

BACHELOR 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 PROGRAMME:
BACHELOR OF REHABILITATION SCIENCE (B. 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 programme, meticulously crafted over six semesters, is a testament to our commitment 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 language proficiency, foundational courses in disability studies, and specialized interventions for sensory, locomotor, intellectual, and learning disabilities. Each semester builds upon the last, providing a scaffolded learning experience that allows students to delve deeper into the intricacies of Rehabilitation Science.

Our programme 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.

Furthermore, the programme 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.

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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, 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 enhancement of the lives of persons with disabilities.

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.

Recognizing the transformative power of practical experiences, this programme 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.

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

The Rehabilitation Council of India (RCI, 1992) is a statutory body under the Ministry of Social Justice & Empowerment. RCI is mandated for professional development through quality training programmes to strengthen the education and rehabilitation of persons with disabilities. RCI therefore develops standardized curricula and monitors human resource development which are conducted through RCI-recognized institutes and Universities for a range of programs, i.e., Certificate to Master level programs. The Bachelor's degree in Rehabilitation Science is formulated to enhance the skill development of the candidate to function as Vocational Counsellors, Employment Officers and Placement Officers dealing with handicapped / Rehabilitation Social Workers to serve PWDs outlined in the RPwD Act (2016) and to initiate and include innovative programmes and strategies for personal, educational, vocational, social development in the field of Disability Management and Rehabilitation.

II.NOMENCLATURE OF THE PROGRAMME:

BACHELOR OF REHABILITATION SCIENCE - B. R. Sc. (Specialization in Rehabilitation Social Work)

III.OBJECTIVES OF THE PROGRAMME:

1. To create interest and awareness among students about people with disabilities.
2. To educate students about identification, causes, prevention, intervention, and rehabilitation approaches for persons with disabilities.
3. To provide insight into the normal course of development, helping students understand developmental delays and differences in persons with disabilities.
4. To impart knowledge on the misconceptions, facts, and psychological and sociological implications of all 21 disabilities according to the Rights of Persons with Disabilities Act 2016.
5. To equip students with knowledge and skills related to medical, social, educational and vocational rehabilitation intervention for persons with disabilities.
6. To develop mid-level managerial abilities in students to enable them to administer programs for persons with disabilities in the role of Rehabilitation Social Workers to serve PWDs outlined in the RPwD Act (2016)

IV.SCOPE OF THE PROGRAMME:

The Bachelor in Rehabilitation Science programme with a specialization in Rehabilitation Social Work will especially help the student trainees develop the following competencies:

Knowledge-Based Competencies:

1. About various disabilities and their associated conditions
2. Differential needs of learners with disabilities in general
3. Various areas of child development and the relevant psychosocial implications
4. Legislative provisions & policy guidelines for counselling and rehabilitation aspects
5. Counselling needs of children with disability and their management
6. Planning and execution of Rehabilitation Programmes

Skill Based Competencies:

1. Assessment and identification of persons with disabilities using a multidisciplinary approach.
2. Interventional strategies of addressing learning styles and preferences.
3. Counselling skills, Guidance and Rehabilitation Social Work practices to clients and their families, helping them cope with the emotional and psychological challenges associated with disabilities.
4. Development of specialized skills in planning and providing support services to high support need groups (Children with severe/profound disabilities).
5. Empowering graduates with Community-Based Rehabilitation training to extend their services beyond clinical settings. This involves working closely with communities to enhance accessibility, awareness, and inclusion for individuals with disabilities.
6. Graduates are equipped with basic research skills, enabling them to critically evaluate emerging trends, contribute to evidence-based practices, and stay informed about advancements in the field of disability rehabilitation.
7. The programme lays the foundation for further academic pursuits in disability studies, rehabilitation science, or related disciplines, offering graduates the option to pursue advanced degrees or specialized certifications in their areas of interest.

Value or Behaviour Based Competencies:

1. Empowerment of families for equal partnership and advocacy of PwDs.
2. Involvement of community and networking for resource mobilization and support.
3. Collaborate with healthcare professionals, educators, employers, and other stakeholders to coordinate services and support for clients' rehabilitation.
4. Promotion of inclusive practices with equity and quality.
5. Acceptance of every student with the belief and conviction that no one is left behind.

V.GENERAL FRAMEWORK OF THE PROGRAMME:

It is comprised of theory, practice teaching and practical courses. The Bachelor in Rehabilitation Science programme consists of 25 Theory and 23 Practical Courses in vocational Rehabilitation-related courses which includes Common Courses and Specialization Courses (SC) on the Rehabilitation of Persons with Disabilities. The programme is organized in such a way that the content on 21 categories of disabilities is integrated into all courses as per the requirement to prepare a cadre of Rehabilitation Social Workers/ Vocational Counsellors, Employment Officers and Placement Officers who develop competencies to meet their needs.

a. Duration of the Programme:

- The Bachelor in Rehabilitation Science Program consists of 6 semesters – 3 years duration.
- Each semester consists of a minimum of 90 working days – 600 class hours.

b. Eligibility for Admission:

Students who have passed 10 + 2 or equivalent with 50% of marks are eligible for the Programme

c. Medium of Instruction: English

d. Methodology: Offline

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

e. Intake Capacity: 40 Students

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

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

h. 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 an I.D. Card, Registration Card, and Hall Ticket. The examination system for UG 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: The average of the two tests will be considered for CIA. No retest will be conducted. If a candidate is absent for both tests, s/he is not eligible to appear for external examination even though s/he has secured internal marks through the other components of CIA.

Quiz: An average of two Quizzes will be considered.

Seminar: The candidate must 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 Course | Marks |
|--|--------------|
| 80% to 100% | 5 |
| 60% to 79% | 4 |
| 40% to 59% | 3 |
| 20% to 39% | 2 |
| 0% to 19% | 1 |

iii) External Semester Examination

There will be a final semester examination for every course. To get a pass, an undergraduate student must secure 40% in the External Semester Examination and 40% in the aggregate of CIA and External Semester Examination. The results of even and odd semesters are published in May and December respectively.

iv) 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 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.

v) Norms for Revaluation

A candidate can apply for revaluation in the prescribed Performa 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 the student 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.

vi) Time Ceiling for Completion of Degree (UG)

The Academic Council permits UG students to complete their course within 6 years (3+3)

vii) Eligibility for Supplementary Examination

Special Supplementary Examinations are conducted in July every year only for the outgoing UG. This does not apply to Courses that do not have End Semester Examination.

viii) 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. However, the candidate 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 investigated by the Head of the Department and the Principal.

i. Dissertation/Project

- The students work in groups to complete the project.
- The group project is related to the field of disability, rehabilitation, and special education.
- 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.
- Upon completion of the project work the candidates will be required to appear for a viva voce conducted by an external examiner.
- Project work will be evaluated internally (75 marks) and externally (25 marks).

j. Criteria of Passing

To get a pass, an undergraduate student must secure 40% in the External Semester Examination and 40% in the aggregate of the CIA and External Semester 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 practical, group project, field work and block placement.

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 Bachelor of Rehabilitation Science qualify for registration as Rehabilitation Social Worker (Personnel)

VI. Infrastructure requirements for starting the Programme

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

The Undergraduate Program should have six faculties two at the level of Associate Professor and four at the level of Assistant Professors who have to be registered with Rehabilitation Council of India, New Delhi and possess a valid CRR number. In addition to this, guest faculty may be invited to teach specific and current topics of interest depending on their 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)

Model School for children with disabilities.

e) Library

1. Minimum fifty percent of the prescribed books as mentioned in suggested readings 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.
2. 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 | 12 sq. m. | |
| 2. | Director's room | 12 sq.m | |
| 3. | Faculty Room-1 | 42 sq. m. | |
| 4. | Office Room-1 | 25 sq. m. | |
| 5. | Classroom – 4 | 55 sq. m. each | |
| 6. | Classroom – 2 | 30 sq. m. each | |
| 7. | Multipurpose Room/Hall -1 | 75 sq. m. | |
| 8. | Audio – Visual Room 1 | 70 sq. m. | |
| 9. | Resource Room- 1 | 30 sq. m. | |
| 10. | Library-1 | 70 sq. m. | |
| 11. | Lab. for Psychological Assessment | 30 sq. m. | |
| 12. | ICT for V.I | 65 sq. m. | |
| 13. | ID Lab | 65 sq. m. | |
| 14. | HI Lab | 65 sq. m. | |
| 15. | Counselling Cubicles 2 | 30 sq. m. | |
| 16. | OT/ PT/ Speech Therapy Room 3 | 60 sq. m. | |
| 17. | Space for recreation and sports | 500 sq. m. | |
| 18. | Toilet (Male-1, Female-1) | 0.2 sq.m. each | |
| 19. | Hostel for trainees | As per need | |
| 20. | Staff quarters | As per need | |

| Sl. No | Type of Facilities (Desirable) | Area | Remarks |
|--------|---------------------------------|-------------|--|
| 1. | Hostel for Trainees | As per need | |
| 2. | Space for Recreation and Sports | 500 sq. m. | If not available, then collaboration with nearby Institute/ University |
| 3. | Staff Quarters | As per need | |

g. Office Furniture and Equipment Furniture for Staff:

- Full-time staff: Tables – 5, Chairs – 5, Cupboards – 5
- Visiting Faculty (as per need)
- Tables – 2, Chair – 2
- Multi-task staff-cum-Accountant - Table – 1, Chair – 1
- Librarian/Library Assistant - Table – 1, Chair – 1
- Peon - Chair – 1, Stool – 1 (or suitable furniture)
- Furniture and Equipment for the Office: Cupboards (Steel), Filing Cabinet, Computer with appropriate software for screen reading facility, Windows, Microsoft Word (Latest) and other related software, Printer, Phone, Photocopying Machine/ Printer, Any context specific requirement
- Furniture and Equipment for Classroom: Tables (for students), Chairs (for students), Audio Visual equipment (LCD), 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
BACHELOR OF REHABILITATION SCIENCE
COURSE PATTERN
SEMESTER I

| Part | Course Type | Title of the Paper | Code | Hours | Credits | Marks |
|------|---------------------------|--|---|------------|-----------|------------|
| I | Language | General Tamil - I Hindi - I French - I | U25TL1GEN01 U25HN1HIN01 U25FR1FRE01 | 75 | 3 | 100 |
| II | English | General English I | U25EL1GEN01 | 75 | 3 | 100 |
| III | Core Course 1 | URSC1T1 Introduction to Disability-I | U24RS1CCT01 | 30 | 2 | 100 |
| III | Core Course 2 | URSC1T2 Human Development | U24RS1CCT02 | 30 | 2 | 100 |
| III | Core Course 3 | URSC1T3 Intervention for Persons with Sensory Disabilities | U24RS1CCT03 | 30 | 2 | 100 |
| III | Core Course 4 (Practical) | URSC1P1 Introduction to Disability-I (Practical) | U24RS1CCP04 | 120 | 4 | 100 |
| III | Core Course 5 (Practical) | URSC1P2 Human Development (Practical) | U24RS1CCP05 | 120 | 4 | 100 |
| III | Core Course 6 (Practical) | URSC1P3 Intervention for Persons with Sensory Disabilities (Practical) | U24RS1CCP06 | 120 | 4 | 100 |
| IV | Value Education | Catechism –I Ethics - I Bible Studies - I | U25VE2LVC01 U25VE2LVE01 U25VE2LVB01 | 15 | -- | |
| IV | SEC1 | SEC1 Soft Skills | U25SS1SET01 | 30 | 2 | 100 |
| | | | Total | 645 | 26 | 900 |

SEMESTER II

| Part | Course Type | Title of the Paper | Code | Hours | Credits | Marks |
|------|----------------------------|--|---|------------|-------------|-------------|
| I | Language | General Tamil - II Hindi - II French - II | U25TL2GEN02/ U25HN2HIN02/ U25FR2FRE02 | 75 | 3 | 100 |
| II | English | General English II | U25EL2GEN02 | 75 | 3 | 100 |
| III | Core Course 7 | URSC2T1 Introduction to Disability-II | U24RS2CCT07 | 30 | 2 | 100 |
| III | Core Course 8 | URSC2T2 Intervention for Persons with Locomotor Disabilities | U24RS2CCT08 | 30 | 2 | 100 |
| III | Core Course 9 | URSC2T3 Intervention for Persons with Intellectual Disabilities | U24RS2CCT09 | 30 | 2 | 100 |
| III | Core Course 10 (Practical) | URSC2P1 Expanded Core Curriculum – Literary Braille, Nemeth code, Abacus, DLS and O &M (Practical) | U24RS2CCP10 | 120 | 4 | 100 |
| III | Core Course 11 (Practical) | URSC2P2 Introduction to Disability-II (Practical) | U24RS2CCP11 | 90 | 3 | 100 |
| III | Core Course 12 (Practical) | URSC2P3 Intervention for Persons with Locomotor Disabilities (Practical) | U24RS2CCP12 | 60 | 2 | 100 |
| III | Core Course 13 (Practical) | URSC2P4 Intervention for Persons with Intellectual Disabilities (Practical) | U24RS2CCP13 | 90 | 3 | 100 |
| IV | Value Education | Catechism –I Ethics - I Bible Studies - I | U25VE2LVC01 U25VE2LVE01 U25VE2LVB01 | 15 | 1 | 100 |
| IV | Online Course | Online Course | U24EXCONC01 | -- | 2 | |
| | | | Total | 615 | 25+2 | 1000 |

SEMESTER III

| Part | Course Type | Title of the Paper | Code | Hours | Credits | Marks |
|------|----------------------------|--|---|------------|-------------|-------------|
| I | Language | General Tamil - III Hindi - III French - III | U25TL3GEN03 U25HN3HIN03 U25FR3FRE03 | 75 | 3 | 100 |
| II | English | General English -III | U25EL3GEN03 | 75 | 3 | 100 |
| III | Core Course 14 | URSC3T1 Intervention for Persons with Specific Learning Disabilities | U24RS3CCT14 | 30 | 2 | 100 |
| III | Core Course 15 | URSC3T2 Adapted Physical Education | U24RS3CCT15 | 30 | 2 | 100 |
| III | Core Course 16 | URSC3T3 Intervention for Persons with Speech and Language Impairment | U24RS3CCT16 | 30 | 2 | 100 |
| III | Core Course 17 (Practical) | URSC3P1 Sign Language (Practical) | U24RS3CCP17 | 60 | 2 | 100 |
| III | Core Course 18 (Practical) | URSC3P2 Intervention for Persons with Specific Learning Disabilities (Practical) | U24RS3CCP18 | 120 | 4 | 100 |
| III | Core Course 19 (Practical) | URSC3P3 Adapted Physical Education (Practical) | U24RS3CCP19 | 120 | 4 | 100 |
| III | Core Course 20 (Practical) | URSC3P4 Intervention for Persons with Speech and Language Impairment (Practical) | U24RS3CCP20 | 60 | 2 | 100 |
| IV | | Health and Wellness | U25PE3HWT01 | 15 | 1 | 100 |
| IV | Online Course | Online Course | U24EXCONC02 | -- | 2 | |
| VI | Value Education | Catechism –II Ethics - II Bible Studies - II | U25VE4LVC02 U25VE4LVE02 U25VE4LVB02 | 15 | -- | |
| | | | Total | 630 | 25+2 | 1000 |

SEMESTER IV

| Part | Course | Title of the Paper | Code | Hours | Credits | Marks |
|------|----------------------------|--|---|------------|-----------|-------------|
| I | Language | General Tamil - IV Hindi - IV French - IV | U25TL4GEN04/ U25HN4HIN04/ U25FR4FRE04 | 75 | 3 | 100 |
| II | English | General English - IV | U25EL4GEN04 | 75 | 3 | 100 |
| III | Core Course 21 | URSC4T1 General Psychology | U24RS4CCT21 | 30 | 2 | 100 |
| III | Core Course 22 | URSC4T2 Introduction to Physiotherapy and Occupational therapy | U24RS4CCT22 | 30 | 2 | 100 |
| III | Core Course 23 | URSC4T3 Intervention for Persons with Autism and ADHD | U24RS4CCT23 | 30 | 2 | 100 |
| III | Core Course 24 (Practical) | URSC4P1 Audiology and Aural Rehabilitation (Practical) | U24RS4CCP24 | 60 | 2 | 100 |
| III | Core Course 25 (Practical) | URSC4P2 Health and Nutrition (Practical) | U24RS4CCP25 | 60 | 2 | 100 |
| III | Core Course 26 (Practical) | URSC4P3 Community Based Inclusive Development (Practical) | U24RS4CCP26 | 60 | 2 | 100 |
| III | Core Course 27 (Practical) | URSC4P4 Communication through Signs and Speech (Practical) | U24RS4CCP27 | 60 | 2 | 100 |
| III | Core Course 28 (Practical) | URSC4P5 Introduction to Physiotherapy and Occupational therapy (Practical) | U24RS4CCP28 | 60 | 2 | 100 |
| III | Core Course 29 (Practical) | URSC4P6 Intervention for Persons with Autism and ADHD (Practical) | U24RS4CCP29 | 60 | 2 | 100 |
| IV | Gender Studies | Gender Studies | U25WS4GST01 | 15 | 1 | 100 |
| IV | EVS | Environmental Studies | U25ES4EVS01 | 30 | 2 | 100 |
| IV | Value Education | Catechism –II Ethics - II Bible Studies - II | U25VE4LVC02 U25VE4LVE02 U25VE4LVB02 | 15 | 1 | 100 |
| | | | Total | 660 | 28 | 1400 |

Specialization in Rehabilitation Social Work)

SEMESTER V

| Sem | Part | Course | Title of the Paper | Code | Hours | Credits | Marks |
|-----|------|-------------------------------------|--|---|------------|-----------|------------|
| V | III | Specialization Course 1 | URSS5T1 Introduction to Rehabilitation Social Work | U24RS5SWT01 | 60 | 4 | 100 |
| V | III | Specialization Course 2 | URSS5T2 Vocational Empowerment of Persons With Disabilities For Sustainable Livelihoods | U24RS5SWT02 | 60 | 4 | 100 |
| V | III | Specialization Course 3 | URSS5T3 Organizational Behaviour and Rehabilitation Social Work | U24RS5SWT03 | 60 | 4 | 100 |
| V | III | Specialization Course 4 | URSS5T4 Counselling Practices In Rehabilitation Social work | U24RS5SWT04 | 60 | 4 | 100 |
| V | III | Specialization Course 5 | URSS5T5 Workforce Inclusion of Persons With Disabilities through Vocational Guidance and Accommodation | U24RS5SWT05 | 60 | 4 | 100 |
| V | III | Specialization Course 6 (Practical) | URSS5P1 Counselling Practices In Rehabilitation Social work (Practical) | U24RS5SWP06 | 90 | 3 | 100 |
| V | III | Specialization Course 7 (Practical) | URSS5P2 Organizational Behaviour and Rehabilitation Social Work (Practical) | U24RS5SWP07 | 90 | 3 | 100 |
| V | III | Core Courses 30 (Practical) | URSC5P3 Sensory Integration for Persons with Diverse Needs (Practical) | U24RS5CCP30 | 120 | 4 | 100 |
| V | IV | Value Education | Catechism –III Ethics - III Bible Studies - III | U25VE6LVC03 U25VE6LVE03 U25VE6LVB03 | 15 | | |
| | | | | Total | 615 | 30 | 900 |

SEMESTER VI

| Sem | Part | Course | Title of the Paper | Code | Hours | Credits | Marks |
|-----|------|---------------------------------------|---|---|-------------|---------|-------|
| VI | III | Specialization Courses 8 | URSS6T1 Social Welfare Administration | U24RS6SWT08 | 45 | 3 | 100 |
| VI | III | Specialization Courses 9 | URSS6T2 Social Work Practices with Individuals, Groups and Community | U24RS6SWT09 | 45 | 3 | 100 |
| VI | III | Specialization Courses 10 | URSS6T3 Social Movement and Social Action | U24RS6SWT10 | 45 | 3 | 100 |
| VI | III | Core Courses 31 | URSC6T4 Management of Rehabilitation Programmes | U24RS6CCT31 | 45 | 3 | 100 |
| VI | III | Core Courses 32 | URSC6T5 Promoting Inclusion for Persons with Disabilities | U24RS6CCT32 | 30 | 2 | 100 |
| VI | III | Core Courses 33 | URSC6T6 Behaviour Modification | U24RS6CCT33 | 30 | 2 | 100 |
| VI | III | Specialization Courses 11 (Practical) | URSS6P1 Social Welfare Administration (Practical) | U24RS6SWP11 | 60 | 2 | 100 |
| VI | III | Specialization Courses 12 (Practical) | URSS6P2 Social Work Practices Individuals, Groups and Community (Practical) | U24RS6SWP12 | 60 | 2 | 100 |
| VI | III | Core Courses 34 (Practical) | URSC6P3 Research Methodology with Project Viva (Practical) | U24RS6CCP34 | 60 | 2 | 100 |
| VI | III | Core Courses 35 (Practical) | URSC6P4 Management of Rehabilitation Programmes (Practical) | U24RS6CCP35 | 60 | 2 | 100 |
| VI | III | Core Courses 36 (Practical) | URSC6P5 Behaviour Modification (Practical) | U24RS6CCP36 | 60 | 2 | 100 |
| VI | IV | Value Education | Catechism –III Ethics - III Bible Studies - III | U25VE6LVC03 U25VE6LVE03 U25VE6LVB03 | 15 | - | 100 |
| VI | | | RCI components | U24RS6RCI01 | 30 | 2 | 100 |
| VI | | | Summer Internship – I | U24RS6CCI37 | 320 | 8 | 100 |
| VI | | | Summer Internship – II | U24RS6CCI38 | 320 | 8 | 100 |
| | | | | Total | 1225 | 44 | 1500 |

VII. PROGRAMME CONTENT

BACHELOR OF REHABILITATION SCIENCE
(Specialization in Rehabilitation Social Work)
SEMESTER I

| | |
|---------------------|--|
| Course Title | Core Course 1 INTRODUCTION TO DISABILITY- I |
| Course Code | URSC1T1 |
| Course Type | THEORY |
| Year | FIRST |
| Semester | I |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT 1: INTRODUCTION TO DISABILITY (6 HOURS)

- 1.1 Definitions of Impairment, Disability, Handicap, and Exceptional Children, Labelling, Stereotype, Stigma
- 1.2 Types, Components, Approaches of Rehabilitation and Rights for Persons with Disability Act 2016

UNIT 2: VISUAL IMPAIRMENT (6 HOURS)

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

UNIT 3: HEARING, SPEECH AND LANGUAGE IMPAIRMENTS (6 HOURS)

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

UNIT 4: LOCOMOTOR IMPAIRMENTS (6 HOURS)

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

UNIT 5: INTELLECTUAL AND BEHAVIOURAL IMPAIRMENT (6 HOURS)

- 5.1 Definitions of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness - Signs, Symptoms Characteristics, Causes and Misconceptions
- 5.2 Prevention and Basic interventions of Persons with Intellectual and Behavioural impairments.

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability: A Resource Guide, Trichy: Jami Publications.
2. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi: Rehabilitation Council of India.
4. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad: National Institute for the Mentally Handicapped (NIMH).
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6. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
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8. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.
9. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
10. Swarup, S. (Ed.), (2001) Booklet on Identification and Assessment of Disabilities and Curriculum Planning, B.Ed.(SE-DE) Programme, Bhopal Madhya Pradesh Bhoj (Open) University
11. Kundu, C.L., (2000) Status of Disability in India - 2000, New Delhi: Rehabilitation Council of India.
12. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
13. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston: Houghton Mifflin Co.

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|---------------------|--|
| Course Title | Core Course 2 HUMAN DEVELOPMENT |
| Course Code | URSC1T2 |
| Course Type | THEORY |
| Year | FIRST |
| Semester | I |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT 1: CONCEPTION TO CHILDHOOD (6 HOURS)

- 1.1 Growth and development – differences- principles - determinants
- 1.2 Physical, physiological activities and care of newborn - factors influencing early and late childhood development.

UNIT 2: THEORETICAL APPROACHES TO DEVELOPMENT (6 HOURS)

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

UNIT 3: AREAS OF DEVELOPMENT (6 HOURS)

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

UNIT 4: EARLY TO MIDDLE ADULTHOOD (6 HOURS)

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

UNIT 5: LATE ADULTHOOD (6 HOURS)

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

COURSE OUTCOMES:

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

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

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

REFERENCES:

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

WEB REFERENCES:

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

| | |
|---------------------|---|
| Course Title | Core Course 3 INTERVENTION FOR PERSONS WITH SENSORY DISABILITIES |
| Course Code | URSC1T3 |
| Course Type | THEORY |
| Year | FIRST |
| Semester | I |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Understand the anatomy and physiology of the different parts of the eye and ear. |
| 2. Explain the causes, symptoms and treatment of eye/ear diseases and refer them to the Ophthalmologist, audiologist / ENT Specialist. |
| 3. Describe the causes, characteristics, and implications of children with visual/ hearing Impairment |
| 4. Relate concepts of assessment procedures and techniques and methods to find out the sensory disabilities. |
| 5. Apply intervention strategies in developing literacy, auditory, oral, reading, and writing skills in children with hearing impairment |

UNIT 1: VISUAL IMPAIRMENT – NATURE AND ASSESSMENT (6 HOURS)

- 1.1 Anatomy and Physiology of Eye, Process of Seeing and Common Eye Disorders in India, Blindness and Low Vision--Definition as per RPwD Act 2016, Classification of Visual Impairment, Demographic Information--NSSO and Census 2011
- 1.2 Importance of Early Identification and Intervention, Functional Assessment Procedures

UNIT 2: EDUCATIONAL IMPLICATIONS OF VISUAL IMPAIRMENT (6 HOURS)

- 2.1 Effects of Blindness--Primary and Secondary, Selective Educational Placement
- 2.2 Teaching Principles, ICT for communication and Commonly Used Low Cost and Advanced Assistive Devices

UNIT 3: HEARING IMPAIRMENT: NATURE & CLASSIFICATION (6 HOURS)

- 3.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dualsensory impairment (Deafblindness), Importance of hearing
- 3.2 Process of hearing & its impediment leading to different types of hearing loss, Definition of hearing loss, demographics & associated terminologies: deaf/deafness/hearing impaired/ disability/ handicapped, Definition of Hearing Impairment as per RPwDAct 2016, Challenges arising due to congenital and acquired hearing loss.

UNIT 4: IMPACT OF HEARING LOSS (6 HOURS)

- 4.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication, Language & communication issues attributable to hearing loss and the need for early Intervention, Communication options, preferences & facilitators of individuals with hearing Loss
- 4.2 Issues & measures in literacy development and scholastic achievement of students with hearing loss Restoring techniques using human (interpreter) & technological support (hearing devices)

UNIT 5: DEAF-BLINDNESS

(6 HOURS)

- 5.1 Definition, causes, classification, prevalence, and characteristics of Deafblindness, Effects and implications of deafblindness on activities of daily living & Education, Screening, assessment, identification & interventional strategies of Deaf-Blindness
- 5.2 Fostering early communication development: Methods, assistive devices, and practices including AAC Unit, Addressing orientation, mobility & educational needs of students with deafblindness.

COURSE OUTCOMES:

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

| CO.No. | Course Outcomes | Cognitive Level |
|---------------|---|------------------------|
| CO1 | Describe the nature, characteristics & assessment of students with low vision & visual impairment. | K1 |
| CO2 | Suggest educational placement and curricular strategies for students with low vision & visual impairment. | K2 |
| CO3 | Describe the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss. | K3 |
| CO4 | Explain the issues & ways to address challenges in educating students with hearing loss. | K4 |
| CO5 | Explicate the impact of deafblindness & practices for functional development. | K5 |

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

REFERENCES:

1. Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and THEORY of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
2. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). U.K. Routledge.
3. Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
4. Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
5. Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
6. National Institute for the Visually Handicapped (2015). Information Booklet on Visual

- Impairment in India, Dehradun: Government of India.
7. Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
 8. Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
 9. Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins.
 10. RPwD Act (2016). Govt. of India.
 11. Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.

PRACTICAL

| | |
|---------------------|---|
| Course Title | Core Course 4 (Practical) INTRODUCTION TO DISABILITY-I |
| Course Code | URSC1P1 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | I |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

PRACTICAL ACTIVITIES:

1. **Discussion Forum:** Set up an online discussion forum where learners can discuss and explain the basic concepts of impairment, disability, handicap, and rehabilitation.
2. **Case Studies:** Provide case studies illustrating different types of impairments and disabilities, and have learners analyze them to understand causes, misconceptions, classification, and types.
3. **Role-Playing:** Conduct role-playing exercises where learners simulate scenarios involving individuals with visual, hearing, speech, and language impairments to deepen their understanding.
4. **Field Trips:** Organize visits to rehabilitation centers or organizations working with individuals with disabilities to observe firsthand the challenges they face and the methods used in rehabilitation.
5. **Guest Lectures:** Invite professionals working in the field of disabilities to give talks on their experiences, insights, and best practices.
6. **Hands-On Activities:** Arrange practical sessions where learners can experience using assistive technologies designed for individuals with disabilities.
7. **Documentary Screening:** Screen documentaries showcasing the lives of people with disabilities to broaden awareness and understanding among learners.
8. **Group Projects:** Assign group projects where learners research and present on specific locomotor impairments, intellectual impairments, or prevention strategies.
9. **Field Observations:** Have learners observe individuals with locomotor impairments in public spaces and reflect on their experiences.

10. **Problem-Based Learning:** Present learners with real-world scenarios involving individuals with intellectual and behavioral impairments and have them propose solutions.
11. **Skill Development Workshops:** Conduct workshops focusing on communication techniques for interacting with individuals with speech and language impairments.
12. **Volunteering:** Encourage learners to volunteer at local organizations serving individuals with disabilities to gain practical experience and empathy.
13. **Simulation Activities:** Use simulation tools or activities to replicate experiences of individuals with different types of impairments, fostering empathy and understanding.
14. **Debate Sessions:** Organize debates on topics related to disability rights, policies, and inclusive practices to encourage critical thinking and argumentation skills.
15. **Interactive Quizzes:** Create quizzes or interactive exercises focusing on identifying common physical and intellectual impairments and their prevention.
16. **Field Research:** Assign research projects where learners investigate the prevalence and impact of different types of impairments in their community.
17. **Community Outreach:** Plan outreach events where learners engage with local communities to raise awareness about disability issues and prevention strategies.
18. **Storytelling Workshops:** Facilitate storytelling sessions where individuals with disabilities share their personal stories, challenges, and achievements.
19. **Artistic Expression:** Encourage learners to express their understanding of disability-related concepts through art, poetry, or other creative mediums.
20. **Reflective Journals:** Have learners maintain reflective journals throughout the course to record their thoughts, insights, and personal growth regarding disability awareness and inclusion.

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. Abhi-Purna (n.d.) Screening and identification. Ahmedabad, India: Sense International (India),Resource and Information Unit on Deaf blindness
2. Agrawal, A., Shukla, D. (2006). Handbook of Neuro-Rehabilitation., (1st Ed.). Hyderabad,Paras Medical Publication.
3. Ashman, A. & Elkins, J. Eds. (2009).Education for Inclusion and Diversity. French’s Forest:Pearson Education Australia
4. Bala, J.M., Rao, D.B., (2012). Hearing Impaired Student, (2nd Ed.). New Delhi, DiscoveryPublishing House.

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6. Dunn, L.M., (1963). Exceptional children in the school special: Education in transition. Holt Rinehart and Winston, USA.
7. Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust
8. Gense, M. & Gense, D. (2005). Autism spectrum disorders and visual impairment. New York: AFB Press
9. GOI. (2016). The Rights of persons with Disabilities Act, 2016. New Delhi: Commercial Law Publishers (India Pvt. Ltd Hinchcliffe, A. (2003). Children with cerebral palsy: A manual for therapists, parents and community workers. New Delhi, India: Vista.
10. Narsimhan, M.C. & Mukherjee, A. K. (1986). Disability: A continuing Challenge, New Delhi: Willy Eastern Limited
11. Rao, D.B., Kumari, A.R., Sundari, S.R., (2004) Deaf Education, (1st ed.). New Delhi, Sonali Publication.
12. Rozario, J., Karanth, P., (2003). Learning Disability in India: Willing the Mind to Learn, (1st ed.) New Delhi, Saga Publications India Pvt. Ltd.

| | |
|---------------------|--|
| Course Title | Core Course 5 (Practical) HUMAN DEVELOPMENT |
| Course Code | URSC1P2 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | I |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|--|
| 1. Understand the normal development and the consequences of delay in development |
| 2. Demonstrate the various areas of development through informal tests |
| 3. Evaluate the social status of an individual in a group |
| 4. Analyze the various skills in children to find their learning efficiency |
| 5. Compare the observation and perception skills of children in different age levels using observation and perception tests. |

PRACTICAL ACTIVITIES:

APGAR score

1. Prepare a report on the interpretation of 3 different neonatal assessment charts.
2. Assess the scores for normality and deviation in the chart with reason. BMI chart
3. Screen 5 individuals of different ages and calculate their weight to represent different estimates the amount of body fat by using your height and weight measurements.
4. Illustrate the results in a graphical representation.

SOCIOGRAM

5. Students will examine relationships within the groups - like within their family, classroom, and group of friends.
6. Sociograms of a classroom will help them to analyze the roles and find how groups play an essential role in student achievement. The relationships between students will be documented and can be presented in the class.

Checklist for motor skills

7. Using informal tools to find the fine and gross motor activity of children in the age group of 3 to 10 years.

Speech and Language Checklist

8. **TAT** – Tamil Articulation Test is used to assess primary school children to find the difficulty in word pronunciation or similar tests in the local language.

Testing Sensory Stimuli (taste, vision, hearing)

9. The students will use simple materials to assess the sensory stimulus of 5 kinder garden children. Different food items are used to identify their reflexes in taste by tasting and smelling.
10. A basic vision test is done to identify objects in dull and bright light. Different levels of sound objects are used to assess their basic hearing in children.

Locomotor Test

Assess informally 5 children of primary school children for

11. Hop, Skip and Jump Test
12. The Toss and Catch Test
13. The Obstacle Course Test
14. The Balance Beam Test

Testing Verbal Skills and Observation

Assess informally 5 children of primary school children for

15. The Rhyming Test and the Word Association Test

Testing for Perception

Assess informally 5 children of primary school children for

16. The Shape Sorting Test
17. The Stack Block Test
18. The Spot the Difference Test

Tools for Learning

Assess informally 5 children of primary school children for

19. The Recall Test and the Transfer Test
20. The Observation Test

COURSE OUTCOMES:

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

| CO No. | Course Outcomes | Cognitive Level |
|--------|---|-----------------|
| CO1 | Identify and describe the normal development and the consequences of delay in development | K1 |
| CO2 | Predict the various areas of development through informal tests | K2 |
| CO3 | Evaluate the social status of an individual in a group | K3 |
| CO4 | Categorize the various skills in children and interpret their learning efficiency | K4 |
| CO5 | Justify the observation and perception skills of children in different age levels through observation and perception tests. | K5 |

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

REFERENCES:

1. Oventon, T. (1996) Assessment in Special Education – Menil, NY.
2. Behaviour Assessment Guidelines for Autism – Parents and Professionals
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Sharma, P (1995) Basics on Development & Growth of a Child. New Delhi: ReliancePublishing House.
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- <http://www.nios.ac.in/srsec328newE/328EL13.pdf>
<http://www.nios.ac.in/srsec328newE/328EL14.pdf><http://www.similima.com/psych5.html>

| | |
|---------------------|---|
| Course Title | Core Course 6 (Practical) INTERVENTION FOR PERSONS WITH SENSORY DISABILITIES |
| Course Code | URSC1P3 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | I |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Understand the anatomy and physiology of the different parts of the eye and ear. |
| 2. Explain the causes, symptoms and treatment of eye/ear diseases and refer them to the ophthalmologist, audiologist / ENT Specialist. |
| 3. Describe the causes, characteristics and implications of children with visual/ hearing impairment |
| 4. Relate concepts of assessment procedures techniques and methods to find out the sensory disabilities. |
| 5. Apply intervention strategies in developing literacy, auditory, oral, reading, and writing skills in children with hearing impairment |

PRACTICAL ACTIVITIES:

1. Conduct thorough assessments to understand the specific nature and extent of the sensory disability.
2. Use standardized tools and observations to identify strengths and challenges in sensory functioning.
3. Develop individualized sensory profiles for each client based on assessment results.
4. Consider sensory preferences and sensitivities when planning interventions.
5. Introduce and train individuals on adaptive technologies and assistive devices tailored to their sensory needs.
6. Providing support for the effective use of screen readers, magnifiers, hearing aids, cochlear implants, etc.
7. Assess and modify environments to make them more accessible and accommodating to sensory disabilities.
8. Deliberate lighting, acoustics, colour contrast, and tactile elements to enhance accessibility.
9. Implement alternative communication methods, such as sign language, Braille, or augmentative and alternative communication (AAC) systems.
10. Explore the magnification including optical and non-optical devices available for children with visual problems.
11. Train individuals and their support networks in effective communication techniques.

12. Incorporate sensory integration therapy activities to help individuals process and respond to sensory information.
13. Providing activities that stimulate and challenge different sensory modalities.
14. Offer orientation and mobility training for individuals with visual impairments to enhance their spatial awareness and independent travel skills.
15. Universal access to websites and different modes of websites.
16. Facilitate social skills training to help individuals with sensory disabilities navigate social interactions.
17. Create opportunities for socialization and peer support.
18. Provide counselling and psychological support to address the emotional and psychological aspects of living with sensory disabilities.
19. Suggesting coping strategies and resilience-building techniques.
20. Collaborate with a multidisciplinary team, including educators, occupational therapists, speech therapists and other professionals.

COURSE OUTCOMES:

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

| CO.No | Course Outcomes | Cognitive Level |
|--------------|---|------------------------|
| CO1 | Describe the nature, characteristics & assessment of students with low vision & visual impairment. | K1 |
| CO2 | Suggest educational placement and curricular strategies for students with low vision & visual impairment. | K2 |
| CO3 | Describe the different types of sensory impairments and their prevalence and describe the process of hearing & implications of various types of hearing loss. | K3 |
| CO4 | Explain the issues & ways to address challenges in educating students with hearing loss. | K4 |
| CO5 | Explicate the impact of deaf-blindness & practices for functional development. | K5 |

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

REFERENCES:

1. Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
2. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). U.K. Routledge.
3. Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
4. Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
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6. National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
7. Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
8. Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
9. Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins.
10. RPwD Act (2016). Govt. of India.
11. Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.

SEMESTER II

| | |
|---------------------|--|
| Course Title | INTRODUCTION TO DISABILITY - II |
| Course Code | URSC2T1 |
| Course Type | THEORY |
| Year | FIRST |
| Semester | II |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT1: LEARNING DISABILITIES

(6 HOURS)

- 1.1 Concept, Signs, symptoms, causes, characteristics and Types:
Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia and Developmental
Aphasia of Learning Disabilities
- 1.2 Misconceptions and Interventions of Learning Disabilities

UNIT 2: MUSCULOSKELETAL IMPAIRMENTS

(6 HOURS)

- 2.1 Concepts, Signs, symptoms, causes and characteristics of Muscular Dystrophy and Acid Attack Survivors
- 2.2 Misconceptions and Interventions about Muscular Dystrophy and Acid attack survivors

UNIT 3: CHRONIC NEUROLOGIC IMPAIRMENTS

(6 HOURS)

- 3.1 Concepts, Signs, symptoms, causes and characteristics of Multiple Sclerosis and Parkinson's disease
- 3.2 Misconceptions and Interventions of Multiple Sclerosis and Parkinson's disease

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UNIT 4: BLOOD DISORDERS

(6 HOURS)

- 4.1 Definitions, Signs and symptoms, causes of Haemophilia, Thalassemia, Sickle cell disease
- 4.2 Misconceptions and Interventions of Haemophilia, Thalassemia, Sickle cell disease

UNIT 5: MULTIPLE DISABILITIES INCLUDING DEAF-BLINDNESS (6 HOURS)

5.1 Concept, Signs, symptoms, causes and characteristics of Multiple Disabilities including Deaf-Blindness

5.2 Misconceptions and Interventions of Multiple Disabilities including Deaf-Blindness

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability: A Resource Guide, Trichy: Jami Publications.
2. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers Distributors Private Ltd.
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4. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad: National Institute for the Mentally Handicapped (NIMH).
5. NSSO, (2003) Disabled Persons in India. New Delhi: Ministry of Statistics and Programme Implementation, Govt. of India.
6. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
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<https://www.in.gov/spd/files/Myth.pdf>

| | |
|---------------------|---|
| Course Title | Core Course 8 INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITIES |
| Course Code | URSC2T2 |
| Course Type | THEORY |
| Year | FIRST |
| Semester | II |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:
The learner will be able to

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

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

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

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

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

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

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

UNIT 4: MANAGEMENT OF NEUROLOGICAL DISORDERS **(6 HOURS)**

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

UNIT 5: MANAGEMENT OF MUSCULOSKELETAL DISORDERS (6 HOURS)

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

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. Werner David (1987). Disabled Village Children, U.S.A.; the Hesperian Foundation.
2. Bhatt Usha (1963). The Physically Handicapped in India, Bombay
3. Natarajan.M. & Mayilvahanan (1998) Orthopaedics and Traumatology, TTK Pharma Ltd
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5. M. Natarajan (2002), Natarajan's Textbook of Orthopedics And Traumatology, M.N.Orthopaedic Hospital, Chennai.
6. S. Sunder (2002), Textbook of Rehabilitation, Jaypee Brothers, Medical Publishers (P) Ltd, New Delhi.
7. John Ebenezar (2000), Textbook of Orthopedics, Jaypee brothers, New Delhi.
8. Cynthia C. Norkin & Pamela K. Levangie (1992), Joint Structure & Function: A Comprehensive Analysis, Second Ed., F.A. Davis Company, Philadelphia.
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10. Dr.R.Kumar and Dr. Meenal Kumar (2004), Wellness and Well-being, Deep and Deep New Delhi

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|---------------------|--|
| Course Title | Core Course 9 INTERVENTION FOR PERSONS WITH INTELLECTUAL DISABILITIES |
| Course Code | URSC2T3 |
| Course Type | THEORY |
| Year | FIRST |
| Semester | II |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

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

UNIT 1: INTELLECTUAL DISABILITY- NATURE, NEEDS AND INTERVENTION (6 HOURS)

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

UNIT 2: GENETICS (6 HOURS)

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

UNIT 3: CHROMOSOMAL AND GENE LINKED ABNORMALITIES (6 HOURS)

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

UNIT 4: METABOLIC DISORDERS AND CRANIAL ANOMALIES (6 HOURS)

- 4.1 Metabolic disorders
- 4.2 Cranial anomalies

UNIT 5: RELATED PROBLEMS – CAUSES, CHARACTERISTICS, TREATMENT AND REHABILITATION (6 HOURS)

- 5.1 Neurological conditions - Epilepsy Cerebral Palsy
- 5.3 Autism spectrum disorder and ADHD

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

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

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

1. Maire Berne Smith (2007) Mental Retardation: An Introduction to Intellectual Disability, Cambridge University Press
2. James C Harris (2006) Intellectual Disability: Understanding Its Development, Causes, Classification, Evaluation and Treatment. New York (NY): Oxford University Press;
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8. Gardner, R. J., Sutherland, G. R., & Shaffer, L. G. (2019). Chromosome Abnormalities and Genetic Counseling. Oxford University Press.
9. Nelson, C. A., & Luciana, M. (Eds.). (2018). Handbook of Developmental Cognitive Neuroscience. MIT Press.
10. Gardner, R. J., Sutherland, G. R., & Shaffer, L. G. (2019). Chromosome Abnormalities and Genetic Counseling. Oxford University Press.
11. Gardner, R. J., Sutherland, G. R., & Shaffer, L. G. (2019). Chromosome Abnormalities and Genetic Counseling. Oxford University Press.
12. Reiser, R. A., & Dempsey, J. V. (Eds.). (2018). Trends and Issues in Instructional Design and Technology. : Pearson.
13. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. American Psychiatric Association.

PRACTICAL

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|---------------------|---|
| Course Title | Core Course 10 (Practical) EXPANDED CORE CURRICULUM – LITERARY BRAILLE, NEMETH CODE, ABACUS, DLS AND O & M |
| Course Code | URSC2P1 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | II |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT 1: BRAILLE SYSTEMS AND NEMETH CODE

(25 Hours)

1.1 Introduction and History

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

1.2 Reading and Writing Braille

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

1.3 Language Components in Braille

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

1.4 Nemeth Code Structure

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

1.5 Applied Nemeth Code

- Using Nemeth Code for mathematical concepts and representation

UNIT 2: ABACUS, DLS, AND O&M**(23 Hours)****2.1 Abacus Skills**

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

2.2 Sensory Training

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

2.3 Daily Living Skills (DLS)

- Activities of daily living (ADL)
- Teacher & parent role
- Evaluation via checklists

2.4 Orientation and Mobility Basics

- Definition, significance, terminology
- Protective techniques, sighted guide, cane techniques

2.5 Advanced O&M Skills

- Outdoor mobility, road crossing, navigation, map reading

UNIT 3: Activities using Braille Code:**(20 Hours)**

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

UNIT 4: Activities using Nemeth Code and Abacus**(20 Hours)**

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

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

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. "Instruction Manual For Braille Transcribing". wesbraille.org. Archived from the original on May 24, 2019. Retrieved December 14, 2019.
1. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
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4. Braille Computer Notation (PDF). Braille Authority of the United Kingdom (Computer Committee). 2006. Archived from the original (PDF) on 2020-08-01.
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16. https://en.bharatpedia.org/wiki/Bharati_Braille
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|---------------------|--|
| Course Title | Core Course 11 (Practical) INTRODUCTION TO DISABILITY -II |
| Course Code | URSC2P2 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | II |
| Total Hours | 90 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Understand the definition, and types of learning disability and identify effective teaching strategies for learners with learning disability. |
| 2. Familiarize with the common musculoskeletal impairments and their impact on daily life |
| 3. Explore the impact of chronic neurologic conditions on daily functioning and demonstrate effective communication techniques in their rehabilitation |
| 4. Understand and explore the psychosocial impact of blood disorders on physical and mental health |
| 5. Analyse the complexities of managing and Interdisciplinary collaboration in addressing Multiple Disabilities. |

PRACTICAL ACTIVITIES:

1. Case Study Analysis:

Analyse a case study involving a learner with a specific learning disability. Discuss intervention strategies and accommodations.

2. Simulated Classroom Exercise:

Create a simulated classroom environment to experience challenges faced by students with learning disabilities. Develop inclusive teaching methods.

3. Assistive Technology Exploration:

Explore and evaluate various assistive technologies designed to support learners with learning disabilities. Discuss their applications in educational settings.

4. Accessible Campus Tour:

Conduct a tour focusing on accessibility challenges faced by individuals with musculoskeletal impairments. Discuss potential modifications and solutions.

Wheelchair Basketball Tournament:

5. Organize an adaptive sports event:

Organize an adaptive sport for persons with disability and experience the physical demands of sports for those with musculoskeletal impairments.

6. Guest Speaker Series:

Invite a guest speaker living with a chronic neurologic impairment to share their experiences and insights. Discuss coping strategies and societal challenges.

7. Motor Skills Simulation:

Use simulation exercises to experience motor skill limitations associated with chronic neurologic impairments. Reflect on implications for daily living and rehabilitation.

8. Blood Donation Drive:

Organize a blood donation drive, discussing the significance of blood donations and raising awareness about blood disorders.

9. Sensory Experience Exhibition:

Create an exhibition simulating the sensory experiences of individuals with multiple disabilities and deafblindness. Explore communication methods and adaptive technologies.

10. Adaptive Recreation Day:

Organize a recreational day with activities tailored for individuals with multiple disabilities and deafblindness, promoting social interaction and engagement.

COURSE OUTCOMES:

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

| CO. No. | Course Outcomes | Cognitive Level |
|----------------|---|------------------------|
| CO1 | Various intervention strategies tailored to specific disabilities, such as designing individualized education plans (IEPs) for learning disabilities | K1 |
| CO2 | Rehabilitation plans to address the multifaceted needs of individuals with chronic neurological impairments, blood disorders, and multiple disabilities, incorporating physical, psychological, and social aspects to enhance overall well-being. | K2 |
| CO3 | Acquire communication techniques to interact empathetically and effectively with individuals having diverse disabilities, fostering an inclusive and supportive environment conducive to rehabilitation | K3 |
| CO4 | Utilizing and recommending appropriate assistive technologies that aid individuals with diverse disabilities, such as adaptive software for learning disabilities or mobility aids for musculoskeletal impairments. | K4 |
| CO5 | Ethical considerations and legal frameworks surrounding disability rights, ensuring that rehabilitation practices adhere to established ethical guidelines and comply with relevant laws and regulations. | K5 |

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

REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability: A Resource Guide, Trichy: Jami Publications.
2. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi: Rehabilitation Council of India.
4. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad: National Institute for the Mentally Handicapped(NIMH).
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5. PG & Research Department of Rehabilitation Science (2017) All about Disability: A Resource Guide, Trichy: Jami Publications.
6. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
7. Kundu, C.L., (2003) Status of Disability in India, New Delhi: Rehabilitation Council of India.
8. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad : National Institute for the Mentally Handicapped(NIMH).
9. NSSO, (2003) Disabled Persons in India. New Delhi: Ministry of Statistics and Programme Implementation, Govt. of India.
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12. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.
13. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities,

| | |
|---------------------|--|
| Course Title | Core Course 12 (Practical) INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITIES |
| Course Code | URSC2P3 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | II |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Relate understanding of the anatomy, physiology, and diseases of the skeleton, joints, and muscles. |
| 2. Develop proficiency in examining and evaluating individuals with locomotor disabilities, considering guidelines and prevalence. |
| 3. Explore readiness activities, initiation into schools, special education facilities, and components for children with locomotor disabilities |
| 4. Acquire knowledge and skills in managing neurological disorders, including cerebral palsy, spinal cord injuries, and brachial plexus injuries. |
| 5. Develop expertise in the management of musculoskeletal disorders, covering conditions like muscular dystrophy, fractures, congenital limb deficiencies, and metabolic bone diseases. |

PRACTICAL ACTIVITIES:

1. Anatomy and Physiology Lab:
Conduct hands-on sessions exploring the anatomy and physiology of the skeleton, joints, and muscles.
2. Neurological Disorders Case Studies:
Analyze and present case studies related to the management of neurological disorders, encouraging problem-solving skills.
3. Musculoskeletal Disorders Management Simulation:
Simulate scenarios for the management of musculoskeletal disorders, encouraging participants to create comprehensive plans.
4. Mobility aid Obstacle Course: Design an obstacle course where students try different mobility aids while performing tasks (Carry water, pick up an item, avoid cones).
5. Rehabilitation Center and Orthopedic Clinics- Visit - Practical Rotation: Arrange for students to spend a day at a rehabilitation centre where they can observe and participate in the management of neurological and musculoskeletal disorders.
6. Inclusive Classroom Design Workshop:
Task students with designing an inclusive classroom for children with locomotor disabilities. Discuss considerations like seating arrangements, ramps, and adaptive technology.
7. Community Health Survey:
Conduct a survey in a local community to identify and document cases of locomotor disabilities.
8. Medical Camp Participation: Collaborate with local medical camps focused on bone health. Students can actively participate, assisting in basic check-ups and gaining exposure to common

issues.

9. Ergonomic Classroom Furniture Demo:

Design or display models of adaptive classroom furniture and explain how they support children with locomotor disabilities.

10. Disability Awareness Poster Making: Design posters that communicate myths vs. facts about locomotor disabilities, accessibility, or assistive devices.

COURSE OUTCOMES:

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

| CO. No. | Course Outcomes | Cognitive Level |
|---------|---|-----------------|
| CO-1 | Demonstrate comprehension of the anatomical structures and physiological functions through hands-on lab activities | K2 |
| CO-2 | Apply examination and evaluation techniques effectively, showcasing practical skills in identifying locomotor disabilities based on guidelines and prevalence data. | K3 |
| CO-3 | Analyze and critically evaluate various educational initiatives for children with locomotor disabilities, fostering a deeper understanding of effective strategies. | K4 |
| CO-4 | Evaluate and assess management strategies for neurological disorders by critically analyzing and presenting real-world case studies. | K5 |
| CO-5 | Evaluate and assess comprehensive management plans for various musculoskeletal disorders by critically analyzing and presenting real-world case studies. | K5 |

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

REFERENCES:

1. Werner David (1987). Disabled Village Children, U.S.A.; The Hesperian Foundation.
2. Bhatt Usha (1963). The Physically Handicapped in India, Bombay
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|---------------------|---|
| Course Title | Core Course 13 (Practical) INTERVENTION FOR PERSONS WITH INTELLECTUAL DISABILITIES |
| Course Code | URSC2P4 |
| Course Type | PRACTICAL |
| Year | FIRST |
| Semester | II |
| Total Hours | 90 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|---|
| 1. Understand the various types of intellectual disabilities and their implications on individuals and society |
| 2. Analyze and propose appropriate intervention strategies for individuals with intellectual disabilities and genetic abnormalities. |
| 3. Comprehend prenatal diagnostic techniques and their role in identifying genetic abnormalities. |
| 4. Investigate the impact of teratogens on fetal development and propose preventive measures. |
| 5. Critically analyze research findings and case studies related to these disorders, evaluating the validity and reliability of evidence-based practices and approaches in the field. |

PRACTICAL ACTIVITIES:

- 1. Visits to Intervention Centers or Schools:** Organizing visits to centres or schools that specialize in interventions for individuals with intellectual disabilities. This hands-on experience can provide valuable insights and practical exposure. Prepare a report of the observations and conduct case discussions.
- 2. Case Studies:** Provide students with case studies of individuals with intellectual disabilities. Ask them to analyze the case, identify the specific needs of the individual, and propose intervention strategies tailored to their needs.
- 3. Observation and Reflection:** Assign students to spend time observing individuals with intellectual disabilities in different settings (schools, care centres, community events). Ask them to reflect on their observations, noting behaviours, challenges faced, and potential interventions that could be helpful.
- 4. Role-Playing Scenarios:** Create role-playing scenarios where students act out different roles, such as a caregiver, teacher, or therapist interacting with someone with an intellectual disability. This helps them understand practical approaches and communication strategies.
- 5. Hospital and Lab Visits:** Visiting a hospital/lab to learn about the various diagnostic tests for the identification of Genetic/Chromosomal disorders and submitting a report.
- 6. Research and Presentation:** Assign each student or group a specific teratogen (substances or agents that can cause birth defects). Students research their assigned teratogen, create presentations, and discuss the effects on fetal development. They can also propose preventive measures or interventions.

7. **Prenatal Diagnostic Techniques Simulation:** Simulate prenatal diagnostic techniques such as amniocentesis, chorionic villus sampling (CVS), or non-invasive prenatal testing (NIPT). Students can use models or online simulations to understand how these tests are performed and interpret the results.
8. **Case Studies on Autosomal Abnormalities:** Provide case studies of individuals with autosomal abnormalities (e.g., Down syndrome, Klinefelter’s syndrome etc.) and ask students to analyze the genetic causes, clinical manifestations, and implications for individuals and their families. Encourage them to propose potential interventions and support strategies.
9. **Designing Educational & Training Materials:** Task students to create educational materials (brochures, posters, infographics) and training materials that explain different types of genetic abnormalities, their causes, inheritance patterns, and available diagnostic options. These materials can be used for public awareness campaigns.
10. **Case Studies and Interventions:** Provide case studies of individuals with psychiatric disturbances, conduct disorders, ASD, or ADHD. Ask students to analyze these cases and propose appropriate interventions or strategies to support these individuals in educational, social, or family settings.
11. **Individualized Education Plan (IEP) Preparation:** Assign students to prepare an IEP for a child with an intellectual disability, incorporating assessment results, learning goals, teaching strategies, and evaluation methods.
12. **Parent/Caregiver Interview:** Students conduct structured interviews with parents or caregivers of individuals with intellectual disabilities to understand family perspectives, challenges, and coping strategies. A summary report is prepared.
13. **Skill Training Modules:** Design and demonstrate short intervention modules for teaching daily living skills, communication, or social skills to persons with intellectual disabilities.
14. **Community Awareness Program:** Organize a mock community awareness program where students prepare presentations, skits, or street plays to reduce stigma and promote inclusion of persons with intellectual disabilities.
15. **Assistive Devices Demonstration:** Students explore, document, and demonstrate the use of assistive devices and technologies (low-tech and high-tech) that support the learning and independence of persons with intellectual disabilities.

COURSE OUTCOMES:

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

| CO | Course Outcomes | Cognitive Level |
|-----------|--|------------------------|
| CO-1 | Identify and describe different intellectual disabilities, including their causes, symptoms, and impact on an individual's life | K1 |
| CO-2 | Develop the ability to evaluate case studies and propose tailored intervention plans considering the specific needs of individuals with intellectual disability | K2 |
| CO-3 | Demonstrate an understanding of various prenatal diagnostic techniques and their applications in detecting genetic abnormalities | K3 |
| CO-4 | Differentiate teratogens, present their effects on fetal development, and suggest preventive measures to mitigate risks | K4 |
| CO-5 | Demonstrate the ability to assess and critique research studies, including case studies, empirical research, and literature reviews, related to intellectual disabilities and genetic abnormalities. | K5 |

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

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SEMESTER III

| | |
|---------------------|--|
| Course Title | Core Course 14 INTERVENTION FOR PERSONS WITH SPECIFIC LEARNING DISABILITIES |
| Course Code | URSC3T1 |
| 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 nature of learning disability and its characteristics |
| 2. Know the causes of learning Disability and its associated conditions |
| 3. Understand the classification of children with learning Disability and apply remedial strategies for children with Learning Disability |
| 4. Analyze and evaluate the various educational strategies for children with learning Disability |
| 5. Compare giftedness and children with Learning Disability |

UNIT 1: LEARNING DISABILITY- LD

(6 Hrs)

1.1 Nature – Definition - Prevalence and Characteristics of Students with LD

1.2 Historical overview of LD - Services for LD -National and International scenario - LD across the lifespan

UNIT 2: CAUSES AND ASSOCIATED CONDITIONS OF LD

(6 Hrs)

2.1 Aetiology of LD- medical, social and psycho-neurological causes - Deficits in information processing

2.2 Language impairments and LD - LD: issues in adulthood-LD and associated conditions (ADD & ADHD, Scotopic sensitivity)

UNIT 3: TYPES OF LEARNING DISABILITIES

(6 Hrs)

3.1 Specific LD - dyslexia – dysgraphia – dyscalculia

3.2 Non-verbal LD (NVLD) - Dyspraxia, Sensory motor disorders

UNIT 4: INCLUSION OF CHILDREN WITH LD

(6 Hrs)

4.1 Curriculum Adaptation - Differentiated Curriculum - Transition Planning

4.2 Vocational Education and Higher Education - Collaborative efforts: Teachers, Peers, family

UNIT 5: GIFTEDNESS AND LEARNING DISABILITY – TWICE EXCEPTIONAL (6 Hrs)

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

COURSE OUTCOMES (CO):

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

| CO | Course Outcomes | Cognitive Level |
|----|---|-----------------|
| 1. | Outline the nature, concept and definition of Learning Disabilities | K1 |
| 2. | Discuss the types of children with Learning Disabilities. | K2 |
| 3. | Illustrate the causes and associated conditions of Learning Disabilities | K3 |
| 4. | Predict the significance of Inclusion for children with Learning Disabilities | K4 |
| 5. | Compare giftedness and children with Learning Disability in learning | K5 |

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

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|---------------------|--|
| Course Title | Core Course 15 ADAPTED PHYSICAL EDUCATION |
| Course Code | URSC3T2 |
| Course Type | THEORY |
| Year | SECOND |
| Semester | III |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT 1: Physical Education and Adapted Physical Education (6 HOURS)

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

UNIT 2: Disorders of Development (6 HOURS)

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

UNIT 3: Organization and administration of adapted physical education (6 HOURS)

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

UNIT 4: Activities and games for Persons with Disabilities (6 HOURS)

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

UNIT 5: Current Trends and Issues in Adapted Physical Education (6 HOURS)

- 5.1 Adapted Physical Education – The Call for Inclusion and Role of various professionals for children with special needs
- 5.2 Advocacy, Reflection, and Professional Development ,Yoga, Meditation and Camps, Rhythmic exercises, Relaxation and Leisure time activities

COURSE OUTCOMES:

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

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

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|---------------------|--|
| Course Title | Core Course 16 INTERVENTION FOR PERSONS WITH SPEECH AND LANGUAGE IMPAIRMENT |
| Course Code | URSC3T3 |
| Course Type | THEORY |
| Year | SECOND |
| Semester | III |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

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

UNIT 1: Introduction to Language and Speech (4 Hrs)

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

UNIT 2: Language Instruction Approaches (6 Hrs)

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

UNIT 3: Auditory Training, Teaching and Maintenance of Intelligible Speech and Language in Children with Hearing Impairment (6 Hrs)

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

UNIT 4: Speech errors and Language disorders in Children and Adults and Therapeutic Intervention Plan (8 Hrs)

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

**UNIT 5: Intervention Methods for Persons with Speech and Language Impairments
(6 Hrs)**

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

COURSE OUTCOMES:

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

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

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

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|---------------------|---|
| Course Title | Core Course 17 (Practical) SIGN LANGUAGE (Practical) |
| Course Code | URSC3P1 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | III |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

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

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

COURSE OUTCOMES.

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

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

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

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PRACTICAL

| | |
|---------------------|--|
| Course Title | Core Course 18 (Practical) INTERVENTION FOR PERSONS WITH SPECIFIC LEARNING DISABILITIES |
| Course Code | URSC3P2 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | III |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

PRACTICAL ACTIVITIES:

1. Identification of children with learning problem through classroom screening in 5 schools in Trichy.
2. Analyze the causes of LD of a student in relation to genetic, home environment and school setting.

Various assessment procedures in assessing children with Learning Disability

3. NCLD checklist and interpretation
4. Informal assessment by teachers - Slow Learner - ADHD with Learning Disability - Gifted students with Learning Disability.
5. Formal assessment. - Slow Learner - ADHD with Learning Disability - Gifted students with Learning Disability.

ASSESSMENT TECHNIQUES IN LEARNING DISABILITY

6. Assess Motor development
 7. Attention & Concentration
 8. Visual Motor and Memory
 9. Educational (Reading, Writing, Spelling, Mathematics)
- #### **ASSESSMENT OF ATTITUDE OF PARENTS & TEACHERS**
10. Assessment of Learning Disability in ADHD Children
 11. Assessment tools – (SPM, CPM, DTLD, DTRD, BCSLD, GLAD,)
 12. Test - CRTs and NRTs, TMTs
 13. TR. MILES Dyslexia Scale - LD screening and assessment scales

14. Diagnose the condition of the child and prepare a detailed case profile in the given format.
15. Organize a counselling session for the parent and family members about the child's present level.
16. Plan a school schedule for remedial strategies.
17. Create an intervention schedule to help the child with learning in school and home
18. Prepare 5 handouts to create awareness in educational institutions and public.
19. Design a poster to represent the characteristics of LD from primary grade to high school level.
20. Conduct a workshop on LD and its characteristics for teachers who work with LD children.

COURSE OUTCOMES (CO):

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

| CO | Course Outcomes | Cognitive Level |
|----|--|-----------------|
| 1. | Identify the children with Learning Disabilities using the NCLD checklist | K1 |
| 2. | Explain the cause of children with Learning Disabilities. | K2 |
| 3. | Plan remedial strategies for children with Learning Disabilities. | K3 |
| 4. | Design the learning strategies for children with Learning Disabilities. | K4 |
| 5. | Compare and differentiate giftedness and children with Learning Disability based on the characteristics and learning | K5 |

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

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|---------------------|--|
| Course Title | Core Course 19 (Practical) ADAPTED PHYSICAL EDUCATION |
| Course Code | URSC3P3 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | III |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Explain the scope and key concepts of physical education, emphasizing the unique aspects of adapted physical education. |
| 2. Apply the core concepts of adapted physical education, understanding its aims, objectives, and relevance in promoting physical fitness. |
| 3. Develop the ability to counsel and guide children with special needs on fitness, recognizing the advantages of tailored physical activities. |
| 4. Identify and categorize various developmental disorders, process disorders, and postural deviations affecting children. |
| 5. Analyse effective planning and organization of fitness classes and programs, incorporating methods applicable to specific handicaps. |

PRACTICAL ACTIVITIES:

1. Conducting a camp for persons with disabilities and their parents.
2. Assessing the fitness level of persons with disabilities
3. Organizing physical educational programmes in special schools and integrated education programmes.
4. Design and present a sensory-friendly physical education activity.
5. Analyze a case study to identify legal and ethical considerations in adapted physical education.
6. Fitness Counseling Workshop:
Conduct a workshop on fitness counselling techniques tailored for children with special needs.
7. Disorder Identification Simulation:
Engage in case studies and simulations to identify and categorize developmental disorders and postural deviations.
8. Instructional Planning Exercise:
Develop instructional plans for fitness classes and programs, focusing on methods applicable to specific handicaps.
9. Adaptive Sports Promotion Event:
Organize an event promoting adaptive sports, featuring organizations like Special Olympics Bharat and Paralympics.
10. Inclusive Physical Education Workshop:
Conduct a workshop on the principles of Universal Design for Learning (UDL) in physical education, emphasizing inclusion.

11. Advocacy and Reflection Session:
Engage in discussions on advocacy, reflection, and professional development in adapted physical education.
12. Yoga and Meditation Session:
Lead a yoga and meditation session, exploring their benefits for children with special needs.
13. Motor Skill Assessments Practice:
- Practice conducting motor skill assessments and develop Individualized Education Programs (IEPs) for students with disabilities.
14. Field Trip to Adaptive Sports Organizations:
Visit organizations promoting adaptive sports, such as Special Olympics Bharat, to understand their vision, mission, and achievements.
15. Inclusion Physical Education Conceptualization:
Brainstorm and conceptualize strategies to promote and implement inclusion in physical education programs.
16. Interactive Role of Professionals Seminar:
- Organize a seminar to discuss and understand the roles of various professionals in supporting children with special needs.
17. Advocacy Campaign Design:
Design an advocacy campaign for inclusive physical education policies, emphasizing the importance of accessibility.
18. Reflective Teaching Practices Discussion:
Facilitate a discussion on reflective teaching practices in the context of adapted physical education.
19. Professional Development Opportunities Exploration:
Explore and share opportunities for professional development in the field of adapted physical education.
20. Leisure Time Activities Planning:
Plan and organize rhythmic exercises, relaxation techniques, and leisure time activities suitable for children with special needs.

COURSE OUTCOMES:

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

| CO. No. | Course Outcomes | Cognitive Level |
|----------------|---|------------------------|
| CO-1 | Demonstrate enhanced skills in tailoring fitness counselling for children with special needs after engaging in the Fitness Counseling Workshop | K2 |
| CO-2 | Develop proficiency in identifying and categorizing developmental disorders and postural deviations through active participation in Disorder Identification Simulation | K3 |
| CO-3 | Analyse the effective instructional planning skills for fitness classes and programs incorporating methods applicable to specific handicaps. | K4 |
| CO-4 | Classify the advocacy skills and understand the reflective teaching practices during the Advocacy and Reflection Session, contributing to inclusive physical education. | K4 |
| CO-5 | Create and implement effective programming for children with disabilities, incorporating developmental activities and strategies to enhance accessibility. | K5 |

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

REFERENCES:

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|--------------------|--|
| CourseTitle | Core Course 20 (Practical) INTERVENTION FOR PERSONS WITH SPEECH AND LANGUAGE IMPAIRMENT |
| Course Code | URSC3P4 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | III |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|---|
| 1. Comprehend typical milestones in speech and language acquisition from infancy through adulthood |
| 2. Identify and describe various speech and language impairments, including their causes, symptoms, and impact on communication. |
| 3. Understand and implement appropriate intervention strategies for different speech and language disorders, including speech therapy exercises, language-building activities, and AAC methods. |
| 4. Develop Materials and Aids for Auditory Training and Speech teaching in Classroom and Therapeutic settings. |
| 5. Evaluate the various speech errors and language disorders in children and adults with hearing impairment and prepare a Therapeutic Intervention Plan. |

PRACTICAL ACTIVITIES:

- 1. Field Visits to Speech Therapy Centers / AIISH or Schools for Children with Hearing Impairment:** Organizing visits to centres or schools that specialize in interventions for individuals with Speech and Language Impairments. This hands-on experience can provide valuable insights and practical exposure to prepare a report of the observations and conduct case discussions
- 2. Case Studies:** Provide students with Case studies of individuals with Speech and Language Impairments. Ask them to analyze the case, identify the specific needs of the individual, and propose intervention speech and language teaching strategies tailored to their needs.
- 3. Demonstrate and Teach Breathing and Relaxation Exercises:** Teach relaxation techniques and breathing exercises to Children with Speech and Language impairments to manage stuttering and improve voice quality and practice exercises that focus on varying pitch and resonance to enhance voice control and quality.
- 4. Observation and Reflection:** Assign students to spend time observing individuals with Speech and Language Impairments in different settings (Schools, Care centres, Home settings). Ask them to reflect on their observations, noting speech and language difficulties, challenges faced, and therapeutic interventions that could be helpful.

5. Prepare Articulation Drill Games, Tongue Twisters and Speech Sound Cards: Students will prepare board games, puzzles, or online apps that encourage the repetition of specific sounds in various positions of words (initial, medial, final) also get ready tongue twisters to practice specific sounds and improve articulation and speech clarity and prepare flashcards with pictures representing words containing target sounds to practice correct pronunciation.

6. Prepare Story and Rhyme Books in English and Tamil; Practice Storytelling and recite Rhymes Sequencing by Narrating stories or events along with Children with Speech and Language Impairments and then asking them to sequence the events correctly, enhancing narrative skills and temporal understanding.

7. Introduction to Apps: Orientation on various Apps and Software’s related to Speech training and Alternative and Augmentative Communication

8. Role-playing and Social Scenarios: Acting out social situations to practice appropriate responses, turn-taking, and social interaction and Use cue cards or prompts to initiate and maintain conversations, focusing on topics of interest or relevance.

9. Workshops and Seminars:. Participate in Workshops and Seminars in Speech Therapy and Speech Intervention methods for Children and Adults with Speech and Language Impairments.

10. Prepare a Therapeutic Intervention Plan: Identify a Child having speech problems or language disorders, write a report on the speech teaching strategies adopted and design a corresponding Therapeutic Intervention plan.

COURSE OUTCOMES:

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

| CO.No. | Course Outcomes | Cognitive Level |
|--------|--|-----------------|
| CO-1 | Observe and understand the typical milestones in Speech and Language acquisition from Infancy through Adulthood | K1 |
| CO-2 | Identify and Summarize the Causes, Symptoms and Impact of various Speech and Language impairments in the aspect of communication | K2 |
| CO-3 | Prepare and record appropriate intervention strategies for different speech and language disorders, including speech therapy exercises, language-building activities, and AAC methods. | K3 |
| CO-4 | Assess the various speech errors and language disorders in children and adults with hearing impairment and recommend a Therapeutic Intervention Plan. | K4 |
| CO-5 | Design and develop Materials and Aids for Auditory Training and Speech teaching in Classroom and Therapeutic settings. | K5 |

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

REFERENCES:

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2. Sadhana Relekar, Usha Talvi and Anjali Kant: (2006), Speech and Speech Teaching, New Delhi, RCI in association with Kanishka Publishers.
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SEMESTER IV

| | |
|---------------------|--|
| Course Title | Core Course 21 GENERAL PSYCHOLOGY |
| Course Code | URSC4T1 |
| Course Type | THEORY |
| Year | SECOND |
| Semester | IV |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

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

UNIT 1 – Introduction to Psychology (6 HOURS)

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

UNIT 2 – Biological Basis of Behavior (6 HOURS)

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

UNIT 3 – Sensation, Perception, and Attention (6 HOURS)

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

UNIT 4 – Learning and Memory (6 HOURS)

- 4.1 Classical Conditioning – Pavlov’s Experiment - Operant Conditioning – Skinner’s Contributions – Cognitive process in learning- Creativity
- 4.2 Memory – Types (Sensory, Short-Term, Long-Term) - Forgetting – Causes and Theories (Decay, Interference, Retrieval Failure)

UNIT 5 – Motivation, Emotion and Personality (6 HOURS)

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

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. Rafael Gurkvsy (2015) Psychological Skills, Influence People, NLP Techniques ... Influence People, Neuropsychology NLP: The Real Mind Control: A book that will make you understand Neuro.
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|---------------------|--|
| Course Title | Core Course 22 INTRODUCTION TO PHYSIOTHERAPY AND OCCUPATIONAL THERAPY |
| Course Code | URSC4T2 |
| Course Type | THEORY |
| Year | SECOND |
| Semester | IV |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT - 1, INTRODUCTION TO PHYSIOTHERAPY, (6 hours)

- 1.1, Definition, Aims and Objectives of physiotherapy,
- 1.2, Branches, Scope , Principles, and General goals of physiotherapy,

(PHYSIOLOGICAL EFFECTS, EQUIPMENT'S, SPECIAL PRECAUTIONS, INDICATIONS FOR USE AND CONTRA INDICATIONS FOR THE THERAPIES ARE DEALT).

UNIT – 2 EXERCISE THERAPY (6 hours)

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

UNIT 3: HYDROTHERAPY AND ELECTRIC THERAPY (6 hours)

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

UNIT 4: OCCUPATIONAL THERAPY (6 hours)

- 4.1 Introduction , Scope and Objectives of Occupational Therapy
- 4.2 Ethics Relevant to Physiotherapy and Occupational Therapy and The difference between an occupational therapist and a physical therapist.

UNIT 5: ACTIVITY ANALYSIS AND THERAPEUTIC ACTIVITIES (6 hours)

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

COURSE OUTCOMES:

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

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

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

REFERENCES:

1. Shastack, R., (1977). Handbook of Physical Therapy, New York; Springer & Springer Publishing Co.
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|---------------------|---|
| Course Title | Core Course 23 INTERVENTION FOR PERSONS WITH AUTISM AND ADHD |
| Course Code | URSC4T3 |
| Course Type | THEORY |
| Year | SECOND |
| Semester | IV |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

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

UNIT 1: INTRODUCTION TO AUTISM SPECTRUM DISORDER (6 Hours)

- 1.1 ASD: Concept, Definition and Characteristics - Historical perspective related to Autism - Prevalence and Incidence
- 1.2 Types of ASDs- Etiology, Recent Trends and Updates

UNIT II: SCREENING, DIAGNOSIS & ASSESSMENT (6 Hours)

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

UNIT III: INTERVENTION AND MANAGEMENT OF CHILDREN WITH AUTISM (6 Hours)

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

UNIT 4: ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) (6 Hours)

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

UNIT 5: INTERVENTION AND MANAGEMENT OF CHILDREN WITH ATTENTION DEFICIT HYPERACTIVE DISORDER (6 Hours)

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

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

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

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

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|---------------------|--|
| Course Title | Core Course 24 (Practical) AUDIOLOGY AND AURAL REHABILITATION |
| Course Code | URSC4P1 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | IV |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Develop students' proficiency in conducting standard audiometric tests and interpreting results accurately. |
| 2. Provide hands-on experience with assistive hearing technologies, including hearing aids and cochlear implants. |
| 3. Enhance students' ability to collaborate in a multidisciplinary team for hearing health care planning. |
| 4. Prepare students for real-world audiological counseling, case analysis, and community-based interventions. |
| 5. Develop students' proficiency in conducting standard audiometric tests and interpreting results accurately. |

PRACTICAL ACTIVITIES:

- 1. Sound and Decibel Demonstration:**
Conduct a hands-on activity where student's measure sound levels in different environments using sound level meters, helping them understand the concept of decibel and its relevance to audiology.
- 2. Audiometry Workshop:**
Organize a workshop where students practice conducting audiometric tests such as pure-tone audiometry, impedance audiometry, and speech audiometry on each other or simulated patients.
- 3. Hearing Aid Demonstration:**
Invite representatives from hearing aid companies to demonstrate various types of hearing aids, their features, and functionalities. Students can try on different hearing aids to understand their differences.
- 4. Ear Mould Making:**
Arrange a practical session where students learn the process of making ear moulds using impression materials. They can practice taking ear impressions and pouring them to create ear moulds under supervision.
- 5. Cochlear Implant Simulation:**
Set up a simulation station where students can experience the sensation of hearing through cochlear implants using specialized simulation devices or software.
- 6. Cochlear Implant Team Role-play:**
Divide students into groups representing different members of a cochlear implant team (surgeon, audiologist, speech therapist, etc.). Each group presents their roles and responsibilities, emphasizing the importance of multidisciplinary collaboration.

7. **Case Study Analysis:** Provide case studies of patients with various hearing impairments. In groups, students analyze the cases, discuss appropriate audiometric assessments, and propose treatment plans including hearing aid selection or cochlear implant candidacy.
8. **Audiological Counselling Role-play:**
Conduct role-playing scenarios where students take turns acting as audiologists providing counselling to patients and their families regarding hearing loss, treatment options, and rehabilitation strategies.
9. **Community Outreach:**
Organize a community outreach event where students offer free hearing screenings to the public. This practical activity allows students to apply their knowledge in real-world settings and raise awareness about hearing health.
10. **Patient Referral Process Simulation:**
Develop a simulation exercise where students practice taking patient histories, conducting audiometric assessments, and referring patients to other specialists when necessary, simulating a realistic clinical workflow.

COURSE OUTCOMES:

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

| CO. No. | Course Outcomes | Cognitive Level |
|----------------|--|------------------------|
| CO-1 | 1. Measure and analyze sound levels using decibel meters and relate findings to hearing health. | K1 |
| CO-2 | 2. Perform pure-tone, impedance, and speech audiometry and explain the results. | K2 |
| CO-3 | 3. Demonstrate knowledge of various hearing aids and cochlear implant systems, including fitting and function. | K3 |
| CO-4 | 4. Simulate clinical workflows including patient assessment, counseling, team collaboration, and referral processes. | K4 |
| CO-5 | 5. Apply audiological knowledge and skills in community outreach programs to promote hearing health awareness. | K5 |

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

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|---------------------|--|
| Course Title | Core Course 25 (Practical) HEALTH AND NUTRITION |
| Course Code | URSC4P2 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | IV |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Grasp the fundamental principles of nutrition, including macronutrients, micronutrients, and their roles in maintaining health. |
| 2. Create an awareness about prevention against common diseases and disability. |
| 3. Understand the interconnection between nutrition and overall health, exploring how dietary choices impact chronic diseases, mental health, and overall well-being. |
| 4. Assess individual dietary requirements, considering factors such as age, gender, activity level, and specific health conditions. |
| 5. Analyze contemporary nutritional challenges, including issues related to food insecurity, cultural influences on diet, and global health disparities among children with disabilities |

PRACTICAL ACTIVITIES:

1. Disease Awareness Chart & Poster Making

Students create posters/charts on types of diseases (communicable, non-communicable, and congenital), causes, symptoms, transmission, and preventive measures including immunization schedules.

2. Grocery Store Label Reading & Nutrition Audit

Students visit a local grocery store to examine food labels, identify nutrient-rich foods, compare ingredients, and understand hidden sugars, fats, and preservatives.

3. Cooking Demonstration: Nutritious Meal Prep

Students prepare simple, healthy meals focusing on retaining nutrients and using locally available, seasonal Indian ingredients. Emphasis on cost-effectiveness and hygiene.

4. Community Health Survey on Nutritional Deficiencies

Conduct a basic survey in a neighborhood or school setting to assess signs of malnutrition, anemia, or undernutrition among children using height, weight, and diet recall.

5. Personal Diet Plan Based on RDA

Students track their own dietary intake and create a personalized meal plan based on age, gender, lifestyle, and ICMR's Recommended Dietary Allowances.

6. Case Study on Nutritional Needs of Children with Disabilities

Prepare a case study of a child with a developmental disability (e.g., autism, cerebral palsy), detailing their nutritional challenges and possible dietary interventions.

7. Resource Pamphlet for Parents of Children with Disabilities

Design an easy-to-read, illustrated guide in English/regional language titled “Feeding Tips for Children with Special Needs,” addressing common nutrition-related issues.

8. Inclusive Nutrition Workshop

Conduct a hands-on session preparing sensory-friendly, allergen-free meals suitable for children with developmental disabilities using Indian recipes.

9. Role Play on Hygiene and Health Promotion

Groups of students enact role plays showing poor hygiene practices and how they lead to disease spread; includes solutions like hand washing, vaccinations, etc.

10. Diet Modification Demonstration for Common Illnesses

Create sample diet charts or live demonstrations for dietary modifications for diabetes, anemia, hypertension, and physical disabilities.

COURSE OUTCOMES:

On Completion of the Course, the learner will

| CO.No. | Course Outcomes | Cognitive Level |
|---------------|--|------------------------|
| CO-1 | Students will demonstrate a comprehensive understanding of the essential components of nutrition, enabling them to make informed dietary recommendations. | K1 |
| CO-2 | Develop the ability to create personalized dietary plans considering individual differences, lifestyle factors, and specific health needs | K2 |
| CO-3 | Acquire effective communication skills to educate and promote healthy eating habits in diverse populations, taking into account cultural and social contexts. | K3 |
| CO-4 | Students will critically analyze and propose solutions for contemporary nutritional challenges, fostering a broader perspective on global and local health issues | K4 |
| CO-5 | Recognize and articulate the interconnectedness of nutrition and overall health, demonstrating an understanding of how dietary choices impact various aspects of well-being. | K5 |

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

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|---------------------|---|
| Course Title | Core Course 26 (Practical) COMMUNITY BASED INCLUSIVE DEVELOPMENT |
| Course Code | URSC4P3 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | IV |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|--|
| 1. To understand the core principles and practices of CBID. |
| 2. To acquire skills to identify and address the needs of persons with disabilities in community settings. |
| 3. To plan and implement inclusive strategies in collaboration with local stakeholders. |
| 4. To evaluate and document inclusive development practices in diverse community contexts. |
| 5. To understand the core principles and practices of CBID. |

PRACTICAL ACTIVITIES:

1) Community Mapping

*Conduct mapping of community resources, infrastructure, and barriers to inclusion.

2) Disability Needs Assessment

*Identify and assess the needs of persons with disabilities in a selected community.

3) Home Visit and Functional Assessment

*Visit homes of persons with disabilities and conduct basic functional assessment.

*Document barriers they face in health, education, livelihood, or transport.

4) Visit to Primary Health Centre Anganwadi centers & Schools

*Visit one Primary health care centre, Anganwadi centre and schools to document the programs initiated for the prevention of disability and the number of people benefited under these programmes.

*Visit Anganwadi centre and schools and document the program planned by the schools for children with disabilities.

5) Interview with Community Stakeholders

*Interview local leaders, Anganwadi/ASHA workers, or disability organizations to Understand their role in supporting inclusive development.

6) Awareness Campaign Design

***The students will** Design a campaign on inclusive education, health, or livelihood

7) Assistive Technology and Adaptive Devices Workshop

*Students will explore the role of assistive technology in community rehabilitation and Prepare miniature models any five of the developmental aids such as gaiter, parallel bars, walkers, proneboard, standing frames, corner seat, adapted spoons, tumblers etc (applying latest technique).

8) Inclusive Event Planning

*The students will plan and conduct “Disability Inclusion Day at Grama Sabha” and “Inclusive Sports and Games Day “

9) Policy and Scheme Review

*Review local implementation of RPwD Act, UDID, or livelihood schemes.

10) Documentation of Inclusive Practices

*The student will document Economic inclusion by documenting a story of livelihood success by a person with disability in a rural area.

* Identify a Local Entrepreneur with Disability like Artisan, farmer, shop owner, or self-help group (SHG) member and conduct interview and create a short presentation or digital profile.

COURSE OUTCOMES

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

| CO. No. | Course Outcomes | Cognitive Level |
|---------|---|-----------------|
| CO-1 | Explain the core principles of Community-Based Inclusive Development (CBID) and illustrate their application through real-life scenarios. | K3 |
| CO-2 | Apply participatory methods to conduct community mapping and assess the needs of persons with disabilities. | K3 |
| CO-3 | Collaborate with diverse stakeholders to design inclusive, community-based programs for persons with disabilities. | K3 |
| CO-4 | Demonstrate appropriate selection and use of assistive devices and digital tools relevant to CBID interventions. | K3 |
| CO-5 | Prepare comprehensive documentation and critically reflect on inclusive practices and their outcomes within a community context. | K3 |

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

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|---------------------|--|
| Course Title | Core Course 27 (Practical) COMMUNICATION THROUGH SIGNS AND SPEECH |
| Code | URSC4P4 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | IV |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| | |
|------|--|
| CO-1 | Understand various aspects of communication and speech, different modes of communication adopted for children with speech delay and hearing impairment |
| CO-2 | Explain the sign language and the manual modes through speech and communication |
| CO-3 | Compare and differentiate various modes of communication and its advantages |
| CO-4 | Discuss the importance of optimizing communication access |
| CO5 | Differentiate the concept of signs and speech outline the differences in language development of a hearing child and a child with hearing impairment |
| CO6 | Evaluate the various speech errors and language disorders in children and adults with hearing impairment. |

1. Field Visit and Documentation: Schools for the Hearing Impaired

Organize a field visit to a government or NGO-run school for children with hearing impairment, Observe and document teaching methods, communication strategies (e.g., Indian Sign Language), and the use of assistive technology.

2. Create a Bilingual (ISL-English) Visual Dictionary

Develop a picture-based Indian Sign Language (ISL) to English dictionary. Include common classroom, home, and social signs with Indian cultural references (e.g., food items like "idli", "chapati", "temple", "Namaste").

3. Speech Reading Role-play Using Indian Languages

Conduct mock interviews or storytelling sessions in Tamil/Hindi using visible speech cues (lip patterns, gestures). Practice and evaluate speech-reading skills in multilingual Indian contexts.

4. Community Survey: Communication Challenges in Rural Areas

Conduct a mini-survey in a rural or semi-urban area to understand how people with hearing impairments access communication tools., Interview families or Anganwadi workers to identify awareness and accessibility gaps.

5. Develop an AAC Resource Box Using Indian Materials

Prepare a low-cost Augmentative and Alternative Communication (AAC) kit using locally available materials (flashcards, pebbles, sticks, toy animals, laminated charts). Design culturally relevant themes like Indian festivals, transport, and daily routines.

6. Design a Puppet Show on “Feel and Speak” Concept

Create a puppet-based storytelling session using tactile elements to represent sounds and speech for deafblind learners. Include tactile feedback, rhythmic beat, and basic Indian language cues.

7. Poster Making: Awareness on Hearing and Speech Disabilities

Create posters in local languages promoting awareness on early identification of hearing loss, ISL, and assistive devices. Display in community centers, schools, or primary health centers.

8. Create a Video Tutorial in ISL: Basic Greetings and Instructions

Record a 5-minute ISL video teaching common Indian greetings and instructions (e.g., “Vanakkam,” “Come here,” “Sit down”). Upload on college YouTube or share in peer learning platforms.

9. Develop Functional Reading Cards for Daily Indian Activities

Prepare simple reading cards for hearing-impaired children related to Indian routines (e.g., cooking rice, temple visit, going to school). Focus on vocabulary building using both visual and written cues.

10. Case Analysis: Use of Cochlear Implant and Language Outcome & Case Review: AAC Use in Non-Verbal Autistic Child

Study a case where cochlear implant was used. Assess the impact on speech clarity, language comprehension, and school inclusion. And document the communication journey of a child with autism using visual AAC tools. Include cultural barriers and parental acceptance.

COURSE OUTCOMES:

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

| CO.No. | Course Outcomes | Cognitive Level |
|---------------|---|------------------------|
| CO-1 | Differentiate the concept of signs and speech outline the differences in language development of a hearing child and a child with hearing impairment. | K1 |
| CO-2 | Explain the different modes of communication used with children with Hearing Impairment | K2 |
| CO-3 | Describe the processes involved in communication in various situations | K3 |
| CO-4 | Evaluate the various speech errors and language disorders in children and adults with hearing impairment. | K4 |
| CO5 | Organize physical educational programme in special schools and integrated education programmes | K5 |

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

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|---------------------|--|
| Course Title | Core Course 28 (Practical) INTRODUCTION TO PHYSIOTHERAPY AND OCCUPATIONAL THERAPY |
| Course Code | URSC4P5 |
| Course Type | PRACTICAL |
| Year | SECOND |
| Semester | IV |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Comprehend the definition, aims, and principles of physiotherapy, exploring its branches, scope, and general goals. |
| 2. Develop proficiency in exercise therapy, understanding different types of movements, fundamental positions, manual muscle testing, and exercise therapy equipment. |
| 3. Acquire competence in hydrotherapy and electric therapy, covering various techniques and equipment, with a focus on physiological effects and precautions. |
| 4. Appreciate the introduction and scope of occupational therapy, understanding its philosophy, vision, objectives, and ethical considerations. |
| 5. Master the characteristics, teaching methods, and analysis of activities in occupational therapy, including tools and components of therapeutic activities. |

PRACTICAL ACTIVITIES:

(60 hours)

1. Physiotherapy / Occupational Therapy Workshop:

Conduct a workshop to discuss and illustrate the different intervention strategies used in physiotherapy and occupational therapy.

2. Exercise Therapy Demonstrations:

Organize practical sessions to demonstrate and practice different types of movements in exercise therapy.

3. Visit to Occupational / Physiotherapy Centre

Explore the various OT /PT activities, and create awareness to the parents of children with special need

4. Teaching Therapeutic Activities:

Engage in practical sessions teaching therapeutic activities to individuals and groups in inclusive schools.

5. Occupational Therapy Tools Exhibition:

Create an exhibition showcasing tools used in occupational therapy and their applications

6. Role-Play:

Occupational Therapist vs. Physical Therapist

Organize a role-playing session to highlight the differences between occupational therapists and physical therapists.

7. Activity Analysis Field Trip:

Conduct a field trip to analyze and evaluate various therapeutic and physical activities in real-world settings.

8. Visit to Orthopedic Hospitals

Observing practical sessions on different types of therapeutic interventions Demonstrate the use of electric therapy equipment, including low-frequency, medium-frequency, and high-frequency modalities.

9. Hydrotherapy and Occupational Therapy Case Studies:

Analyze and discuss case studies that involve the application of hydrotherapy and occupational therapy techniques.

10. Therapeutic Activity Effectiveness Survey:

Design and survey to evaluate the perceived effectiveness of therapeutic activities among participants.

COURSE OUTCOMES:

On completion of course, the learner will be able to

| CO.No. | Course Outcomes | Cognitive Level |
|--------|---|-----------------|
| CO-1 | Recall and describe the definition, aims, and principles of physiotherapy, as well as the branches and general goals associated with it. | K1 |
| CO-2 | Understand the different types of movements in exercise therapy, fundamental positions, manual muscle testing, and the principles of hydrotherapy and electric therapy. | K2 |
| CO-3 | Apply knowledge of occupational therapy principles, including its scope, objectives, and ethical considerations demonstrating competence | K3 |
| CO-4 | Analyze and evaluate activity characteristics, teaching methods, and the components of therapeutic activities in occupational therapy | K4 |
| CO5 | Evaluate the scope and impact of occupational therapy, discerning the differences between occupational therapists and physical therapists. | K5 |

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

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| | |
|---------------------|---|
| Course Title | Core Course 29 (Practical) INTERVENTION FOR PERSONS WITH AUTISM AND ADHD |
| Course Code | URSC4P6 |
| 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 Causes, Characteristics, Types and Prevalence of Autism. |
| 2. Explain the Process of Screening and Areas of Assessment in ASD |
| 3. Describe the Teaching Approaches and Methods suitable for Persons with ASD |
| 4. Understand the Causes, Types ,Signs and Symptoms and Diagnosis of ADHD |
| 5. Comprehend the Treatment options, Classroom Accommodations and Intervention measures for Children with ADHD |

PRACTICAL ACTIVITIES:

(60 Hours)

- 1. Development of a Comprehensive Case Study Report on a Child with Autism Spectrum Disorder (ASD)-** Document developmental history, diagnostic findings, behavioral observations, and educational implications with evidence-based intervention strategies.
- 2. Compilation of a Clinical Case Study of a Child with Attention Deficit Hyperactivity Disorder (ADHD)-** Analyze behavioral patterns, academic challenges, and social interactions supported with theoretical frameworks and intervention approaches.
- 3. Preparation of Social Stories with Visual Illustrations-** Write and illustrate short social stories addressing specific situations (e.g., waiting in line, asking for help) using visuals for better comprehension.
- 4. Development of a Parent Guidance Pamphlet for Families of Children with ADHD/ ASD-** Prepare an informative and user-friendly resource addressing home management techniques, behavioral strategies, educational rights, and support services.
- 5. Design and Preparation of Picture Exchange Communication System (PECS) Materials**
Create a functional PECS toolkit tailored to the communication needs of non-verbal or minimally verbal children with Autism.
- 6. Behavioral and Sensory Profiling of a Child with ADHD using Standardized Assessment Tools -** Identify core challenges in attention, impulse control, and sensory regulation using tools such as Conners' Rating Scale or Sensory Profile.
- 7. Creation of a Public Awareness Poster on Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder (ADHD)-**Develop a poster highlighting key facts, myths, early signs, and management strategies for ASD & ADHD in children and adolescents.
- 8.Preparation of Visual Schedules for Children with Autism and ADHD**
Design structured daily routines using pictures/symbols to improve predictability, reduce anxiety, and enhance task engagement.
- 9. Design of Visual Communication Boards for Non-verbal Children-** Create low-tech AAC (Augmentative and Alternative Communication) boards using commonly used symbols (e.g., food, toilet, play, yes/no).

10. Planning and Implementation of a Community Awareness Program on Autism and ADHD-
Organize a structured awareness campaign involving parents, educators, and local stakeholders using IEC (Information, Education, Communication) materials and participatory methods.

COURSE OUTCOMES:

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

| CO.No. | Course Outcomes | Cognitive Level |
|--------|---|-----------------|
| CO-1 | Explain the Causes and Characteristics of children with Autism. | K1 |
| CO-2 | Develop a Checklist / Screening Tool for identifying Children with ADHD | K2 |
| CO-3 | Develop a Behavior Management Strategy for a Child with Autism and Discuss the various components of Teaching Children with Autism. | K3 |
| CO-4 | Develop and design an Assessment Procedure for Screening and Evaluating Children with Autism. | K5 |
| CO-5 | Design modifications and classroom accommodations and prepare a Booklet for guiding Parents of Children with ADHD | K5 |

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

REFERENCE:

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2. Jordan, R. & Powell, S. (2000): Understanding & Teaching Children with Autism – John Wiley & Sons, Chichester
3. Paul H. Wender M.D. (2001), ADHD in Children, Adolescents, and Adults., Oxford University Press, New York.
4. "Neurodevelopmental Disorders: Diagnosis, Intervention, and Support" by David Skuse.
5. "Teach Me Language". (2000). A Language Manual for children with Autism, Asperger's Syndrome and related Developmental Disorders by Sabrina Freeman Ph.D., Lorelei Dake, B.A. Hard Cover: ISBN 0-9657565-0-5
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7. Simon Baron-Cohen and Patrick Bolton, (1996). Autism - The Facts. The University of Psychiatry, University of London, Oxford New York Tokyo, University Press.
8. Aureen Aarons and Tessa Gittens. (1992), The Handbook of Autism - A guide for Parents and Professionals, Foreword by Lorna Wing Routledge - International Thomson Publishing Company, New York, London.
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11. Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9th Edition.
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13. Sandra F. Rief. (1993). How to reach and teach ADD / ADHD children.
14. Yogendra K. Sharma, Madhulika Sharma, (2014) Inclusive Education, Special Educational needs (SEN) of learners, Kanishka Publishers, New Delhi

SPECIALIZATION – REHABILITATION SOCIAL WORK

| | |
|---------------------|---|
| Course Title | Specialization Course 1 INTRODUCTION TO REHABILITATION SOCIAL WORK |
| Course Code | URSS5T1 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | V |
| Total Hours | 60 |
| Credits | 4 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Remembers, Understands about the basics of Rehabilitation Social Work |
| 2. Remembers, and understands the Professional function, ethics and values of Rehabilitation Social Worker |
| 3. Understand and analyze the Rehabilitation Case Work and its characteristics. |
| 4. Understand and analyze the Rehabilitation Group Work and its characteristics |
| 5. Understands and analyze the importance of community organization and social action for persons with disabilities. |

UNIT 1: Introduction to Rehabilitation Social Work (15 Hours)

- 1.1 Meaning and definition of Social work
- 1.2 Changing Concepts in Social Work
- 1.3 Basic Values and Principles of Social Work
- 1.4 Modern Society and Rehabilitation Social Work

UNIT 2: Professional Functions and Characteristics of Rehabilitation Social Worker

(15 Hours)

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

UNIT 3: Rehabilitation Case Work (10 Hours)

- 3.1 Phases of Social Case Work Practice
- 3.2 Interviewing and Case Recording
- 3.3 Application of rehabilitation Case Work in different settings & Clientele groups
- 3.4 Rehabilitation Case Work Practice and Indigenization in India

UNIT 4: Rehabilitation Group Work**(10 Hours)**

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

UNIT 5: Community Organization and Social Action**(10 Hours)**

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

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

| CO No. | Course Outcomes | Cognitive Level |
|---------------|---|------------------------|
| CO-1 | Explain the definition, principles and methods of Rehabilitation Social Work | K1 |
| CO-2 | Describe and relate the Professional function, and competencies of a Rehabilitation Social Worker. | K2 |
| CO-3 | Relate and apply the Rehabilitation Case Work and its application in different settings. | K3 |
| CO-4 | Relate and analyse the Rehabilitation Group Work and its application in different situations. | K4 |
| CO-5 | Examine the importance of community organization and Evaluate the perspective of Networking of persons with disabilities. | K5 |

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

1. Sanjay Bhattacharya, (2003). Social Work An Integrated Approach, Deep & Deep Publication, New Delhi
2. Upadhyay, R.K. (2003), Social Case Work; A Therapeutic Approach, Jaipur: RawatPublications.
3. Gautam Banerjee, (2001). Legal Rights of the Disabled in India, New Delhi; RCI.
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5. Martin, Davies (2000), The Blackwell Encyclopedia of Social Work, Blackwell Publishers, Oxford, U.K.
6. Welfare Administration, New Delhi; Anmol Publications Pvt. Ltd.
7. Misra .P.D., (1994). Social Work: Philosophy and Methods, New Delhi; Inter-India publications.
8. Bharti, I.J., (1990). Darkness into light, New Delhi; D.K. Publishers (P) Ltd.
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12. Eruc Ryckmans, (1983). Working with Disabled people, London; Batsford Academic and EducationalLtd.
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14. Keith Davis, (1981). Rehabilitation Administration and supervision, Maryyord; University park press.
15. Dr. D. Paul, Chowdhry (1981), A Handbook of social welfare, Atma Ram & Sons Delhi.

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|---------------------|--|
| Course Title | URSS5T2 VOCATIONAL EMPOWERMENT OF PERSONS WITH DISABILITIES FOR SUSTAINABLE LIVELIHOODS |
| Course Type | THEORY |
| Year | THIRD |
| Semester | V |
| Total Hours | 60 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|--|
| 1. Understand the concept and importance of vocational empowerment for persons with disabilities (PwDs). |
| 2. Explore various vocational training models and strategies for sustainable livelihood. |
| 3. Identify challenges and opportunities in promoting inclusive employment for PwDs. |
| 4. Examine policies, legislations, and institutional frameworks related to vocational rehabilitation. |
| 5. Develop practical skills in planning, implementing, and evaluating vocational programs for PwDs. |

UNIT 1: INTRODUCTION TO VOCATIONAL EMPOWERMENT (12 HOURS)

- 1.1 Concept of vocational empowerment and sustainable livelihoods
- 1.2 Importance of vocational training for PwDs
- 1.3 Barriers to employment and economic inclusion
- 1.4 Rights-based approach to livelihood development

UNIT 2: POLICIES, LEGISLATIONS, AND INSTITUTIONAL FRAMEWORKS (12 HOURS)

- 2.1 UNCRPD and SDGs: Global perspective on disability inclusion
- 2.2 National policies and legislations for vocational empowerment in India
- 2.3 Role of government institutions, NGOs, and CSR initiatives
- 2.4 Schemes and financial support for PwDs' livelihoods

UNIT 3: VOCATIONAL TRAINING AND SKILL DEVELOPMENT APPROACHES (12 HOURS)

- 3.1 Models of vocational training for PwDs (community-based, institutional-based)
- 3.2 Inclusive education and transition planning to vocational skills
- 3.3 ICT-based skill development and digital inclusion
- 3.4 Entrepreneurship development for PwDs

UNIT 4: VOCATIONAL GUIDANCE AND COUNSELING (12 HOURS)

- 4.1 Principles and process of vocational guidance
- 4.2 Career assessment and aptitude testing for PwDs

4.3 Counseling strategies for skill enhancement and job readiness

4.4 Family and community involvement in vocational planning

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

5.1 Concept of sustainability in vocational programs

5.2 Self-help groups, cooperatives, and microfinance for PwDs

5.3 Job placement, supported employment, and follow-up services

5.4 Monitoring and evaluation of vocational empowerment programs

COURSE OUTCOMES:

On completion of the course the learner will

| CO No. | Course Outcomes | Cognitive Level |
|--------|---|-----------------|
| CO1 | 1.Explain the concept of vocational empowerment and its role in sustainable development for PwDs. | K1 |
| CO2 | 2.Analyze national and international policies related to vocational training and employment for PwDs. | K2 |
| CO3 | 3. Design strategies for inclusive skill development programs. | K3 |
| CO4 | 4.Evaluate models of entrepreneurship and self-employment for PwDs. | K4 |
| CO5 | 5. Apply inclusive practices to promote sustainable livelihood opportunities. | K5 |

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

References

1. Government of India. (2016). *The Rights of Persons with Disabilities Act, 2016*. Ministry of Social Justice and Empowerment.
2. International Labour Organization. (2013). *Inclusion of people with disabilities in vocational training: A practical guide*. ILO.
3. United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*. UN.
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5. World Health Organization. (2011). *World Report on Disability*. WHO Press.
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7. Thomas, M., & Thomas, J. (2018). Vocational training for persons with disabilities: Trends and challenges. *Indian Journal of Vocational Education and Training*, 6(2), 45–60.

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|---------------------|--|
| Course Title | Specialization Course 3 ORGANIZATIONAL BEHAVIOUR AND REHABILITATION SOCIAL WORK |
| Course Code | URSS5T3 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | V |
| Total Hours | 60 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Understand the fundamentals of organizational behaviour and its application in Rehabilitation Social Work. |
| 2. Understand the dynamics of individual and group behaviour within organizations, with a focus on rehabilitation institutions. |
| 3. Develop students' knowledge of leadership styles, motivation theories, and communication strategies essential for effective rehabilitation service delivery. |
| 4. Enhance students' analytical abilities in addressing organizational challenges through conflict resolution, team building, and ethical practices. |
| 5. Prepare students for managing and leading organizational change and development initiatives in diverse rehabilitation and social service settings. |

UNIT 1: Introduction to Organizational Behaviour and Rehabilitation (9 hours)

- 1.1 Definition, Nature, and Importance of Organizational Behaviour
- 1.2 Historical Background and Contemporary Relevance in Social Work
- 1.3 Concepts of Rehabilitation Social Work: Philosophy, Scope, and Practice Settings

UNIT 2: Individual Behaviour in Organizations (9 hours)

- 2.1 Personality, Perception, and Attitudes
- 2.2 Motivation Theories: Maslow, Herzberg, and McClelland
- 2.3 Emotional Intelligence and its Role in Rehabilitation

UNIT 3: Group Dynamics and Team Building (9 hours)

- 3.1 Formation of Groups and Types of Groups
- 3.2 Communication: Process, Barriers, and Organizational Communication
- 3.3 Conflict Resolution, Negotiation, and Team Building in Rehabilitation Settings

UNIT 4: Leadership and Organizational Culture (9 hours)

- 4.1 Leadership Styles and Theories: Trait, Behavioral, and Situational
- 4.2 Organizational Culture: Values, Beliefs, and Ethical Climate
- 4.3 Role of Social Workers in Leadership within Rehabilitation Institutions

UNIT 5: Organizational Change and Development (9 hours)

- 5.1 Concepts of Organizational Change and Resistance to Change
- 5.2 Strategies for Change Management in Rehabilitation Settings
- 5.3 Role of Social Workers in Organizational Development and Advocacy

COURSE OUTCOMES:

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

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

| CO No. | Course Outcomes | Cognitive Level |
|--------|--|-----------------|
| CO1 | Explain the fundamentals of organizational behavior and their application in rehabilitation social work. | K1 |
| CO2 | Analyze individual and group behavior within rehabilitation organizations. | K2 |
| CO3 | Apply theories of motivation and leadership to promote inclusive and effective rehabilitation services. | K3 |
| CO4 | Evaluate communication and decision-making processes in rehabilitation organizations. | K4 |
| CO5 | Propose organizational changes to enhance service delivery in rehabilitation settings. | K5 |

REFERENCES:

1. Fred Luthans., (2021) Organizational Behavior: An Evidence-Based Approach, McGraw-Hill
2. William S. Shaw., (2018) Disability Management: A Complete System to Reduce Costs, Increase Productivity, Meet Employee Needs, CRC Press.
3. Jawad Syed and Mustafa F. Ozbilgin., (2015) Managing Diversity and Inclusion: An International Perspective, SAGE Publications.
4. Dalmar Fisher.,(2020). Communication in Organizations, Oxford University Press.
5. Sondra Thiederman.,(2019).The Diversity and Inclusion Handbook, AMACOM
6. Debra L. Nelson and James Campbell Quick.,(2022) Organizational Behavior: Science, The Real World, and You Cengage Learning.
7. Stone, R. I., & Colella, A. (2016). Invisible Disabilities and Employment: Dispelling Myths and Fostering Awareness. Springer.
8. Greenberg, J. (2017). Behavior in Organizations: Understanding and Managing the Human Side of Work. Pearson.
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10. Robbins, S. P., & Judge, T. A. (2018). Organizational Behavior. Pearson.
11. Siperstein, G. N., & Levitz, B. (2016). Inclusion: A Guide for Educators. Paul H Brookes Publishing.

WEB REFERENCES:

1. U.S. Equal Employment Opportunity Commission (EEOC) - Disability Discrimination
2. World Health Organization (WHO) - Disability and Health
3. Job Accommodation Network (JAN)
4. The Society for Human Resource Management (SHRM) - Workplace Diversity & Inclusion
5. Diversity and Inclusion: 8 Best Practices for Changing Your Culture
6. Disability Management Institute
7. The Society for Industrial and Organizational Psychology (SIOP)
8. Harvard Business Review - Organizational Behaviour
9. Mind Tools - Organizational Culture
10. Center for Creative Leadership - Leadership Development
11. Gallup Workplace - Employee Engagement

| | |
|---------------------|---|
| Course Title | Specialization Course 4 COUNSELLING PRACTICES IN REHABILITATION SOCIALWORK |
| Course Code | URSS5T4 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | V |
| Total Hours | 60 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Explore the theoretical foundations of rehabilitation counseling within the context of social work practice. |
| 2. Develop skills in conducting comprehensive assessments and case conceptualizations for clients with disabilities. |
| 3. Learn counseling techniques and interventions tailored to the unique needs and strengths of individuals with disabilities. |
| 4. Examine ethical and legal considerations in rehabilitation counseling, including issues of confidentiality and informed consent. |
| 5. Enhance cultural competence and sensitivity in working with diverse populations in rehabilitation settings. |

UNIT I: INTRODUCTION TO COUNSELLING (9 HOURS)

- 1.1 Counselling: Concept, Types (Interpersonal, Group, Telephonic) & Scope
- 1.2 Assumptions, Principles, Goals of Counselling and Attributes of a Counsellor
- 1.3 Stages in interpersonal counselling process

UNIT 2: STAGES AND SKILLS OF INTERPERSONAL COUNSELLING (9 HOURS)

- 2.1 Counselling skills for relationship building and exploration
- 2.2 Counselling skills for developing new perspective and resilience in clients with disabilities
- 2.3 Counselling skills for facilitating positive action, goal setting, and follow-up.

UNIT 3: THERAPEUTIC INTERVENTIONS (9 HOURS)

- 3.1 Psychological and Behavioral Therapies
- 3.2 Family-Centered Interventions
- 3.3 Holistic and Creative Therapies

UNIT 4: ETHICAL CONSIDERATIONS IN REHABILITATION (9 HOURS)
SOCIAL WORK COUNSELLING

- 4.1 Ethical principles and codes of conduct for rehabilitation counsellors
- 4.2 Confidentiality, conflicts of interest, Informed Consent, and Boundaries in therapeutic relationship
- 4.3 Addressing systemic barriers and promoting social change in the field of rehabilitation Counselling

UNIT 5: CULTURAL COMPETENCE AND DIVERSITY (9 HOURS)

- 5.1 Understanding cultural influences on beliefs and behaviours related to disability
- 5.2 Addressing cultural biases and promoting inclusivity in rehabilitation services
- 5.3 Intersectionality and Social Justice in Rehabilitation Counselling

COURSE OUTCOMES

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

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

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

REFERENCES:

1. Brammer, L. M., & Macdonald, G. (1996). *Helping Relationship: Process & Skills*. Boston: Allyn & Bacon.
2. Corey, G. (2000). *Theory and Practice of Group Counselling (5th Edition)*. Australia: Brooks/Cole.
3. Egan, G. (1982). *The Skilled Helper: Model, Skills and Methods for Effective Helping (Second Edition)*. Monterey: Brooks/Cole Publishing Company.
4. George, R.L. & Christiani, T.S. (1981). *Theory, Methods and Processes of Counselling and Psychotherapy*. Englewood Cliffs: Prentice Hall. ⁹²
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- (Second ed.). London: Sage Publications Ltd.
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 - 8.Macdonald, A. J. (2011). Solution Focused Therapy: Theory, Research & Practice. London: Sage Publications Ltd.
 - 9.Seligman, L., & Reichenberg, L. W. (2011). Theories of Counselling and Psychotherapy: Systems, Strategies and Skills. New Delhi: PHI Learning Private Limited.
 - 10.Sriram, S. (Ed.). (2016). Counselling in India: Reflections on the Process. Springer.

| | |
|---------------------|---|
| Course Title | URSS5T5 WORK FORCE INCLUSION OF PERSONS WITH DISABILITIES THROUGH VOCATIONAL GUIDANCE AND ACCOMODATION |
| Course Code | U24RS5SWT05 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | V |
| Total Hours | 60 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Understand the concepts, principles, and significance of workforce inclusion. |
| 2. Explore vocational guidance and counselling as tools for enhancing inclusive employment. |
| 3. Analyze challenges faced by marginalized groups in workforce participation. |
| 4. Apply strategies for effective vocational guidance and inclusive counselling practices. |
| 5. Develop skills for planning and implementing workforce inclusion programs. |

UNIT 1: INTRODUCTION TO WORKFORCE INCLUSION (12 HPOURS)

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

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

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

UNIT 3: COUNSELLING FOR WORKFORCE INCLUSION (12 HOURS)

- 3.1 Role of Counselling in Career Development
- 3.2 Techniques for Career Counselling (CBT, Person-Centred, Group Counselling)
- 3.3 Counselling for Marginalized Groups (PWDs, Women, Economically Weaker Sections)
- 3.4 Ethical and Professional Issues in Vocational Counselling

UNIT 4: STRATEGIES FOR INCLUSIVE WORKFORCE DEVELOPMENT (12 HOURS)

- 4.1 Job Analysis and Matching for Diverse Populations
- 4.2 Workplace Accommodations and Assistive Technology
- 4.3 Skills Development and Lifelong Learning Strategies
- 4.4 Collaboration between Employers, NGOs, and Government Agencies

UNIT 5: EVALUATION AND EMERGING TRENDS (12 HOURS)

- 5.1 Monitoring and Evaluation of Vocational Counselling Programs
- 5.2 Impact Assessment of Workforce Inclusion Initiatives
- 5.3 Emerging Trends in Career Guidance (AI, Digital Platforms, Online Counselling)
- 5.4 Best Practices and Case Studies in Inclusive Employment

COURSE OUTCOMES:

On completion of the course the learner will

| CO No. | Course Outcomes | Cognitive Level |
|--------|---|-----------------|
| CO1 | 1. Define and explain workforce inclusion and vocational guidance concepts. | K1 |
| CO2 | 2. Assess the needs and barriers of diverse workforce populations. | K2 |
| CO3 | 3. Design vocational guidance programs for inclusive employment opportunities. | K3 |
| CO4 | 4. Demonstrate counselling techniques to support individuals in career decision-making. | K4 |
| CO5 | 5. Evaluate the impact of vocational counselling interventions on workforce inclusion. | K5 |

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

REFERENCES:

1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).
2. Gibson, R. L., & Mitchell, M. H. (2016). Introduction to counseling and guidance (7th ed.). Pearson.
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5. Zunker, V. G. (2015). Career counseling: A holistic approach (9th ed.). Cengage Learning.

| | |
|---------------------|--|
| Course Title | COUNSELLING PRACTICES IN REHABILITATION SOCIAL WORK |
| Course Code | URSS5P1 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Semester | V |
| Total Hours | 90 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES

The learner will be able to

| |
|---|
| 1. Understand the fundamental principles, theories, and ethics of counselling within the context of rehabilitation social work. |
| 2. Develop communication, empathy, and rapport-building skills required for working with persons with disabilities across different age groups. |
| 3. Identify psychosocial challenges faced by children and adults with disabilities and apply appropriate counselling approaches. |
| 4. Demonstrate the ability to plan, conduct, and evaluate basic counselling sessions under supervision in rehabilitation settings. |
| 5. Integrate multidisciplinary perspectives and culturally sensitive practices in addressing rehabilitation needs and family concerns. |

PRACTICAL ACTIVITIES

The students will engage in the following supervised practical activities:

1. Observation of counselling sessions in a special school, therapy centre, or clinical setting.
2. Conducting a mock counselling session with peer role-play focused on active listening.
3. Case history collection of a child or adult with disability (communication, behavioural, academic, or social concerns).
4. Developing a psychosocial assessment profile for a selected case.
5. Practice of basic counselling micro-skills: attending, paraphrasing, summarising, questioning, reflecting feelings.
6. Shadowing a rehabilitation professional (social worker, psychologist, special educator) during client interactions.
7. Preparing a family counselling plan based on a real or simulated case.
8. Behavioural observation and recording of a child with emotional or learning needs.
9. Conducting a structured interview with a parent/caregiver to understand family dynamics.
10. Developing a counselling goal-setting worksheet for an individual with disability.
11. Participating in group counselling activities, such as self-esteem building or social skills training.

12. Demonstrating stress-management techniques for caregivers (breathing, relaxation, grounding exercises).
13. Creating disability-sensitive counselling materials, such as visual aids, communication boards, or social stories.
14. Preparing a short-term intervention plan for adjustment issues (e.g., school transition, behavioural challenges).
15. Submitting a practical file with case study, session logs, reflections, and supervisor feedback.

COURSE OUTCOMES

| | | |
|-----|---|----|
| CO1 | Explain the concepts, models, and ethical foundations of counselling in rehabilitation settings. | K1 |
| CO2 | Demonstrate effective communication and interviewing skills with clients and caregivers. | K2 |
| CO3 | Apply suitable counselling techniques for emotional, behavioural, and adjustment issues faced by persons with disabilities. | K3 |
| CO4 | Prepare basic counselling reports and case documentation following professional standards | K4 |
| CO5 | Participate in multidisciplinary rehabilitation interventions and provide supportive guidance to families. | K5 |

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

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1. Brammer, L. M., & Macdonald, G. (1996). *Helping Relationship: Process & Skills*. Boston: Allyn & Bacon.
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|---------------------|--|
| Course Title | Specialization Course 7 (Practical) ORGANIZATIONAL BEHAVIOUR AND REHABILITATION SOCIAL WORK |
| Course Code | URSS5P2 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Semester | V |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Identify key organizational behaviour concepts within rehabilitation institutions. |
| 2. Understand team roles, communication styles, and leadership approaches in rehabilitation service settings |
| 3. Apply theories of motivation and group dynamics in real-world rehabilitation work. |
| 4. Analyze organizational structures, workflows, and decision-making patterns in rehabilitation-focused NGOs or government bodies. |
| 5. Evaluate and propose improvements in workplace culture, conflict resolution, and organizational development within rehabilitation institutions. |

PRACTICAL ACTIVITIES:

Visit a rehabilitation organization and prepare an organizational chart, identifying hierarchy, departments, and staff roles.

2.SWOT Analysis of a Rehabilitation Centre

Conduct a basic SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of an NGO or government rehab centre.

3.Observation of Group Dynamics

Observe team meetings in an institution and document group behaviours, leadership roles, and decision-making styles.

4.Communication Audit

Assess the formal and informal communication flows in a rehabilitation workplace through interviews and observations.

5.Motivational Strategies in Practice

Identify and report on motivational tools used for staff or clients (e.g., incentive plans, recognition programs).

6.Case Study on Conflict Resolution

Document a case of conflict (interpersonal or team-based) within a rehabilitation setting and analyze its resolution method.

7.Leadership Style Identification

Interview a manager or team leader to understand their leadership style and its impact on staff performance.

8.Role Play on Ethical Decision-Making

Simulate an ethical dilemma related to organizational policy in rehab settings and role-play possible interventions.

9.Team Building Activity

Plan and conduct a team-building exercise with rehabilitation workers or trainees, followed by reflection and analysis.

10.Mini Project on Organizational Development

Suggest a change initiative (e.g., improved communication, client satisfaction measures) and develop an implementation plan.

COURSE OUTCOMES

The Students will gain a comprehensive understanding of

| | | |
|-----|--|----|
| CO1 | Identify and describe structures and functions of rehabilitation organizations. | K1 |
| CO2 | Demonstrate effective communication and interpersonal behaviour in team-based rehabilitation settings. | K2 |
| CO3 | Analyze organizational challenges, such as staff motivation, leadership gaps, and communication breakdowns. | K3 |
| CO4 | Develop appropriate conflict management and negotiation skills. | K4 |
| CO5 | Design and recommend strategies to improve organizational culture and service delivery in rehabilitation contexts. | K5 |

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

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1. Fred Luthans., (2021) Organizational Behavior: An Evidence-Based Approach, McGraw-Hill
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11. Siperstein, G. N., & Levitz, B. (2016). Inclusion: A Guide for Educators. Paul H Brookes Publishing.

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1. U.S. Equal Employment Opportunity Commission (EEOC) - Disability Discrimination
2. World Health Organization (WHO) - Disability and Health
3. Job Accommodation Network (JAN)
4. The Society for Human Resource Management (SHRM) - Workplace Diversity & Inclusion
5. Diversity and Inclusion: 8 Best Practices for Changing Your Culture
6. Disability Management Institute
7. The Society for Industrial and Organizational Psychology (SIOP)
8. Harvard Business Review - Organizational Behaviour
9. Mind Tools - Organizational Culture
10. Center for Creative Leadership - Leadership Development
11. Gallup Workplace - Employee Engagement

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|---------------------|---|
| Course Title | Core Courses 30 (Practical) SENSORY INTEGRATION FOR PERSONS WITH DIVERSE NEEDS |
| Course Code | URSC5P3 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Semester | V |
| Total Hours | 120 |
| Credits | 4 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Attain of coping mechanisms to deal with sensory challenges, reducing anxiety and stress in various environments. |
| 2. Enhance social skills and peer interactions among children with and without disabilities as a result of participating in group sensory activities, fostering a sense of belonging and cooperation. |
| 3. Develop independence in daily activities as a result of improved sensory processing and motor skills, allowing for greater participation in self-care tasks towards economic activity |
| 4. Mitigate challenging behaviours associated with sensory processing difficulties, leading to a more positive and adaptive behaviour repertoire. |
| 5. Enhance the sensory skills improvement in the child with disability quality of life, as they experience increased comfort and success in various environments and activities. |

PRACTICAL ACTIVITIES:

- 1. Sensory Bins Exploration** - Enhances tactile stimulation and fine motor skills; useful for children with sensory-seeking behaviors.
- 2. Sensory Walk Pathways** - Stimulates the feet's sensory receptors and improves body awareness, balance, and coordination
- 3. Swing Therapy** - Supports vestibular processing, which aids in balance, spatial orientation, and calming hyperactivity.
- 4. Tactile Play Activities** - Enhances tactile awareness and reduces tactile defensiveness through safe exposure.
- 5. Visual Schedule Creation** - Supports visual learners, reduces anxiety, and promotes understanding of transitions and expectations.
- 6. Wilbarger Brushing Protocol** - Regulates tactile sensitivity and improves calmness and attention in sensory-defensive children.
- 7. Sensory Storytelling** - Engages multiple senses, improves language skills, and enhances emotional expression.
- 8. Balance and Coordination Exercises** - Strengthens proprioceptive input and gross motor coordination, essential for posture and movement.
- 9. Joint Attention Games** - Enhances communication and shared attention skills, particularly in children with autism.
- 10. Sensory-Based Economic Tasks** - Encourages independence, vocational readiness, and tactile processing in meaningful activities.

- 11. Aromatherapy Exploration** - Stimulates the olfactory system and aids in relaxation, mood regulation, and alertness.
- 12. Music and Movement Activities** - Stimulates auditory processing, enhances coordination, and fosters group participation.
- 13. Weighted Blanket or Vest Trial** - Provides deep pressure input, which helps calm the nervous system and increase focus.
- 14. Obstacle Course Challenge** - Builds motor planning, body coordination, and proprioceptive awareness.
- 15. Oral Sensory Activities** - Supports oral-motor development and self-soothing behaviors, particularly in children with feeding issues.
- 16. Water Play Therapy** - Promotes relaxation, fine motor coordination, and tactile sensory input.
- 17. Visual Tracking Exercises** - Improves visual tracking and attention, which are important for reading and coordination.
- 18. Food Texture Exploration** - Helps desensitize oral aversions and encourages acceptance of diverse food types.
- 19. Group Sensory Circle Time** - Enhances social skills, sensory integration, and cooperation through shared experiences.
- 20. Calming Sensory Corners** - Offers a safe retreat for self-regulation during sensory overload or emotional distress.

COURSE OUTCOMES:

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

| | | |
|------------|---|-----------|
| CO1 | Acquisition of coping mechanisms to deal with sensory challenges, reducing anxiety and stress in various environments. | K1 |
| CO2 | Improved social skills and peer interactions among children with and without disabilities as a result of participating in group sensory activities, fostering a sense of belonging and cooperation. | K2 |
| CO3 | Apply enhanced independence in daily activities as a result of improved sensory processing and motor skills, allowing for greater participation in self-care tasks. | K3 |
| CO4 | Analyze in challenging behaviours associated with sensory processing difficulties, leading to a more positive and adaptive behaviour repertoire. | K4 |
| CO5 | Overall improvement in the child with disability quality of life, as they experience increased comfort and success in various environments and activities. | K5 |

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

REFERENCES:

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SPECIALIZATION – REHABILITATION SOCIAL WORK

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|---------------------|---|
| Course Title | Specialization Courses 8 SOCIAL WELFARE ADMINISTRATION |
| Course Code | URSS6T1 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | VI |
| Total Hours | 45 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|---|
| 1. Understand the concept, principles, and evolution of social welfare administration. |
| 2. Analyze administrative processes in governmental and non-governmental welfare organizations. |
| 3. Apply principles of planning, organizing, staffing, and budgeting in social welfare institutions. |
| 4. Evaluate the role of leadership, supervision, and accountability in welfare administration. |
| 5. Demonstrate skills for effective documentation, project management, and decision-making in welfare settings. |

UNIT I: Introduction to Social Welfare Administration (9 Hrs)

- 1.1 Concept, Definition, and Need of Social Welfare Administration
- 1.2 Historical Development of Welfare Administration in India and Globally
- 1.3 Principles and Functions of Social Welfare Administration

UNIT 2: Structure and Types of Social Welfare Organizations (9 Hrs)

- 2.1 Governmental Welfare Departments: Structure and Role
- 2.2 Non-Governmental Organizations: Registration, Structure, and Functions
- 2.3 Public-Private Partnerships and Corporate Social Responsibility

UNIT 3: Administrative Processes and Management (9 Hrs)

- 3.1 Planning and Organizing in Social Welfare Institutions
- 3.2 Staffing, Directing, Coordinating, and Controlling
- 3.3 Record Keeping, Monitoring, and Evaluation

UNIT 4: Financial Administration and Accountability (9 Hrs)

- 4.1 Budgeting and Resource Mobilization
- 4.2 Fundraising, Grant Writing, and Proposal Development
- 4.3 Transparency, Auditing, and Ethical

UNIT 5: Leadership, Supervision, and Human Resource Management (9 Hrs)

- 5.1 Leadership Theories and Styles in Social Work
- 5.2 Supervision, Conflict Resolution, and Staff Development
- 5.3 Decision Making, Team Building, and Motivation

COURSE OUTCOMES:

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

| | | |
|------|--|----|
| CO-1 | Explain key concepts and historical evolution of social welfare administration | K1 |
| CO-2 | Interpret administrative structures and their functions in welfare programs | K2 |
| CO-3 | Apply managerial and administrative strategies in social work settings | K3 |
| CO-4 | Analyze the effectiveness of leadership and supervision in social welfare organizations | K4 |
| CO-5 | Evaluate and design effective administrative practices, including budgeting and record maintenance | K5 |

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

REFERENCES:

1. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
2. Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
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7. Siddiqui, H.Y (1990) Social Welfare in India, Harnam Publications, New Delhi.
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- <https://guides.library.stonybrook.edu/social-welfare>
- https://books.google.co.in/books/about/social_welfare_administration_in_india.html?id=lnrldwaaqbaj&redir_esc=y
- <https://store.pothi.com/book/ebook-suresh-murugan-social-welfare-administration/>

| | |
|---------------------|--|
| Course Title | Specialization Courses 9 SOCIAL WORK PRACTICES WITH INDIVIDUALS, GROUPS AND COMMUNITY |
| Course Code | URSS6T2 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | VI |
| Total Hours | 45 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Gain insight into the various theoretical frameworks and models used in social work practice with individuals, groups, and communities. |
| 2. Develop skills in engaging with diverse populations and conducting comprehensive assessments, emphasizing cultural competency, empathy, and active listening in social work settings |
| 3. Foster collaboration and teamwork skills among students, emphasizing the importance of interdisciplinary approaches and partnerships with diverse stakeholders in social work practice. |
| 4. Acquire ethical decision-making skills and self-awareness which encourages critical reflection on personal values, biases, and professional boundaries in social work practice. |
| 5. Demonstrate intervention strategies and techniques tailored to work with individuals, groups, and communities, focusing on problem-solving, advocacy, and empowerment approaches within a social justice framework. |

UNIT- 1 Social Case Work: Working with Individuals (9 HOURS)

- 1.1 Assessment Methods in Case Work
- 1.2 Intervention Strategies and Planning
- 1.3 Ethical and Legal Issues in Case Work

UNIT- 2 Social Group Work: Working with Groups (9 HOURS)

- 2.1. Group Dynamics and Process Theory
- 2.2. Group Work Methods and Interventions
- 2.3. Ethical Considerations in Group Work

UNIT- 3 Community Organization (9 HOURS)

- 3.1 Mobilizing Communities for Change- Grassroots Organizing- Coalition Building Strategies
- 3.2 Participatory Decision-Making- Participatory Action Research- Community Engagement Techniques
- 3.3 Empowerment and Capacity Building- Strengthening Community Capacities- Leadership Development in Communities

UNIT- 4 Social Action and Advocacy**(9 HOURS)**

- 4.1. Theories of Social Action
- 4.2. Mobilizing resources and building coalitions for advocacy
- 4.3. Media and Communication in Advocacy

UNIT- 5: Intersections of Social Work Practice**(9 HOURS)**

- 5.1 Intersectionality in Social Work
- 5.2 Ethical Dilemmas in Practice and Strategies for Social Change
- 5.3 Building Effective Community-Based Organizations

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

| CO.No. | Course Outcomes | Cognitive Level |
|--------|--|-----------------|
| CO-1 | Demonstrate an understanding of diverse practice theories and their application in working with individuals, groups, and communities, integrating theoretical knowledge into practical social work settings. | K1 |
| CO-2 | Exhibit proficiency in engaging with clients and conducting thorough assessments, demonstrating cultural competence, empathy, and effective communication in diverse social work contexts | K2 |
| CO-3 | Plan and implement interventions that address the needs of individuals, groups, and communities, utilizing appropriate strategies to promote empowerment, resilience, and social change. | K3 |
| CO-4 | Demonstrate the ability to collaborate effectively with diverse professionals, agencies, and community members, recognizing the value of multidisciplinary teamwork in achieving social work goals. | K4 |
| CO-5 | Exhibit ethical decision-making skills, ethical conduct, and self-awareness, engaging in critical self-reflection to enhance their professional growth and adherence to ethical standards in social work practice. | K5 |

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

1. Popple, P. R., & Leighninger, L. (2019). Social work, social welfare and American society.
2. Wayne, J., & Bogo, M. (2017). The handbook of social work practice with vulnerable and resilient populations.
3. Healy, K. (2018). Social work theories in context: Creating frameworks for practice.
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| | |
|---------------------|--|
| Course Title | Specialization Courses 10 SOCIAL MOVEMENT AND SOCIAL ACTION |
| Course Code | URSS6T3 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | VI |
| Total Hours | 45 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES

The learner will be able to

| |
|--|
| 1. Introduce students to the fundamental concepts, definitions, and features of social movements. |
| 2. Categorize and distinguish between different types of social movements and their purposes. |
| 3. Examine the principles, methods, and ethics of social action in the context of disability. |
| 4. Analyze the role of stakeholders—including social workers, NGOs, and government bodies—in disability inclusion. |
| 5. Evaluate the influence of social movements on disability legislation, policy reforms, and inclusive |

UNIT 1: INTRODUCTION TO SOCIAL MOVEMENTS (9 HOURS)

- 1.1 Concept and Definition, and Characteristics of Social Movements
- 1.2 Types of Social Movements (Reformative, Revolutionary, Redemptive, Resistance)
- 1.3 Causes and Factors Leading to Social Movements –social, economic, political, cultural, and environmental triggers that lead to the emergence of movements.

UNIT 2: THEORIES AND APPROACHES TO SOCIAL MOVEMENTS (9 HOURS)

- 2.1 Classical and Contemporary Theories (e.g., Relative Deprivation, Resource Mobilization, New Social Movement Theory)
- 2.2 Role of Leadership, Ideology, and Communication in Social Movements
- 2.3 Influence of Globalization and Technology on Social Movements – examining how digital media, transnational networks, and global awareness shape modern movements.

UNIT 3: SOCIAL ACTION AND ADVOCACY FOR PERSONS WITH DISABILITIES (9 HOURS)

- 3.1 Principles and Methods of Social Action for Disability Inclusion
- 3.2 Advocacy Strategies: Legal, Social, Political, and Digital Campaigning
- 3.3 Monitoring and Evaluating the Impact of Social Action and Advocacy Initiatives – focusing on measuring effectiveness, outcomes, and sustainability of disability inclusion efforts.

UNIT 4: ROLE OF STAKEHOLDERS IN DISABILITY SOCIAL ACTION (9 HOURS)

- 4.1 Role of Social Workers, NGOs, DPOs (Disabled Persons Organizations), and Civil Society
- 4.2 Government Bodies, Policy Makers, and International Agencies (e.g., UNCRPD)
- 4.3 Collaboration and Networking for Sustainable Disability Advocacy – highlighting partnerships, coalitions, and multi-sector coordination to strengthen social action efforts.

**UNIT 5: IMPACT OF SOCIAL MOVEMENTS ON DISABILITY POLICIES AND INCLUSION
(9 HOURS)**

- 5.1 Influence of Disability Movements on Indian Laws (PWD Act 1995, RPwD Act 2016)
- 5.2 Disability-Inclusive Development: Education, Employment, Accessibility, and Livelihood
- 5.3 Role of Media in Shaping Public Perception and Policy Change for Disability Inclusion – examining how print, broadcast, and digital platforms influence awareness, attitudes, and legislative action.

COURSE OUTCOMES:

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

| CO.No | Course Outcomes | Cognitive Level |
|-------|--|-----------------|
| CO-1 | Define social movements and explain their key characteristics. | K1 |
| CO-2 | Identify and differentiate between various types of social movements with relevant examples. | K2 |
| CO-3 | Demonstrate understanding of social action strategies and their application in advocating for persons with disabilities. | K3 |
| CO-4 | Collaborate with stakeholders to plan and support disability-inclusive interventions at community and policy levels. | K4 |
| CO-5 | Evaluate how disability movements have shaped policies such as the RPwD Act 2016 and influenced inclusive development. | K5 |

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

REFERENCES:

1. Barnartt, S. N., & Scotch, R. K. (2001). *Disability protests: Contentious politics 1970–1999*. Gallaudet University Press.
2. Oliver, M., & Barnes, C. (2012). *The new politics of disablement* (2nd ed.). Palgrave Macmillan.
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3. National Centre for Promotion of Employment for Disabled People (NCPEDP) <http://www.ncpedp.org>
4. Disability Rights Education and Defense Fund (DREDF) <https://dredf.org>
5. World Health Organization – Disability and Health 110 <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>
6. International Disability Alliance (IDA) <https://www.internationaldisabilityalliance.org>

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|---------------------|--|
| Course Title | Core Courses 31 MANAGEMENT OF REHABILITATION PROGRAMMES |
| Course Code | URSC6T4 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | VI |
| Total Hours | 45 |
| Credits | 3 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Understand the basics of management laying the foundation for effective leadership. |
| 2. Acquire proficiency in personnel management and the procedures for rehabilitation professionals, fostering a skilled and motivated workforce. |
| 3. Gain expertise in creating barrier-free environments for persons with disabilities. |
| 4. Master the creation and interpretation of critical reporting formats specific to disability work and other essential documents. |
| 5. Develop strategic management skills in budgeting, marketing, fundraising, and auditing and an awareness of the international environment in disability work management. |

UNIT 1: GENERAL NATURE OF MANAGEMENT (9 HOURS)

- 1.1 Meaning, characteristics, importance, Nature, levels and functions of management
- 1.2 Styles of management General principles of management
- 1.3 Managerial skills and roles

UNIT 2: PERSONNEL MANAGEMENT (9 HOURS)

- 2.1 Personnel policies, Recruitment
- 2.2 Personnel appraisal & Staff retention
- 2.3 Procedure for Registration of Rehab Professionals and Continuing Rehabilitation Education

UNIT 3: BARRIER FREE ENVIRONMENT (9 HOURS)

- 3.1 Accessibility and Universal Design, Planning and layout of Rehab Centers
- 3.2 Barrier-free environment and access
- 3.3 Signage, tactile floors, Braille markings, Colour, contrast, and Auditory signals

UNIT 4: REPORTING FORMATS SPECIFIC TO DISABILITY WORK (9 HOURS)

- 4.1 Reporting, Door-to-door survey, Initial assessment, Individual case life, Monthly physical performance report, Daily diary of field staff, Review meetings & Project completion report, Policies & Procedures Manual, Admission & Enrollment Forms, IEP/IVP

Templates, Health & Medical Record, Staff & Parent/Guardian

- Handbook
- 4.1 Behavior Intervention Plan, Professional Development Plans, Facility Accessibility & Safety Checklist, Assessment & Evaluation Tools,
 - 4.2 Transition Planning Documents, Budget & Financial Reports, Community Resources Directory, Legal Compliance Documents, Calendar.

UNIT 5: BUDGETING, FUND RAISING, MARKETING AND AUDITING (9 HOURS)

- 5.1 Budgeting, Fundraising. Community Chest
- 5.2 Marketing and Auditing
- 5.3 International environment and management

COURSE OUTCOMES:

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

| CO No. | Course Outcomes | Cognitive Level |
|---------------|--|------------------------|
| CO-1 | Elaborate on the basics of management. | K1 |
| CO-2 | Compile the policies and procedures essential for personnel in rehabilitation programmes. | K2 |
| CO-3 | Apply the principles accessibility and universal design in designing inclusive environments for persons with disabilities. | K3 |
| CO-4 | Generate and interpret critical reporting formats specific to disability work. | K4 |
| CO-5 | Critically evaluate strategic management skills in budgeting, marketing, fundraising, and auditing. | K5 |

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

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13. <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=692>
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15. <https://www.cliffsnotes.com/study-guides/principles-of-management/management-in-a-global-environment/the-international-environment>

| | |
|---------------------|--|
| Course Title | Core Courses 32 PROMOTING INCLUSION FOR PERSONS WITH DISABILITIES |
| Course Code | URSC6T5 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | VI |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Understand the concept, principles, and legal framework of inclusion. |
| 2. Examine barriers and facilitators to inclusion across sectors. |
| 3. Analyze inclusive practices in education, employment, health, and community life. |
| 4. Explore strategies, policies, and technologies that promote inclusion. |
| 5. Critically reflect on the role of stakeholders in building an inclusive society. |

UNIT 1: Understanding Inclusion and Disability

- 1.1 Concept, meaning, and models of disability (medical, social, human rights model)
- 1.2 Definition and dimensions of inclusion – educational, social, cultural, digital

UNIT 2: Legal and Policy Framework for Inclusion

- 2.1 UNCRPD, RPWD Act 2016, NEP 2020 – implications for inclusion
- 2.2 International and national policies promoting inclusive development

UNIT 3: Barriers and Enablers of Inclusion

- 3.1 Attitudinal, environmental, structural, and institutional barriers
- 3.2 Role of universal design, reasonable accommodation, assistive technology

UNIT 4: Inclusive Practices Across Sectors

- 4.1 Inclusive education: curriculum adaptation, teacher preparation, IEPs
- 4.2 Inclusive employment and community participation – livelihood support and accessibility

UNIT 5: Promoting Inclusion through Stakeholder Engagement

- 5.1 Role of families, NGOs, DPOs, self-advocates, and community leaders
- 5.2 Participatory approaches: community-based inclusive development (CBID), inclusive planning

COURSE OUTCOMES:

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

| CO.No | Course Outcomes | Cognitive Level |
|--------------|--|------------------------|
| CO1 | Describe key concepts, models, and dimensions of disability and inclusion. | K1 |
| CO2 | Analyze national and international legal frameworks that support inclusion. | K2 |
| CO3 | Identify and evaluate barriers and facilitators for inclusion across different environments. | K3 |
| CO4 | Examine inclusive practices in education, employment, and community life. | K4 |
| CO5 | Develop strategies and plans for stakeholder engagement and inclusive development using CBID principles. | K5 |

REFERENCES:

1. United Nations. (2006). *Convention on the Rights of Persons with Disabilities (CRPD)*. <https://www.un.org/disabilities>
2. Government of India. (2016). *Rights of Persons with Disabilities Act*. Ministry of Law and Justice.
3. Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
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7. Singal, N. (2022). *Reconsidering inclusive education: Evidence from the Global South*. *International Journal of Inclusive Education*, 26(5), 547–563.
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|---------------------|--|
| Course Title | Core Courses 33 BEHAVIOR MODIFICATION |
| Course Code | URSC6T6 |
| Course Type | THEORY |
| Year | THIRD |
| Semester | VI |
| Total Hours | 30 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| Course Objectives |
|--|
| 1. Remember and understand the skill and problem behaviours among children with special needs and classify them |
| 2. Apply and analyze various behavioural interventions for increasing desirable behaviour |
| 3. Apply and analyze various behavioural interventions for decreasing maladaptive behaviour |
| 4. Apply and analyze Integrative and Emerging Creative Interventions |
| 5. Critically examine the real-world applications of behaviour modification strategies in school environments and analyze the associated ethical, cultural, and practical challenges in implementation |

UNIT 1: BEHAVIORAL ANALYSIS (6 Hrs)

- 1.1 Behavior - Classification of behaviour, Acquisition of behaviour
- 1.2 Behavioral Assessment & Objectives, Work behaviour and Employable skills

UNIT 2: INTERVENTION FOR INCREASING DESIRABLE BEHAVIORS (6 Hrs)

- 2.1 Rewards -Definition -Types, Group Reward Techniques/Token Economy, Behavioural Contract techniques
- 2.2 Task Analysis for Persons with Disabilities -Daily Living Skills & Vocational, Behavioural techniques in teaching skill behaviour

UNIT 3: INTERVENTION FOR MALADPTIVE BEHAVIOUR (6 Hrs)

- 3.1 Identifying and Analyzing Problem Behavior, Behaviour Management Programmes
- 3.2 Behavioural techniques in managing problem behaviours, Self-Management techniques-Involving parents in training

UNIT 4: INTEGRATIVE AND EMERGING CREATIVE INTERVENTIONS (6Hrs)

- 4.1 Behaviour Therapy for Children with Disabilities- Drama therapy, Storytelling, Puppetry, Shadow play, Music Therapy, Action Song, Dance Therapy, Pet Therapy, Swimming, Nature Therapy, Arts & Crafts, Play therapy
- 4.2 Digital and Virtual Creative Therapy Tools -Digital art, Virtual Reality therapy

UNIT 5: APPLICATIONS AND CONTEMPORARY ISSUES (6 Hrs)

- 5.1 Behaviour Modification in School Settings
- 5.2 Challenges, Misuse and Ethical Dilemmas in Behaviour Modification

COURSE OUTCOMES:

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

| CO.No. | Course Outcomes | Cognitive Level |
|--------|--|-----------------|
| CO-1 | Explain the skill and problem behaviours among children with special needs and classify them | K1 |
| CO-2 | Relate and apply correct behavioural intervention techniques for increasing desirable behaviour. | K2 |
| CO-3 | Relate and apply correct behavioural intervention techniques for decreasing maladaptive behaviour. | K3 |
| CO-4 | Distinguish various other behavioural approaches for behaviour modification programs for children with special needs | K4 |
| CO-5 | Formulate creative and innovative therapeutic intervention strategies for children with special needs | K5 |

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

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2. Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings, Second Edition 2 New Edition (English, Paperback, Keven M. Schock Ma Bcha, Ennio Cipani Phd) Publisher: Springer Publishing Company, ISBN: 9780826106049, 0826106048, Edition: 2 New, 2010
3. Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult (English, Paperback, Gardener William I Gardener), ublisher: Aldine, ISBN: 9780202308579, 020230857X, Edition: illustrated edition, 2006
4. Special Needs, Special Horses: A Guide To The Benefits Of Therapeutic Riding (Series – PRACTICAL GUIDE) (English, Paperback, Naomi Scott, J. Warren Evans), Publisher: University of North Texas Press,u.s. ISBN: 9781574411928, 1574411926, Edition: 2005
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**PRACTICAL
SPECIALIZATION – REHABILITATION SOCIAL WORK**

| | |
|---------------------|--|
| Course Title | Specialization Courses 11 (Practical) SOCIAL WELFARE ADMINISTRATION |
| Course Code | URSS6P1 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

| |
|---|
| 1. Understand the structure and functioning of social welfare organizations. |
| 2. Analyze the administrative and financial operations in welfare programs. |
| 3. Apply techniques of planning, organizing, staffing, directing, coordinating, and budgeting in social welfare settings. |
| 4. Engage in field-based practice to develop administrative and communication skills. |
| 5. Critically evaluate the performance and challenges of welfare schemes and NGOs. |

PRACTICAL ACTIVITIES:

1. Visit to a Social Welfare Department

- * Observe administrative processes, hierarchy, and record maintenance.

2. Organizational Chart Preparation

- * Draft the structure of a government/NGO welfare organization.

3. Budget Preparation Exercise

- * Simulate the process of planning a project budget for a welfare scheme.

4. Report Writing on Field Visit

- * Prepare a comprehensive report on services provided by a visited agency.

5. Drafting a Proposal for a Welfare Project

- * Learn proposal writing including objectives, strategies, and financial plans.

6. Case Study Analysis

- * Analyze a successful or failed welfare project to understand administrative gaps

7. Simulation of Staff Meeting

- * Role-play an interdepartmental meeting to practice coordination and decision-making.

8. Observation of NGO Governance

- Study the board meetings, roles of trustees, and policy decisions.

9. Designing a Monitoring and Evaluation Tool

- Develop a format for evaluating program outcomes and feedback collection.

10. Maintaining Administrative Registers

- Learn to maintain beneficiary records, attendance registers, and project logs.

COURSE OUTCOMES:

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

| | | |
|------|--|----|
| CO-1 | Demonstrate practical knowledge of administrative structures in welfare organizations. | K1 |
| CO-2 | Prepare and analyze budgetary statements and project proposals. | K2 |
| CO-3 | Collaborate with NGO staff and stakeholders in field assignments. | K3 |
| CO-4 | Maintain records, reports, and official documentation effectively. | K4 |
| CO-5 | Evaluate the impact of welfare programs through field visits and feedback tools. | K5 |

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

REFERENCES:

1. Chowdhary, D.P. (1992) Social Welfare Administration in India, Deep and Deep Publication, New Delhi
2. Goel & Kumar (2004) Administration and Management of NGOs, Deep and Deep publication, New Delhi.
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- https://books.google.co.in/books/about/social_welfare_administration_in_india.html?id=lnrldwaaqbaj&redir_esc=y
- <https://store.pothi.com/book/ebook-suresh-murugan-social-welfare-administration/>

| | |
|---------------------|---|
| Course Title | Specialization Courses 12 (Practical) SOCIAL WORK PRACTICES WITH INDIVIDUALS, GROUPS AND COMMUNITY |
| Course Code | URSS6P2 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|---|
| 1. Develop a comprehensive understanding of social work theories and principles. |
| 2. Apply ethical considerations and cultural competence in social work practice. |
| 3. Enhance communication and interpersonal skills necessary for effective social work Interactions. |
| 4. Analyze and assess the needs of individuals, groups, and communities. |
| 5. Foster critical thinking and problem-solving abilities in addressing social issues. |

PRACTICAL ACTIVITIES:

1. **Case Studies Analysis:** Provide case studies representing various social work scenarios involving individuals, groups, and communities. Have students analyze these cases, identify the issues involved, and propose appropriate social work interventions.
2. **Role-Playing Exercises:** Organize role-playing scenarios where students take on the roles of social workers, clients, and community members to practice communication, assessment, and intervention skills in simulated settings.
3. **Community Needs Assessment:** Task students with conducting a community needs assessment to identify social issues, resources, and gaps in services. They can interview community members, conduct surveys, and analyze existing data to inform their findings.
4. **Community Mapping:** Have students create community maps to visualize social networks, resources, and service providers within a specific geographical area. This activity helps them understand community dynamics and identify potential collaboration opportunities.
5. **Group Facilitation:** Assign students to facilitate group sessions on topics such as support groups, psychoeducation, or community organizing. They can design session plans, lead discussions, and facilitate group activities.
6. **Community Outreach Events:** Organize community outreach events where students engage with local residents to raise awareness about social issues, provide information about available resources, and facilitate connections with support services.
7. **Interdisciplinary Collaboration Exercises:** Collaborate with other departments or disciplines (such as public health, psychology, or education) to organize interdisciplinary workshops or seminars addressing complex social issues from multiple perspectives.
8. **Community Asset Mapping:** Guide students in conducting asset-based community mapping exercises to identify strengths, resources, and assets within a community. This approach helps shift the focus from deficits to strengths and promotes community empowerment.
9. **Ethical Dilemma Discussions:** Facilitate discussions on ethical dilemmas commonly encountered

in social work practice. Students can explore ethical principles, values, and decision-making frameworks to navigate complex practice situations.

10. **Reflective Practice Journals:** Encourage students to maintain reflective practice journals throughout the course to document their experiences, insights, and challenges in applying social work principles and techniques with individuals, groups, and communities.

COURSE OUTCOMES:

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

| CO No. | Course Outcomes: | Cognitive levels |
|---------------|---|-------------------------|
| CO-1 | Demonstrate proficiency in applying various social work theories to real-life situations. | K1 |
| CO-2 | Exhibit ethical decision-making and cultural sensitivity in social work practice. | K2 |
| CO-3 | Display effective communication skills in engaging with diverse individuals and groups. | K3 |
| CO-4 | Conduct thorough assessments to identify and prioritize the needs of clients and communities. | K4 |
| CO-5 | Develop and implement intervention strategies that contribute to positive social change. | K5 |

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

REFERENCES:

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|---------------------|---|
| Course Title | Core Courses 34 (Practical) RESEARCH METHODOLOGY WITH PROJECT VIVA |
| Course Code | URSC6P3 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Semester | VI |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

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

PRACTICAL ACTIVITIES:

1.Literature Review and Problem Formulation:

Conduct literature reviews on various topics.

Identify research problems and formulate hypotheses based on literature review findings.

2.Data Collection and Survey Design:

Design and conduct surveys or questionnaires on relevant topics. Pilot studies to refine survey instruments.

3.Data Processing and Analysis:

Process collected data by editing, coding, and tabulating.

Perform descriptive statistical analysis using mean, median, mode, etc.

4.Correlation and Regression Analysis:

Conduct correlation and regression analyses on datasets. Interpret results and discuss implications.

5. Report Writing and Presentation:

Practice report writing techniques, including citations and footnotes. Present research findings in a structured manner.

6. Group Research Projects:

Assign group research projects for students to collaborate on. Demonstrate effective project management and teamwork.

7. Hands-on Statistical Analysis:

Use statistical software (like SPSS, R, or Excel) for data analysis. Interpret results and visualize data using diagrams or graphs.

8. Time Series Analysis and Hypothesis Testing:

- Conduct time series analysis on relevant datasets.
- Perform hypothesis testing using appropriate statistical tests.

9. Research Ethics Discussions:

- Engage in discussions on research ethics, plagiarism, and academic integrity.
- Explore ethical considerations in research methodologies.

10. Library and Web Resource Utilization:

- Guide students on using library resources and online journals for research.
- Assign tasks to explore and present findings from online resources.

COURSE OUTCOMES:

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

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

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

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1. Bhandarkar, P.L. & Wilkinson, T.S. (2016). *Methodology and Techniques of Social Research*. Himalaya Publishing House, Mumbai.
2. Elhance, D.N., Elhance V. & Aggarwal, B.M. (2018). *Fundamentals of Statistics*. Kitab Mahal, Mumbai.
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|---------------------|--|
| Course Title | Core Courses 35 (Practical) MANAGEMENT OF REHABILITATION PROGRAMMES |
| Code | URSC6P4 |
| Course Type | PRACTICAL |
| Year | THIRD |
| Semester | VI |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The learner will be able to

| |
|--|
| 1. Analyze and apply the meaning, characteristics, and importance of management in practical contexts. |
| 2. Identify hierarchical levels and functions within different organizations, gaining insights into the diverse structures that exist. |
| 3. Analyze the impact of leadership styles on organizational culture and effectiveness, fostering a critical understanding of leadership dynamics. |
| 4. Will collaboratively develop and present general principles of management, enhancing their understanding and practical application of these principles. |
| 5. Apply relevant skills in various workplace situations, fostering a practical understanding of managerial responsibilities and challenges. |

PRACTICAL ACTIVITIES:

1. Simulate a management scenario to analyze and apply the meaning, characteristics, and importance of management. This activity will enhance their decision-making skills in various managerial contexts.
2. Organizational Structure Analysis: Analyze real-world organizational structures to understand the nature, levels, and functions of management. Students will identify hierarchical levels and functions within different organizations.
3. Case Study on Leadership Styles: Investigate and discuss case studies showcasing different management styles. Students will analyze the impact of leadership styles on organizational culture and effectiveness.
4. Conduct a workshop where students collaboratively develop and present general principles of management. This hands-on activity enhances their understanding and application of management principles.
5. Engage students in role-playing exercises to simulate managerial scenarios. This activity helps them embody managerial roles and apply relevant skills in various workplace situations.
6. In groups, students will develop and present a set of personnel policies for a hypothetical organization. This activity assesses their understanding of personnel policies and their ability to create effective HR guidelines.
7. Analyze and critique different recruitment strategies used by organizations. Students will assess the effectiveness of various methods in attracting and selecting suitable candidates.
8. Visit rehabilitation centres with accessible facilities to observe and evaluate the planning and layout. Students will assess the effectiveness of these environments in promoting inclusivity.
9. Conduct an accessibility audit in the community, focusing on signage, tactile floors, Braille markings, colour contrast, and auditory signals. Students will identify areas for improvement in

making public spaces more inclusive.

- Plan and execute a marketing campaign for a community chest or fundraising initiative. This practical activity assesses students' skills in designing and implementing effective marketing strategies for a social cause.

COURSE OUTCOMES:

On completion of the course the learner will

| CO No. | Course Outcomes: | Cognitive levels |
|---------------|---|-------------------------|
| CO-1 | Recall the meaning, characteristics, and importance of management | K1 |
| CO-2 | Describe the relevance and effectiveness of principles of management in diverse managerial scenarios. | K2 |
| CO-3 | Apply knowledge to analyze real-world organizational structures and identify hierarchical levels and functions, demonstrating the application of management principles in practical settings. | K3 |
| CO-4 | Analyze and critically assess different management styles. | K4 |
| CO-5 | Evaluate the decisions and actions in a simulated workplace situations, fostering a higher level of practical and critical thinking skills. | K5 |

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

REFERENCES:

- Principles and practice of Management, L. M. Prasad, 1995, Sultan Chand & sons.
- P.C. Tripathi and P. N. Reddy, 1986. Principles of management Tata McGraw hill publishing company limited, New Delhi.
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| Course Title | Core Courses 36 (Practical) BEHAVIOR MODIFICATION |
| Course Code | URSC6P5 |
| Course Type | PRACTICALS |
| Year | THIRD |
| Semester | VI |
| Total Hours | 60 |
| Credits | 2 |
| Marks | 100 |

COURSE OBJECTIVES:

The Learner will be able to

- | |
|---|
| 1. Analyze and classify behaviors in children with and without disabilities. |
| 2. Develop assessment and intervention skills for managing both desirable and maladaptive behaviors. |
| 3. Implement behavior modification techniques using creative and evidence-based strategies. |
| 4. Utilize technology-based interventions for therapy. |
| 5. Examine ethical dilemmas and real-world applications of behavior modification in school and clinical settings. |

PRACTICAL ACTIVITIES:

1. Behavior Observation and Recording

*Conduct naturalistic or structured observation in school/therapy settings to identify types and functions of behavior.

2. Behavioral Assessment & Goal Setting

* Use tools like ABC charts or checklists to assess behavior and set SMART behavioral objectives.

3. Designing a Token Economy System

* Create a classroom or home-based reward system to reinforce positive behaviors.

4. Task Analysis of a Daily Living/Vocational Skill

* Break down a complex skill (e.g., brushing, folding clothes) into teachable steps.

5. Implementing Behavioral Contracts

* Develop a simple behavioral contract between teacher/parent and child for a target behavior.

6. Creating a Behavior Management Plan

* Design a step-by-step intervention for a child showing maladaptive behavior (based on case study).

7. Parent Involvement Workshop Simulation

*Conduct a role-play session on training parents to manage problem behaviors at home.

8. Creative Arts Therapy Session Plan

* Design a therapy session using drama, puppetry, storytelling, or music for children with disabilities.

9. Digital/Virtual Therapy Tool Demonstration

* Explore and present on tools like digital art apps, VR apps, or online behavior games.

10. Case Study Analysis of Ethical Dilemmas

* Analyze real or hypothetical cases dealing with misuse of behavioral techniques in schools.

COURSE OUTCOMES:

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

| CO No. | Course Outcomes | Cognitive Level |
|--------|--|-----------------|
| CO-1 | Identify, classify, and assess different types of behavior using behavioral tools. | K1 |
| CO-2 | Design and implement strategies to increase desirable behaviors using reinforcement and task analysis. | K2 |
| CO-3 | Apply appropriate techniques to manage maladaptive behaviors in children. | K3 |
| CO-4 | Integrate creative therapeutic interventions for children with behavioral needs. | K4 |
| CO-5 | Critically evaluate behavior modification strategies used in schools and address ethical concerns. | K5 |

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

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WEBSITES:

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