

**Rehabilitation Council of India
B-22, Qutub Institutional Area
New Delhi 110 016**

7-128/RCI/2017/RCI

17th May, 2017

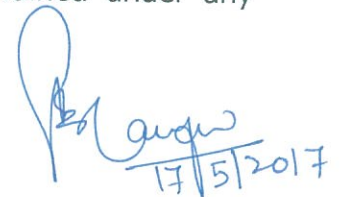
Circular

Subject: Advance Certificate Course in Inclusive Education (Cross Disability).

With reference to the Circular No. 10-102/OU/Policy-RCI dated 3rd May, 2017 regarding launch of Advance Certificate Course in Inclusive Education (Cross Disability), the syllabus and application form is uploaded for all the concerned annexed with this circular at Annexure-I.

Applications are hereby invited from all the concerned who meet the eligibility criteria to conduct this course on the format as prescribed by the Council which is annexed with this circular as Annexure –II.

Applications must reach the Council alongwith all the necessary enclosures as mentioned latest by 15th June 2017. The hard copy of the application should be send to the Council by registered/speed post only so as to reach latest by the last date i.e. 15.06.2017. Application received after 15.06.2017 shall not be entertained under any circumstances.



(S. K. Srivastava)
Member Secretary

RCI website :

Curriculum Framework

Advanced Certificate in Inclusive Education (Cross Disability)

NORMS, REGULATIONS & COURSE CONTENT

May, 2017

Effective from Academic Session 2017-18

6 months Duration

Pilot Basis



भारतीय पुनर्वास परिषद

Rehabilitation Council of India

B-22, Qutab Institutional Area,

New Delhi - 110 016

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Advanced Certificate in Inclusive Education (Cross Disability)

NORMS AND REGULATIONS FOR ADVANCED CERTIFICATE COURSE IN INCLUSIVE EDUCATION (CROSS DISABILITY)

1. Objective

2. Duration The duration of the programme shall be of 6 months. Each Institution may offer a maximum of 2 batches of this course per year in a July-December and January- June time-frame. However, students shall be permitted to complete the programme within a maximum period of 2 years. The programme can also be sandwiched between vacations for face-to-face contact session.

3. Nomenclature: Advanced Certificate Course in Inclusive Education (Cross Disability).

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake The maximum intake is 30 students and minimum of 15 students per batch. For first batch of 2017, minimum of 10 candidates may be considered to commence the course.

4.2 Fee: Rs. 5000/- (Course fee) + Rs. 2000/- (Examination Fee) = Rs. 7000/- per candidate. No other fee shall be admissible. For monitoring, evaluation and development of study materials, RCI shall charge 10% of the course fee per student.

4.3 Passing Percentage: 50% in theory and practical (each component separately).

4.4 No. of attempts: Maximum three (1+2)

Supplementary/Back papers: Candidates passing minimum in two papers (Theory & Practical) shall be eligible for supplementary examination. Otherwise have to repeat all papers (theory & practical)

4.5 Examination Fee for Supplementary Paper/subject: Rs. 1000/ per paper (Theory/Practical)

4.6 Attendance: 90% in face to face and practical

4.7 Eligibility

(a) Candidates with Diploma/Bachelor in Education Special Education, any specialization, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

5. Benefits/Advantage: Successful candidates shall be eligible for renewal of their registration (100 CRE points)

6. Admission Procedure: Admission shall be given on merit basis on the percentage of marks obtained in eligibility qualification i.e., D.Ed.Spl.Ed./ B.Ed.Spl.Ed. A copy of merit list to be sent to RCI and also to be displayed on the notice board of the institutions. Maximum of two of their own teachers who are appropriately qualified. Candidates with more years of experience will be given priority, subject to fulfillment of criteria. Application forms for both students and Institutions are attached.

7. Eligibility Criteria for Study Centre to Conduct Advanced Certificate Course in Inclusive Education (Cross Disability): Any RCI approved centre offering Diploma/Bachelor in Education Special Education in face to face mode for the last four years. Please refer **Appendix-3** for details.

8. Curriculum, Programme Implementation and Assessment

8.1 Curriculum Please refer to Appendix-4 for details of curriculum, transactions, assignments and examinations.

8.2. (I) Self Learning Materials: The programme shall be conducted with full professional expertise. Self Learning Materials shall be developed by the Council in e-form.

8.2. (II) Contact Programme: Apart from the school based activities and practice teaching, in a programme of 6 months duration, the personal contact programme shall cover all theory and practical papers.

8 weeks face to face (Contact classes) +
2 weeks-submission of assignment
4 weeks- in-service practical's
4 weeks hand on training & examination

8.2.(III) School Based Activities: the learners pursuing this Course shall be involved in activities which a teacher is supposed to perform in the inclusive school. The school based activities have been mentioned in the curriculum framework.

8.2.(IV) Teaching practice: Please refer Appendix 4.

9. Internal & External Examination: All theory paper shall be transacted for 60 hours. 20 marks for internal assessment which is inclusive of Assignment and 80 marks for final external examination. At the end of the Course, external examinations will be conducted by the respective Examining Body authorized by NBER. Institutes shall conduct examination of practice teaching and work experience components by appointing qualified internal and external examiners.

10. Website: All the Institutions offering this Course shall ensure transparency by uploading detailed information on their website regarding student's enrolment, list of programme, and the schools where the teacher trainees are expected to undergo teaching practice.

11. The institution selected for a study centre for this Course shall provide necessary infrastructural facilities such as the barrier free rooms/ ramps/ accessible toilet/ Cabin for trainee/ faculty members, Computer Room, internet facilities. Besides, the aids and appliances necessary for training programme in the respective area of disability should also be available.

12. Procedure to be followed by the Institute for Approval from RCI to become Centre for this Course. Institution shall fulfill the eligibility conditions as mentioned above with requisite documents and the prescribed fee through NEFT (bank details to be inserted). On receipt of the proposal complete in all respect, the Chairperson, RCI may accord approval to offer this course.

13. The Council may conduct surprise Inspections during the transaction to assess the quality and implementation of the Course as per the norms.

13.1 In case of adverse reports from visiting experts, the Council may withdraw approval for this program.

13.2 Norms for Faculty shall be as per the Council's norms of Diploma in Education Special Education.

Paper I: Disability and Implications on Learning

Hours : 60 (theory = 60)

Marks 100 (Internal 20 and External 80)

OBJECTIVES:

After completion of this paper, the trainee is expected to:

1. Screen and identify high support needs disabilities under RPwD Act
2. Enlist rights, entitlements and provisions under RPwDA
3. Analyze educational implications of different kinds of disabilities
4. Apply domain wise assessment skills
5. Update with the recent development in educational legislations

Unit 1: Understanding Disability as Mandated by RPwDA 2016

- 1.1 Physical disabilities: definition, types , characteristics
- 1.2 Intellectual disabilities: definition, types , characteristics
- 1.3 Mental behaviour : definition, types , characteristics
- 1.4 Disabilities due to neurological chronic conditions : definition, types , characteristics
- 1.5 Multiple disabilities : definition, types , characteristics

Unit 2: Educational Implications of Disability

- 2.1 Physical disabilities
- 2.2 Intellectual disabilities
- 2.3 Mental behaviour / Mental Illness
- 2.4 Disabilities due to neurological chronic conditions
- 2.5 Multiple disabilities

Unit 3: Domain Based Assessment

- 3.1 Scholastic Domain
- 3.2 Co scholastic Domain
- 3.3 Plus curriculum & expanded core curriculum
- 3.4 Functional assessment
- 3.5 Assessment of needs of high support learners

Unit 4: Recent Development in Legislations and Policies: Inclusive Education

- 4.1** National Policy of Education, 2017
- 4.2** RTE Act 2009 and Amendments 2012
- 4.3** National and State Policies on Disability
- 4.4** Provisions for certifications
- 4.5** Universal design (Accessibility India Campaign)

Unit 5: Understanding RPwDA from Educational Perspectives

- 5.1** Overview of RPwDA and Harmonisation with UNCRPD
- 5.2** Sections under Education and HRD
- 5.3** Rights, Entitlements and Grievance redressal mechanisms
- 5.4** Rules for Enactment of RPwDA
- 5.5** Barriers to inclusion of PwDs

OUTCOMES:

Trainees will successfully screen and identify, analyse education implications and assess high support needs of disabilities under RPwD Act.

PAPER II: PEDAGOGY FOR INCLUSIVE EDUCATION

Hours: 60

Marks 100 (Internal 20 External 80)

OBJECTIVES

After completion of this paper, the trainee is expected to:

1. Address impact of socio cultural context in shaping human development
2. Apply UDL in developing inclusive practices and classroom transactions
3. Apply inclusive Teaching Learning Process
4. Design and implement inclusive learning friendly environment
5. Apply skills for creating learning resources

Unit 1: Learning in an inclusive school environment

- 1.1 Addressing Socio cultural challenges influencing learning
- 1.2 Diversities and Individual Differences
- 1.3 Challenges in learning faced by children with disability
- 1.4 Addressing diversities in learning styles
- 1.5 Challenges in learning faced by typical children

Unit 2: Teaching Learning Processes

- 2.1 Teaching learning process in an inclusive setting
- 2.2 Teacher as a facilitator
- 2.3 Teacher as a reflector
- 2.4 Networking and collaboration with stakeholders
- 2.5 Strengthening development of an inclusive teacher

Unit 3: Universal design for learning (UDL) and inclusive methodologies

- 3.1 UDL in inclusive setup
- 3.2 implementation of UDL in classroom
- 3.3 development of teaching plan
- 3.4 evaluation strategies based on UDL
- 3.5 Use of technology in UDL

UNIT 4: Developing Inclusive Learning Friendly Environment (ILFE)

4.1 Meaning of Inclusive learning friendly

4.2 Elements of ILFE

4.3 Barriers to learning in inclusive school

4.4 Creating ILFE at school level

4.5 Working with community & family

UNIT 5: Developing Inclusive Learning Resources

5.1 Collation and creation of Learning Resources

5.2 Different types of Learning Resources (include the weblinks of resources available)

5.3 Use of learning resources in inclusive settings

5.4 Developing of resource centres /resource corners.

5.5 Diversity as a resource.

OUTCOMES:

Trainees will address impact of socio cultural context and apply UDL in developing inclusive practices and classroom transactions; apply inclusive Teaching Learning Process; Design and implement inclusive learning friendly environment.

PAPER III: CURRICULUM ACCOMMODATION AND ADAPTATIONS

Hours: 60

Marks 100 (Internal 20 External 80)

OBJECTIVES

After completion of this paper, the trainee is expected to:

- 1. Customize Curriculum to suit disability educational needs**
- 2. Apply curriculum towards Inclusive Classroom Transactions**
- 3. Adapt Co-Curricular Activities in Inclusive Schools**
- 4. Individualize subject specific content for Inclusive Teaching**
- 5. Use alternative methods of evaluation for diverse learners**

Unit 1 Understanding Curriculum

- 1.1 Introduction to mainstream curriculum**
- 1.2 Understanding National Curriculum Framework from Inclusive Perspective**
- 1.3 Accommodation, Adaptations and Modification**
- 1.4 Individual Accommodation and Adaptations Plans**
- 1.5 Disability Specific Accommodation and Adaptations**

Unit 2: Classroom Transactions

- 2.1 Differentiated Learning**
- 2.2 Peer Tutoring**
- 2.3 Collaborative / Co-Operative Learning**
- 2.4 Activity Based Learning and Active learning methods**
- 2.5 Multi level teaching**

Unit 3: Adaptations in Co-Curricular Activities

- 3.1 Using Co-Curricular for facilitating learning**
- 3.2 Assembly and Recess Time**
- 3.3 Games, Sports and Physical activities**
- 3.4 Visual and Performing Arts**
- 3.5 Unified Events, Outdoor activities & Work Education**

Unit 4: Teaching Practices: Elementary & Secondary Level

4.1 Teaching of Language

4.2 Teaching of Science

4.3 Teaching of Mathematics

4.4 Teaching of Social Science and EVS

4.5 Teaching of Co- Scholastic domains

Unit 5: Alternative Methods of Evaluation

5.1 Concept of CCE

5.2 Adapting CCE

5.3 Evaluating through Alternative Methods: Visuals; ICT; Observation

5.4 Techniques and Tools of Evaluation

5.5 Provisions and Exemptions for Educational Evaluation

OUTCOMES:

Customize and apply curriculum for towards Inclusive Classroom Transactions; Adapt Co-Curricular Activities for Individualizing subject specific content for Inclusive Teaching; Use alternative methods of evaluation for diverse learners.

PAPER IV: COMMUNICATION NEEDS AND ICT

Hours: 60

Marks 100 (Internal 20 External 80)

Objectives

On completion of this paper, trainees will be able to develop knowledge in the following areas:

- 1.** Meaning, Scope of communication and Language among diverse learners in inclusive classrooms
 - a. Assessment of language needs
 - b. Apply skills for language enhancement in inclusive classrooms
 - c. Use different modes of communication
- 2.** Development of skills in the following areas:
 - a. Identifying communication errors in learners with disabilities
 - b. Techniques of preparing AAC
 - c. Diagnostic Audiometer
 - d. Speech Trainer
 - c. Tape Recorder and Cassettes

Unit 1 Communication and Behavioural Issues

- 1.1** Effective Classroom Communication and Accessible Communication
- 1.2** Communication Disorders
- 1.3** Effect of communication difficulties on academics
- 1.4** Facilitating communication in the school and community
- 1.5** Positive Behaviour Support in inclusive setting

Unit 2: Addressing Concerns: Communication and Behaviour

- 2.1** Sensory Disability: Hearing and Visual Impairment; Deafblindness
- 2.2** Intellectual Disability
- 2.3** Autism and ADHD
- 2.4** Specific Learning Disability
- 2.5** Multiple Disabilities

Unit 3: Modes of Communication

- 3.1 Types of communication: verbal & non verbal
- 3.2 Interpersonal & interactive communication amongst the children
- 3.3 Reading and writing as a communication
- 3.4 Evaluation of communication skills
- 3.5 Using Art form as a means of communication

Unit 4: Communication Strategies and Augmentative and Alternative Communication (AAC)

- 4.1 Meaning and Functions of AAC
- 4.2 Categories of AAC
- 4.3 Language Development and AAC: Communication Boards, PECS, VOCA and others
- 4.4 Selection of an AAC System
- 4.5 Visual Aids-Stories and Schedules, Arrangement of Visual Representation

Unit 5: Information and Communication Technology (ICT)

- 5.1 Technology for facilitating communication skills
- 5.2 Teacher Competencies in using ICT
- 5.3 Adaptations of Technologies for communication with Different Disabilities
- 5.4 Digital Learning Resources
- 5.5 Available Software and innovations

OUTCOMES

Teacher Trainees will address Communication Needs with use of ICT resources among Students with HI, VI, ID, CP, Autism, Learning Disabilities within the National Curriculum Framework guidelines; Adapting subject based content by applying ICT skills in context of diverse learning styles in inclusive settings.

Block /Paper -5 Practicum – (being reviewed)

TOOLS: DISABILITY WISE

HEARING IMPAIRMENT

1. Portable Audiometer
2. Diagnostic Audiometer
3. Speech Trainer
4. Tape Recorder and Cassettes
5. Clinical Psychology test material
 - a) Bhatia's Battery Performance Test
 - b) Binet-Kamath's Test of Intelligence
 - c) Seguin Form Board
 - d) Draw-A-Man Test
 - e) Denver's Developmental Screening Test
 - f) Chatterjee's Non-Language Preference Record
 - g) Benton's Visual Retention Test
 - h) Minnesota Multi-phasic Personality Inventory
6. Mirrors – 4
7. Toys and Play Material
8. Ear Model and Larynx Model

LEARNING DISABILITIES

- ❖ Audio visual materials
- ❖ Sensory training material

Materials:

- a. Text books of all primary-level school subjects i.e. language, maths, science, history, geography, environmental sciences,
- b. General knowledge books and encyclopedias
- c. Educational Materials like games, puzzles, reading material worksheets etc.
- d. Montessori Equipment
- e. Computer Aided Instructions
- f. Art craft materials

- g. Case Studies of students with Learning Disability (L.D.)
- h. Jig:Saw Puzzles, games,
- i. Sensory training material,
- j. Stopwatch,
- k. Screens

Tests:

- a. Weschlers intelligence scale
- b. Bender: Gestalt V- M. Test
- c. P.P.V.Test
- d. Indian Adaptation of Stanford BinetTest of Intelligence by S.P.Kulshresta
- e. Marianne Frostig Test of Visuo Motor Perception
- f. Aston Index for Screening children with Learning Difficulties
- g. Behavioural cheklist to screen the L.D.(BCSLD)
- h. Diagnostic Test of Disorder
- i. Test of Thinking Strategies
- j. Diagnostic Test of Learning Disabilities (g, h, i, j, are by Dr. S. Swarup and Dr. D. H. Mehta – Centre of Special Education, SNTD Women’s University, Mumbai-49)

CEREBRAL PALSY

Space, Devices and Material Required

Material Required

(A) Locomotor Impairment

1. Below Elbow Prosthesis
2. Above Elbow Prosthesis
3. PTB BK Prosthesis
4. Above Knee Prosthesis
5. Below Knee Orthosis

(B) Cerebral Palsy

1. Learning and functional Aids
2. Achievement Tests
3. Adaptive equipments for teaching activities for daily living

(C) General

1. Rexine mats and bolsters, wedges, low stools for physical management Samples of 10 mobility aids - crutches, walkers, wheelchairs
2. Samples of prosthetic and orthotic appliances (in centres where there are no referral centres such as Rehabilitation Unit such as NIOH, RRTC, DDRC) Samples of adaptive furniture and wheelchairs - cut-out trays, floor tables, adaptive seating
3. Samples of material used for ADL (mealtime management, bathing, use of toilet, dressing etc.)
4. Samples of Alternative and Augmentative Communication devices - display boards message books, Voice Output communication Aids (VOCAS),
5. ICT systems for persons with complex communication needs and severe physical disabilities
6. Mirror
7. Toys
8. Assessment tests and checklists on all developmental areas
9. Audio-visuals on assessment and intervention

MENTAL RETARDATION

Devices and Material Required

Slide Projector with screen - 1

Cassette Recorder - 1

Cassettes (Audio) – 20

Black Board - 1

Teaching Material (Demonstration)

- Montessori set – 1
- Kindergarten set - 1
- Nursery set – 1
- Miscellaneous Materials set - 1

Psychological test material set (for demonstration) - 1

Slides set (for all subjects) - 1

Play therapy equipment set (for demonstration) - 1

VISUAL IMPAIRMENT

Aids and Appliances Required

1. Braille slate and stylus
2. Brailers (Taj or Perkins)
3. Mathematical devices (Abacus, Taylor frame etc.)
4. Tactile aids (including the use of relief papers for preparing geometrical figures)
5. Reading readiness material.
6. An embossed political map of the World with the use of threads.
7. A Physical feature map of Asia.
8. Mobility map of the City or Village where the trainee studies.
9. Inch and Centimeter graph sheets using the Braille.
10. A kit to develop the visual efficiency of a low vision child.
11. A kit for low vision assessment.
12. Materials for adopted physical education.
13. Optical and non-optical devices for low vision.

Introduction to the NCF

Introduction to State Board of Education of the State in which the course is run

Understanding the need to adapt the curriculum according to need of CWSNs

Making adaptations based on learning styles and difficulties.

REHABILITATION COUNCIL OF INDIA

PROPOSAL FORMAT FOR CONDUCTING ADVANCED CERTIFICATE COURSE IN INCLUSIVE EDUCATION (Cross Disability)

(From the Academic Session 2017-18)

A. Institutional Details:

1. Name of the institution: _____

2. Address: _____

District: _____ State: _____ Pin: _____

3. Phone No.: _____ 4. Fax No.: _____

5. Email ID _____ 6. Website: _____

6. Name of Head of the Institution: _____

Phone No.: _____ Email ID _____

7. Legal Status of the Institution

(Please tick at appropriate column, Certificate to be attached at the end of the form)*

	Yes	No		Yes	No
A Registered Charitable Society			A Registered Society		
Govt. Aided			Non Govt. Aided		
Department of Government Hospital			University Department		
Deemed University					

B. Human Resource Details

1. Details of **Core Teaching Staff** at Training centre for RCI approved **ongoing training course/s** of RCI

Sl.No.	Name & Address with e-mail & mobile no.	Designation	Rehab. Qualification	Experience	CRR No.	Aadhar Card No.

2. Details of **Guest Teaching Staff** at Training centre for RCI approved **ongoing training course/s** of RCI

Sl.No.	Name & Address with e-mail & mobile no.	Designation	Rehab. Qualification	Experience	CRR No.	Aadhar Card No.

C. Physical Infrastructure for the applied course

S. No.	Type of Facilities	Area	Availability	
			Yes	No
1	Classroom with adequate furniture	Min. 300 sq.ft.		
2	Multipurpose room/Hall with adequate furniture	min 500 sq.ft.		
3	Coordinator room	min. 150 sq.ft..		
4	Staff Room	300 sq.ft..		
5	Library	500 sq.ft.		
6	Toilet (Male / Female separate)			
7	Resource room	300sq.ft..		

F. Special School/ Inclusive School:

i. Details of the Special/Inclusive School

(a)	Own special /Inclusive School (managed by your own management)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
(b)	Memorandum of Understanding (MoU) with any local special school for other disability.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
(c)	Name of Special /Inclusive School		
(d)	Number of Children in Special/Inclusive School (Min. 60 CWSN with specific disability)		
(e)	Number of RCI Registered Special Teachers in School*		
(f)	Day or Residential School		
(g)	Funded by State Government: Yes/No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

ii. Details of the teaching staff available in the Special/Inclusive School

(Core faculty should not be included in the list, it is not allowed as per RCI norms)

Sl.No.	Name of Teaching Staff	Academic & Rehab Qualification	CRR No.	Aadhar Card No.

G. Details of RCI approved Teacher Training Courses run by the Institute:

Sl.No.	Name of the Course	Period of approval	RCI approval Certificate no. & Date	Remarks, if any

Note: Copy of Approval Certificate to be attached as annexure.

H. Details of Application fees paid to RCI through NEFT (No DD's allowed):

Name of the Bank	Amount Paid	Date	Transaction No.

Note:

- Download the form and type the information.
- Only typed form shall be accepted.
- All the fields are mandatory.
- No columns to be kept blank.
- Wherever information is NOT available please mention as Nil, in case of NOT applicable 'NA' to be mentioned.
- All pages should be signed with name.

DECLARATION / CERTIFICATION

Certified that all particulars / information given in the application above are correct and authentic to the best of my belief and knowledge. In the event of any information found wrong, misinterpreted or suppressed wilfully, the Council shall reject the application without assigning any reason.

Date: _____

***Name, Signature & Seal of the Legal
Responsible Person for the Organisation***

Place: _____

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