core Course-23 COUNSELLING FOR SEDGs (Socio Economically Disadvantaged Groups)
Course Code	P26RS4T23
Course Type	THEORY
Year	SECOND
Semester	IV
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:

The learner will be able to

Course Objectives
1. Develop in-depth understanding of socio-economic disadvantage and its psychological, social, and emotional impact on individuals and communities.
2. Equip students with culturally responsive, trauma-informed, and poverty-sensitive counseling approaches for working with marginalized populations.
3. Enable students to identify barriers to mental health access and adapt counseling techniques to address literacy, cultural, and systemic challenges.
4. Build practical counseling skills including assessment, intervention, crisis management, and referral for socio-economically disadvantaged clients.
5. Foster ethical practice, advocacy skills, and professional responsibility to promote social justice, empowerment, and systemic change.

UNIT 1: INTRODUCTION TO SOCIO-ECONOMIC DISADVANTAGED GROUPS

(6 HOURS)

- 1.1. Definitions and dimensions of socio-economic disadvantaged
- 1.2. Psychological effects of poverty and marginalization

UNIT 2: BARRIERS TO MENTAL HEALTH ACCESS AND HELP-SEEKING BEHAVIORS

(6 HOURS)

- 2.1 Structural , systemic Cultural and psychological barriers
- 2.2 Impact of discrimination and microaggressions

UNIT 3: THEORETICAL FOUNDATIONS AND CULTURALLY RESPONSIVE APPROACHES

(6 HOURS)

- 3.1 Social justice and anti-oppressive counseling frameworks
- 3.2 Poverty-sensitive adaptations of major theories

UNIT 4: COUNSELING SKILLS AND INTERVENTIONS

(6 HOURS)

- 4.1 Trauma-informed and resilience-focused assessment
- 4.2 Crisis intervention and referral navigation

UNIT 5: SYSTEMIC CHANGE IN COUNSELING PRACTICE

(6 HOURS)

- 5.1 Counselor self-care and vicarious trauma
- 5.2 Future Directions & Evaluation.

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

CO No.	Course Outcomes	Cognitive levels
CO1	Explain the socio-economic, cultural, and structural factors influencing mental health among disadvantaged populations.	K1
CO2	Analyze barriers to mental health access and help-seeking behaviors in marginalized communities.	K2
CO3	Apply culturally responsive, trauma-informed, and strengths-based counseling interventions effectively.	K3
CO4	Demonstrate practical skills in assessment, counseling, crisis intervention, and referral for disadvantaged clients.	K4
CO5	Evaluate ethical issues and implement advocacy strategies to promote inclusion, empowerment, and equitable mental health services.	K5

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6. <https://www.socialworkers.org>
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