

(For Candidates Admitted from 2022 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**SCHOOL OF REHABILITATION AND BEHAVIORAL SCIENCES**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**LEARNING OUTCOMES –BASED CURRICULUM FRAMEWORK (LOCF)**

<b>Course Title</b>	<b>Major Core 1: INTRODUCTION TO DISABILITY AND REHABILITATION-I</b>
<b>Code</b>	<b>U22RS1MCT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5 hours / week</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**CONSPECTUS**

This course on Introduction to disability and rehabilitation will help the students to understand the basic concepts of impairment, disability and handicap with regard to Rehabilitation Science.

**Course Objectives:**

**The learner will be able**

<b>Course Objectives</b>
To explain the basic concepts of impairment, disability, handicap and rehabilitation.
To understand the causes, misconceptions, classification, types of Visual, Hearing, Speech and Language Impairments
To comprehend locomotor impairments
To gain knowledge about intellectual and behavioral impairments
To develop skill to identify and prevent the various physical impairments and intellectual impairments

**UNIT 1: AN INTRODUCTION TO DISABILITY: (15 HOURS)**

Definitions of impairment, disability, handicap and exceptional children.

Definitions, importance, advantages and disadvantages of labeling,

Definition and Meaning of Rehabilitation, Types and Components of

Approaches of Rehabilitation

Rights for persons with disability Act 2016

**Extra reading/ keywords:** *Definitions of various disabilities given by WHO, PWD, RPWD, ICD.*

**UNIT 2:VISUAL IMPAIRMENT**

**(15 HOURS)**

2.1 Concepts of Blindness, Low Vision

2.2 Signs, symptoms and characteristics of visual impairment – Blindness and Low-Vision

- 2.3 Causes and misconception of visual impairment and common eye diseases
- 2.4 Prevention and rehabilitation of Visual Impairment
- 2.5 Basic Interventions for Visually Impairment.

**Extra reading/ keywords:** *Sensory Impairment, Physiology of optic nerves, and associated terminologies on Visual Impairment*

**UNIT 3 : HEARING, SPEECH AND LANGUAGE IMPAIRMENTS ( 15 HOURS)**

- 3.1 Concepts of Hearing, Speech and Language Impairment
- 3.2 Signs, symptoms and characteristics of Hearing, Speech and Language Impairment
- 3.3 Causes and Misconceptions of Hearing, Speech and Language Impairment
- 3.4 Prevention and rehabilitation Hearing, Speech and Language Impairment
- 3.5 Basic Interventions for Hearing, Speech and Language Impairment

**Extra reading/ keywords:** *Sensory Impairment, Physiology of auditory nerves and associated terminologies on Hearing, Speech and Language Impairment.*

**UNIT 4: LOCOMOTOR IMPAIRMENTS (18 HOURS)**

- 4.1 Concepts of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.2 Signs, symptoms and characteristics of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.3 Causes and misconception of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.4 Prevention and rehabilitation of Locomotor Impairments.
- 4.5 Basic Interventions for Locomotor Impairments.

**Extra reading/ keywords:** *Locomotor Impairment, Physiology of locomotor system and associated terminologies on locomotor Impairment.*

**UNIT 5: INTELLECTUAL AND BEHAVIOURAL IMPAIRMENTS ( 15 HOURS)**

- 5.1 Definitions of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.2 Signs, symptoms and characteristics of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.3 Causes and Misconceptions of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.4 Prevention and rehabilitation of Intellectual and Behavioural Impairments.
- Basic Interventions for Intellectual and behavioural impairments.

**Extra reading/ keywords:** *Intelligent Quotient, Emotional Quotient, Savant, Exceptional Children.*

**Course Outcomes:**

**The learner will be able to**

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Define the basic concepts and various types of disabilities and rehabilitation.	K1
CO-2	Discuss and interpret the etiology of various disabilities.	K2
CO-3	Describe the assessment skill for identification of various disabilities and rehabilitation.	K3
CO-4	Criticize the optimistic ways of managing and overcoming superstitious believes of various disabilities.	K4

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

**PRACTICUM:**

**(25 HOURS)**

1. Observation of persons with various disabilities.
2. Visits to organizations for the disabled.
3. Placement in Blossoms Opportunity School.
4. Writing a case record for a Person with disability.

**TEXT BOOKS:**

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.

**SUGGESTED READINGS**

1. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad : National Institute for the Mentally Handicapped(NIMH).
2. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
3. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
4. Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
5. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery

Publishing House.

6. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
7. 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
8. Kundu, C.L., (2000) Status of Disability in India - 2000, New Delhi : Rehabilitation Council of India.
9. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
10. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston : Houghton Mifflin Co.
11. Panda, K.C., (1997) Education of Exceptional Children, New Delhi; Vikas Publishers.
12. Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.
13. Aloka Guha et.al, (1994). Readings in Special Education, Madras, Spastics Society of Tamil Nadu.
14. John Ballatyne, M.C. Martin & Antony Martin (1993), Deafness (5th Ed.), Delhi,  
a. A.I.T.B.S. Publishers.
15. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children. U.S.A. : Williams  
a. & Wilkins Ltd.
16. Reeta Peshwaria, (1990). "Manual For Psychologists", Secunderabad; National Institute for Mentally Handicapped.
17. Hallhan, D.P., & Kauffman, J.M. (1988) Exceptional children - Introduction to Special Education. New Jersey: Prentice Hall.
18. Werner D. (1987). Disabled village children (1st Ed.), U.S.A.; Hesperian Foundation.
19. Sol Adler, (1986). Early Identification & Intensive Remediation of Language Retarded Children. U.S.A.: Charles C. Thomas.
20. Harley R.K. and Lawrence G.A. (1984). Visual Impairment in Schools (2nd Ed.), U.S.A.; Charles C. Thomas Publisher.
21. Marinelli, R.P. & DelleOrbo, A.E. (1984) The Psychological and Social Impact of Physical Disability. New York : Springer Publishing Company.
22. Grossman, H.J. (ed). (1983) Classification in Mental Retardation. Washington : American Association on Mental Deficiency.
23. J.Hogg and Mitter, (1983). "Advances in Mental Handicap Research", New York; John Wiley and sons.

24. Herbert Prehm, (1980). " The concept of Mental Retardation", U.S.A American Association of on Mental Deficiency.
25. Neisworth, J.T., & Smith, R.M. (1978) Retardation Issues, Assessment, and Intervention. New York : McGraw Hill BookCo.
26. Stanford .E. Gerber, George T.Mencher, (1978). Early diagnosis of Hearing loss. New York :Grun&Straffon.
27. Stubbins, J. (1977) Social & Psychological Aspects of Disability, A Handbook for Practitioners. Texas:Pro-ed.
28. Bhatt,U. (1963) The Physically Handicapped in India. Bombay: UshaBhatt.
29. Rehabilitation Studies Handbook (1997,2009) Edited by Barbara A Wilson, D.L McLellan

**WEBSITES:**

- <http://socialjustice.nic.in/pwdact1995.php>
- <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
- <https://www.in.gov/spd/files/Myth.pdf>
- <https://www.who.int/news-room/fact-sheets/detail/rehabilitation>
- <https://www.cambridge.org/core/books/rehabilitation-studies-handbook/C253D3A60B315BB9F9A85909139425EE>

Note: Learners are advised to use latest edition of books.

**Outcome mapping  
Mapping**

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	M	H	M	M	M
CO 4	H	H	H	H	H	M	H	H	H

CO/PSO	PSO 1	PSO 2	PSO 3
CO 1	H	H	H
CO 2	H	H	H
CO 3	H	H	H
CO 4	H	H	H

*High Correlation (H) = 3 marks*  
*Moderate Correlation (M) = 2 marks*  
*Low correlation (L)= 1 Mark*

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<b>Course Title</b>	<b>MAJOR CORE – 2 (Compulsory) INTERVENTION FOR PERSONS WITH VISUAL IMPAIRMENT</b>
<b>Code</b>	<b>U22RS1MCT02</b>
<b>Course type</b>	<b>Theory</b>
<b>Semester</b>	<b>I</b>
<b>Hours/Week</b>	<b>4</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

### **CONSPECTUS**

This course will enable students to develop and recommend appropriate intervention and rehabilitation plan for persons with visual impairment.

### **COURSE OBJECTIVES**

The learner will be able

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

### **UNIT 1: Anatomy and physiology of the human eye**

**(12 Hrs)**

- 1.1 Anatomy and physiology of eye
- 1.2 Process of seeing, signs & symptoms of vision loss, prevention of vision loss
- 1.3 Refractive errors -myopia, hyperopia, Presbyopia, astigmatism
- 1.4 Common causes of eye disorders: cataract, glaucoma, trachoma, corneal ulcer, xerophthalmia; neurological and muscular and related disorders; and disorders related to the receptive aspects of the eye, Cortical Vision Impairment.

*Extra reading/ keywords: Oculoplastic, Neuro-ophthalmology*

## **UNIT 2: Introduction to Visual Impairment**

**(12 Hrs)**

- 2.1 Definitions: Blindness, Low Vision (WHO, Educational Definition), Partially Sighted, Visual Impairment, Functional Vision, Residual Vision, Refraction, Fusion, Depth Perception, Visual Acuity, Visual field, Colour, Contrast, Illumination
- 2.2 Incidence, Prevalence and Classification of Visual Impairment
- 2.3 Characteristics of persons with visual impairment: Nature of intelligence, memory and concept; Motor & Language development; and Academic achievement
- 2.4 Blindisms and their Management

**Extra reading/ keywords:** *Eye implant, Action Plan for the Prevention of Avoidable Blindness and Visual Impairment,*

## **UNIT 3: Early Intervention**

**(12 Hrs)**

- 3.1 Psychosocial, Educational and functional Implications of vision loss, Limitations of Blindness and Losses in acquired visual impairment
- 3.2 Vision Care Professionals
- 3.3 Vision Screening, Vision Assessment
- 3.4 Vision Training

**Extra reading/ keywords:** *Vision therapist, Athlete Vision Assessment*

## **UNIT 4: Educational Intervention**

**(12 Hrs)**

- 4.1 Curriculum planning
- 4.2 Plus Curriculum
- 4.3 Instruction in school subjects
- 4.4 Classroom Management for Visually Impaired Children

**Extra reading/ keywords:** *Paper strategies, E-text strategies, and Auditory strategies*

## **UNIT 5: Assistive Technology**

**(12 Hrs)**

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

**Extra reading/ keywords:** *APPS for VI*

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

## **PRACTICUM:**

1. Visit to Eye hospitals.
2. Maintaining a record on anatomy and physiology of eye.
3. Assessment and programme planning for one visually impaired child.

## **TEXT BOOKS**

1. All About Disability – A Resource Guide, 2017 JAMI Publications ISBN: 978-81-933361-5-1

## **SUGGESTED READINGS:**

1. Abrahamson, (1977). Know your Eyes, New York; Robert, E. Krieger Publishing Company.
2. Barraga, N (1985). Proceedings of Low Vision Workshop. Tiruchirapalli; Holy Cross College, Trichy
3. Bishop V.E., (1971). Teaching the Visually Handicapped. Charles C. Thomas.
4. Bisley .G. Geoffrey, (1980). Hand Book to Ophthalmology of Developing Countries, (2nd Ed.), Nairobi; Oxford University Press.
5. Corn, A.L. & Koenig, A.J. (2000). Foundations of Low Vision: Clinical and functional perspectives. New York: AFB.
6. Fonda .G. (1970). Management of the Patient with Subnormal Vision (2<sup>nd</sup> Ed.), St. Louis; The C.V. Mosby Company.
7. Gerard .J. Tortora, (1987). Introduction to the Human Body, New York; Harper & Row Publishers.
8. Gerard. J. Tortora, (1988). Introduction to Human Body, Sydney; Harper & Row Pub.
9. Harley, R.K. & Lawrence, G. A., (1989). Visual Impairment in the schools, U.S.A.; Charles. C. Thomas Publishers.
10. Jose R.T. (1983). Understanding Low vision, New York; American Foundation for the Blind.
11. Low Vision Training Manual. Christoffel Blindenmission, Germany.
12. Mark. L. Batsharo, M.D., Children with handicaps - a Medical Primer.
13. Ministry of Education. (1988). Visual Skills. A Curriculum Guide, Victoria; Ministry of Education.
14. Ned Durkin, (1979). Introduction to Medical Science, England; MTP Press Limited.
15. Parr, John, (1982). Introduction to Ophthalmology, New York; Oxford University Press.
16. Prives .M & Lysenkov .N and Bush Kovich .V, (1985). Human Anatomy, Volume 4 Moscow; MIR Pub.
17. Shryock Harold,(1979). You and Your Health. Revised Edition -Volume 2, California: Pacific Press Publishing Association.
18. Sutter, E et. al, (1989).Hanyane. A village struggles for eye health, London; Macmillan Publishers.
19. Vaughan .et.al, (1962). General Ophthalmology (3rd Ed.), California; Large Medical Publications.
20. Waugh, A. & Grant, A. (2001) Anatomy and Physiology in Health and Illness, New York, Churchill Livingstone Ltd.

## **WEB REFERENCES**

1. <https://www.perkins.org/>
2. <https://www.afb.org/blindness-and-low-vision>
3. <https://www.who.int/news-room/fact-sheets/detail/blindness-and-visual-impairment>
4. <http://disabilityaffairs.gov.in/content/page/acts.php>

***Note: Learners are advised to use latest edition of books.***

## COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Understand and recall the anatomy, physiology and pathology of human eye and the concept of visual impairment.	K1
CO-2	Classify and assess persons with visual impairment.	K2
CO-3	Analyse and prepare appropriate educational intervention plan for children with visual impairment and recommend appropriate assistive technology.	K3
CO-4	Evaluate the visual skills of persons with visual impairment and organize vision training.	K4

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

### PO – CO MAPPING

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO-1	H	M	M	M	M	M	H	M	H
CO-2	H	H	H	H	M	M	H	H	H
CO-3	H	H	H	H	H	M	H	H	H
CO-4	H	H	H	H	H	M	H	H	H

### PSO – CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO-1	H	M	M
CO-2	H	H	M
CO-3	H	H	H
CO-4	H	H	H

<b>Course Title</b>	<b>MAJOR CORE – 3 HUMAN DEVELOPMENT -I</b>
<b>Code</b>	<b>U22RS1MCT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4 hours / week</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

The aim of this course is to give an overview of the concept of human development, various stages and its characteristics and the effect of delayed development in relation with disabilities.

### Course Objectives:

1	Recall and relate the normal course of human development.
2	Recognize and identify the developmental lag in the disabled.
3	Compare and contrast the various areas of development in relation to theoretical approaches
4	Indicate the importance of early years in the child development
5	Relate the variations in development in various stages from adolescence to adulthood and its impact on later development. (skill development)

### UNIT 1: GROWTH AND DEVELOPMENT

(12 hrs)

- 1.1 Growth and development – concepts, differences, principles, determinants
- 1.2 Stages of development – Prenatal to Adulthood.
- 1.3 Influences of Nature and Nurture and their relative importance.
- 1.4 Domains of human growth: significant milestones (Physical, Cognitive, Social-emotional)
- 1.5 Developmental lag – concept of developmental age, developmental milestones, developmental delay and its intervention

**Extra reading/ keywords:** *Growth, development, milestones, proximal distal, cephalo caudal*

### UNIT 2: THEORETICAL APPROACHES TO DEVELOPMENT

(12 hrs)

- 2.1 Cognitive theories (Piaget) - Basic understanding of key concepts
- 2.2 Psychosocial Theory (Erikson) Basic understanding of key concepts
- 2.3 Psychoanalytic Theory (Freud) Basic understanding of key concepts
- 2.4 Ecological Theory (Bronfenbrenner) Basic understanding of key concepts
- 2.5 Social learning theory (Bandura) Basic understanding of key concepts

**Extra reading/ keywords: *cognition, neuro motor, peer, social maturity, emotional stability, intelligence***

**UNIT 3: THE EARLY YEARS (Birth to Eight Years) (12hrs)**

- 3.1 Importance, stages and characteristics, genetic and environmental causes of disability
- 3.2 Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3 Physical, physiological and behavioral activities and care of new born
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

**Extra reading/ keywords: *neonatal, hereditary, postnatal, screening, play***

**UNIT 4: ADOLESCENCE (nine years to eighteen years) (12hrs)**

- 4.1 Developmental tasks and needs in early and late childhood.
- 4.2 Importance, stages and characteristics of early and late childhood.
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

**Extra reading/ keywords: *late childhood, early childhood gender, puberty***

**UNIT 5: TRANSITIONS INTO ADULTHOOD (12hrs)**

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

**Extra reading/ keywords: *transitional period, identity and self-concept, Life Skills, independent living***

**Course outcomes:**

**The learner will be able to**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Cognitive Level (K1- K6)</b>
CO-1	Describe the normal course of growth and development of human life	K1
CO-2	Explain the importance of prenatal and postnatal stages in the child development	K2
CO-3	Critically analyze developmental variations among children	K3
CO-4	Analyze different factors influencing child development	K4
CO-5	Comprehend adolescence as a period of transition and threshold of adulthood (skill development)	K5

## **PRACTICUM:**

1. Infant Screening for developmental milestones.
2. Observation of reflexes in an infant

## **REFERENCES:**

### **TEXT BOOK:**

1. Kanagala Uma (2017) Human Development and Disability, Resource Book, Jazym Publications, Trichy.

### **SUGGESTED READING:**

1. Parameswaran, E.G. & Beena .C., (2002) Invitation to Psychology. Hyderabad: Neelkamal Publishers Pvt. Ltd.
2. Kumar .S, (Ed.), (2002) Principles of Developmental Psychology. New Delhi: Anmol Publications Pvt. Ltd.
3. Dash, B.N., (2002) Elementary Educational Psychology and Methods of Teaching. Hyderabad: Neelkamal Publishers Pvt. Ltd.
4. Skinner .C.S., (Ed.) (2001) Educational Psychology, New Delhi: Prentice-Hall of India Pvt. Ltd.
5. Singh, T., (2001) Booklet on Growth and Development in Childhood and Adolescence B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
6. Sivakumar, T.G., (2001) Developmental Stages in Booklet on Developmental and Behavioural Aspects, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
7. Pachaury, A.C., (2001) Nature and Concept of Individual Differences in Booklet on Individual Differences in Human Abilities and Differently Abled Children, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
8. Panda, K.C., (2001) Elements of Child Development, New Delhi: Kalyani Publications.
9. Baron, R.A., & Bryne .D., (2000) Social Psychology. Delhi: Pearson Education Asia.
10. Hetherington, E.M., & Parke, R.D. (1999) Child Psychology A Contemporary Viewpoint. New York: McGraw-Hill Book Company.
11. Biehler, C., Snowman, J. (1999) Age Level Characteristics in Psychology Applied to Teaching. New York: Academic Press.
12. Conger, J.J., (1999) Adolescence and Youth. New York: Harper Collins.
13. Balk, D.E., (1995) Adolescent Development. California: Brooks / Cole.
14. Ketterlines, R.D., & Lamb, M.E. (1995) Adolescent Problem Behaviours: Issues and Research. New Jersey : Lawrence Erlbaum.
15. Singh, D., (1995) Child Development - Issues, Policies and Programmes Volumes 1, II & III, New Delhi: Kaniska Publishers, Distributors.
16. Sharma, P., (1995) Basics of Development and Growth of a Child, New Delhi: Reliance Publishing House.

### **WEB REFERENCES**

17. <http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf>
18. <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>
19. <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
20. <http://www.nios.ac.in/srsec328newE/328EL12.pdf>
21. <http://www.nios.ac.in/srsec328newE/328EL13.pdf>
22. <http://www.nios.ac.in/srsec328newE/328EL14.pdf>
23. <http://www.similima.com/psych5.html>

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**Outcome mapping**

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

| <i>Course Outcomes</i> | <i>PROGRAMME SPECIFIC OUTCOMES ( PSO)</i> |          |          |
|------------------------|-------------------------------------------|----------|----------|
|                        | <i>1</i>                                  | <i>2</i> | <i>3</i> |
| <i>CO1</i>             | H                                         | H        | H        |
| <i>CO2</i>             | H                                         | H        | M        |
| <i>CO3</i>             | H                                         | H        | H        |
| <i>CO4</i>             | H                                         | H        | H        |
| <i>CO5</i>             | H                                         | M        | H        |

HIGH CORRELATION – 3: MODERATE CORRELATIONS - 2:

LOW CORRELATION - 1

|                     |                                                                                     |
|---------------------|-------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR CORE 4–<br/>INTRODUCTION TO DISABILITY AND<br/>RHABILITATION: PAPER-II</b> |
| <b>Total Hours</b>  | <b>60</b>                                                                           |
| <b>Hours/Week</b>   | <b>4 Hrs / Wk</b>                                                                   |
| <b>Code</b>         | <b>U22RS2MCT04</b>                                                                  |
| <b>Course Type</b>  | <b>Theory</b>                                                                       |
| <b>Credits</b>      | <b>4</b>                                                                            |
| <b>Marks</b>        | <b>100</b>                                                                          |

**GENERAL OBJECTIVES:**

To develop the skill to identify the various types of disabilities.

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                          |
|---------------|-----------------------------------------------------------------------------------|
| CO-1          | Remember, understand the basic concepts of learning disabilities.                 |
| CO-2          | Define visual, hearing, speech and language impairments                           |
| CO-3          | Remember, understand developmental and multiple disabilities                      |
| CO-4          | Remember, understand about health impairments and mental illness                  |
| CO-5          | Develop skill to identify various learning disabilities and Physical Impairments. |

**UNIT 1: LEARNING DISABILITIES**

**(10 Hrs)**

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

*Extra reading/ keywords: Definitions of various learning Disabilities and RPwD Act,*

**UNIT 2: MUSCULOSKELETAL IMPAIRMENTS**

**(10 Hrs)**

- 2.1 Concepts of Muscular Dystrophy and Acid attack survivors
- 2.2 Sign, symptoms and characteristics of Muscular Dystrophy and Acid attack Survivors
- 2.3 Causes and Misconceptions about Muscular Dystrophy and Acid attack survivors

*Extra reading/ keywords: Locomotor Impairments, Physiology of locomot or system and associated*

terminologies on Muscular Dystrophy and Acid attack victims.

**UNIT 3: CHRONIC NEUROLOGIC IMPAIRMENTS (10 Hrs)**

- 3.1 Concepts of Multiple Sclerosis and Parkinson's disease
- 3.2 Signs, symptoms and characteristics of Multiple Sclerosis and Parkinson's disease
- 3.3 Causes and Misconceptions about Multiple Sclerosis and Parkinson's disease

**Extra reading/ keywords:** *Neurologic Impairments, Physiology of nervous system and associated terminologies on Multiple Sclerosis and Parkinson's Disease*

**UNIT 4: BLOOD DISORDERS (10 Hrs)**

- 4.1 Definitions of Haemophilia, Thalassemia, Sickle cell disease
- 4.2 Signs and symptoms of Haemophilia, Thalassemia, Sickle cell disease
- 4.3 Causes and Misconceptions about Haemophilia, Thalassemia, Sickle cell disease

**Extra reading/ keywords:** *Blood Disorders and Rh-Incompatibility.*

**UNIT 5: MULTIPLE DISABILITIES INCLUDING DEAF-BLINDNESS (10 Hrs)**

- 5.1 Concept of Multiple Disabilities including Deaf-Blindness
- 5.2 Signs, symptoms and characteristics of Multiple Disabilities including Deaf-Blindness
- 5.3 Causes, classification and Misconceptions about Multiple Disabilities including Deaf-Blindness

**Extra reading/ keywords:** *Effects and Implications of Multiple Disabilities including Deaf-Blindness.*

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

**PRACTICUM: (25 Hrs)**

- 5. Observation of persons with various disabilities.
- 6. Visits to organizations for the disabled.
- 7. Placement in Blossoms Opportunity School.
- 8. Writing a case record for a Person with disability.

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                    | PSOs Addressed | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Describe and explain the basic concepts and various types of disabilities.                         | PSO 1          | R, U            |
| CO-2   | Familiarize and develop skill for identification of various disabilities.                          | PSO 2          | R, U            |
| CO-3   | Explain and discuss the etiology of various disabilities                                           | PSO 2          | R, U            |
| CO-4   | Develop optimistic ways of managing and overcoming superstitious believes of various disabilities. | PSO 3          | R, U            |
| CO-5   | Develop skill to identify various physical and sensory impairments (skill development)             | PSO 3          | R, U            |

## REFERENCES:

4. PG & Research Department of Rehabilitation Science (2017) All about Disability – A Resource Guide, Trichy: Jami Publications.
5. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
6. Kundu, C.L., (2003) Status of Disability in India, New Delhi: Rehabilitation Council of India.
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8. NSSO, (2003) Disabled Persons in India. New Delhi: Ministry of Statistics and Programme Implementation, Govt. of India.
9. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
10. Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
11. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.
12. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
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14. Kundu, C.L., (2000) Status of Disability in India - 2000, New Delhi: Rehabilitation Council of India.
15. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
16. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston: Houghton Mifflin Co.
17. Panda, K.C., (1997) Education of Exceptional Children, New Delhi; Vikas Publishers.
18. Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.
19. Aloka Guha et.al, (1994). Readings in Special Education, Madras, Spastics Society of Tamil Nadu.
20. John Ballatyne, M.C. Martin & Antony Martin (1993), Deafness (5th Ed.), Delhi, A.I.T.B.S. Publishers.
18. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children. U.S.A: Williams & Wilkins Ltd.
19. Reeta Peshwaria, (1990). "Manual For Psychologists", Secunderabad; National Institute for Mentally

Handicapped.

20. Hallhan,D.P., & Kauffman,J.M. (1988) Exceptional children - Introduction to Special Education. New Jersey: Prentice Hall.
21. Werner D. (1987). Disabled village children (1st Ed.), U.S.A.; Hesperian Foundation.
22. Sol Adler, (1986). Early Identification & Intensive Remediation of Language Retarded Children. U.S.A.: Charles C. Thomas.
23. Harley R.K. and Lawrence G.A. (1984). Visual Impairment in Schools (2nd Ed.), U.S.A.; Charles C. Thomas Publisher.
24. Marinelli, R.P. & DelleOrbo, A.E. (1984) The Psychological and Social Impact of Physical Disability. New York: Springer Publishing Company.
25. Grossman, H.J. (ed). (1983) Classification in Mental Retardation. Washington: American Association on Mental Deficiency.
26. J.Hogg and Mitter, (1983). "Advances in Mental Handicap Research", New York; John Wiley and sons.
27. Herbert Prehm, (1980). "The concept of Mental Retardation", U.S.A American Asociation of on Mental Deficrency.
28. Neisworth, J.T., & Smith, R.M. (1978) Retardation Issues, Assessment, and Intervention. New York: McGraw Hill Book Co.
29. Stanford .E. Gerber, George T.Mencher, (1978). Early diagnosis of Hearing loss. New York: Grun & Straffon.
30. Stubbins, J. (1977) Social & Psychological Aspects of Disability, A Handbook for Practitioners. Texas: Pro-ed.
31. Bhatt,U. (1963) The Physically Handicapped in India. Bombay: Usha Bhatt.
32. <http://socialjustice.nic.in/pwdact1995.php>
33. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
34. <https://www.in.gov/spd/files/Myth.pdf>

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|              |                                                                             |
|--------------|-----------------------------------------------------------------------------|
| Course Title | <b>Core Course 5: INTERVENTION FOR PERSONS WITH INTELLECTUAL DISABILITY</b> |
|--------------|-----------------------------------------------------------------------------|

|                    |                    |
|--------------------|--------------------|
| <b>Hours/Week</b>  | <b>4 Hrs Wk</b>    |
| <b>Code</b>        | <b>U22RS2MCT05</b> |
| <b>Course Type</b> | <b>Theory</b>      |
| <b>Credits</b>     | <b>4</b>           |
| <b>Marks</b>       | <b>100</b>         |

## INSPECTUS

*The course focuses on the basics of Intellectual disability and its relationship with genetics, the need for intervention and rehabilitation of the varied chromosomal, gene linked disorders and related problems*

### COURSE OBJECTIVES:

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                                                      |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO No.</b> | To remember and understand the structure and function of the nervous system the risk factors in mental retardation and the need for screening and prevention. |
| CO-1          | To comprehend and analyze the impact of genetics and the role of chromosomes and genes in brain damage                                                        |
| CO-2          | To recognize and identify the causes, characteristics, treatment and rehabilitation of chromosomal and gene linked abnormalities.                             |
| CO-3          | To gain knowledge and understanding on the causes, symptoms, complications and treatment of various metabolic disorders related to intellectual disability    |
| CO-4          | To understand and relate the causes, characteristics, types and treatment of the associated problems of mental retardation                                    |

**MENTAL RETARDATION- NATURE, NEEDS AND INTERVENTION (15 HOURS)** 1.1 Structure and functions of the Nervous System

Definitions of intellectual disability

Classification in Intellectual disability

Etiological factors and preventive measures in intellectual disability

Screening and early Intervention

**Extra reading/ keywords:** *Neuron, axon, Dendron, synapses, maternal infection, toxemia*

**GENETICS (15 HOURS)** 2.1 Cell Division – Mitosis and Meiosis

Gametogenesis

Human Chromosome complement and sex determination

Mendelian Inheritance and Blood Group Inheritance

Teratogens affecting development

**ra reading/ keywords:** *mitosis, meiosis, synapsis, spermiogenesis, phenotype, genotype, barrbody, kinetochore, votyping,*

**CHROMOSOMAL AND GENE LINKED ABNORMALITIES (15 HOURS)** 3.1 Autosomal abnormalities

Sex chromosomal abnormalities

Gene-linked abnormalities

Genetic Counselling and Pedigree analysis

Prenatal diagnostic techniques

**ra reading/ keywords:** *autosomes, allosomes, syndactyly, gynaecomastia, ennuchoidism, aspermatogenesis, menhorea, amniocentesis, ultrasound, chorionic villus biopsy*

**METABOLIC DISORDERS AND CRANIAL ANOMALIES (15HOURS)** 4.1 Carbohydrate metabolic disorder

Amino Acid metabolic disorders

Lipid metabolic disorders

Mineral metabolic disorders

Cranial anomalies

**ra reading/ keywords:** *galactosemia, PKU, tyrosinosis, glycerides, acraniostenosis, lumbar puncture*

**UNIT 5: RELATED PROBLEMS – CAUSES, CHARACTERISTICS, TREATMENT AND REHABILITATION (15 HOURS)**

Epilepsy

Cerebral Palsy

Psychiatric disturbances & Conduct disorders

Autism spectrum disorder

ADHD

**ra reading/ keywords:** *petitmal, grandmal, idiopathic, neurotransmitters, akinetic, encephalopathy, maladaptive aviour, stereotypical behaviour.*

**COURSE OUTCOMES:**

| 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 |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----|

**ACTICUM:**

Visit to institutions/schools for the intellectually disabled

Preparation of a case study.

Visit to a hospital/lab to learn about the various diagnostic tests for the identification of Genetic/Chromosomal disorders.

**TEXT BOOK**

Maire Berne Smith (2007) Mental Retardation: An Introduction to Intellectual Disability , Cambridge University Press

James C Harris (2006) Intellectual Disability: Understanding Its Development, Causes, Classification, Evaluation and Treatment. New York (NY): Oxford University Press;

Wolff, G.S. (1986). Mental Retardation – Nature, Causes and management (2<sup>nd</sup> Edition). Washington: Hemisphere Publishing Corporation

Mental Retardation in India: Contemporary Scene. NIMH, 1994

**SUGGESTED READINGS**

Fraser, W.I. & Green, A.M. (1991). Halla’s Caring for people with Mental Handicaps. Oxford : Butterworth Heinemann.

Wells & Feingold, (1989). Atlas to Mental Retardation syndromes Department of Health Education and Welfare.

Government of India (1996). The Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act 1995.

Herbert.J. Crossman, (1983). Classification in Mental Retardation, U.S.A.; American Association. on Mental Retardation.

Johnson & Beerner (1975). A Step-by-Step Learning Guide for Retarded Infants and Children, U.S.A.; Syra case study. Press.

Wells & Smith, M., (1978), Retardation, London; Mc. Graw Hill.

Pushparani, Reddy.P.P., (1990). Mental Retardation, Hyderabad; Management systems consultants.

**WEB REFERENCE**

[www.webmd.com/children/intellectual-disability-mental-retardation.](http://www.webmd.com/children/intellectual-disability-mental-retardation)

[www.healthline.com/symptom/mental-retardation](http://www.healthline.com/symptom/mental-retardation)

[www.minddisorders.com](http://www.minddisorders.com)

[www.wikipedia.org/wiki/Intellectual\\_disability](http://www.wikipedia.org/wiki/Intellectual_disability)

[www.ncbi.nlm.nih.gov/pubmed/16272659](http://www.ncbi.nlm.nih.gov/pubmed/16272659)

[www.oxfordjournals.org/](http://www.oxfordjournals.org/)

**PO MAPPING**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|

|     |   |   |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|---|---|
| CO1 | H | H | H | H | L | H | H | H | H |
| CO2 | H | H | H | H | M | H | H | M | M |

|     |   |   |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|---|---|
| CO3 | H | H | H | H | L | H | M | H | L |
| CO4 | H | H | H | H | L | M | H | M | M |
| CO5 | H | H | H | H | L | H | M | M | M |

| CO/PSO | PSO1 | PSO2 | PSO3 |
|--------|------|------|------|
| CO1    | H    | H    | H    |
| CO2    | H    | M    | H    |
| CO3    | H    | H    | M    |
| CO4    | H    | M    | L    |
| CO5    | H    | M    | M    |

|                     |                                                                       |
|---------------------|-----------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 6: INTERVENTION FOR PERSONS WITH HEARING IMPAIRMENT</b> |
| <b>Total Hours</b>  | <b>60</b>                                                             |
| <b>Hours/Week</b>   | <b>4 Hrs Wk</b>                                                       |
| <b>Code</b>         | <b>U22RS3MCT06</b>                                                    |
| <b>Course Type</b>  | <b>Theory</b>                                                         |
| <b>Credits</b>      | <b>3</b>                                                              |
| <b>Marks</b>        | <b>100</b>                                                            |

### CONSPECTUS

*The course focuses the anatomy and physiology of the Ear, Ear diseases, Causes, Characteristics and the need for early identification and educational intervention for children with hearing impairment*

#### Course Objectives:

| CO No. | Course Objectives                                                                                                 |
|--------|-------------------------------------------------------------------------------------------------------------------|
| CO-1   | To understand the anatomy and physiology of the different parts of ear.                                           |
| CO-2   | To explain the causes, symptoms and treatment of ear diseases and refer them to the audiologist / ENT Specialist. |
| CO-3   | To describe the causes, characteristics and implications of children with hearing impairment                      |

|       |                                                                                                                             |
|-------|-----------------------------------------------------------------------------------------------------------------------------|
| CO-4  | To relate concepts of early identification and techniques and methods of Infant hearing Screening and testing Pre-schoolers |
| CO-5e | To apply strategies in developing literacy, auditory, oral , reading, writing skills in children with hearing impairment    |

**UNIT 1: ANATOMY AND PHYSIOLOGY OF EAR (10 Hrs)**

- 1.1 Structure and function of Outer Ear
- 1.2 Structure and function of the Middle Ear
- 1.3 Structure and function of the Inner Ear
- 1.4 Physiology of Hearing and Central Auditory Processing

*Extra reading/ keywords: Embryological development of the Ear*

**UNIT 2 : MEDICAL AND CONTEMPORARY ASPECTS OF HEARING LOSS (10 Hrs)**

- (Signs, symptoms and treatment)
- 2.1 Diseases of the Outer Ear
- 2.2 Diseases of the Middle Ear
- 2.3 Diseases of the Inner Ear
- 2.4 Noise Induced Hearing Loss

*Extra reading/ keywords: Nursing management of hearing impairment, surgical management of deafness*

**UNIT 3: THE HEARING IMPAIRED (10 Hrs)**

- 3.1 Definitions
- 3.2 Prevalence, causes and classification of hearing impairment
- 3.3 Characteristics and impact of hearing impairment
- 3.4 Early intervention for hearing impaired

*Extra reading/ keywords: Case history of children with hearing impairment – occurred at congenital and acquired stages of life*

**UNIT 4: HEARING EVALUATION (10 Hrs)**

- 4.1 Neonatal screening
- 4.2 Techniques of Infant hearing screening
- 4.3 Goals and methods used in testing preschoolers
- 4.4 Educational Needs of Children with Hearing Impairment

*Extra reading/ keywords: Special education, Integrated education, Inclusive education*

**UNIT 5: DEVELOPMENT OF LITERACY SKILLS (10 Hrs)**

- 5.1 Literacy Skills: Meaning and Scope
- 5.2 Development of Auditory skills (Listening) and Development of Oral Skills(Speaking)
- 5.3 Developing Reading Skills in Children with Hearing Impairment
- 5.4 Development of Writing Skills

*Extra reading/ keywords: Methods of teaching Speech*

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

**Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                                                                          | <b>PSOs Addressed</b> | <b>Cognitive Level</b> |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Explain the anatomy and physiology of outer, middle and inner ear and the physiological process of hearing.                                     | PSO 1                 | R, U                   |
| CO-2          | Describe the causes,classification,characteristics of children with hearing impairment.                                                         | PSO 2                 | R                      |
| CO-3          | Enumerate the need for early intervention and describe the techniques of neonatal screening , Infant hearing screening and testing preschoolers | PSO 3                 | U                      |
| CO-4          | Explain the meaning and scope of literacy skills and discuss the educational needs of children with hearing impairment.                         | PSO 4                 | R                      |
| CO-5          | Discuss the development of Auditory , Oral skills ,reading and writing skills in the hearing impaired.                                          | PSO 5                 | R,U                    |

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

**PRACTICUM:**

**(10 Hrs)**

1. Visit to ENT hospitals.
2. Maintaining a record on anatomy of the different parts of the ear.
3. Conducting a Screening Camp.
4. Compilation of Terminologies related to Hearing Impairment.
5. Visit to Institutions for the Hearing Impaired.
6. Observation of classroom instruction for children with hearing impairment in special schools and inclusive setting.

**TEXT BOOKS:**

1. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
2. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
3. Charles Van Riper; Robert L. Erickson, (1996). Speech Correction, Introduction to Speech Pathology and Audiology, (9 Ed.). U.S.A.; Allyn & Bacon.
4. Hall & Colman, (1983). Diseases of the Nose, Throat and Ear, Singapore; Kyodo Shing Loong Printing Private Ltd.

5. John Ballantyne et. al., (1993). Deafness (5th Ed.), New Delhi; A.I.T.B.S. Publishers Ltd.

### **SUGGESTED READINGS:**

1. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston : Houghton Mifflin Co.
2. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001). Disabled Persons, New Delhi; Discovery Publishing House.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
4. Lerner Janet, (1989). Learning Disabilities (5 ed.). U.S.A. : Houghton Mifflin.
5. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
6. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children. U.S.A.: Williams & Wilkins Ltd.
7. Prabakar Immanuel, Claudia Koenig, Sian Tesni (1998). Listening to Sound and Signs, (1st Ed.), Bangalore, CBM and Books for change.
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12. Zemlin.R. Willard, (1988). Speech and Hearing Science Anatomy Physiology, New Jersey; Prentice Hall, Englewood cliffs.
13. Michael J. Guralnick (2000) "The Effectiveness of Early Intervention", Maryland.
14. Waugh, A. & Grant, A. (2001) Anatomy and Physiology in Health and Illness, New York, Churchill Livingstone Ltd.
15. John Ballantyne et. al., (1993). Deafness (5th Ed.), New Delhi; A.I.T.B.S. Publishers Ltd.
16. Rajveev Jalvi, Aparna Nandurkar, Anuradha Bantwal: (2006), Introduction to Hearing Impairment, Rehabilitation Council of India in association with Kanishka Publishers, Distributors, New Delhi.
17. D.K. Tharyani, Rekha More, Varsha Gathoo, S. Santhi Prakash, Asawari Shinde Smita Kamerkar, Anuradha Batwal Smita Pais, Gitanjali Wadekar Asmita Huddar, Suni Mathew: (2006), Curricular Strategies and Adaptations for Children with Hearing Impairment, , Rehabilitation Council of India in association with Kanishka Publishers, Distributors. New Delhi.
18. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi : UBS Publishers' Distributors Private Ltd.
19. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad : National Institute for the Mentally Handicapped (NIMH).
20. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
21. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
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25. Hegarty S. (2002). *Education and Children with Special Needs in India*: Sage Publications, India Pvt. Ltd.
26. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) *Medical Aspects of Disability: A Handbook for the Rehabilitation*.
27. Arthur E. Dell Orto, Paul W. Power (2007) *The Psychological and Social Impact of Illness and Disability*.
28. Vicki L. Schwean, Donald H. Saklofske (1999) *Handbook of Psychosocial Characteristics of Exceptional Children*.
29. Seamus Hegarty, Mithu Alur (2002) *Education and Children with Special Needs: From Segregation to Inclusion*.
30. Reddy, G. L., Ramar, R., & Kusuma, A. (2004). *Hearing Impairment an Educational Consideration*. New Delhi: Discovery Publishing House.

#### **WEB REFERNCE**

1. <https://www.downtoearth.org.in/blog/health/early-intervention-crucial-for-children-with-hearing-loss-66771>
2. <https://www.asha.org/public/hearing/early-intervention-for-children-with-hearing-loss/>
3. <https://www.cdc.gov/ncbddd/hearingloss/treatment.html>
4. <https://www.ucsfhealth.org/conditions/hearing-loss/treatment>

|                     |                                                                         |
|---------------------|-------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 7: INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITY</b> |
| <b>Total Hours</b>  | <b>60</b>                                                               |
| <b>Hours/Week</b>   | <b>4 Hrs Wk</b>                                                         |
| <b>Code</b>         | <b>U22RS3MCT07</b>                                                      |
| <b>Course Type</b>  | <b>Theory</b>                                                           |
| <b>Credits</b>      | <b>3</b>                                                                |
| <b>Marks</b>        | <b>100</b>                                                              |

## CONSPECTUS

This course facilitates understanding of locomotor disorders, assessment, intervention and rehabilitation plan for persons with locomotor disability.

## COURSE OBJECTIVES

The learner will be able

1. To understand the anatomy, physiology and diseases of skeleton, joints and muscles.
2. To assess and evaluate the children with locomotor disabilities.
3. To understand the educational considerations for children with locomotor disabilities
4. To develop skill to identify various problems of neurological disorders.
- 5 .To gain knowledge about problems of musculoskeletal disorders.

### UNIT 1 : Anatomy, Physiology and diseases of skeleton, joints and muscles (10 hours)

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

*Extra reading / keywords* : Associated terminologies related to locomotor disability.

### UNIT 2: Examination and Evaluation of locomotor disability (10 Hrs)

- 2.1 Introduction to Physically Handicapped
- 2.2 Guidelines for identifying and measurement of locomotor disabilities
- 2.3 History taking, Examining & Evaluation of children with locomotor disability
- 2.4 Prevalence and Incidence of Locomotor disabilities
- 2.5 Prevention of Locomotor disabilities

*Extra reading / keywords:* Action plan for the prevention of locomotor disabilities, description of movements.

### UNIT 3 : Educational considerations for persons with locomotor disability (10 Hrs)

- 3.1 Readiness activities for children with locomotor disabilities
- 3.2 Initiating a child with locomotor disability into a school
- 3.3 Types of special educational facilities
- 3.4 Components of special education
- 3.5 Aids and Appliances for children with locomotor disabilities

**Extra reading / keywords :** Assistive Technology for locomotor disabilities, Inclusive education.

**UNIT 4 : Management of neurological Disorders**

**(10 Hrs)**

- 4.1 Cerebral Palsy, Traumatic Brain Injury, Cerebral vascular accident (CVA) \Stroke
- 4.2 Spinal Cord Injury
  - 1. Quadriplegia
  - 2. Paraplegia
  - 3. Monoplegia
- 4.3 Branchial Plexus Injury
  - 1. Erb's Palsy
  - 2. Klumpkes palsy
- 4.4 Spina Bifida/Poly Neuropathy/Poly neuritis
- 4.5 Multiple Sclerosis/Poliomyelitis/Peripheral Nerve Injuries

**Extra reading / keywords :** *PT/OT*

**UNIT 5: Management of musculoskeletal Disorders**

**(10 Hrs)**

- 5.1 Muscular Dystrophy, Myositis, Muscle Strain, Contractures  
Subluxation, Dislocation, Infection, Ligament Sprain, Deformity, Arthritis
- 5.2 Fractures, Infection, TB, Osteomyelitis
- 5.3 a. Congenital Skeletal Limb Deficiencies
  - 1. Amelia
  - 2. Phocomelia
  - 3. Hemimelia
- b. Deformities in the Neck and Spine
  - 1. Congenital Torticollis
  - 2. Spina Bifida
  - 3. Congenital Scoliosis
- c. Developmental Disorder of Bone
  - 1. Dwarfism - Achondroplasia
- 5.4 a) Metabolic Bone Disease
  - Rickets, Scurvey
- b) Arthritis
  - 1. Septic Arthritis
  - 2. Rheumatoid Arthritis
  - 3. Haemophilic Arthritis
  - 4. Small Pox Arthritis
- 5.5 Leprosy, Post Traumatic Stiffness, Amputation

**Extra reading / keywords :** *Genetic testing, Computed tomograph, ROM, Exercise*

## Therapy

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

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

1. Visit to Physiotherapy College, Spastics Society, Hospitals and Artificial limb centres.
2. Observation of patients with orthopaedic and neurological disorders.
3. Observation of different types of therapeutic treatment.

### **TEXT BOOKS:**

All About Disability – A Resource Guide, 2017 JAMI Publications ISBN: 978-81-933361-5-1

### **SUGGESTED READINGS:**

1. Mont D Measuring Disability Prevalence. Disability and Development Team. *The World Bank Human Development Network Social Protection*. 2007.
2. Malti Hiranandani and Vandana Balaji (2005) *Physiotherapy in Pregnancy*, First Edition, CBS Publishers & Distributors Pvt.Ltd.
3. Dr. B. Ramaswamy (2013) *Introduction to Disability, Basic Concepts and Issues* First Edition, Kanishka publishers, Distributors.
4. Kata Stone et.al.( 2007) *Occupational Therapy and Duchenne Muscular Dystrophy*, John Wiley & Sons Ltd
5. Florence Peterson Kendall et.al.( 1993) *Muscles Testing and Function*, Fourth Edition, Williams & Wilkins
6. Jeffrey C. Ives(2009) *Motor Behavior*, 2<sup>nd</sup> Edition, Wolters Kluwer
7. Kumar SG, Roy G, Kar SS. Disability and rehabilitation services in India: Issues and challenges. *J Family Med Prim Care*. 2012;1:69–73.
8. World Health Organization. *World Report on Disability*. World Health Organization; 2011.
9. Government of India. *Disabled Persons in India, 58<sup>th</sup> Round National Sample Survey Organization, Ministry of Statistics and Programme Implementation, Report No. 485 (58/26/1)*. Government of India. 2003.
10. Shastack,R., (1977). *Handbook of Physical Therapy*, New York; Springer & Springer Publishing Co.
11. Gardiner,D.M., (1985). *The Principles of Exercise Therapy*, New Delhi; CBS Publishers.
12. Physiotherapy Manuel, I.P.D. (1985). *Orthopaedic Centre*, Madras; Andhra Mahila Sabha.
13. Washburn,K.B., (1981). *Physical Medicine and Rehabilitation :Essentials of primary care*, New York;

Medical Examination publishing co., Inc.

14. Werner David (1987). Disabled Village Children, U.S.A.; The Hesperian Foundation.
15. Bhatt Usha (1963). The Physically Handicapped in India, Bombay
16. Natarajan.M.&Mayilvahanan (1998) Orthopaedics and Traumatology,India, TTK Pharma Limited.
17. Waugh, A. and Grant, A.(2001).Anatomy and Physiology in Health and Illness New York; Churchill Livingstone.

**WEB REFERENCES:**

<https://www.healthdirect.gov.au/bones-muscles-and-joints>

[https://bio.libretexts.org/Bookshelves/Human\\_Biology/Book%3A\\_Human\\_Biology\\_\(Wakim\\_and\\_Gr ewal\)/14%3A\\_Skeletal\\_System/14.7%3A\\_Disorders\\_of\\_the\\_Skeletal\\_System](https://bio.libretexts.org/Bookshelves/Human_Biology/Book%3A_Human_Biology_(Wakim_and_Gr ewal)/14%3A_Skeletal_System/14.7%3A_Disorders_of_the_Skeletal_System)

<https://enabled.in/wp/guidelines-for-evaluation-of-permanent-physical-impairment-in-lower-limb/>

*Note: Learners are advised to use latest edition of books.*

**COURSE OUTCOMES**

| CO No. | Course Outcomes                                                                                                      | Cognitive Level (K1-K6) |
|--------|----------------------------------------------------------------------------------------------------------------------|-------------------------|
| CO-1   | Understand and explain the anatomy and physiology of skeleton, joints and muscles .                                  | K1                      |
| CO-2   | Understand and discuss the diseases of skeleton, joints and muscles                                                  | K2                      |
| CO-3   | Describe the assessment skill for identification of various locomotor disabilities                                   | K3                      |
| CO-4   | Develop appropriate educational considerations for persons with locomotor disabilities                               | K4                      |
| CO-5   | Describe, relate and apply the varied therapeutic treatment for musculoskeletal disorders and neurological disorders | K5                      |

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

**PO – CO MAPPING**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO-1  | H   | H   | H   | M   | H   | H   | H   | H   | H   |
| CO-2  | H   | H   | H   | M   | H   | H   | H   | H   | H   |
| CO-3  | H   | H   | H   | M   | M   | M   | H   | H   | H   |
| CO-4  | H   | H   | H   | H   | H   | H   | H   | H   | H   |
| CO-5  | H   | H   | H   | H   | M   | M   | M   | M   | H   |

**PSO – CO MAPPING**

| CO/PSO | PSO1 | PSO2 | PSO3 |
|--------|------|------|------|
| CO-1   | H    | M    | H    |
| CO-2   | H    | H    | H    |
| CO-3   | H    | H    | H    |
| CO-4   | H    | H    | H    |
| CO-5   | H    | H    | H    |

\*\*\*\*\*

|              |                                                                                                           |
|--------------|-----------------------------------------------------------------------------------------------------------|
| Course Title | <b>CORE COURSE- 8 PRACTICAL EXPANDED CORE CURRICULUM – I LITERARY BRAILLE AND NEMETH CODE (PRACTICAL)</b> |
| Hours/Week   | <b>5 Hrs/Wk</b>                                                                                           |
| Code         | <b>U22RS3MCP08</b>                                                                                        |
| Course Type  | <b>Practical</b>                                                                                          |
| Credits      | <b>4</b>                                                                                                  |
| Marks        | <b>100</b>                                                                                                |

## CONSPECTUS

This course will enable students to develop materials using English for persons with visual impairment.

### COURSE OBJECTIVES

The learner will be able

1. To understand the history of Braille Code.
2. To read and write Braille using Braille slate and stylus and Brailier.
3. To identify wordsigns and contractions in English Braille.
4. To gain knowledge about abbreviations in English Braille.
5. To develop materials using English Braille for persons with visual impairment.

#### **UNIT 1: History of Braille (10 Hrs)** 1.1 Introduction to Braille

- 1.2 History of Braille
- 1.3 Guidelines to beginners
- 1.4 Writing Braille
- 1.5 Reading Braille and Braille reading readiness

*Extra reading/ keywords: Louis Braille, Charles Barbier*

#### **UNIT 2: English Literary Code (15 Hrs)** 2.1 Braille alphabets a to j

- 2.2 Braille alphabets k to z
- 2.3 Punctuations
- 2.4 Simple upper wordsigns that take the first letter of the words
- 2.5 Abbreviations

*Extra reading/ keywords: Brailier, Braille slate and stylus*

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**UNIT 3: Wordsigns and contractions (15 Hrs)** 3.1 Simple upper contractions

3.2 Simple upper contractions used as wordsigns

3.3 Simple lower contractions written in the beginning of a word or Braille line 3.4 Simple lower contractions written in the middle of a word

3.3 Simple lower contractions written in any part of a word

*Extra reading/ keywords: Braille cell, position of dots*

**UNIT 4: Wordsigns and contractions (15 Hrs)**

4.1 Simple lower wordsigns spaced from all other signs

4.2 Simple upper wordsigns spaced from all other signs but in some cases is in contact with punctuation signs

4.3 Simple upper wordsigns used adjoining the word that follows

4.4 Simple lower wordsigns

4.3 Braille abbreviations

*Extra reading/ keywords: Bharatiya Braille, Nemeth Code*

**UNIT 5: Compound Signs (20 Hrs)**

5.1 Initial wordsigns with dot 5

5.2 Initial wordsigns with two dots 4 and 5

5.3 Initial wordsigns with two dots 4, 5 and 6

5.4 Final contractions

5.5 Compound punctuation signs and numeral signs

*Extra reading/ keywords: Braille embosser, Refreshable Braille display, eBrailier*

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

**TEXT BOOKS:**

· All About Disability – A Resource Guide, 2017 JAMI Publications ISBN: 978-81-933361-5-1

**SUGGESTED READINGS:**

- "Instruction Manual For Braille Transcribing". wesbraille.org. Archived from the original on May 24, 2019. Retrieved December 14, 2019.
- C.L. Kundu. Status of Disability in India 2003. New Delhi Rehabilitation Council of India (RCI).
- Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
- Upendra, H. and Rangnekar, V. (2000). Indian Guide to Aids and Appliances for the Blind Mumbai: NAB Louis Braille Memorial Research Centre.
- Dorf M.B. And Scharry.E.R., (1979). Instruction Manual for Braille Transcribing, Washington; Library of Congress.
  - American Association of Workers for the Blind, Association for Education of the Visually Handicapped and
- National Braille Association. Code of Braille Textbook
  - Formats and Techniques, (1977). Kentucky; American Printing House for the Blind.
- Dorf M.B. and Tate B.H., (1984). Instruction Manual for Braille Transcribing, 3rd ed., Washington; The Library of Congress.
- Olson M.R. and Mangold S.S., (1982). Guidelines and games for teaching efficient braille reading, New York; American Foundation for the Blind.
  - Hampshire B., (1981). Working with braille. Switzerland; The UNESCO Press.
  - Hampshire B. (1980) Braille production handbook, Sweden; Swedish Federation of the Visually Handicapped.
- Bourgeault .S.E. and Mani .M.N.G., (1991). Braille - Instructions to teacher preparation in Tamil Nadu,

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Nilgiris; Nivis Publishers.

**WEB REFERENCES:**

- <https://en.wikipedia.org/wiki/Braille> as on 14 April 2021
- <https://www.pharmabraille.com/braille-codes/unified-english-braille-ueb-code/>
- <https://unesdoc.unesco.org/ark:/48223/pf0000071103>

*Note: Learners are advised to use latest edition of books.*

**COURSE OUTCOMES:**

| CO No. | Course Outcomes                                                                      | Cognitive Level (K1-K6) |
|--------|--------------------------------------------------------------------------------------|-------------------------|
|        | CO-1 Understand and discuss the history of Braille Code..                            | K1                      |
|        | CO-2 Identify and prepare English Braille reading readiness materials.               | K2                      |
| CO-3   | Use of the Braille and slate and stylus                                              | K3                      |
|        | Develop and analyse materials in English Braille for persons with visual impairment. | K4                      |
|        | CO-5 Transcribe and evaluate Braille materials into print in English                 | K5                      |

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

**MAPPING**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO-1  | H   | M   | M   | H   | H   | H   | H   | H   | H   |
| CO-2  | H   | H   | H   | H   | H   | M   | M   | H   | H   |
| CO-3  | H   | H   | H   | H   | H   | M   | H   | H   | H   |
| CO-4  | H   | H   | H   | H   | H   | H   | H   | H   | H   |
| CO-5  | H   | H   | H   | H   | H   | H   | H   | H   | H   |

**PSO – CO MAPPING**

| CO/PSO | PSO1 | PSO2 | PSO3 |
|--------|------|------|------|
| CO-1   | H    | M    | M    |

|      |   |   |   |
|------|---|---|---|
| CO-2 | H | H | M |
| CO-3 | H | H | H |
| CO-4 | H | H | H |
| CO-5 | H | H | H |

|              |                           |
|--------------|---------------------------|
| Course Title | VOCATIONAL REHABILITATION |
| Hours/Week   | 4 Hrs                     |
| Code         | U22RS4MCT09               |
| Course Type  | Theory                    |
| Credits      | 3                         |
| Marks        | 100                       |

**GENERAL OBJECTIVES:**

*To understand the different vocational services available in vocational rehabilitation for different categories of persons with disability.*

**COURSE OBJECTIVES:**

| CO No. | Course Objectives                                                                               |
|--------|-------------------------------------------------------------------------------------------------|
| CO-1   | Describe various vocational models in relation to historic aspects.                             |
| CO-2   | Illustrate different vocational rehabilitation models with example.                             |
| CO-3   | Describe the concept of vocational guidance for persons with Disability                         |
| CO-4   | Discuss the importance of career education and guidance for persons with disability.            |
| CO-5   | Explain the essential qualities of effective vocational counselors for persons with disability. |

**UNIT 1: Introduction to the concept of Vocational Rehabilitation** **12hrs**

- 1.1 Historical perspective
- 1.2 Basic concepts
- 1.3 Current trends in services
- 1.4 Approaches and Attributes of vocational instructor.

**Extra reading/ keywords:** *rehabilitation, vocational, instructor, disability, special educator*

**UNIT 2: School Based Vocational Curriculum** **12hrs**

- 2.1 Principles of teaching

- 2.2 Techniques of skill training
- 2.3 Criteria for grouping and group management
- 2.4 Curriculum for prevocational group.

**Extra reading/ keywords:** *teaching, education, group training, prevocational training*

**UNIT 3 : Transition Plan at Pre-Vocational Level** **12hrs**

- 3.1 Preparation of Individualized Vocational Transition Plan
- 3.2 Work- readiness / generic skills.
- 3.3 Work- behavior
- 3.4 Management of external factors of fatigue.

**Extra reading/ keywords:** *IVT, readiness skills, work behavior, fatigue, time management, FACP*

**UNIT 4 : Individualized Vocational Transition Plan** **12hrs**

- 4.1 Functional academics
- 4.2 Home management.
- 4.3 Functional vocational assessment
- 4.4 Self advocacy

**Extra reading/ keywords:** *IVTP, individualized skill plan, functional skills, functional assessment, self-advocacy, MDPS, BASIC- MR*

**UNIT 5 : Vocational Transition Models and Vocational Guidance** **12hrs**

- 5.1 Types of employment – definition, purpose, types benefits and limitation
- 5.2 Types of vocations
- 5.3 Criteria for job identification and Job analysis
- 5.4 Recent trends

**Extra reading/ keywords:** *employment, sheltered employment, open and selected vocations, job identification, job analysis, current trends*

**Practicum: (15 Hours)**

1. Visit a minimum of 3 job sites, list out the suitable jobs and prepare the requirements of the job.
2. The list of assessment tools to assess the skills
  - Prevocational level check lists one and two (FACP)
  - Madras developmental programming system(MDPS)
  - BASIC – MR – Published by NIMH.



## COURSE OUTCOMES:

| CO No. | Course Outcomes                                                                                  | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | State various vocational models in relation to historic aspects.                                 | PSO 1          | U, R            |
| CO-2   | Sketch the different vocational rehabilitation models with example.                              | PSO 3          | U,R             |
| CO-3   | Choose the available vocational guidance for persons with Disability                             | PSO 4          | R,U             |
| CO-4   | Indicate the importance of career education and guidance for persons with disability.            | PSO 4          | R,U             |
| CO-5   | Label the essential qualities of an effective vocational counselors for persons with disability. | PSO 5          | U, R            |

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

## REFERENCES:

1. Escorpizo, **R.**, Brage, **S.**, Homa, **D.**, Stucki, **G.** (2015), Handbook of Vocational Rehabilitation and Disability Evaluation, Application and Implementation of the ICF.
2. *F. Franchignoni, M. Oliveri, G. Bazzini* (2015), Work rehabilitation programs: work hardening and work conditioning.
3. Ebook Foundations of the Vocational Rehabilitation Process  
<https://sites.google.com/site/.../Foundations-of-the-.pdf>
4. Thressiakutty, A.T. Rao, G.L. (2001) Transition of persons with mental retardation from School to work: A Guide, NIMH, Secunderabad.
5. Thressiakutty, A. T. Rao, G.L. (2001, 2002, 2003). Curriculum for vocational Education, Transition of persons with mental retardation from School to work, NIMH, Secunderabad.
6. Handbook of Vocational Rehabilitation and Disability Evaluation  
[www.myworq.org/.../productFlyer\\_978-3-319-08824-21\\_kl...](http://www.myworq.org/.../productFlyer_978-3-319-08824-21_kl...)
7. Journal of Vocational Rehabilitation – Volume 46, issue 2 – Journals  
[...content.iospress.com/journals/journal-of-vocational-rehabilitat...](http://content.iospress.com/journals/journal-of-vocational-rehabilitat...)
8. Journal of Vocational Rehabilitation – Journals – NCBI  
<https://www.ncbi.nlm.nih.gov/labs/journals/j-vocat-rehabil/>
9. About the Journal: International Journal of Rehabilitation Research  
[journals.lww.com/intjrehabilres/Pages/aboutthejournal.aspx](http://journals.lww.com/intjrehabilres/Pages/aboutthejournal.aspx)

|                     |                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Core Course 9: Expanded Core Curriculum – II O &amp; M, DLS and Abacus (Practical)</b> |
| <b>Code</b>         | <b>U22RS4MCP10</b>                                                                        |
| <b>Hours/Week</b>   | <b>4 Hrs Wk</b>                                                                           |
| <b>Course Type</b>  | <b>(PRACTICALS)</b>                                                                       |
| <b>Credits</b>      | <b>4</b>                                                                                  |
| <b>Marks</b>        | <b>100</b>                                                                                |

**GENERAL OBJECTIVE:**

To make the student to apply, Abacus, Daily Living Skills, Orientation and Mobility for students with Visual Impairment.

**COURSE OBJECTIVES:**

| <b>CO No.</b> | <b>COURSE OBJECTIVES</b>                                                                                            |
|---------------|---------------------------------------------------------------------------------------------------------------------|
| CO-1          | Compute mathematical problems using Abacus..                                                                        |
| CO-2          | Evaluate children with visual impairment in Daily Living Skills.                                                    |
| CO-3          | Prepare talking books ,figure book,route map, tactual and auditory materials for children with visual impairment    |
| CO-4          | Develop Orientation and Mobility skills in children with visual impairment to achieve optimum level of independence |
| CO-5          | Evaluate orientation and mobility skills of persons with visual impairment.                                         |

## **UNIT 1: Abacus (10 Hrs)**

- 1.1 Pre-requisite skills for the efficient learning of abacus and general concepts
- 1.2 Addition, subtraction
- 1.3 Multiplication
- 1.4 Division
- 1.5 Decimal Addition, Subtraction Multiplication and Division of decimals, Addition of Fractions, Division of Fractions

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*Extra reading / keywords: Taylor Frame, Blindmath Listserv (NFB)*

## **UNIT 2: Sensory Training and Daily Living Skills (10 Hrs)**

- 2.1 Need,
- 2.2 Objectives and training strategies
- 2.3 Daily Living activities
- 2.4 Role of teacher and parent involvement in daily living skills
- 2.5 Evaluation through checklists and suggestions for improving daily living skills **Extra reading /**

**keywords:** Art and Community exploration

## **UNIT 3 : Orientation and Mobility (15 Hrs)**

- 3.1 Definitions, importance and common terms used in Orientation and Mobility
- 3.2 Sighted guide techniques, establishing contact, walking , switch sides, turn around, about turn , narrow space, change of level (Stairs - up and down, how to sit on a single chair, row of chairs, a table, benches, cars, facing audience, assing through doorways, trailing, taking a line / traveling in vehicles.
- 3.3 Other useful techniques,
  - Protective methods
  - Exploration methods
- 3.4 Locating dropped articles, Taking directions
- 3.5 Room Familiarization

**Extra reading / keywords:** Assistive Technology

## **UNIT 4: Cane Techniques (15 Hrs)**

- 4.1 Long cane techniques, Parts of cane, Cane Manipulation, Touch Technique, 4.2 Popping up and avoiding obstacles, Navigating stairs, Passing through doorways, Seating
- 4.3 Touch and Tap technique, Touch and drag technique, Touch and slide technique 4.4 Three-point tap, Diagonal technique
- 4.5 Shore lining, Direction taking with cane

## **UNIT 5: Out-Door Skills (10 Hrs)**

- 5.1 Orientation to unknown and known building, Pavement walking
- 5.2 Road crossing, Signal crossing, Orientation to campus (known), Orientation to unknown residential area

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- 5.3 Shopping skills, Cook out programme
- 5.4 Role of resource teachers in teaching Orientation and Mobility and preparing lesson plans and training the visually impaired persons in Orientation and Mobility
- 5.5 Orientation and Mobility for persons with low vision

**Extra reading / keywords:** Roadmap to Living with Vision Loss

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

**COURSE OUTCOMES:**

| CO No. | Course Outcomes                                                      | PSOs Addressed | Cognitive Level |
|--------|----------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Calculate mathematical problems using Nemeth Code.                   | PSO 3          | U               |
| CO-2   | Apply Nemeth Code to experiment with higher level concepts.          | PSO 3          | U               |
| CO-3   | Compute mathematical problems using Abacus.                          | PSO 3          | U               |
| CO-4   | Evaluate children with visual impairment in Daily Living Skills.     | PSO 3          | E               |
| CO-5   | Evaluate orientation and mobility skills of PWVI.                    | PSO 3          | E               |
| CO-6   | Prepare a lesson plan and train the visually impaired persons in O&M | PSO 3          | Ap              |
| CO-7   | Prepare pre requisite material for PWVI                              | PSO 3          | Ap              |

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

**REFERENCES:**

1. American Association of Workers for the Blind, Association for Education of the Visually Handicapped and National Braille Association. (1982). The Nemeth Braille code for mathematics and science notations 1972 Revision. Kentucky; American Printing House for the Blind.
2. Bonhan .R.W., (1973). Braille mathematics notation (1970), Parts 1 and 2, London; The Royal National Institute for the Blind.
3. Davidow .M.E., (1977). Abacus made easy, Kentucky; American Printing House for the Blind.
4. Everett Hill .E and Ponder .P. (1976). O & M techniques. New York; American Foundation for the Blind.
5. Immaneul P.(1989). Gramapura Paarvaiyattror maruvazhvupani. Tiruchirapalli; Holy Cross College.
6. Mani .M.N.G., (1991). Amazing abacus, Coimbatore; Resource and Development Centre, SRKV College of Education.
7. Michigan School for Blind. Precane Mobility and Orientation skills for the blind.
8. Roberts Helen et.al., (1978). An introduction to braille mathematics, Washington; Library of Congress.

|                     |                                                                   |
|---------------------|-------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR CORE – 11<br/>COMMUNICATION THROUGH SIGNS AND SPEECH</b> |
| <b>Total Hours</b>  | <b>75</b>                                                         |
| <b>Hours/Week</b>   | <b>4 Hrs/Wk</b>                                                   |
| <b>Code</b>         | <b>U22RS5MCT11</b>                                                |
| <b>Course Type</b>  | <b>Theory</b>                                                     |
| <b>Credits</b>      | <b>3</b>                                                          |
| <b>Marks</b>        | <b>100</b>                                                        |

**GENERAL OBJECTIVE:**

To understand various aspects of communication and speech, through different modes of communication using signs and speech.

**COURSE OBJECTIVES:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                                               |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                                                                              |

**UNIT 1: Normal aspects of communication**

**(15 Hrs)**

- 1.1 Communication
- 1.2 Language
- 1.3 Speech
- 1.4 Hearing

**UNIT 2: Communication through speech**

**(13 Hrs)**

- 2.1 Supplementary information on speech

- 2.2 Seeing Speech
- 2.3 Developing Speech reading skills
- 2.4 Feeling speech

**UNIT 3: Augmentative and alternative communication interventions (12 Hrs)**

- 3.1 Beginning communication strategies
- 3.2 Making choices
- 3.3 Limited context communication
- 3.4 Receptive language acquisition

**UNIT 4: Communication through manual modes (13 Hrs)**

- 4.1 Gestures and body language
- 4.2 Sign Language
- 4.3 Finger spelling
- 4.4 Total Communication Approaches

**UNIT 5: Optimizing communication access (12 Hrs)**

- 5.1 Hearing Aids
- 5.2 Tactile aids
- 5.3 Cochlear implants
- 5.4 Assistive listening devices

**PRACTICUM: (10 Hrs)**

1. Visit to schools for children with hearing impairment
2. Developing reading readiness kit
3. Evolving plans to teach language through reading and writing
4. Preparing a sign language album.
5. Preparing a functional reading work book.

**COURSE OUTCOMES:**

| CO No. | Course Outcomes                                                                                                                                       | PSO's Addressed | 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. | PSO 1           | R, U            |
| CO-2   | Explain the different modes of communication used with children with Hearing Impairment                                                               | PSO 2           | R, U            |
| CO-3   | Describe the processes involved in communication in various situations                                                                                | PSO 3           | U, Ap           |

|      |                                                                                                           |       |       |
|------|-----------------------------------------------------------------------------------------------------------|-------|-------|
| CO-4 | Evaluate the various speech errors and language disorders in children and adults with hearing impairment. | PSO 4 | U, An |
|------|-----------------------------------------------------------------------------------------------------------|-------|-------|

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

**REFERENCES:**

1. F.J. Schonell and E.J. Goodacre, The Psychology and Teaching of Reading – Oliver and Boyd 5<sup>th</sup> edition.
2. Fernald. Grace – Remedial Techniques in Basic Schools Subjects : McGraw Hill 1943.
3. Guiding Children’s Reading through Experiences. Teacher’s College Press. Columbia University.
4. Papas, George – Reading in primary school (Macmillan 1962).
5. Teaching Reading to Deaf Children – Beatrice Hart, Lexington School for the Deaf Education Series. Book IV.
6. Peter V. Paul and Stephen P.Quigley, Language and Deafness, (San Diego, California, College Hill Press 1985).
7. R.R. Kretschmer and N.W. Kretschmer, Language Development and Intervention with the Hearing Impaired. (Baltimore : University Park Press, 1978), pp.1-3.
8. Jean Berko Gleason. The Development of Language (New York : Macmillan Publishing Co., (1989) pp 164, 185.
9. Hans G.Furth, Thinking without language – Psychological Implications of Deafness (New York : The Free Press, 1966).
10. J.M. Bamford and J.C. Saunders, Hearing Impairment, Auditory Perception and Language Disability, (London :Whurr Publishers, 1994).
11. M. Schiesinger and Lila Namir (eds.), Sign Language of the Deaf – Psychological, Linguistic and Sociological Perspectives, (New York, Academic Press, 1978).
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13. Hearing Impaired child in a Regular Classroom : Pre-school, elementary and secondary years – A guide for the classroom teacher or administrator – Winifred Northcott – Editor A.G. Bell Association for the Deaf.
14. Curriculum, Cognition and Content : Harriot G. Kopp – Editor – A.G. Bell Association for the Deaf.
15. The Language Arts in Elementary School : Walter T. Petty – Prentice Hall of India Pvt. Ltd.
16. Language & Language Disorders of the Preacademic Child. Bangs, E. Tena, Prentice Hall, Inc., England Cliffs, New Jersey, 1968.
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|---------------------|--------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 12: ADAPTED PHYSICAL EDUCATION</b> |
| <b>Total Hours</b>  | <b>60</b>                                        |
| <b>Hours/Week</b>   | <b>4 Hrs Wk</b>                                  |
| <b>Code</b>         | <b>U22RS5MCT12</b>                               |
| <b>Course Type</b>  | <b>THEORY</b>                                    |
| <b>Credits</b>      | <b>3</b>                                         |
| <b>Marks</b>        | <b>100</b>                                       |

**GENERAL OBJECTIVE:**

To understand the concept of adapted physical education, disorders of development, organize and administer APE class, and design the developmental and leisure time activities for persons with special needs

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                          |
|---------------|-----------------------------------------------------------------------------------|
| CO-1          | Explain the meaning, aims, objectives and components of APE and physical fitness. |
| CO-2          | Discuss the disorders of development and corrective exercises for PWD             |
| CO-3          | Describe the methods of organizing and administering APE class.                   |
| CO-4          | Differentiate the activities and games for PWD                                    |
| CO-5          | Summarize the relaxation and leisure time activities of PWD                       |

**UNIT 1: Physical Education and Adapted Physical Education (15 Hrs)**

- 1.1 Definition of physical education
- 1.2 Concept of adapted physical education
- 1.3 Aims and objectives of adapted physical education
- 1.4 Physical fitness and its components

*Extra reading / keywords : Fitness counselling, AAHPERD, Cardio Vascular Endurance*

**UNIT 2: Disorders of Development (10 Hrs)**

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

*Extra reading / keywords: Flat foot, Club foot, Modifying Equipment's*

**UNIT 3: Organization and administration of adapted physical education (10 Hrs)**

- 3.1 Planning and organizing fitness classes and programmes
- 3.2 Methods of instruction applicable to specific handicap
- 3.3 The Team Approach: Working with Educational Personnel
- 3.4 Strategies for meeting individual needs

*Extra reading / keywords: Kinesthetic demonstration, LRE*

**UNIT 4: Activities and Games for Persons with Disability (10 Hrs)**

- 4.1 Standards in physical education and programme of physical education
- 4.2 Effective Programming: Developmental activities for the children with disability
- 4.3 Assessment and Evaluation of physical fitness
- 4.4 Olympics

*Extra reading / keywords: Process of Learning, Aerobics Sequencing Tasks*

**UNIT 5: Relaxation and Leisure time activities (10 Hrs)**

- 5.1 Abnormal stress and Physiological responses to stress
- 5.2 Rhythmic exercises
- 5.3 Yoga, Meditation and organizing camps
- 5.4 Adapted Physical Education - Beyond School

*Extra reading / keywords: Dance Therapy, Music Therapy*

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

**PRACTICUM: (20 Hrs)**

1. Conducting a camp for handicapped children and their parents.
2. Assessing the fitness level of handicapped children and adults.
3. Organizing physical educational programme in special schools and integrated education programmes.
4. Finding the efficacy of yoga and meditation on persons with disability.
5. Preparation of new games and rhythmic exercises for persons with disabled.

**Course Outcomes:**

| CO No. | Course Outcomes                                                                                  | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Recall and describe the objectives and components of APE.                                        | PSO 1          | U               |
| CO-2   | Assess the physical fitness level of CWSN                                                        | PSO 2          | Ap              |
| CO-3   | Discuss the postural deviations of PWD                                                           | PSO 3          | U               |
| CO-4   | Plan a corrective exercise for postural deviations of PWD                                        | PSO 3          | Ap              |
| CO-5   | Demonstrate the Methods of instruction applicable to specific handicap                           | PSO 1          | U               |
| CO-6   | Prepare an IEP for APE class.                                                                    | PSO 2          | Ap              |
| CO-7   | Describe the standards in APE.                                                                   | PSO 2          | U               |
| CO-8   | Organising physical educational programme in special schools and integrated education programmes | PSO 4          | Ap              |
| CO-9   | Preparation of new games and rhythmic exercises for persons with disabled.                       | PSO 3          | Ap              |

|       |                                                                                             |       |   |
|-------|---------------------------------------------------------------------------------------------|-------|---|
| CO-10 | Categorize special children based on their abilities and interest to participate in sports. | PSO 2 | U |
|-------|---------------------------------------------------------------------------------------------|-------|---|

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

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13. <https://academic.missouriwestern.edu/bjohnson35/.../Powerpoints/Chapter%201.pptx>
14. Users.rowan.edu/~westc92/Powerpoint.Presentation.ppt
15. xwww.tandfonline.com/doi/pdf/10.1080/23267232.1952.10626974

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|---------------------|--------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Core Course 12 (Practical) TLM AND ADAPTIVE EQUIPMENT (PRACTICAL)</b> |
| <b>Hours/Week</b>   | <b>3 Hrs / Wk</b>                                                        |
| <b>Code</b>         | <b>U22RS5MCP13</b>                                                       |
| <b>Course Type</b>  | <b>Theory</b>                                                            |
| <b>Credits</b>      | <b>3</b>                                                                 |
| <b>Marks</b>        | <b>100</b>                                                               |

**GENERAL OBJECTIVE:**

To demonstrate and make Students Plan, Create and Apply various Teaching Learning Materials and compile the varied Adaptive Equipments for Students with Special Needs.

**COURSE OBJECTIVES:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                             |
|---------------|----------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand and apply lessons for both curricular and co-curricular domains.                                          |
| CO-2          | Understand and apply TLM for both curricular and co-curricular domains.                                              |
| CO-3          | Understand and apply various art and craft activities for CWSN                                                       |
| CO-4          | Create and implement awareness programmes on disability through puppets, handouts and audio visual aids              |
| CO-5          | Remember and create an album on low cost Adaptive Equipments Assistive Devices and Barrier Free Environment for CWSN |

**UNIT 1 : PREPARING 5 IEP AND 5 LESSON PLANS IN THE VARIED DOMAINS (7 HOURS)**

Motor SHS

Communication Functional Academics Social Visual arts

Performing arts

**Extra reading/ keywords:** *functional academics, visual arts, performing arts.*

**UNIT 2: PREPARING TLM TO TEACH VARIED CONCEPTS FOR THE MENTALLY RETARDED IN THE DOMAINS; (7 HOURS)**

SHS . Communication Functional Academics Social

Visual arts Performing arts

**UNIT 3: PREPARING TLM THROUGH ART AND CRAFT ( 6 HOURS)**

Preparing 10 craft work using materials using different types of papers, clay, cloth, fur, beads, seeds etc.

Preparing 10 art work using different colouring material.

**Extra reading/ keywords:** *Art activities, craft activities*

**UNIT 4 : PREPARING PUPPETS, HANDOUTS AND CDS ( 5HOURS)**

To tell stories, situations Creating awareness Information sharing

**Extra reading/ keywords:** *awareness creation, sensitization*

**UNIT 5 : PREPARING AN ALBUM ON ( 5 HOURS)**

1. Adaptive Equipments
2. Assistive Devices
3. Barrier Free Environment And
4. Low Cost Resources for CWSN.

**Extra reading/ keywords:** *adaptive equipments, assistive devices, barrier free environment*

**COURSE OUTCOMES:**

| CO No. | Course Outcomes                                                                                                      | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------------------------------|-----------------|
| CO-1   | Explain and develop lessons for both curricular and co-curricular domains                                            | R, A            |
| CO-2   | Identify and Plan TLM for both curricular and co-curricular domains.                                                 | U,A             |
| CO-3   | Choose and apply various art and craft activities for CWSN.                                                          | R, A            |
| CO-4   | Plan and organize awareness programmes on disability through puppets, handouts and audio visual aids .               | A,An            |
| CO-5   | Select and create an album on low cost Adaptive Equipments Assistive Devices and Barrier Free Environment for CWSN . | C               |

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

**TEXT BOOKS**

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

**JOURNAL**

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

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**CHOICE BASED CREDIT SYSTEM**

**B.Sc. REHABILITATION SCIENCE**

**(For Candidates Admitted from 2022 onwards)**

|                     |                                                                  |
|---------------------|------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR CORE – 14<br/>INTRODUCTION TO LEARNING DISABILITIES</b> |
| <b>Total Hours</b>  | <b>75</b>                                                        |
| <b>Hours/Week</b>   | <b>5 Hrs</b>                                                     |

|                    |                    |
|--------------------|--------------------|
| <b>Code</b>        | <b>U22RS5MCT14</b> |
| <b>Course Type</b> | <b>Theory</b>      |
| <b>Credits</b>     | <b>5</b>           |
| <b>Marks</b>       | <b>100</b>         |

**General Objectives:**

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

**COURSE OBJECTIVES**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                               |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand the nature of learning disability and its characteristics                                                                   |
| CO-2          | Know the causes of learning Disability and its associated conditions                                                                   |
| CO-3          | Understand the classification of children with learning Disability and apply remedial strategies for children with Learning Disability |
| CO-4          | Apply the basic Assessment for children with Learning Disability                                                                       |
| CO-5          | Analyze and evaluate the various educational strategies for children with learning Disability                                          |

**UNIT 1: LEARNING DISABILITY**

**(15 Hrs)**

- 1.1 Nature, Concept, Definition
- 1.2 Prevalence and Characteristics of Students with LD
- 1.3 Historical overview of LD
- 1.4 Services for LD -National and International scenario
- 1.5 LD across the life span

**Extra reading/ keywords:** *Children with Learning Disabilities, services, life span*

**UNIT 2: CAUSES AND ASSOCIATED CONDITIONS OF LD**

**(15 Hrs)**

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

**Extra reading/ keywords:** *medical, social*

**UNIT 3: TYPES OF LEARNING DISABILITIES (15 Hrs)**

- 3.1 Specific LD in Reading- dyslexia
- 3.2 Specific LD in Writing- dysgraphia
- 3.3 Specific LD in Math- dyscalculia
- 3.4 Non-verbal LD (NVLD), Dyspraxia, Sensory motor disorders
- 3.5 Secondary manifestations - Socio-emotional problems in LD

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

**UNIT 4: INCLUSION OF CHILDREN WITH LD (15 Hrs)**

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

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

**UNIT 5: BASIC ASSESSMENT OF LEARNING DISABILITY (15 Hrs)**

- 5.1 Concepts of screening, identification, assessment, measurement and Evaluation.
- 5.2 Assessment of educational needs of children with LD
- 5.3 Early identification and intervention of children with learning disabilities
- 5.4 Identification criteria – Inclusion, exclusion and discrepancy
- 5.5 Distinction between children with learning disabilities, slow learners and children with mental retardation

**Extra reading/ keywords:** *screening, identification, assessment, measurement and Evaluation*

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

**COURSE OUTCOMES (CO):**

**The learner will be able to**

| CO No. | Course Outcomes                                                      | PSOs Addressed | Cognitive Level |
|--------|----------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Describe the nature, concept and definition of Learning Disabilities | PSO 1          | R, U            |

|      |                                                                        |       |    |
|------|------------------------------------------------------------------------|-------|----|
| CO-2 | Discuss the types of children with Learning Disabilities.              | PSO 2 | R  |
| CO-3 | Identify the causes and associated conditions of Learning Disabilities | PSO 2 | U  |
| CO-4 | Explain the Inclusion of children with Learning Disabilities           | PSO 3 | Ap |
| CO-5 | Explain the Socio-emotional problems in Learning Disabilities          | PSO 4 | An |
| CO-6 | List various areas of assessment of children with Learning Disability  | PSO 5 | Ap |

**PRACTICUM:**

**(10 Hrs)**

1. Analyze the causes of LD of a student
2. Diagnose a case based on profile given.
3. Preparation of handouts in any one of the topics of this paper to create public awareness
4. Make a leaflet for mainstream school teachers help them suspect LD in their primary class

**BOOKS FOR REFERENCE:**

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|---------------------|-------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 15:<br/>CURRICULAR STRATEGIES</b> |
| <b>Code</b>         | <b>U22RS5MCT15</b>                              |
| <b>Course type</b>  | <b>Theory</b>                                   |
| <b>Semester</b>     | <b>III</b>                                      |
| <b>Hours/Week</b>   | <b>5</b>                                        |
| <b>Credits</b>      | <b>5</b>                                        |
| <b>Marks</b>        | <b>100</b>                                      |

### **CONSPECTUS:**

This course will enable the students on the basics of Curricular development and enable students understand, select and apply suitable teaching strategies and techniques in teaching for the intellectually disabled and prepare appropriate TLM.

### **COURSE OBJECTIVES :**

The learner will be able

1. Remember and understand the definition, meaning, approaches and principles in Curriculum Development.
2. Understand the Models of Curriculum in Special and Inclusive Education.
3. Understand and apply the curricular domains at various level.
4. Understand and apply the instructional programmes and methods.
5. Develop & apply and appropriate teaching strategies and TLM for the special learners.

### **UNIT 1: Introduction to Curriculum Development**

**(15 Hours)**

- 1.1. Curriculum – Definition, Meaning and Concept
- 1.2. Principles of Curriculum Development
- 1.3. Types of Curriculum – Child Centered, Activity Centered, Holistic
- 1.4. Approaches for Curriculum Development – Developmental, Functional, Ecological and Eclectic
- 1.5. Curriculum Evaluation, Implementation in Inclusion

**Extra reading/ keywords: System Approach, Task analytic approach**

### **UNIT 2: Models of Curriculum in Special and Inclusive Education**

**(15 Hours)**

- 2.1. Models of curriculum and their application to varied educational settings, Role of technology in curriculum development
- 2.2. Role of teacher in curriculum development
- 2.3. Curricular adaptation to meet the educational needs in different settings – Special Schools, Home Based Settings, Inclusive Schools, Home Learning Context such as during pandemics and other disasters.

- 2.4. Individualized and Group Educational Programme
- 2.5. Planning Curriculum based on the student's profile and assessment.

**Extra reading/ keywords: Curriculum planning, Curriculum designing**

### **UNIT 3: Curricular Domains & Levels**

**(15 Hours)**

- 3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational
- 3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational
- 3.3 Development of Curriculum at Pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational
- 3.4 Development of Curriculum at Vocational level– Generic Skills and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid
- 3.5 Implications of above in Inclusion

**Extra reading/ keywords: Early Childhood Education, School Readiness**

### **UNIT 4: Instructional Programs and Methods**

**(15 Hours)**

- 4.1 Individualized Instruction – Concept, Types and Approaches
- 4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching
- 4.3 Methods for Social Inclusion, Social Skill Development & Self-Regulation, Community Living, Life Skill Education
- 4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies
- 4.5 Integration of above for Inclusion

**Extra reading/ keywords: Self-advocacy, Community Participation, Civil Rights**

### **UNIT 5: Teaching Strategies & TLM**

**(15 Hours)**

- 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts
- 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method
- 5.3 Concept and type of Teaching and Learning materials & Functional Aids
- 5.4 Development of TLM for ID
- 5.5 Selection and Use of TLM, and Information and communication technology (ICT) for teaching.

**Extra reading/ keywords: Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication**

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

### **PRACTICUM:**

1. Trainee shall observe a demonstration lesson by the special educator of the Special/Inclusive School.
2. Prepare an Individualized educational Plan
3. Develop 10 curricular and co-curricular lesson plans taking into account the varying current levels of the class.

4. Develop technology supported lesson plans and implement Lesson Plan with appropriate TLM.

**5. Special/ Inclusive schools**

To prepare need based curriculum for training in — ADL Skills — School Readiness — Transition from School to Work — Movement/Dance/Yoga/Sports skills — Computer usage — House Keeping/ Laundry — Gardening / Horticulture — Creative / Performing Arts

**TEXT BOOKS:**

1. Ravi Prakash Singh (2017) Curriculum Development with Intellectual and Developmental Disabilities
2. Wyse, D., Hayward.L., Pandya, J., (2015): Handbook of Curriculum, Pedagogy and Assessment. London: Sage Publication
3. B.Ed MANUAL, Curriculum for learners with special needs, TNOU.

**SUGGESTED READINGS:**

1. Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International
2. Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.
3. Craven, R.G., Alexandra J.S., Tracey, M.D. (2015): Inclusive Education for Students with Intellectual Disabilities.
4. Eredics,N, (2018) Inclusion in Action: Practical Strategies to modify Curriculum. New York: Paul. H. Brookes Publishing Company.
5. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
6. Freeman, S. K., Dake, L. (1997). Teach Me Language: A Language Manual for Children with Autism, Asperger's Syndrome and Related Developmental Disorders. United States: SKF Books.
7. Martin, N., Hacker., B.J., Attermeier, S.M., (2004). The Carolina Curriculum for Preschoolers with Special Needs, Baltimore: Paul.H. Brookes
8. Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. AAPI, USA
9. NCERT (2020). Guidelines for Development of E Content for Children with Disabilities; Developed by subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India.
10. Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA. <https://open.umn.edu/opentextbooks/textbooks/comprehensive-individualized-curriculumand-instructional-design-curriculum-and-instruction-for-students-with-developmentaldisabilities-autism-spectrum-disorders>
11. Smith D.D. (2002) Introduction to Special Education: Teaching in an age of challenge, Boston, Allyn & Bacon
12. Tomlinson., (2014): The Differentiated classroom: Responding the needs of all learners. Alexandria, VA: ASCD
13. Wehmeyer, M.L, Brown, I., Percy, M., Shogren, K.A.,Fung, W.L.A. (2007). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.

## ESSENTIAL READINGS:

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.
- Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merril, Columbus.
- Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
- Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.
  - Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
- Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.
- Remington, B. (1991). The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach. Wiley, New Jersey.

## COURSE OUTCOMES

The learner will be able to

| CO No. | Course Outcomes                                                                                                                       | Cognitive Level (K1-K6) |
|--------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| CO-1   | Explain the Concept, Principles and Approaches to Curriculum Development.                                                             | K1                      |
| CO-2   | Interpret the Models of Curriculum in Special and Inclusive Education.                                                                | K2                      |
| CO-3   | Describe, relate and apply the varied domains in curriculum for Pre-Primary, Primary, Secondary, Pre-Vocational and Vocational Level. | K3                      |
| CO-4   | Use Instructional Program and methods in Inclusive Set ups.                                                                           | K4                      |
| CO-5   | Use teaching strategies and TLMs for PwID.                                                                                            | K5                      |

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

## PO – CO MAPPING

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO-1  | H   | H   | M   | M   | M   | L   | H   | H   | M   |
| CO-2  | H   | H   | M   | M   | H   | L   | H   | H   | M   |
| CO-3  | H   | H   | M   | M   | H   | L   | H   | H   | H   |
| CO-4  | H   | H   | H   | M   | H   | L   | H   | H   | M   |
| CO-5  | H   | H   | H   | M   | H   | L   | H   | H   | H   |

## PSO – CO MAPPING

| CO/PSO | PSO1 | PSO2 | PSO3 |
|--------|------|------|------|
| CO-1   | M    | H    | H    |
| CO-2   | M    | H    | H    |

|             |   |   |   |
|-------------|---|---|---|
| <b>CO-3</b> | H | H | H |
| <b>CO-4</b> | H | H | H |
| <b>CO-5</b> | H | H | H |

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|                     |                                                                  |
|---------------------|------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core – 13 – Management of Rehabilitation Programmes</b> |
| <b>Total Hours</b>  | <b>90</b>                                                        |
| <b>Hours/Week</b>   | <b>6 Hrs/Wk</b>                                                  |
| <b>Code</b>         | <b>U22RS6MCT16</b>                                               |
| <b>Course Type</b>  | <b>Theory</b>                                                    |
| <b>Credits</b>      | <b>5</b>                                                         |
| <b>Marks</b>        | <b>100</b>                                                       |

**General Objectives:**

To explain fundamentals of management and apply theoretical aspects in the management of rehabilitation programmes.

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                  |
|---------------|-------------------------------------------------------------------------------------------|
|               | The students will be able to                                                              |
| CO-1          | Understand the basics of management.                                                      |
| CO-2          | Discuss the policies and procedures essential for personnel in rehabilitation programmes. |

|      |                                                                                                                   |
|------|-------------------------------------------------------------------------------------------------------------------|
| CO-3 | Apply the principles of universal design for barrier free environment in rehabilitation centers for the disabled. |
| CO-4 | Relate concepts for reports specific to disability work.                                                          |
| CO-5 | Discuss marketing strategies and fund raising techniques.                                                         |

**UNIT 1 : General Nature of Management (15 Hrs)**

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

*Extra reading/ keywords: Henry Fayol, Esprit de Corps, Scalar Chain*

**UNIT 2 : Personnel Management (15 Hrs)**

- 2.1 Personnel policies
- 2.2 Recruitment
- 2.3 Personnel appraisal & Staff retention
- 2.4 Procedure for registration of Rehab Professionals & Continuing Rehabilitation Education

*Extra reading/ keywords: RCI, Promotion, Compensation*

**UNIT 3: Architect of Rehab Centres  
Barrier free environment: concept and rationale (15 Hrs)**

- 3.1 Planning and layout of centres
- 3.2 Barrier free environment and access
- 3.3 Importance of signage, Importance of tactile floors and Braille markings
- 3.4 Colour contrast for low vision and auditory signals

*Extra reading/ keywords: Information signs, Directional signs, Warning signs*

**UNIT 4 : Reporting formats specific to disability work (15 Hrs)**

- 4.1 Significance of reporting
- 4.2 Door to door survey, Initial assessment, Individual case life and Monthly physical performance report
- 4.3 Daily diary of field staff, Review meetings and Project completion report
- 4.4 Computer software for data storage and analysis and Management information system

*Extra reading/ keywords: effective report writing, Neutral presentation*

**UNIT 5 : Budgeting, Marketing, Fund raising and Auditing (15 Hrs)**

- 5.1 Budgeting,
- 5.2 Marketing
- 5.3 Fund raising
- 5.4 Auditing

*Extra reading/ keywords: Expenditure budget , Community Chest*

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

**Practicum :**

**(15 Hrs)**

1. Visiting various Rehabilitation Programmes for the disabled
2. Preparing a financial plan for a rehabilitation programme.
3. Observation reports of any two disabilities
4. Two Case studies (any two following areas, involving any two disabilities) f Early Intervention, Education, Transition and Vocation
5. Project Proposal or Evaluation Report or Management

**Course Outcomes:**

| CO No. | Course Outcomes                                                                                                         | PSOs Addressed | Cognitive Level |
|--------|-------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Elaborate on the basics of management.                                                                                  | PSO 1          | U               |
| CO-2   | Compile the policies and procedures essential for personnel in rehabilitation programmes.                               | PSO 6          | U               |
| CO-3   | Recommend the principles of universal design for barrier free environment in rehabilitation centers for the disabled.   | PSO 5          | E               |
| CO-4   | Develop reports specific to disability work.                                                                            | PSO 4          | C               |
| CO-5   | Choose marketing strategies and fund raising techniques for disability programmes. (employability and entrepreneurship) | PSO 5          | E               |

**References :**

1. Principles and practice of Management, L. M. Prasad, 1995, Sultan Chand & sons.
2. P.C.Tripathi and P. N. Reddy, 1986. Principles of management Tata McGraw hill publishing company limited, New Delhi.
3. Harold Koontz, Heinz Weihrich 1989, Management. Mcgrahill book company.
4. Barbara. A. Wilson & D. L. Mcledan, 1997, Rehabilitation studies handbook, Cambridge University press.
5. Major H. P. S. Ahluwalia , 2003, Disability status India, Rehabilitation Council of India.
6. Joseph. L. Massie, Essentials of management, 1995, Prentice Hall of India Private limited.

**WEBSITES:**

1. <http://download.nos.org/srsec319new/319EL10.pdf>
2. <http://www.managementstudyguide.com>
3. <http://cpwd.gov.in/publication/aged&disabled.PDF>

4. <http://www.unnati.org/pdfs/manuals/barrier-free-built-environment.pdf>
5. <http://www.un.org/esa/socdev/enable/designm/index.html>
6. file:///C:/Users/Admin/Downloads/Human-Resource-Development-In-The-Area-Of-Disability-Rehabilitation.pdf.

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|---------------------|----------------------------------------------------------|
| <b>Course Title</b> | <b>INTERVENTION FOR PERSONS WITH<br/>AUTISM AND ADHD</b> |
| <b>Course Code</b>  | <b>U22RS6MCT17</b>                                       |
| <b>Course Type</b>  | <b>THEORY</b>                                            |
| <b>Year</b>         | <b>SECOND</b>                                            |
| <b>Semester</b>     | <b>IV</b>                                                |
| <b>Total Hours</b>  | <b>30</b>                                                |
| <b>Credits</b>      | <b>2</b>                                                 |
| <b>Marks</b>        | <b>100</b>                                               |

**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                                   |
| 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 with Autism.                                                                                                                            | K1              |
| CO-2   | Develop a Behavior Management Strategy for a Child with Autism                                                                                                                             | K3              |
| CO-3   | Discuss the various components of Teaching Children with Autism. Explain the Causes, Types and Characteristics of Children with ADHD                                                       | K4              |
| CO-4   | Develop and design an Assessment Procedure for Screening and Evaluating Children with Autism.                                                                                              | K5              |
| CO-5   | Develop a Checklist / Screening Tool for identifying Children with ADHD. Design modifications and classroom accommodations and prepare a Booklet for guiding Parents of Children with ADHD | K5              |

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

1. Val Cumine, Julia Leach & Gill Stevenson (2000). Autism in the Early Years - A Practical Guide. David Fulton Publishers Ltd., London, U.K.
2. Jordan, R. & Powell, S. (2000): Understanding & Teaching Children with Autism – John Wiley & Sons, Chichester
3. Paul H. Wender M.D. (2001), ADHD in Children, Adolescents, and Adults., Oxford University Press, New York.
4. "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
5. Richard, L. Simpson, et al (2005). Autism Spectrum Disorders. Interventions and Treatments for Children and Youth, Printed in the United States of America.
6. Simon Baron-Cohen and Patrick Bolton, (1996). Autism - The Facts. The University of Psychiatry, University of London, Oxford New York Tokyo, University Press.

7. 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.
8. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
9. David L. Woodrich (2001). What every parent wants to know Attention Deficit Hyperactivity Disorder.
10. Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9<sup>th</sup> Edition.
  
11. Edward M. Hallowell M.D. ,John J. Ratey, M.D (2022), ADHD 2.0 ,New Science Essential Strategies for Thriving with Distraction- From Childhood through Adulthood-Random Publishing House, New York., United States
12. Sandra F. Rief.(1993). How to reach and teach ADD / ADHD children.
13. Yogendra K. Sharma, Madhulika Sharma,(2014) Inclusive Education ,Special Educational needs (SEN) of learners ,Kanishka Publishers, New Delhi.
14. Anjum Mahdi, Miss Kalpana ,(2013) Clinical Psychology ,Basic and Advanced Aspects, Kanishka Publishers, New Delhi.
15. Gina Pera and Arthur L. Robin, PhD, (2016) Adult ADHD Focused Couple Therapy ,Clinical Intervention ,Routledge ,Oxon ,OX14 4RN ,USA.
16. Barbara P. Guyer & Edward M. Hallowell, M.D, (2000) ADHD Achieving Success In School And in Life , Pearson Education Company, Needham Heights, MA ,USA
17. Richard Lougy ,Silvia De Ruvo , David Rosenthal ,MD ( 2011), Teaching Young Children with ADHD ,Successful strategies and Practical Intervention ,SAGE Publications India Pvt Ltd and Rajkamal Electrical Press ,New Delhi.
18. Alan Train (2008) ADHD ,Attention Deficit Hyperactivity Disorder ,How to deal with Very Difficult Children ,Condor Book ,Souvenir Press ( E&A ) Ltd

|                     |                                                               |
|---------------------|---------------------------------------------------------------|
| <b>Course Title</b> | <b>INTRODUCTION TO PHYSIOTHERAPY AND OCCUPATIONAL THERAPY</b> |
| <b>Hours/Week</b>   | <b>4 Hrs Wk</b>                                               |
| <b>Code</b>         | <b>U22RS6MCT18</b>                                            |
| <b>Course Type</b>  | <b>Theory</b>                                                 |
| <b>Credits</b>      | <b>3</b>                                                      |
| <b>Marks</b>        | <b>100</b>                                                    |

**GENERAL OBJECTIVE:**

This course facilitates understanding of the role and importance of physical therapy, occupational therapy, activity analysis, therapeutic principles and activities for persons with locomotor disabilities.

**COURSE OBJECTIVES :**

| <b>CO No.</b> | <b>COURSE OBJECTIVES</b>                                                                                                                                 |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO-1</b>   | Understand the aims, objectives and scope of physiotherapy.                                                                                              |
| <b>CO-2</b>   | Knowledge on therapeutic principles of physiotherapy                                                                                                     |
| <b>CO-3</b>   | Analyse on the Physiological effects, use of equipment's and their special precautions, indications for use and contra indications of various therapies. |
| <b>CO-4</b>   | Understand the importance of occupational therapy.                                                                                                       |
| <b>CO-5</b>   | Develop skills relating to activity analysis and therapeutic activities                                                                                  |

**UNIT 1: INTRODUCTION TO PHYSIOTHERAPY (Hrs)**

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

**Extra reading / keywords: Holistic Approach, Aerobic exercises**

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

**UNIT 2: EXERCISE THERAPY**

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

**Extra reading / keywords: Aids & Appliances, Assistive Technology for PWLD**

### **UNIT 3:        HYDROTHERAPY AND ELECTRIC THERAPY**

- 3.1    Hydrotherapy:
- 3.2    Electric Therapy
- 3.3    Massage
- 3.4    Paraffin bath
- 3.5    Traction, Braces and relaxation techniques

**Extra reading / keywords:** Early Stimulation and Intervention

### **UNIT 4: OCCUPATIONAL THERAPY**

- 4.1    Introduction to Occupational Therapy
- 4.2    Scope of Occupational Therapy
- 4.3    Objectives in Occupational Therapy
- 4.4    Ethics Relevant to Physio therapy and Occupational Therapy
- 4.5    The difference between an occupational therapist and a physical therapist.

**Extra reading / keywords:** Cost effective equipments in enhancing daily living skills.

### **UNIT 5:        ACTIVITY ANALYSIS AND THERAPEUTIC ACTIVITIES**

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

**Extra reading / keywords:** Trends in therapeutic intervention

### **PRACTICUM:**

1. Visit to a physiotherapy clinic and make a report about the visit
1. Visit to a occupational therapy clinic and make a report about the visit  
(Assessment components after visit to clinic - Brain storming, Collection, Discussion, Field visit report)
3. Observation of patients with orthopedic and neurological disorders.
4. Observation of different types of therapeutic treatment.

**COURSE OUTCOMES:**

| CO No. | Course Outcomes                                                                                                                      | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Discuss the branches of physiotherapy                                                                                                | PSO 1          | R               |
| CO-2   | Identify and explain the scope and principles of physiotherapy                                                                       | PSO 2          | U               |
| CO-3   | Compare the physiological effects of different therapist                                                                             | PSO 2          | U               |
| CO-4   | Enumerate and compare the methods of therapeutic treatment for PWLD                                                                  | PSO 2          | U               |
| CO-5   | Point out and differentiate the problems of orthopaedic and musculoskeletal problems                                                 | PSO 2          | U               |
| CO-6   | Identify, explain and differentiate the problems of neurological disorders, diseases of joints and common and congenital deformities | PSO 3          | AP              |
| CO-7   | Assess and apply mobility aids for persons with locomotor disabilities                                                               | PSO 3          | AP              |

**REFERENCES:**

1. Shastack, R., (1977). Handbook of Physical Therapy, New York; Springer & Springer Publishing Co.
2. Gardiner, D.M., (1985). The Principles of Exercise Therapy, New Delhi; CBS Publishers.
3. Physiotherapy Manuel, I.P.D. (1985). Orthopaedic Centre, Madras; Andhra Mahila Sabha.
4. Washburn, K.B., (1981). Physical Medicine and Rehabilitation: Essentials of primary care, New York; Medical Examination publishing co., Inc.
5. Werner David (1987). Disabled Village Children, U.S.A.; The Hesperian Foundation.
6. Bhatt Usha (1963). The Physically Handicapped in India, Bombay; Shivraxmi Bhuvana.
7. Hallahan D.P. & Kauffman J.M. (1978). Exceptional Children, New Jersey; Prentice Hall Inc.
8. Waugh, A. and Grant, A.(2001).Anatomy and Physiology in Health and Illness New York; Churchill Livingstone.
9. Neelima Punithan, 2008, JAYPEE BROTHERS MEDICAL PUBLISHERS (P) LTD *Basics in Occupational Therapy and Therapeutic Activities*, JAYPEE BROTHERS MEDICAL PUBLISHERS (P) LTD, ISBN 81-8448-196-9
10. Balogun JA, Mbada C, Balogun A, Bello A, Udoka Okafor. Profile of physiotherapist educators in Anglophone West African Countries: a crosssectional study. Int J Med Health Sci Res. 2016;3.
11. K. Björklund and C. Silén, “Occupational therapy and physiotherapy students’ communicative and collaborative learning in an interprofessional virtual setting,” Scandinavian Journal of Occupational Therapy, vol. 28, no. 4, pp. 264–273, 2021.
12. L. Shahmoradi, S. Almasi, N. Ghotbi, and M. Gholamzadeh, “Learning promotion of physiotherapy In neurological diseases: design and application of a virtual reality-based game,” Journal of Education and Health Promotion, vol. 9, no. 1, p. 234, 2020.
13. D. O. Sword, K. J. Thomas, H. H. Wise, and D. D. Brown, “A novel and cost-effective method for evaluating cardiopulmonary auscultation skills in student physical therapists,” Journal of Allied Health, vol. 46, no. 1, pp. 9E–13E, 2017.
14. A. Ward, A. Mandrusiak, and T. Levett-Jones, “Cultural empathy in physiotherapy students: a pre-test post-test study utilising virtual simulation,” Physiotherapy, vol. 104, no. 4, pp. 453– 461, 2018.

|                     |                                                           |
|---------------------|-----------------------------------------------------------|
| <b>Course Title</b> | <b>BEHAVIOR MODIFICATION AND THERAPEUTIC INTERVENTION</b> |
| <b>Hours/Week</b>   | <b>4 Hrs/ Wk</b>                                          |
| <b>Code</b>         | <b>U22RS6MCT19</b>                                        |
| <b>Course Type</b>  | <b>Theory</b>                                             |
| <b>Credits</b>      | <b>3</b>                                                  |
| <b>Marks</b>        | <b>100</b>                                                |

**GENERAL OBJECTIVE:**

To understand the behaviors of children with Special Needs and plan intervention strategies for Maladaptive Behaviors

**COURSE OBJECTIVES:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                    |
|---------------|-------------------------------------------------------------------------------------------------------------|
| CO-1          | Remember and understand the skill and problem behaviors among children with special needs and classify them |
| CO-2          | Apply and analyze various behavioral intervention for increasing desirable behavior                         |
| CO-3          | Apply and analyze various behavioral intervention for decreasing maladaptive behavior                       |
| CO-4          | Apply and analyze other behavioral approach for children with special needs                                 |
| CO-5          | Evaluate and create innovative therapeutic intervention strategies for children with special needs          |

**UNIT 1: BEHAVIORAL ANALYSIS**

**(12 Hrs)**

- 1.1 Behavior - Definition & features
- 1.2 Classification of behavior
- 1.3 Acquisition of behavior
- 1.4 Behavioral Assessment
- 1.5 Behavioral objectives

*Extra reading/ keywords: Skill Behavior, Maladaptive Behaviors, BASIC -MR*

**UNIT 2: INTERVENTION FOR INCREASING DESIRABLE BEHAVIORS**

**(12 Hrs)**

- 2.1 Rewards -Definition and Types
- 2.2 Guidelines in selection of Rewards
- 2.3 Group Rewards Techniques – Token Economy, Behavioral Contract Techniques, Peer reward techniques.
- 2.4 Task analysis

2.5 Behavioral Techniques in Teaching Skill Behavior

*Extra reading/ keywords: Positive and negative reinforcement, Differential reinforcements*

**UNIT 3: INTERVENTION FOR MALADPTIVE BEHAVIOUR (12 Hrs)**

- 3.1 Identifying and Analyzing Problem Behavior
- 3.2 Behavior Management Programmes
- 3.3 Behavioral techniques in managing problem behaviors
- 3.4 Self-Management techniques
- 3.5 Involving parents in training

*Extra reading/ keywords: Prevention and Intervention – The difference, Direct Response reduction and indirect response reduction.*

**UNIT 4: OTHER BEHAVIOURAL APPROACHES (12 Hrs)**

- 4.1 Applied behavioral analysis (ABA)– Definition, Objective, Scope, Modalities and Intervention
- 4.2 Cognitive Behavior Modification Technique - Definition, Objective, Scope, Modalities and Intervention
- 4.3 Cognitive Behavior therapy– Definition, Objective, Scope, Modalities and Intervention
- 4.4 Working in teams -Role of Multidisciplinary teams
- 4.5. Ethical issues in behavior management and implications for inclusion

*Extra reading/ keywords: Sensory Integration, Inclusion*

**UNIT 5: CREATIVE THERAPEUTIC INTERVENTIONS (12Hrs)**

- 5.1 Theatrical procedures -Drama therapy, Storytelling, Puppetry, Shadow play
- 5.2 Creative movement therapies -Music Therapy, Action Song, Dance Therapy
- 5.3 Recreational Therapies-Pet Therapy, Swimming, Nature Therapy, Gardening
- 5.4 Arts and Crafts as a therapeutic intervention
- 5.5 Play therapy Interventions

*Extra reading/ keywords: Visual arts and Performing arts, Developing social skills and emotions through art*

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

**COURSE OUTCOMES:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                  | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------|-----------------|
| CO-1   | Explain the skill and problem behaviors among children with special needs and classify them      | K1              |
| CO-1   | Discuss and assess behaviors and prepare behavioral objectives.                                  | K1              |
| CO-2   | Relate and apply correct behavioral intervention techniques for increasing desirable behavior.   | K3              |
| CO-3   | Relate and apply correct behavioral intervention techniques for decreasing maladaptive behavior. | K3              |

|      |                                                                                                                    |    |
|------|--------------------------------------------------------------------------------------------------------------------|----|
| CO-4 | Distinguish various other behavioral approaches for behavior 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)**

**PO – CO MAPPING**

| CO/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CO-1  | H   | M   | M   | H   | H   | M   | H   | H   | H   |
| CO-2  | H   | H   | H   | H   | H   | M   | M   | H   | H   |
| CO-3  | H   | H   | H   | H   | H   | M   | H   | H   | H   |
| CO-4  | H   | H   | H   | H   | H   | M   | H   | H   | H   |
| CO-5  | H   | H   | H   | H   | H   | M   | H   | H   | H   |

**PSO – CO MAPPING**

| CO/PSO | PSO1 | PSO2 | PSO3 |
|--------|------|------|------|
| CO-1   | H    | M    | M    |
| CO-2   | H    | H    | M    |
| CO-3   | H    | H    | H    |
| CO-4   | H    | H    | H    |
| CO-5   | H    | H    | H    |

**PRACTICUM:**

1. Assessment of problem behavior and planning of intervention program for any child
2. Plan and implement one therapy for a group of children with special needs.

**TEXT BOOKS:**

Reeta Peshawaria, Venkatesan. S (2009), Behavioural Approach in Teaching Mentally Retarded Children: A Manual for Teachers, NIMH, Secunderabad.

**ESSENTIAL READING:**

1. International Handbook of Behavior Modification and Therapy (English, Paperback, Michel Hersen, Alan S. Bellack, Alan E. Kazdin) Publisher: Springer, ISBN: 9781461572800, 1461572800, Edition: 2012
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 Bcba, 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
5. Therapy Games: Creative Ways to Turn Popular Games into Activities That Build Self-Esteem, Teamwork, Communication Skills, Anger Management, Self-Discovery, and Coping Skills, Alanna Jones 2013
6. The Big Book of Therapeutic Activity Ideas for Children and Teens: Inspiring Arts-Based Activities and Character Education Curricula, Lindsey Joiner 2012

**JOURNALS:**

Behavior Modification Journal Sage Publication.

|                     |                                                           |
|---------------------|-----------------------------------------------------------|
| <b>Course Title</b> | <b>CORE COURSE 21 INTRODUCTION TO LANGUAGE AND SPEECH</b> |
| <b>Hours/Week</b>   | <b>4 Hrs. Wk</b>                                          |
| <b>Code</b>         | <b>U22RS6MCT20</b>                                        |
| <b>Course Type</b>  | <b>Theory</b>                                             |
| <b>Credits</b>      | <b>3</b>                                                  |
| <b>Marks</b>        | <b>100</b>                                                |

**CONSPECTUS:**

*The Course focuses on the mechanism of Speech and Language and the concept of language development, understand the language and speech teaching methods, develop and maintain intelligible language and speech by evaluating speech errors and design Therapeutic Intervention Plans.*

**COURSE OBJECTIVES:**

**The Learner will be able to:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                                              |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Explain the concept of Language and Communication and the differences in language development of a hearing child and a Child with Hearing Impairment  |
| CO-2          | Understand the different language teaching methods used with children with Hearing Impairment                                                         |
| CO-3          | Analyze the processes involved in Speech production and the concept of Speech production and Articulatory aspects of English and Tamil Speech Sounds. |
| CO-4          | Apply skills of Auditory Training and determine the various Speech Teaching Methods and Strategies in therapeutic settings.                           |
| CO-5          | Evaluate the various Speech errors and Language disorders in Children and Adults and design Therapeutic Intervention Plan                             |

**UNIT 1: INTRODUCTION TO LANGUAGE**

**(10 Hrs)**

- 1.1 Language
- 1.2 Language Acquisition Models
- 1.3 Linguistics – The Science of Language
- 1.4 Structure of Language
- 1.5 Functions of Language

*Extra reading/ keywords: Psycholinguistics, Chomskys research on language acquisition*

**UNIT 2: LANGUAGE INSTRUCTION APPROACHES (15 Hrs)**

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

*Extra reading/ keywords: Cued speech, Rochester method, Bilingualism*

**UNIT 3: Speech (15 Hrs)**

- 3.1 Differentiation of Speech and Language
- 3.2 Factors influencing speech development and supra- segmental aspects of speech
- 3.3 Speech organs – Positioning
- 3.4. Production and Classification of English Speech sounds
- 3.5 Production and Classification of Tamil Speech sounds

*Extra reading/ keywords: Articulatory, Acoustic and Perceptual Phonetics*

**UNIT 4: Auditory Training, Teaching and Maintenance of Intelligible Speech and Language in Children with Hearing Impairment (15 Hrs)**

1.2 Development of speech and effects of Hearing Impairment in Speech Development

- 4.2. Auditory Training
- 4.3. Teaching of speech to the Hearing Impaired
- 4.4. Approaches for teaching speech
- 4.5. Auditory Verbal Approach

*Extra reading/ keywords: SEN Pedagogy, Applied Behaviour Analysis (ABA), Discrete Trial Training (DTT)*

**UNIT 5: Speech errors and Language disorders in Children and Adults and Therapeutic Intervention Plan (15 Hrs)**

- 5.1. Speech errors of the Hearing Impaired
- 5.2 Language Disorders – Aphasia Children with Trachea & Swallowing & Appropriate Positioning
- 5.3 Fluency Disorders
- 5.4 Voice Disorders
- 5.5 Language Training, Speech Therapy and Intervention Plan

*Extra reading/ keywords: Dysphonia, Dysphagia*

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

## COURSE OUTCOMES:

| CO No. | Course Outcomes                                                                                                                                                    | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| CO-1   | Differentiate the concept of Language and Communication and outline the differences in language development of a hearing child and a child with hearing impairment | K1              |
| CO-2   | Explain the different language teaching methods used with children with Hearing Impairment                                                                         | K2              |
| CO-3   | Describe the processes involved in speech production and explain the concept of speech and articulatory aspects and English Speech Sounds.                         | K3              |
| CO-4   | Discuss the various skills of Auditory Training and the speech teaching Methods in therapeutic settings.                                                           | K4              |
| CO-5   | Evaluate the various speech errors and language disorders in children and adults with hearing impairment.                                                          | K5              |

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

## PRACTICUM:

(5 Hrs)

1. Visit to different Schools for the Hearing Impaired and observe speech and language teaching session.
2. Identify a Child having Speech problems and write a report of the Speech teaching strategies adopted and design a corresponding Therapeutic Intervention plan.

## REFERENCES:

### TEXT BOOKS:

1. Asmita Huddar, Rekha More, Prabha Gate and Varsha Gatho (2006), Language and Communication New Dehi, RCI in association with Kanishka Publishers.
2. Sadhana Relekar, Usha Talvi and Anjali Kant: (2006), Speech and Speech Teaching, New Delhi, RCI in association with Kanishka Publishers.
3. Faculty of PG and Research Department of Rehabilitation Science (2017), All About Disability Trichy, Jami Pablications.

## SUGGESTED READINGS:

1. Deaf Friendly Teaching, Practical Guidance for teachers working with deaf children, (2005). The National Deaf Children's Society, London.
2. Sandy Niemann, Devorah Greenstein and Darlena David, (2004), 1<sup>st</sup> Education Helping Children who are Deaf U.S.A. The Hesperian Foundation.
3. Manual of Bridge course for Visual Impairment, Hearing Impairment, Mental Retardation and Locomotor Disability and Associated Disabilities, Rehabilitation Council of India (RCI), 2003.
4. Marc Marschark, Harry G. Lang, John A. Albertini, (2002), Educating Deaf Students, from Research to Practice, U.S.A., Oxford University Press
5. Self-Instructional Material, B.Ed. Special Education, Madhya Pradesh Bhoj (Open) University, 2001.
6. J. Anthony Seikel, Douglas W. King, David G. Drumright (2000) "Anatomy & Physiology for Speech, Language Hearing" Second Edition, Singular Publishing Group, California.
7. Carol A. Angell (2009) Language Development and Disorders, A case study Approach, Janes and Barlett, Publishers, UK.
8. Scott McLaughlin (2006) Introduction to Language Development, Second Edition, Delar, USA.
9. Charles Van Riper, Robert, L. Erickson (1996) Speech Correction – An Introduction to Speech Pathology and Audiology, 9<sup>th</sup> Edition, Allyn & Bacon, USA.
10. Asmita Huddar et al DSE(HI) Manual (2006), Language and Communication, Kanishka Publishers, New Delhi.
11. Elliott Lessen, (1999) 3<sup>rd</sup> Education Exceptional Persons in Society, U.S.A., Pearson Custom Publishing.
12. Harlan Lane, Robert Hoffmeister, Ben Bahan (1996), A Journey into the Deaf world, San Diego, Dawn sign press.
13. Huw Cooper, (1995). Cochlear Implants - Practical Aspects of Audiology, New Delhi, A.I.T.B.S. Publishers.
14. Fromkin, V. and Rodman. R. (1993). An Introduction to Language (5<sup>th</sup> edition) Harcourt Brace Jovanovich College Publishers.
15. John E. Bernthal, Nicholas W. Bankson, (1993), 3<sup>rd</sup> education, Articulation and Phonological Disorders, U.S.A. Prentice Hall, Inc.
16. Irving, Harry & Marry Joe, (1990). Speech of the Hearing Impaired, research, Training & Personnel Preparation, Baltimore; University Park Press.
17. Daniel Ling, (1987). Speech and the Hearing Impaired Children, Theory & Practice. Washington; Alexander Graham Bell Association for the Deaf.
18. David Crystal (1987). Child language, Learning and Linguistics, Edward Arnold (Publishers) Ltd. London.
19. Norman P. Erber, (1982). Auditory Training, Alexander Graham bell Association for the Deaf.

**JOURNALS:**

1. Journal of Speech and Hearing Research and Education
2. Journal of Speech, Language and Hearing Research.

**PO – CO MAPPING**

| <b>CO/PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>CO-1</b>  | H          | H          | H          | H          | L          | M          | H          | M          | H          |
| <b>CO-2</b>  | H          | H          | H          | H          | L          | M          | H          | M          | H          |
| <b>CO-3</b>  | H          | H          | H          | H          | L          | M          | H          | M          | H          |
| <b>CO-4</b>  | H          | H          | H          | H          | L          | M          | H          | M          | H          |
| <b>CO-5</b>  | H          | H          | H          | H          | L          | M          | H          | M          | H          |

**PSO – CO MAPPING**

| <b>CO/PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|---------------|-------------|-------------|-------------|
| <b>CO-1</b>   | H           | M           | H           |
| <b>CO-2</b>   | H           | M           | H           |
| <b>CO-3</b>   | H           | M           | H           |
| <b>CO-4</b>   | H           | M           | H           |
| <b>CO-5</b>   | H           | M           | H           |



*Extra reading/ keywords: Neuro otology, Electroneuronograaphy*

**UNIT 3: HEARING AIDS (15 Hrs)**

- 3.1 Parts of a Hearing Aid
- 3.2 Types of a hearing aid
- 3.3 Characteristics / Specifications of hearing aids
- 3.4 Earmoulds

*Extra reading/ keywords: Signia silk hearing aid wireless connectivity open and telecare.*

**UNIT 4: COCHLEAR IMPLANTS (15Hrs)**

- 4.1 Introduction - Implants in perspective
- 4.2 The cochlear implant Team
- 4.3 Cochlear Implants – The medical criteria for patient selection
- 4.4 Training and rehabilitation for cochlear implant users

*Extra reading/ keywords: Cochlear Nucleus implants: New cochlear implant technology born from frictional electricity.*

**UNIT 5: AUDIOLOGICAL TREATMENT (15Hrs)**

- 5.1 Patient Histories and referral to other specialists
- 5.2 Audiological counseling
- 5.3 Management of adult hearing impairment
- 5.4 Management of childhood hearing impairment

*Extra reading/ keywords: Key words: Assistive listening technology hearing loss and quality of life issues.*

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

**COURSE OUTCOMES (CO):**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                              | <b>PSOs Addressed</b> | <b>Cognitive Level</b> |
|---------------|-------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Explain the origin of Audiology, the concept of sound and Decibel.                  | PSO 1                 | R, U                   |
| CO-2          | Discuss the various assessment procedures for the hearing impaired.                 | PSO 2                 | R, U                   |
| CO-3          | Describe the various types of Hearing aids and the process of making Ear moulds     | PSO 3                 | R, U                   |
| CO-4          | Describe the medical intervention of Cochlear implantation for the hearing impaired | PSO 4                 | R, Ap                  |

|      |                                                              |       |         |
|------|--------------------------------------------------------------|-------|---------|
| CO-5 | Discuss management of adult and childhood hearing impairment | PSO 5 | R, U, A |
|------|--------------------------------------------------------------|-------|---------|

**PRACTICUM: (10 HOURS)**

1. Visit to an ENT hospital and observation of hearing assessment through Pure-tone Audiometry and Impedance Audiometry.
2. Preparation of Case history with detailed assessment procedures.
3. Interpretation of various types of audiograms and tympanograms.
4. Observation of process of ear mould impression taking.
5. Visit to observe the different types of hearing aids.

**BOOKS FOR REFERENCE:**

1. Hayes.A. Newby, (1979). Audiology, U.S.A.; Prentice - Hall International.
2. Ivan Tucker & Michael Nolan, (1984). Educational Audiology, U.S.A.; Goom Helm Limited.
3. Stig Arlinger, (1990). Manual of Practical Audiometry. New Delhi; A.I.T.B.S. Publishers.
4. Northern L. Jerry, Downs P. Marian, (2014), 6<sup>th</sup> Edition. Hearing in Children, U.S.A.; Williams & Wilkins Ltd.
5. Tough Joan, (1976) Listening to Children Talking, London; Woolaston Parker Ltd.
6. Sadanand Singh & Kala. S. Singh, (1985). Phonetics - Principles and Practices, Baltimore - London - Tokyo; University Park Press.
7. Daniel Ling, (1984). Foundations of Spoken Language, Washington; Alexander Graham Bell Association for the Deaf.
8. Daniel Ling, (1987). Speech and the hearing impaired children, Theory & Practice. Washington; Alexander Graham Bell Association for the Deaf.
9. Donald R. Calvert & S. Richard Silverman, (1985). Speech & Deafness, Washington; Alexander Graham Bell Association for the Deaf.
10. Carol. G. Rousey, (1984). A Practical guide to Helping Children with Speech & Language Problems, Illinois; Charles. C. Thomas Publishers.
11. Irving, Harry & Marry Joe, (1990). Speech of the Hearing Impaired, research, Training & Personnel Preparation, Baltimore; University Park Press.

12. Crickmay, (1981). *Speech Therapy, U.S.A.*; Charles C. Thomas Publishers Limited.
13. Norman P. Erber, (1982). *Auditory Training*, Alexander Graham Bell Association for the Deaf.
14. Charles Van Piper, Robert L. Erickson, (1996). *Speech Correction, An Introduction to Speech Pathology & Audiology* (9th edition) U.S.A.; Allyn & Bacon,
15. Van Uden, (1986). *Sign Languages of deaf people and psycholinguistics*, Netherlands; Swetszeitilinger.
16. Ann Mull Holland, (1985). *Oral Education Today & Tomorrow*. Washington; Alexander Graham Bell Association for the Deaf.
17. Huw Cooper, (1995). *Cochlear Implants - Practical Aspects of Audiology*, New Delhi, A.I.T.B.S. Publishers.
18. Frederick N. Martin, John Greer Clark, (2003), *Introduction to Audiology* (8th Edition). U.S.A. Allyn & Bacon.
19. Charles Van Riper, Robert, L. Erickson (1996) *Speech Correction – An Introduction to Speech Pathology and Audiology*, 9<sup>th</sup> Edition, Allyn & Bacon, USA.
20. Jerry L. Northern and Marion P. Downs (2014), “*Hearing in Children*” Sixth Edition, Plural Publishing. San Diego.
21. Ronald L. Schow & Michael A. Nerbonne (1989) “*Introduction to Audiologic Rehabilitation*” Third Edition.
22. Teri James Bellis, (2011) “*Assessment and Management of Central Auditory Processing Disorders in the Educational Setting*, Second Edition, Ptural Publishing.
23. Ivan Tucker & Michael Nolan (1986) “*Educational Audiology* British Library Cataloging in Publishing. New Hampshire Great Britain.
24. DSE(HI) Manual (2006), *Fundamentals of Hearing, Hearing Impairment and Audiological Management*, Kanishka Publishers, New Delhi.

### **JOURNALS:**

1. *International Journal of Audiology*
2. *American Journal of Audiology*
3. *Journal of Audiology and Otology*.

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|                     |                                                  |
|---------------------|--------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE 2 : COUNSELLING PSYCHOLOGY</b> |
| <b>Total Hours</b>  | <b>30</b>                                        |
| <b>Hours/Week</b>   | <b>2</b>                                         |
| <b>Code</b>         | <b>U22PS4MET01</b>                               |
| <b>Course Type</b>  | <b>Theory</b>                                    |
| <b>Credits</b>      | <b>3</b>                                         |
| <b>Marks</b>        | <b>100</b>                                       |

**GENERAL OBJECTIVE:**

To understand and develop counseling skills and apply them in real life situations in personal and professional life

**COURSE OBJECTIVES :**

The learner will be able

| <b>CO No.</b> | <b>COURSE OBJECTIVES</b>                                                                                                            |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | To Understand the goal, role and characteristics of counselors.                                                                     |
| CO-2          | Apply the concepts of various counseling therapies                                                                                  |
| CO-3          | Explain the process of group and career counseling                                                                                  |
| CO-4          | Analyze the various forms of helping the needy client                                                                               |
| CO-5          | Relate the strategies of counseling to children and adults with special needs and their parents and siblings and significant others |

**UNIT 1 : BASICS OF COUNSELLING AND INTERPERSONAL RELATIONSHIP (6 Hrs)**

1.1 Definition, goals, clients and counselor quality - Transference and Counter

transference.

1.2 Counseling process

1.3 Rapport Building, Listening techniques

1.4 Empathic responding, probing, Confrontation Summarizing, Challenging Skills & Terminating skills.

**Extra Reading/ Key words:social/ constructionist view of communication UNIT 2 :**

## **COUNSELLING THERAPIES (6 Hrs)**

2.1 Psycho-analytic Therapy Solution-focused counseling and Behavior Therapy

2.2 Transactional Analysis, Existential therapy and Adlerian therapy

2.3 Person-Centered Therapy and Rational-emotive Therapy

2.4 Reality therapy and Gestalt therapy

**Extra Reading/ Key words: Abreaction therapy, Psychotherapy, Art therapy**

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## **UNIT 3 : GROUP & CAREER COUNSELING (6 Hrs)**

3.1 Definition of group Types of groups – Psycho educational groups, Counseling groups, Psychotherapy groups and Task/Work groups

3.2 The process of group Counseling,

3.3 Issues in groups, Benefits and drawbacks of groups.

3.4 Definition of career counseling, The importance & scope of Career Counseling and career information

**Extra Reading/ Key words: Group Dynamic & Group Cohesivness**

## **UNIT 4 : THE NEEDY CLIENT AND FORMS OF HELPING (6 Hrs)**

4.1 Helping the individual

4.2 Helping with social skills

4.3 Helping with thinking and feeling

4.4 Helping in groups and through networks

**Extra Reading/ Key words: Interpersonal counseling, mentoring**

## **UNIT 5 : COUNSELLING FOR PERSONS WITH DISABILITY (6 Hrs)**

5.1 Handicapped child in the family

5.2 Counseling significant people in the lives of the handicapped

5.3 Personal and Social adjustment training for the handicapped

5.4 Vocational counseling

**Extra Reading/ Key words: Counseling psychology, Disability Management**

**Course Outcomes(CO): The learner will be able to**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                                                                                                     | <b>Cognitive Level</b> |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| CO-1          | Describe the goal, role, characteristics of counseling and a counselor and the feature, stages of relationship and ways and challenges in improving relationship quotient. | K1                     |
| CO-2          | Describe the elements, models patterns and styles of Communication.                                                                                                        | K2                     |
| CO-3          | Compare and contrast various therapies used in the process of counselling children, adults and persons with special needs.                                                 | K3                     |
| CO-4          | Describe the techniques of helping individual, helping with social skills, helping with thinking and feeling and helping in groups through networks.                       | K4                     |

|      |                                                                                                                                                                                                                                                        |    |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| CO-5 | Explain the impact of having a child with disability in a family and counseling significant people , the need for personal and social adjustment training and the concept of Vocational Counselling for persons with disabilities. (skill development) | K5 |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand;**

**Ap – An – Analyse; E- Evaluate; C – Create**

**PRACTICUM:**

1. Visit counselling centers
2. Preparation of a case study.

**TEXT BOOKS:**

1. Samuel T. Gladding. (2009). Counselling – A Comprehensive Profession. Sixth Edition, Pearson Education.
2. Murgatroyd Stephen, (1988). Counselling and Helping, London; British Psychological Society and Methuen
3. Kennedy Eugene, (1977). On becoming a Counsellor, U.S.A.; Gill and Mac Millan.
4. Gerald Corey, (1991). Theory and Practise of Counselling and Psychotherapy, Brook/Cole

**SUGGESTED READINGS:**

1. Weight, N.G., (1980). Total Rehabilitation, U.S.A.; Little Brown Company.
2. Fr. Joe Currie, S.J., (1993). In the Path of the Barefoot Counsellor, 18 Steps Toward Becoming Effective Helping Persons. Bangalore; TC Publications.
3. John Antony .D, (1994). Dynamics of Counselling, Nagercoil; Microskills model Anugraha Publications.
4. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology, New Delhi; Sage Publications.

| COURSE OUTCOME | PROGRAM OUTCOME |   |   |   |   | PROGRAM SPECIFIC OUTCOME |   |   |   |   |
|----------------|-----------------|---|---|---|---|--------------------------|---|---|---|---|
|                | 1               | 2 | 3 | 4 | 5 | 1                        | 2 | 3 | 4 | 5 |
| CO             |                 |   |   |   |   |                          |   |   |   |   |
| CO-1           | S               | S | S | M | S | S                        | M | S | S | S |
| CO-2           | M               | M | S | S | S | S                        | S | M | S | S |
| CO-3           | S               | S | S | S | M | M                        | S | S | S | M |
| CO-4           | S               | S | M | S | S | S                        | S | M | M | S |

|      |   |   |   |   |   |   |   |   |   |   |
|------|---|---|---|---|---|---|---|---|---|---|
| CO-5 | S | S | S | M | S | S | M | S | S | S |
|------|---|---|---|---|---|---|---|---|---|---|

**Strong correlation (S)=3 Marks**

**Moderate correlation (M)= 2 Marks**

**Weak correlation (W)=1 Marks**

**No correlation(N)= 0 Marks**

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|                     |                                                   |
|---------------------|---------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE 3 : PERSONALITY DEVELOPMENT</b> |
| <b>Total Hours</b>  | <b>75</b>                                         |
| <b>Hours/Week</b>   | <b>5 Hrs Wk</b>                                   |
| <b>Code</b>         | <b>U22RS5MET02</b>                                |
| <b>Course Type</b>  | <b>Theory</b>                                     |
| <b>Credits</b>      | <b>3</b>                                          |
| <b>Marks</b>        | <b>100</b>                                        |

**GENERAL OBJECTIVE:**

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

**Course Objectives:**

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

**UNIT 1: INTRODUCTION**

**(15Hrs)**

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

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

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

**(15Hrs)**

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

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

**UNIT 3: THEORIES OF MOTIVATION AND PERSONALITY (15 Hrs)**

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

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

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

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

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

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

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

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

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

**Course Outcomes:**

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

|      |                                                                 |       |       |
|------|-----------------------------------------------------------------|-------|-------|
| CO-5 | Analyzes the various skills involved in personality development | PSO 5 | U, An |
|------|-----------------------------------------------------------------|-------|-------|

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

**PRACTICAL (10 hours)**

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

**REFERENCES:**

1. Hall & Lindzey (eds) Theories of Personality Longman’s Publication, Chennai.
2. Peck & Whitlow - Approaches to Personality, Essential Psychology Series, Penquin Publication, New Delhi.
3. Training in Management Skill by Philip L. Hunsaker, Prentice Hall, New Jersey 2001
4. Think like a Winner by Walter Doyle Staples. UBPSD, New Delhi 1996. 3. Psychology for Teachers by David Fontana, 3rd Ed. Palgrave: UK 1995
5. Modern Applied Psychology by Arnold P. Goldstein and Leonard Krasner. Pergamon Press, Inc. New York 1989. 5. Psychology Applied to Life and Work. 5th Ed. By Harry Hepner, Prentice-Hall: New Jersey, 1973.

|                     |                                             |
|---------------------|---------------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE 4 INCLUSIVE EDUCATION</b> |
| <b>Hours/Week</b>   | <b>4 Hrs</b>                                |
| <b>Code</b>         | <b>U22RS6MET03</b>                          |
| <b>Course Type</b>  | <b>Theory</b>                               |
| <b>Credits</b>      | <b>3</b>                                    |
| <b>Marks</b>        | <b>100</b>                                  |

**GENERAL OBJECTIVES:**

To develop an understanding about inclusive education and addressing diversity in the mainstream classroom and know the policies, frameworks and plan for including divers learning needs, recognizes ways in which different stakeholders can collaborate for the success of inclusive education.

**COURSE OBJECTIVES:**

**The learner will be able to**

|               |                                                                     |
|---------------|---------------------------------------------------------------------|
| <b>CO No.</b> | <b>Course Objectives</b>                                            |
| CO-1          | Remember and understand the importance of diversity and inclusivity |

|      |                                                                                                                                                                  |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO-2 | Remember and understand the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education. |
| CO-3 | Understand and Explicate the national & key international policies & frameworks facilitating inclusive education.                                                |
| CO-4 | Understand and plan for including diverse learning needs.                                                                                                        |
| CO-5 | Understand and analyze strategies for collaborative working and stakeholders supporting implementing inclusive education                                         |

### **UNIT I: Diversity and Inclusivity**

**(10 hours)**

- 1.1 Meaning and concept of diversity
- 1.2 Learner diversity
- 1.3 Disability as a human diversity
- 1.4 Diversity for sustainability
- 1.5 Strength of diversity for inclusivity

***Extra reading/ keywords: inclusive schools, inclusive environment, philosophical, sociological and rights perspective of inclusive education***

### **UNIT: 2 Introduction to Inclusive Education**

**(10 hours)**

- 2.1 Marginalization vs. Inclusion: Meaning & Definitions
- 2.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion I
- 2.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 2.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 2.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

***Extra reading/ keywords: history of inclusive education, challenges of inclusive education***

### **UNIT 3: Polices & Frameworks Facilitating Inclusive Education**

**(10 hours)**

- 3.1 International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 3.2 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 3.3 National Commissions & Policies: National Curricular Framework (2005), (2008) National Policy for Persons with Disabilities (2006) New Education Policy (2020) – Inclusive Education
- 3.4 National Acts & Programs: RPwD Act (2016), National Trust Act (1999), PWD Act (1995), RCI Act (1992), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

***Extra reading/ keywords: National Curricular Framework – Draft (2022), Sustainable Development Goals Universal design model***

### **UNIT: 4 Planning for Including Diverse Learning Needs**

**(10 hours)**

- 4.1 Specifics for Children with Sensory Disabilities
- 4.2 Specifics for Children with Neuro-Developmental disabilities
- 4.3 Specifics for Children with Loco Motor & Multiple Disabilities
- 4.4 Specifics for Children with Intellectual disability
- 4.5 Engaging Gifted Children

***Extra reading/ keywords: Edgar Dale's Model of Services, Continuous and Comprehensive Evaluation***

**UNIT: 5** Supports and Collaborations for Inclusive Education

**(10 hours)**

- 5.1 Stakeholders of Inclusive Education & Their Responsibilities
- 5.2 Advocacy & Leadership for Inclusion in Education
- 5.3 Family Support & Involvement for Inclusion
- 5.4 Community Involvement for Inclusion
- 5.5 Resource Mobilization for Inclusive Education

**Extra reading/ keywords: Whole School development, Classroom management**

Experiential Learning

**(10 hours)**

1. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy.
2. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities.
3. Design a Poster on Inclusive Education.
4. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy.

**COURSE OUTCOMES:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                                                                                                                                   | PSOs Addressed | Cognitive Level |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Differentiate between Diversity and Inclusivity                                                                                                                                                                   | PSO 1          | R, U            |
| CO-2   | Explain the meaning of inclusive education and relate inclusion to all aspects of life and service delivery                                                                                                       | PSO 2          | R               |
| CO-3   | Describe and relate the national & key international policies & frameworks facilitating inclusive education.                                                                                                      | PSO 3          | AP              |
| CO-4   | Relate and plan to assist students with diverse learning needs learn effectively in inclusive education to enhance/promote inclusion                                                                              | PSO 4          | C               |
| CO-5   | Relate and analyse skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion | PSO 5          | AN              |

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

**ESSENTIAL READING:**

1. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). U.K. Routledge.
2. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
3. Murickan S.J.J, and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
4. Mukhopadhyay, S. and Mani. M.N.G. (1999). Education of Children with Special Needs,
5. Country Report, New Delhi: National Institute of Educational Planning and Administration
6. Inclusive Education: An Orientation Package for Teacher Educators. Department of
7. ducation of Groups with Special Needs, NCERT, New Delhi, 2002 (both in Hindi & English).
8. Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
9. Assessment of Needs for Inclusive Education: Report of the First Regional Workshop of NCERT and UNESCO, 2000.



10. Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.

### **SUGGESTED READINGS:**

1. Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.
2. Carr, J. F., Herman, N., & Harris, D. E. (2005) *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
3. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
4. Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* Brookes. Baltimore.
5. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
6. Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play time/social time: Organizing your classroom to build interaction skills*. Communication Skill Builders, Tucson, AZ.
7. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

|                     |                                      |
|---------------------|--------------------------------------|
| <b>Course Title</b> | <b>ALLIED – 1 GENERAL PSYCHOLOGY</b> |
| <b>Code</b>         | <b>U22PS1ALT01</b>                   |
| <b>Course Type</b>  | <b>Theory</b>                        |
| <b>Semester</b>     | <b>I</b>                             |
| <b>Hours/Week</b>   | <b>4 Hrs/Wk</b>                      |
| <b>Credits</b>      | <b>2</b>                             |
| <b>Marks</b>        | <b>100</b>                           |

### CONSPECTUS

To understand the basic concepts of psychology and apply them in life.

### COURSE OBJECTIVES

1. Gain knowledge the concepts of the basics of psychology, sensory perception, perceptual processes, types of memory and forgetting theories
2. Understand Learning theories, Motivation, Theories of Types of Motives, emotions, frustration and conflict
3. Enumerate thinking and reasoning, creativity, domains of psychological attributes and intelligence
4. Comprehend the definition, type and theories of personality and personality traits, Behavioral and Humanistic theories
5. Tabulate the major psychological disorders, effects, types and sources of stress, substance use disorders

#### UNIT: I BASICS OF PSYCHOLOGY

(12 Hrs)

1. Meaning and History
2. Sensory Perception
3. Attention and Perceptual Processes
4. Nature and Types of Memory and forgetting theories

**Extra reading/ keywords: Psychology applied in different fields, Biographies of successful people, Mnemonic techniques**

#### UNIT: II LEARNING, MOTIVATION AND EMOTIONS

(12 Hrs)

- 2.1 Learning theories
- 2.2 Motivation, Types of Motives & theories
- 2.3 Emotions theories
- 2.4 Frustration and conflict

**Extra reading/ keywords: Multiple Intelligence, Emotional Intelligence, Emotional Quotient**

#### UNIT: III THINKING AND INTELLIGENCE

(12 Hrs)

- 3.1 Thinking and Reasoning
- 3.2 Creativity
- 3.3 Domains of Psychological Attributes

3.4 Intelligence

3.5 Individual differences in Intelligence

**Extra reading/ keywords: Lateral thinking, Innovative problem-solving techniques, Artificial Intelligence, social intelligence**

**UNIT: IV PERSONALITY**

**(12 Hrs)**

4.1 Definition & Type of personality

4.2 Type and Trait Theories of Personality

4.3 Learning and Behavioural Theories

4.4 Humanistic Theories.

**Extra reading/ keywords: The Hardy Personality**

**UNIT: V PSYCHOLOGICAL DISORDERS AND STRESS**

**(12 Hrs)**

5.1 Major Psychological Disorders

5.2 Effects of Stress and Coping

5.3 Substance Use Disorders

5.4 Types and Sources of Stress

**Extra reading/ keywords: Disengagement coping, Relaxation Techniques**

**TEXT BOOKS:**

1. Roger Van Oech, (1993). A Whack On the side of the head, Noida, India; Gosponspapers Pvt. Ltd.
2. Clifford Morgan, Richard A King et.al. (1993). Introduction to Psychology. New York; Mc Graw Hill Inc.
3. Darley, Glucksherk, Kincha, (1991), Psychology, Prentice Hall Inc. A vision of Simen & Schuster,
4. Carlson, (1990). Psychology - The Science of Behaviour, U.S.A.; Allyn and Bacon, Inc.
5. Gordon H. Bower, Richard R. Bootzin and Robert B. Zajonc, (1987). Principles of Psychology, U.S.A.; Random House: Inc.

**BOOKS FOR REFERENCE:**

1. .Huffinon & William, (1987). Psychology in Action, Singapore; John Wiley & Sons, Inc.
2. John A.Glover, Roger H.Burning, (1987). Educational Psychology, Principles and Applications, U.S.A.; Little Brown & Co. & Limited.
3. Arno .F. Witting and Gurney Williams, (1987). Introduction to Psychology. New York; Mc Graw Hill Inc.



**PSO – CO MAPPING**

| COURSE<br>OUTCOMES | PROGRAMME SPECIFIC<br>OUTCOMES (PSO) |   |   |
|--------------------|--------------------------------------|---|---|
|                    | 1                                    | 2 | 3 |
| CO-1               | H                                    | H | M |
| CO-2               | H                                    | H | M |
| CO-3               | H                                    | H | M |
| CO-4               | H                                    | H | H |
| CO-5               | H                                    | H | H |

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|              |                                        |
|--------------|----------------------------------------|
| Course Title | <b>ALLIED 2 - HEALTH AND NUTRITION</b> |
| Total Hours  | <b>60</b>                              |
| Hours/Week   | <b>4 Hrs/Wk</b>                        |
| Code         | <b>U22RS1ALT02</b>                     |
| Course Type  | <b>Theory</b>                          |
| Credits      | <b>2</b>                               |
| Marks        | <b>100</b>                             |

**GENERAL OBJECTIVES:**

To enable students to develop and recommend appropriate nutrition for children with disability.

**COURSE OBJECTIVES:**

| CO No. | Course Objectives                                                                                                                             |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| CO-1   | To acquire basic understanding on concepts of health care and significance of hygiene.                                                        |
| CO-2   | To comprehend various aspects of preventive measures related to common diseases and disabilities.                                             |
| CO-3   | To acquaint knowledge on various nutrient diets and its importance in health.                                                                 |
| CO-4   | To impart awareness on prevention of disabilities that result from malnutrition and ill health.                                               |
| CO-5   | To familiarize the students about basic concepts of counselling and educating them on dietary modification for various types of disabilities. |

**UNIT 1: Introduction to Health**

- 1.1 Definition / Meaning of health and hygiene
- 1.2 Types of diseases – congenital, acquired, communicable, non- communicable
- 1.3 Agents and routes of transmission – direct, indirect
- 1.4 Prevention of diseases – immunization and levels of prevention

**UNIT 2: Infection and Diseases**

- 2.1 Viral infections – types, causes, symptoms and prevention
- 2.2 Bacterial infections – types, causes, symptoms and prevention
- 2.3 Infections by protozoa – types, causes, symptoms and prevention
- 2.4 Deficiency diseases – types, causes, symptoms and prevention

**UNIT 3: Fundamentals of Nutrition**

- 3.1 Definitions of food and nutrition
- 3.2 Need and importance of nutrition
- 3.3 Nutritional classification of foods – energy giving, body building and protective
- 3.4 Various nutrients and their specific functions and sources.

**UNIT 4: Applied Nutrition**

- 4.1 Recommended dietary allowances for various age groups
- 4.2 Food groups, malnutrition and its prevention
- 4.3 Dietary modifications and special feeding methods
- 4.4 Dietary modifications for various disability related diseases

**UNIT 5: Counseling and educating disabled children on nutrition**

- 5.1 Introduction to nutritional counselling
- 5.2 Role and Responsibilities of the nutrition counselor
- 5.3 Aids used by dietitians for awareness - charts, leaflets, posters etc.
- 5.4 Dietary guidelines for children with disability

**PRACTICUM**

1. Organising health awareness camps.
2. Organise a workshop with experts from different kinds of medical care.
3. Calculate nutritive value of One's own diet.
4. Planning and preparation of diets for various disability related diseases.
5. Visit to various institutions for the disabled.

| CO No. | Course Outcomes                                                                   | PSOs Addressed | Cognitive Level |
|--------|-----------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the basic concepts of health care and importance of hygiene.              | PSO 1          | U               |
| CO-2   | Understand the awareness about prevention against common diseases and disability. | PSO 2          | U               |

|      |                                                                                                                            |       |   |
|------|----------------------------------------------------------------------------------------------------------------------------|-------|---|
| CO-3 | Describe the knowledge regarding various nutrients and their importance                                                    | PSO 2 | R |
| CO-4 | Explain the prevention of disabilities that occur due to malnutrition and ill health and the basic concepts of counselling | PSO 4 | R |

### REFERENCES:

1. C.S. Jain, A Complete Book on Health and Nutrition, Cyber Tech Publications, New Delhi – 110 002. (India).
2. Otto et. al, (-1980).. Modern Health, London; Holt, Rinehart and Winston Publishers.
3. Park. J.E & Park, K., (1986), Text book of Preventive & Social Medicine, India; M/s.Banarsidas Bhanot.
4. Chalkiey A.M., (1986), "A text book for the Health worker, New Delhi; Mohunder Singh Sejwal for Wiley Eastern Ltd.. (Vol.1 & II)..  
Shryock, (1976)'. You and Your Health, California; Pacific Press Publishing Association.
6. Werner David, (1980). Where there is no Doctor, London; Macmillan Press Ltd.,
7. Jelliff. D, B. Standfield, (1981). Diseases of Children in the Sub Tropics and Tropics, London; English language book Society Publication.
8. Ramachandran.L. & Dharmalingam,(1983). A Text Book of Health Education, New Delhi; Vikas Publishing House Pvt. Ltd.
9. Hetzel S. Basil, (1978). Basic Health Care in Developing Countries, New York; Oxford University Press.
10. Swaminathan. M., (1982). Handbook of Food and Nutrition, Bangalore; BAPPCO Publishers.
11. Swaminathan. M, (1985). Essentials of Food, and Nutrition, (Vol.11). Bangalore; BAPPCO.
12. Robinson,C.H, et. al., (1986) Normal and Therapeutic Nutrition. New York Macmillan Publishing Co.
13. Chaney. M.S.. Ross. M.L., (1979) Nutrition. Delhi:. Surjeet Publications.
14. Chadha. (1990) Nutrient Requirements and Recommended Dietary Allowances for Indians. Hyderabad ICMR.
15. Gopalan. C. et. al., (1989) Nutritive value of Indian Foods. Hyderabad ICMR.

16. Kundu, C.L., (2003) Status of Disability in India, New Delhi: Rehabilitation Council of India.

|                     |                                         |
|---------------------|-----------------------------------------|
| <b>Course Title</b> | <b>ALLIED – 3 HUMAN DEVELOPMENT -II</b> |
| <b>Code</b>         | <b>U22RS2ALT02</b>                      |
| <b>Course Type</b>  | <b>Theory</b>                           |
| <b>Hours/Week</b>   | <b>2 hours / week</b>                   |
| <b>Credits</b>      | <b>2</b>                                |
| <b>Marks</b>        | <b>100</b>                              |

### CONSPECTUS

The aim of this course is to give an overview of the concept of human development, various stages and its characteristics and the effect of delayed development in relation with disabilities.

#### Course Objectives:

|   |                                                                                              |
|---|----------------------------------------------------------------------------------------------|
| 1 | Recall and describe the normal course of middle age and late adulthood.                      |
| 2 | Identify and relate the importance of physical and motor development in adulthood            |
| 3 | Compare and contrast the effect of social and emotional development in later adulthood years |
| 4 | Indicate the importance of development in middle adulthood                                   |
| 5 | Assess the needs and development of late adulthood                                           |

#### UNIT 1: ADOLESCENCE (5 hrs)

- 1.1 Developmental Tasks and needs of adolescent
- 1.2 Physical and Psychosocial changes in adolescence
- 1.3 Human Sexuality

**Extra reading/ keywords: Adolescence, transitional period Psychosocial changes**

#### UNIT 2: EARLY ADULTHOOD (5 hrs) 2.1 Characteristics of Early Adulthood

- 2.2 Developmental Tasks of Early Adulthood
- 2.3 Needs of Early Adulthood

**Extra reading/ keywords: Legal maturity, reproductive age, developmental tasks** UNIT 3:

#### DEVELOPMENT IN EARLY ADULTHOOD (5 hrs)

- 3.1 Physical, Motor and Sensory Development in Early Adulthood
- 3.2 Social, Emotional and Vocational development in Early Adulthood
- 3.3 Disability Considerations in Early Adulthood

**Extra reading/ keywords: Physical, Motor and Sensory, Social, Emotional and Vocational development**

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**UNIT 4: MIDDLE ADULTHOOD (5 hrs)**

- 4.1 Characteristics of Middle Adulthood
- 4.2 Developmental Tasks and Development in Middle Adulthood
- 4.3 Disability Considerations in Middle Adulthood

**Extra reading/ keywords: *Early Middle Adulthood, Advanced***

**UNIT 5: LATE ADULTHOOD (5 hrs)**

- 1.1 Characteristics of Late Adulthood
- 5.2 Developmental Tasks of Late Adulthood and Development in Late Adulthood
- 5.3 Disability Considerations in Late Adulthood

**Extra reading/ keywords: Physical, Motor and Sensory and Vocational development**

**COURSE OUTCOMES:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                              | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------|-----------------|
| CO-1   | Recall and describe the normal course of middle age and late adulthood.                      | K1              |
| CO-2   | Identify and relate the importance of physical and motor development in adulthood            | K2              |
|        | Compare and contrast the effect of social and emotional development in later adulthood years | K3              |
|        | CO-4 Indicate the importance of development in middle adulthood                              | K4              |

**PRACTICUM: (5 hrs)** 1.Speech and language checklist.

2.Sociogram

3.Checklist for motor skills

4.BMI chart

**REFERENCES:**

**TEXT BOOK:**

- 1. Kanagala Uma (2017) Human Development and Disability, Resource Book, Jazym Publications, Trichy.

**SUGGESTED READING:**

- 1. Devadas R.P. and Jaya N. (1984), A Text Book on Child Development, Macmillan India Ltd, Madras.
- 2. Kumar .S, (Ed.), (2002) Principles of Developmental Psychology. New Delhi: Anmol Publications Pvt. Ltd.
- 3. Dash, B.N., (2002) Elementary Educational Psychology and Methods of Teaching. Hyderabad: Neelkamal Publishers Pvt. Ltd.

| <i>CO</i>  | <i>1</i> | <i>2</i> | <i>3</i> |
|------------|----------|----------|----------|
| <i>CO1</i> | <b>H</b> | <b>H</b> | <b>H</b> |
| <i>CO2</i> | <b>H</b> | <b>H</b> | <b>M</b> |
| <i>CO3</i> | <b>H</b> | <b>H</b> | <b>H</b> |
| <i>CO4</i> | <b>H</b> | <b>H</b> | <b>H</b> |

|                     |                                                                                                           |
|---------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>ALLIED 5 (Practical) – COMMUNITY BASED<br/>REHABILITATION AND VOCATIONAL PLACEMENT -<br/>Practical</b> |
| <b>Code</b>         | <b>U22RS4ALP04</b>                                                                                        |
| <b>Course type</b>  | <b>THEORY CUM PRACTICAL</b>                                                                               |
| <b>Semester</b>     | <b>IV</b>                                                                                                 |
| <b>Hours/Week</b>   | <b>4</b>                                                                                                  |
| <b>Credits</b>      | <b>2</b>                                                                                                  |
| <b>Marks</b>        | <b>100</b>                                                                                                |

This course will enable the students to understand community-based rehabilitation, develop, Plan and apply various Vocational training programmes and assess vocational interest through job analysis and prepare the requirements of job for the differently abled.

**COURSE OBJECTIVES :**

The learner will be able

| CO No. | COURSE OBJECTIVES                                                  |
|--------|--------------------------------------------------------------------|
| CO-1   | To Understand the basic concept of CBR.                            |
| CO-2   | To apply and analyze Individualized Vocational Training Programme. |
| CO-3   | To Apply and analyze Group Vocational Training Programme.          |

|      |                                                                                                                   |
|------|-------------------------------------------------------------------------------------------------------------------|
| CO-4 | Critically Evaluate Job Sites prepare job analysis and learn selected trades in professional manner.              |
| CO-5 | Understand and apply the basic principles and skills to develop adaptive devices and teaching learning materials. |

**UNIT 1: Introduction to CBR (12 hours)** Visit CBR program,

- a. Document: the vision, mission, goals, objectives, budgets and strategies of the programme and understand to what extent persons with disabilities are included in the developmental programmes (could be anywhere urban or rural).
- b. Document the awareness of persons with disabilities and families of persons with disabilities on their rights to be included into the mainstream society namely primary health care, primary education, rural developmental programs, employment opportunities using the existing facilities etc.
- c. Document the referral services used by the CBR programme and list the strength and weaknesses of the resources available.
- d. Understand various strategies adopted by the NGOs to mobilize resources for CBR and various measures taken to sustain CBR.
- e. To conduct mapping of a community with 1000 population and report the magnitude of disability.

**Extra reading/ keywords: Community Organization, Advocacy, Networking** **UNIT 2: Individualized Vocational Training Programme (12 hours)**

1. Assessment of current level of functioning of adolescents/ adults with intellectual disabled - selecting appropriate assessment tool, collecting background information, a detailed case history. 2. Develop need based individualized independent living and vocational training programmes for adolescents and adults with mental retardation – implementation of the programme, use of appropriate teaching learning materials, adaptations in various settings.

**Procedure**

- Each trainee will be assigned 3 students with mental retardation above 15 years of age, functioning mild ,moderate and severe levels from different socio-economic background, residing in urban/rural/slum areas. The Trainee will:

- Collect background information; prepare a detailed case history including family history, school history and

other significant information from parents.

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- Select appropriate assessment tools (given below) to find out the current level of functioning. -Develop

Individualized training programme for work readiness skills

The list of assessment tools the trainee may use shall include:

- Prevocational level check lists one and two (FACP)
- Generic skills assessment checklist –Vocational Assessment and programming system: NIMH-VAPS

**Extra reading/ keywords: prevocational, individualized vocational training, Vocational assessment programming system**

### **UNIT 3: Group Vocational Training Programme (12 hours)**

1. Identify adult living skills/ work readiness skills/ work skills appropriate to the level of students in a group and plan a programme by selecting aims and objectives, preparing TLMs and adaptations and convert into an instruction to impart skills in adolescents/ adults with intellectual disabled.
2. Evaluate the effect of instruction and modify the methods needed.

#### **Procedure**

- The trainee is expected to develop and conduct group vocational training programmes under supervision. •  
Prevocational / Vocational skills training
  - Adult living skills / functional academics
  - Recreational / leisure time activities

**Extra reading/ keywords: vocational skill trainings, adult living skills, functional Academics, recreational, leisure time activities**

### **UNIT 4: Job Survey, Job Analysis and Trades Training (12 hours)**

1. Visit various job sites, contact employers, identify suitable jobs for persons with mental retardation at various functional levels and suggest job requirements for the identified jobs.
2. Learn a minimum of 3 trades in a professional manner so that the student trainee will be able to organize and train the persons with mental retardation in these trades.

#### **Procedure:**

- The trainee is required to:
  - Visit a minimum of 3 job sites, list out the suitable jobs and prepare the requirements of the job. · Select a minimum of 6 trades, which can be performed by the mild/moderate/ severe persons with mental retardation in various settings such as:
    - home based
    - Rural based- Agro-based, Cottage Industry, Urban based

(For example, assembling jobs, screen printing, lamination, mushroom Culture, food items preparation, printing technology, paper technology and so on).

**Extra reading/ keywords: Job survey, Job analysis, trade training, home based, urban and rural based industry**

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### **UNIT 5: Development of Adaptive devices and Teaching Learning Materials (12 hours)**

1. Acquire the basic skills to use the simple tasks to prepare jigs and fixtures.
2. Convert this technical know – how to prepare adaptive devices and teaching learning materials for vocational and adult independent living skills training.

**Extra reading/ keywords: Adaptive devices, teaching learning materials, jigs and Fixtures Note: Texts**

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

#### **REFERENCES :**

1. Department of Special Education (1994). Functional Assessment Check list for Programming, NIMH, Secunderabad.

2. Jayachandran and Vimala,V (1983). Madras Developmental Programming System, Vijay Human Services, Chennai.
3. Peshawaria, R &Venkadesan, S (1992). Behavioural Assessment Scales for Indian Children with mental Retardation,NIMH, Secunderabad.
4. Thressiakutty, A.T. (1998) Vocational Assessment & Programming System. NIMH, Secunderabad.
5. Thressiakutty, A.T. Rao,G.L. (2001)Transition of persons with mental retardation from School to work: A Guide, NIMH, Secunderabad.
6. Thressiakutty, A. T. Rao, G.L. (2001, 2002, 2003). Curriculum for vocational Education, Transition of persons with mental retardation from School to work, NIMH, Secunderabad.
7. Thressiakutty, A.T (1998) Open employment Opportunities For Persons with mental retardation in the Departments of Railways and post and Telecommunication.
8. Myreddy,V, & Narayan,J.(1998)Funcional Academics, NIMH, Secunderabad.
9. Work related Assessment Tools
  - i) NIMH - VAPS
  - ii) NIMHANS Vocational Assessment Scale / checklist
  - iii) VRC Assessment Scale / Checklist
  - i) Navajyothi Trust Vocational Placement Scale

### **COURSE OUTCOMES**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                                                   | <b>Cognitive Level (K1-K6)</b> |
|---------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| CO-1          | Relate to the basic concept of Community based rehabilitation                                                            | K2                             |
| CO-2          | Develop Individualized Vocational Training Programme based on the case history.                                          | K3                             |
| CO-3          | Identify and plan Group Vocational Training Programme for prevocational, adult living skills and recreation skills       | K3                             |
| CO-4          | Analyze with Job Sites, prepare job analysis at various functional levels.                                               | K4                             |
| CO-5          | Prioritize adaptive devices and teaching learning materials for vocational and adult independent living skills training. | K5                             |

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

### **MAPPING**

| <b>CO/PO</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PO8</b> | <b>PO9</b> |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>CO- 1</b> | H          | H          | M          | M          | M          | L          | H          | H          | M          |

|             |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|
| <b>CO-2</b> | H | H | M | M | H | L | H | H | M |
| <b>CO-3</b> | H | H | M | M | H | L | H | H | H |
| <b>CO-4</b> | H | H | H | M | H | L | H | H | M |
| <b>CO-5</b> | H | H | H | M | H | L | H | H | H |

### PSO – CO MAPPING

| <b>CO/PSO</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> |
|---------------|-------------|-------------|-------------|
| <b>CO-1</b>   | M           | H           | H           |
| <b>CO-2</b>   | M           | H           | H           |
| <b>CO-3</b>   | H           | H           | H           |
| <b>CO-4</b>   | H           | H           | H           |
| <b>CO-5</b>   | H           | H           | H           |

### MAJOR SKILL BASED ELECTIVE – 1

#### ARTS AND CRAFTS FOR CHILDREN WITH SPECIAL NEEDS-PRACTICAL

**NO. OF HOURS : 3**

**MARKS: 100**

**NO. OF CREDITS : 3**

**CODE: U22RS2SBP01**

#### **UNIT I: NEEDLE & THREAD**

- 1.1 Basic Stitches for everyday use
- 1.2 Hand Embroidery
- 1.3 Knitting, Crochet.
- 1.4 Basic Aari works

#### **UNIT II: DRAWING & PAINTING**

- 2.1 Basic Drawing, Cartooning, Calligraphy, doodle
- 2.2 Fabric Painting
- 2.3 Pot Painting and Glass Painting
- 2.4 Thermocal art and Soap Carving.

#### **UNIT III: PAPER WORK**

- 3.1 Origami, Gift wrappers, book marks
- 3.2 Quilling, Files and folders, Greeting cards
- 3.3 Paper bag and covers.
- 3.4 Paper flower

#### **UNIT IV: DECORATIONS**

- 4.1 Home, Gardens and Landscaping, Flower Arrangements
- 4.2 Resin Art

4.3 Photo Frame, Candle Making

4.4 Organizing parties and events.

**UNIT V: JEWELRY MAKING**

5.1 Crystal Jewelry Making

5.2 Terracotta Jewelry Making

5.3 Kundan Jewelry Making

5.4 Silk Thread Jewelry Making

**REFERENCES:**

1. Arts & Crafts Busy Book : 365 Activities Paperback by Trish Kuffner (Author), Bruce Lansky (Editor)
2. My Book of Art & Craft Part – 1,2 3 & 4, 2013, by Dreamland Publications
3. Creative World of Paper Folding - Book 1,2017,by Dreamland Publications
4. Special Events: A New Generation and the Next Frontier, 6th Edition by Joe Goldblatt
5. Calligraphy For Beginners: Learn Calligraphy Alphabets, Lettering, Drawing & More! (Calligraphy Alphabet, Calligraphy Writing, Handwriting Improvement, ... For Beginners, Penmanship, Lettering, Art) by Charlotte Pearce

**Websites:**

<https://youtu.be/LE3igXSO4OI>

<https://www.youtube.com/watch?v=LkyLH3AaBpA>

<https://www.youtube.com/watch?v=2rhZ7lzaU4Y>

<https://www.youtube.com/watch?v=4621RnmCMBs>

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| Course Title | MAJOR SKILL BASED ELECTIVE – 2<br>SENSORY INTEGRATION FOR CHILDREN WITH<br>DIVERSE NEEDS (PRACTICAL) |
|--------------|------------------------------------------------------------------------------------------------------|
| Total Hours  | 60                                                                                                   |
| Hours/Week   | 4 Hrs                                                                                                |
| Code         | U22RS5SBP02                                                                                          |
| Course Type  | THEORY                                                                                               |
| Credits      | 1                                                                                                    |
| Marks        | 100                                                                                                  |

**General Objectives:**

*To demonstrate and make Students Plan, Create and Apply various intervention strategies and prepare sensory intervention kit and manual for Students with Special Needs.*

**Course Objectives:**

| CO No. | Course Objectives                                    |
|--------|------------------------------------------------------|
| CO-1   | Understand Sensory Process Disorder (SPD)            |
| CO-2   | Remember the different sensory systems.              |
| CO-3   | Analyze the various measures of sensory integration. |

|      |                                            |
|------|--------------------------------------------|
| CO-4 | Create and implement Intervention programs |
| CO-5 | Apply Sensory Integration Activities.      |

**UNIT 1: UNDERSTANDING SENSORY PROCESSING DISORDER (SPD) (12 Hrs)**

- 1.1 Definition of Sensory Processing Disorder (SPD)
- 1.2 Nature of Sensory Processing Disorder
- 1.3 Causes of Sensory Processing Disorder
- 1.4 Identify the basic principles of sensory integration.

*Extra reading/ keywords: Sensory Dysfunction, Sensory Modulation and Praxis*

**UNIT 2: SENSORY INTEGRATION PERSPECTIVE (12 Hrs)**

- 2.1 Senses and Disability
- 2.2 Hypersensitivity to senses
- 2.3 Hyposensitivity to senses
- 2.4 Implications of senses with regard to Vision, Hearing, Tactility, Smell, Taste, Proprioception and Vestibular.

*Extra reading/ keywords: Overwhelmed, Underwhelmed*

**UNIT 3: TECHNIQUES FOR MEASURING SENSORY INTEGRATION (12 Hrs)**

- 3.1 Role of Pediatrician, Neurologist and Dietician
- 3.2 Sensory Integration and Praxis Test (SIPT)
- 3.3 Checklists to measure sensory issues
- 3.4 Sensory profile

*Extra reading/ keywords: Jean Ayers Checklist, Fact Sheets on Sensory Dysfunction*

**UNIT 4: POSSIBLE BEHAVIORS AND STRATEGIES FOR INTERVENTION (12 Hrs)**

- 4.1 Sensory intervention for sensory disability
- 4.2 Sensory intervention for neuro developmental disability
- 4.3 Sensory intervention for intellectual disability
- 4.4 Planning intervention programs for other specified disability

*Extra reading/ keywords: Activating Routines – School and Home*

**UNIT 5: SENSORY INTERVENTION GAMES AND SENSORY, DIET (12 Hrs)**

- 5.1 Developing activities for Hyperactivity
- 5.2 Developing activities for Hypoactivity
- 5.3 Sensory Diet for Sensory Disorder - Hyperactivity

#### 5.4 Sensory Diet for Sensory Disorder – Hypoactivity

*Extra reading/ keywords: Modulating Activities, Self-Regulation*

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

#### Course Outcomes:

| CO No. | Course Outcomes                                        | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the Sensory Process Disorder (SPD)             | PSO 1          | R, U            |
| CO-2   | Discuss the different sensory systems.                 | PSO 2          | R               |
| CO-3   | Elaborate the various measures of sensory integration. | PSO 2          | U               |
| CO-4   | Create and implement Intervention programs             | PSO 3          | R               |
| CO-5   | Develop Sensory Integration Activities                 | PSO 4          | An              |

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

#### REFERENCES:

1. T Carol Stock Kranowitz, *The Out-of-Sync Child : Recognizing and Coping With Sensory Integration Dysfunction*, Published by : Perigee Trade; Revised edition. (2006).
2. A. Jean Ayres, (*Sensory Integration and the Child: 25th Anniversary Edition* (Paperback), Published by Western Psychological Services (April 1, 2005).

|                     |                                                  |
|---------------------|--------------------------------------------------|
| <b>Course Title</b> | <b>SKILL BASED COURSE 3 RESEARCH METHODOLOGY</b> |
| <b>Hours/Week</b>   | <b>2 Hr/Wk</b>                                   |
| <b>Code</b>         | <b>U22DS6SBC03</b>                               |
| <b>Course Type</b>  | <b>Theory</b>                                    |
| <b>Credits</b>      | <b>2</b>                                         |
| <b>Marks</b>        | <b>100</b>                                       |

**CONSPECTUS:** To enable the students to understand the methodology of doing research and prepare a dissertation

#### Course Objectives:

1. To understand the concept of research and its different types
2. To understand the process of selecting a suitable research design
3. To understand the mechanics of writing a research report
4. To prepare a dissertation

**UNIT I** (6Hrs)

**Introduction to Research:** Concept of research – Types of research – Research design – features of a good research design - Guidelines for developing a research plan.

**Extra reading / Key Words:** *Research Methods vs. Research Methodology*

**UNIT II** (6Hrs)

**Research Problem:** Defining a research problem – Need for reviewing literature – Use of library, web resources and online journals – hypothesis and testing of hypothesis – Methods of collecting data – Analysis and interpretation of data

**Extra reading / Key Words:** *Research Ethics*

**UNIT III** (6Hrs)

**Research Report:** Steps in drafting s research report - Layout of a Research Report - Bibliography and referencing – Plagiarism.

**Extra reading / Key Words:** *Research articles*

**Units IV and V:** Submission of Dissertation (12Hrs)

**Note:** The performance of students will be evaluated by internal test and Viva-Voce Examination of the Dissertation submitted. The students can carry out their research projects individually or in groups.

**COURSE OUTCOMES:****The learner will be able to**

| CO No. | Course Outcomes                                                   | Cognitive Level |
|--------|-------------------------------------------------------------------|-----------------|
| CO-1   | Recall the concepts involved in the study of Research Methodology | R               |
| CO-2   | Identify a research problem and review the related literature     | U               |
| CO-3   | Collect and analyze data                                          | AN              |
| CO-4   | Prepare a Research Report                                         | C               |

**REFERENCES:**

1. Kothari, C.R. (2020). *Research Methodology: Methods and Techniques*. New Age International.
2. Dubey, U. K. B., & Kothari, D. P. (2022). *Research Methodology: Techniques and Trends*. CRC Press.
3. Mishra, S. B., & Alok, S. (2022). *Handbook of research methodology*. Educreation.
4. Nayak, J. K., & Singh, P. (2021). *Fundamentals of research methodology problems and prospects*. SSDN Publishers & Distributors.
5. Bairagi, V., & Munot, M. V. (Eds.). (2019). *Research methodology: A practical and scientific approach*. CRC Press.
6. Gupta, A., & Gupta, N. (2022). *Research methodology*. SBPD Publications.

| Course Title       | <b>INDUSTRIAL RELATIONS-<br/>EMPLOYABILITY AND ENTREPRENEURIAL<br/>SKILLS (Practicals)</b> |
|--------------------|--------------------------------------------------------------------------------------------|
| <b>Total Hours</b> | <b>15</b>                                                                                  |
| <b>Hours/Week</b>  | <b>1</b>                                                                                   |
| <b>Code</b>        | <b>U20RS2IRP01</b>                                                                         |
| <b>Course Type</b> | PRACTICAL                                                                                  |
| <b>Credits</b>     | <b>1</b>                                                                                   |
| <b>Marks</b>       | <b>100</b>                                                                                 |

**General Objective:** To enable the students understand the concept of employability and entrepreneurial skills

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

|      |                                                                                            |
|------|--------------------------------------------------------------------------------------------|
| CO 1 | To drive quantity, quality and reach of training provision and outcomes                    |
| CO 2 | To provide horizontal and vertical pathways to academic qualifications and the job market. |

|      |                                                                                                                                                      |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO 3 | To provide demand driven, outcome focused training aimed at achieving high placement rates.                                                          |
| CO 4 | To change people's perceptions about vocational training and make skill development aspirational with opportunities for long-term career progression |

**UNIT -1 Personal Strengths & Value Systems 6 hrs**

- ❖ Health, Habits, Hygiene
- ❖ Persons and Workplace safety
- ❖ Self Analysis
- ❖ Honesty & Work Ethics
- ❖ Creativity & Innovation
- ❖ Time Management
- ❖ Anger Management
- ❖ Stress Management

**Extra reading/ keywords: SWOT, Long & Short term goals, self -exploration**

**UNIT -11 Money Management 6 hrs**

- ❖ Personal Finance
- ❖ Types of Bank Accounts, Opening a Bank Account
- ❖ Investment, Insurance and Taxes: Investment
- ❖ Online Banking, NEFT, RTGS

**Extra reading/ keywords: e-commerce, financial literacy**

**Unit -111 Preparing for Employment & Self Employment 6 hrs**

- ❖ Effective Resume preparation
- ❖ Interview Skills
- ❖ Interview FAQs
- ❖ Work Readiness – Terms & Terminologies

**Extra reading/ keywords: personal traits, personal values, body language**

**Unit -IV Understanding Entrepreneurship 6 hrs**

- ❖ Characteristic of an Entrepreneur, types of firms / types of enterprises
- ❖ Leadership & Teamwork
- ❖ Communication Skills
- ❖ Problem Solving & Negotiation Skills
- ❖ Business Opportunities Identification
- ❖ Entrepreneurship Support Eco - System
- ❖ Risk Appetite & Resilience
- ❖ Success & Failures

**Extra reading/ keywords: economic development, adaptability skills,**

## **Unit –V Preparing to be an Entrepreneur**

**6 hrs**

- ❖ Market Study / The 4 Ps of Marketing / Importance of an IDEA
- ❖ Business Entity Concepts
- ❖ Customer Relation Management & Networking
- ❖ Business Plan
- ❖ Procedure and Formalities for Bank Finance
- ❖ Enterprise Management - An Overview

**Extra reading/ keywords: leadership, life skills, marketing strategies**

### **PRACTICUM**

- ❖ Workshop/lectures on time, anger, stress management
- ❖ Visit to various Entrepreneurial ventures
- ❖ Visit to banks, auditor office, insurance office etc
- ❖ Competitions on “THINK TANK”

### **Course Outcome:**

1. Explain the personal strengths and value systems
2. Apply the money management in different situations
3. Analyse the need for employment and self employment
4. Explain the Entrepreneurship and its skills
5. Summarize themselves to be an effective entrepreneur

### **REFERENCES:**

1. National Skill Development Corporation
2. Ministry of Skill development and Entrepreneurship-National Skill Development Mission-A framework for implementation.
3. Anderseck, Klaus. 2004. Institutional and Academic Entrepreneurship: Implications for University Governance and Management.
4. Moreland, N. 2004. Entrepreneurship and Higher Education: An Employability Perspective.
5. [https://www.nsdcindia.org/sites/default/files/Model-urriculum\\_Entrepreneurship.pdf](https://www.nsdcindia.org/sites/default/files/Model-urriculum_Entrepreneurship.pdf)
6. [ncert.nic.in/textbook/pdf/iees1ps.pdf](http://ncert.nic.in/textbook/pdf/iees1ps.pdf)

|                     |                                          |
|---------------------|------------------------------------------|
| <b>Course Title</b> | <b>EXTRA CREDIT: ABNORMAL PSYCHOLOGY</b> |
| <b>Total Hours</b>  | <b>30 HOURS</b>                          |
| <b>Hours/Week</b>   | <b>2 Hrs / Wk</b>                        |
| <b>Code</b>         | <b>U22RS5NMT03</b>                       |
| <b>Course Type</b>  | <b>Theory</b>                            |
| <b>Credits</b>      | <b>2</b>                                 |
| <b>Marks</b>        | <b>100</b>                               |

**General Objectives:**

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

**Course Objectives:**

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

**UNIT 1: INTRODUCTION**

**(9 HOURS)**

Meaning, scope and definitions of abnormal psychology

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

**UNIT 2: CAUSES AND CHARACTERISTICS OF ABNORMAL BEHAVIOUR**

**(9HOURS)**

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

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

**UNIT 3: MAJOR PATTERNS OF MALADAPTIVE BEHAVIOUR**

**(9HOURS)**

Schizophrenia, Neuroses, Sexual deviations.

**Extra reading/ keywords:** *Catatonia, paranoia, fugue reaction, Paraphilias, pedophilia, voyeurism, fetishism.*

**UNIT 4: COMMON PATTERN OF ABNORMAL BEHAVIOUR (9 HOURS)**

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

**Extra reading/ keywords:** *withdrawal symptoms, juvenile, reformatory homes, de-addiction centres.*

**UNIT 5: TREATMENT AND REHABILITATION OF ABNORMAL BEHAVIOUR (9 HOURS)**

Biological, Psychosocial, Sociocultural approaches and Rehabilitation

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

**Course Outcomes:**

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

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

**PRACTICUM:**

**(5 HOURS)**

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

**TEXT BOOKS:**

1. Shanmugam, (1991). Abnormal Psychology.
2. S.K. Mangal, (1984). Abnormal Psychology

3. Coleman (1992). Abnormal Psychology. Paul Salmon, London

**ESSENTIAL READING:**

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

**JOURNAL:**

Journal of Abnormal Psychology. APA Psy.net

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