PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO 1: To apply analytical thought, critical and innovative skills in planning, implementation and evaluation of educational, therapeutic, psycho social and vocational intervention for individuals, families, groups, organizations and communities in diverse settings.

PEO 2: To impart whole person education and shaping individuals with emotional, ethical, intellectual, social and spiritual wellness with leadership readiness, competencies for effective collaboration, service delivery in inclusive environments for societal transformation and sustainability.

PEO 3: To create a cadre of Rehabilitation professionals with the right knowledge, attitude, aptitude and transferable skills adapting to changing trends and demands for competitive exams, gainful employment in national / international organizations, entrepreneurial endeavors facilitating lifelong learning.

PROGRAM OUTCOMES (POs)

After the completion of the degree program, the graduate will be able to

PO 1 - Demonstrate ability and attitude to acquire knowledge and skills in the advancing global scenario to apply them effectively and ethically for professional and social development.

PO2-Involve in research and innovative endeavors and share their findings for the wellbeing of the society.

PO3 – Work effectively in teams and take up leadership in multi-cultural milieu.

PO4 – Act with moral, ethical and social values in any situation.

PO5- Excel as empowered woman to empower women

PO6 –Participate in activities towards environmental sustainability goals as responsible citizens.

PO 7 - Purse higher studies in the related fields of Science, Humanities and Management

PO 8 -Liaison with National, International, Government and Non-Governmental agencies, Hospitals, Schools with commitment, Managerial Competencies and Compassion integrating Psychotherapeutic Skills to innovate and develop programmes for persons with special and psychological needs.

PO 9- Serve Independently as an Entrepreneur, mobilize appropriate resources and manage rehabilitation programs, clinics, therapy centers with effective administration and advocate policy change.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO-1

Develop knowledge and skills in analyzing, understanding assessment, intervention and administration of rehabilitation programs.

PSO - 2

Evaluate and utilize appropriate remedial and technological resources to facilitate an inclusive society for persons with special needs.

PSO – 3

Integrate innovative strategies for personal, educational, economical, social development in the field of disability management and rehabilitation.

(For candidates admitted from 2023 onwards)
Bachelor of Rehabilitation Science – Course Pattern

**SEMESTER I**
Part	**Course**	**Title of the Paper**	**Code**	**Hours/ Week**	**Credits**	**Marks**
I	Language	General Tamil/Hindi/French	U23TL1GEN01/ U24HN1HIN01/ U23FR1FRE01	6	3	100
II	English	General English	U23EL1GEN01	5	3	100
III	Core Course 1	Introduction to Disability and Rehabilitation -I	U23RS1CCT01	5	5	100
III	Core Course 2	Intervention for Persons with Visual Impairment	U23RS1CCT02	5	4	100
III	Core Course 3	Human Development I	U23RS1CCT03	4	4	100
III	Allied 1	General Psychology	U23PS1ALT01	3	2	100
IV	SEC 1 (NME 1)	Group Dynamics	U23RS1SET01	2	2	100
IV	Value Education	Bible/Catechism/Ethics				
VI	Extra Credit	Internship	U23EX1INT01		2	100
			Total	**30**	**23+2**	**700+100**

**SEMESTER II**
Part	**Course**	**Title of the Paper**	**Code**	**Hours/ Week**	**Credits**	**Marks**
I	Language	General Tamil/Hindi/French	U23TL2GEN02/ U24HN2HIN02/ U23FR2FRE02	5	3	100
II	English	General English	U23EL2GEN02	5	3	100
III	Core Course 4	Introduction to Disability and Rehabilitation -II	U23RS2CCT04	5	3	100
III	Core Course 5	Intervention for Persons with Intellectual Disability	U23RS2CCT05	4	4	100
III	Core Course 6	Intervention for Persons with Hearing Impairment	U23RS2CCT06	4	4	100
III	Allied 2	Human Development	U23RS2ALT01	2	2	100
IV	SEC 2 (NME 2)	Abnormal Psychology	U23RS2SET02	2	2	100
IV	SEC 3	Rural Development and Student Social Responsibility	U23RE2SET03	2	2	100
IV	Value Education	Bible/Catechism/Ethics		1	1	100
IV	Online Course	Online Course	U23EX2ONC01	-	2	
VI	Extra Credit	Internship	U23EX2INT02		2	100
			Total	**30**	**24+4**	**900+100**

SEMESTER III

Part	Course	Title of the Paper	Code	Hours/ Week	Credits	Marks
I	Language	General Tamil Hindi French	U23TL3GEN03/ U24HN3HIN03/ U23FR3FRE03	5	3	100
II	English	General English	U23EL3GEN03	5	3	100
III	Core Course 7	Intervention for Persons with Locomotor Disability	U23RS3CCT07	5	5	100
III	Core Course 8 (Practical)	Expanded Core Curriculum-I Literary Braille & Nemeth Code	U23RS3CCP08	5	4	100
III	Allied 3	Health and Nutrition	U23RS3ALT02	2	2	100
III	Allied 4	Exceptional Children /School Subject - English/ History/ Economics	U23RS3ALT03	4	2	100
IV	SEC 4 Entrepreneurial	Entrepreneurial Skills and Vocational Rehabilitation for Persons with Special Needs	U23RS3SET04	2	2	100
IV	SEC 5 (Generic) Industrial Relation	Employability and Entrepreneurial Skills (Practical)	U23RS3SEP05	1	1	100
IV	Online Course	Online Course	U23EX3ONC02		2	
IV	Value Education	Bible/Catechism/ Ethics		1		
VI	Extra Credit	Internship	U23EX3INT03		2	100
			Total	**30**	**22+4**	**800 +100**

SEMESTER IV

Part	Course	Title of the Paper	Code	Hours/ Week	Credits	Marks
I	Language	General Tamil Hindi French	U23TL4GEN04/ U24HN4HIN04/ U23FR4FRE04	5	3	100
II	English	General English	U23EL4GEN04	5	3	100
III	Core Course 9 (Practical)	Expanded Core Curriculum – II O &M, DLS and Abacus (Practical)	U23RS4CCP09	4	4	100
III	Core Course 10 (Practical)	Community Based Rehabilitation and Vocational Placement - Practical	U23RS4CCP10	4	4	100
III	Allied 5	Counselling Psychology	U23RS4ALT04	2	2	100
III	Allied 6	Group Dynamics /School Subject-English/ History/ Economics	U23RS4ALT05	4	2+2	100
IV	SEC 6	Soft skills Development	U23SS4SET06	2	2	100
IV	Gender Studies	Gender Studies	U23WS4GST01	1	1	100
IV	EVS	Environmental Studies	U23ES4EVS01	2	2	100
IV	Value Education	Bible/Catechism/ Ethics		**1**	**1**	**100**
VI	Extra Credit	Internship	U23EX4INT04		2	100
			Total	**30**	**26+2**	**1000+100**

SEMESTER V						
Part	Course	Title of the Paper	Code	Hrs/ Wk	Credits	Marks
III	Core Course 11	Physical Education and Sports for Divyangjan	U23RS5CCT11	4	3	100
III	Core Course 12 (Practical)	TLM & Adaptive Equipment - Practical	U23RS5CCP12	3	3	100
III	Core Course 13	Introduction to Learning Disabilities	U23RS5CCT13	4	3	100
III	Core Course 14	Curricular Strategies	U23RS5CCT14	4	3	100
III	Core Course 15 (Practical)	Sensory Integration for Children with Diverse Needs – Practical	U23RS5CCP15	3	3	100
III	Core Course 16	Principles and Practices of Vocational Rehabilitation	U23RS5CCT16	4	3	100
III	Elective Course 1	Audiology and Aural Rehabilitation	U23AS5ECT01	3	3	100
III	Elective Course 2 (Discipline Specific)	Communication Through Signs and Speech / Sign Language	U23RS5ECT02/ U23RS5ECT03	4	3	100
IV	Value Education	Catechism/Ethics/ Bible/	U23VE5LVC01 U23VE5LVE01 U23VE5LVB01	1		
VI	Extra Credit	Internship	U23EX5INT05		2	100
			Total	**30**	**24+2**	**700+100**
		SEMESTER VI				
Part	Course	Title of the Paper	Code	Hours/ Week	Credits	Marks
III	Core Course 17	Management of Rehabilitation Programmes	U23RS6CCT17	4	2	100
III	Core Course 18	Intervention for Autism and ADHD	U23RS6CCT18	4	3	100
III	Core Course 19	Introduction to Physiotherapy and Occupational Therapy	U23RS6CCT19	4	3	100
III	Core Course 20	Behaviour Modification and Therapeutic Intervention	U23RS6CCT20	4	3	100
III	Core Course 21	Introduction to Language and Speech	U23RS6CCT21	4	3	100
III		Research Methodology with Project Viva	U23RS6DIS01	2	2	100
IV	Elective Course 3	Inclusive Education / Technology for Persons with Special Needs	U23RS6ECT04 U23RS6ECT05	3	2	100
	SEC 7	Media and Disability	U23RS6SET07	2	2	
IV	SEC 8 Professional Competency Skills	Instructional Approaches for Special Need Children	U23RS6SEP08	2	1	100
V	Extension Activity	Extension Activity	U23EA6SOC01		2	100
VI	RESCAPES	RESCAPES	U23EX6RES01		3	100
VI	Extra Credit	Internship	U23EX6INT06		2	100
VI	Value Education	Bible/Catechism/Ethics	U23VE6LVE02 U23VE6LVC02 U23VE6LVB02	1		
		Total		30	21+7	900+200
		Total Extra Credits			21	
VI	Extra Credit	Summer Internship – 1(150Hours)	U23RS6ECSI1		5	100
VI	Extra Credit	Summer Internship – 2 (150Hours)	U23RS6ECSI2		5	100
		Grand Total		180	140+21+10	5900

Course Title	Core Course 1: INTRODUCTION TO DISABILITY AND REHABILITATION-I
Code	U23RS1CCT01
Course Type	Theory
Hours/Week	5 hours / week
Credits	5
Marks	100

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

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

UNIT 1: AN INTRODUCTION TO DISABILITY: **(15 HOURS)**
    1.1   Definitions of impairment, disability, handicap and exceptional children.
    1.2   Definitions, importance, advantages and advantages of labeling, stereotype, stigma
    1.3   Definition and Meaning of Rehabilitation, Types and Components of Rehabilitation.
    1.4   Approaches of Rehabilitation
    1.5   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.
5.5   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
CO-5	Evaluate the Interventional and Educational Programmes offered for Children with Special Needs by Special Schools.	K5

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 LongmanLtd.
13. Aloka Guha et.al, (1994). Readings in Special Education, Madras, Spastics Society of Tami lNadu.
14. John Ballatyne, M.C. Martin & Antony Martin (1993), Deafness (5th Ed.), Delhi, A.I.T.B.S. Publishers.
15. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children. U.S.A.: Williams & 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. & Delle Orbo, 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 Book Co.
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: Usha Bhatt.
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
P Moderate Correlation (M) = 2 marks
Low correlation (L)= 1 Mark

Course Title	Core Course 2 **INTERVENTION FOR PERSONS WITH VISUAL IMPAIRMENT**
Code	**U23RS1CCT02**
Course type	**Theory**
Semester	**I**
Hours/Week	**4**
Credits	**4**
Marks	**100**

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 (2nd 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

Course Title	Core Course 3: HUMAN DEVELOPMENT –I
Code	**U23RS1CCT03**
Course Type	Theory
Hours/Week	**4 hours / week**
Credits	**4**
Marks	**100**

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

CO No.	Course Outcomes	Cognitive Level (K1- K6)
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 Jersy: Lawrence Erlboum.
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
1. http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf
2. http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm
3. http://www.nios.ac.in/srsec328newE/328EL11.pdf
4. http://www.nios.ac.in/srsec328newE/328EL12.pdf
5. http://www.nios.ac.in/srsec328newE/328EL13.pdf
6. http://www.nios.ac.in/srsec328newE/328EL14.pdf
7. http://www.similima.com/psych5.html

Outcome mapping

Course Outcomes	PROGRAMME OUTCOMES (PO)								
CO	1	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

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES (PSO)		
CO	1	2	3
CO1	H	H	H
CO2	H	H	M
CO3	H	H	H
CO4	H	H	H

HIGH CORRELATION – 3: MODERATE
CORRELATIONS - 2:

 LOW CORRELATION - 1

Course Title	Allied 1: GENERAL PSYCHOLOGY
Code	U23PS1ALT01
Course Type	Theory
Semester	I
Hours/Week	3 Hrs/Wk
Credits	2
Marks	100

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 PSYCHOLOG   **(12 Hrs)**

   1.1 Meaning and History

   2.2 Sensory Perception

   2.3 Attention and Perceptual Processes

   2.4 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 Intelligence
    3.5 Individual differences in Intelligence

Extra reading/ keywords: Lateral thinking, Innovative problem-solving techniques, ArtificialIntelligence, 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 HillInc.

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.
4.Stephen Worchel, Wayne Sheilske, (1986). Psychology Principles and Applications, U.S.A.;   Prentice Hall: A division of Simon & Schcester Inc. Vergenia Nichols Quinn, (1985). Applying Psychology, Singapore; Mc Graw - Hill.
5.Gage / Berliner, (1984). Educational Psychology, U.S.A.; Houghton Miffin Company.
6.   David. W. Johnson and Frank. P. Johnson, (1982), Joining together, New Jersey; Prentice Hall and U.S.A.; Prentice Hall Inc.
7.   Frank J. Bruno (1980), (1984). Behavior and Life, Singapore; John Wiley & Sons, Inc.

COURSE OUTCOMES
The learners will be able to

CO No.	Course Outcomes	Cognitive Level (K1 to K5)
CO-1	Relate the basics concepts of psychology, theories of learning and intelligence	K1
CO-2	Explain Learning theories, Motivation, Theories of Types of Motives, emotions, frustration and conflict	K2
CO-3	Organise thinking reasoning, creativity, domains of psychological attributes and intelligence	K3
CO-4	Categorize the type and theories of personality and personality traits, Behavioral and Humanistic theories and find suitable theories for their personality	K4
CO-5	Perceive the major psychological disorders, effects, types and sources of stress and take up strategies to reach out to the needy	K5

PO – CO MAPPING

COURSE OUTCOMES	PROGRAMME OUTCOMES (PO)								
CO	1	2	3	4	5	6	7	8	9
CO-1	H	M	-	-	-	-	-	-	-
CO-2	H	H	-		L	M	H	M	M
CO-3	H	H	H	M	L	H	H	M	M
CO-4	H	H	H	M	-	L	M	H	H

CO-5	H	H	H	H	H	H	H	H	H

PSO – CO MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES (PSO)		
CO	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

Course Title	SEC I (NME 1): GROUP DYNAMICS
Hours/Week	2 Hrs Wk
Code	U23RS1SET01
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVES:
> *To understand the basic concepts of psychology and apply them in life.*

COURSE OBJECTIVES:

CO No.	Course Objectives
CO-1	To impart knowledge regarding various concepts in group dynamics.
CO-2	To foster an understanding regarding the various types of groups and leadership.
CO-3	To acquaint the students with the various methods of decision making.
CO-4	To acquaint the students with the various types and implications of conflicts and controversy.
CO-5	To impart knowledge regarding various aspects of creativity and problem solving.

UNIT 1:   GROUP DYNAMICS   (Hrs)
   1.1   Definitions
   1.2   Establishing a group
   1.3   Stages of group development
   1.4   Group process techniques
   1.5   Group functions

UNIT 2:   LEADERSHIP AND DECISION MAKING
      2.1   Definitions and Types of Leadership
   2.2   Styles of leadership
   2.3   Developing Leadership Qualities
      2.4   Methods of Decision Making
   2.5   Factors hampering effective group decision

UNIT 3:   INTERPERSONAL COMMUNICATION
   3.1   Elements of Communication
   3.2   Listening
   3.3   Non-Verbal Communication
   3.4   Emotional Expression
   3.5   Interview
UNIT 4:   CONFLICTS
   4.1   Types of Conflicts
   4.2   Outcomes of conflicts
   4.3   Conflict strategies

4.4 Constructive Management of Conflict
4.5 Handling Conflicts in Day to Day Life
UNIT 5: CREATIVITY AND PROBLEM SOLVING
5.1 Creative Process
5.2 Developing and fostering
5.3 Brainstorming
5.4 Steps in problem solving
5.5 Blocks to Problem Solving Effectiveness

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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
CO-5	Discuss management of adult and childhood hearing impairment	PSO 5	R,U,A

PRACTICUM:
1. Conducting group activities to reinforce concepts like role playing, brainstorming, conflicts etc.
2. Conducting group discussions.
3. Conducting sociograms with in the class.
4. Conducting many group games to explain and reinforce the various concepts.

REFERENCES:
1. Berko, Wolvin & Wolvin, (1989). Communicating: A Social and Career Focus. Fourth Edition., New Jersey: Houghton Mifflin Company.
2. Teri Kwal Gamble and Michael Gamble, Communication Works (1987). Second Edition., New York: Random House.
3. David W. Johnson & Frank P. Johnson, (1982). Joining Together Group theory and group skills. Second Edition. New Jersey: Prentice Hall, Inc.
4. Bertran H. Raver & Jeffrey Z. Rubin. (1983). Social Psychology, Second Edition., New York: John Wiley & Sons.
5. John C. Brigham (1986). Social Psychology. Toronto: Little, Brown & Company.
6. J. Richard Eiser (1986). Social Psychology Attitudes, cognition and social behaviour. New York: Cambridge University Press.
7. Anthony Desouza (1985). Leadership Better, Yourself Books, Bombay.
8. Dr. Chowdhry Paul.D. 1994. Introduction to Social Work. Lucknow: Atma Ram & Sons.

Course Title	Core Course 4: INTRODUCTION TO DISABILITY AND REHABILITATION: II
Code	U23RS2CCT04
Course type	Theory
Semester	II
Hours/Week	5
Credits	4
Marks	100

CONSPECTUS:

This course facilitates understanding of various disabilities, assessment and intervention planning for persons with special needs.

COURSE OBJECTIVES

CO No.	Course Objectives
CO No.	To explain the basic concepts of learning disabilities.
CO-1	To understand the causes, signs and symptoms of muscular dystrophy.
CO-2	To comprehend chronic neurologic impairments.
CO-3	To gain knowledge about blood disorders.
CO-4	To develop skill to identify multiple disabilities including deaf-blindness.

UNIT 1:   LEARNING DISABILITIES   (12 Hours)

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 of Learning Disabilities
1.4 Misconceptions of Learning Disabilities
1.5 Basic Interventions for various Learning Disabilities

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

UNIT 2:   MUSCULOSKELETAL IMPAIRMENTS   (12 Hours)

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 of Muscular Dystrophy and Acid attack Survivors
2.4 Misconceptions about Muscular Dystrophy and Acid attack survivors
2.5 Basic Interventions for Muscular Dystrophy and Acid attack survivors

Extra reading/ keywords: *Locomotor Impairments, Physiology of locomotor system and associated terminologies on Muscular Dystrophy and Acid attack survivors.*

UNIT 3:   CHRONIC NEUROLOGIC IMPAIRMENTS   (12 Hours)

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 of Multiple Sclerosis and Parkinson's disease
3.4 Misconceptions about Multiple Sclerosis and Parkinson's disease
3.5 Basic Interventions for 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   (12 Hours)

4.1 Definitions of Haemophilia, Thalassemia, Sickle cell disease
4.2 Signs and symptoms of Haemophilia, Thalassemia, Sickle cell disease
4.3 Causes of Haemophilia, Thalassemia, Sickle cell disease
4.4 Misconceptions about Haemophilia, Thalassemia, Sickle cell disease
4.5 Basic Interventions for Haemophilia, Thalassemia, Sickle cell disease

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

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

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 of Multiple Disabilities including Deaf-Blindness
5.4 Misconceptions about Multiple Disabilities including Deaf-Blindness
5.5 Basic Interventions for 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)

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:

Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A ServiceModel, Secunderabad : National Institute for the Mentally Handicapped (NIMH).

NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.

Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.

Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.

Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.

Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.

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

Kundu, C.L., (2000) Status of Disability in India - 2000, New Delhi : Rehabilitation Council of India.

Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.

Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston : Houghton Mifflin Co

Panda, K.C., (1997) Education of Exceptional Children, New Delhi; Vikas Publishers.

Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.

Aloka Guha et.al, (1994). Readings in Special Education, Madras, Spastics Society of Tamil Nadu.

John Ballatyne, M.C. Martin & Antony Martin (1993), Deafness (5th Ed.), Delhi,A.I.T.B.S. Publishers.

WEB REFERENCES

http://socialjustice.nic.in/pwdact1995.php

http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%2020 16.pdf

https://www.in.gov/spd/files/Myth.pdf

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

COURSE OUTCOMES:

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Describe and explain the basic concepts and various types of disabilities.	K1
CO-2	Familiarize and develop skill for identification of various disabilities	K2
CO-3	Explain and discuss the etiology of various disabilities	K3

CO-4	Develop optimistic ways of managing and overcoming superstitious beliefs of various disabilities.	K4
CO-5	Develop skill in appropriate intervention for persons 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	H	M	M	L	L	H	H	H
CO-2	H	H	M	M	L	L	H	M	M
CO-3	H	H	M	M	L	L	M	H	M
CO-4	H	H	M	M	L	L	H	M	M
CO-5	H	H	M	M	L	L	M	M	M

PSO – CO MAPPING

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

Course Title	Core Course 5: INTERVENTION FOR PERSONS WITH INTELLECTUAL DISABILITY
Hours/Week	4 Hrs Wk
Code	U23RS2CCT05
Course Type	Theory
Credits	4
Marks	100

CONSPECTUS

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:

CO No.	Course Objectives
CO No.	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

UNIT 1: MENTAL RETARDATION- NATURE, NEEDS AND INTERVENTION (15 HOURS)
    1.1   Structure and functions of the Nervous System
    1.2   Definitions of intellectual disability
    1.3   Classification in Intellectual disability
    1.4   Etiological factors and preventive measures in intellectual disability
    1.5   Screening and early Intervention

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

UNIT 2:   GENETICS   (15 HOURS)
        2.1   Cell   Division – Mitosis and Meiosis
    2.2   Gametogenesis
    2.3   Human Chromosome complement and sex determination
    2.4   Mendellian Inheritance and Blood Group Inheritance
    2.5   Teratogens affecting development

Extra reading/ keywords: *mitosis, meiosis, synapsis, spermiogenesis, phenotype, genotype, barrbody, kinetochore, karyotyping,*

UNIT 3:   CHROMOSOMAL AND GENE LINKED ABNORMALITIES   (15 HOURS)
    3.1   Autosomal abnormalities

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

Extra reading/ keywords: *autosomes, allosomes, syndactyly, gynaecomastia, ennunuchoidism, aspermatogenesis, ammenhorea,amniocentesis,ultrasound, chorionic villus biopsy*

UNIT 4:   METABOLIC DISORDERS AND CRANIAL ANOMALIES (15HOURS)
     4.1   Carbohydrate metabolic disorder
     4.2   Amino Acid metabolic disorders
     4.3   Lipid metabolic disorders
     4.4   Mineral metabolic disorders
     4.5   Cranial anomalies

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

UNIT 5:   RELATED PROBLEMS – CAUSES, CHARACTERISTICS, TREATMENT AND REHABILITATION   (15 HOURS)
     5.1   Epilepsy
     5.2   Cerebral Palsy
     5.3   Psychiatric disturbances & Conduct disorders
     5.4   Autism spectrum disorder
     5.5   ADHD

Extra reading/ keywords: *petitmal, grandmal, idiopathic, neurotransmitters, akinetic, encephalopathy, maladaptive behaviour, 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

PRACTICUM:

1. Visit to institutions/schools for the intellectually disabled
2. Preparation of a case study.
3. Visiting a hospital/lab to learn about the various diagnostic tests for the   identification of Genetic/Chromosomal disorders.

TEXT BOOK
1. Maire Berne Smith (2007) Mental Retardation: An Introduction to Intellectual Disability , Cambridge University Press
2. James C Harris (2006) Intellectual Disability: Understanding Its Development, Causes, Classification, Evaluation and Treatment. New York (NY): Oxford University Press;
   Baroff, G.S. (1986). Mental Retardation – Nature, Causes and management (2nd Edition). Washington: Hemisphere Publishing Corporation
3. Mental Retardation in India: Contemporary Scene. NIMH, 1994

SUGGESTED READINGS
1. Fraser, W.I. & Green, A.M. (1991). Halla's Caring for people with Mental Handicaps. Oxford : Butterworth Hernnmann.
2. Gellis& Feingold, (1989). Atlas to Mental Retardation syndromes Department of Health Education and Welfare.
3. Government of India (1996). The Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act 1995.
4. Herbert.J. Crossman, (1983). Classification in Mental Retardation, U.S.A.; American Association. on Mental Deficiency.
5. Johnson & Beerner (1975). A Step-by-Step Learning Guide for Retarded Infants and Children, U.S.A.; Syra case Univ. Press.
6. Nelsworth& Smith, M., (1978), Retardation, London; Mc. Graw Hill.
7. Pushparani, Reddy.P.P., (1990). Mental Retardation, Hyderabad; Management systems consultants.

WEB REFERENCE
1. www.webmd.com/children/intellectual-**disability-mental-retardation.**
2. www.healthline.com/symptom/**mental-retardation**
3. www.minddisorders.com
4. www.wikipedia.org/wiki/Intellectual_disability
5. www.ncbi.nlm.nih.gov/pubmed/16272659
6. hmg.oxfordjournals.org/

CO-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 -
PO

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

Course Title	Core Course 6: INTERVENTION FOR PERSONS WITH HEARING IMPAIRMENT
Hours/Week	4 Hrs Wk
Code	U23RS2CCT06
Course Type	Theory
Credits	4
Marks	100

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:

	To understand the anatomy and physiology of the different parts of ear.
	To explain the causes, symptoms and treatment of ear diseases and refer them to the audiologist / ENT Specialist.
	To describe the causes, characteristics and implications of children with hearing impairment
	To relate concepts of early identification and techniques and methods of Infant hearing Screening and testing Pre–schoolers
	To apply strategies in developing literacy, auditory, oral, reading, writing skills in children with hearing impairment

UNIT 1:   ANATOMY AND PHYSIOLOGY OF EAR   (12 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
　　　1.5   Physiology of Central Auditory Processing
　　Extra reading/ keywords: *Embryological development of the Ear*

UNIT 2:   MEDICAL AND CONTEMPORARY ASPECTS OF HEARING LOSS
**   (12 Hrs)**
　　　2.1   Diseases of the Outer Ear
　　　2.2   Diseases of the Middle Ear
　　　2.3   Diseases of the Inner Ear
　　　2.4   Problematic Conditions in Auditory Nerve
　　　2.5   Central Auditory Processing Disorder
　　Extra reading/ keywords: *Nursing management of hearing impairment, surgical management of Deafness*

UNIT 3:   THE HEARING IMPAIRMENT   (12 Hrs)

3.1   Definitions of Hearing impairment
3.2   Causes of hearing impairment
3.3   Classification of hearing impairment
3.4   Characteristics and impact of hearing impairment
3.5   Signs Symptoms of hearing loss

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

UNIT 4:   HEARING ASSESSMENT AND INTERVENTION   (12 Hrs)

4.1   Neonatal screening
4.2   Techniques of Infant hearing screening
4.3   Goals and methods used in testing preschoolers
4.4   Early intervention for Children with hearing impaired
4.5   Educational intervention of Children with hearing impairment

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

UNIT 5:   DEVELOPMENT OF LITERACY SKILLS   (12 Hrs)

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

Extra reading/ keywords: Methods of teaching Speech

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

PRACTICUM:
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, (Ist Ed.), Bangalore, CBM and Books for change.
8. Sol Adler, (1986). Early Identification & Intensive Remediation of Language Retarded Children. U.S.A.: Charles C. Thomas.
9. Stanford.E. Gerber, George T.Mencher, (1978). Early diagnosis of Hearing loss. New York: Grun & Straffon.
10. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed. (SE-DE) Programme, Bhopal: Madhya Pradesh Bhoj (Open) University.
11. 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.
12. Zemilin.R.Willard, (1988). Speech and Hearing Science Anatomy Physiology, New Jersey; Prentice Hall, Englewood cliffs.
13. Michael J. Gural nick (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.

22. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons,

New Delhi; Discovery Publishing House.

23. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston: Houghton Mifflin Co.
24. Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.
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

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

COURSE OUTCOMES:

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Explain the anatomy and physiology of outer, middle and inner ear and the physiological process of hearing.	K1
CO-2	Describe the causes, classification and characteristics of children with hearing impairment.	K2
CO-3	Enumerate the need for early intervention and describe the techniques of neonatal screening, Infant hearing screening and testing preschoolers	K3
CO-4	Explain the meaning and scope of literacy skills and discuss the educational needs of children with hearing impairment.	K4
CO-5	Discuss the development of Auditory, Oral skills, reading and writing skills in the hearing impaired.	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	M	M	L	H	M	H
CO-2	H	M	M	M	M	L	H	M	H
CO-3	H	M	M	M	M	L	H	M	H
CO-4	H	M	M	M	M	L	H	M	H
CO-5	H	M	M	M	M	L	H	M	H

PSO – CO MAPPING

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

Course Title	ALLIED – 2 (Compulsory) HUMAN DEVELOPMENT -II
Code	U23RS2ALT01
Course Type	Theory
Hours/Week	2 hours / week
Credits	2
Marks	100

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: *A*dolescence, 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

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
CO-3	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.
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 Jersy : Lawrence Erlboum.
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.
17.
WEB REFERENCES:

http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf
http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm
http://www.nios.ac.in/srsec328newE/328EL11.pdf
http://www.nios.ac.in/srsec328newE/328EL12.pdf
http://www.nios.ac.in/srsec328newE/328EL13.pdf
http://www.nios.ac.in/srsec328newE/328EL14.pdf
http://www.similima.com/psych5.html

Outcome mapping

e Outcomes	PROGRAMME OUTCOMES (PO)								
CO	.	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

Course Outcomes	PROGRAMME SPECIFIC OUTCOMES (PSO)		
CO	1	2	3
CO1	H	H	H
CO2	H	H	M
CO3	H	H	H
CO4	H	H	H

HIGH CORRELATION – 3: MODERATE CORRELATIONS - 2:

 LOW CORRELATION - 1

Course Title	SEC 2 (NME 2) ABNORMAL PSYCHOLOGY
Hours/Week	2 Hrs / Wk
Code	U23RS2SET02
Course Type	Theory
Credits	2
Marks	100

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

COURSE OBJECTIVES:

CO No.	COURSE OBJECTIVES
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 behaviors

UNIT 1:   INTRODUCTION   (5 HOURS)

1.1 Meaning and definitions of abnormal psychology
1.2 Scope of abnormal psychology
1.3 Need and significance of abnormal psychology

Extra reading/ keywords: *psychiatry, clinical psychology*

UNIT 2:   CAUSES AND CHARACTERISTICS OF ABNORMAL BEHAVIOUR   (5 HOURS)
2.1 Biological causes
2.2 Psychosocial / socio-cultural causes
2.3 Characteristics of   abnormal behavior

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

UNIT 3:   MAJOR PATTERNS OF MALADAPTIVE BEHAVIOUR   (5 HOURS)
3.1 Schizophrenia,
3.2 Neuroses,
3.3 Sexual deviations.
Extra reading/ keywords: *Catatonia, paranoia, fugue reaction, Paraphilias, pedophilia, voyeurism, fetishism.*

UNIT 4: COMMON PATTERN OF ABNORMAL BEHAVIOUR   (5 HOURS)

4.1 Alcoholism and Drug Abuse
4.2 Criminal behavior and delinquency,
4.3 Psychosomatic disorders

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

UNIT 5: TREATMENT AND REHABILITATION OF ABNORMAL BEHAVIOUR
**   (5 HOURS)**
5.1 Biological approaches and rehabilitation
5.2 Psychosocial, approaches and rehabilitation
5.3 Sociocultural approaches and rehabilitation

Extra reading/ keywords: *chemotherapy, psychosurgery, tranquilizers, hallucinogenic, IST, ECT, Topectomy, thalectomy, 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 2	K2
CO-4	Elaborate the common patterns of anormal behavior. and recommend Therapeutic programs for children with special needs	PSO 3	K3
CO-5	Discuss and summarize the various treatment and rehabilitation methods for abnormal behavior	PSO 3	K4

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
Journal of Abnormal Psychology. Psy. Research.org.

MAPPING

CO-PO

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

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

SEMESTER III						
Part	Course	Title of the Paper	Code	Hours/Week	Credits	Marks
I	Language	General Tamil Hindi French	U23TL3GEN03/ U24HN3HIN03/ U23FR3FRE03	5	3	100
II	English	General English	U23EL3GEN03	5	3	100
III	Core Course 7	Intervention for Persons with Locomotor Disability	U23RS3CCT07	5	5	100
III	Core Course 8 (Practical)	Expanded Core Curriculum-I Literary Braille & Nemeth Code	U23RS3CCP08	5	4	100
III	Allied 3	Health and Nutrition	U23RS3ALT02	2	2	100
III	Allied 4	Exceptional Children /School Subject - English/ History/ Economics	U23RS3ALT03	4	2	100
IV	SEC 4 Entrepreneurial	Entrepreneurial Skills and Vocational Rehabilitation for Persons with Special Needs	U23RS3SET04	2	2	100
IV	SEC 5 (Generic) Industrial Relation	Employability and Entrepreneurial Skills (Practical)	U23RS3SEP05	1	1	100
IV	Online Course	Online Course	U23EX3ONC02		2	
IV	Value Education	Bible/Catechism/ Ethics		1		
VI	Extra Credit	Internship	U23EX3INT03		2	100
			Total	30	22+4	800 +100
SEMESTER IV						
Part	Course	Title of the Paper	Code	Hours/Week	Credits	Marks
I	Language	General Tamil Hindi French	U23TL4GEN04/ U24HN4HIN04/ U23FR4FRE04	5	3	100
II	English	General English	U23EL4GEN04	5	3	100
III	Core Course 9 (Practical)	Expanded Core Curriculum – II O &M, DLS and Abacus (Practical)	U23RS4CCP09	4	4	100
III	Core Course 10 (Practical)	Community Based Rehabilitation and Vocational Placement - Practical	U23RS4CCP10	4	4	100
III	Allied 5	Counselling Psychology	U23RS4ALT04	2	2	100
III	Allied 6	Group Dynamics /School Subject-English/ History/ Economics	U23RS4ALT05	4	2+2	100
IV	SEC 6	Soft skills Development	U23SS4SET06	2	2	100
IV	Gender Studies	Gender Studies	U23WS4GST01	1	1	100
IV	EVS	Environmental Studies	U23ES4EVS01	2	2	100
IV	Value Education	Bible/Catechism/ Ethics		1	1	100
VI	Extra Credit	Internship	U23EX4INT04		2	100
			Total	30	26+2	1000+100

Course Title	Core Course-7 INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITY
Hours/Week	5 Hrs Wk
Code	U23RS3CCT07
Course Type	Theory
Credits	5
Marks	100

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. Klumphes palsy
4.4 Spina Bifida/Poly Neuropathy/Poly neuritis
4.5 Multiple Scelerosis/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 Torticolis
          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. Rhematoid Arthritis
         3. Haemophilio Arthritis
         4. SmallPox 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. lves(2009) Motor Behavior, 2nd Edition, Wolfers 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, 58th Round National Sample Survey Organization, Ministry of Statistics and Programme Implementation, Report No. 485 (58/26/1). Government of India.* 2003.
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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://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	**CORE COURSE- 8 PRACTICAL EXPANDED CORE CURRICULUM – I LITERARY BRAILLE AND NEMETH CODE (PRACTICALS)**
Hours/Week	**5 Hrs/Wk**
Code	**U23RS3CCP08**
Course Type	**Practicals**
Credits	**4**
Marks	**100**

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 Brailler.
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: Brailler, Braille slate and stylus

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, eBrailler

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, 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 Brailler and slate and stylus	K3
CO-4	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	**ALLIED 3 - HEALTH AND NUTRITION**
Hours/Week	**2 Hrs/Wk**
Code	**U23RS3ALT02**
Course Type	**Theory**
Credits	**2**
Marks	**100**

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)..
5. 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. Jelliffee. 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.

Course Title	Allied-4 EXCEPTIONAL CHILDREN
Hours/Week	4 Hrs/Wk
Code	U23RS3ALT03
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVE:

To understand the concept of Exceptional children, causes, its types, characteristics, and intervention measures.

CO No.	Course Objectives
CO-1	Understand the concept of exceptional children with reference to individual, family, social aspects and legal provisions.
CO-2	Remember the concept, identification, causes and educational intervention for Gifted Children.
CO-3	Understand the concept, identification, causes and educational intervention for Emotionally Disturbed children.
CO-4	Remember the concept, identification, causes and intervention for Socially Disadvantaged children.
CO-5	Understand the concept, identification, causes and educational intervention for children with HI, VI, MR and low vision.

UNIT 1 :   Introduction to Exceptional children   (10 Hrs)

1.1   Concept of Exceptional Children
1.2   Individual difference
1.3   Families with Exceptional Children
1.4   Special provisions by the central Government

Extra Reading : Prevalence and incidence of exceptional children, identification aspects in school, provisions by the state Government

UNIT 2:   Introduction to Gifted Children   (10 Hrs)

2.1   Concept/Definition of gifted child
2.2   Causes of giftedness
2.3   Characteristics of gifted children
2.4   Education of gifted children

Extra Reading : Prevalence and incidence of Gifted children, identification and diagnosis, remedial curriculum and plus curriculum for Gifted children.

UNIT 3:   **Emotionally Disturbed Children**   **(10 Hrs)**

    3.1   Introduction to Emotionally Disturbed Children
    3.2   Causes of emotional disturbance
    3.3   Characteristics of Disturbed Children
    3.4   Education of Disturbed Children

Extra Reading : Prevalence and incidence of Emotionally disturbed children, identification and diagnosis, Behavior modification, guidelines and counseling for the individual and family

UNIIT 4:   **Socially Disadvantaged Children**   **(10 Hrs)**
    4.1   Introduction to socially disadvantaged children
    4.2   Classification of disadvantaged children
    4.3   Education of disadvantaged children
    4.4   Causes, characteristics and remedial measures for juvenile development
Extra Reading : Prevalence and incidence of social disadvantaged children at National and International Level, Impact on individual health, education and life.

UNIT 5 :   **Concept, Causes, Classification and characteristics and education**
                 of special children   **(10 Hrs)**
    5.1   Definition of blindness and low vision
    5.2   Concept, causes, classification, characteristics of H.I
    5.3   Concept, causes, classification, characteristics of M.R
    5.4 Concept, causes, classification, characteristics of L.D

Extra Reading : Prevalence and incidence of HI, VI, MR and LD, identification and diagnosis, Educational interventions, schemes by the Government.

COURSE OUTCOMES

1. Recall and explain concept of exceptional children with reference to individual, family, social aspects.
2. Describes the legal provisions available for Exceptional Children.
3. Understand and explains the concept, identification, causes of Gifted children
4. Remembers the educational intervention for Gifted Children.
5. Understand the concept, identification, causes and educational intervention for Emotionally Disturbed children.
6. Analyze the causes and intervention for Socially Disadvantaged children.
7. Understand the causes and educational intervention for children with HI, VI, MR and low vision.

PRACTICUM: **(10 Hrs)**
1. Case Study of a Juvenile delinquent.
2. Case Study of a Sensory impaired child.
3. Case Study of a mentally retarded child.

4. Case Study of a Locomotor disabled child.

REFERENCES:

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.   Bhargava. M., Exceptional Children Their Education and Rehabilitation, (2003), Agra, H.
        P. Bhargava Book House., Sterling Publishers Private Limited.
4.   Hardman. M .L., Drew. C. J., Egan. M. W., Human Exceptionality, Society, School and
        Family, (1999), Boston, Allyn and Bacon.
5.   Heward, W. L., and Orlansky, M. D., Exceptional Children (1992) , New York, Macmillan
        Publishing Company.
6.   Kar. C., Exceptional Children Their Psychology and Education, (1992), New Delhi,
Sterling
        Publishers Private Limited.
7.   Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of
        India.
8.   Sahu. B. K., Education of the Exceptional Children (1993), New Delhi, Kalyani Publishers.
9.   Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities,
        B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
10.   Turnbull. A., Turnbull. R., Shank , M., Leal, D., (1999) Exceptional Lives
         Special Education in Today's Schools, Ohio, Prentice Hall.

WEBSITES:
1. http://www.nswagtc.org.au/info/identification/characteristics.html
2. http://www.geocities.com/Athens/Delphi/2746/rwclub/gifted.html
3. http://www.nichcy.org/pubs/factshe/fs5txt.htm
4. http://education.stateuniversity.com/pages/1952/Emotionally-Disturbed-Education.html
5. http://72.14.235.104/search?q=cache:qyGTpmhxrq0J:www.sagepub.com/upm-
6. http://www.kcterc.org/LinkClick.aspx?link=Publications/Including/   4Serious.pdf&tabid=88.
7. http:/cml.music.utexas.edu/DisabilitiesArchive/EmotionalDisturbance.htm
8. http://www.uwsp.edu/education/lwilson/LEARNING/3mides.htm
9. http://www.sagepub.com/upm-data/7271_zionts_ch_1.pdf.
10. http://www.nichcy.org/pubs/factshe/fs5.pdf.
11. http://www.ri.net/gifted_talented/character.html
12. http://borntoexplore.org/creative.htm

Course Title	**ENTREPRENEURIAL SKILLS AND VOCATIONAL REHABILITATION FOR PERSONS WITH SPECIAL NEEDS**
Course Code	**U23RS3SET04**
Course Type	**THEORY**
Hours	**2**
Credits	**2**
Marks	**100**

COURSE OBJECTIVES:
The learner will be able to

1.	Understand the foundational concepts of entrepreneurship.
2.	Develop skills in business idea generation and evaluation.
3.	Create a comprehensive business plan with a focus on inclusivity
4.	Apply marketing strategies that consider the needs of persons with disabilities.
5.	Demonstrate effective leadership and adaptability in entrepreneurship.

UNIT 1: Understanding Entrepreneurship for PWD   **(6 HOURS)**
     1.1 Introduction to Entrepreneurship
     1.2 Identifying Opportunities
     1.3 Legal and Regulatory Landscape
     1.4 Inspirational Entrepreneurial Stories
     1.5 Entrepreneurial Mindset

UNIT 2: Planning and Strategy   **(6 HOURS)**
     2.1 Business Idea Development
     2.2 Business Plan Development
     2.3 Marketing Strategies
     2.4 Access to Funding
     2.5 Risk Management

UNIT 3: Implementation and Operations   **(6 HOURS)**
     3.1 Setting Up Inclusive Business Environments
     3.2 Supply Chain Management
     3.3 Social Entrepreneurship for PWD
     3.4 Technology Integration
     3.5 Customer Service Excellence

UNIT 4: Scaling and Growth   **(6 HOURS)**
     4.1 Scaling Strategies
     4.2 Networking and Collaboration
     4.3 Innovation and Adaptability
     4.4 Global Perspectives on Disability Entrepreneurship

4.5 Exit Strategies

UNIT 5: Personal and Professional Development   **(6 HOURS)**
    5.1 Leadership Skills
    5.2 Emotional Intelligence
    5.3 Time Management and Productivity
    5.4 Building a Personal Brand
    5.5 Lifelong Learning and Adaptation

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

CO.No.	Course Outcomes	Cognitive Level
CO-1	1.Summarize the characteristics of successful entrepreneurs and explain how entrepreneurship differs from traditional employment.	K1
CO-2	2. Generate a list of potential business ideas that align with the skills and interests of persons with disabilities.	K2
CO-3	3. Critique and refine the business plan to ensure it addresses accessibility and inclusivity for persons with disabilities.	K3
CO-4	4.Analyze the effectiveness of marketing strategies in reaching and resonating with the target audience of persons with disabilities.	K4
CO-5	5. Evaluate personal and professional growth, demonstrating adaptability in response to challenges and changes in the entrepreneurial landscape	K5

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

REFERENCES:

1. "Entrepreneurship Theory and Practice"Website: [Entrepreneurship Theory and Practice] (https://onlinelibrary.wiley.com/journal/1540627x)
2. "The Lean Startup" by Eric Ries [Book on Amazon](https://www.amazon.com/Lean-Startup-Entrepreneurs-Con Innovation/dp/0307887898)
3. [Kauffman Foundation](https://www.kauffman.org/) The Kauffman Foundation provides valuable resources on entrepreneurship, education, andresearch.
4. "Disability & Society"Website: [Disability & Society](https://www.tandfonline.com/toc/cdso20/current)
5. "The Social Model of Disability: Europe and the Majority World" edited by Colin Barnes and GeofMercer - [Book on Amazon](https://www.amazon.com/Social-Model-Disability-Colin-Barnes/dp/1853028734)

Course Title	SEC 5 (Generic) Industrial Relation - EMPLOYABILITY AND ENTREPRENEURIAL SKILLS (Practical)
Hours/Week	1
Code	U23RS3SEP05
Course Type	PRACTICAL
Credits	1
Marks	100

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 trainingaimed 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

BOOKS FOR REFERENCE
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
6. *ncert.nic.in/textbook/pdf/iees1ps.pdf*

Course Title	Core Course 9: Expanded Core Curriculum – II O & M, DLS and Abacus (Practical)
Code	U23RS4CCP09
Hours/Week	4 Hrs Wk
Course Type	(PRACTICALS)
Credits	4
Marks	100

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

COURSE OBJECTIVES:

CO No.	COURSE OBJECTIVES
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

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

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.
9. Scholl G T.(1986). Foundations of Early Education for blind and Visually Handicapped, Youth and Children. New York;
10. Tooze D.(1981). Independence Training for VH children. Baltimore; University Park Press. American Foundation for the Blind.
11. UNICEF (1989). Braille mathematics code for India - Manual, NIVH – Dehra Dun and NAB, Bombay.
12. Wehrum M. E. (1977). Techniques of DLS. Pennsylvannia; Greater Pittsburgh Guild for the Blind.
13. Yeadon A. (1974). Towards independence in DLS for blind. A step by step guide to personal management for blind. New York; American Foundation for the Blind.
14. Mukhopadhayay et.al. (1987). Source Book for Training Teachers for Visually Impaired New Delhi; National Council of Educational Research and Training (NCERT).

Course Title	**ALLIED 5 (Practical) – COMMUNITY BASED REHABILITATION AND VOCATIONAL PLACEMENT - Practical**
Code	**U23RS4ALP04**
Course type	**THEORY CUM PRACTICAL**
Semester	**IV**
Hours/Week	**4**
Credits	**2**
Marks	**100**

CONSPECTUS:
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.

- 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**

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

CO No.	Course Outcomes	Cognitive Level (K1-K6)
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

(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
CO-3	H	H	H
CO-4	H	H	H
CO-5	H	H	H

Course Title	ALLIED 5: COUNSELLING PSYCHOLOGY
Total Hours	30
Hours/Week	2
Code	U23RS4ALT04
Course Type	Theory
Credits	2
Marks	100

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

CO No.	COURSE OBJECTIVES
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

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

CO No.	Course Outcomes	Cognitive Level
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, Pearso 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				
CO	1	2	3	4	5	1	2	3	4	5
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

Course Title	ALLIED – 6 GROUP DYNAMICS
Hours/Week	4 Hrs / Wk
Code	U23RS4ALT05
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES:
To develop the skill to identify the various types of disabilities.

Course Objectives:
The learner will be able to

CO No.	Course Objectives
CO-1	Acquire knowledge on various Concepts in Group Dynamics.
CO-2	Understand the various Types of Groups and Leadership.
CO-3	Identify the various Methods of Decision Making.
CO-4	Understand the various types and implications of conflicts and develop creativity and problem-solving skills.
CO-5	Enhance soft skills and interview facing skills.

UNIT 1 :   Group Dynamics   (10 Hours)

       1.1   Definitions
       1.2   Establishing a group and group functions
       1.3   Stages of group development
       1.4   Group process techniques

UNIT 2 :   Leadership   (10 Hours)

       2.1   Definitions and Types of Leadership
       2.2   Styles of leadership
       2.3   Theories of Leadership
       2.4   Developing Leadership Qualities

UNIT 3 :   Decision Making   **(10 Hours)**

      3.1   Making Effective Decision
      3.2   Individual Vs Group Decision Making
      3.3   Factors Hampering Effective Group Decision Making
      3.4   Methods of Decision Making

UNIT 4 :   Conflicts, Creativity and Problem Solving   **(10 Hours)**

      4.1   Types of Conflicts
      4.2   Conflict strategies
      4.3   Creative Process
      4.4   Steps and blocks in problem solving

UNIT 5 :   Developing Soft Skills   **(10 Hours)**
      5.1   Need for soft skills
      5.2   Tips to Developing soft skills
      5.3   Preparing a Curriculum Vitae and Facing the Interview
      5.4   Brainstorming and Group Discussion

PRACTICUM: **(10 Hours)**
1.   Conducting many group games to explain and reinforce the various concepts.
2.   Conducting sociograms with in the class.
3.   Prepare a Curriculum Vitae.
4.   Conducting group discussions.
5.   Conduct a mock interview.

REFERENCES:
1.   Berko/ Wolvin/ Wolvin, Communicating: A Social and Career Focus. Fourth Edition., New Jersey : Houghton Mifflin Company.
2.   Teri Kwal Gamble and Michael Gamble, Communication Works (1987). Second Edition., New York : Random House.
3.   David W. Johnson & Frank P. Johnson, Joining Together Group theory and group skills.
Second Edition. New Jersey : Prentice Hall, Inc. .
4.   Bertran H. Raver & Jeffrey Z. Rubin. Social Psychology, Second Edition., New York : John Wiley & Sons.
5.   John C. Brigham (1986). Social Psychology. Toronto : Little, Brown & Company.
6.   J. Richard Eiser (1986). Social Psychology Attitudes, cognition and social behaviour. New York : Cambridge University Press.
7.   Anthony Disouza (1985). Leadership Better ,Yourself Books, Bombay.
8.   Dr. Chowdhry Paul .D. 1994. Introduction to Social Work. Lucknow : Atma Ram

Course Title	Core Course-11 ADAPTED PHYSICAL EDUCATION
Hours/Week	4 Hrs Wk
Code	U23RS5CCT11
Course Type	THEORY
Credits	3
Marks	100

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:

CO No.	COURSE OBJECTIVES
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
   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
   1.5   Fitness counselling and Advantages of Physical Activities for Children
          with Special Needs
Extra reading / keywords : Fitness counselling, AAHPERD, Cardio Vascular Endurance

UNIT 2:   Disorders of Development
   2.1   Process disorders
   2.2   Developmental disorders
   2.3   Postural Deviations
   2.4   Postural evaluation and Corrective exercises
   2.5   Corrective exercises and Principles for Development
Extra reading / keywords: Flat foot, Club foot, Modifying Equipment's

UNIT 3:   Organization and administration of adapted physical education
   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 to Make Physical Activities Accessible for CWSN
   3.5   Adapted Physical Education - Beyond School

Extra reading / keywords: Kinesthetic demonstration, LRE

UNIT 4:   **Activities and Games for Persons with Disability**

     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   Organization Promoting Adaptive Sports : Vision, Mission, Oath,
            Activities, Achievements.

     4.5   Abnormal stress and Physiological responses to stress

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

UNIT 5:   Current Trends and Issues in Adapted Physical Education

     5.1   Adapted Physical Education – The Call for Inclusion

     5.2   Role of various professionals for children with special needs

     5.3   Social Media - a means for APE

     5.4   Yoga, Meditation and Camps

     5.5   Rhythmic exercises,Relaxation and Leisure time activities

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:
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

REFERENCES:

1. Aruheim .D. Daniel, Sinclair .A. William, (1985). Physical Education for Special Populations - A Developmental, Adapted and Remedial Approach, New Jersey; Prentice-Hall, Inc. Englewood Cliffs.
2. Buell .E. Charles, Charies .C. Thomas, (1983). Physical Education for Blind Children, Second Edition, Illinois; Springfield.
3. Cratty .B.J. & Breen .J.E, (1972). Educational Games for Physically Handicapped children, Colorado; Love Publishing Company.
4. Frost .B. Reuben, (1975). Physical Education Foundations - Practices - Principles, U.S.A.; Addison-Wesley Publishing Company, Inc.
5. Gallaghea .P.A, (1978). Educational Games for Visually Handicapped children, Colorado; Love Publishing Company.
6. Jason Semanoff (2022) A Guide for Serving Students with Disabilities in Physical Education, Division of Curriculum, Instructional Improvement, and Professional Learning,Maryland State Department of Education,Baltimore, MD 21201-2595
7. Joshi K.S. (1993). Speaking of Yoga and Nature - Cure Therapy, New Delhi; Sterling Publishers Private Limited.
8. Krishnamurthy .V and Parameswara Ram, (1980). Educational Dimensions of Physical Education, New Delhi; Sterling Publishers Pvt. Ltd.

8. Seaman .A. janet, Depauw .P. Karen, (1982). The New Adapted Physical Education - A Developmental Approach, California; Mayfield Publishing Company, California.
9. Snowdon .L and Humphreys .M (1994). Fitness Walking. Bombay; Orient paper backs.
10. Sullivan .V. James, Charles .C. Thomas, (1984). Fitness for the Handicapped, An Instructional Approach, Illinois; Springfield.
11. Wiseman .C. Douglas, (1982). A Practical Approach to Adapted Physical Education, U.S.A.; Addison-Wesley Publishing Company.
12. users.rowan.edu/~conet/APE/apelegislation2.pp
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

Course Title	Core Course 12 (Practical) TLM AND ADAPTIVE EQUIPMENT (PRACTICAL)
Hours/Week	3 Hrs / Wk
Code	U23RS5CCP12
Course Type	Theory
Credits	3
Marks	100

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:

CO No.	Course Objectives
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

PO – Programme 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**

Course Title	Core Course 13 INTRODUCTION TO LEARNING DISABILITIES
Hours/Week	4 Hrs
Code	U23RS5CCT13
Course Type	Theory
Year	Third
Semester	V
Credits	3
Marks	100

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

CO No.	Course Objectives
CO-1	Understand the nature of learning disability and its charactertics
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   (10 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   (10 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, psycho-neurological causes*

UNIT 3:   **TYPES OF LEARNING DISABILITIES**   **(10 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)**

  1.1 Concepts of screening, identification, assessment, measurement and Evaluation.
  1.2 Assessment of educational needs of children with LD
  1.3 Early identification and intervention of children with learning disabilities
  1.4 Identification criteria – Inclusion, exclusion and discrepancy
  1.5 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:

1. Raj F (2010) Breaking Through – A hand book for parents and teachers of childrewith specific learning disabilities, Secunderabad: Vifa Pub
2. Dr. Anupriya Chadha (2004). Training manual for teachers to teach   children with Learning Difficulties.
3. Hallahan D.P., and Kauffman J.M. (1976), Introduction to Learning disabilities - A Psycho – Behavioural Approach. New Jersey; Prentice Hall.
4. Johnson S.W. and Morasky R.L. (1980), Learning Disabilities. U.S.A.; Allyn & Bacon.
5. Kavale K.A., Forness S.R. & Bender M, (1987), Handbook of Learning Disabilities. Vol-I; Dimensions and Diagnosis. London; Taylor & Francis Ltd.
6. Kirk S.A. and Gallagher J.J, (1989), Educating exceptional children. Boston; Houghton Mifflin Company.
7 Swanson M.B., Willis D.J., (1979), Understanding Exceptional Children and Youth. Chicago; Rand McNally College Publishing Company.
8. Omita Nakra, (1996), Children With Learning Difficulties, New Delhi; Allied Publishers Ltd. Corinne Roth Smith, (1991), Learning Disabilities, U.S.A.; Allyn & Bacon.

Bibliography (Suggested Readings)

ASCD. (2018). Inclusive classrooms: Looking at special education today. *ASCD InService.* Retrieved from http://inservice.ascd.org/inclusive-classrooms-looking-at-special-education-today/

Association for the Education of Gifted Underachieving Students. (2019). 2e community of practice.
Retrieved from https://www.aegus1.com/our-work

Autism Asperger's Sensory Digest. (2015). Retrieved from https://autismdigest.com/

Baldwin, L., Omdal, S. N., & Pereles, D. (2015). Beyond stereotypes: Understanding, recognizing, and working with twice-exceptional learners. *Teaching Exceptional Children, 47*(4), 216–225. doi:10.1177/0040059915569361

Bauminger-Zviely, N. (2019). Social information processing among children with ASD, SLD, and typical development: The mediational role of language capacities. *Journal of Special Education*. https://doi.org/10.1177/0022466918821400

Belcher, L. M. (2018). Advantages & disadvantages of collaboration in the workplace. *Small Business.* Retrieved from http://smallbusiness.chron.com/advantages-disadvantages- collaboration-workplace-20965.html

Boche, B., & Henning, M. (2014). Multimodal scaffolding in the secondary English classroom curriculum. *Journal of Adolescent & Adult Literacy, 58*(7), 579–590. https://doi.org/10.1002/jaal.406

Course Title	Core Course 14 CURRICULAR STRATEGIES
Code	U23RS5CCT14
Course type	Theory
Year	Third
Semester	V
Hours/Week	4
Credits	3
Marks	100

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 children with special needs

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 teaching principles and strategies.
5. Develop & apply and appropriate technology in integrating curriculum 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
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 – Home based, Center based, Inter-disciplinary, Multi-disciplinary, trans disciplinary
2.2. Role of teacher and technology 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- Developing IEP for home-based teaching programme, special school setting and inclusive school setting
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 behavior– 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: Teaching Principles and Techniques **(15 Hours)**

4.1 Stages of learning– Acquisition, Maintenance, Fluency and generalization

4.2 Methods of teaching –Direct Instruction, Social Learning model, Cognitive Learning model, Humor

4.3 Principles of teaching-Simple to complex, Whole to Part, Known to Unknown, Concrete to Abstract

4.4 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching

4.5Teaching strategies for individuals with high support needs

&teaching in inclusive schools-Universal design for Learning and differentiated instruction.

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

UNIT 5: Integrating Technology in Curriculum **(15 Hours)**

5.1 Technology Integration Models and Frameworks

5.2 Digital Literacy and Information Fluency

5.3 Educational Apps and Digital Tools

5.4 Online Learning Platforms and Virtual Classrooms

5.5 Blended Learning Strategies

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.
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9. NCERT (2020). Guidelines for Development of E Content for Children with Disabilities; Developed by
   Sub committee 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
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12. Tomlinson., (2014): The Differentiated classroom: Responding the needs of all learners. Alexandria, VA: ASCD
13. Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A., Fung, W.L.A. (2007). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul. H. Brookes.

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- 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	Apply the teaching principles and strategies.	K4
CO-5	Develop & apply and appropriate technology in integrating curriculum for the special learners.	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
CO-3	H	H	H
CO-4	H	H	H
CO-5	H	H	H

Course Title	CORE COURSE 15 (PRACTICAL) SENSORY INTEGRATION FOR CHILDREN WITH DIVERSE NEEDS – PRACTICAL
Hours/Week	3 Hrs
Code	U23RS5CCP15
Semester	V
Course Type	THEORY
Year	THIRD
Credits	3
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 Sesnses and Disability
2.2 Hypersensivity to senses
2.3 Hyposensivity 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)

3.2 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 87isability
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).

Course Title	Core Course 16 PRINCIPLES AND PRACTICES OF VOCATIONAL REHABILITATION
Hours/Week	4 Hrs
Code	U23RS5CCT16
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
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6. Handbook of Vocational Rehabilitation and Disability Evaluation
   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...
8. Journal of Vocational Rehabilitation – Journals – NCBI
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9. About the Journal: International Journal of Rehabilitation Research
   journals.lww.com/intjrehabilres/Pages/aboutthejournal.aspx

Course Title	Elective Course 1 AUDIOLOGY AND AURAL REHABILITATION
Hours/Week	3 Hrs
Code	U23AS5ECT01
Semester	V
Course Type	Theory
Year	Third
Credits	3
Marks	100

GENERAL OBJECTIVE:

To provide an overview of Acoustics, Diagnostic Audiology, Hearing Aids, Cochlear Implant and Management of Childhood and Adult hearing impairment.

Course Objectives:
The learner will be able to

CO No.	Course Objectives
CO-1	Understand and apply the physical aspects of sound, its characteristics and the Physiological process of hearing.
CO-2	Remember and Understand the various assessment, procedures of hearing and diagnostic tests
CO-3	Understand the parts types and characteristics of hearing aids and earn moulds
CO-4	Understand the surgical intervention of cochlear implant for the hearing impaired
CO-5	Apply the concepts of audiological counseling and management of hearing loss in children and adults

UNIT 1: PHYSIOLOGY OF HEARING & ACOUSTICS (15 Hrs)
1.1 Origin of Audiology
1.2. Physiology of Hearing
1.3 Sound
1.4 Concept of Decibel

Extra reading/ keywords: Branches of audiology

UNIT 2: AUDIOMETRY (15 Hrs)

2.1 Behaviour Observation Audiometry, Oto acoustic emission and Cribogram
2.2 Pure-tone audiometry and impedance audiometry
2.3 Speech Audiometry
2.4 Electric Response Audiometry
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

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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
2. 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), 6th 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.
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10.   Carol. G. Rousey, (1984). A Practical guide to Helping Children with Speech & Language Problems, Illinoies; Charles. C. Thomas Publishers.
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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, 9th 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 Juornal of Audiology
3. Journal of Audiology and Otology.

Course Title	Elective Course 2 (Discipline Specific) COMMUNICATION THROUGH SIGNS AND SPEECH
Hours/Week	4 Hrs/Wk
Code	U23RS5ECT02
Semester	V
Course Type	Theory
Year	Third
Credits	3
Marks	100

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

CO No.	Course Objectives
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 5th 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).

12. Herbert J. Oyer and others, Speech, Language and Hearing Disorders : A guide for the Teachers (Boston : A College Hill Publication, 1987).

13. Hearing Impaired child in a Regular Classroom : Pre-school, elementary and secondary years – A guide for the classroom teacher or administrator – Winifred Northcott – Editior 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.

17. Deafness, Development and Literacy, Hebster Alec-Mathuen, London & New York, 1986

Course Title	Elective Course 2 (Discipline Specific) SIGN LANGUAGE Practical
Code	U23RS5ECT03
Semester	V
Year	Third
Course Type	Practical
Hours/Week	4 hours
Credits	3
Marks	100

CONSPECTUS:

This course on Sign language for children with special needs will help the students to understand the sign language, any means of communication through bodily movements, especially of the hands and arms. It builds the stronger bond between the students and the special needs.

COURSE OBJECTIVES:
The learner will be able to

CO No.	Course Objectives
CO-1	To understand the various aspects of Sign Language and communication.
CO-2	Describe ways of catching attention, greet and respond to people with hearing impaired
CO-3	To learn Finger spelling and counting and express simple actions and feelings
CO-4	Describe & demonstrate simple Sign Language grammar and ways to converse with the people with hearing impairment
CO-5	Develop a strong vocabulary base in ISL for basic communication

UNIT 1: OVERVIEW OF LANGUAGE

1.1 Communication, Language and Speech
1.2 Definition and design features of language and Indian Sign Language
1.3 Types of communication: Linguistic and non-linguistic communication
1.4 Linguistic theories and sign languages
1.5 Modes of linguistic communication

UNIT 2: INTRODUCTION:

2.1 Introduction to sign language
2.2 Greetings and introduction
2.3 Interrogatives, -Simple sign language grammar
2.4 English Manual Alphabet (two-handed), Indian Sign Language, Non- manual features, Simple adjectives / verbs
2.5 Numbers and Numerals Calendar items, Time, Directions

UNIT 3: EXPRESSIVE SKILLS
3.1 Kinship terms
3.2 Body parts, Health and Ailments
3.3 Behaviour norms
3.4 Household, School, Food
3.5 Profession and Work terms, Money, Measures

UNIT 4: BASIC COMMUNICATION SKILLS
4.1 Festivals, Social Life
4.2 Nature, Weather
4.3 Animals
4.4 Place names, Languages
4.5 Transportation

UNIT 5: BASIC COMMUNICATION SKILLS: Simple technical terms
5.1 Simple technical terms: School related signs
5.2 Simple technical terms: Telecommunication
5.3 Simple technical terms: Government and Legal setup
5.4 Simple technical terms: Health terminology
5.5 Simple technical terms: Communication challenges

PRACTICAL:

Interpretation of signs
- One-on-one interpreting
- Consecutive interpreting
- Small group interpreting
- Simultaneous interpreting
- Semi-formal and formal settings
- Word to word interpretation
- Spelling interpretation
- Two word sentence to three word sentence interpretation

REFERENCES:

1. Zeshan, Ulrike (2000): Sign Language in Indo-Pakistan: A Description of a Signed Language. Amsterdam: John Benjamins.
2. Ramakrishna Mission Vidyalaya (2001): Indian Sign Language Dictionary.
3. Charlotte Baker-Shenk and Dennis Cokely(2012) American Sign Language "The Green Books"
4. BSL Sign Language Dictionary- www.signbsl.com/
5. Sign for TEXTBOOK - Signing Savvy
   https://www.signingsavvy.com/sign/TEXTBOOK/5603/
6. Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
7. Communication Options and Students with Deafness. (2011). Rehabilitation Council of India, New Delhi.
8. Huddar, A. (2008).Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.
9. Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London
10.. Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan

COURSE OUTCOMES:
The learner will be able to

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Discuss the various aspects of Sign Language and communication.	K1
CO-2	Classify the ways of catching attention, greet and respond to people with hearing impaired	K2
CO-3	Interpret the importance of Finger spelling and counting and express simple actions and feelings.	K3
CO-4	Explain the simple Sign Language grammar and ways to converse with the people with hearing impaired	K4
CO-5	Evaluate and choose a strong vocabulary base in ISL for basic communication	K5

SUGGESTED READINGS:
- The Everything Sign Language BY Irene Duke @ 2009
- Sign Language for everyone by Cathy Rice @ 2005
- Signing Made Easy by Rod R. Butterworth @ 1989

WEB REFERENCE:
https://www.youtube.com/watch?v=OK7ppVdau8M
https://www.youtube.com/watch?v=gtEjG8cLMro
https://www.youtube.com/watch?v=VtbYvVDItvg
Note: Learners are advised to use latest edition of books.

Mapping:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	M	M	M	M	M	M
CO 2	M	M	M	M	M	M
CO 3	M	M	M	M	M	M
CO 4	M	M	M	M	L	M
CO 5	M	M	M	L	L	M

CO/PSO	PSO 1	PSO 2	PSO 3
CO 1	M	M	M
CO 2	M	M	M
CO 3	M	M	M
CO 4	M	M	M
CO 5	M	M	M

Course Title	**CORE COURSE 17 MANAGEMENT OF REHABILITATION PROGRAMMES**
Hours/Week	**4 Hrs/Wk**
Code	**U23RS6CCT17**
Course Type	**Theory**
Credits	**2**
Marks	**100**

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

COURSE OBJECTIVES:
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   (10 Hrs)
       1.1   Meaning, characteristics and importance of management.
       1.2   Nature, levels and functions of management
       1.3   Styles of management of management
       1.4   General principles of management
       1.5   Managerial skills and roles
Extra reading/ keywords: *Henry Fayol,* Esprit *de Corps, Scalar Chain*

UNIT 2:   PERSONNEL MANAGEMENT   (10 Hrs)
       2.1   Personnel policies
       2.2   Recruitment
       2.3   Personnel appraisal & Staff retention
       2.4   Procedure for registration of Rehab Professionals
       2.5   Continuing Rehabilitation Education
Extra reading/ keywords: RCI, Promotion, Compensation

UNIT 3:   BARRIER FREE ENVIRONMENT   (10 Hrs)
       3.1   Planning and layout of Rehab Centers
       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
       3.5   Auditory signals
Extra reading/ keywords: *Information signs, Directional signs, Warning signs*

UNIT 4:   **REPORTING FORMATS SPECIFIC TO DISABILITY WORK (10 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
- 4.5   Management information system

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

UNIT 5:   **BUDGETING, MARKETING, FUND RAISING AND AUDITING (10 Hrs)**
- 5.1   Budgeting
- 5.2   Marketing
- 5.3   Fund raising
- 5.4   Auditing
- 5.5   International environment and management

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: **(10 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) ƒ Early Intervention, Education, Transition and Vocation
5.   Project Proposal or Evaluation Report or Management

COURSE OUTCOMES:

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Elaborate on the basics of management.	K1
CO-2	Compile the policies and procedures essential for personnel in rehabilitation programmes.	K2
CO-3	Recommend the principles of universal design for barrier free environment in rehabilitation centers for the disabled.	K3
CO-4	Develop reports specific to disability work.	K4
CO-5	Choose marketing strategies and fundraising techniques for disability programmes.	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

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.
7. http://ecoursesonline.iasri.res.in/mod/page/view.php?id=692
8. http://ecoursesonline.iasri.res.in/mod/page/view.php?id=694
9. https://www.cliffsnotes.com/study-guides/principles-of-management/management-in-a-global-environment/the-international-environment

Course Title	MAJOR CORE 16 INTERVENTION for AUTISM and ADHD
Hours/Week	5 Hrs Wk
Code	U23RS6MCT16
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES:
To understand the Causes, Characteristics, and Intervention Strategies for Children with Autism and ADHD

COURSE OBJECTIVES:

CO No.	Course Objectives
CO-1	Understand the Causes, Characteristics, Types and Prevalence of Autism.
CO-2	Explain the Process of Screening and Areas of Assessment in ASD
CO-3	Describe the Teaching Approaches and Methods suitable for Persons with ASD
CO-4	Understand the Causes, Types ,Signs and Symptoms and Diagnosis of ADHD
CO-5	Comprehend the Treatment options , Classroom Accommodations and Intervention measures for Children with ADHD

UNIT 1:   INTRODUCTION TO AUTISM SPECTRUM DISORDER   (10 Hours)
     1.1 ASD: Concept, Definition and Characteristics
     1.2 Historical perspective related to Autism
     1.3 Prevalence and Incidence
      1.4. Types of ASDS
      1.5 Etiology, Recent Trends and Updates
Extra reading/ keywords: Autism, Behaviour, Mutism

UNIT II: SCREENING, DIAGNOSIS & ASSESSMENT   (10 Hours)
     2.1   Screening, Diagnosis and Assessment: Concept and Definition
     .2.2   Screening tools for Autism
     2.3   Diagnostic criteria for Autism
     2.4   Diagnostic tools for Autism
     2.5 Diagnostic Scale and Cultural Adaptations
Extra reading/ keywords: Screening, Assessment, ICD- 10

UNIT III: INTERVENTION AND MANAGEMENT OF CHILDREN WITH AUTISM
                                                (15 Hours)
3.1. Behavioral Approach:
3.2. Developmental Approach
3.3. Structure and visual Supports
3.4. Naturalistic Approaches
3.5 Considerations for Eclectic Approaches and Cultural Adaptations
Extra reading/ keywords: Visual Behaviour , ABA, Floor time.

UNIT 4: ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD)   (15 HRS)
4.1 Nature and Definition of ADHD
4.2 Conditions associated with ADHD
4.2 Types and Signs and Symptoms
4.3 Causes of ADHD
4.4 Diagnosis of ADHD
Extra reading/ keywords: *Distractibility,* **Hyperfocus,** Prefrontal Cortex, Prosocial Behavior.

UNIT 5: INTERVENTION AND MANAGEMENT OF CHILDREN WITH   ATTENTION
**   DEFICIT HYPERACTIVE DISORDER   (15 Hrs)**
5.1   Behaviour Intervention
5.2   Treatment and Therapies
5.3   Accommodations for Children with ADHD
5.4   Classroom Management Strategies,
5.5   Tips for Teachers and Parents of Children with ADHD
Extra reading/ keywords: Differentiated Teaching, Academic Accommodation, Assimilation and
*   Accommodation, ADHD and ODD, ADHD medications*

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	Explain the Causes and Characteristics of children with Autism.	K1
CO-2	Develop and design an Assessment Procedure for Screening and Evaluating Children with Autism.	K5
CO-3	Develop a Behavior Management Strategy for a Child with Autism	K3
CO-4	Discuss the various components of Teaching Children with Autism.	K1
CO-5	Explain the Causes , Types and Characteristics of Children with ADHD	K2
CO-6	Develop a Checklist / Screening Tool for identifying Children with ADHD.	K6
CO-7	List, explain and summarize the Intervention measures and Treatment options for Children with ADHD	K2
CO-8	Design modifications and classroom accommodations and prepare a Booklet for guiding Parents of Children with ADHD	K4

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

PRACTICUM: (10 Hrs)
1. Prepare a Case Study of a child with Autism and plan an intervention program. (5)
2. Prepare a case study of a child with ADHD plan an intervention program for a child with ADHD. (5)

TEX BOOKS:
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.

ESSENTIAL READING:
1. "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
2. Richard, L. Simpson, et.al (2005). Autism Spectrum Disorders. Interventions and Treatments for Children and Youth, Printed in the United States of America.
3. Simon Baron-Cohen and Patrick Bolton,(1996). Autism - The Facts. The University of Pschiatry, University of London, Oxford New York Tokyo, University Press.
4. 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.
5. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
6. David L. Woodrich (2001). What every parent wants to know Attention Deficit Hyperactivity Disorder.
7. Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9th Edition.
8. Edward M.Hallowell M.D. ,John J. Ratey, M.D (2022),ADHD 2.0 ,New Science and Essential Strategies for Thriving with Distraction- From Childhood through Adulthood-Random Publishing House,New York.,United States
9. Sandra F. Rief.(1993). How to reach and teach ADD / ADHD children.
10. Yogendra K .Sharma, Madhulika Sharma,(2014)Inclusive Education ,Special Educational needs (SEN) od learners ,Kanishka Publishers, New Delhi.
11. Anjum Mahdi, Miss Kalpana ,(2013)Clinical Psychology ,Basic and Advanced Aspects, Kanishka Publishers, New Delhi.
12. Gina Pera and Arthur L.Robin,PhD, (2016) Adult ADHD Focused Couple Therapy ,Clinical Intervention ,Routledge ,Oxon ,OX14 4RN ,USA.
13. Barbara P.Guyer & Edward M.Hallowell,M.D, (2000) ADHD Achieving Success In School And in Life , Pearson Education Company,Needham heights,MA ,USA
14. Richard Lougy ,Silvia DeRuvo , David Rosenthal ,MD (2011), Teaching Young Children with ADHD ,Successful strategies and Practical Intervention ,SAGE Publications India Pvt Ltd and at Rajkamal Electrical Press ,New Delhi.
15. Alan Train (2008) ADHD ,Attention Deficit Hyperactivity Disorder ,How to deal with Very Difficult Children ,Condor Book ,Souvenir Press (E&A) Ltd

JOURNALS:
1. Journal of Autism as a Developmental Disability (JADD)
2. Journal of Attention Disorder (JAD) – A Sage Journal

Course Title	CORE COURSE 19 INTRODUCTION TO PHYSIOTHERAPY AND OCCUPATIONAL THERAPY
Hours/Week	4 Hrs Wk
Code	U23RS6CCT19
Course Type	Theory
Credits	3
Marks	100

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 :

CO No.	COURSE OBJECTIVES
CO-1	Understand the aims, objectives and scope of physiotherapy.
CO-2	Knowledge on therapeutic principles of physiotherapy
CO-3	Analyse on the Physiological effects, use of equipment's and their special precautions, indications for use and contra indications of various therapies.
CO-4	Understand the importance of occupational therapy.
CO-5	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 joins 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: Esssentials 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; Shivlaxmi 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 llness 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.

Course Title	CORE COURSE 20 BEHAVIOR MODIFICATION AND THERAPEUTIC INTERVENTION
Hours/Week	4 Hrs/ Wk
Code	U23RS6CCT20
Course Type	Theory
Credits	3
Marks	100

GENERAL OBJECTIVE:

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

COURSE OBJECTIVES:

CO No.	Course Objectives
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 -Définition 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.

Course Title	CORE COURSE 21 INTRODUCTION TO LANGUAGE AND SPEECH
Hours/Week	4 Hrs. Wk
Code	U23RS6CCT21
Course Type	Theory
Credits	3
Marks	100

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:

CO No.	Course Objectives
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 and 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 and 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/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)**

    4.2   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 Trading & 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), 1st 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, 9th Edition, Allyn & Bacon, USA.

10.   Asmita Huddar et al DSE(HI) Manual (2006), Language and Communication, Kanishka Publishers, New Delhi.
11.   Elliott Lessen, (1999) 3rd 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 (5th edition) Harcourt Brace Jovanovich College Publishers.
15.   John E. Bernthal, Nicholas W. Bankson, (1993), 3rd 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

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

PSO – CO MAPPING

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

Course Title	SKILL BASED COURSE 7 RESEARCH METHODOLOGY WITH PROJECT VIVA
Hours/Week	2 Hr/Wk
Code	U23RS6DIS01
Course Type	(Theory cum Project)
Credits	2
Marks	100

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 AgeInternational.
2. Dubey, U. K. B., & Kothari, D. P. (2022). *Research Methodology: Techniques andTrends*. 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 andprospects*. SSDN Publishers & Distributors.
5. Bairagi, V., & Munot, M. V. (Eds.). (2019). *Research methodology: A practical andscientific approach*. CRC Press.
6. Gupta, A., & Gupta, N. (2022). *Research methodology*. SBPD Publications.

Course Title	ELECTIVE COURSE 3 INCLUSIVE EDUCATION
Hours/Week	4 Hrs
Code	U23RS6ECT04
Course Type	Theory
Credits	3
Marks	100

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

CO No.	Course Objectives
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 supportin 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 1

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 ofAction (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 TrustAct (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 ComprehensiveEvaluation

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 observationreport highlighting pedagogy.
2. Prepare a Checklist for Accessibility in Mainstream Schools for
   Children withDisabilities.
3. Design a Poster on Inclusive Education.
4. Prepare a Lesson Plan on any one School subject of your choice using any
   one InclusiveAcademic 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 tosupporting 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

inSociety.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 ofEducation of Groups with Special Needs, NCERT and UNESCO, 2004.
9. Assessment of Needs for Inclusive Education: Report of the First Regional Workshop ofNCERT 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 toeffective teaching and learning. Centre for Teaching Quality, Washington, DC.
2. Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools throughMentoring, 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 foreffective instruction. Prentice-Hall, New Jersery.
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 needseducation. Paris.

8.

Course Title	**ELECTIVE COURSE 3 TECHNOLOGY FOR PERSONS WITH SPECIAL NEEDS**
Code	**U21RS5MET05**
Course type	**Theory**
Semester	**IV**
Hours/Week	**4**
Credits	**3**
Marks	**100**

CONSPECTUS

This course will enable the students understand the role of technology in various contexts of education and apply appropriate instructional strategies.

COURSE OBJECTIVES

The learner will be able

CO No.	Course Objectives
CO-1	To remember and understand the meaning, scope, role and relevance of technology in education and instruction in the teaching learning process.
CO-2	To comprehend the nature of ICT, its basis, development and use.
CO-3	Define the use of multimedia in Education and its implications in teaching and learning.
CO-4	To develop skills and competencies in use of appropriate technology based instructions
CO-5	To apply suitable technology, ICT effectively for developing lesson plan, adapted assistive devices and in teaching learning evaluation

UNIT 1: Technology in Education and Instruction   (10 HOURS)

1.1 Educational and Instructional Technology – Meaning, Nature, scope, Definition,
    Objectives and Significance

1.2 Educational Technology and Instructional Technology – Role and Recent Trends.

1.3Approaches of Educational Technology – Hardware, Software, System approach,
    Individual & Mass media approach.

1.4 Differential Instruction, Universal Design of learning and Individualized Instruction.

1.5 Implication of the above for inclusion.

Extra reading/ keywords: Information and communication technology

UNIT 2: ICT   (10 HOURS)

2.1 ICT – Meaning, Definition, Scope and Significance

2.2 Psychological bases for ICT among teachers and learners

2.3 Development of ICT – Stages, Requirement and Process

2.4 Use of ICT in developing collaborative networks for sharing and learning such as
     Internet – E-mail, Tele-teaching, Tele-conference

2.5 Use of ICT to simplify record keeping, information management in education
     administration in special and inclusive settings

Extra reading/ keywords: Computer Assisted Learning, Computer Aided Instructions

UNIT 3: USE OF MULTIMEDIA IN EDUCATION   (10 HOURS)

3.1 Multi Media - Meaning, Nature, Scope, Definition and Approaches.

3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape
     Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards,
     Educational Toys

3.3 Advantages, Limitations and Challenges of Using Multimedia in Education

3.4 Recent Trends in Multimedia

3.5 Implication of Multimedia in teaching learning.

Extra reading/ keywords: Network and Internet, Internet in research

UNIT 4: TECHNOLOGY BASED INSTRUCTIONS   (10 HOURS)

4.1 Enhancing Technology Friendly Practices among Teachers.

4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of
     Net Search and Websites

4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

4.4 Developing Technology Integrated Lessons – Individual and Group

4.5 Implications of Technology based instruction in Inclusion

Extra reading/ keywords: Digital library, Cloud computing

UNIT 5: APPLICATION OF TECHNOLOGY   (10 HOURS)

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing
     and Evaluation

5.2 Application of Technology in Assistive Devices

5.3 Application of Technology in Instruction – Individual, small group and large group

5.4 Advantages, merits and demerits

5.5 Implications for inclusion

Extra reading/ keywords: Online learning, blended learning, M-learning

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

PRACTICUM: **(10 HOURS)**
1. Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
2. Prepare a story board in any one unit of a subject for a child with disability
3. To use mass media/multimedia for creating awareness on disability in rural areas
4. To develop technology supported lesson plans for PwID
5. Seminar on issues in application of ICT in inclusive education

TEXT BOOKS:

Alan Roulstone (2016) Disability and Technology: An Interdisciplinary and International Approach

1. Alan Roulstone, Alison Sheldon , Jennifer Harris (2018). Disability and Technology: Key papers from Disability & Society

SUGGESTED READINGS:

1. Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
2. Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
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COURSE OUTCOMES:
The learner will be able to

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Explain the meaning, scope and relevance of technology in modern education and instruction	K1
CO-2	Interpret the need for ICT mediated education, its basis, development and use.	K2
CO-3	Identify the challenges in integrating Multimedia in Education Explain the implications of multimedia in teaching and learning.	K3
CO-4	Develop and recommend Technology Integrated Lessons for Individual and Group for instructions and inclusion	K4

CO-5	Select suitable technology developing lesson plan and adapted assistive devices.	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
CO-3	H	H	H
CO-4	H	H	H
CO-5	H	H	H

Course Title	MEDIA AND DISABILITY
Hours/Week	2 Hr/Wk
Code	U23RS6SET06
Course Type	THEORY
Credits	2
Marks	100

COURSE OBJECTIVES:
The learner will be able to the students will gain knowledge in

CO No.	Course Objectives
CO-1	Media and its types
CO-2	Role of media in different social issues
CO-3	Journalism and its presentation
CO-4	Media Representation of disability
CO-5	Role of media in disability

UNIT 1: Introduction to Media (6Hrs)
1.1 Concept and Definition of Media
1.2 Types of Media
1.3 Social Media
1.4 Properties of Social Media
1.5 Impact of Media on Society and Communication
Extra Reading: Mass Communication Models, Media Convergence, Digital Literacy,
Participatory Culture

UNIT 2: Globalization and Media (6Hrs)
2.1 Globalization
2.2 Alternative Media
2.3 Major Media Theories
2.4 Media Ethics
2.5 Global Standards
Extra Reading: Cultural Imperialism, Media Ownership, Global Media Flows, Regulatory
Frameworks

UNIT 3: Introduction to Journalism (6Hrs)
3.1 News Concepts and News Values

3.2 Forms of News Media
3.3 Basics of News Writing
3.4 Writing for Various Platforms
3.5 Digital Journalism
Extra Reading: Objectivity in Reporting, Investigative Journalism, Editorial Standards , Verification Practices

UNIT 4: Media Representation of People with Disabilities (6Hrs)
4.1 Disability and Media
4.2 Stereotypes and Misrepresentation
4.3 Discrimination and Bias in Media
4.4 Frameworks for Inclusive Representation
4.5 Ethical Guidelines for Differentlyabled Representation
Extra Reading: Social Model of Disability, Inclusive Language, Ableism in Media, Narrative Framing

UNIT 5: Role of Media in Disability (6Hrs)
5.1 Media's Influence on Differentlyabled Awareness
5.2 Portrayal in Newspapers.
5.3 Portrayal in Films and Advertisements
5.4 Representation in Radio
5.5 Media Disability Narratives in Social Media
Extra Reading: Advocacy Journalism, Awareness Campaigns, Inclusive Storytelling, Digital Activism

PRACTICUM:
1.   Analysis of any two disability blogs
2.   Presentation on representation of disability in film
3.   Presentation on representation of disability in social media
4.   Preparation of album on disability news articles
5.   Collection of media coverage of a successful person with disability
6.   Presentation of one disability concepts in any form of social media

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

CO No.	Course Outcomes

CO-1	*Explain the fundamental concepts of media, its types, and the characteristics of social media in contemporary communication.*	
CO-2	*Analyze the impact of globalization on media and evaluate the role of media as an agent of social change, including the relevance of alternative media.*	
CO-3	*Demonstrate the ability to gather, select, and write news for print, radio, television, and online platforms using journalistic principles.*	
CO-4	*Critically assess media representations of persons with disabilities, identifying stereotypes, discriminatory practices, and inappropriate terminology.*	
CO-5	*Evaluate the role of media in shaping disability perceptions and assess the portrayal of disability across newspapers, films, advertisements, radio, and social media.*	

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3. Jitendra Kumar Sharma : Print Media and Electronic Media Implication for the future. Authorspress

Course Title	SEC 8 Instructional Approaches for Special Need Children
Hours/Week	2 Hrs Wk
Code	U23RS6SEP08
Course Type	THEORY
Credits	1
Marks	100

GENERAL OBJECTIVE:

The course aims to equip rehabilitation professionals with essential competencies for effective practice in the rehabilitation field, focusing on understanding various methodologies, applying rehabilitation techniques, and assessing clients' needs for holistic care

COURSE OBJECTIVES:

CO No.	Course Objectives
CO-1	Understand the theoretical foundations of rehabilitation.
CO-2	Analyze different rehabilitation approaches and techniques.
CO-3	Apply evidence-based strategies in rehabilitation practice.
CO-4	Critically assess and evaluate the outcomes of rehabilitation interventions.
CO-5	Develop skills to create personalized rehabilitation plans for diverse populations.

UNIT 1: Introduction to Rehabilitation and Competencies   (15 Hrs)

    1.1 Overview of rehabilitation as a profession.

    1.2 Key competencies for rehabilitation professionals.

    1.3 Ethics and professional standards in rehabilitation.

    1.4 Rehabilitation team dynamics and collaboration.

Extra reading / Keywords: Rehabilitation models, Competency-based learning, Professional ethics, Multidisciplinary approach in rehabilitation.

UNIT 2: Assessment and Diagnosis in Rehabilitation   (15 Hrs)

    2.1 Methods and tools for client assessment.

    2.2 Understanding physical, psychological, and emotional impacts of rehabilitation.

    2.3 Developing assessment frameworks.

    2.4 Role of rehabilitation professionals in diagnosis and treatment planning.

Extra reading / keywords: Assessment tools, Diagnostic criteria, Client evaluation, Holistic assessment approach.

UNIT 3: Rehabilitation Strategies and Techniques
    3.1 Physiotherapy and occupational therapy techniques.
    3.2 Psychological counseling and cognitive-behavioral techniques.
    3.3 Strategies for physical rehabilitation (mobility aids, assistive devices).
    3.4 Therapeutic exercises and activities for recovery
    Extra reading / keywords: Physiotherapy techniques, Cognitive-behavioral therapy,
Recovery exercises, Assistive technology.

UNIT 4: Evaluating Rehabilitation Outcomes   (15 Hrs)
    4.1 Outcome measurement tools and indicators.
    4.2 Client feedback and satisfaction surveys.
    4.3 Analyzing the effectiveness of rehabilitation plans.
    4.4 Modification of plans based on evaluation results.
Extra reading / keywords: Outcome measurement, Feedback loops, Rehabilitation efficacy,
Plan adjustment techniques.

UNIT 5: Emerging Trends and Innovations in Rehabilitation   (10 Hrs)
    5.1 Technological advancements in rehabilitation (virtual reality, robotic therapy).
    5.2 Future trends in rehabilitation practices.
    5.3 Rehabilitation for specialized groups (geriatrics, pediatrics, neurological rehabilitation).
    5.4 Multicultural aspects of rehabilitation.
       Extra reading / keywords: Tele-rehabilitation, Robotics in therapy, VR therapy, Global
       perspectives on rehabilitation.
*Note: Texts given in the Extra reading/key words must be tested only through Assignment and
Seminars.* **Assignments**: Case study analysis, Designing rehabilitation plans.
- **Seminars**: Presentations on emerging trends in rehabilitation.
- **Exams**: Theoretical and practical assessment based on course content.

COURSE OUTCOMES:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the theoretical concepts of rehabilitation.	PSO 1	U
CO-2	Analyze rehabilitation strategies and techniques.	PSO 2	Ap
CO-3	Apply assessment tools in rehabilitation practice.	PSO 3	U
CO-4	Assess the effectiveness of rehabilitation programs.	PSO 3	Ap
CO-5	Understand the cultural competence in rehabilitation practices.	PSO 1	U

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

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