MASTER OF REHABILITATION SCIENCE

(Specialization in Rehabilitation Social Work)

NORMS, GUIDELINES AND SYLLABUS

भारतीय पुनर्वास परिषद्

Recognized by

REHABILITATION COUNCIL OF INDIA

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2024

NAME OF THE PROGRAM: MASTER OF REHABILITATION SCIENCE (M.R.Sc.)
(Specialization in Rehabilitation Social Work)

FOREWORD :

In our rapidly evolving world, the need for skilled and compassionate rehabilitation professionals has never been more critical. This program, meticulously crafted over four semesters, is a testament to our cmmitment to fostering holistic and inclusive approaches to disability rehabilitation. Through a blend of theoretical knowledge, practical skills, and hands-on experiences, students will embark on a transformative journey that goes beyond traditional classroom boundaries.

The curriculum is a carefully curated blend of courses in disability studies, knowledge of disabilities offering specialized Rehabilitation Social Work interventions for sensory, locomotor, intellectual, and other disabilities in enabling independent living and assimilation into the society. Each semester builds upon the last, providing a scaffolded learning experience that allows students to delve deeper into the intricacies of rehabilitation science.

The program places a strong emphasis on experiential learning, with clinical internships, practical sessions, and community-based rehabilitation experiences integrated throughout. By engaging with real-world scenarios and challenges, students will develop the practical skills and empathy required to navigate the diverse landscape of disability rehabilitation. The program recognizes the importance of interdisciplinary collaboration, encouraging students to work seamlessly with professionals from various fields. Whether it's understanding the basics of therapeutics, exploring community-based rehabilitation, or delving into the nuances of social work practices, counselling and guidance students will graduate with a well-rounded skill set poised to meet the multifaceted needs of persons with disabilities.

Studying rehabilitation social work is all about helping individuals with disabilities, mental health issues, and substance abuse problems rebuild their lives. It's about understanding different conditions deeply and finding ways to support people effectively. From counselling to advocacy, students learn how to connect people with the right resources they need. They also master case management, ensuring everyone gets comprehensive support. Advocacy work focuses on making sure everyone's rights are respected and that policies promote inclusion. Community integration is key, helping people get back on their feet with vocational training, housing, and social connections. During tough times, like crises, social workers step in to offer crucial support. They also provide families with the guidance they need to navigate caregiving challenges. Research and ethics play important roles too, ensuring practices are evidence-based and ethical. Ultimately, studying rehabilitation social work equips individuals to truly change lives, fostering independence and inclusion for all.

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I.   PREAMBLE:

In recognition of the diverse challenges faced by individuals with disabilities, the programme aims to create a cadre of professionals who will serve as a beacon of knowledge, compassion, and innovation. Drawing inspiration from the inherent value of every human being and commitment to the United Nations Conventions on Persons with Disabilities (UNCRPD), the mission of the programme is to empower students with the skills, knowledge, and ethical principles necessary to embark on a career dedicated to the all-round assimilation of the persons with disabilities (PwDs)

This programme is built upon a foundation of academic rigor, experiential learning, and interdisciplinary collaborative learning. The programme seeks to instill in the students a profound understanding of disability rehabilitation science, encompassing a broad spectrum of knowledge covering all parameters of Rehabilitation with a focus on Rehabilitation Social Work.

Recognizing the transformative power of practical experiences, this program integrates clinical internships, hands-on sessions, and community engagement throughout its duration. These opportunities will allow students to apply theoretical knowledge in real-world settings, cultivating the critical skills needed to address the unique needs of persons with disabilities.

The course also emphasizes the need for teamwork in rehabilitation and accordingly introduces the role of other professionals in managing the disability, and prepares our graduates for future teamwork and interdisciplinary cooperation that are fundamental to achieving positive outcomes for persons with disabilities.

Embarking on this collaboration, the programme encourages students to engage with professionals from diverse disciplines. Promoting a holistic understanding of disability rehabilitation science, the programme aims to prepare the graduates for a future where teamwork and interdisciplinary cooperation are fundamental to achieving positive outcomes for persons with disabilities.

Realizing this felt need the M.R.Sc. course is designed and formulated to prepare Rehabilitation Social Workers to serve PWD's outlined in the RPwD Act (2016) to initiate and include, innovative programs and strategies for personal, educational, vocational, social development in the field of Disability Management and Rehabilitation. The Master's degree in Rehabilitation Science

with specialization in Rehabilitation Social Work is framed to include the standard minimum requirements as promulgated by the RCI, the statutory body and incorporated to include theory cum practical components that would lay a strong foundation in evolving a universal standard syllabus at the Masters level.

II. NOMENCLATURE OF THE PROGRAMME:
MASTER OF REHABILITATION SCIENCE - M.R.Sc.
(Specialization in Rehabilitation Social Work)

III.   OBJECTIVES OF THE PROGRAMME:
1. To make the students realize the magnitude of the problem of disability and understand the concept of Rehabilitation Social Work for Persons with Disabilities (PWDs).
2. To provide knowledge of various types of disability, methods of prevention, medical, educational, social and vocational rehabilitation measures available to Persons with Disabilities.
3. To bring about an understanding of the abilities and limitations of each type of disability and provide appropriate counselling and guidance for PWDs.
4. To equip students with practical skills to empower individuals with disabilities while fostering a commitment to promoting social justice and inclusion.
5. To build competence to administer and manage programmes that will bring out the best in Persons with Disabilities.
6. To enable students to become efficient Rehabilitation Social Workers, project managers and programme coordinators in the field of Disability / Rehabilitation.
7. To equip students with appropriate skills to become Rehabilitation Social Workers, Project Managers and Programme Co- ordinators.
8. To enhance the students research aptitude and skills by facilitating proficiency in advanced research methodologies, critical analysis fostering independent inquiry and flair for mobility to high end research and publications.

IV. SCOPE OF THE PROGRAMME:

The Master of Rehabilitation Science (Rehabilitation Social Work) programme helps the student trainees develop the following competencies:

Knowledge Based Competencies:

- Perceptual change from the medical model of rehabilitation to the Bio-psycho-social model.
- About various disabilities and their associated conditions concerning social inclusion.
- Various areas of child development and the relevant psychosocial implications.
- Counseling needs of children with disability and their management.
- Knowledge of relevant social and legal frameworks including disability rights legislation, policies and ethical guidelines.
- Knowledge of Rehabilitation Social work processes and resources available to support individuals with disabilities in achieving their goals.
- Planning and execution of Rehabilitation Programmes
- Legislative provisions & policy guidelines for counseling and rehabilitation aspects

Skill Based Competencies:

- Offer counseling and guidance to clients and their families, helping them cope with the emotional and psychological challenges associated with disabilities or injuries.
- Conduct assessments to understand clients' physical, mental, and emotional capabilities, as well as their interests, skills, and limitations.
- Continuously monitor clients' progress, adjusting rehabilitation plans as needed to ensure they are on track to achieve their goals.
- In an administrative role, tasks may include managing budgets, supervising staff, overseeing programs, and ensuring compliance with regulations and standards.
- Stay updated on new techniques, technologies, and therapies in rehabilitation and contribute to research and development in the field.
- Conduct outreach programmes to raise awareness about disabilities, promote inclusivity, and provide resources and empower the PwDs.
- Advocate for clients' rights and needs within various systems, including healthcare, education, and employment, ensuring they receive proper support and accommodations.

- Collaborate with healthcare professionals, educators, employers, and other stakeholders to coordinate services and support for clients' rehabilitation.
- Update skills to use of technology in service delivery, use if ITE services, Internet of Things (IoT) and universally accessible websites.
- The program lays the foundation for venturing into career prospects related to Rehabilitation Social Workers, Disability Management Experts and become independent service providers establishing their own organization to offer varied rehabilitation services or pursuing high end research.

Value of Behavior Based Competencies:
- Acceptance that every person with a disability is unique and has resilience for social inclusion.
- Provide need- based Rehabilitation Social Work Interventions.
- Involvement of community and networking for resource mobilization and support.
- Promotion of inclusive practices with equity and equality.
- Empowerment of families for equal partnership and advocacy for inclusive and independent living.

Job Profile of Rehabilitation Social Worker

Rehabilitation Social Worker shall

- Disability Assessor – Rehabilitation Officer, Public Health Department, Private Rehabilitation Centers
- Rehabilitation Planner - Government Disability Services, Private RehabilitatioAgencies
- Counseling Specialist - Public Hospitals, Private Counseling Clinics
- Disability Advocate - Nonprofit Disability Rights Organizations, Private Advocacy Groups
- Resource Coordinator - Government Disability Resource Centers, Private Social Service Agencies
- Vocational Trainer - Government Vocational Training Institutes, Private Job Placement Firms Collaborative Care Coordinator - Public Mental Health Facilities, Private Healthcare Networks
- Support Group Facilitator - Public Community Centers, Private Support Organizations
- Community Outreach Coordinator - Government Social Welfare Departments, Private NGOs
- Training Instructor - Public Educational Institutions, Private Training Center

- Progress Monitor - Government Rehabilitation Programs, Private Disability Service

- Networking Liaison - Public Policy Organizations, Private Sector Advocacy Groups

- Research Analyst - Government Research Institutes, Private Consulting Firms

- Crisis Interventionist - Public Crisis Hotlines, Private Mental Health Clinics

- Policy Advocate - Government Disability Policy Agencies, Private Policy Think Tanks

V.   GENERAL FRAMEWORK OF THE PROGRAMME:

It is comprised of theory, practice teaching and practical courses along with a dissertation. The Master of Rehabilitation Science Programme consists of 22 theory and 22 practical courses in Rehabilitation Social Work. Knowledge dissemination on disability and rehabilitation social work methods is a component of the programme. The student also gains knowledge during the field work. The programme is organized in such a manner that the content on 21 categories of disabilities is spirally integrated into all courses as per the requirement to prepare a cadre of Rehabilitation Social Workers who develop competencies to meet their needs.

a. **Duration of the Programme:**

The Master of Rehabilitation Science Program Consists of 4 semesters – 2 years Duration

Each semester consists of a minimum of 90 working days – 600 class hours (Theory - 240 Hours and Practical – 360 Hours).

b. **Eligibility for Admission:**

Preference will be given to **B.R.Sc.,** (Bachelor of Rehabilitation Science-Rehabilitation Social Work/ Vocational Counselling)/ B.M.R./ B.Sc. Special Education / B.Ed. Special Education/B.S.W./ B.P.T/ B.O.T/B. A, B.Sc. Psychology/B.Sc. Home Science/ B.Sc. Child Development and any other Under Graduate Degree recognized by RCI.

Undergraduates from any other discipline will have to complete 3 Courses on Disability of 4 Credits each as a Mandatory requirement. These Courses will be Offered as Extra Credit Papers

In addition, the candidate should have a strong interest in serving the Persons with Disabilities on completion of training. The candidate should possess a very good command of English and Local Language.

c) Medium of Instruction: English

d) Methodology: Offline

The methodology of the courses includes lectures, demonstrations, project work, discussions, exposure visits to different Schools, Centres for Persons with Disabilities, Rehabilitation projects, participation in awareness, screening programmes, community meetings, camps and community development programmes.

a. Intake Capacity: 25 Students

b. Minimum attendance / Working days: A candidate must have 80% attendance per semester to take the semester examination

c. Semester structure with breakup of hours and credits (Theory/Practical)

The Colleges should arrange internships for the trainees in other places, such as hospitals, educational institutions for different disabilities and industrial training institutes or polytechnics and industries (different types) – while doing their practical for a minimum of 30 days, 210 hours. They shall submit an appropriate. Report at the end of the Tour and Internship.

e. EXAMINATION SYSTEM

i) Tests and Examinations

Tests and examinations are conducted regularly and progress reports indicating the marks will be sent to the parents/ guardians. Students will not be allowed to write internal tests / external examinations, if they fail to bring I.D. Card, Registration Card and Hall Ticket. Examination system for UG and PG includes Continuous Internal Assessment (CIA) and External Semester Examination.

ii) CONTINUOUS INTERNAL ASSESSMENT (CIA)

CIA consists of the following components: Tests, Quizzes, Seminar and Assignments which are conducted as scheduled with attendance.

Internal Tests: Average of the two tests will be considered for CIA. No retest will be conducted. If a candidate is absent for both the tests she is not eligible to appear for external examination

even though she has secured internal marks through the other components of CIA.

Quiz: Average of two Quizzes will be considered.

Seminar: The candidate has to present the seminar using Innovative methods.

Assignment: Field oriented assignment will be given.

Attendance will be taken every hour on all working days. 5 Marks are allotted for attendance for each paper for each semester. The marks for attendance are calculated as follows.

No. of hours present for each course / Total no. of hours for each course x 5 marks

Attendance Percentage ratio for each paper	Marks
80% to 100%	5
60% to 79%	4
40% to 59%	3
20% to 39%	2
0% to 19%	1

EXTERNAL SEMESTER EXAMINATION

There will be a final semester examination for every course in Parts I, II, III, IV and V. To get a pass, a postgraduate student must secure 45% in the External Semester Examination and 50% in the aggregate of CIA and External Semester Examination. The results of even and odd semesters are published in May and December respectively.

Improvement of CIA for Candidates having arrears

A candidate who had failed twice in the External Semester Examination and had scored below 20/50 in the CIA can take up improvement in CIA only through test after the course completion. A candidate can write the improvement test only during the regular Internal tests for odd / even semesters. Any improvement in the Internal must be followed by the External Semester Examination.

Norms for Revaluation

A candidate can apply for revaluation in the prescribed proforma within the stipulated time to the

Controller's Office and the prescribed fees must be duly paid.

A regular candidate can apply for revaluation for any two courses in that semester, if the student has secured failed marks or passed with low marks provided she / he has secured 60% and above in the CIA in that course and passed in all other courses, that the candidate has appeared for, in that semester.

Time Ceiling for Completion of Degree (PG)

The Academic Council permits PG Students within four years (2+2).

Eligibility for Supplementary Examination

Special Supplementary Examinations are conducted in July every year ONLY FOR THE OUTGOING PG STUDENTS. This does not apply to Courses which do not have End Semester Examination.

Malpractice: A candidate who resorts to malpractice in the internal test will be marked malpractice (MP) in that paper but will be permitted to write the other papers. A candidate who resorts to malpractice in the external semester examination will not be allowed to write any paper thereafter in that particular semester and the following semester. But she / he can register, attend classes and complete CIA. Grievances in matters regarding CIA will be attended to by the teacher in-charge of the course and the Head of the Department. Grievances in matters regarding the end semester examination will be attended to by the respective Head of the Department and the Controller of Examinations through the Principal. Serious disciplinary problems will be looked into by the Head of the Department and the Principal.

i. Dissertation:

- The dissertation must be an individual work of the student.
- The dissertation should be related to the field of disability, rehabilitation and special Education with the maximum of hundred pages.
- It must give evidence of the student's research knowledge and broad reading in the literature relating to the topic, but library research alone will not be accepted.

- The student is expected to present a 'Research Proposal' in the second semester (1 credit), data collection should be completed in the third semester (2 credit) and the dissertation should be completed in the fourth semester (3 credits).
- The entire research dissertation is submitted for plagiarism check (TURNITIN) and the percentage of plagiarism must be below 15%.
- Upon completion of the dissertation the candidate will be required to appear for a viva-voce conducted by an external examiner.
- The dissertation will be evaluated internally (75 marks) and externally (25 marks).
- A candidate failing to secure the prescribed passing minimum (50/100 marks) in the dissertation shall be required to re-submit the dissertation with the necessary modifications.
- Each candidate will have to submit three hard copies and three soft copies of the dissertation.

j. Criteria of Passing:

To get a pass the students must secure 45% in the External Examination and 50% in the aggregate of Internal and External Examination.

k. Board of Examiners

Faculty from recognized Higher Education Institutions.

l. Award of Degree

A candidate will be eligible for the award of the degree, only after he/she has passed all examinations prescribed, including the practicals, dissertation, field work and Internship.

m. Registration as Personnel/Professional and Category of Registration

As per the RCI category of Rehabilitation Professional/Personnel students upon completion of the Programme on Masters in Rehabilitation Science qualify for registration as Rehabilitation Social Worker.

VI) INFRASTRUCTURE REQUIREMENTS FOR STARTING THE PROGRAMME

a) Human Resource Requirement (As per UGC Norms with registered CRR number)

The Post Graduate Program should have four faculty, one at the level of Associate Professor and three at the level of Assistant Professors who have to be registered with Rehabilitation Council of India, New Delhi and possess a valid CRR number. As per the institution norms the faculty will assume the charge of Head of the Department/ Coordinator on a rotation basis.

In addition to this guest faculty may be invited to teach specific and current topics of interest depending on that expertise in the field

b) **Teacher Student Ratio**: 1:15

c) **Professional Qualifications of Faculty in Core Areas**

M.R.Sc. with Doctoral Degree in Rehabilitation Science with at least three years experience of working with Persons with Disabilities

d) **School/Clinical Infrastructure (as applicable)**

Institutions rendering Rehabilitation and Interventional Services for Persons with Disabilities.

e) **Library**

1. Minimum fifty percent of the prescribed books as mentioned in suggested readings

2. in each course module. The books given as suggested readings in more than one course, must have more than one copy to facilitate access to many students. An additional twenty percent of the books may be in Hindi or regional language or local publications.

3. The library to be equipped with journals that include UGC CARE/ SCOPUS journals related to Disability and Rehabilitation. (Minimum 2)

f) **Physical Space required** (Classrooms/labs/therapy rooms/seminar halls etc as and when applicable)

Sl.No:	Type of Facilities (Essential)	Area	Remarks
1.	Principal's Room -1	15 sq. m.	
2.	**Director's room**		
3.	Faculty Room-1	40 sq. m.	
4.	Office Room-1	25 sq. m.	
5.	Class Room – 4	40 sq. m. each	
6.	Class Room – 2	25 sq. m. each	
7.	Multipurpose Room/Hall -1	60 sq. m.	
8.	Audio – Visual Room 1	60 sq. m.	
9.	Resource Room- 1	30 sq. m.	
10.	Library-1	60 sq. m.	5 Computers & Internet
11.	Lab.forPsychological	30 sq. m.	

	Assessment		
12.	ICT for V.I	60 sq. m.	
13.	ID Lab	60 sq. m.	
14.	HI Lab	60 sq. m.	
15.	Counselling Cubicles 2	30 sq. m.	
16.	OT/ PT/ Speech Therapy Room 3	60 sq. m.	
17.	Toilet (Male-1, Female-1)	04 sq. m. each	
18.	Hostel for Trainees	As per need	
19.	Space for Recreation and Sports	500 sq. m.	If not available, then collaboration with nearby Institute/ University
20.	Staff Quarters	As per need	

g. Office Furniture and Equipment Furniture for Staff:

Furniture and Equipment Furniture for Staff:

1.	Full-time staff	Tables - 5 Chairs - 5 Cup-boards - 5
2.	Visiting Faculty (as per need)	Tables - 2 Chairs – 2
3.	Multi-task staff-cum-Accountant	Table - 1 Chair – 1
4.	Librarian/Library Assistant	Tables - 1 Chairs - 1 Cup-boards - 5
5.	Messenger	Chair -1 Stool -1 (or suitable furniture)

Furniture and Equipment for the Office

1. Cupboards (Steel)

2. Filing Cabinet

3. Computer with Printer

4. Phone

5. Photocopying Machine/Printer

6. Any context-specific requirement

Furniture and Equipment for the Classroom

1. Tables (for students)

2. Chairs (for students)

3. Audio Visual equipment (LCD)

4. Black Board

Access to Institutions working with different types of children and adults with disabilities.

Equipment required for the following - (Materials needed as per the current scenario)

- Psychological Assessment

- Access to Audiological Assessment

- ICT Room for Persons with Visual Impairment

- Lab for Persons with Visual Impairment

- Lab for Persons with Hearing Impairment

- Lab for Persons with Intellectual Disability

- Access to Early Intervention

- Access to Speech Therapy

- Access to Physiotherapy

- Access to Occupational Therapy

- Access to Sensory Integration

- Access to Hydrotherapy

- Access to Play Therapy

- Access to Sand Therapy

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI - 2
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
MASTER OF REHABILITATION SCIENCE
COURSE PATTERN
SEMESTER I

Course Type	Title of the Paper	Code	Total Hours	Credits	Marks
Core Course 1	PRSC1T1 Perspectives on Disability – An Overview	P24RS1CCT01	45	3	100
Core Course 2	PRSC1T2 Life Span Development	P24RS1CCT02	45	3	100
Core Course 3	PRSC1T3 Persons with Sensory Disabilities and their Social Inclusion	P24RS1CCT03	60	4	100
Core Course 4	PRSC1T4 Persons with Locomotor, Multiple Disabilities and their Social Inclusion	P24RS1CCT04	60	4	100
Core Course 5	PRSC1T5 Research Methodology in Social Sciences and Statistics –I	P24RS1CCT05	30	2	100
Core Course 6 (Practical)	PRSC1P1 Perspectives on Disability – An Overview (Practical)	P24RS1CCP06	60	2	100
Core Course 7 (Practical)	PRSC1P2 Life Span Development (Practical)	P24RS1CCP07	30	1	100
Core Course 8 (Practical)	PRSC1P3 Persons with Sensory Disabilities and their Social Inclusion (Practical)	P24RS1CCP08	90	3	100
Core Course 9 (Practical)	PRSC1P4 Persons with Locomotor, Multiple Disabilities and their Social Inclusion (Practical)	P24RS1CCP09	90	3	100
Core Course 10 (Practical)	PRSC1P5 Crisis Management (Personal, Familial and Community) and Rehabilitation (Practical)	P24RS1CCP10	30	1	100
Core Course 11 (Practical)	PRSC1P6 Research Methodology in Social Sciences and Statistics –I (Practical)	P24RS1CCP11	60	2	100
Value Education	Catechism/Ethics/ Bible/		15		
		Total	**615**	**28**	**1100**

(SPECIALIZATION IN REHABILITATION SOCIAL WORK)

SEMESTER II

Course Type	Title of the Paper	Code	Total Hours	Credits	Marks
Specialization Course 1	PRSS2T1 Professional Rehabilitation Social Work Practices	P24RS2SWT01	45	3	100
Specialization Course 2	PRSS2T2 Psychology for Rehabilitation Social Work	P24RS2SWT02	45	3	100
Specialization Course 3	PRSS2T3 Rehabilitation Assessment Procedures	P24RS2SWT03	30	2	100
Core Course 12	PRSC2T1 Legislation and Administration of Rehabilitation Programmes	P24RS2CCT12	30	2	100
Core Course 13	PRSC2T2 Diversities and Rehabilitation for Inclusion	P24RS2CCT13	30	2	100
Core Course 14	PRSC2T3 Persons with Neuro-Developmental Disabilities and Social Inclusion	P24RS2CCT14	60	4	100
Specialization Course 4 (Practical)	PRSS2P1 Professional Rehabilitation Social Work Practices (Practical)	P24RS2SWP04	60	2	100
Specialization Course 5 (Practical)	PRSS2P2 Psychology for Rehabilitation Social Work (Practical)	P24RS2SWP05	60	2	100
Specialization Course 6 (Practical)	PRSS2P3 Rehabilitation Assessment Procedures (Practical)	P24RS2SWP06	60	2	100
Core Course 15 (Practical)	PRSC2P1 Legislation and Administration of Rehabilitation Programmes (Practical)	P24RS2CCP15	30	1	100
Core Course 16 (Practical)	PRSC2P2 Diversities and Rehabilitation for Inclusion (Practical)	P24RS2CCP16	30	1	100
Core Course 17 (Practical)	PRSC2P3 Persons with Neuro-Developmental Disabilities and Social Inclusion (Practical)	P24RS2CCP17	90	3	100
Core Course 18 (Practical)	PRSC2P4 Research Methodology in Social Sciences and Statistics-II (Practical)	P24RS2CCP18	30	1	100
	Online Course	P24EXCONC01		2(EC)	
Value Education	Catechism/Ethics/ Bible/		15		
		Total	**615**	**28+2**	**1300**

(SPECIALIZATION IN REHABILITATION SOCIAL WORK)
SEMESTER III

Course	Title of the Paper	Code	Total Hours	Credits	Marks
Specialization Course 7	PRSS3T1 Rehabilitation Case Work	P24RS3SWT07	45	3	100
Specialization Course 8	PRSS3T2 Rehabilitation Group Work	P24RS3SWT08	45	3	100
Specialization Course 9	PRSS3T3 Community Organization and Community Centered Rehabilitation	P24RS3SWT09	45	3	100
Core Course 19	PRSC3T4 Project Management	P24RS3CCT19	30	2	100
Core Course 20	PRSC3T5 Assistive Technology: Environmental Modification and Accommodation for Persons with Disabilities	P24RS3CCT20	30	2	100
Core Course 21	PRSC3T6 Disability Rights, Policies and Advocacy for Persons with Disabilities	P24RS3CCT21	45	3	100
Specialization Course 10 (Practical)	PRSS3P1 Rehabilitation Case Work (Practical)	P24RS3SWP10	60	2	100
Specialization Course 11 (Practical)	PRSS3P2 Rehabilitation Group Work (Practical)	P24RS3SWP11	60	2	100
Specialization Course 12 (Practical)	PRSS3P3 Community Organization and Community Centered Rehabilitation (Practical)	P24RS3SWP12	60	2	100
Core Course 22 (Practical)	PRSC3P4 Project Management (Practical)	P24RS3CCP22	30	1	100
Core Course 23 (Practical)	PRSC3P5 Assistive Technology: Environmental Modification and Accommodation for Persons with Disabilities (Practical)	P24RS3CCP23	30	1	100
Core Course 24 (Practical)	PRSC3P6 Disability Rights, Policies and Advocacy for Persons with Disabilities (Practical)	P24RS3CCP24	60	2	100
Core Course 25 (Practical)	PRSC3P7 Research Methodology in Social Sciences and Statistics – III (Practical)	P24RS3CCP25	60	2	100
		Total	**600**	**28**	**1300**

(SPECIALIZATION IN REHABILITATION SOCIAL WORK)

SEMESTER IV

Course	Title of the Paper	Code	Total Hours	Credits	Marks
Core Course 26	PRSC4T1 Cost Accounting and Financial Management in Rehabilitation Programmes	P24RS4CCT26	120	8	100
Specialization Course 13 (Practical)	PRSS4P1 Counselling for Vulnerable Groups (Practical)	P24RS4SWP13	60	2	100
Specialization Course 14 (Practical)	PRSS4P2 Social action and Empowerment of Persons with Disabilities (Practical)	P24RS4SWP14	60	2	100
Core Course 27 (Practical)	PRSC4P3 Media Literacy and Disability (Practical)	P24RS4CCP27	60	2	100
Core Course 28 (Practical)	PRSC4P5 Internship-I Multidisciplinary Disability Services	P24RS4CCP28	320	8	100
Core Course 29 (Practical)	PRSC4P6 Internship-II Promoting Inclusion through Organizational Practices and Policy Implementation	P24RS4CCI29	320	8	100
Core Course 30 (Practical)	PRSC4P7 Internship-III Management of Rehabilitation Programmes	P24RS4CCI30	200	5	100
Self-Study	Self-Study – Abnormal Psychology	P24RS4SST01	-	2	100
	RCI Components	P24RS4RCI01	30	2	100
	PRSC4P4 Research Methodology in Social Sciences and Statistics-IV (Dissertation)	P24RS4DIS01	60	2	
		Total	1110	38	1000

Course Title	Core Course 1 PERSPECTIVES ON DISABILITY- AN OVERVIEW
Course Code	PRSC1T1
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	45
Credits	3
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   **(9 HOURS)**
  1.1 Definitions and Classification of Disabilities under RPwD Act 2016
  1.2 Social Model vs. Medical Model of Disability and Disability Rights
     Movement: History and Milestones
  1.3 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   **(9 HOURS)**
  2.1 Mobility Impairments: Causes, Functional Limitations, and Assistive
     Devices and Orthopaedic Disabilities: Musculoskeletal Conditions and Rehabilitation
  2.2. Neurological Disabilities: Conditions Affecting the Nervous System (e.g., Spinal Cord
     Injury, Cerebral Palsy, Parkinson's Disease)
  2.3 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   **(9 HOURS)**

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

UNIT 4: PSYCHOSOCIAL DISABILITIES   (9 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
4.3 Acid Attack Survivors, Leprosy Cured, Dwarfism

UNIT 5: INVISIBLE DISABILITIES AND CHRONIC ILLNESSES   (9 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
5.3 Chronic Fatigue Syndrome (CFS/ME) and Lyme Disease and Non-Evident Disabilities:
   ADHD and Dyspraxia,

COURSE OUTCOMES:

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

CO	COURSE OUTCOMES	Cognitive Level
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

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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 LIFE SPAN DEVELOPMENT
Course Code	PRSCIT2
Course Type	THEORY
Year	FIRST
Semester	I
Hours/Week	45
Credits	3
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 in relation to 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:   Heredity, Prenatal Development, and Birth   (9 HOURS)
  1.1 Heredity - genotype and phenotype, homozygous and heterozygous, and dominant and recessive
  1.2 Prenatal brain development - factors that influence their effects - minor and major complications of pregnancy- maternal and paternal factors that affect the developing fetus -   teratogens and the factors that influence their effects of development
  1.3 Types of prenatal assessment

UNIT 2: THEORETICAL APPROACHES TO DEVELOPMENT   (9 HOURS)
  2.1   Jean Piaget's theory of cognitive development - Major Characteristics and   Developmental Changes - Individual Differences - Cultural Practices - Gender Norms
  2.2   Schemas- Operations - The Process of Adaptation - Classroom Activities - Piaget's   Application to Children with Special Educational Needs - Play Activities
  2.3   Jean Piaget's Ideas with Other Theorists – Bronfenbrenner - Erik Erikson - Lev   Vygotsky

UNIT 3: INFANCY AND TODDLERHOOD   (9 HOURS)
  3.1   Physical and motor development - Cognitive Development - play Development
  3.2   Social and Emotional Development - Speech and Language Development – theories of language development
  3.3   Forming Attachments - Measuring Infant Development - Temperament

UNIT 4: EARLY, MIDDLE AND LATE CHILDHOOD   (9 HOURS)
  4.1   Brain Maturation - Motor Skill Development - Toilet Training - Sleep -Nutritional Concerns - Information Processing - Attention –Memory -Language Development- Communication Disorders
  4.2   Preschool - Autism Spectrum Disorder - Self-Concept and Self-Esteem
    Theories of Gender Development. - Transgender Children - Parenting Styles - Sibling Relationships
  4.3   Children and the Media - Child Care - Child Abuse - Adverse Childhood   Experiences (ACEs) - Childhood   Obesity- Cultural Differences in the Classroom - Children with Disabilities - Friends and Peers - Family Life

UNIT 5: ADOLESCENCE, MIDDLE AND LATE ADULTHOOD   (9 HOURS)

5.1   Growth in Adolescence - Sexual Development - Adolescent Brain - Adolescent Sleep -   Eating Disorders -   Teenagers and Working - Cultural Variations- The Physiological Peak - Career Development and Employment – Education - Temperament and Personality in Adulthood – Attachment in Young Adulthood – Parenthood

5.2   Adult Lifestyles - Intimate Partner Abuse - The Physiological changes - Brain Functioning – Crystalized versus Fluid Intelligence - Work at Midlife - Midlife Crisis - Middle Adult Lifestyles

5.3   Health Changes in late Adulthood- Grandparents - Gender Differences in Life Expectancy - Memory - Attention and Problem Solving- Intelligence and Wisdom - Work, Retirement, and Leisure - Successful Aging - The Stages of Dying and Death

COURSE OUTCOMES:
The learner will be able to

CO No.	Course Outcomes	Cognitive level
1.	Describe the normal course of growth and development of human life	K1
2.	Describe the normal course of middle age and late adulthood.	K2
3.	Illustrate the importance of various areas of development in one's life	K3
4.	Analyze adolescence as a period of transition and threshold of adulthood	K4
5.	Compare and contrast the various areas of development in relation to 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.
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Course Title	Core Course 3 PERSONS WITH SENSORY DISABILITIES AND THEIR SOCIAL INCLUSION
Course Code	PRSC1T3
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. Understand Visual Impairment and recommend Assistive Technology for Persons with Visual Impairment
2. Provide Comprehensive Low Vision Intervention and Rehabilitation.
3. Explain the Types and Degrees of Hearing Loss, Causes, Prevalence and Assessment of Hearing Impairment
4. Understand the Impact of Hearing Impairment on speech and language acquisition and the strategies for Medical, Educational, Vocational and Social Interventions and Hearing Aid Technology
5. Understand the various Causes and Implications, Communication Modes /Systems and Adjustments done by Persons with Multiple Disabilities.

UNIT 1: Visual Impairment, Vision Assessment and Assistive Technology   (12 Hours)
   1.1   Normal Visual Development, Primary Eye Care
   1.2   Blindness and Low Vision, Epidemiology and Statistics
   1.3   Early Identification and Intervention
   1.4   Functional Vision Assessment Low Vision Devices & Softwares for persons with low vision

UNIT 2: Intervention and Rehabilitation   (12 Hours)
   2.1   Developing a visual training programme based on functional assessment,
   2.2   Choice of reading/writing medium, Modified visual environment for various conditions
   2.3   Role of Low Vision Service Specialists
   2.4   Current Modalities for Low Vision Rehabilitation

UNIT 3 : Hearing Impairment, Audiological, Language & Speech Assessment (12 Hours)
   3.1 Definition Types and Degrees of Hearing Loss
   3.2 Causes of Hearing Impairment
   3.3 Prevalence and Early Identification
   3.4 Audio logical Assessment, Language and Speech Assessment

UNIT 4 : Rehabilitation and Intervention   (12 Hours)
   4.1 Impact of hearing impairment on speech and language acquisition
   4.2 Language milestones for children with hearing loss
   4.3 Speech therapy strategies, Medical /Educational /Vocational /Social Interventions
   4.4 Hearing aid types, Auditory-verbal therapy, Sign language and communication modalities

UNIT 5: Rehabilitation of Persons with Deaf-Blindness   **(12 Hours)**
   5.1 Definition and Various labels used for Individuals with Deaf-Blindness
   5.2 Impact and Causes of Deaf Blindness
   5.3 Classification and Characteristics of Individuals with Deaf-Blindness
   5.4 Communication Modes & Communication Systems for Individuals with Deaf
       Blindness/Social, Personal and Community adjustment

COURSE OUTCOMES:
On completion of the course the learn will

CO No.	Course Outcomes	Cognitive level
CO1	Conduct functional vision assessments and utilize visual assessment scales and Low Vision Kits for comprehensive evaluation.	K3
CO2	Develop customized visual training programs based on functional vision assessments.	K4
CO3	Understand the concept of Hearing Impairment and the demographic characteristics and basic Assessment Procedures for the Hearing Impaired	K2
CO4	Explain the different intervention and Communication methods and strategies used with Children with Hearing Impairment	K2
CO5	Understand the Definition, Implications, Causes, Characteristics and Adjustments made by Person with Multiple Disabilities	K2

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

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6. Website: www.nidcd.nih.gov
7. Website: www.audiology.org
8. Website: www.hearingloss.org
9. Website: www.cochlear.com
10. Website: https://www.hanen.org/

Course Title	Core Course 4 PERSONS WITH LOCOMOTOR , MULTIPLE DISABILITIES AND THEIR SOCIAL INCLUSION
Course Code	PRSC1T4
Course Type	THEORY
Year	FIRST
Semester	I
Total Hours	60
Credits	4
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Understand and analyze the bones, joints & muscles involved in movement & Comprehensive Understanding of Locomotor Disability
2.Discuss and evaluate the orthosis and prosthesis used for persons with Locomotor Disabilities
3. Assess and develop intervention plan and rehabilitation therapy for orthopedic problems.
4.Assess and develop intervention plan and rehabilitation therapy for neurological & musculo skeletal problems, Diseases of Joints and congenital Deformities
5.Understand the impact ,characteristics and combination of various Multiple Disabilities

UNIT 1:   **Introduction and Components of Locomotor Disabilities   (12 HOURS)**

    1.1   Introduction to Rehabilitation of Locomotor disabled
        1.1.1   Introduction to Physiotherapy.
    1.2   Introduction to body systems
       (Parts, functions and movements involved)
        1.2.1   Skeletal System
        1.2.2   Articular System
           - Description of movements
           - Measurement of range of movements Muscular System
        1.2.3   Pathway of motor and sensory nerves
        1.2.4   Muscle activity
        1.2.5   Principal muscles and their actions
        1.2.6   Contractures, measurement and treatments
        1.2.7   Muscle weakness, grading and exercises
        1.2.8   Nervous System
        1.2.9   Respiratory and Circulatory System
    1.3   Introduction to Normal Development
    1.4   Assessment scales and mobility aids
        1.4.1   GMFCS,MACS,FMS,LCI
        1.4.2   Assessment and prescription of walkers, Cane and crutches, wheelchairs, positional devices that includes sitting, standing and lying System.
        1.4.3   ICF (International Classification of Functioning Disability and Health) Overview

UNIT 2:   Orthosis and Prosthesis   **(12 HOURS)**

   2.1 Definitions and Indications for recommending orthotic and prosthetic devices
   2.2 Characteristics and effects of orthosis and prosthesis
   2.3 Types of orthoses and prostheses
        2.3.1   Orthoses
                - Lower limb
                - Trunk
                - Upper limb
                - Spinal orthosis
        2.3.2   Prostheses
                - Body-powered arms
                - Lower-extremity prosthetics
                - Myoelectric
                - Robotic prostheses
        2.3.3   High and Low cost prostheses
   2.4 Role of Physical Therapist and maintenance of orthotics and prosthetics

INTERVENTION AND REHABILITATION THERAPY FOR LOCOMOTOR DISABILITY (MEANING, CAUSES, TYPES, ASSESSMENT AND DOCUMENTATION, ASSOCIATED PROBLEMS, DEVELOPING SELF CARE INDEPENDENCE, AIDS AND APPLIANCES)

UNIT 3:   Orthopedic and Musculo Skeletal Problems -   **(12 HOURS)**
        3.1   Poliomyelitis and Fracture
        3.2   Spinal cord injury and Spinal deformities
        3.3   Amputation and pressure sores
        3.4   Muscular dystrophy

UNIT 4:   Neurological Problems, Diseases of Joints and Common Congenital Deformities.   **(12 HOURS)**
   4.1 Stroke, Paralysis and Spina Bifida - Paraplegia, Quadriplegia and
       Hemiplegia
   4.2 Cerebral Palsy
   4.3 Infectious arthritis
           1.1.1 Osteoarthritis, Rheumatoid arthritis
           1.1.2 Ankylosing Spondyloarthritis & re-active arthritis.
           1.1.3 Pseudo gout and Arthrogryposis
           1.1.4 Brief overview of tumors of joints
   4.4 Congenital limb deficiencies and Genu Valgum, Genu varum, Cleft Lip,
       Cleft Palet / Extra fingers and toes.
       -      Club Feet, Flat Feet

UNIT5:   Introduction to Multiple Disabilities   (12 HOURS)

5.1 Definition, impact and combinations of multiple disabilities
5.2 Difference between Multiple Disabilities and Profound Mental Retardation.
5.3 Definition, labels, Impact, Implications, Causes and Characteristics of
      Person with Multiple Disabilities.
5.4 Levels of care and adaptations needed for Persons with Multiple Disabilities, Various
      Combinations of Multiple Disabilities and Associated Conditions such as
      Epilepsy, Motor and Sensory Conditions, Other Disabling Conditions such as Leprosy Cured.

COURSE OUTCOMES:
On completion of course the learner will:

CO No.	Course Outcomes	Cognitive Level
CO-1	Recall and understand the different body systems, movements related to it and components of rehabilitation of the locomotor disabled	K2
CO-2	Understand and explain orthotics and prosthetics.	K2
CO-3	Evaluate and prepare intervention plan and rehabilitation therapy for neurological & muscular skeletal impairments diseases of joints and congenital deformities	K4
CO-4	Assessment using GMFCS, MACS, FMS ,LCI and prepare rehabilitation therapy	K4
CO-5	Understand the implications ,causes ,characteristics &combinations of different types of Multiple Disabilities.	K2

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1. Taly A.B.& Murali T., (2001). Foundations and Techniques in Neurological Rehabilitation. Bangalore; NIMHANS.
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Course Title	Core Course 5 RESEARCH METHODOLOGY IN SOCIAL SCIENCES AND STATISTICS - I
Course code	PRSC1T5
Course type	THEORY
Year	FIRST
Semester	I
Total hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:

The student 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   (6 HOURS)

1.1   Meaning Definition Scope of Research –Types of research and research design
1.2   Variables and types Formulation of hypotheses of the study
1.3   -Testing Hypothesis of different types

UNIT 2: COMPONENTS OF RESEARCH DESIGN   (6 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 and Tools and techniques of research -

UNIT 3: APPLICATIONS OF ADVANCED STATISTICAL TECHNIQUES (6 HOURS)

3.1 Descriptive statistics – its types and application and inferential statistics - Need for using parametric & nonparametric techniques in research
3.2 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 –
3,3 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
                                                                                   (6 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 – meaning of multiple correlations, computation of multiple correlations – Interpretation

UNIT 5: RESEARCH REPORTING AND STATUS OF RESEARCH   (6 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 and Bibliography and reference

COURSE OUTCOMES:
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive level
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)

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PRACTICAL PAPERS

Course Title	Core Course 6 (Practical) PERSPECTIVES ON DISABILITY- AN OVERVIEW
Course Code	PRSC1P1
Course Type	PRACTICAL
Year	FIRST
Semester	I
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The Learner will be able to

1. To develop awareness and understanding of different types of disabilities recognized under the RPwD Act 2016.
2. To explore the challenges faced by individuals with disabilities in various aspects of life, including education, employment, and social participation.
3. To analyze the provisions and rights outlined in the RPwD Act 2016 and their implications for persons with disabilities.
4. To promote empathy and sensitivity towards individuals with disabilities through experiential learning activities.
5. To develop practical skills and strategies for creating inclusive environments and supporting individuals with disabilities.

PRACTICAL ACTIVITIES:

1. Conduct a disability awareness workshop in the local community.

2. Organize a visit to a center or organization that supports individuals with disabilities.

3. Engage in role-playing activities to simulate different disability experiences.

4. Conduct interviews with individuals with disabilities to understand their perspectives and experiences.

5. Arrange a panel discussion with guest speakers who have expertise in various disabilities.

6. Participate in a barrier-free access audit of public spaces in the community.

7. Organize a fundraising event for a cause related to disabilities.

8. Create and distribute information pamphlets on disability rights and resources.

9. Design and implement a social media campaign to raise awareness about disabilities.

10. Organize a cultural event celebrating the talents and contributions of individuals with disabilities.

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

CO	COURSE OUTCOMES	Cognitive Level
CO1	Demonstrate competence in interacting sensitively and effectively with individuals with disabilities.	K1
CO2	Apply principles of inclusivity and accessibility in designing and implementing activities and environments.	K2
CO3	Advocate for the rights and needs of individuals with disabilities within their communities.	K3
CO4	Collaborate effectively with diverse stakeholders to promote inclusivity and accessibility.	K4
CO5	Reflect on personal growth and learning experiences in engaging with individuals with disabilities.	K5

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

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5. American Association of People with Disabilities (AAPD) - aapd.com
6. Disabled Peoples' International (DPI) - dpi.org
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8. Society for Disability Studies (SDS) - disstudies.org
9. United Nations Enable - un.org/development/desa/disabilities

Course Title	Core Course 7 (Practical) LIFE SPAN DEVELOPMENT
Course Code	PRSC1P2
Course Type	PRACTICAL
Year	FIRST
Semester	I
Hours/Week	30
Credits	1
Marks	100

COURSE OBJECTIVES:
The Learner will be able to

1	Understand typical developmental milestones and consequences of developmental delays.
2	Apply informal and standardized developmental assessment tools across age groups.
3	Evaluate social positioning and relational dynamics using advanced sociometric methods.
4	Analyze developmental patterns to interpret learning readiness and efficiency.
5	Critically assess perception and observation skills of children across age levels using formal observation protocols

PRACTICAL ACTIVITIES:

Advanced Neonatal Assessment Using APGAR and Additional Neonatal Scales
- Compare **APGAR scores** from three different case profiles with additional neonatal assessments (e.g., Brazelton Neonatal Behavioral Assessment Scale – NBAS).
- A comparative report analyzing implications of scoring deviations on infant health and development.

2. Growth Assessment Using WHO BMI-for-Age Percentile Charts
- Collect BMI data from 5 individuals across developmental stages. Plot them on WHO BMI-for-age growth charts.
- Interpretation report correlating nutritional status with physical development and risk factors.

3. Sociometric Analysis Using Advanced Sociogram Techniques
- Construct **sociograms** for classroom or group settings using rating scales or peer nomination methods.
- Analyze social roles, peer dynamics, and their implications for learning and behavior using J.L. Moreno's sociometry framework.

4. Fine and Gross Motor Skills Assessment Using Age-Appropriate Checklists
- Use validated informal checklists (or tools like Peabody Developmental Motor Scales) to assess motor skills of children aged 3–10
- Graph-based interpretation of motor skill development and identification of deviations.

5. Speech and Language Assessment Using Articulation and Phonological Awareness Tests
- Use TAT (Tamil Articulation Test) along with a **Phonological Awareness Checklist** to assess 3 children.
- Case-wise summary highlighting phonetic errors and intervention needs.

6. Sensory Profile Assessment in Early Childhood
- Design and implement structured activities to assess **taste, vision, and hearing** reflexes in 5 children using observation rubrics.
- Structured report highlighting sensory integration challenges and developmental implications.

7. Locomotor and Balance Skill Evaluation
 Conduct tests such as:
- Hop, Skip, Jump Test
- Toss and Catch Test
- Obstacle Course Navigation
- Balance Beam Walk

 Develop individual motor profiles, noting coordination, balance, and rhythm challenges.

8. Verbal Fluency and Observation Skill Assessment
Administer informal tests:
- Rhyming Word Fluency
- Word Association Test
- Object-Based Observation Recall
   Output: Comparative analysis of verbal fluency and observation skills across age brackets.

9. Perception Skill Testing Using Structured Tools
Assess perceptual development using tasks such as:
- Shape Sorting
- Stack Block Arrangement
- Spot the Difference Visual Analysis
   Output: Use performance data to infer perceptual maturity and cognitive flexibility.

10. Learning Efficiency Tools: Application and Interpretation
Task: Administer and analyze:
- Recall Test (short-term memory)
- Transfer Test (application of learned info)
- Observation Test (pattern recognition)
   Output: Prepare interpretive charts to identify learning readiness and gaps in cognitive processing.

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

CO No.	Course Outcomes	Cognitive level
1.	Identify and describe the course of normal development and analyze the effects of developmental delay	K1
2.	Predict and interpret developmental outcomes using informal and formal testing tools	K2
3.	Evaluate the social role and group positioning of an individual using sociometric techniques	K3
4.	Categorize learning and developmental skills to infer learning styles and cognitive efficiency	K4
5.	Justify differences in observation and perception across age levels using structured testing	K5

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

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Course Title	Core Course 8 (Practical) PERSONS WITH SENSORY DISABILITIES AND THEIR SOCIAL INCLUSION
Course Code	PRSC1P3
Course Type	PRACTICAL
Year	FIRST
Semester	I
Total Hours	90
Credits	3
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Familiarize participants with the principles and practices of primary eye care, enabling them to understand the importance of regular eye check-ups, basic eye hygiene, and vision screening techniques.
2. Equip participants with the knowledge and skills necessary to conduct functional vision assessments, including visual acuity testing, contrast sensitivity evaluation, and visual field examination, thereby enabling them to effectively evaluate visual function in individuals with visual impairments.
3. Describe and Understand Audio logical, Language and Speech Assessment Reports of Children with Hearing Impairment (CWHI).
4. Assess Speech Errors, Language Problems and Design and Implement Therapeutic Intervention and Individual/Group teaching for the hearing impaired.
5. Formulate and prepare Instructional Materials and Communication Systems for Children with Deaf Blindness

PRACTICAL ACTIVITIES:

1. Organize a workshop led by an optometrist or ophthalmologist focusing on primary eye care. Include demonstrations on proper eye hygiene, vision screening techniques, and tips for maintaining eye health.

2. Set up stations representing different aspects of functional vision assessment, such as visual acuity testing, contrast sensitivity evaluation, and visual field examination. Participants can rotate through stations, practicing administering assessments and interpreting results.

3. Arrange an exhibition of various low vision devices and software solutions. Invite representatives from assistive technology companies to demonstrate products such as magnifiers, screen readers, and adaptive software. Participants can explore the devices hands-on and discuss their potential benefits.

4. Divide participants into groups and assign each group a specific visual impairment scenario (e.g., central vision loss, peripheral vision loss). Task them with developing a visual training program based on functional assessments tailored to their assigned impairment. Groups can present their programs to the class for feedback and discussion.

5. Provide a variety of reading and writing mediums, including braille materials, large print books, audio recordings, and digital screen readers. Participants can experiment with each medium to understand their advantages and limitations, helping them make informed decisions when recommending options to individuals with low vision.

6. Set up a simulated environment with obstacles and challenges commonly encountered by individuals with visual impairments, such as narrow passages, dim lighting, and cluttered spaces. Participants can brainstorm and implement modifications to enhance accessibility and safety in the environment.

7. Visiting Institutes for Persons with Hearing Impairment and Writing a detailed Case Record of an Adult with Hearing Impairment.

8.Conduct an Awareness Program on Hearing Impairment in a Slum./Adopted RESCAPES Village Community(Group Activity)

9. Make a Home Visit to a Child with Hearing Impairment Prepare a Questionnaire of the various aspects/areas that you will ask to elicit information from the Home environment. (Note: Not LESS than 25 Questions) Use sub headings. Submit a detailed report of the Home visit and record your experiences including the benefits and limitations.

10. Prepare a Detailed Report of the Therapeutic Experience in the various Therapy departments - Audio logical, Language and Speech therapy.

11.Prepare Videos /Multimedia Presentation for teaching any Academic Concept/Speech/ Sign Language to the Children with Hearing Impairment - Group Activity.

12. Design and Implement Therapeutic Intervention and Perform Individual/Group Teaching for the Hearing Impaired.

13. Visiting programs for Persons with Deaf Blindness and Writing a Case study of a Child/Adult with Multiple Disability.

14. Formulating and Preparing Instructional Materials / Communication Systems for Persons with Deaf Blindness.

15. Conducting a Workshop/Seminar on any topic related to Deaf Blindness (Group Activity)

COURSE OUTCOMES:
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive levels
CO1	Demonstrate competency in primary eye care practices by applying learned techniques and principles to maintain eye health, conduct vision screenings, and educate others on the importance of eye hygiene and regular eye check-ups.	K3
CO2	Perform functional vision assessments accurately and interpret the results effectively, enabling them to identify individuals with visual impairments, determine their functional abilities and limitations, and make appropriate recommendations for intervention and rehabilitation.	K4
CO3	Record and interpret Audio logical, Language and Speech Assessment of Children with Hearing Impairment	K2
CO4	Prepare Videos /Multimedia Presentation for teaching Speech or Sign Language to the Hearing Impaired and Design Therapeutic Intervention Plan for Individual/Group Teaching for the Hearing Impaired	K5
CO5	Create Instructional Materials or Communication Boards or Systems for Children with Deaf Blindness	K6

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

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3.https://www.who.int/news-room/fact-sheets/detail/blindness-and-visual- impairment
4.https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8396411
5. Website: www.asha.org
6. Website: www.nidcd.nih.gov
7. Website: www.audiology.org
8. Website: www.hearingloss.org
9. Website: www.cochlear.com
10. Website: https://www.hanen.org/

Course Title	Core Course 9 (Practical) PERSONS WITH LOCOMOTOR , MULTIPLE DISABILITIES AND THEIR SOCIAL INCLUSION
Course Code	PRSC1P4
Course Type	PRACTICAL
Year	FIRST
Semester	I
Total Hours	90
Credits	3
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Gain a comprehensive understanding of locomotor disability, its rehabilitation, and the role of Rehabilitationtist.
2. Acquire knowledge of the physiological human systems, functions and movements
3. Develop skills in assessing locomotor disabilities, effective communication, and motivating individuals for rehabilitation management.
4. Acquire expertise in intervention and rehabilitation therapy for various locomotor disabilities, considering causes, types, assessment, documentation, aids, and appliances.
5. Observe and differentiate the Types, Combinations and various types of Service delivery models for Persons with Multiple Disabilities.

PRACTICAL ACTIVITIES:
1. Simulated Orthosis and Prosthesis Maintenance:
   - Conduct hands-on sessions simulating the maintenance of orthotic and prosthetic devices.
2. Rehabilitation Role-Play:
   - Engage in role-playing scenarios to simulate rehabilitation interventions for various locomotor disabilities.
3. Field Trips to Rehabilitation Centers:
   - Organize visits to rehabilitation centers to observe and learn from real-world rehabilitation practices.
4. Community Awareness Programs:
   - Develop and participate in programs that raise awareness about locomotor disabilities within the community.
5. Adaptive Sports Event Organization:
   - Organize adaptive sports events to promote physical activity and inclusivity for individuals with locomotor disabilities.
6. Collaborative Case Studies:
   - Collaborate on case studies to analyze and propose effective intervention strategies for specific locomotor conditions.
7. Mobility Aid Assessment Role-Play:
   - Conduct role-playing exercises to simulate the assessment and prescription of various mobility aids.

8. Gait Analysis Practical Session:
   - Conduct practical sessions on gait analysis for understanding and addressing walking
     abnormalities.
9. Functional Mobility Scale Application:
   - Apply the Functional Mobility Scale to assess and categorize individuals based on their
     functional mobility levels.
10. Accessible Home Modification Project:
   - Work on a project to modify homes to make them more accessible for individuals with
     locomotor disabilities.
11. Practical Sessions, Guest lectures on topics related to Multiple Disabilities.
12. Visits to Clinical laboratories, programs or hospitals to enhance the learning experience related to
    Persons with Multiple Disabilities
13. Organize a Workshop/Seminar on any topic related to the Rehabilitation and Intervention of Persons
    with Multiple Disabilities.
14. Sensory Exploration Stations: Create sensory bins or stations with different textures,
    scents, and sounds. Allow students to explore these stations freely, catering to their
    sensory needs and preferences
15. Job Fairs, Exhibitions and Employment Opportunities: Organize job fairs specifically
    catering to individuals with Multiple Disabilities, including to explore diverse employment
    options.

COURSE OUTCOMES:
On completion of course the learner will:

CO No.	Course Outcomes	Cognitive Level
CO-1	Relate and Demonstrate clinical proficiency in assessing and addressing a variety of locomotor disabilities using a holistic approach.	K2
CO-2	Develop a deep understanding of orthopedic, neurological, musculoskeletal, and congenital locomotor issues, including associated challenges.	K3
CO-3	Proficiently utilize assessment scales to classify individuals and prescribe appropriate mobility aids based on their unique needs.	K3
CO-4	Evaluate and assess the prescribed range of mobility aids, including orthotic and prosthetic devices, walkers, canes, crutches, and wheelchairs	K4
CO-5	Gain learning experiences related to Persons with Multiple Disabilities	K5

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

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Course Title	Core Course 10 (Practical) CRISIS MANAGEMENT (Personal, Familial and Community) AND REHABILITATION
Course Code	PRSC1P5
Course Type	PRACTICAL
Year	FIRST
Semester	I
Hours	30
Credits	1
Marks	100

COURSE OBJECTIVES:
The Learner will be able to

1	Understand crisis situations affecting individuals, families, and communities.
2	Apply psychological first aid and trauma-informed care in crisis contexts.
3	Develop effective communication and intervention skills during emergencies.
4	Plan and implement family and community-based preparedness measures.
5	Engage in sustainable rehabilitation strategies after crises.

PRACTICAL ACTIVITIES:

1. **Assessment of Crisis Scenarios**
   Identify and analyze personal, familial, and community crisis situations (e.g., accidents, natural disasters, conflicts, pandemics) and their psychological and social impacts.
2. **Psychological First Aid (PFA) Training**
   Practice PFA techniques to support individuals in emotional distress immediately after a crisis.
3. **Crisis Communication Skills**
   Role-play activities on delivering sensitive information to individuals and families during emergencies, minimizing panic, and building trust.
4. **Family Support Planning**
   Prepare a **family crisis management plan** including evacuation routes, emergency contacts, and emotional coping strategies.
5. **Community Risk Mapping**
   Conduct a hazard and vulnerability mapping exercise for a local community to identify risks and resources.
6. **Emergency Drills**
   Participate in **mock drills** (fire, earthquake, flood, and cyclone) with emphasis on safe evacuation and assisting vulnerable groups (children, elderly, and disabled).
7. **Grief Counseling Practice**
   Simulate counseling sessions for individuals and families coping with bereavement or loss after a crisis.
8. **Rehabilitation Program Design**
   Develop a small-scale rehabilitation plan addressing housing, livelihood, and psychosocial recovery for an affected community.
9. **Awareness Campaign Creation**
   Design posters, pamphlets, or digital content on preparedness for personal, familial, and community crisis situations.
10. **Case Study Documentation**
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    Prepare a detailed case study of a real crisis (personal, familial, or community) highlighting interventions, challenges, and lessons learned.

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Course Title	Core Course 11 (Practical) RESEARCH METHODOLOGY IN SOCIAL SCIENCES AND STATISTICS – I
Course code	PRSC1P6
Course Type	PRACTICAL
Year	FIRST
Semester	I
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The student will be able to

1.Understand the Fundamentals of Research Methodologies
2.Develop Mastery of Research Design Components and Techniques
3.Apply Advanced Statistical Techniques in Research
4.Acquire Proficiency in Special Correlational and Non-Parametric Methods
5.Develop Skills in Research Reporting and Documentation

PRACTICAL ACTIVITIES:
UNIT 1: Concept of Research

1. Organize a seminar or workshop discussing the meaning, scope, types of research, and sampling procedures.
2. Assign exercises/tasks for students to identify and categorize variables and formulate hypotheses for given scenarios.

UNIT 2: Components of Research Design

3. Conduct case studies or presentations exploring experimental designs, validity measures, qualitative approaches, and reliability measures.
4. Provide hands-on experience with tools and techniques used in research through workshops or practical sessions.

UNIT 3: Applications of Advanced Statistical Techniques
5. Arrange practical sessions for descriptive and inferential statistics application using datasets or simulated scenarios.
6. Conduct workshops on various analysis of variance techniques, post hoc tests, and repeated measures of analysis of variance, demonstrating their applications.

UNIT 4: Special Correlational and Non-Parametric Methods
7. Facilitate practice sessions on calculating Pearson's product, Spearman's rank-order correlation, and Chi-square with provided datasets.
8. Assign projects requiring students to perform partial and multiple correlations, and interpret the results obtained.

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UNIT 5: Research Reporting and Status of Research

9. Guide students in drafting research reports, synopsis, and abstracts based on given topics or research scenarios.
10. Conduct sessions on chapterization of research, data analysis, interpretation, bibliography, and referencing standards.

COURSE OUTCOMES:
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive level
CO1	Articulate the meaning, scope, and types of research through seminar participation and discussions and demonstrate proficiency in identifying variables, formulating hypotheses, and understanding sampling procedures through assigned exercises.	**K1**
CO2	Analyze and present case studies on various research designs, validity measures, and qualitative approaches	**K2**
CO3	Gain hands-on experience with research tools and techniques through workshops and practical sessions.	**K3**
CO4	Apply descriptive and inferential statistics to real or simulated datasets during practical sessions.	**K4**
CO5	Demonstrate the ability to structure research documents, analyze data, interpret findings, and adhere to referencing standards through instructional sessions.	**K5**

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

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https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_gui
de/general_format.html

Course Title	Specialization Course 1 PROFESSIONAL REHABILITATION SOCIAL WORK PRACTICE
Course Code	PRSS2T1
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	45
Credits	3
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 SOCIAL   (9 HOURS)
1.1 Socio-political Developments and the emergence of Professional Social Work in theWest:
   The Poor Laws, Settlement Houses, Beveridge Plan, Charity Organisation Society
1.2 Religio-Spiritual developments in India and social reforms
1.3 Emergence of social work profession and its current status

**UNIT 2: IMPORTANCE OF SUPERVISION AND FIELD WORK IN SOCIAL
       WORK PRACTICE   (9 HOURS)**
2.1 Conducting Assessments and Case Management
2.2 Principles in Rehabilitation Social Work
2.3 Methods of Rehabilitation Social Work

UNIT 3: ETHICS IN REHABILITATION SOCIAL WORK   (9 HOURS)
3.1 Ethical Responsibilities towards Clients, Colleagues, Profession and Society
3.2 Ethical Dilemmas and Challenges in Social Work
3.3 Promoting Social Responsibility, Environmental Justice and Addressing Social Inequities and
   Structural Oppression

UNIT 4: ELEMENTS OF PROFESSSIONAL SOCIAL WORK PRACTICE   (9 HOURS)
4.1 Values relating to individual, Problem, relationship, social agency and social work practice.
4.2 Competencies and Skills in social work
4.3 Indigenous and International Social Work

UNIT 5: THEORETICAL FOUNDATIONS OF SOCIAL WORK PRACTICE   (9 HOURS)
5.1 Social Work Levels of Intervention
5.2 Strengths-Based Perspective and Behavioral Approaches in Social Work
5.3 Cognitive Approaches in Social Work and Trauma-Informed Practice

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

CO	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

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Course Title	Specialization Course 2 PSYCHOLOGY FOR REHABILITATION SOCIAL WORK
Course Code	PRSS2T2
Course Type	THEORY
Year	I YEAR
Semester	SECOND
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Understand of key psychological principles and how they apply to rehabilitation and social work.
2. Assess the psychological needs of individuals undergoing rehabilitation.
3. Developing and implementing effective psychological intervention strategies for rehabilitation.
4. Promote mental health and well-being in diverse populations, particularly those with disabilities or special needs.
5. Integrate psychological theories with practical social work in rehabilitation settings

UNIT 1: FOUNDATIONS OF PSYCHOLOGY IN REHABILITATION   (9 HOURS)
1.1. Introduction to Rehabilitation Psychology: History, scope, and significance.-.Key Psychological Theories: Behavioral, cognitive, and humanistic theories.
1.2. Psychosocial Aspects of Disability: Understanding the psychosocial impact of disabilities- . Motivation and Rehabilitation -Role of motivation in the rehabilitation process.
1.3. Ethical Considerations: Ethical issues and professional conduct in rehabilitation psychology.

UNIT 2: PSYCHOLOGICAL ASSESSMENT IN REHABILITATION   (9 HOURS)
2.1. Assessment Techniques: Types of psychological assessments and their uses - Diagnostic Tools: Common diagnostic tools used in rehabilitation settings.
2.2. Interpreting Assessment Results: Understanding and interpreting assessment outcomes.
2.3. Client-Centered Assessment: Ensuring assessments are client-focused and culturally sensitive - Case Studies: Application of assessment techniques in real-world scenarios.

UNIT 3: INTERVENTION STRATEGIES IN REHABILITATION   (9 HOURS)
3.1 Cognitive Behavioral Therapy (CBT): Application of CBT in rehabilitation - Behavioral Interventions: Techniques and strategies for behavioral modification.
3.2 Counseling Techniques: Effective counseling methods for rehabilitation clients - Group Therapy: Benefits and methods of conducting group therapy sessions.
3.3. Family Involvement: Engaging family members in the rehabilitation process.

UNIT 4: PROMOTING MENTAL HEALTH IN REHABILITATION   (9 HOURS)
4.1. Mental Health Challenges: Common mental health issues faced by rehabilitation clients - Stress Management: Techniques for managing stress and promoting resilience.
4.2. Self-Care Strategies: Importance of self-care for clients and social workers - Mindfulness and Relaxation Techniques: Implementing mindfulness practices.
4.3. Community Resources: Utilizing community resources to support mental health.

UNIT 5: INTEGRATING THEORY AND PRACTICE   (9 HOURS)

5.1. Case Management: Effective case management practices in rehabilitation - Multidisciplinary Approach: Working with multidisciplinary teams in rehabilitation.

5.2. Cultural Competence: Importance of cultural competence in rehabilitation psychology - Research Methods: Conducting research to inform rehabilitation practices.

5.3. Future Trends: 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	Psychological principles to understand and address the needs of individuals in rehabilitation.	K1
CO2	Demonstrate proficiency in assessing psychological conditions and developing personalized intervention plans.	K2
CO3	Skilled in creating and executing effective psychological interventions tailored to individual rehabilitation needs.	K3
CO4	Capable of designing and implementing programs that promote mental health and resilience in diverse populations.	K4
CO5	To seamlessly integrate psychological theories with social work practices to improve rehabilitation outcomes.	K5

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

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Course Title	Specialization Course 3 REHABILITATION ASSESSMENT PROCEDURES
Course Code	PRSS2T3
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:
The Learner will be able to:

Course Objectives
1. Explain the various types of data and tests.
2. Describe the various methods of assessment
3. Explain the various technical aspects of assessment.
4. Elaborate on the methods of data collection for assessment in research
5. Discuss about statistical analysis and interpretations.

UNIT 1: INTRODUCTION TO ASSESSMENT   (6hrs)
 1.1 Definitions of screening, assessment, testing and diagnosis, measurement and
        Evaluation - Purposes of assessment and evaluation
 1.2 Concept, types of assessment data - advantages and disadvantages - Functions
         and principles of evaluation - Differences between assessment and evaluation

UNIT 2: TYPES OF ASSESSMENT   (6hrs)
 2.1 Concept and differences, advantages and disadvantages - formal and
        informal assessment - norm and criterion referenced assessment.
 2.2 Concept, differences, advantages and disadvantages of formative and summative assessment - Continuous
        vs. Final Assessment **-** Process vs. Product Assessment and Divergent vs. Convergent Assessment

UNIT 3:   TECHNICAL ASPECTS OF ASSESSMENT/RESEARCH   (6hrs)
3.1   Selection of tools and criteria for selection of tools - Different types of tools with their advantages
           and disadvantages - Standardization of a test
3.2   Steps in construction of knowledge tests and attitude scales - Criteria of assessment/ tool-   validity,
           reliability, their measurement
UNIT 4: METHODS OF DATA COLLECTION FOR ASSESSMENT/RESEARCH   (6hrs)
 4.1 Characteristics and types of observation - Recording observation and types of recording -
        Concept, advantages and disadvantages of focus group interview
 4.2   Concept, steps, advantages and disadvantages of case study- Work Sample Analysis

UNIT 5:   ANALYSIS OF DATA/HYPOTHESIS TESTING   (12hrs)
 5.1 Variables and data - Measures of central tendency - Measures of relationship.
        Comparison
 5.2 Measures of association - Testing of Hypotheses

COURSE OUTCOMES:

On completion of the course the learner will

CO No.	Course Outcomes	Cognitive Level
CO-1	Recall the various types of data and tests.	K1
CO-2	Relate the various technical aspects of assessment in research.	K2
CO-3	Apply the various methods of assessment in research.	K3
CO-4	Analyse different methods in collecting and interpreting data.	K4
CO-5	Compute and solve data using suitable statistical analysis and interpretations	K5

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

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Course Title	Core Course 12 LEGISLATIONS AND ADMINISTRATION OF REHABILITATION PROGRAMMES
Course Code	PRSC2T1
Course Type	THEORY
Year	FIRST
Semester	II
Total Hours	30
Credits	2
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   (6 **Hrs**)
    1.1   Concepts / Definitions, importance, goals and Scope of rehabilitation administration
    1.2   Skills and Roles necessary for rehabilitation administration

UNIT 2:   Personnel in Rehabilitation Administration   (6 **Hrs**)
    2.1 Categorization of rehabilitation professionals – personnel, qualification
    2.2 Roles of various functionaries : Chief Commissioner for Persons with Disabilities, State Commissioner for Persons with Disabilities ,District Disability Rehabilitation officer ,Rehabilitation Social Workers and Vocational Rehabilitation Workers

UNIT 3:   Legislations and Schemes for Disabled   (6 **Hrs**)
    3.1 Policy / Conventions / Laws - National Policy, UNCRPD, Acts, Bill
    3.2 Legislations in formation of an NGO – society, trust, foreign visitors and Foreign contribution regulation act - acceptance, permission, registration, filing of returns

UNIT 4:   Schemes for Persons with Disabilities   (6 **Hrs**)
    4.1 Schemes / Flagship programs – education, employment, social security, health, rehabilitation and recreation, PWD Act schemes, NTA schemes, other national schemes
    4.2 Schemes by state government – National Career Counseling Centre for Differently abled

UNIT 5:   Benefits for PWD   (6 **Hrs**)
    5.1 Disability insurance, Income tax act –deductions, registration, investments, exemptions
    5.2 Wealth tax and gift tax and Employee's benefit scheme - provident fund, gratuity

COURSE OUTCOMES:

On Completion of the Course, The learner will

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 13 DIVERSITIES AND REHABILITATION FOR INCLUSION
Course Code	PRSC2T2
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 Definition , Dimensions of Diversity and Historical Perspectives on Diversity in Rehabilitation
1.2 Cultural Competence in Healthcare , Legal and Ethical Considerations and Importance of Diversity in Rehabilitation Professions

UNIT2:CULTURAL COMPETENCE IN REHABILITATION SERVICES   (6 HOURS)
2.1 DevelopingCulturalCompetence and Communication across Cultural Differences
2.2 Integrating Cultural Competence in Assessment and Treatment and addressing Health Disparities and Case Studies:Successful Implementation of Cultural Competence in Rehabilitation

UNIT3: ETHICAL CONSIDERATIONS IN DIVERSE SETTINGS   (6 HOURS)
3.1 Ethical Challenges in Diverse Rehabilitation Environments and Informed Consent and Cultural Sensitivity
3.2 Confidentiality , Privacyin Diverse Contexts and Navigating Ethical Dilemmas in Rehabilitation and Ethical Decision-Making in Diverse Settings

UNIT4:INTERSECTIONALITY IN REHABILITATION   (6 HOURS)
4.1 Understanding Intersectionality and addressing Multiple Identities in Rehabilitation and Impact of Intersectionality on Access to Services
4.2 Inclusive Approaches for Different Identities and Intersectionality and Rehabilitation Practice

UNIT5: PROMOTING INCLUSIVE PRACTICES IN REHABILITATION   (6 HOURS)

5.1 Strategies for Inclusive Environments and Employee Training and Diversity Awareness and Advocacy for Inclusive Policies in Rehabilitation

5.2 Evaluation and Continuous Improvement and Inclusive Practices Implementation Plan

COURSEOUTCOMES.
On completion of the Course the learner will be able to

CO No.	Course Outcomes	Cognitive level
CO1	Students will demonstrate a comprehensive understanding of diversity, recognizingitsimpactonindividualsandcommunitiesintherehabilitation context	K1
CO2	Cultivateculturalcompetenceskillsamongrehabilitationprofessionals, enhancingtheirabilitytoprovide inclusive and culturally sensitive services..	K2
CO3	Studentswillapplyethicalprinciplesindiverserehabilitationsettings, makinginformeddecisionsthatupholdinclusivity and respect for diverse identities.	K3
CO4	Develop awareness and sensitivity to intersectionality, enabling students to addresstheuniqueneedsofindividualswithmultipleandintersecting identities.	K4
CO5	Implement strategies for promoting inclusive practices within rehabilitation settings,contributingtoenvironmentsthatcelebratediversityandfoster inclusion	K5
CO5		

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

REFERENCES:

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Course Title	Core Course 14 PERSONS WITH NEURO DEVELOPMENTAL DISABILITIES AND SOCIAL INCLUSION
Course Code	PRSC2T3
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 Hrs)

1.1 Definition, historical review, Classification and Prevalence of Intellectual Disability, Etiological factors and preventive measures of Intellectual Disability

1.2 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability, Infancy and Early Childhood; EI & Family involvement (NIMH – Family   Based Program Plan) School age; placement alternative (special school, Resource Room, inclusive   classroom), Multidisciplinary team collaboration and role of special education teacher

1.3 Use of assessment information - Medical, Special Educational and Psychological

1.4 Therapeutic and Vocational-Interpretation of assessment information to develop training goals.

UNIT 2: INTERVENTION AND REHABILITATION OF INTELLECTUAL DISABILITY   (12 Hrs)

2.1 Skill Development Programs:

2.2 Behavioral Therapy:

2.3 Educational Support and Specialized Instruction:

2.4 Social and Emotional Support Services: and Community Integration Support and inclusion

UNIT 3: Autism Spectrum Disorder and ADD, ADHD   (12 Hrs)

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 Hrs)

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 Hrs)
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

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)

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PRACTICAL

Course Title	Specialization Course 4 (Practical) PROFES SIONAL REHABILITATION SOCIAL WORK PRACTICE
Course Code	PRSS2P1
Course Type	PRACTICAL
Year	FIRST
Semester	II
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

COURSE OBJECTIVES
1. Apply theoretical knowledge to real-world social work scenarios.
2. Develop effective communication skills for engaging with clients and stakeholders.
3. Practice assessment and intervention techniques in diverse social work settings.
4. Critically think and solve problems related to social issues.
5. Cultivate self-awareness and ethical decision-making in professional practice.

PRACTICAL ACTIVITIES:

1. Role-playing exercises to practice communication skills in various social work scenarios (e.g., initial client intake, crisis intervention).
2. Conducting mock assessments and case studies to apply theoretical concepts to real-world client situations.
3. Shadowing experienced social workers during field placements to observe assessment and intervention techniques in practice.
4. Participating in community outreach events to engage with diverse populations and identify social needs.
5. Collaborating with local organizations to design and implement community-based projects addressing social issues.
6. Analyzing case studies and ethical dilemmas in small groups to facilitate critical thinking and ethical decision-making discussions.
7. Participating in reflective journaling exercises to enhance self-awareness and personal growth in professional practice.
8. Attending workshops and seminars on cultural competence, trauma-informed care, and other relevant topics in social work practice.
9. Conducting research projects on current social issues and presenting findings to peers and faculty.
10. Engaging in peer supervision sessions to provide feedback and support for fellow trainees' professional development.

COURSE OUTCOMES:
On Completion of the Course, the learner

CO	Course Outcomes	Cognitive level
CO1	Demonstrate proficiency in active listening, empathy, and rapport-building with clients.	K1
CO2	Integrate theoretical frameworks into practical interventions for client support and advocacy.	K2
CO3	Conduct comprehensive assessments and develop appropriate intervention plans for diverse client populations.	K3
CO4	Analyze complex social problems and formulate effective strategies for intervention and prevention.	K4
CO5	Exhibit ethical decision-making skills and self-reflection in professional practice.	K5

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

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Course Title	Specialization Course 5 (Practical) PS YCHOLOGY FOR REHABILITATION SOCIAL WORK
Course Code	PRSS2P2
Course Type	(PRACTICAL)
Year	I YEAR
Semester	SECOND
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Understand of key psychological principles and how they apply to rehabilitation and social work.
2. Assess the psychological needs of individuals undergoing rehabilitation.
3. Developing and implementing effective psychological intervention strategies for rehabilitation.
4. Promote mental health and well-being in diverse populations, particularly those with disabilities or special needs.
5. Integrate psychological theories with practical social work in rehabilitation settings

UNIT 1: FOUNDATIONS OF PSYCHOLOGY IN REHABILITATION   (6 HOURS)
1.1. Introduction to Rehabilitation Psychology: History, scope, and significance.-.Key   Psychological Theories: Behavioral, cognitive, and humanistic theories.
1.2. Psychosocial Aspects of Disability: Understanding the psychosocial impact of disabilities- . Motivation and Rehabilitation -Role of motivation in the rehabilitation process.
1.3. Ethical Considerations: Ethical issues and professional conduct in rehabilitation psychology.

UNIT 2: PSYCHOLOGICAL ASSESSMENT IN REHABILITATION   (6 HOURS)
2.1. Assessment Techniques: Types of psychological assessments and their uses - Diagnostic Tools: Common diagnostic tools used in rehabilitation settings.
2.2. Interpreting Assessment Results: Understanding and interpreting assessment outcomes.
2.3. Client-Centered Assessment: Ensuring assessments are client-focused and culturally sensitive – Case Studies: Application of assessment techniques in real-world scenarios.

UNIT 3: INTERVENTION STRATEGIES IN REHABILITATION   (6 HOURS)
3.1 Cognitive Behavioral Therapy (CBT): Application of CBT in rehabilitation. - Behavioral Interventions: Techniques and strategies for behavioral modification.
3.2 Counseling Techniques: Effective counseling methods for rehabilitation clients - Group Therapy: Benefits and methods of conducting group therapy sessions.
3.3. Family Involvement: Engaging family members in the rehabilitation process.

UNIT 4: PROMOTING MENTAL HEALTH IN REHABILITATION   (6 HOURS)
4.1. Mental Health Challenges: Common mental health issues faced by rehabilitation clients - Stress Management: Techniques for managing stress and promoting resilience.
4.2. Self-Care Strategies: Importance of self-care for clients and social workers - Mindfulness and Relaxation Techniques: Implementing mindfulness practices.
4.3. Community Resources: Utilizing community resources to support mental health.

UNIT 5: INTEGRATING THEORY AND PRACTICE   (6 HOURS)

5.1. Case Management: Effective case management practices in rehabilitation - Multidisciplinary Approach: Working with multidisciplinary teams in rehabilitation.

5.2. Cultural Competence: Importance of cultural competence in rehabilitation psychology - Research Methods: Conducting research to inform rehabilitation practices.

5.3. Future Trends: 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	Psychological principles to understand and address the needs of individuals in rehabilitation.	K1
CO2	Demonstrate proficiency in assessing psychological conditions and developing personalized intervention plans.	K2
CO3	Skilled in creating and executing effective psychological interventions tailored to individual rehabilitation needs.	K3
CO4	Capable of designing and implementing programs that promote mental health and resilience in diverse populations.	K4
CO5	To seamlessly integrate psychological theories with social work practices to improve rehabilitation outcomes.	K5

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

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Course Title	Specialization Course 6 (Practical) REHABILITATION ASSESSMENT PROCEDURES
Course Code	PRSS2P3
Course Type	PRACTICAL
Year	FIRST
Semester	II
Total Hours	60
Credits	2
Marks	100

GENERAL OBJECTIVES:
The Learner will be able to:

Course Objectives
1.To Explain the various types of data and tests.
2. To Describe the various methods of assessment
3. To Explain the various technical aspects of assessment.
4. To Elaborate on the methods of data collection for assessment in research
5. To Discuss about statistical analysis and interpretations.

PRACTICAL ACTIVITIES:

1. **Role Play:** Rehabilitation Assessment Scenarios: Divide trainees into groups and assign each group a scenario commonly encountered in rehabilitation (e.g., assessing mobility after joint replacement surgery). Trainees must role-play as both the assessor and the patient, practicing communication skills and selecting appropriate assessment methods.
2. **Interactive Quiz on Rehabilitation Assessment**: Develop an interactive online quiz covering topics such as the purposes of assessment, types of assessment data, and technical aspects specific to rehabilitation assessment (e.g., inter-rater reliability in functional assessments).
3. **Case Study Analysis in Rehabilitation**: Provide trainees with case studies involving rehabilitation patients with diverse needs (e.g., traumatic brain injury, stroke rehabilitation). In small groups, trainees analyze the case studies and propose comprehensive assessment plans tailored to each patient's condition.
4. **Validity and Reliability** Exploration in Rehabilitation Assessment: Engage trainees in a discussion on the importance of validity and reliability in rehabilitation assessment. Provide examples of how these concepts apply to various assessment tools used in rehabilitation practice, such as balance assessments and pain scales.
5. **Assessment Buzzword Bingo**: Create bingo cards with terms related to assessment (screening, testing, diagnosis, measurement, evaluation). As you introduce each term, students mark them off on their cards.
6. **Guest Speaker**: Invite a guest speaker who works in assessment, such as an educational psychologist or HR professional, to share real-world examples and experiences.
7. **Assessment Toolbox**: Ask students to create a visual representation (e.g., poster, digital collage) of different assessment types, highlighting their characteristics, advantages, and disadvantages.
8. **Formative vs. Summative Slam**: Organize a debate or a structured discussion where students defend either formative or summative assessment as the more effective approach.
9. **Case Study Analysis**: Provide students with case studies involving assessment scenarios. In small groups, they analyze the case studies and recommend appropriate assessment strategies.
10. **Test Construction Challenge**: Provide students with raw data and ask them to construct a knowledge test or attitude scale following specific guidelines. They must justify their choices in tool construction.

COURSE OUTCOMES:

On completion of the course the learner will be able to

CO No.	Course Outcomes	Cognitive Level
CO-1	Recall the various types of data and tests.	K1
CO-2	Relate the various technical aspects of assessment in research.	K2
CO-3	Apply the various methods of assessment in research.	K3
CO-4	Analyse different methods in collecting and interpreting data.	K4
CO-5	Compute and solve data using suitable statistical analysis and interpretations	K5

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

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Course Title	Core Course 15 (Practical) LEGISLATION AND ADMINISTRATION OF REHABILITATION PROGRAMMES
Course Code	PRSC2P1
Course Type	PRACTICAL
Year	FIRST
Semester	II
Total Hours	30
Credits	1
Marks	100

COURSE OBJECTIVES:
The learner will be able to

Course Objectives
1. To Remember various process involved in Rehabilitation Administration.
2. To Understand various roles and responsibilities of Rehabilitation Professionals
3. To Remember different legal measures and provisions involved in Rehabilitation Programs.
4. To Analyse the Policies, legislation and Role of National Institutes in the administration and management of Rehabilitation Programs for Persons with Disability
5. To Analyse the schemes and concessions available and its significance in the life of persons with disability (skill development)

PRACTICAL ACTIVITIES:

1. Case Study Analysis -Students analyze real-world case studies of rehabilitation administration in different settings (e.g., hospitals, NGOs, government agencies). They identify key administrative challenges, apply concepts and propose solutions focusing on the importance, goals, and scope of rehabilitation administration. Deliverable: A written report or group discussion.
2. Professional Panel Discussion - Invite professionals from different rehabilitation sectors to discuss their roles, qualifications, and the importance of their work in this field.
3. Job Descriptions Creation - Task students with creating detailed job descriptions for positions like Chief Commissioner, State Commissioner, etc., discussing qualifications and functions. To visit Local Industries and Writing Job analysis and description
4. Debate on Policies - Organize a debate where students argue for or against specific policies related to persons with disabilities, fostering critical thinking and understanding.
5. Role-Play Simulation - Students role-play as rehabilitation administrators, practicing skills from Unit 1.2 (e.g., communication, leadership, decision-making). Scenarios include managing a team of rehabilitation professionals or addressing a client's needs. Deliverable: Reflective essay on skills applied.
6. Stakeholder Interview - Students conduct interviews with rehabilitation professionals (e.g., District Disability Rehabilitation Officer, Vocational Rehabilitation Worker) to understand their roles and challenges. A written summary.
7. Policy Review and Comparison - Students compare the National Policy for Persons with Disabilities and UNCRPD analyzing their objectives, implementation, and gaps. A comparative chart or policy brief.

8. NGO Formation Simulation **-** Students simulate the process of forming an NGO for disability rehabilitation, addressing legal requirements (e.g., society registration, FCRA compliance). Deliverable: A mock registration document and compliance checklist.
9. Scheme Evaluation Project **-** Students select one scheme from (e.g., PWD Act schemes, NTA schemes) or a state-specific scheme and evaluate its effectiveness through research or stakeholder feedback. A detailed report with recommendations.

10, Advocacy Campaign**:** Students create an advocacy campaign to raise awareness about benefits like tax exemptions or employee schemes for PWDs .A campaign plan including posters, social media content, or a short video.

COURSE OUTCOMES:
On Completion of the Course the learner will

CO No.	Course Outcomes	Cognitive Level
CO-1	Explains 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 16 (Practical) **DIVERSITIES AND REHABILITATION FOR INCLUSION**
Course Code	**PRSC2P2**
Course Type	**PRACTICAL**
Year	**FIRST**
Semester	**II**
Total Hours	**30**
Credits	**1**
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.

PRACTICAL ACTIVITIES:

1. Simulation Exercises:
   Create simulated scenarios where participants experience physical or cognitive limitations. This can involve using blindfolds, wheelchairs, or earplugs to simulate impairments. Follow this with a discussion on the challenges faced and ways to enhance inclusivity.

2. Storytelling and Sharing Circles:
   Encourage individuals from diverse backgrounds to share their personal experiences related to rehabilitation and inclusion. This can foster empathy and understanding among students**.**

3. Role-Playing Workshops:
   Organize role-playing sessions where participants act out scenarios involving diverse individuals in a rehabilitation setting. This helps in understanding different perspectives and challenges faced by individuals with various abilities. Displaying their role in familial, community, school & Vocational setting.

4. Experiential Visit:
   Visit to Regional and National Institutes for PWD's and study the aspect of Inclusiveness and Cultural Impact

5. Record/Album Preparation:
   Prepare a Record or Album with Collection of News Articles relating to PWD's with significant importance to aspects of Inclusion.

6. Accessible Design Challenges:
   Task participants to design or modify everyday items or spaces to make them more accessible for Individuals with disabilities. This could be anything from creating an accessible website to Designing an inclusive playground**.**

7. Film Screenings and Discussions:
   Screen movies or documentaries that highlight the experiences of individuals undergoing
   Rehabilitation or those advocating for inclusive environments. Follow up with discussions to delve
   Deeper into the themes portrayed.

8. Collaborative Art Projects:
   Engage in art-based activities that emphasize inclusivity. Create collaborative art pieces posters,
   Pamphlets that represent diversity and the journey of rehabilitation for inclusion.

9. Awareness Campaigns:
   Develop and execute awareness campaigns focused on breaking stereotypes and promoting
   Understanding of diverse abilities. Use social media, posters, or events to reach a wider audience.

10. Mock Inclusive Events:
   Organize mock inclusive events, such as sports tournaments (Abilympics & Paralymipcs) or
   Community gatherings, where participants experience first and the logistics and considerations
   Needed for inclusive participation.

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

CO No.	Course Outcomes	Cognitive level
CO1	Students will demonstrate a comprehensive understanding of diversity, recognizing its impact on individuals and communities in the rehabilitation context	K1
CO2	Cultivate cultural competence skills among rehabilitation professionals, enhancing their ability to provide inclusive and culturally sensitive services..	K2
CO3	Students will apply ethical principles in diverse rehabilitation settings, making informed decisions that uphold inclusivity and respect for diverse identities.	K3
CO4	Develop awareness and sensitivity to intersectionality, enabling students to address the unique needs of individuals with multiple and intersecting identities.	K4
CO5	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 17 (Practical) PERSONS WITH NEURO DEVELOPMENTAL DISABILITIES AND SOCIAL INCLUSION
Course Code	PRSC2P3
Course Type	PRACTICAL
Year	FIRST
Semester	II
Total Hours	90
Credits	3
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Develop a comprehensive understanding OF Neurodevelopmental Disabilities including its etiology, symptomatology, diagnostic methods, and treatment options.
2. Acquire practical skills in conducting interviews and case studies with individuals diagnosed With Neurodevelopmental Disabilities focusing on gathering relevant medical history, symptom assessment, and treatment planning.
3. Enhance proficiency in implementing various therapeutic interventions and support strategies for individuals with Neurodevelopmental Disabilities encompassing psychological, speech behavioral, physical, occupational, and vocational aspects.
4. Identify and plan a comprehensive approach to Autism. Compare ADHD and ADD with their characteristics and symptoms
5. Apply intervention and remedial strategies for children with Learning Disability. Analyze and evaluate the associated conditions of Learning Disabilities

PRACTICAL ACTIVITIES:
1 Case Profile/Case Study:
> Conducting interviews with individuals diagnosed with PIDD to understand their medical history, symptoms, and challenges.
> Documenting case studies of individuals with PIDD, including demographic information, medical history, symptoms, and treatment plans.

2. Home Visit and Organizing a Parent Training Programme:
> Conducting home visits to assess the living conditions and support systems available for individuals with PIDD.
> Organizing workshops or training sessions for parents/guardians of individuals with PIDD to educate them about the disorder, its management, and available resources.

3. Organizing and Participating in a Camp:
> Collaborating with healthcare professionals and community organizations to organize a camp for individuals with PIDD.
> Planning activities and workshops focused on health education, socialization, and skill-building for individuals with PIDD attending the camp.

4. Assessment and Therapeutic Intervention/Case Profiling/Reporting and Follow-Up

i   Psychological Assessment/Intervention:
> Administering psychological assessments to individuals with PIDD to evaluate their cognitive

functioning, emotional well-being, and coping strategies.
Providing individual or group therapy sessions to address psychological challenges associated with living with PIDD, such as anxiety or depression.

ii   Speech Assessment/Intervention:
- Conducting speech assessments to identify any speech or language disorders in individuals with PIDD.
- Developing and implementing speech therapy interventions to improve communication skills and speech intelligibility.

iii.   Behavioural Assessment/Intervention:
- Observing and assessing the behavioral patterns of individuals with PIDD in various settings.
- Designing behavior intervention plans (BIPs) to address challenging behaviors and promote positive behavior management strategies.

iv.   Physical & Occupational Therapy Assessment/Intervention:
- Conducting physical assessments to evaluate motor skills, mobility, and functional abilities of individuals with PIDD.
- Providing physical therapy interventions to improve strength, coordination, and independence in activities of daily living.
- Conducting occupational therapy assessments to identify areas of difficulty in performing daily tasks and providing interventions to improve independence and participation.

v. Vocational Assessment/Intervention:
- Conducting vocational assessments to identify strengths, interests, and abilities of individuals with PIDD.
- Developing vocational training programs or job coaching strategies to support individuals with PIDD in obtaining and maintaining employment.

5. **Developing Individualized Education Plans (IEPs)**:
- Student trainees can work closely with educators and specialists to develop individualized education plans tailored to the specific needs and abilities of students with intellectual disabilities.
- This involves assessing the student's strengths and challenges, setting educational goals, and devising strategies and accommodations to support their learning and development.

6. **Facilitating Social Skills Training**:
- Student trainees can lead or assist in social skills training sessions designed to help individuals with intellectual disabilities develop essential social skills.
- This may include organizing group activities, role-playing scenarios, and providing guidance on effective communication, cooperation, and conflict resolution techniques.

7. **Family history**
- Collect background information including family background, birth and developmental history, school history and any other significant information from parents.
- Relate other reports, if any, such as that of psychologist, therapist, and Medical professionals for planning.

8. **Survey in schools** to screen children with learning disability using NCLD checklist.
   - Administration of basic learning abilities checklist to identify the areas of strength and weakness of children with Learning Disabilities.
9. Prepare a case study of a child with LD pertaining to the educational intervention of the child.
10. Select primary goals and specific objective for teaching and learning for children with Learning Disabilities.
11. Plan and implement activities for a specific duration that involves ongoing evaluation that comprise selected aim, objective, strategies, teaching aids, time and place are converted into a planned instruction in class for imparting knowledge to develop skills for persons with Autism,
12. Plan and implement activities for a specific duration that involves ongoing evaluation that comprise selected aim, objective, strategies, teaching aids, time and place are converted into a planned instruction in class for imparting knowledge to develop skills for persons with Learning Disabilities and ADHD.
13. Plan an IEP that comprise selected aim, objective, strategies, teaching aids, time and place are converted into a planned instruction in class for imparting knowledge to develop skills for persons with ADHD
14. Plan an activities that comprise aim, objective, strategies, teaching aids, time and place in sports, music, drawing, movement, arts and crafts and other extracurricular activities to be converted into a planned instruction in class for developing appropriate skills to enhance the adaptive repertoire of the persons with Autism, Learning Disabilities and ADHD.
15. **Evaluate the effect of teaching** on the student and difficulties faced in imparting instructions and suggest changes for improving the programme.

COURSE OUTCOMES
On Completion of the Course the Learner will

CO No.	Course Outcomes	Cognitive level
1.	Demonstrate competency in conducting thorough interviews and case studies of individuals diagnosed with PIDD, documenting relevant demographic information, medical history, symptoms, and treatment plans accurately	K3
2.	Design and facilitate parent training programs, workshops, and camps aimed at educating caregivers, enhancing support systems, and fostering a holistic understanding of PIDD management within the community.	K4
3.	Exhibit proficiency in implementing a range of therapeutic interventions tailored to address the diverse needs of individuals with PIDD, including psychological assessments and interventions, speech therapy, behavior management plans, physical and occupational therapy interventions, and vocational support strategies.	K3
4.	Prepare case studies of individuals diagnosed with ASD, ADHD and SLD documenting relevant demographic information, medical history, symptoms, and treatment plans accurately.	K3
5.	Design and facilitate parent training programs, aimed at educating caregivers, enhancing support systems, for children with ASD, ADHD and SLD	K4
6.	Plan interventions tailored to meet the diverse needs of individuals with ASD, ADHD and SLD including psychological assessments and interventions, behavior management plans, physical and occupational therapy interventions, and vocational support strategies.	K3

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

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Course Title	Core Course 18 (Practical) RESEARCH METHODOLOGY IN SOCIAL SCIENCES AND STATISTICS - II
Course Code	PRSC2P4
Course Type	PRACTICAL
Year	FIRST
Semester	II
Total Hours	30
Credits	1
Marks	100

COURSE OBJECTIVES:
On Completion of the Course the learner will

1.Select feasible and relevant research topics aligned with their interests and the field of study.
2.Articulate the significance and rationale behind identified research problems within their chosen topic area.
3.Equip students with skills for literature review, including search techniques, critical evaluation, and synthesis relevant to their research topics.
4.Formulate clear and specific research questions or hypotheses based on identified research problems.
5.Assist students in formulating clear and specific research questions or hypotheses based on identified research problems.

PRACTICAL ACTIVITIES:

A. RESEARCH PROPOSAL PREPARATION:
   1. **Topic Selection Exercise**:
      * Ask students to identify areas of interest and propose potential research topics. Guide them through the process of selecting a feasible and relevant research topic aligned with their interests and the field of study.
   2. **Research Problem Identification**:
      * Assign students to identify and define research problems within their chosen topic area. Encourage them to articulate the significance and rationale behind the chosen problem.
   3. **Literature Review Workshops**:
      * Conduct workshops focusing on literature review techniques, teaching students how to search scholarly databases, critically evaluate existing research, and synthesize findings relevant to their research topics.
   4. **Formulation of Research Questions or Hypotheses**:
      * Task students to develop clear and specific research questions or hypotheses based on their identified research problems. Guide them in creating well-defined and focused research inquiries.
   5. **Research Methodology Planning**:
      * Assign exercises on selecting appropriate research methodologies (quantitative, qualitative, mixed methods) and justifying their choices based on the nature of the research questions.
   6. **Ethical Considerations Discussion**:
      * Organize discussions on ethical considerations in research. Engage students in deliberations about ethical guidelines, informed consent, confidentiality, and potential ethical issues related to their proposed research.

7. **Proposal Writing Workshops**:
   - Provide guidelines and templates for structuring a research proposal. Encourage students to draft sections of their proposals (e.g., introduction, methodology, objectives) and provide constructive feedback.
8. **Literature Search and Evaluation**:
   - Task students to conduct comprehensive literature searches on their research topics using scholarly databases and libraries. Guide them in critically evaluating the relevance and quality of retrieved literature.
9. **Literature Review Synthesis**:
   - Facilitate sessions where students synthesize findings from multiple sources and construct a cohesive literature review. Teach them how to organize literature logically and identify gaps in existing research.
10. **Presentation of Literature Review**:
    - Assign presentations where students summarize and present their literature reviews. Encourage them to communicate key findings, methodological approaches, and gaps identified in the literature.

COURSE OUTCOMES:
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive level
CO1	Identify areas of interest and propose potential research topics based on their interests and field alignment.	**K1**
CO2	Define research problems within their chosen area, demonstrating an understanding of their significance and rationale.	**K2**
CO3	Apply scholarly databases and libraries to conduct literature searches related to their research topics and critically evaluate and synthesize existing research findings relevant to their chosen research topics.	**K3**
CO4	Develop well-defined research questions or hypotheses that align with identified research problems and create focused research inquiries through guidance and application of appropriate methodologies.	**K4**
CO5	Identify and justify appropriate research methodologies based on the nature of their research questions engage in discussions on ethical considerations and demonstrate an understanding of ethical guidelines in research design and conduct.	**K5**

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

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Course Title	Specialization Course 7 REHABILITATION CASE WORK
Course Code	PRSS3T1
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 theoretical foundations and practical applications of rehabilitation casework within social work practice.
2. Develop assessment, intervention, and advocacy skills for working with individuals with disabilities or special needs and their families.
3. Demonstrate ethical and culturally competent practice in rehabilitation casework, while fostering professional growth and self-awareness.
4. Understand the historical, theoretical, and ethical foundations of social group work practice.
5. Apply the knowledge and skills necessary to effectively plan, facilitate, and evaluate group interventions across diverse populations.

UNIT 1: INTRODUCTION TO REHABILITATION CASEWORK   (9 Hours)

1.1 Historical perspectives and evolution of rehabilitation casework
1.2 Theoretical frameworks' models and Principles guiding rehabilitation case work practice
1.3 Roles, responsibilities of rehabilitation caseworkers their Ethical and professional considerations in
    rehabilitation casework

UNIT 2: CASE WORK PROCESS   (9 Hours)

2.1 Process of Case Work Practice
2.2 Tools and Techniques of Case Work Practice- Home Visit, Interviewing, Observation, Client Worker
    Relationship
2.3 Recording in Case Work Practice – Types and Use of Records

UNIT 3: ASSESSMENT, DIAGNOSIS AND TREATMENT IN REHABILITATION (9 Hours)
CASEWORK

3.1 Conducting comprehensive intake history and biopsychosocial assessments

3.2 Identifying strengths, challenges, and goals of clients with disabilities

3.3 Collaborating with interdisciplinary teams for specialized evaluations (e.g., medical, psychological, vocational) and Formulating individualized rehabilitation plans based on assessment findings

UNIT 4: INTERVENTION STRATEGIES IN REHABILITATION CASEWORK (9 Hours)

4.1 Counselling and psychoeducation for individuals and families

4.2 Skill-building and empowerment interventions - Advocacy for accessible services, accommodations, and resources

4.3 Case management, Crisis intervention and trauma-informed care for clients facing significant life changes or Challenges

UNIT 5: THEORETICAL SYSTEMS SUPPORTING CASE WORK PRACTICE (9 Hours)

5.1 Ecological Systems Theory and Behaviour Modification Theory

5.2 Rational Emotive Behaviour Therapy and Person Centered Therapy

5.3 Psychodynamic Theory

COURSE OUTCOMES:
On Completion of the Course, the learner will

CO	COURSE OUTCOMES	Cognitive Level
CO-1	Demonstrate proficiency in conducting comprehensive assessments, formulating individualized rehabilitation plans, and implementing evidence-based interventions to support clients with disabilities.	K1
CO-2	Apply ethical principles, cultural competence, and professional boundaries in rehabilitation casework practice, promoting client autonomy, dignity, and social justice.	K2
CO-3	Engage in reflective practice, self-care strategies, and ongoing professional development to enhance effectiveness and resilience in working with diverse populations in rehabilitation settings.	K3
CO-4	Demonstrate proficiency in applying theoretical frameworks and principles of group dynamics to facilitate effective group processes.	K4
CO-5	Plan, implement, and evaluate group interventions that address the unique needs and strengths of diverse populations.	K5

REFERENCES:

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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	Specialization Course 8 REHABILITATION GROUP WORK
Course Code	PRSS3T2
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:
On Completion of the Course the learner will be able to

COURSE OBJECTIVES
1. Understand the theoretical foundations and principles of group work in rehabilitation settings.
2. Develop skills in designing and implementing effective group interventions for diverse populations with disabilities.
3. Explore strategies for facilitating communication and collaboration within rehabilitation groups.
4. Identify and address ethical and cultural considerations in group work with individuals with disabilities.
5. Apply evidence-based practices and assessment tools to evaluate the effectiveness of rehabilitation group interventions.

UNIT 1: UNDERSTANDING GROUPS AND GROUP WORK   **(9 Hours)**
  1.1 Groups – Definition, Types & Relevance
  1.2 Group Behavior and Group Dynamics
  1.3 Group Work as a Method of Social Work Practice and Scope of Group Work

UNIT 2: FOUNDATIONS OF SOCIAL GROUP WORK   **(9 Hours)**
  2.1 Historical development and evolution of social group work
  2.2 Roles and responsibilities of group workers
  2.3 Principles of Group work, Group Formation and Development

UNIT 3 : GROUP WORK IN PRACTICE   **(9 Hours)**
3.1 Models of Group Work Practice
3.2 Group Work Process – Stages
3.3 Tools and Techniques of Group Work

UNIT 4: THEORETICAL APPROACHES TO GROUP WORK   **(9 Hours)**
  4.1Group Therapy and Gestalt Therapy
  4.2Transactional Analysis
  4.3Support Groups and Psycho-educational Approach

UNIT 5: GROUP WORK METHODS AND INTERVENTIONS   **(9 Hours)**
  5.1 Psycho educational groups and Support groups
  5.2 Task groups and Therapeutic groups
  5.3 Advocacy and social action groups

COURSE OUTCOMES:

On Completion of the Course, the learner will

CO	Course Outcomes	Cognitive level
CO1	Demonstrate knowledge of key theories and models relevant to group work in rehabilitation.	K1
CO2	Design and implement group interventions that promote empowerment, independence, and inclusion for individuals with disabilities.	K2
CO3	Facilitate group processes effectively, including goal setting, conflict resolution, and decision-making.	K3
CO4	Evaluate the impact of group interventions on participants' psychosocial, functional, and vocational outcomes.	K4
CO5	Demonstrate ethical awareness and cultural competence in all aspects of rehabilitation group work practice.	K5

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

REFERENCES:
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Course Title	Specialization Course 9 PRSS3T3 COMMUNITY ORGANSATION AND COMMUNITY CENTERED REHABILITATION
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 of Community Organization
1.3 Principles and Process of Community Organization
1.4 Models and Approaches of Community Organization
1.5 Skills & Roles of Community Organizers

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
2.4 Asset-Based Community Development
2.5 Social Capital, Empowerment, and Inclusion Theories

UNIT 3: CONCEPT AND FRAMEWORK OF COMMUNITY-CENTERED REHABILITATION (CCR) (9 HOURS)

3.1 Definition, Philosophy, and Evolution of CCR
3.2 Community-Based Rehabilitation (CBR) and Community Centered Rehabilitation (CCR):

Similarities and Differences
3.3 Global Policies and Frameworks (UNCRPD, SDGs, WHO Rehabilitation 2030, ILO Initiatives)
3.4 WHO's CBR Matrix and Its Application in CCR
3.5 Role of Family, Community, Government Agencies, NGOs, and International Organizations

UNIT 4: IMPLEMENTATION STRATEGIES IN CCR (9 HOURS)

4.1 Participatory Rural Appraisal (PRA) and Community Needs Assessment
4.2 Planning Community based Programmes
4.3 Formulation of Community based Programmes
4.4 Working with Community Group
4.5 Participatory Action Research (PAR) in Community Centered Rehabilitation

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 Participatory evaluation and feedback mechanisms
5.3 Documentation, Data Collection, and Reporting Methods
5.4 Innovative Practices and Use of Technology in Community Rehabilitation
5.5 Future Trends and Emerging Challenges in Community-Based Rehabilitation

COURSE OUTCOMES:
On Completion of the Course, the learner will

CO	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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Course Title	Core Course 19 PROJECT MANAGEMENT
Course Code	PRSC3T4
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES
On Completion of the Course 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: PROJECT & 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

CO No.	Course Outcomes	Cognitive Level
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 and apply 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

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Course Title	Core Course 20 ASSISTIVE TECHNOLOGY: ENVIRONMENTAL MODIFICATION AND ACCOMMODATION FOR PERSONS WITH DISABILITIES
Course Code	PRSC3T5
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 Role of Assistive Technology
2. Study various environmental modification strategies that support accessibility and independence for persons with disabilities
3. Gain knowledge about various assistive devices and technologies available for different types of disabilities
4. Learn how to assess, plan, and implement accommodations in various environments such as home, school, and workplace.
5. Understand the policies, standards, and best practices related to assistive technology and accommodations for individuals with disabilities.

UNIT 1: Foundations of Assistive Technology
1.1 Introduction to Assistive Technology- Types of Disabilities and Corresponding
 Technologies - Principles of Universal Design
1.2 Assessment of Assistive Technology Needs- Ethical and Legal Considerations

UNIT 2: Environmental Modification
2.1   Home Modifications- Educational Environment Modifications
2.2   Workplace Accommodations-   Community Accessibility- Emergency Preparedness
  for Individuals with Disabilities

UNIT 3: Types of Assistive Devices
3.1 Mobility Aids - Communication Devices - Sensory Aids
3.2 Cognitive and Learning Aids - Daily Living Aids

UNIT 4: Accommodation Planning and Implementation
4.1 Needs Assessment and Planning- Implementation Strategies- Case Studies and
 Applications
4.2 Collaboration and Teamwork- Challenges and Solutions

UNIT 5: Policies, Standards, and Best Practices
5.1 Key Legislation and Policies - Standards and Guidelines - Best Practices in Assistive
 Technology
5.2. Funding and Resources - Global Perspectives on Assistive Technology

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

CO1	Explain the role and significance of assistive technology in improving the quality of life for persons with disabilities.	K1
CO2	Design and apply strategies for environmental modifications to enhance accessibility and independence.	K2
CO3	Identify and effectively use different assistive devices and technologies tailored to specific disabilities.	K3
CO4	Assess needs and develop comprehensive accommodation plans for individuals in various settings.	K4
CO5	Interpret and apply relevant policies, standards, and best practices in the field of assistive technology and accommodations.	K5

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

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Course Title	Core Course 21 DISABILITY RIGHTS, POLICIES AND ADVOCACY FOR PERSONS WITH DISABILITIES
Course Code	PRSC3T6
Course Type	THEORY
Year	SECOND
Semester	III
Total Hours	45
Credits	3
Marks	100

COURSE OBJECTIVES:
The leaner will be able to

Course Objectives
1. To provide an in-depth understanding of disability rights laws, policies, and frameworks.
2. To examine historical and contemporary issues surrounding the rights of persons with disabilities.
3. To equip students with advocacy skills and strategies to promote disability rights and inclusion.
4. To explore the intersectionality of disability rights with other social justice movements.
5. To foster critical thinking and reflection on ethical considerations in disability advocacy.

UNIT 1: Introduction to Disability Rights and Advocacy   (9 HOURS)
   1.1 Historical Perspectives on Disability Rights and Legal Frameworks and International Conventions
   1.2 Models of Disability and Intersectionality and Disability Rights
   1.3 Ethical Considerations in Disability Advocacy

UNIT 2: Understanding Disability Policies and Legislation   (9 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
   2.3 Healthcare and Accessibility Policies and Policy Advocacy and Implementation Challenges

UNIT 3: Advocacy Strategies and Techniques   (9 HOURS)
   3.1 Grassroots Organizing and Community Engagement and Media Advocacy and Public Awareness Campaigns
   3.2 Legal Advocacy and Litigation and Allyship and Coalition Building
   3.3 Digital Advocacy and Technology Tools

UNIT 4: Disability Rights in Practice   (9 HOURS)
   4.1 Case Studies on Successful Advocacy Campaigns and Access to Transportation and Built Environment
  4.2 Inclusive Education and Employment Practices and Addressing Stigma and Discrimination
  4.3 Global Perspectives on Disability Rights

UNIT 5: Reflection and Action   (9 HOURS)

5.4 Reflective Practice in Disability Advocacy and Self-Care and Burnout Prevention for Advocates

5.5 Continuing Education and Professional Development and Sustaining Advocacy Efforts for Long-term Impact

5.3 Creating Personal Advocacy Action Plans

COURSE OUTCOMES
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive Level
CO1	Demonstrate knowledge of key disability rights laws and policies.	K1
CO2	Analyze the impact of historical events on the development of disability rights.	K2
CO3	Apply advocacy techniques to address barriers faced by persons with disabilities.	K3
CO4	Evaluate the effectiveness of different advocacy approaches in advancing disability rights.	K4
CO5	Synthesize ethical principles with disability rights advocacy efforts.	K5

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

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

PRACTICAL

Course Title	Specialization Course 10 REHABILITATION CASE WORK
Course Code	PRSS3P1
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1.	Develop proficiency in conducting comprehensive biopsychosocial assessments for individuals requiring rehabilitation services, integrating both case work and group work methodologies.
2.	Acquire skills in formulating and implementing individualized rehabilitation plans through a combination of one-on-one interventions and group-based support.
3.	Enhance understanding of group dynamics, facilitation techniques, and therapeutic interventions necessary for effective group work in rehabilitation settings.
4.	Learn to collaborate with interdisciplinary teams, community organizations, and other stakeholders to support clients in achieving their rehabilitation goals through a holistic approach.
5.	Apply ethical principles, cultural competence, and evidence-based practices in rehabilitation case work and group work, ensuring the provision of ethical, equitable, and quality services to clients.

PRACTICAL ACTIVITIES:

1. **Case Studies and Assessments:** Students analyze real-life case studies to understand client needs and assess rehabilitation requirements.
2. **Role-playing Sessions:** Engage in simulated scenarios to develop communication and counseling skills essential for casework and group work.
3. **Field Placements:** Gain hands-on experience through internships in rehabilitation centers, social service agencies, or healthcare settings. Hospital Settings case conference and ward rounds.
4. **Group Facilitation Exercises**: Lead and participate in group therapy sessions to enhance skills in group dynamics and collaboration.
5. **Individual Counseling Sessions:** Conduct one-on-one counseling sessions to develop personalized rehabilitation plans for clients.
6. **Community Outreach Programs:** Organize and participate in outreach events to promote awareness and accessibility of rehabilitation services.
7. **Advocacy Projects:** Work on initiatives that address systemic issues affecting individuals with disabilities and advocate for inclusive policies.
8. **Professional Networking Events:** Attend conferences, workshops, and seminars to connect with professionals in the field and stay updated on industry trends.

9. **Supervision and Consultation:** Receive guidance from experienced practitioners through supervision and consultation sessions.
10. **Reflective Practice:** Regularly reflect on personal experiences and learnings through journals or group discussions to enhance self-awareness.

COURSE OUTCOMES:
The students will gain a comprehensive understanding of

CO	COURSE OUTCOMES	Cognitive Level
CO1	Demonstrate competency in conducting comprehensive biopsychosocial assessments, identifying client strengths, challenges, and rehabilitation needs through case work and group work methods.	K1
CO2	Develop individualized rehabilitation plans for clients, integrating a combination of one-on-one interventions and group-based strategies to address physical, psychological, social, and vocational needs.	K2
CO3	Facilitate therapeutic group processes, promoting mutual support, skill-building, and empowerment among participants to enhance their rehabilitation outcomes and overall well-being.	K3
CO4	Collaborate effectively with interdisciplinary teams and community resources, advocating for clients' rights, access to services, and social inclusion within the broader community.	K4
CO5	Reflect on personal and professional growth as a rehabilitation practitioner, identifying areas of strength and areas for further development in both case work and group work practice within the field of social work.	K5

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

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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	Specialization Course 11 (Practical) REHABILITATION GROUP WORK
Course Code	PRSS3P2
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1.	Develop facilitation skills necessary for leading diverse rehabilitation groups, including establishing group norms, managing group dynamics, and fostering a supportive environment.
2.	Acquire knowledge of evidence-based practices and interventions tailored to specific populations within rehabilitation group settings, such as individuals with disabilities, substance use disorders, or mental health challenges
3.	Enhance assessment skills to identify group members' strengths, needs, and goals, and utilize this information to design and implement effective group interventions.
4.	Cultivate collaboration and communication skills essential for working within interdisciplinary teams in rehabilitation settings, promoting coordinated care and holistic support for group members.
5.	Gain practical experience in evaluating the effectiveness of group interventions, utilizing outcome measures, feedback, and reflective practices to inform ongoing program development and improvement.

PRACTICAL ACTIVITIES:

1.Themed Group Activities: Plan themed group activities tailored to the interests and needs of children with special needs, such as art therapy sessions, sensory play activities, or music and movement sessions.
2.Social Skills Training: Conduct group sessions focused on social skills development, including activities like role-playing social interactions, practicing turn-taking, and learning empathy and understanding.
3.Collaborative Projects: Assign collaborative projects where children work together on a task or a creative project, fostering teamwork, communication, and cooperation skills.
4.Outdoor Experiences: Organize outdoor activities or field trips that promote physical activity, sensory exploration, and social interaction, such as nature walks, picnics, or visits to accessible playgrounds**.**
5.Storytelling and Drama: Use storytelling and drama activities to engage children in expressing themselves, building confidence, and exploring emotions through creative means.
6.Peer Support Groups: Facilitate peer support groups where children can share experiences, offer encouragement, and learn from each other in a supportive and inclusive environment.

7.Adaptive Sports and Games: Introduce adaptive sports and games that are suitable for children with varying abilities, providing opportunities for physical activity, skill development, and teamwork.

8.Parent-Child Bonding Sessions: Include sessions that involve parents or caregivers, focusing on strengthening the parent-child relationship, discussing strategies for home support, and promoting positive family dynamics.

9.Educational Workshops: Invite guest speakers or experts to conduct workshops on topics relevant to children with special needs, such as inclusive education, assistive technology, or behavior management techniques.

10.Celebration and Recognition: Organize events or ceremonies to celebrate achievements, milestones, and contributions of children within the group, fostering a sense of accomplishment and belonging.

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

CO	Course Outcomes	Cognitive level
CO1	Demonstrate proficiency in facilitating rehabilitation groups by effectively managing group processes, promoting participation, and facilitating meaningful interactions among group members.	K1
CO2	Apply evidence-based interventions and techniques in group settings to address the unique needs and goals of diverse populations within the rehabilitation context.	K2
CO3	Develop competency in conducting comprehensive assessments of group members, utilizing assessment tools and techniques to inform individualized treatment planning and goal setting.	K3
CO4	Collaborate effectively with interdisciplinary teams, demonstrating the ability to communicate professionally, advocate for clients' needs, and contribute to integrated care planning and delivery.	K4
CO5	Evaluate the impact of group interventions on client outcomes, utilizing both quantitative and qualitative data to assess effectiveness, identify areas for improvement, and enhance the overall quality of rehabilitation group work practice.	K5

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

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5. Center for Group Studies - https://www.groupcenter.org/

Course Title	**Specialization Course 12 COMMUNITY ORGANIZATION AND COMMUNITY CENTERED REHABILITATION**
Course Code	**PRSS3P3**
Course Type	**PRACTICAL**
Year	**SECOND**
Semester	**III**
Total Hours	**60**
Credits	**2**
Marks	**100**

COURSE OBJECTIVES:
The learner will be able to

COURSE OBJECTIVES
1. **Analyze community assets and stakeholder roles in** the context of community-based rehabilitation (CBR) to identify strengths, resources, and rehabilitation needs.
2. **Develop and implement participatory needs assessment tools** such as surveys and focus groups to evaluate community rehabilitation needs.
3. **Design and execute CBR intervention plans**, incorporating goals, strategies, and resource mobilization efforts.
4. **Apply assistive technologies and advocacy strategies** to enhance disability awareness and community rehabilitation efforts.
5. **Conduct research on emerging trends in CBR**, evaluating best practices and evidence-based approaches for effective intervention.

PRACTICAL ACTIVITIES:

1. **Community Asset Mapping**: Students will conduct surveys and interviews to identify the strengths, resources, and needs of local communities.

2. **Participatory Needs Assessment in a Rehabilitation Setting:** Students can design and implement needs assessment surveys or focus group discussions to identify the specific rehabilitation needs of different communities.

3. **Stakeholder Analysis**: Students will analyze the key stakeholders involved in community-based rehabilitation efforts, including government agencies, NGOs, healthcare providers, and community members.

4. **Planning and Designing a CBR Program:** Students will Create an intervention plan including objectives, activities, timeline, and budget

5. **Implement a Small-Scale CBR Intervention:** Students will work with a community group to conduct a rehabilitation workshop or awareness program. Students will also organize events, such as health fairs or disability awareness days, to engage with the community and provide information on rehabilitation services.

6. **Disability Awareness and Sensitization Campaign:** Students will Design and conduct an advocacy and accessibility campaign using posters, social media, and community meetings.

7. **Case Study Analysis of a Successful CBR Model:** Review and analyze a real-world CBR project through field visits or secondary research.

8. **Assistive Technology and Adaptive Devices Workshop:** Students will explore the role of assistive technology in community rehabilitation.

9. **Resource Mobilization**: Students will learn about fundraising techniques and develop proposals for securing funding for community-based rehabilitation programs.

10. **Research Project on Emerging Trends in Community Rehabilitation:** Students Conduct a mini-research project, including data collection and analysis.

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

CO No.	Course Outcomes	Cognitive level
CO1	**Demonstrate the ability to conduct community asset mapping** and participatory needs assessments to support rehabilitation efforts.	K1
CO2	**Formulate and implement a small-scale community-based rehabilitation (CBR) intervention,** including stakeholder engagement and advocacy strategies.	K2
CO3	**Critically analyze case studies of successful CBR models,** applying best practices to local rehabilitation settings.	K3
CO4	**Develop and present proposals for resource mobilization**, including grant writing and fundraising strategies for CBR initiatives.	K4
CO5	**Synthesize research findings on emerging trends in community rehabilitation**, producing evidence-based recommendations for policy and practice.	K5

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

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10. World Health Organization - who.int/disabilities/cbr

Course Title	Core Course 22 (Practical) PROJECT MANAGEMENT
Course Code	PRSC3P4
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	30
Credits	1
Marks	100

COURSE OBJECTIVES:
The learner will be able to

Course Objectives
3. 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

PRACTICAL ACTIVITIES:
1. Interpersonal Skill Workshop
    Conduct a workshop focusing on interpersonal skills crucial for effective project management. Role-playing exercises and discussions can cover communication, conflict resolution, and team building.

2. Defining Project Success Case Studies
    Present case studies showcasing diverse definitions of project success. Students analyze and debate various perspectives, emphasizing the importance of defining success criteria at the project outset.

3. Project Responsibilities Simulation
    Create a simulation where students are assigned diverse project roles. They navigate challenges and responsibilities, emphasizing the multifaceted nature of project management.

4. Team Building Exercise
    Organize team-building activities focusing on creating an effective project team. Activities such as problem-solving challenges or trust-building exercises enhance teamwork and group dynamics.

5. Stakeholder Analysis Workshop
    Guide students through a stakeholder analysis exercise for a hypothetical project. Discuss the identification, prioritization, and engagement strategies for different stakeholders.

6. Problem-Solution Analysis
   Engage students in analyzing real-life problems and proposing optimal solutions. This activity emphasizes the importance of problem-solving skills in project evolution.

7. Project Planning Game
   Divide students into teams and assign a project scenario. Each team plans the project and presents their preliminary plan, highlighting different aspects such as scope, time, and resources.

8. SWOT Analysis Workshop
   Facilitate a workshop where students conduct SWOT analyses for potential projects, emphasizing the alignment of project goals with organizational strengths and weaknesses.

9. Time and Cost Management Exercise
   Assign a mock project and task students with developing detailed time and cost management plans, including scheduling, resource allocation, and cost estimation.

10. Risk Management Simulation
    Create a risk simulation scenario where students identify, analyze, and propose mitigation strategies for various project risks, emphasizing proactive risk management.

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

CO	Course Outcomes	Cognitive level
CO1	Responsibilities and challenges of Project Management	K1
CO2	Techniques needed in building and maintaining an effective team	K2
CO3	Various bottlenecks at each stage of project management	K3
CO4	Structure function of the stakeholders involved in the process of project management.	K4
CO5	The Roles and responsibilities of those involved in the process of program development and the building of projects.	K5

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Course Title	Core Course 23 (Practical) **ASSISTIVE TECHNOLOGY: ENVIRONMENTAL MODIFICATION AND ACCOMMODATION FOR PERSONS WITH DISABILITIES**
Course Code	PRSC3P5
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	30
Credits	1
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Comprehend the importance and impact of assistive technology in enhancing the quality of life for individuals with disabilities.
2. Study various environmental modification strategies that support accessibility and independence for persons with disabilities.
3. Gain knowledge about various assistive devices and technologies available for different types of disabilities.
4. Learn how to assess, plan, and implement accommodations in various environments such as home, school, and workplace.
5. Understand the policies, standards, and best practices related to assistive technology and accommodations for individuals with disabilities.

PRACTICAL ACTIVITIES:

1. Design and Demonstrate Customized Assistive Devices - Create or modify a low-cost assistive device (e.g., adapted spoon, switch-operated toy) to meet the needs of a person with a specific disability.

2.Conduct a Home Modification Plan for a Specific Disability - Develop and illustrate a barrier-free home layout tailored for a person with a mobility, visual, or cognitive impairment.

3. Prepare a Sensory-Friendly Classroom Model- Design a model inclusive classroom for children with sensory processing disorders or autism, integrating visual, tactile, and acoustic modifications.

4. Develop a Daily Living Aid Prototype- Fabricate a simple aid to assist persons with upper limb disabilities in completing a daily task (e.g., dressing, grooming, eating).

5. Create a Communication Board for Non-verbal Users- Prepare a personalized low-tech AAC (Augmentative and Alternative Communication) board using symbols and pictures.

6. Assess and Recommend Workplace Accommodations- Conduct a mock workplace assessment and recommend reasonable accommodations for an employee with a specific disability (e.g., deafness, cerebral palsy).

7. Train in Use of Digital Assistive Tools - Demonstrate the use of software and mobile apps (e.g., screen readers, voice-to-text, magnifiers) designed for persons with visual or learning impairments.

8. Emergency Preparedness Plan for Persons with Disabilities- Design an inclusive emergency response plan (evacuation, alert systems) tailored to the needs of people with hearing, mobility, or cognitive impairments.

9. Develop a Low-Vision Accessibility Toolkit- Assemble a kit including tactile markers, magnifiers, large print materials, and demonstrate its use in real-life settings like kitchens or study areas.

10. Create Disability-specific Accommodation Guidelines- Draft a guideline document with detailed accommodation and assistive strategies for individuals with one chosen disability in education or employment setting

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

CO	Course Outcomes	Cognitive level
CO1	Explain the role and significance of assistive technology in improving the quality of life for persons with disabilities.	K1
CO2	Design and apply strategies for environmental modifications to enhance accessibility and independence.	K2
CO3	Identify and effectively use different assistive devices and technologies tailored to specific disabilities.	K3
CO4	Assess needs and develop comprehensive accommodation plans for individuals in various settings.	K4
CO5	Interpret and apply relevant policies, standards, and best practices in the field of assistive technology and accommodations.	K5

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

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9. Galea, M. D., & Freeman, P. (2010). Cerebral Palsy in Infancy: Targeted Activity to Optimize Early Growth and Development. Clinics in Developmental Medicine, 189.
10. Lenker, J. A., & Paquet, V. L. (Eds.). (2017). Introduction to Assistive Technology. Elsevier.

Course Title	Core Course 24 (Practical) DISABILITY RIGHTS, POLICIES, AND ADVOCACY FOR PERSONS WITH DISABILITIES
Course Code	PRSC3P6
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The leaner will be able to

Course Objectives
1.To engage students in real-world applications of disability rights principles.
2.To develop practical skills in advocating for the rights of persons with disabilities.
3.To foster collaboration and leadership in disability advocacy efforts.
4.To critically evaluate the effectiveness of different advocacy strategies.
5.To empower students to become active agents of change in promoting disability rights.

PRACTICAL ACTIVITIES:

1. Accessibility Audit:
Conduct an accessibility audit of a public building or campus. Students can assess physical accessibility, signage, and the availability of assistive technology. They can compile a report with recommendations for improvements to present to relevant authorities.

2. Disability Awareness Training:
Organize and conduct disability awareness workshops or training sessions for businesses, schools, or community organizations. Students can design interactive activities to educate participants about different types of disabilities, debunk myths, and promote inclusivity.

3. Policy Analysis and Advocacy:
Research the current disability rights policies at local, national, or international levels. Identify gaps or areas for improvement and develop advocacy campaigns to push for policy changes. This may involve writing letters to policymakers, organizing petitions, or lobbying efforts.

4. Assistive Technology Showcase:
Organize an event where they need to demonstrate various assistive technologies and adaptive equipment used by Persons with Disabilities. This can include wheelchairs, screen readers, mobility aids, and communication devices. Students can provide hands-on demonstrations and educate attendees about the importance of accessible technology.

5. Accessible Event Planning:
Plan and organize an inclusive event, such as a conference, seminar, or cultural festival. The accessibility requirements must be considered for attendees with different disabilities, including wheelchair access, sign language interpreters, and sensory accommodations.

6. Social Media Advocacy Campaign:
Divide into groups and each group is assigned with a specific disability rights issue to focus on. They can create and execute social media advocacy campaigns to raise awareness, share personal stories, and promote positive messages related to their chosen topic.

7. Community Outreach Projects:
Engage with local disability organizations or support groups. Learners can volunteer their time to assist individuals with disabilities, participate in community events, or organize fundraisers to support disability-related causes.

8. Legal Clinic or Information Session:
Collaborate with legal experts or disability rights advocates to host a legal clinic or information session. Students can learn about their rights under disability laws, how to navigate legal processes, and where to seek assistance if their rights are violated.

9. Storytelling and Advocacy Workshops:
Invite individuals with disabilities to share their personal stories and experiences with students.by conducting Advocacy workshops . This can help foster empathy and understanding while empowering individuals to advocate for themselves and others.

10. Policy Simulation Exercise:
Create a simulated legislative or policymaking scenario where students role-play as policymakers, advocates, and stakeholders. They must negotiate, debate, and draft proposals related to disability rights issues. This interactive exercise will enable the learners to understand the complexities of policy development and advocacy strategies.

COURSE OUTCOME
On completion of the course the learner will

CO.No.	Course Outcomes	Cognitive Level
CO1	Demonstrate proficiency in applying disability rights laws and policies to real-life situations.	K1
CO2	Effectively communicate and collaborate with stakeholders in disability advocacy initiatives.	K2
CO3	Evaluate the impact and ethical considerations of advocacy interventions on persons with disabilities.	K3
CO4	Demonstrate leadership and innovation in addressing barriers to disability rights and inclusion.	K4
CO5	Reflect on personal growth and learning outcomes in the context of practical advocacy experiences.	K5

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

REFERENCES:
1. Blanck, P. (2017). *Disability rights law and policy*. West Academic Publishing.
2. Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. Times Books.
3. Fleischer, D. Z., & Zames, F. (2011). *The disability rights movement: From charity to confrontation* (Updated ed.). Temple University Press.
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WEBSITE REFERENCES:
1. Disability Rights Education & Defense Fund (DREDF) - https://dredf.org/
2. World Institute on Disability (WID) - https://wid.org/
3. United Nations Enable - https://www.un.org/development/desa/disabilities/
4. American Association of People with Disabilities (AAPD) - https://www.aapd.com/
5. Disability Rights International (DRI) - https://www.driadvocacy.org/
6. Disability Visibility Project - https://disabilityvisibilityproject.com/
7. Center for Disability Rights - https://cdrnys.org/
8. National Council on Disability - https://ncd.gov/
9. Disabled Peoples' International - https://www.dpi.org/
10. Global Alliance on Accessible Technologies and Environments - https://www.gaates.org/

Course Title	Core Course 25 (Practical) RESEARCH METHODOLOGY IN SOCIAL SCIENCES AND STATISTICS – III
Course Code	PRSC3P7
Course Type	PRACTICAL
Year	SECOND
Semester	III
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1.Develop proficiency in constructing a mock research design, including formulating research questions, hypotheses, variables, and selecting appropriate methodologies (qualitative, quantitative, mixed methods) aligned with the research problem.
2.Acquire skills in designing test instruments and tools tailored to specific research topics and implementing pilot surveys to comprehend the challenges and process of data collection.
3. Develop competency in conducting observations, recording accurate data, and developing observational protocols for different settings or scenarios
4.Gain expertise in different sampling methods (random, stratified, convenience) by practicing sample selection and justifying choices based on research objectives
5.Apply and practice data collection techniques (surveys, interviews, observations) , fostering hands-on experience in data collection methods.

PRACTICAL ACTIVITIES:

Research Methodology and Data Collection Activities:
1. **Real Research Design Creation:**
    Task students to develop a research design based on a provided research problem. They should outline the research questions, hypotheses, variables, and proposed methodologies (qualitative, quantitative, or mixed methods).
2. **Survey Design and Implementation:**
- Assign students to design the research tool / instrument related to a specific research topic. They can conduct a pilot survey among peers or in a controlled setting to understand the process and challenges of data collection**.**
3. **Interview Techniques and Role-Play:**
- Organize sessions where students learn different interview techniques (structured, semi-structured, unstructured). Engage them in role-play scenarios to practice interviewing skills and strategies.
4. **Observation Exercises:**
- Conduct observational exercises where students observe and record behaviors or events in various settings. Provide guidance on developing observational protocols and recording observations accurately**.**
5. **Sampling Techniques and Sample Selection:**
- Assign exercises on different sampling methods (random, stratified, convenience sampling). Students can practice sample selection and justify their choices based on research objectives.

6. **Fieldwork Practice:**
- Plan a fieldwork session where students visit a specific setting relevant to their research interests. This could involve community visits, site observations, or engagement in field-based data collection activities**.**

7. **Experimental Design and Execution:**
- Provide opportunities for students to design and conduct simple experiments or controlled studies in a laboratory or controlled environment. This activity aids in understanding experimental methodologies**.**

8. **Data Coding and Entry:**
- Task students to code and enter data from a provided dataset or from data collected during surveys or observations. This exercise helps them understand data processing stages.

9. **Ethnographic Field Notes:**
- Engage students in ethnographic observations and field note-taking exercises. They can document their experiences, observations, and reflections during their fieldwork.

10. **Research Ethics Discussions:**
- Organize discussions on research ethics, focusing on ethical considerations in data collection. Students can explore and debate ethical dilemmas related to research practices.

COURSE OUTCOMES:
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive level
CO1	comprehend various research methodologies (qualitative, quantitative, and mixed methods). articulate research questions, hypotheses, and variables while designing a research project and critically analyze and justify the chosen methodologies for specific research problems.	**K1**
CO2	design effective research tools such as surveys and interview protocols and demonstrate competence in selecting appropriate data collection methods for different research scenarios.	**K2**
CO3	employ various observation techniques and protocols for accurate data recording. demonstrate proficiency in conducting fieldwork, community visits, and observational exercises.and analyze and interpret data gathered through observation accurately.	**K3**
CO4	justify sample selection based on research objectives and methods and engage in discussions and debates related to ethical dilemmas in research practices.	**K4**
CO5	develop skills in taking ethnographic field notes, documenting observations, and reflecting on field experiences.	**K5**

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

REFERENCES:

1. Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.
2. Fowler, F. J. (2013). Survey research methods. Sage Publications.
3. Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data. Sage Publications.
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5. Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.
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9. Guest, G., Namey, E., & McKenna, K. (2017). How many interviews are enough? An experiment with data saturation and variability. Field Methods, 29(1), 23-41.
10. Shamoo, A. E., & Resnik, D. B. (2015). Responsible conduct of research. Oxford University Press.

Course Title	**Core Course 26 COST ACCOUNTING AND FINANCIAL MANAGEMENT IN REHABILITATION PROGRAMMES**
Course Code	PRSC4T1
Course Type	THEORY
Year	SECOND
Semester	IV
Total Hours	120
Credits	8
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Recall key accounting principles, terms, and processes used in rehabilitation and social service organizations.
2. Understand Explain how cost accounting techniques support cost control and decision-making in rehabilitation programs.
3. Apply financial and management accounting tools (e.g., ratio analysis, budget variance) to assess the financial performance of non-profit organizations.
4. Analyse budget preparation processes and financial plans for community-based rehabilitation projects to identify strengths, gaps, and inefficiencies.
5. Evaluate the effectiveness of ethical governance, sustainability practices, and accountability frameworks in non-profit financial management.

UNIT 1: UNIT I: Introduction to Accounting (24 HOURS)
1.1 Accounting: Concept, Scope, Need, Objectives, Functions
1.2 Accounting Branches and Book Keeping
1.3 Accounting as an Information System & Users of Financial Accounting Information
1.4 Accounting Process and Rules
1.5 Advantages and Limitations of accounting

UNIT 2: Introduction to Cost Accounting (24 HOURS)
2.1 Cost Accounting: Concept, Scope, Need, Objectives, Advantages
2.2 Cost Concepts and its Ascertainment- Meaning, Functional Classification, Cost Unit, Cost Centre & Elements of Cost,
2.3 Methods and Types of Costing
2.4 Cost control and cost reduction techniques
2.5 Cost Management &Role of Cost Accountant

UNIT 3: Introduction to Management Accounting and Financial Management (24 HOURS)

3.1 Financial Management: Objectives, Functions, Significance, Approaches and Goals
3.2 Management Accounting: Meaning, Objectives, Nature, Scope, Functions
3.3 Techniques and Advantages, Difference between Cost Accounting and Financial Accounting

3.4 Auditing, Meaning and Definition, Objectives and Principles
3.5 Techniques of Financial Analysis

UNIT 4: Budgeting and Financial Planning in Rehabilitation Programmes (24 HOURS)

4.1 Budgeting: Objectives, Process, Types,
4.2 Advantages and Limitations of Budgeting
4.3 Preparation of budget estimates for rehabilitation projects
4.4 Sources of finance for rehabilitation programmes – government grants, CSR funds, NGOs, donor agencies
4.5 Financial planning, monitoring, and control in rehabilitation and social welfare institutions

UNIT 5: Financial Governance and Sustainability in Rehabilitation Institutions (24 HOURS)

5.1 Project appraisal
5.2 cost-benefit analysis for rehabilitation and community-based initiatives
5.3 Governance frameworks and accountability mechanisms for non-profit organizations
5.4 Ethical issues, fraud prevention, and compliance with statutory regulations (FCRA, CSR, and NGO registration laws)
5.5 Sustainable financing models – endowments, public-private partnerships, and microfinance approaches

COURSE OUTCOMES:
On completion of the course the learner will

CO1	Recall foundational accounting principles, terminology, and processes relevant to rehabilitation and social service organizations.	K1
CO2	Explain cost accounting concepts and techniques used for cost control, cost reduction, and decision-making in rehabilitation programmes.	K2
CO3	Apply financial and management accounting tools to evaluate the financial health of rehabilitation and social service organizations.	K3
CO4	Analyse budgetary and financial planning data to monitor and manage resources effectively in rehabilitation and community-based projects.	K5
CO5	Evaluate financial governance practices, sustainability approaches, and accountability frameworks to ensure ethical compliance in non-profit and rehabilitation institutions.	K6

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

Textbooks
1. Drury, C. (2021). Management and Cost Accounting. Cengage Learning.

2. Maheshwari, S.N., & Maheshwari, S.K. (2020). Advanced Accountancy. Vikas Publishing House.

3. Khan, M.Y., & Jain, P.K. (2022). Financial Management: Text, Problems and Cases. McGraw Hill.

4. Horngren, C.T., Datar, S.M., & Rajan, M.V. (2021). Cost Accounting: A Managerial Emphasis. Pearson Education.

5. Sharma, R.K., & Gupta, S.K. (2020). Management Accounting: Principles and Practice. Kalyani Publishers.

Additional References

1. ICAI. (2023). Accounting Standards and Guidance Notes. The Institute of Chartered Accountants of India.

2. Ministry of Social Justice & Empowerment. (2022). Financial Guidelines for Rehabilitation Schemes. Government of India.

3. FCRA Handbook. (2023). Foreign Contribution Regulation Act (FCRA) Compliance Manual. Government of India.

4. Tulsian, P.C. (2021). Financial Accounting. Pearson Education.

5. Pandey, I.M. (2021). Essentials of Financial Management. Vikas Publishing House.

Course Title	Specialization Course 13 (Practical) COUNSELLING FOR VULNERABLE GROUPS
Course Code	PRSS4P1
Course Type	PRACTICAL
Year	SECOND
Semester	IV
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The Learner will be able to

1. To equip students with the skills required to assess the psychosocial needs of vulnerable populations.
2. To develop culturally sensitive and inclusive counselling strategies.
3. To train students in crisis intervention and trauma-informed counselling.
4. To provide experiential learning opportunities through simulations and fieldwork.
5. To enhance students' ethical and reflective practices in counselling.

PRACTICAL ACTIVITIES:

1. Role Play on Crisis Counselling
- Students will simulate a crisis situation (e.g., abuse, natural disaster) and practice de-escalation and trauma-informed responses.

2.Case Study Analysis

- Students will analyze real or simulated case studies involving survivors of domestic violence, refugees, or people with disabilities.

3.Mock Counselling Sessions

- Students will practice one-on-one counselling focusing on grief, trauma, addiction, or gender identity issues.

4.Cultural Sensitivity Workshop

- Students will engage in group discussions and tasks focused on working across different cultural backgrounds and belief systems.

5.Visit to Rehabilitation/NGO Centers

- Students will visit the field to observe and report on counselling methods used in child welfare homes, old age homes, or mental health NGOs.

6.Counselling Micro-Skills Practice

- Students will practice core counselling skills: active listening, empathy, paraphrasing, and summarizing.

7.Simulation on Ethical Dilemma Handling

- Students will enact scenarios involving confidentiality breaches, dual relationships, or informed consent.

8.Group Counselling Facilitation

- Students will facilitate a structured group counselling session focusing on shared trauma or community building.

9.Self-Reflection Journal

- Students will maintain a reflective journal on personal biases, challenges faced, and lessons learned from each counselling interaction.

10.Design a Psychoeducational Module

- Students will develop and present a counselling-based awareness module (e.g., mental health, substance abuse, resilience building).

COURSE OUTCOMES

On completion of the course, the Learner will

CO No.	Course Outcomes	Cognitive Level
CO-1	1. Identify and analyze the specific counselling needs of various vulnerable groups.	K1
CO-2	2. Apply suitable counselling techniques in diverse settings.	K2
CO-3	3. Demonstrate competence in handling ethical dilemmas in vulnerable populations.	K3
CO-4	4. Conduct individual and group counselling sessions with sensitivity and professionalism.	K4
CO-5	5. Evaluate the impact of counselling interventions and adapt strategies accordingly.	K5

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

REFERENCES:
1. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.
2. Capuzzi, D. & Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.
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4. Jones, R. N. (2008). Basic counselling Skills: A helper's manual (2nd Ed.). New Delhi: Sage Publications.
5. orey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
6. Geldard, K., Geldard, D., & Foo, R. Y. (2018). *Counselling children: A practical introduction* (5th ed.). SAGE Publications.

7. Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2016). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage Learning.
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9. WHO. (2013). *Mental health action plan 2013–2020*. World Health Organization. https://www.who.int/publications/i/item/9789241506021

Textbooks and Resources:
1. "Counseling the Culturally Diverse: Theory and Practice" by Derald Wing Sue and David Sue
2. "Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror" by Judith Lewis Herman Leiyu Shi & Gregory D. Stevens, Vulnerable Populations in the United States, 2nd Edition, John Wiley & Sons, Inc., 2010.

Journal Articles:
1. "Counseling for Cultural Competence: The Journey Begins" by Courtland C. Lee (Journal of Counseling & Development, 2004)
2. "An Introduction to LGBTQ+ Competency in Counseling" by Misty M. Ginicola, Cheri Smith, and Joel M. Filmore (Journal of LGBT Issues in Counseling, 2011)
3. "Counseling Refugees: A Psychosocial Approach to Innovative Multicultural Interventions" by Elias Mpofu (Journal of Counseling & Development, 2010)

Course Title	Specialization Course 14 (Practical) SOCIAL ACTION AND EMPOWERMENT OF PERSONS WITH DISABILITIES
Course Code	PRSS4P2
Course Type	PRACTICAL
Year	SECOND
Semester	IV
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1.	Understand the provisions and implications of the Rights of Persons with Disabilities Act 2016 (RPWD Act).
2.	Analyze social and cultural barriers faced by persons with disabilities and explore strategies for overcoming them.
3.	Develop skills for advocating and promoting the rights and inclusion of persons with disabilities in society.
4.	Empower individuals to actively engage in social action initiatives for the welfare of persons with disabilities.
5.	Cultivate sensitivity, empathy, and understanding towards the diverse needs and experiences of persons with disabilities.

PRACTICAL ACTIVITIES:

1. Organize a seminar or workshop on the RPWD Act, inviting legal experts and activists as speakers.
2. Conduct a survey in the local community to identify accessibility barriers and present findings to local authorities.
3. Volunteer at a disability rights organization to understand their advocacy work and contribute to ongoing campaigns.
4. Arrange a visit to a vocational training center or inclusive workplace to learn about skill development programs for persons with disabilities.
5. Organize a panel discussion with persons with disabilities sharing their experiences of empowerment and inclusion.
6. Design and implement an awareness campaign in your college or community about disability rights and inclusion.
7. Participate in a disability sensitivity training session to understand communication and interaction etiquettes.
8. Collaborate with local authorities to organize an accessibility audit of public buildings or transport systems.
9. Create accessible materials such as braille pamphlets or sign language videos to disseminate information about disability rights.
10. Organize a cultural event or sports tournament that is inclusive and accessible to persons with disabilities.

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

CO	Course Outcomes	Cognitive level
CO1	Demonstrate a comprehensive understanding of the RPWD Act, its provisions, and the rights it guarantees to persons with disabilities.	K1
CO2	Critically analyze societal attitudes and barriers that hinder the full participation and inclusion of persons with disabilities.	K2
CO3	Develop advocacy skills and strategies to promote disability rights and facilitate social change.	K3
CO4	Engage in collaborative efforts with stakeholders to implement inclusive practices and policies in various spheres of society.	K4
CO5	Exhibit enhanced empathy, sensitivity, and respect towards persons with disabilities, fostering an inclusive and supportive environment.	K5

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

REFERENCES:

1. Bagenstos, S. (2019). Disability Rights and Social Justice. Cambridge University Press.
2. Bari, A., & Sharma, N. (2016). Understanding the Rights of Persons with Disabilities Act, 2016. Lexis Nexis.
3. Jones, C. B. (2014). Disability and Equity at Work. Palgrave Macmillan.
4. Njelesani, E. A., & Quinlan, D. (Eds.). (2017). Disability and Society: Emerging Issues and Insights. Springer.
5. UNESCO. (2019). Inclusive Education for Persons with Disabilities. UNESCO Publishing.

WEBSITE REFERENCES:

1. Disability Rights Advocates. (n.d.). Home. https://dralegal.org/
2. National Centre for Promotion of Employment for Disabled People (NCPEDP). (n.d.). Home. https://www.ncpedp.org/
3. National Institute of Speech and Hearing (NISH). (n.d.). Home. http://www.nish.ac.in/
4. United Nations Enable. (n.d.). Home. https://www.un.org/development/desa/disabilities/ World Health Organization (WHO). (n.d.). Disability and Rehabilitation. https://www.who.int/disabilities/en/

Course Title	Core Course 27 (Practical) MEDIA LITERACY AND DISABILITY
Course Code	PRSC4P3
Course Type	PRACTICAL
Year	SECOND
Semester	IV
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

Course Objectives
1. Develop an understanding of the representation of disability in various forms of media and its impact on societal perceptions and attitudes.
2. Acquire practical skills in creating accessible and inclusive media content that accurately portrays Disability related themes.
3. Cultivate critical thinking abilities to analyze and evaluate media representations of disability, identifying stereotypes and biases.
4. Foster advocacy skills to promote the rights and dignity of individuals with disabilities in media content and discourse.
5. Engage with diverse perspectives through guest speaker sessions and community events, fostering empathy and understanding of disability issues in media.

PRACTICAL ACTIVITIES:

1. **Media Representation Scavenger Hunt**: Students search for examples of disability representation in various forms of media (films, TV shows, advertisements) and present their findings, analyzing the portrayal and its impact.
2. **Accessible Digital Storytelling**: Students create digital stories using accessible multimedia tools, focusing on disability-related themes and ensuring the content is accessible to diverse audiences.
3. **Social Media Awareness Campaign:** Students develop a social media campaign to raise awareness about disability issues, sharing informative posts, videos, and graphics to promote understanding and inclusivity.
4. **Role-Playing Disability Advocacy:** Through role-playing exercises, students act as disability rights advocates engaging with media producers to advocate for more authentic and inclusive disability representation.
5. **Disability Film Review Blog:** Students create a blog where they review films and TV shows with disability representation, discussing both positive and negative aspects and encouraging critical dialogue.
6. **Guest Speaker Series on Disability in Media:** Invite guest speakers, including filmmakers, journalists, and disability activists, to share their perspectives on disability representation in media and the importance of accurate portrayal.
7. **Accessible Podcasting Workshop:** Students learn to create accessible podcasts, including features such as transcripts and audio descriptions, and produce episodes discussing disability-related topics and issues.

8. **Inclusive Advertising Design Challenge:** Challenge students to design inclusive advertising campaigns that feature diverse portrayals of people with disabilities, promoting positive messaging and representation.
9. **Community Film Screening on Disability:** Collaborate with local disability organizations to host a community film screening event featuring films that highlight disability experiences and perspectives.
10. **Disability Awareness Day:** Host a disability awareness day on campus, featuring interactive exhibits, workshops, and guest speakers discussing disability representation and advocacy.

COURSE OUTCOMES:
On completion of the course the learner will

CO No.	Course Outcomes	Cognitive level
CO1	Demonstrating comprehensive knowledge of disability representation in media, including its historical context and contemporary implications.	K1
CO2	Applying accessible digital storytelling techniques to create multimedia content that effectively communicates disability-related narratives to diverse audiences.	K2
CO3	Analyzing media representations of disability, identifying stereotypes, biases, and opportunities for more authentic portrayal.	K3
CO4	Advocating for the rights and dignity of individuals with disabilities in media content through the creation of inclusive advertising campaigns and participation in advocacy initiatives.	K4
CO5	Engaging with the community and guest speakers to broaden perspectives on disability representation in media and promote awareness and inclusivity.	K5

REFERENCES:
1. "Disability Media Studies" by Elizabeth Ellcessor, published by New York University Press in 2017.
2. "Representing Disability in an Ableist World: Essays on Mass Media" edited by Beth A. Haller and Lauri Umansky, published by Lexington Books in 2010.
3. "Media and Disability: The Case of Ableism" by Katie Ellis, published by Routledge in 2014.
4. "Ableist Rhetoric: How We Know, Value, and See Disability" by James L. Cherney, published by Southern Illinois University Press in 2020.
5. "Disability, Representation and the Body in Irish Writing: 1800-1922" by Edel Semple, published by Palgrave Macmillan in 2018.

WEBSITE REFERENCES:
Of course, here are the website references in one line each:
1. Disability Visibility Project:https://disabilityvisibilityproject.com/
2. Disabled Women's Network Canada: http://www.disabledwomensnetwork.com/
3. Disability Studies Quarterly:https://dsq-sds.org/
4. Center for Disability Rights: https://www.cdrnys.org/)
6. The Disability History Association: https://www.disabilityhistory.org/

Course Title	Core Course 28 (Practical) Internship-I MULTIDISCIPLINARY DISABILITY SERVICES
Course Code	PRSC4P5
Course Type	INTERNSHIP 1
Year	FOURTH
Semester	IV
Total Hours	320
Credits	8
Marks	100

INTERNSHIP OBJECTIVES:
The Learner will be able to

1. Understand the structure, roles, and collaborative functioning of multidisciplinary teams in disability services.
2. Gain practical exposure to the assessment, intervention, and rehabilitation processes across various disability categories.
3. Develop skills in documentation, case history taking, and individualized service planning.
4. Observe and assist in interdisciplinary meetings, therapy sessions, and family counseling.
5. Understand Community Based and Institutional models of multidisciplinary rehabilitation.

INTERNSHIP ACTIVITIES:

Week 1: Orientation & Observations
- Orientation to the center/institution/organization
- Observe disability types and services provided
- Observe different departments: physiotherapy, occupational therapy, speech-language therapy, counseling, and special education
- Attend case discussions or interdisciplinary meetings

Week 2: Hands-on Participation
- Assist in basic screening or intake sessions
- Participate in therapy planning and activity design (under supervision)
- Assist in group sessions (early intervention, school readiness, social skills training, etc.)
- Learn and help prepare assistive materials (communication boards, sensory kits)

Week 3: Community & Family Engagement
- Participate in home visits or community based rehabilitation activities (if applicable)
- Support awareness or parent training sessions
- Conduct short interviews with caregivers or teachers on service needs and satisfaction
- Help organize inclusive recreational or learning activities

Week 4: Documentation & Reporting
- Prepare and submit two brief case reports or reflective journals
- Assist in progress documentation or follow-up reports
- Submit internship report including learning, challenges, and recommendations
- Present internship experience and reflections to mentors/peers

Expected Learning Outcome

1. Describe the roles of professionals like special educators, psychologists, speech therapists, physiotherapists, and social workers in a team.
2. Assist in basic assessments and observe therapy procedures relevant to physical, intellectual, sensory, and multiple disabilities.
3. Participate in developing Individualized Education Plans (IEPs) or Rehabilitation Plans under supervision.
4. Document client progress, referrals, and interventional approaches in a multidisciplinary setting.
5. Reflect critically on the challenges and best practices in collaborative service delivery for persons with disabilities.

Course Title	Core Course 29 (Practical) PROMOTING INCLUSION THROUGH ORGANISATIONAL PRACTICES AND POLICY IMPLEMENTATION
Course Code	PRSC4P6
Course Type	INTERNSHIP II
Year	FOURTH
Semester	IV
Total Hours	200
Credits	5
Marks	100

INTERNSHIP OBJECTIVES:
The Learner will be able to

1. Understand the concept of inclusion and how it is implemented in organizational settings.
2. Identify existing inclusive policies and practices within the organization.
3. Assess the effectiveness of inclusion strategies across departments.
4. Contribute to the development or revision of inclusive policies.
5. Recommend strategic interventions for strengthening inclusive practices.

INTERNSHIP ACTIVITIES:

Week 1: Orientation and Baseline Assessment
- Attend induction on organizational structure, mission, and inclusion policies.
- Conduct a desk review of inclusion-related documents (e.g., HR policies, accessibility audits).
- Interview HR/management regarding inclusive hiring and retention policies.
- Identify gaps between policy and practice.

Week 2: Stakeholder Engagement and Field Observations
- Observe inclusive practices in daily operations (team meetings, accessibility, communication).
- Conduct focus group discussions/interviews with key stakeholders (staff, persons with disabilities, marginalized groups).
- Map barriers and enablers of inclusion within the workplace.

Week 3: Policy Analysis and Development
- Analyze inclusion policy implementation at organizational and departmental levels.
- Benchmark against national/international inclusion standards (e.g., RPWD Act, UNCRPD).
- Draft suggestions to revise/update current policies.
- Design an inclusive practice checklist/toolkit for internal use.

Week 4: Capacity Building and Reporting
- Organize/assist in a training or awareness session on inclusive practices.
- Present findings and recommendations to organizational leadership.
- Submit final internship report with evidence-based suggestions.

Expected Learning Outcome
1. Enhanced understanding of inclusion within organizational settings.
2. Identification of systemic gaps and areas of improvement.
3. Practical tools or recommendations for improving inclusive practices.
4. Increased awareness and capacity among staff on inclusion.
5. Detailed internship report that may inform future policy revisions.

Course Title	Core Course 30 (Practical) Internship-III MANAGEMENT OF REHABILITATION PROGRAMMES
Course Code	PRSC4P7
Course Type	INTERNSHIP III
Year	FOURTH
Semester	IV
Total Hours	200
Credits	5
Marks	100

INTERNSHIP OBJECTIVES:
The Learner will be able to

1. Understand the principles, policies, and practices involved in managing rehabilitation services.
2. Gain hands-on experience in the planning, implementation, and evaluation of rehabilitation programmes.
3. Learn documentation, monitoring, and reporting mechanisms used in rehabilitation centres.
4. Understand interdisciplinary team roles in comprehensive rehabilitation.
5. Develop skills for community based and institutional rehabilitation management.

INTERNSHIP ACTIVITIES:
Week 1: Orientation and Introduction
- Orientation to the host organization
- Overview of rehabilitation services (physical, psychosocial, vocational, educational)
- Introduction to rehabilitation management frameworks and policies (e.g., RPWD Act, UNCRPD)
- Shadowing administrators and programme managers

Week 2: Programme Planning and Implementation
- Observing planning meetings for rehabilitation services
- Assisting in designing Individual Rehabilitation Plans (IRP)
- Exposure to resource mobilization and budgeting
- Interaction with multidisciplinary teams

Week 3: Monitoring, Documentation & Evaluation
- Studying existing documentation and record-keeping systems
- Assisting in collecting data for programme monitoring
- Participating in mid-term evaluation or client feedback collection
- Learning basic report writing and documentation

Week 4: Community Outreach & Final Presentation
- Participating in community-based rehabilitation or outreach camps
- Interacting with stakeholders, caregivers, and local authorities
- Final project report preparation and presentation
- Feedback session with supervisors

Expected Learning Outcome
- Enhanced knowledge about various rehabilitation models and management techniques.
- Practical experience in service delivery and programme evaluation.
- Improved skills in teamwork, communication, and organizational coordination.
- Readiness to contribute to disability rehabilitation services in professional roles.

Course Title	ABNORMAL PSYCHOLOGY
Course Code	P24RS4SST01
Course Type	SELF -STUDY
Year	SECOND
Semester	IV
Total Hours	30
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

Course Objectives
1. Understand **the foundational concepts, scope, and definitions of abnormal psychology.**
2. Explain the causes and characteristics of abnormal behavior using different psychological perspectives.
3. Identify and analyze major patterns of maladaptive behavior, including emotional, cognitive, behavioral, and interpersonal patterns.
4. Describe the symptoms, features, and diagnostic aspects of anxiety, stress-related, and mood disorders.
5. Evaluate various treatment modalities and rehabilitation approaches used in managing abnormal behaviour.

UNIT 1: FOUNDATIONS OF ABNORMAL PSYCHOLOGY (6 HOURS)

    1.1 Meaning, Scope and Definitions of Abnormal Psychology
    1.6 Nature and Concept of Abnormality

UNIT 2: CAUSES AND CHARACTERISTICS OF ABNORMAL BEHAVIOUR (6 HOURS)

    2.6 Causes of Abnormal Behavior
    2.7 Characteristics of Abnormal behaviour

UNIT 3: MAJOR PATTERNS OF MALADAPTIVE BEHAVIOUR (6 HOURS)

    3.6 Emotional and Cognitive Maladaptive Patterns
    3.7 Behavioural and Interpersonal Maladaptive Patterns

UNIT 4: ANXIETY, STRESS, AND MOOD DISORDERS (6 HOURS)
    4.1 Anxiety and Stress-Related Disorders
    4.2 Mood Disorders

UNIT 5: TREATMENT AND REHABILITATION OF ABNORMAL BEHAVIOUR (6 HOURS)
    5.1 Therapeutic Treatment Approaches
    5.2 Rehabilitation and Community-Based Interventions

COURSE OUTCOMES:
On Completion of the Course, the learner will

CO	COURSE OUTCOMES	Cognitive Level
CO-1	Define abnormal psychology and explain the nature and concepts of abnormality.	K1
CO-2	Describe and analyze the causes and key characteristics of abnormal behaviour.	K2
CO-3	Identify common maladaptive behaviour patterns and interpret their emotional, cognitive, and behavioral components.	K3
CO-4	Demonstrate understanding of major anxiety, stress-related, and mood disorders with reference to their psychological impact.	K4
CO-5	Apply knowledge of therapeutic and community-based interventions to understand treatment and rehabilitation practices.	K5

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Course Title	PRSC4D1 RESEARCH METHODOLOGY IN SOCIAL SCIENCES AND STATISTICS – IV (Dissertation)
Course code	P24RS4DIS01
Course Type	DISSERTATION
Year	SECOND
Semester	IV
Total Hours	60
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to

1. Develop an understanding of various research methodologies and their applications in different academic domains.
2. Acquire competence in employing qualitative, quantitative, and mixed methods approaches for data collection.
3. Employ descriptive and inferential statistics, as well as qualitative data analysis techniques for data interpretation.
4. Interpret research results accurately, draw meaningful conclusions, and provide informed recommendations while ensuring validity and reliability in interpretation.
5. Develop skills in creating effective visual representations, preparing comprehensive research reports, utilizing appropriate academic writing styles, and adhering to citation formats.

PRACTICAL ACTIVITIES:

1. **Orientation on Research Methodology**
   - Overview of research methodology
   - Types of research and their significance and Ethics in research
2. **Data Collection Methods**
   - Qualitative research methods and Quantitative research methods
   - Mixed methods approach

3. **Data Analysis Techniques**
   - Descriptive statistics and Inferential statistics
   - Qualitative data analysis techniques

4. **Interpretation of Findings**
   - Understanding and interpreting research results
   - Drawing conclusions and making recommendations
5. **Presentation of Findings**
   - Effective visualization of data
   - Creating research reports and presentations

COURSE OUTCOMES:

On completion of the course the learner will

CO No.	Course Outcomes	Cognitive level
CO1	Differentiate between various research methodologies, outline their significance in research, and apply them appropriately to address research questions.	**K1**
CO2	Demonstrate the ability to employ qualitative, quantitative, and mixed methods approaches to collect relevant and reliable data for research purposes.	**K2**
CO3	Exhibit competence in utilizing descriptive and inferential statistical methods and qualitative data analysis techniques to analyze research data effectively.	**K3**
CO4	Interpret research findings critically, draw conclusions based on evidence, and make well-supported recommendations while ensuring the validity and reliability of their interpretations.	**K4**
CO5	Demonstrate proficiency in creating visually engaging data representations, drafting comprehensive research reports, employing appropriate academic writing styles, and adhering to citation formats in their presentations.	**K5**

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

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