

CIRCULAR :

The Head, University Department of Education, the Director, the Spastics Society of India, Bandra Reclamation, Mumbai - 400 050, the Principals of the affiliated colleges in Arts and the Principals of Education Colleges are hereby informed that the recommendation made by the Board of Studies in Education at its meeting held on 13<sup>th</sup> March, 2007 has been accepted by the Academic Council at its meeting held on 10<sup>th</sup> August, 2007 vide item No.4.4 and subsequently approved by the Management Council at its meeting held on 16<sup>th</sup> August, 2007 vide item No.53 and that, in accordance therewith the syllabus for the Post-Graduate Diploma in Special Education (Multiple Disabilities : Physical and Neurological) is revised as per Appendix and that the same has been brought into force with effect from the academic year 2007-2008.

Further that in exercise of the powers conferred upon the Management Council under Section 54(1) and Section 55(1) of the Maharashtra Universities Act, 1994, it has made the Ordinances 5721, 5722 and Regulations 5765, 5766, 5767 and 5768 including syllabus relating to the Post-Graduate Diploma in Special Education (Multiple Disabilities : Physical and Neurological) is as per Appendix and that the same has been brought into force with effect from the academic year 2007-2008.

Mumbai 400 032  
20<sup>th</sup> November, 2007

for I/c REGISTRAR.

To,

The Head, University Department of Education, the Director, the Spastics Society of India, Bandra Reclamation, Mumbai - 400 050, the Principals of the affiliated colleges in Arts and the Principals of Education Colleges.

A.C.4.4/10.08.07

M.C.53/16.08.07

No.UG/ 466 of 2007

20<sup>th</sup> November, 2007

Copy forwarded with compliments to :-

- 1) The Dean of the Faculty of Arts
- 2) The Officer on Special Duty and Controller of Examinations, Examination Section.
- 3) The Co-ordinator, University Computerisation Centre, Kalina, Santracruz (E), Mumbai - 98.

for I/c REGISTRAR.

**UNIVERSITY OF MUMBAI**



**REVISED SYLLABUS  
FOR THE  
POST-GRADUATE DIPLOMA  
IN  
SPECIAL EDUCATION**

**(Multiple Disabilities : Physical and Neurological)**

**(With effect from the academic year 2007-2008)**

# POST GRADUATE DIPLOMA IN SPECIAL EDUCATION (MULTIPLE DISABILITIES: PHYSICAL AND NEUROLOGICAL)

## PREAMBLE

It is estimated that India has approximately 50-75 million people with disabilities, only a miniscule fraction of whom have access to services that lead to opportunities resulting in a fulfilling life. The Government of India has recently passed legislations such as the Persons with Disabilities (Equal Opportunities, Protection of Rights AND Full Participation) Act, 1995, The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 as well as Sarva Shiksha Abhiyan proclaiming Education For All.

The need for trained personnel to work with people with disabilities and their families is an emergent lacuna that RCI is trying to meet, through various courses in the field of disability and development. The Post Graduate Diploma in Special Education (Multiple Disabilities: Physical & Neurological) provides training and study opportunities for those who wish to work with persons with physical and neurological impairments resulting in multiple disabilities (e.g. cerebral palsy) in different settings. The Course reflects the positive changes that have occurred in the past few years in the field of disability rehabilitation, including the shift from the medical to the social and now the human rights model to approach disability issues. The human rights dimension means viewing persons with disabilities as subjects not objects and moving away from viewing persons with disabilities from a deficit perspective. This shift is based on human values such as dignity, self-determination, equality and ethics of solidarity.

The Post Graduate Diploma in Special Education (Multiple Disabilities: Physical and Neurological) course is designed to enable the professionals to develop the necessary skills, abilities and knowledge to meet the educational, physical, social and emotional needs of persons with multiple disabilities within an ecological framework from a human rights perspective.

The course aims to prepare personnel who will pioneer services in remote areas of India and spread awareness about the rights of people with disabilities so that their inclusion does not remain an elusive dream but an achievable reality.

## OVERALL AIM AND GENERAL OBJECTIVES

### Aim

To develop and build human resources in the field of disability and development with emphasis on methods of screening, assessing, educating / training persons with disability.

To train teacher trainees to work across with people with disabilities in any environment, covering life span of a individual, with a view to working towards an inclusive society.

### General Objectives

To develop an overview on all aspects of human growth and development through the life span approach.

To develop an understanding of the medico-social aspects of various disabilities.

To develop skills to recognize different patterns of development in the areas of vision, speech, hearing, language and communication.

To develop skills to plan, implement and evaluate intervention strategies for prevention and remediation in the areas of education, speech, hearing, language and physical and functional management.

To develop skills of time and resource management and at the same time understanding and practising human values and ethics while striving towards professional growth.

To develop an understanding of the situation and needs of disabled persons and to work effectively towards inclusion in any setting- classroom , community, rural or urban.

To develop an awareness of social, political, economic, cultural and legal needs of persons with disability within the family and society in order to foster acceptance and integration.

### Learning Outcomes

To apply the knowledge of theories of development as a basis for special education for children and young adults with disability.

To apply the knowledge of general education and psychology to address the diverse needs of young children and adults.

To recognize the aetiology and characteristic of various disabilities. Also to be able to demonstrate the skills of differential diagnosis.

To demonstrate skills in effective programme planning for the management of physical and functional difficulties in the context of home and the community, in urban and rural areas.

To demonstrate skills in effective programme planning for children and young adults with diverse needs specifically in the areas of education, vision, speech, communication and language.

To demonstrate an awareness of the social, political, economic, cultural and legal needs of persons with disability within the family and society in order to foster acceptance and integration.

To demonstrate an understanding of community and family dynamics in work with persons with disability and their families.

To implement the principles of community based rehabilitation through an interdisciplinary / transdisciplinary approach with persons with disability and their families.

To demonstrate skills of time and resource management in order to work effectively and to strive towards professional growth.

## 05722 ENTRY REQUIREMENTS

Minimum 50% marks in graduation in any subject from a recognized University  
Reservation as per Government norms.

## ADMISSION PROCEDURE

As per university guidelines

## 05765 INTAKE CAPACITY (MAX-MIN.)

Maximum 20 students per academic year.

## MEDIUM OF INSTRUCTION

English/Hindi

## 05766 DURATION OF THE COURSE

One academic year and 3 months internship.

## TEACHER - STUDENT RATIO

1:10

## MINIMUM ATTENDANCE REQUIRED

80% attendance is compulsory in theory and practical, as well as field work.

## MINIMUM REQUIREMENT FOR FACULTY AND STAFF

### **Assistant Professor -**

Essential Qualification: P.G. Diploma in Special Education (Multiple Disabilities: Physical and Neurological)

Desirable: Masters' Degree in Special Education

Essential Experience: Minimum 3 years of experience in the field of disability and development plus a minimum 2 years experience as a Lecturer / Master Trainer in a well reputed institute in the field of disability and development.

### **Lecturer**

Essential Qualification P.G. Diploma in Special Education (Cerebral Palsy & Other Neurological Disabilities)

Desirable: Masters Degree in Special Education or Allied Field (Psychology / Child Development) from a recognized University.

*Essential Experience:*

Minimum 3 years of experience in the field of disability and development plus a minimum one year of experience as a Lecturer / Master Trainer in a well-reputed institute in the field of disability and development.

**ESSENTIAL AND DESIRABLE QUALIFICATIONS OF PRINCIPAL/ HEAD OF THE DEPARTMENT/INCHARGE / DIRECTOR/ COURSE COORDINATOR**

Essential Qualification:

Masters' Degree in field related to Education/Disability and Development

Desirable:

Ph.D

Experience:

Minimum five years as a Masters' trainer and minimum of five years of experience of working in the field of disabilities and development

**MINIMUM REQUIREMENT FOR LAB(S) TOOLS & EQUIPMENT**

Skeleton, model of the brain, anatomical charts  
Overhead Projector  
Slide Projector  
Simulation glasses  
Demonstration model  
TV/VCR  
Tape-recorder  
Therapy equipment  
Assistive and Orthotic devices  
Postural aids  
Communication aids  
Teaching aids  
Hearing aids / audiometer

**BUILDING /SPACE REQUIRED**

**(a) Classroom**

|               |   |    |
|---------------|---|----|
| Lecture rooms | - | 2  |
| Reading rooms | - | 01 |

**(b) Lab**

Centre for Special Education (Special School)

Home Management Programmes  
Urban and Rural CBR Programmes  
Adult Training Centre  
Other NGOs and institutions in the field of disability.  
Mainstream schools

(c) **Library**

Specialized books on Child Development, Anatomy and Physiology, Physio therapy and Occupational therapy, Special Education and other related issues on disability and development.

Handouts and journal extracts on recently researched topics.

Subscription to national and international journals

Audio - visual aids (slides, video - film and audio tapes)

**PERIODIC EVALUATION AND FINAL EXAMINATION (a) Scheme  
of Examinations**

As per university guidelines

(b) **Minimum Passing marks /percentage/grade**

A percentage of 40 and above in theory and 50 and above in practical examinations will be considered as pass. An overall percentage of 45 and above will be considered as pass. A percentage of 50 and above will be considered as pass with 2<sup>nd</sup> division.

A percentage of 60 and above will be considered as pass with 1<sup>st</sup> division.

A percentage of 70 and above will be considered as pass with 1<sup>st</sup> division with distinction.

(c) **Provision of supplementary exams**

As per university guidelines

**CONTENT OF THE COURSE WITH OBJECTIVES, WEIGHTAGE AND HOURS ALLOCATED AND REFERENCE MATERIAL FOR EACH PAPER (Detailed Course Syllabus attached)**

**A. THEORY PAPERS**

| Paper        | Subject                                                                                                                               | Marks Allocated |                      |           | Hours Allocated |            |            |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|-----------|-----------------|------------|------------|
|              |                                                                                                                                       | Total           | Theory<br>Evaluation | Internal  | Total           | Theory     | Practical  |
| Paper I      | Human Development<br>2 <sup>nd</sup> July- 30 <sup>th</sup> July                                                                      | 100             | 100                  |           | 125             | 90         | 35         |
| Paper II     | General Education & Psychology<br>3 <sup>rd</sup> Dec- 21 <sup>st</sup> Dec                                                           | 100             | 80                   | 20        | 125             | 90         | 35         |
| Paper III    | Medico Social Aspects of<br>Cerebral Palsy And other<br>Conditions<br>31 <sup>st</sup> July- 21 <sup>st</sup> Sept.                   | 100             | 100                  |           | 125             | 90         | 35         |
| Paper IV     | Management of Physical &<br>Functional Difficulties<br>31 <sup>st</sup> July- 21 <sup>st</sup> Sept.                                  | 100             | 100                  |           | 125             | 80         | 45         |
| Paper V      | Assessment & Management of<br>Visual Hearing & Communication.<br>Difficulties<br>22 <sup>nd</sup> Sept.- 30 <sup>th</sup> November    | 100             | 90                   | 10        | 125             | 75         | 50         |
| Paper VI     | Special Education: Assessment &<br>Remediation<br>3 <sup>rd</sup> January- 31 <sup>st</sup> January                                   | 100             | 90                   | 10        | 125             | 75         | 50         |
| Paper VII    | Disability, Development and<br>related Intervention Strategies<br>(Part A & B)<br>1 <sup>st</sup> February- 29 <sup>th</sup> February | 100             | 65                   | 35        | 125             | 90         | 35         |
| <b>Total</b> |                                                                                                                                       | <b>700</b>      | <b>625</b>           | <b>75</b> | <b>875</b>      | <b>590</b> | <b>285</b> |

## PRACTICAL

B.

### B.1 PRACTICAL EXAMINATION

| Marks Allocation     | Hours Allocation |
|----------------------|------------------|
| Assessment Practical | 100              |
| Teaching Practical   | 100              |

### B.2 INTERNAL EVALUATION

|                                                  | Marks Allocation | Hours Allocation |
|--------------------------------------------------|------------------|------------------|
| 1. Programme Placement Evaluation (I)            | 35               | 70               |
| 2. Programme Placement Evaluation (II)           | 35               | 70               |
| 3. Case Study                                    | 70               | 30               |
| 4. Community Based Rehabilitation Project Report | 30               | 70               |
| 5. Reference Manual: <i>Reading</i>              | 40               | 15               |
| 6. Reference Manuals: <i>Maths</i>               | 40               | 15               |
| 7. Reference Manual: <i>Communication</i>        | 50               | 25               |

B.3

|                            |     |     |
|----------------------------|-----|-----|
| 8. Internship (I, II, III) | 200 | 430 |
|----------------------------|-----|-----|

|       |     |     |
|-------|-----|-----|
| Total | 700 | 725 |
|-------|-----|-----|

*Total of Practical and theory hours is 1600 Hours (Practical is 1010 Hours and theory is 590 Hours)*

## RECOMMENDED REFERENCE MATERIAL

List enclosed.

## AWARD OF PG DIPLOMA

The successful candidates will be awarded a Post-Graduate Diploma in Special Education (Multiple Disabilities: Physical and Neurological).

POST GRADUATE DIPLOMA IN SPECIAL EDUCATION  
(MULTIPLE DISABILITIES: PHYSICAL & NEUROLOGICAL)

SYLLABUS FOR THEORY PAPERS

PAPER I HUMAN DEVELOPMENT

Objectives:

On completion of this module the learner will demonstrate the understanding of

- life span approach to all areas of human development i.e. motor, language, cognitive communication
- perspective and theories of human development
- structure and function of CNS, eyes, ears

Total Hours 125

Theory : 90 hrs

Practical : 35 hrs

| HOURS | Topics                                                                                                                                                                                                                                                           |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10    | Introduction to Development <ul style="list-style-type: none"><li>- Overview of growth &amp; Development</li><li>- Principles of Development</li><li>- Stages of Development</li><li>- Theories of Development</li><li>- Factors affecting Development</li></ul> |
| 10    | Introduction to Human Anatomy and Nervous System <ul style="list-style-type: none"><li>- Anatomical terminology and movement and planes</li></ul>                                                                                                                |
| 10    | Gross Motor Development <ul style="list-style-type: none"><li>- Milestones : Primitive reflexes, automatic reactions, righting &amp; equilibrium reflexes</li><li>- Development of mature reflexes &amp; voluntary control</li><li>- Variations</li></ul>        |
| 6     | Fine Motor Development <ul style="list-style-type: none"><li>- Milestones Types of grasp</li><li>- Prerequisites for fine motor development</li><li>- The development of drawing &amp; writing Variations</li></ul>                                              |
| 12    | Cognitive Development <ul style="list-style-type: none"><li>- Theories of Development</li><li>- Milestones</li></ul>                                                                                                                                             |
| 6     | Developmental Milestones of Daily Living Skills <ul style="list-style-type: none"><li>- Bladder &amp; Bowel control</li><li>- Pre feeding &amp; feeding</li><li>- Dressing</li><li>- Bathing</li></ul>                                                           |

## Perceptual Development

- Introduction to Perception
- Neurological basis of perceptual development
- Development of early Perception
- Generalisation
- Motor basis of learning
- Body Image
- Form perception, figure-ground perception
- Perception of space & spatial relations, time perception
- Importance of intersensory integration; Perceptual process
- Variations

## ♦ Personality Development

- Theories, concept & dimensions
- Adjustment mechanism

## ♦ Social Emotional Development

- Theories of development
- Infancy, childhood & adolescence
- Types of play & its importance
- Variations

## ♦ Visual Development

- Milestones
- Eye movement
- Acuity
- Structure & function of the eye

## ♦ Speech, Hearing, Language & Communication

- Early mother infant interaction
- Milestones
- Variations

## ♦ Anatomy & Physiology of the hearing and speech mechanism

- Speech chain
- Development of vegetative function
- Language development & levels of communication with children
- Development of language : stages & structure

## ♦ Genetics & Heredity

## ♦ Workshops

- Child development
- Activities for different areas of development

Objectives

On completion of this module the student will demonstrate an understanding of:

- the different philosophical perspectives to education
- the principles of educational psychology and their application in classroom teaching
- the various components of a school curriculum
- the effective teaching practices in a pre-primary & primary classrooms within mainstream schools.

Total Hours 125

Theory : 90 hrs

Practical : 35 hrs

Course**Topics**

- ♦ Philosophy of Education
  - Introduction to philosophy of education
  - Historical perspective on education
  - Current View on Educational Practices
  - National policy on education
  - Current Status of education in India
- ♦ Approaches to education
  - Montessori
  - Aurbindo
  - Gandhi, Tagore
  - Dewey, Froeble
- ♦ Educational Psychology
  - Theories of Learning
  - Understanding learning styles
  - Factors effecting learning
  - Attention
  - Motivation
  - Memory
  - Concept formation
- ♦ Curriculum Development
  - Concept & Approaches
  - Principles of curriculum construction
  - Curriculum Planning
  - Implementation & Evaluation
- ♦ Classroom Management
- ♦ Strategies of classroom teaching
- ♦ Lesson Planning
- ♦ Teaching at pre-primary and primary level
  - Pre Literacy skills
  - Maths
  - Reading
  - Social Studies

- Science
- Language
- Handwriting
- Spelling

**PAPER III MEDICO -SOCIAL ASPECTS OF CEREBRAL PALSY AND OTHER CONDITIONS**

**Objectives:**

On completion of this module, the student will be able to demonstrate

the usage of appropriate terminology related to different types of disabling conditions  
the etiology, presentation and associated problems and their implications from the social perspective  
differential diagnosis

**Total Hours 125**

**Theory : 90 hrs**

**Practical: 35 hrs**

Hours

**Topics**

**Introduction**

- Medical terminology related to birth history
- Disability identification, types and causes
- Types and causes of deformities

**Specific conditions**

- Cerebral Palsy
  - Magnitude of the condition
  - Definition, Aetiology, classification & characteristics
  - Motor development in cerebral palsy
  - Retained primitive responses
  - Abnormal patterns of movement
  - Vegetative function
  - Associated problems
  - Perceptual Problems
- Epilepsy - aetiology, types and drug management
- Mental Retardation
  - Definition, identification and magnitude of the condition
  - Aetiology, classification and differential diagnosis
  - Characteristics (functional and physical)
  - Concept development
  - Aetiology of syndromes associated with mental retardation
  - Down's syndromes
- Muscular Dystrophy
  - Classification and types
  - Aetiology, characteristics and intervention for Ducher
  - Muscular Dystrophy and allied conditions e.g. spinal
  - Muscular atrophy
- Neural Tube Defects
  - Aetiology, classification and intervention

|   |                                                                                     |
|---|-------------------------------------------------------------------------------------|
| 4 | •Hydrocephaly and Microcephaly                                                      |
|   | - Aetiology, identification and intervention                                        |
| 4 | • Polio                                                                             |
|   | - Aetiology, features and stages                                                    |
|   | - Prevention and rehabilitation                                                     |
| 4 | • Deteriorating conditions and some congenital syndromes e.g. Ataxia                |
| 4 | Telangectasia, Tuberous sclerosis & Friedrich's Ataxia                              |
| 8 | •Differential diagnosis                                                             |
|   | • Aetiology, Identification, Basic Management and Referral for following conditions |
| 2 | Blood & metabolic disorders                                                         |
| 2 | Tuberculosis                                                                        |
| 2 | Leprosy                                                                             |
| 2 | Malnutrition                                                                        |
| 2 | Attention Deficit Hyperactivity Disorder (ADHD)                                     |
| 5 | Learning Disabilities                                                               |
| 4 | Perceptual Problems                                                                 |
| 4 | Autism                                                                              |
| 4 | Deaf Blind                                                                          |
| 4 | Psychiatric disorders in children and adults                                        |
| 4 | HIV Infection and Acquired Immune Deficiency Syndrome (AIDS)                        |

## Objectives

On completion of this module, the student should be able to demonstrate the understanding of

- various disorders in the areas of vision, hearing, speech, language and communication
- methods of augmentative and alternative communication (AAC)
- functional assessment and basic management skills in the areas of vision and hearing, speech, language and communication

Total Hours 125

Theory: 75 hrs

Practical: 50 hrs

| Hours | Topics                                                                                                                                                                                                                                                                                                                            |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20    | <ul style="list-style-type: none"><li>♦ VISION<ul style="list-style-type: none"><li>- Visual Disorders: Types and causes</li><li>- Impact of visual impairments on motor &amp; cognitive development</li><li>- Functional visual assessment</li><li>- Programme planning &amp; management of visual disorders</li></ul></li></ul> |
| 15    | <ul style="list-style-type: none"><li>COMMUNICATION<ul style="list-style-type: none"><li>♦ Language<ul style="list-style-type: none"><li>- Types &amp; causes of language disorders</li><li>- language assessment</li><li>Remediation</li></ul></li></ul></li></ul>                                                               |
| 10    | <ul style="list-style-type: none"><li>♦Speech Disorders<ul style="list-style-type: none"><li>- Disorders of voice</li><li>- Disorders of fluency</li><li>- Disorders of articulation</li><li>■ Disorders associated with language development sensory deficit</li></ul></li></ul>                                                 |
| 20    | <ul style="list-style-type: none"><li>♦Dysarthria<ul style="list-style-type: none"><li>- Introduction</li><li>- Causes &amp; characteristics</li><li>- Assessment</li><li>- Management</li></ul></li></ul>                                                                                                                        |
| 6     | <ul style="list-style-type: none"><li>♦Dyslalia<ul style="list-style-type: none"><li>- Introduction</li><li>- Causes &amp; characteristics</li><li>- Assessment</li><li>- Management</li></ul></li></ul>                                                                                                                          |

2 ♦ Stammering

2 ♦ Aphasia

25 ♦ Augmentative Alternative & Communication

- Introduction
- Assessment
- Systems & transmission techniques
- Intervention

25 ♦ Audiology .

- Types & causes of Hearing loss
- Assessment of hearing loss
- Auditory and Audiological management
- Deaf Education & Classroom management

## PAPER V SPECIAL EDUCATION: ASSESSMENT & REMEDIATION

### Objectives:

On completion of this module, the student will demonstrate

- skills in assessment and remediation in the early intervention group, at the pre-primary and primary level of education
- an understanding of diverse needs and principles of an inclusive, special and functional education.

Total Hours 125

Theory : 75 hrs

Practical: 50 hrs

### Hours

### Topics

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4  | ♦ Perspectives in Special Education & National Policy on Special Education                                                                                                                                                                                                                                                                                                                                                                      |
| 46 | ♦ Assessment <ul style="list-style-type: none"> <li>- Information Gathering</li> <li>- (History taking, observation, interview)</li> <li>- Introduction - Approach to assessment</li> <li>- Purpose and Aims of Assessment</li> <li>- Assessment Procedure</li> <li>- Lecture and Demo of               <ul style="list-style-type: none"> <li>Ruth Griffith</li> <li>HELP</li> <li>Portage</li> <li>FAB</li> <li>Denver</li> </ul> </li> </ul> |
| 10 | - Formal Assessments<br>(Stanford Binet, WISC, Leiter, Columbia Mental Maturity)                                                                                                                                                                                                                                                                                                                                                                |
| 47 | ♦ Teaching : Assessment & Remediation <ul style="list-style-type: none"> <li>- Mathematics</li> <li>- Reading</li> <li>- Language</li> <li>- Perception</li> <li>- Handwriting</li> <li>- Spellings</li> </ul>                                                                                                                                                                                                                                  |
| 2  | ♦ Curriculum Planning                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4  | ♦ Functional Education                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4  | ♦ Inclusive Education                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4  | ♦ Lesson Planning, IEP's                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4  | ♦ Classroom Management (Time, space, material)                                                                                                                                                                                                                                                                                                                                                                                                  |

## Objectives

- On completion of this module, the student will be able to demonstrate
- assessment of the physical and functional ability level and associated problems of persons with disability.
  - a transdisciplinary approach in planning programmes intervention strategies following a needs - assessment of persons with disability and their families keeping long term goals and short term objectives in mind.
  - skills in management of specific conditions such as Autism, SLD, Autism and Mental Retardation.

Total Hours 125  
Theory : 80 hrs  
Practical: 45 hrs

## Topics

## Hours

- |    |                                                                                                                                                                                                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 | Physical and Functional Management Lifting , carrying and transfer techniques                                                                                                                                       |
|    | <ul style="list-style-type: none"> <li>- Safety procedures</li> <li>- Back care</li> <li>- Wheel chair skills</li> <li>- Basic postural management</li> <li>- Problems &amp; Management of hand function</li> </ul> |
| 4  | ♦ Use of Orthotic aids for upper and lower limbs                                                                                                                                                                    |
| 10 | Gross motor Activities                                                                                                                                                                                              |
|    | <ul style="list-style-type: none"> <li>- Management of people with profound Disability</li> <li>- Postural Drainage - Chest care</li> <li>- Basic inputs in therapy</li> </ul>                                      |
| 25 | ♦ Impact of Disability on                                                                                                                                                                                           |
|    | <ul style="list-style-type: none"> <li>- Family members (needs assessment)</li> <li>- Individual (child, adolescent, adult with special reference to Need)</li> </ul>                                               |
| 20 | ♦ Philosophy of management                                                                                                                                                                                          |
|    | <ul style="list-style-type: none"> <li>- overview</li> <li>- Early Intervention</li> <li>- Goal Setting</li> <li>- Devising Individual Education Plans</li> <li>- Transdisciplinary approach</li> </ul>             |
| 4  | ♦ Introduction to Neurodevelopmental Techniques for Gross and Fine motor Development                                                                                                                                |
| 2  | ♦ Genetic Counselling                                                                                                                                                                                               |
| 2  | ♦ Anthropometry                                                                                                                                                                                                     |

- 22 ♦ Management of specific Conditions
- ADHD
  - Mental Retardation
  - Learning disability
- 12 ♦ Assessment and Management of Daily Living Skills  
(feeding, dressing/toileting)
- 4 ♦ Preventing disabilities - primary health care, first aid, Health & Nutrition

## PAPER VII DISABILITY DEVELOPMENT & RELATED INTERVENTION STRATEGIES

### Objectives:

At this end of module, the trainee will be able to:

- understand wider perspective of disability related issues especially in the Indian context e.g. legislation, advocacy etc.
- gain knowledge of different models of service delivery
- learn skills of Counselling and Behaviour Management and Crisis Intervention

Total 125 hours  
Theory : 90 hrs  
Practical: 35 hrs

### PART A - DISABILITY AND DEVELOPMENT

Total 70 hours

#### Hours

- |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | <ul style="list-style-type: none"> <li>• Introduction to Disability and Development                             <ul style="list-style-type: none"> <li>- Perceptions about disability &amp; other social issues</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                |
| 2  | <ul style="list-style-type: none"> <li>• Basic terminology related to disability</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| 10 | <ul style="list-style-type: none"> <li>• Overview of disability in India and Globally                             <ul style="list-style-type: none"> <li>- Disability statistics (including deciphering data)</li> <li>- Disability perspective in India vis-a-vis developed countries in the following contexts:                                     <ul style="list-style-type: none"> <li>- Social</li> <li>- Political</li> <li>- Economic</li> <li>- Cultural</li> </ul> </li> </ul> </li> </ul> |
| 6  | <ul style="list-style-type: none"> <li>• Historical Perspectives and Existing Models of service delivery</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| 4  | <ul style="list-style-type: none"> <li>• Disability movement including Self – advocacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |
| 6  | <ul style="list-style-type: none"> <li>• Current status of existing barriers of health, education, employment &amp; public ut services</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| 6  | <ul style="list-style-type: none"> <li>♦ Integrated service system for persons with Disabilities                             <ul style="list-style-type: none"> <li>- Strategies towards convergence (includes Access, Advocacy &amp; Inclusion)</li> <li>- Disability evaluation Index</li> </ul> </li> </ul>                                                                                                                                                                                        |
| 16 | <ul style="list-style-type: none"> <li>• Legislation                             <ul style="list-style-type: none"> <li>- Disability Related Acts (Persons with Disability, National Trust, RCI)</li> <li>- Government concessions &amp; Facilities</li> </ul> </li> </ul>                                                                                                                                                                                                                            |
| 26 | <ul style="list-style-type: none"> <li>♦ Role of Disability worker in Different Service Delivery Models</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |

## Part B INTERVENTION STRATEGIES

Total 55 hours

### Hours

- 2 . Implications of working with a person with psychiatric disorders De Souza
- 30 Skills in Counseling
  - The problem solving process
  - Techniques of working with families (Counseling etc.)
- 3 Transferring skills to parents
- 2 Crisis intervention
  - Suicide
  - Abuse- child and adult (physical and sexual)
  - Chemical dependence - alcohol, drugs
  - Death and dying
- 10 Behaviour Management
  - Identification and basic management
- 8 . Working with adults
  - Scenario
  - Problems and opportunities
  - Principles and guidelines of vocational rehabilitation
  - Models of employment
  - Independent living skills
  - Leisure time activities
  - Sexuality

Handwritten scribbles and symbols.