

SYLLABUS

**MASTERS DEGREE IN REHABILITATION SCIENCE
(M.R.Sc.)
Norms, Regulations & Course Content**

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

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2005

I. RATIONALE OF THE COURSE :

Humanitarian ideas had crept into mankind long ago when charity, pity and compassion were the instruments of yeoman service to the disabled. One in every ten of the world's population suffers from some disability and a large proportion of them need specialised services in the process of prevention, Early detection, Intervention, Integration and Rehabilitation. Though services were available, professionalism in rendering service was found to be lacking, which demanded the need in inception of innovative programmes. Keeping this in mind the Institute of Rehabilitation Science and Special Education, Holy Cross College, Trichy started this job oriented professional training programme in 1983 to serve the disabled population.

II. OBJECTIVES OF THE COURSE :

1. To make the youth realise the magnitude of the problem of disability and understand the human resources available.
2. To provide knowledge of the causes of disability, methods of prevention, medical, educational, social and vocational rehabilitation measures available to the disabled.
3. To bring about an understanding of the abilities and limitations of each type of disability.
4. To build competence to devise programmes which will bring out the best from the disabled persons.
5. To enable students to become efficient project managers and programme coordinators in rehabilitation.
6. To equip students with appropriate skills to become rehabilitation social workers and rehabilitation counsellors.

III. COURSE REGULATION :

a. Eligibility for Admission :

- Preference will be given to B.R.Sc., (Bachelor of Rehabilitation Science) / B.M.R./ B.Sc. Special Education / B.Ed. Special Education / B.S.W.
- In addition the candidate should have a strong interest in serving the disabled population on completion of training.
- The candidate should possess a very good command of English and Local Language.

b. Duration of the Course :

- The M.R.Sc. course is of 4 semesters (two years) duration.
- Each semester consists of a minimum of 90 working days or 450 class hours.
- The credit pattern will be followed from 2003 onwards. Details are found in the course outline

c. Course of study :

- The course of study for M.R.Sc. shall comprise of Theory, Practicals, Field Placement, Block Placement and a Project/Dissertation in the field of study. Each paper has 90 hours comprising of 55 hours of theory and 35 hours of practicals.
- All students will take all areas of disability - Visually Impaired, Hearing Impaired, Mentally Retarded and Locomotor Disabled and Multi Disabled, in addition to the other papers. There will be concurrent field work training along with the theory for the I, II and III semesters and a one month Block Placement in the IV semester.
- At the end of the second year each student will have to submit a project / dissertation.

d. Dissertation :

- The project must be an individual work of the student.
- The dissertation should be regarding the disabled with a maximum of 100 pages.
- It must give evidence of the student's research knowledge and broad reading in the literature relating to the topic, but library research alone will not be accepted.
- The student is expected to present the "Research Proposal" in the 2nd semester (1 credit). The data collection should be completed in the 3rd semester (1 credit). And the thesis should be completed in the 4th semester (3 credits)
- The thesis should be submitted on 28th January.
- Upon completion of the project work/dissertation the candidate will be

required to appear for a viva-voce conducted by an external examiner.

- The project work will be evaluated internally (50 marks) and externally (50 marks).
- A candidate failing to secure the prescribed passing minimum (50/100 marks) in the dissertation shall be required to re-submit the dissertation with the necessary modifications.
- Each candidate will have to submit three typed copies of the project/dissertation to the Department.

e. Field Work Placement :

- The students will be placed in various institutes serving the disabled in and out of Trichy District.
- The I year M.R.Sc. students will undergo field work training every Tuesdays and Saturdays and II M.R.Sc. students every Thursdays and Saturdays for a total of 150 marks for the 3 semesters.
- The students will also undergo a Block Placement in the month of February in the IV semester (25 days x 8 hours per day) for 50 marks.
- Each staff member will be allotted 2 - 3 students for whom they will be faculty supervisors and guide them to fulfill the field work criteria.
- The students will be given guidance, instruction and will be evaluated by both the faculty supervisor (staff of the department) and by the agency supervisor based on the criteria set by the Department of Rehabilitation Science.
- At the end of each semester the student will be required to appear for a viva-voce by an external examiner where the candidate will be assessed and evaluated for work efficiency, skills acquired during the field work training.
- A candidate failing to secure the prescribed passing minimum (100/200 -ie. 50%) in the field work practicum shall be required to undergo her field work placement again.

f. Examinations :

- The assessment of students' performance in a semester comes under two headings namely Continuous Internal Assessment (C.I.A.) for 40 marks and External Assessment for 60 marks.

f.(1) Internal Examination :

- Continuous Internal Assessment (C.I.A.) is 40% out of the total 100% . The students are assessed in various classroom and practical activities like tests, seminars, assignment, practical assignments, report, records and the like.
- The internal passing minimum for Post Graduate (M.R.Sc.) students is 45% in C.I.A. for appearing in a paper in the External Examination.
- A student who has failed in a paper twice and if this is due to poor-scoring in internals, she may be allowed to improve the internal marks (tests only) after the completion of the course.
- If a student had failed to do the internal tests etc, due to long absence and she has required percentage of attendance, she is allowed to take up the internal test, etc. in the following odd or even semester.
- Students with less than 75% attendance will have to repeat the semester.
- Any student caught copying in any paper will be awarded '0' marks for that paper and she is not eligible for a re-test.

f.(2) External Examinations :

- External examination is marked 60 % out of the total 100%.
- The passing minimum in external examinations will be 50 %.
- For the outgoing students supplementary exams will be conducted in the month of July -for III and IV semester papers.

f.(3) Revaluation :

Eligibility

- Students who score 60% and above in all papers but get low marks or fail in one or two papers in a particular semester are eligible for revaluation of that particular paper.

When to apply

- Students who desire to have the revaluation done should apply within 10 days of publication of the results.

How to apply

- The application for revaluation must be given in person through the concerned Head of the Department to the Controller of Examinations.

Fees

- Fees for revaluation is Rs. 100/- per paper.

f.(4) Classification of Successful Candidates :

- Students who have secured a total of 75 % and above in all the examinations will be declared to have passed in Distinction.
- Candidates who have secured a total of 60% or more in all the examinations will be declared to have passed in First
- Candidates who have secured between 50% and 60% in all the examinations will be declared to have passed in Second Class

g. Award of the Degree :

- A candidate will be eligible for the award of the Degree only after she has passed all the examinations prescribed including the Practicals, Project/Dissertation and Field work and Block placement.

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IV. COURSE OUTLINE :

MASTERS DEGREE IN REHABILITATION SCIENCE
(M.R.Sc.) - CREDIT SYSTEM

(For those admitted from June 2005 onwards)

S.NO.	TITLE OF THE PAPER	TOTAL HOURS	HOURS THY.	HOURS PRAC.	HOURS PER WEEK	TOTAL CREDITS	CREDITS THY.	CREDITS PRAC.	TOTAL MARKS
SEMESTER - I									
1.	Assessment and Testing	75	50	25	5	3	2	1	100
2.	Social Work Techniques in the Rehabilitation of the Disabled	75	50	25	5	3	2	1	100
3.	Research Methodology and Statistics	75	50	25	5	3	2	1	100
4.	Learning Disability	75	50	25	5	3	2	1	100
5.	Rehabilitation Case Work and Counselling	75	50	25	5	3	2	1	100
6.	Management of Cerebral Palsy	75	50	25	5	3	2	1	100
7.	Ethics				1				
					30	18			600
TOTAL HRS/WK		-	30						
TOTAL CREDITS/SEM		-	18						

S.NO.	TITLE OF THE PAPER	TOTAL HOURS	HOURS THY.	HOURS PRAC.	HOURS PER WEEK	TOTAL CREDITS	CREDITS THY.	CREDITS PRAC.	TOTAL MARKS
SEMESTER – II									
1.	Special I - Paper I Rehabilitation for Persons with Visual Impairment	75	50	25	5	3	2	1	100
2.	Special II - Paper I Rehabilitation for Persons with Hearing Impairment	75	50	25	5	3	2	1	100
3.	Special III - Paper I Rehabilitation for Persons with Mental Retardation	75	50	25	5	3	2	1	100
4.	Special IV - Paper I Rehabilitation for Persons with Locomotor Disability	75	50	25	5	3	2	1	100
5.	Social Group Work in Rehabilitation	75	50	25	5	3	2	1	100
6.	ID1 - Group Dynamics (Open to other Departments)	60	40	20	6	2	1	1	100
7.	Ethics	--	--	--	1	-	-	-	---
					30	17			600
TOTAL HRS/WK		-	30						
TOTAL CREDITS/SEM		-	17						

S.NO.	TITLE OF THE PAPER	TOTAL HOURS	HOURS THY.	HOURS PRAC.	HOURS PER WEEK	TOTAL CREDITS	CREDITS THY.	CREDITS PRAC.	TOTAL MARKS
SEMESTER - III									
1.	Special I - Paper II Low Vision (Practicum)	75	50	25	5	3	2	1	100
2.	Special II - Paper II Audiology and Speech Therapy	75	50	25	5	3	2	1	100
3.	Special II - Paper III Total Communication and Assistive Technology (Practicum)	75	50	25	5	3	2	1	100
4.	Special III - Paper II Autism	75	50	25	5	3	2	1	100
5.	Project Management	75	50	25	5	3	2	1	100
6.	ID2 - Family and Child Care (Open to other departments)	60	40	20	6	2	1	1	100
7.	Ethics	--	--	--	1	-	-	-	---
					30	17			600
TOTAL HRS/WK		-	30						
TOTAL CREDITS/SEM		-	17						

S.NO.	TITLE OF THE PAPER	TOTAL HOURS	HOURS THY.	HOURS PRAC.	HOURS PER WEEK	TOTAL CREDITS	CREDITS THY.	CREDITS PRAC.	TOTAL MARKS
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SEMESTER - IV

1.	Multi Disabled	75	50	25	5	3	2	1	100
2.	Capacity Building for Rehabilitation Professionals (Practicum)	75	50	25	5	3	2	1	100
3.	Financial Management in organizations for the Disabled	75	50	25	5	3	2	1	100
4.	Attention Deficit Hyperactive Disorder (ADHD)	75	50	25	5	3	2	1	100
5.	Administration of Rehabilitation Programmes	75	50	25	5	3	2	1	100
6.	Project	90	--	90	6	7	-	7	100
7.	One Month Block Placement	135	--	135	9	4	-	4	100

30 20 600

TOTAL HRS/WK - 30
TOTAL CREDITS/SEM - 20

EXTRA CREDITS :

S.NO.	TITLE OF THE PAPER	TOTAL HOURS	HOURS THY.	HOURS PRAC.	HOURS PER WEEK	TOTAL CREDITS	CREDITS THY.	CREDITS PRAC.	TOTAL MARKS
1.	Field Work (Extra Credits) (I, II & III Semesters)	360	--	360	-	6	-	6	100
2.	Certificate Courses (Extra Credits) (Low Vision / Sign lanaguage/ Any other)	60	40	20	-	2	1	1	100

TOTAL MARKS - 2500 (2300 + 200 for Extra Credits)
TOTAL CREDITS - 80 (72 + 8 Extra Credits)

FIELD WORK AND BLOCK PLACEMENT

I - IV SEMESTER

	HOURS	MARKS	CREDITS
I - III Semester - Field Work	256 hours x 3 = 768 2 credits x 3 =	150	6
(8 hrs per day 16 hrs per week 64 hrs per month) Block Placement (IV Semester)	200	50	4
	968	200	10

**COURSE DESCRIPTION -
COURSE CONTENT**

HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI-2
DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - I

(From 2005 Onwards)

ASSESSMENT AND TESTING

MARKS : 100
HOURS : 75 (50+25)
CREDITS : 3
CODE :

GENERAL OBJECTIVES :

1. To impart knowledge regarding various concepts in assessment.
2. To foster an understanding regarding the various types of data and tests.
3. To acquaint the students with the various technical aspects of assessment
4. To acquaint the students with the various methods of assessment.
5. To impart knowledge regarding various issues in assessment.

UNIT 1 : Introduction to assessment

1.1 Definitions / meaning

- Screening
- Assessment
- Testing
- Diagnosis

1.2 Purposes of assessment

- Decision making
- Classification and placement
- Planning and evaluation

1.3 Measurement and Evaluation

1.3.1 Concept of measurement

1.3.2 Concept of evaluation

1.3.3 Purposes of evaluation

- monitoring
- diagnosis and remediation
- prediction and selection
- guidance and counselling
- grading
- research

1.4 Assessment data

1.4.1 Historical data

- concept, advantages and disadvantages

- 1.4.2 Current data
 - concept, advantages and disadvantages
- 1.4.3 Primary data
 - concept, advantages and disadvantages
- 1.4.4 Secondary data
 - concept, advantages and disadvantages

1.5 Current trends in assessment

UNIT 2 : Types of assessment

- 2.1 Formal and Informal assessment
 - Concept of formal assessment
 - Concept of informal assessment
 - Differences / comparison between formal and informal assessment
- 2.2 Individual and Group assessment
 - Concept of individual assessment
 - Concept of group assessment
 - Advantages of individual and group assessment
- 2.3 Norm referenced assessment
 - Concept and importance of norm referenced
 - Advantages and disadvantages of norms referenced assessment
- 2.4 Criterion referenced assessment
 - Concept and importance of criterion referenced tests
 - Advantages and disadvantages of criterion referenced tests
- 2.5 Formative and Summative assessment
 - Concept of formative assessment
 - Concept of summative assessment
 - Difference between formative and summative assessment

UNIT 3 : Technical aspects of assessment

- 3.1 Types of tools
 - 3.1.1 Checklists
 - Concept, advantages and disadvantages
 - 3.1.2 Rating scales
 - Concept, advantages and disadvantages
 - 3.1.3 Questionnaires
 - Concept, characteristics, advantages and disadvantages
 - 3.1.4 Interview / schedules
 - Concept, advantages and disadvantages
 - 3.1.5 Inventories
 - Concept, advantages and disadvantages

- 3.2 Types of Scales
 - Nominal, ordinal, interval and ratio scales
- 3.3 Test construction
 - Need for construction of tests
 - Principles in construction of tests
 - Sources for items
 - Steps in test construction
- 3.4 Validity
 - Concept of validity
 - Types of validity
 - Methods of validation
- 3.5 Reliability
 - Concept of reliability
 - Methods of reliability
 - Test retest, split-half and parallel forms

UNIT 4 : Methods of Assessment

- 4.1 Psychological tests
 - 4.1.1 Definition of psychological tests
 - 4.1.2 Types of tests
 - prognostic, diagnostic and projective tests
 - 4.1.3 Advantages of psychological tests
- 4.2 Observation
 - 4.2.1 Characteristics of observation
 - 4.2.2 Types of observation
 - subjective and objective observation
 - systematic and informal observation
 - 4.2.3 Types of recording
 - anecdotal, event sampling, duration and interval sampling recording
- 4.3 Work sample analysis
 - 4.3.1 Concept of work sample analysis
 - 4.3.2 Types of analysis
 - Response and error analysis
- 4.4 Measurement of Attitude
 - 4.4.1 Methods used in measuring attitudes
 - Direct questioning, observation of behaviour, attitude scale
 - 4.4.2 Construction of an attitude scale (Likert scale)
 - Criteria for writing items (Edward 1957)
 - Steps in construction
 - Item analysis
 - Advantages and disadvantages

- 4.5 Measurement of Knowledge
 - 4.5.1 Types of items
 - 4.5.2 Steps in construction
 - 4.5.3 Item analysis

UNIT 5 : Special issues in assessment

- 5.1 Curriculum based and performance based assessment
 - 5.1.1 Concept of curriculum based assessment
 - 5.1.2 Concept of performance based assessment
 - 5.1.3 Use of curriculum based and performance based assessment
- 5.2 Assessment in early childhood
 - 5.2.1 Developmental assessment
 - concept and areas
 - 5.2.2 Assessment in early childhood
 - need
 - current practices
 - issues
- 5.3 Assessment of disabled children
 - 5.3.1 Use of achievement tests and their purpose
 - process and product evaluation
- 5.4 Parental involvement in assessment
 - 5.4.1 Parent education
 - 5.4.2 Parent cooperation
 - 5.4.3 Forms of involvement
- 5.5 Ethics in assessment

PRACTICUM (25 hours) :

1. Writing observation reports.
2. Preparing a questionnaire / checklist.
3. Item analysis for attitude tests.
4. Item analysis for knowledge tests.
5. Assessing non disabled children- gross motor, emotional quotient, Raven's Progressive Matrices.

REFERENCES :

1. Panda ,S. (Ed.), (2002) Educational Planning and Management, Curriculum Designing and Research in Booklet on Evaluation. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
2. 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.

3. Panda ,S. (Ed.), (2001) Booklet on Methods and Techniques of Classroom Research. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
4. Best, J.W., & Khan, J.V. (2000) Research in Education (7th Edition). New Delhi : Prentice Hall of India Pvt. Ltd.
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6. Thurlow, M.L., et.al., (1998). Testing Students with Disabilities. California : Crown Press Inc.
7. Sharma, R.A. (1998). Advanced Studies in Education and Psychology. Meerut : R. Lall Book Depot.
8. Koul, L. (1997) Methodology of Educational Research. New Delhi : Vikas Publishing House Pvt. Ltd.

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - I

(From 2005 onwards)

SOCIAL WORK TECHNIQUES IN REHABILITATION OF THE DISABLED

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3

CODE :

GENERAL OBJECTIVES :

1. To understand the history and philosophy of Rehabilitation Social Work.
2. To understand the principles, code of ethics and values of Rehabilitation Social Work.
3. To recognise the varied roles and functions of a Rehabilitation Social Worker.
4. To Understand the importance of field work and supervision in Rehabilitation and become effective human resource managers.

UNIT 1 : Introduction to Rehabilitation Social Work (9 hours)

- 1.1 Meaning and definition of Social work
  - 1.1.1 Definitions of Social Work.
  - 1.1.2 General Objectives of Social Work.
  - 1.1.3 Specific objectives of Social Work
- 1.2 Changing concepts in Social Work
- 1.3 Basic values of social work
  - 1.3.1 Values relating to the Individual
  - 1.3.2 Values relating to the Problem
  - 1.3.3 Values relating to the Relationship
  - 1.3.4 Values relating to the Agency
  - 1.3.5 Values relating to the Social work practice
- 1.4 Principles of Social Work
  - 1.4.1 Principle of Acceptance
  - 1.4.2 Principle of Individualisation
  - 1.4.3 Principle of Confidentiality
  - 1.4.4 Principle of Non-Judgemental Attitude
  - 1.4.5 Principle of Client's participation & controlled involvement of the worker
- 1.5 Fields of Rehabilitation Social Work
  - 1.5.1 Visual Impairment
  - 1.5.2 Hearing Impairment
  - 1.5.3 Mental Retardation
  - 1.5.4 Locomotor Disabled

UNIT 2 : Methods of Rehabilitation Social Work (11 hours)

- 2.1 Social case work and social group work
  - 2.1.1 Definition and Meaning
  - 2.1.2 Social case work process
  - 2.1.3 Social group work process
- 2.2 Community organisation
  - 2.1.2 Definition and meaning
  - 2.1.2 Scope and nature of community organisation
  - 2.1.3 Steps and principles in community organisation
- 2.3 Social welfare Administration
  - 2.3.1 Definition and Meaning
  - 2.3.2 Functions of Administration
  - 2.3.3 Skills of social welfare Administration
- 2.4 Social Action
  - 2.4.1 Definition and Meaning
  - 2.4.2 Principles of Social Action
  - 2.4.3 Process and strategies of Social Action
- 2.5 Social Work Research
  - 2.5.1 Definition and Meaning
  - 2.5.2 Types of Research in Social work
  - 2.5.3 The problems in social work research

UNIT 3 : Professional functions and Characteristics of Rehabilitation Social Worker (9 hours)

- 3.1 Competencies related to performance of professional functions
  - 3.1.1 Necessary skills
  - 3.1.2 Necessary knowledge
  - 3.1.3 Necessary duties
- 3.2 Code of ethics in Rehabilitation Social Work
  - 3.2.1 Preamole
  - 3.2.2 Maintaining the honour of the profession
  - 3.2.3 Respect for individual dignity
  - 3.2.4 Respect for colleagues and subordinates
  - 3.2.5 Competency
  - 3.2.6 Impartiality
  - 3.2.7 Conflict of Interest
  - 3.2.8 Legal responsibility
  - 3.2.9 Accountability
  - 3.2.10 Professional upgrading
  - 3.2.11 Advocacy
- 3.3 Field Work and Supervision
  - 3.3.1 Importance of field work in Rehabilitation Social Work

- 3.3.2 Supervision in Rehabilitation Social Work
- 3.3.3 Functions of the supervisor
- 3.4 Tools and Techniques of Rehabilitation social work
  - 3.4.1 Conscous use of self
  - 3.4.2 Constructive use of Relationship
  - 3.4.3 Verbal Interaction
  - 3.4.4 Programme Planning and its use
  - 3.4.5 Techniques
- 3.5 Rehabilitation Social Work as a Profession
  - 3.5.1 Meaning of Profession and Professionalization
  - 3.5.2 Professional Traits

UNIT 4 : New Perspectives in Rehabilitation Social Work (9 hours)

- 4.1 Networking of organisations for persons with disabilities
  - 4.1.1 Meaning of networking
  - 4.1.2 Advantages of networking
  - 4.1.3 Types of networking
  - 4.1.4 Steps in networking
  - 4.1.5 Key components of failure and success
  - 4.1.6 Problems faced networking
  - 4.1.7 Co-ordination at the national state and local level
- 4.2 Team work in Rehabilitation Social Work
  - 4.2.1 Multidisciplinary team -
  - 4.2.2 Role of Multidisciplinary team
  - 4.2.3 Inter disciplinary team
  - 4.2.3 Trans Disciplinary team.
- 4.3 Problems faced by the rehabilitation social workers in India
- 4.4 Application of the methods of Rehabilitation Social Work in different organisations
- 4.5 Empowerment of people with disabilities
  - 4.5.1 Meaning of empowerment
  - 4.5.2 Types of empowerment
    - Personal
    - Social
    - Economic
    - Political

UNIT 5 : Legal Initiatives, National Institutes and schemes for persons with disabilities. (12 hours)

- 5.1 General Legal Provisions relating to the disabled
  - 5.1.1 The disabled and the Constitution
  - 5.1.2 The disabled and the Educational Laws
  - 5.1.3 The disabled and the Health Laws
  - 5.1.4 The disabled and Family Laws

- 5.1.5 The disabled and Succession Laws
- 5.1.6 The disabled and Labour Laws
- 5.1.7 The disabled and judicial procedure
- 5.1.8 The disabled and income tax laws
- 5.1.9 Juvenile Justice Care & Protection for children (Act - 2000)
- 5.1.10 Legal Services Authorities Act.
  
- 5.2 Specific Legislations for the Disabled
  - 5.2.1 The Mental Health Act, 1987
  - 5.2.2 The Rehabilitation Council of India Act, 1992
  - 5.2.3 The persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
  - 5.2.5 The National Trust for Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.
  
- 5.3 Rights of the Disabled as in International Instruments of the U.N.
  - 5.3.1 UN Declaration of the rights of Mentally Retarded persons.
  - 5.3.2 UN Declaration the rights of Disabled Persons.
  
- 5.4 National Institutes
  - 5.4.1 National Institute for the Visually Handicapped
  - 5.4.2 National Institute for orthopaedically Handicapped
  - 5.4.3 National Institute for Rehabilitation Training and Research.
  - 5.4.4 The Institute for the physically Handicapped
  - 5.4.5 Ali Yavar Jung National Institute for the Hearing Handicapped.
  - 5.4.6 National Institute for the Mentally Handicapped.
  
- 5.5 Schemes and Concessions for persons with Disabilities
  - 5.5.1 Visual Impairment
  - 5.5.2 Hearing Impairment
  - 5.5.3 Mental Retardation
  - 5.5.4 Locomotor Impairment

**PRACTICUM : (25 hours)**

1. Organising awareness programmes/workshops/seminars related to disability. (10 hours)
2. Availing welfare schemes - Identity card, Concessions, Material Aid, etc. for the disabled persons. (5 hours)
4. Preparation of minutes of meetings and reports of the organisations. (5 hours)
5. Writing and maintaining field work reports. (5 hours)

REFERENCES :

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2. Kundu C.L, (2000). Status of Disability in India, New Delhi, RCI.
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5. Misra .P.D., (1994). Social Work : Philosophy and Methods, New Delhi; Inter-India publications.
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - I

(From 2005 onwards)

RESEARCH METHODOLOGY AND STATISTICS

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3

CODE :

GENERAL OBJECTIVES :

1. To familiarise the students with the nature and scope of social research.
2. To impart knowledge on the steps of research process.
3. To enable the students to write a research proposal and be aware of the formats of research reports.
4. To create an understanding on parametric and non-parametric statistical analysis and interpretations.
5. To give a knowledge about computer data analysis.

UNIT 1 : Nature of Research (10 hours)

- 1.1 Meaning and Definitions of research
- 1.2 Objectives of research
- 1.3 Significance of research and Criteria of good research
- 1.4 Uses and Ethical issues in social research
- 1.5 Research Design
 - 1.5.1 Meaning, need for Research design and features of a good research design
 - 1.5.2 Applied Research
 - Case study
 - Descriptive research
 - Exploratory research
 - Experimental research
 - Diagnostic research
 - 1.5.3 Fundamental / Basic research
 - 1.5.4 Longitudinal research
 - 1.5.5 Research in Special Education

UNIT 2 : Research Process (10 hours)

- 2.1 Steps in research process
- 2.2 Review of Literature
 - 2.2.1 Reviewing library sources
 - Encyclopedia and other general reference works
 - Magazine sources
 - Books

- Newspaper sources
- Scholarly journals
- Researching people
- Government publications and Pamphlets
- Computer search
- The Reference Librarian

2.2.2 Reviewing sources outside library

- Interviewing sources
- Other sources

2.3 Research Problem

- 2.3.1 Sources of research problems
- 2.3.2 Guide to judge a research problems
- 2.3.3 Formulating and stating the problem
- 2.3.4 Definition and Delimitations of a research problem
- 2.3.5 Justification of a research problem
- 2.3.6 Common errors in selecting and formulating a research problem

2.4 Objectives and variables

- 2.4.1 Distinguishing goal from objective
- 2.4.2 Variables and their types
- 2.4.3 Identifying variables and objectives
- 2.4.4 Formulating objective

2.5 Hypothesis

- 2.5.1 Meaning of hypothesis
- 2.5.2 Importance of hypothesis
- 2.5.3 Sources of hypothesis
- 2.5.4 Characteristics of hypothesis
- 2.5.5 Discovery of hypothesis
- 2.5.6 Different forms and use of hypothesis in different types of research
- 2.5.7 Difficulties in formulating a hypothesis
- 2.5.8 Testing of hypothesis

UNIT 3 : Research Methodology (10 hours)

3.1 Sampling design

- 3.1.2 Meaning and definition of sampling design
- 3.1.2 Importance of sampling
- 3.1.3 Characteristics of a good sample
- 3.1.4 Steps in sampling procedure
- 3.1.5 Methods of sampling
 - Probability
 - Non-probability

3.2 Pilot Study and Pre-testing

- 3.2.1 Meaning and need of problem solving and pre-testing
- 3.2.2 Role of pilot study in identifying the

- 3.2.3 Variables involved in Research
Advantages of Pilot study and pre-testing
 - 3.3 The Research Report
 - 3.3.1 Format of the Research Report
 - 3.3.2 Preliminary section
 - 3.3.3 Main body of the report
 - 3.3.4 Reference
 - 3.4 Style of writing
 - 3.4.1 Guidelines for Writing / Typing headings, foot-notes and Quotations
 - 3.4.2 Guidelines for writing tables and figures
 - 3.5 Evaluation of a Research Report
- UNIT 4 : Analysis of Data Interpretation (10 hours)
- 4.1 Statistical Measures
 - 4.1.1 Definition and Meaning of Statistics
 - 4.1.2 Measures of central tendency
 - 4.1.3 Measures of Dispersion
 - 4.2 Correlation
 - 4.2.1 Positive and Negative correlation
 - 4.2.2 Karl pearson's Coefficient of correlation
 - Discrete
 - Continuous
 - 4.2.3 Rank-Difference Method of correlation
 - 4.3 Chi-Square Test
 - 4.3.1 Degrees of freedom
 - 4.3.2 Levels of significance
 - 4.3.3 Computation
 - 4.3.4 Interpretation
 - 4.4 Student's 't' Distribution
 - 4.4.1 Significance of the Difference between two samples.
 - Independent
 - Non-Independent
 - 4.5 'f' test or ANOVA
- UNIT 5 : Computer Data Analysis - SPSS. (10 hours)
- 5.1 Introduction
 - 5.1.1 Data Editing, Creating, Variable Label and Value Label.
 - 5.2 Entering Data
 - 5.2.1 Editing, Deleting Data
 - 5.2.2 Cut, copy, paste
 - 5.2.3 Save, open, close Data files

- 5.2.4 Search and Replace
- 5.2.5 Insert Variables, Case
- 5.3 Merge files, spilt files, compute variables.
- 5.4 Recoding, Rank Cases, Replacing
- 5.5 Statistical Applications

PRACTICUM : (25 Hours)

1. Developing a Research Plan. (4)
2. Outlining a Research Proposal. (5)
3. Preparing an interview schedule and conducting a pilot study. (5)
4. Writing Bibliography for Journals, Newsletters, Texts, etc. (1)
5. Analysing the raw data and preparing the master sheet. (5)
6. Conducting a mini research and writing the report. (5)

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - I

(From 2005 onwards)

### LEARNING DISABILITY

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

#### GENERAL OBJECTIVES :

1. To familiarise students with the basic knowledge regarding the learning disabled.
2. To enable the students to differentiate the learning disabled from others.
3. To impart knowledge regarding different types of learning problems.
4. To acquaint the students with knowledge regarding the identification assessment of children with learning disabilities.
5. To familiarise students with the remedial measures for programme planning for children with learning problems.

UNIT 1 : Historical Perspective (5 hours)

- 1.1 Emergence of the Field
- 1.2 Contributions of Myklebust
- 1.3 Kepar
- 1.4 Criuckshank

UNIT 2 : Meaning / Definition (5 hours)

- 2.1 NACHC Definition, 1969
- 2.2 Us Office of Education Definition, 1977
- 2.3 Factors common in Definition
- 2.4 NJCLD Definition
- 2.5 Prevalence of Learning Disability

UNIT 3 : Misconceptions, causes and characteristics of Learning Disabled. (10 hours)

- 3.1 Misconceptions and Facts regarding the learning disabled
- 3.2 Organic causes
- 3.3 Biological causes
- 3.4 Genetic causes and Environmental factors
- 3.5 Characteristics of Learning Disabled.

- UNIT 4 : Identification and Assessment (10 hours)
- 4.1 Criteria for identification
    - discrepancy, exclusion, maturation difficulty, neurological correlates and special education criteria.
  - 4.2 Assessment
    - language disabilities
    - perceptual - motor disabilities
    - attention & other disabilities
    - academic disabilities
  - 4.3 Commonly used tests for Assessment
  - 4.4 Formal assessment and Informal assessment
  - 4.5 Basic learning abilities (Valett)

UNIT 5 : Classification and Remedial Approaches (20 hours)

Basic learning abilities (Valett)

- 5.1 Disorders of perception and perceptual - motor learning
  - Visual perceptual disabilities
  - Visual motor disabilities
  - Motor, tactile and kinesthetic disabilities
  - Auditory disabilities
- 5.2 Verbal language disabilities
  - Oral, Reading, Spelling and Written language disabilities
  - Arithmetic disabilities
- 5.3 Attention, memory and Thinking disorders
  - Distractability and Hyperactivity
- 5.4 Social - emotional disturbances
- 5.5 Educational Adaptations
  - 5.5.1 Perceptual disabilities
  - 5.5.2 Oral language disabilities
  - 5.5.3 Reading, writing and spelling problems
  - 5.5.4 Arithmetic problems
  - 5.5.5 Social perception problems

**PRACTICUM : (25 HOURS)**

1. Survey in schools to screen children with learning disability. (10)
2. Administration of basic learning abilities checklist. (5 hours)
3. Planning and implementation of remedial programmes for children with learning disability. (10 hours)

**REFERENCES :**

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE
I YEAR M.R.SC. : SEMESTER - I
(From 2005 onwards)

REHABILITATION CASE WORK AND COUNSELLING

MARKS : 100
HOURS : 75 (50+25)
CREDITS : 3
CODE :

GENERAL OBJECTIVES :

1. To enable students to understand the basic concepts in case work and counselling.
2. To enable students to develop skill and interpersonal communication
3. To enable students to apply various therapeutic techniques in different counselling situations.
4. To enable students to develop skills in the application of various rehabilitation counselling approaches with individuals
5. To enable students to develop appropriate attitudes essential for effective professional intervention in the field of disability.

UNIT 1 : An Introduction to Rehabilitation Case Work (10 hours)

- 1.1 Definitions, purposes & case work relationship
 - 1.1.1 Definition and Purposes
 - 1.1.2 Difference between professional and Social relationship.
 - 1.1.3 Characteristics of case worker - client relationship.
 - 1.1.4 Principles and purpose of relationship
 - 1.1.5 Similarities and Difference between case work, counselling, psychotherapy.
- 1.2 Role and function of rehabilitation case worker
 - 1.2.1 Professional Role
 - 1.2.2 Professional functions
 - 1.2.3 Personal characteristics
- 1.3 Phases of Social Case work practice
 - 1.3.1 Social investigation
 - 1.3.2 Social diagnosis
 - 1.3.3 Social treatment
- 1.4 Stages of Case work
 - 1.4.1 Exploratory and Disciplinary stage.
 - 1.4.2 Sociological stage.
 - 1.4.3 Psychosocial stage.
 - 1.4.4 Synthetic or integrated stage
- 1.5 Schools of case work
 - 1.5.1 Diagnostic school

- 1.5.2 Functional school
- 1.5.3 Transference and counter transference

UNIT 2 : Interpersonal Communication (8 hours)

- 2.1 Case Study
 - 2.1.1 Preliminary case Evaluation
 - 2.1.2 Multi dimensional study
- 2.2 Communicating
 - 2.2.1 Listening
 - 2.2.2 Leading
 - 2.2.3 Reflecting
 - 2.2.4 Summarizing
 - 2.2.5 Interpreting
 - 2.2.6 Informing
 - 2.2.7 Confronting
- 2.3 Interviewing
 - 2.3.1 Preparation
 - 2.3.2 Initial Interview
 - 2.3.3 Environment
 - 2.3.4 Technical Consideration
 - 2.3.5 Correlencies
 - 2.3.6 Concluding
 - 2.3.7 Termination
- 2.4 Case Recording
 - 2.4.1 Purposes
 - 2.4.2 Uses
 - 2.4.3 Problems
 - 2.4.4 Styles
 - 2.4.5 Principles
- 2.5 Reporting
 - 2.5.1 Types
 - 2.5.2 Common Problem
 - 2.5.3 Effective Writing
 - 2.5.4 Writing style
 - 2.5.5 Report content

UNIT 3 : Counselling Individuals for Personal adjustment (8 hours)

- 3.1 Reluctance reaction
 - 3.1.1 Counselling techniques
 - 3.1.2 Silence
 - 3.1.3 Hastility
- 3.2 Dependence Reaction
 - 3.2.1 Social Dependency
 - 3.2.2 Emotional Dependency

- 3.2.3 Financial Dependency
- 3.2.4 Institutional Dependency
- 3.2.5 Psychomedical Dependency
- 3.3 Crises and Intervention
 - 3.3.1 Difference between crisis, emergency and problem
 - 3.3.2 Types of crisis
 - Developmental crisis
 - Situational crisis
 - Family crisis
 - 3.3.3 Components of crisis reactions
 - 3.3.4 Stages of crisis
 - 3.3.5 Identifying people in crisis
 - 3.3.6 Intervention techniques
 - 3.3.7 Referral
- 3.4 Depressed Reaction
 - 3.4.1 Cause of Depression
 - 3.4.2 Identifying Depression
 - 3.4.3 Coping techniques
- 3.5 Suicidal Reaction
 - 3.5.1 Suicidal Symptoms
 - 3.5.2 Intervention Techniques
 - 3.5.3 Suicide Potential

UNIT 4 : Counselling Children and Adolescents (12 hours)

- 4.1 Child counselling skills
 - 4.1.1 Observation
 - 4.1.2 Active listening
 - 4.1.3 Helping child to tell her story
 - 4.1.4 Dealing with resistance and transference
 - 4.1.5 Dealing with inappropriate and or self destructive beliefs.
 - 4.1.6 Actively facilitating change
 - 4.1.7 Termination of counselling
- 4.2 Play therapy and Imaginary Play with Children
 - 4.2.1 Play Therapy room
 - 4.2.2 Selecting 1 appropriate media and activity
 - 4.2.3 Use of miniature animals
 - 4.2.4 Sand tray work
 - 4.2.5 Working with clay
 - 4.2.6 Drawing, painting, collage and construction
 - 4.2.7 Imaginary journey
 - 4.2.8 Books and stories
 - 4.2.9 Puppets and soft toys
 - 4.2.10 Imaginative pretend play
- 4.3 Hazards and Process of Counselling adolescents
 - 4.3.1 Influence of parents

- 4.3.2 Peer group and gangs
- 4.3.3 Smoking, alcohol and drings
- 4.3.4 Sexual behaviour
- 4.3.5 Risk - taking involving anti-social-behaviour
- 4.3.6 Weight Control
- 4.3.7 Flexibility in the counselling
- 4.3.8 Primary counselling process
- 4.3.9 Use of single functions multiple sessions
- 4.4 Symbolic and creative strategies
 - 4.4.1 Metaphor
 - 4.4.2 Ritual
 - 4.4.3 Symbols
 - 4.4.4 Sandtray
 - 4.4.5 Miniature animals
 - 4.4.6 Art
 - 4.4.7 Role Play
 - 4.4.8 Maintaining journals
 - 4.4.9 Relaxation
 - 4.4.10 Inauguration
 - 4.4.11 Dream work
- 4.5 Behavioural, Cognitive strategies and Psycho-educational strategies
 - 4.5.1 Self control
 - 4.5.2 Challenging self - destructive beliefs
 - 4.5.3 Anger Management
 - 4.5.4 Assertiveness training
 - 4.5.5 Setting lifestyle goals
 - 4.5.6 Making decisions
 - 4.5.7 Strategies to get information
 - 4.5.8 Strategies to explain relationships
 - 4.5.9 Strategies to explain behaviour
 - 4.5.10 Strategies to help change behaviour

UNIT 5 : Marital and Family Counselling (12 Hours)

- 5.1 Marital counselling
 - 5.1.1 Purpose
 - 5.1.2 Techniques
 - 5.1.3 Behaviour factors
- 5.2 Family Adjustment
 - 5.2.1 Family participation
 - 5.2.2 Situations of fly help
 - 5.2.3 Counselling approaches
 - 5.2.4 Counselling needs
- 5.3 Sexual Adjustment
 - 5.3.1 Counselling Approaches
 - 5.3.2 Therapeutic approaches
 - 5.3.3 Referral

- 5.4 Sexual problems
 - 5.4.1 Effects of Disability on sexual function
 - 5.4.2 Relationship of self esteem and work
 - 5.4.3 Professional qualifications
 - 5.4.4 Counselling techniques
- 5.5 Sex Education
 - 5.5.1 Precautions
 - 5.5.2 Physical & Psychological Dysfunction
 - 5.5.3 The counselor and Sex.

PRACTICUM : (25 hours)

1. Individual Parental Counselling. (5)
2. Group Counselling sessions for parents. (5)
3. To conduct case work in different settings. (5)
4. Workshop on Communication in the field of Counselling. (5)
5. Visits to vocational rehabilitation centres. (5)

REFERENCES :

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI-2  
DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - I  
(From 2005 Onwards)

MANAGEMENT OF CEREBRAL PALSY

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

1. To familiarise students with theoretical information on cerebral palsy and its related problems.
2. To enable students learn the specific principles in treating Cerebral Palsy Children.
3. To help students gain knowledge of developing and adapting aids for Cerebral Palsy children.
4. To provide specific guidelines on the availability and practical use of physio aids and appliances for the spastics.
5. To train students in the management of C.P. and help them develop independent self care programs for the cerebral palsied.

UNIT 1 : An introduction to Cerebral Palsy

- 1.1 History and definition of Cerebral Palsy
- 1.2 Incidence
- 1.3 Etiology and prevention
  - 1.3.1 Prenatal factor
  - 1.3.2 Perinatal factor
  - 1.3.3 Postnatal factor
- 1.4 Classification of Cerebral Palsy
  - 1.4.1 Motor classification
  - 1.4.2 Topographical involvement
  - 1.4.3 Other systems
- 1.5 Recent methods of medical intervention

UNIT 2 : Related Problems

- 2.1 Speech and hearing problems
- 2.2 Vision and other sensory disturbances
- 2.3 Perceptual disturbances

- 2.4 Orthopaedic problems and convulsion disorders
- 2.5 Psychological problems

UNIT 3 : Specific principles of treatment for motor problem

- 3.1 Developmental training
- 3.2 Treatment of abnormal tone
- 3.3 Training of movement pattern
- 3.4 Use of active movement
- 3.5 Prevention of deformity

UNIT 4 : Developing independence in self care activities and mobility

- 4.1 Toilet training
- 4.2 Dressing
- 4.3 Feeding
- 4.4 Educational aids
- 4.5 Mobility

UNIT 5 : Physio aids and appliances

- 5.1 Importance
- 5.2 Size and design
- 5.3 Factors to be considered while making aids
- 5.4 Aids for mobility
- 5.5 Aids for skill enhancement

REFERENCES:

1. Singhi Praliba et.al. (2002). Journal of Tropval Paediatrics, 48 (3), 162-166.
2. Gupta .R and Appleton, R.E. (2001). Archives of Diseases of Children, 85 : 356-360.
3. Shah et.al. (2001). Medical Management of Cerebral Palsy. Indian Paediatrics Journal. 38 : 705-713.
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - II

(From 2005 onwards)

SPECIAL I - PAPER I

REHABILITATION FOR PERSONS WITH VISUAL IMPAIRMENT

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3

CODE :

GENERAL OBJECTIVES :

1. To impart knowledge on Visual Impairment and its implications.
2. To impart knowledge on the technology used for the visually impaired.
3. To gain knowledge on the Assistive Technology for persons with Visual Impairment
4. To give the students knowledge about the special curriculum considerations.
5. To familiarise the students with current trends and issues faced in the field of visual impairment.

UNIT 1 : Introduction (10 hours)

- 1.1 Visual Impairment
 - 1.1.1 Definitions and categories
 - 1.1.2 Causes
 - hereditary
 - congenital
 - adventitious
- 1.2 Psycho social impact of visual impairment
- 1.3 Historical Perspectives
 - 1.3.1 International perspectives
 - 1.3.2 National perspective
 - 1.3.3 Impact of International declarations
 - 1.3.4 Pioneers in services for persons with visual Impairment
 - 1.3.5 National landmarks
- 1.4 Physical Medicine and Eye Diseases
 - 1.4.1 Electotherapy
 - 1.4.2 Actinotherapy
 - 1.4.3 Ocular Prosthetics
 - 1.4.4 Eye Bank

- 1.5 Demographic details
 - 1.5.1 Population of visually impaired in India with reference to the world situation
 - 1.5.2 Demographic pattern
 - Negligible incidence of Congenital blindness
 - Onset of visual impairment
 - Rise in prevalence with age
 - Increased prevalence of visual impairment among females
 - Predominant prevalence of blindness in rural areas
 - Varying incidence of blindness in different states

UNIT 2 : Technologies for prevention, Early detection and Learning of the Visually Impaired (10 hours)

- 2.1 Purpose
- 2.2 Technology in prevention and early detection
- 2.3 Technology for visually impaired.
- 2.4 Technology for interactive learning with sighted children
- 2.5 Technology for supportive services.

UNIT 3 : Assistive Technology (10 hours)

- 3.1 Benefits and Challenges of A.T.
 - Role of Rehabilitation Professional of persons with Visual Impairment
- 3.2 Assessment and Instructional Strategies
 - General Strategies
 - Scope and Sequence
- 3.3 Three Major Approaches to Screen Access
 - Enhancing visual Images on the Screen
 - Causing the computer to speak
 - Providing Information in Braille Format
- 3.4 Access to the Internet
 - Benefits for persons with Visual Impairment
- 3.5 Other Computer - Based Assistive Technology

Special Curriculum Considerations

UNIT 4 : Independence Training for Visually Impaired (10 hours)

- 4.1 Mobility and Principles of mobility training
 - 4.1.1 Social competence and Daily Living Skills
 - Mannerisms
 - Posture
 - Developing fine-hand movements
- 4.2 Early training and awareness of Environment
 - 4.2.1 Acquiring listening skills
 - 4.2.1.1 Using music and meaningful sounds
 - 4.2.2 Body awareness and motor development
 - 4.2.2.1 Handling and play

- 4.2.2.2 Climbing and balancing
- 4.2.3 Developing tactual sense
 - 4.2.3.1 Exploring the outside environment
 - 4.2.3.2 Walking
 - 4.2.3.3 Other activities
- 4.2.4 Developing kinesthetic sense
- 4.2.5 Haptic and Auditory extensions of space
 - 4.2.5.1 Principles of haptic recognition
 - 4.2.5.2 Haptic and auditory impression of
 - 4.2.5.3 Developing olfactory and gustatory
- 4.3 Orientation Mobility in Indian Conditions.
 - 4.3.1 Adaptation of Techniques
 - 4.3.2 Individual need based training
- 4.4 Maps
 - 4.4.1 Need, Role and types of maps in mobility
 - 4.4.1.1 Types of materials and symbols in the map kit
 - 4.4.1.2 Mapping techniques
 - 4.4.1.3 Do's and Don'ts on tactile map making
 - 4.4.2 Making of mobility maps
 - 4.4.3 Map reading and teaching of map reading
 - 4.4.4 Maps for low vision readers
 - 4.4.5 Types for low visioned when travelling
Suggestions for guiding visually impaired individuals in mobility.
- 4.5 Assessment of Sensory awareness for Visual Impairment
 - 4.5.1 Assessment of Orientation & Mobility
 - 4.5.2 Development of skills related to orientation & Mobility
 - 4.5.3 Training in Social Skills
 - Daily Living Skills
 - Interpersonal Skill development
 - Non verbal communication
 - Sex Education
 - Recreation and Leisure

UNIT 5 : Trends and Issues in Rehabilitation of persons with Visual Impairment (10 hours)

- 5.1 International Perspective
- 5.2 Service Delivery Models.
 - 5.2.1 Adoption of child centred services
 - 5.2.2 Need for specialist as well as generalist.
 - 5.2.3 Fixing targets in teacher preparation
- 5.3 Encouragement of NGOs
- 5.4 Reinforcing the Responsibility of State Governments.

5.4.1 Sensitisation for inclusive education.

5.4.2 Plan Proposal

5.5 Additional Thrust areas.

PRACTICUM : (25 hours)

1. Preparing two case studies. (3)
2. Preparing two lesson plan to teaching orientation and mobility. (3)
3. Preparing two lesson for teaching daily living skills. (2)
4. Preparing mobility maps for visually impaired. (4)
5. Preparing charts for self-care skills. (3)
6. Preparing a story and rhyme book for visually impaired in Braille and Large Print.(4)
7. Writing pamphlets about rehabilitation programme for various levels. - Public, NGOs, Governmental agencies (3)
8. Online learning (3)

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR M.R.SC. : SEMESTER - II  
(From 2005 onwards)

SPECIAL II - PAPER I

REHABILITATION FOR PERSONS WITH HEARING IMPAIRMENT

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

1. To make the students knowledgeable about the definitions, causes and classification for persons with hearing impairment.
2. To enable the students to become aware of the technological developments, educational programmes and communication approaches for persons with hearing impairment.
3. To familiarise the students with the interaction between language system, thought system and brain.
4. To enable the students to be aware of social and vocational aspects of rehabilitating persons with hearing impairment.
5. To enable the students to become aware of the syndromes related to communication disorders for persons with hearing impairment.

UNIT 1: Medical Rehabilitation of Persons with Hearing Impairment (10 hours)

- 1.1 Introduction and Advantages of Early Identification for Children with HI.
  - 1.1.1 Consequences of late identification of HI
  - 1.1.2 Which children should be screened for HI and when?
  - 1.1.3 Advantages and disadvantages of current screening methods
  - 1.1.4 Preferred model for Hearing Screening and follow up.
- 1.2 The Management of deafness in children
  - 1.2.1 Multi disciplinary management  
- the corner stone of effective habilitation
  - 1.2.2 Medical Management  
- investigating the causes of deafness
  - 1.2.3 Genetic counselling
- 1.3 Syndromes related to persons with Hearing Impairment
  - 1.3.1 Cleidocranial Dysplasia Syndrome
  - 1.3.2 Usher's syndrome
  - 1.3.3 Treacher collins
  - 1.3.4 Hemifacial Microsomis

- 1.3.5 Neurofibromatosis
- 1.3.6 Waardenburg Syndrome
- 1.4 Cochlear Implantation and management in deaf children
  - 1.4.1 Sensation and processing of sound and Selection criteria : cochlear implants
  - 1.4.2 Pre-operative investigations and assessment and Adjustment of speech processor
  - 1.4.3 Cost-effectiveness and evaluation of cochlear implants and initial contact
  - 1.4.4 Pre-implant counselling and Formal evaluation
  - 1.4.5 Fitting / Tune-up, Follow-up and Aural Rehabilitation
- 1.5 Prevention of speech and language disorders : A challenge for professionals in the field of rehabilitation
  - 1.5.1 National focus on prevention
  - 1.5.2 Prevention and profession
  - 1.5.3 Challenges to the profession
  - 1.5.4 Effectiveness of prevention efforts

UNIT 2 : Educational Rehabilitation of persons with (10 hours)  
Hearing Impairment

- 2.1 Pre-school Education
  - 2.1.1 Definition
  - 2.1.2 Philosophy of special education
  - 2.1.3 Concept
  - 2.1.4 Components
  - 2.1.5 Implementation and its effectiveness
- 2.2 Integrated Education, Special Education and Non-formal Education
  - 2.2.1 Definition and concepts
  - 2.2.2 Philosophy
  - 2.2.3 Models
  - 2.2.4 Components
  - 2.2.5 Implementation and effectiveness
  - 2.2.6 Individual Education Plan (I.E.P.)
- 2.3 Inclusive Education
  - 2.3.1 Definition
  - 2.3.2 Basic principles and different forms of support services
  - 2.3.3 How to start inclusive education
    - Identification and assessment
    - Inclusive education provision
    - Teachers
    - Monitoring and advisory services
  - 2.3.4 Developmental perspectives from special education to inclusive education (curriculum issues)

- 2.4 Auditory - verbal therapy - Existing and emerging trend
  - 2.4.1 Philosophy and principles of Auditory-verbal practice
  - 2.4.2 Therapy process
  - 2.4.3 Auditory verbal - Basic components
  - 2.4.4 Auditory verbal - Preparation
  - 2.4.5 Auditory verbal - Implementation and effectiveness
  - 2.4.6 Auditory verbal - Manpower development and assistive devices and cochlear implant as a tool
  
- 2.5 Teaching Learning Materials (TLM) for children with Hearing Impairment
  - 2.5.1 Foundations of teaching
    - Educational Programming
    - Assessment for teaching
    - Planning and monitoring instruction
    - Choosing and developing materials
  
  - 2.5.2 Teaching Academic skills
    - Assessing and teaching math skills
    - Assessing and teaching language skills
    - Assessing and teaching reading skills
    - Assessing and teaching spelling skills
    - Assessing and teaching handwriting and written expressive skills
  
  - 2.5.3 Activities, materials and equipment for infants and toddlers
    - Language arts
    - Discovery
    - Sensory motor
    - Social Awareness
    - Creative Arts
  
  - 2.5.4 Preparation of audio visual aids for teaching practice
    - Auditory training
    - Story - repetitive dialogue, statement

UNIT 3 : Social and vocational rehabilitation of persons with Hearing Impairment (10 hours)

- 3.1 Misconceptions and facts relating to Hearing Impairment
- 3.2 Public awareness
- 3.3 Pre-vocational and vocational assessment
  - 3.3.1 Definition
  - 3.3.2 Aim of vocational assessment
  - 3.3.3 Principles of vocational assessment
  - 3.3.4 Approaches of vocational assessment
  - 3.3.5 Pre-vocational assessment
    - Cognitive skills
    - Personal skills
    - Social skills

- Emotional skills
- Physical and sensory motor skills
- Life survival and safety skills
- Work-related skills

- 3.4 Employment Avenues for the Hearing Impaired
  - 3.4.1 Open employment
  - 3.4.2 Competitive employment
  - 3.4.2 Sheltered employment
  - 3.4.4 Transitional employment
- 3.5 Counselling for the Hearing Impaired and their families
  - 3.5.1 Counselling defined
  - 3.5.2 Role and characteristics of a counsellor
  - 3.5.3 Traits of a counsellor
  - 3.5.4 Career guidance and service
  - 3.5.5 Placement counselling
  - 3.5.6 Parental counselling

UNIT 4 : Psycholinguistics for the persons with Hearing Impairment (10 hours)

- 4.1 Parts of the brain, its functions and organisation of language in the brain
  - 4.1.1 Anatomy of language - Broca's area
  - 4.1.2 Wernicke's area
  - 4.1.3 The organisation of the brain
  - 4.1.4 Fundamental of the cortex
  - 4.1.5 Major and minor hemispheres
- 4.2 Language modality and the brain
  - 4.2.1 The effects of spatialization of language
  - 4.2.2 The inter play between language and visual spatial cognition
  - 4.2.3 Neural bases for language and spatial cognition in deaf signers
- 4.3 Language and thought
  - 4.3.1 Speech production is the basis of thought
  - 4.3.2 Language is a fundamental basis of thought
  - 4.3.3 Language system per se provides specifics of one's view of nature
  - 4.3.4 The language system per se provides specifics of one's culture
- 4.4 Psychological foundations of language
  - 4.4.1 The structure of language
  - 4.4.2 The process of language
  - 4.4.3 The function of language
- 4.5 Remedial approaches in teaching language

UNIT 5 : Education and Assistive Technology for Children (10 hours)  
with Hearing Impairment

- 5.1 The Concept of Education Technology
  - 5.1.1 The need and important of Education Technology
  - 5.1.2 Meaning Concept and nature of Education Technology
  - 5.1.3 Impact of Education Technology on Teaching Education
  - 5.1.4 Analysis of Content
  - 5.1.5 Education Technology and Special Educators
  
- 5.2 Defining Assistive Technology
  - 5.2.1 What is an accommodation?
  - 5.2.2 What is an adaptation?
  - 5.2.3 Common types of assistive technology
  - 5.2.4 What sort of students might use assistive technology?
  - 5.2.5 When is using assistive technology appropriate?
  
- 5.3 Making Assistive Technology Decisions
  - 5.3.1 Guidelines for Making Assistive Technology Decisions
  - 5.3.2 Physical and Sensory Impairments are Not Barriers
  - 5.3.3 Conducting the AT Evaluation
  - 5.3.4 Individuals conducting an assistive technology evaluation should
  - 5.3.5 The formal written assistive technology evaluation report should address, but not be limited to, the following points:
  
- 5.4 Making Assistive Technology a Part of Child's Education
  - 5.4.1 Assistive technology for young children
  - 5.4.2 Assistive technology at school age and beyond
  - 5.4.3 How to include assistive technology in the IEP
  - 5.4.4 Where to put assistive technology in the IEP
  - 5.4.5 Assistive technology as a related service
  
- 5.5 Assistive Devices
  - 5.5.1 Amplifying devices
    - Listening to TV
    - The induction loop system.
  - 5.5.2 Alerting Alarm Systems
    - Doorbells
    - Alarm Clocks
    - Fire and Other Alarm
    - Acoustically actuated alarms
  - 5.5.3 Telephones
    - Text Telephones
    - Speech to text transcription
  - 5.5.4 Tactile devices

PRACTICUM : (25 hours)

1. Screening camps and assessment. (5)
2. Conducting awareness programmes. (5)
3. Visit to special schools, Integrated Educational programmes. (5)
4. Preparation of Educational aids for teaching persons with hearing impairment. (6)
  - Rhyme book
  - Conversation book
  - Language drilling exercises
  - Picture composition
  - Activity book
  - Reading books
  - Story book
5. Preparation of pre-vocational and vocational assessment profile. (2)
6. Counselling the persons (youth) with hearing impairment. (2)

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - II

(From 2005 onwards)

SPECIAL III - PAPER I

REHABILITATION FOR PERSONS WITH MENTAL RETARDATION

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3

CODE :

GENERAL OBJECTIVES :

1. To help students understand the fundamentals of mentally retarded like definitions, causes and classification.
2. To make students realize the scope of medical rehabilitation of mentally retarded.
3. To educate the students on the educational services and teaching strategies.
4. To enable students acquire the skills to alleviate misconceptions and counsel parents and society.
5. To make the students aware of the vocational prospects for the mentally retarded.

UNIT 1: Introduction (10 hours)

- 1.1 Historical development of services for Mentally Retarded - World over
 - 1.1.1 Societal attitudes towards disabled
 - Tardocide
 - Stage of Display
 - Stage of Religious cure
 - Creation of Asylums
 - 1.1.2 Birth and Rise of Special Education
 - Works of pioneering special educators like Jean Itard, John Locke, Seguin, Maria Montessori, Alfred Binnet, Terman and Merrill
 - Establishment of special movements and associations for the retarded
- 1.2 Historical development of services for Mentally Retarded in India
 - 1.2.1 Attitude of the Indian Society towards mentally retarded
 - 1.2.2 Establishment of special schools and centres for the mentally retarded

- 1.3 Terminology and Definitions of Mental Retardation - World over
 - 1.3.1 Terms used to refer the mentally retarded
 - idiots, imbecile, morons, feeble minded, mad, mentally disabled, mentally retarded, intellectually subnormal, intellectually disabled, intellectually challenged
 - 1.3.2 Definitions
 - Doll's definition
 - Bijous Behavioural
 - Perspective definition
 - Kolstoe's Neurophysiological definition
 - Mercer's Sociological Perspective definition
 - Dunn's General Learning Disability Concept
 - Benda's definition
 - British Mental Deficiency definition
 - A.A.M.D. definition
 - Grossman's definition
 - Luckarsonn's definition
- 1.4 Implications of the A.A.M.D. definition
- 1.5 Classifications of mentally retarded
 - 1.5.1 Medical classification
 - 1.5.2 Symptom Severity classification
 - 1.5.3 Educational classification
 - 1.5.4 Psychological classification

UNIT 2 : Medical Rehabilitation of Mentally Retarded (10 hours)

- 2.1 Causes of Mentally Retarded
 - 2.1.1 Prenatal causes
 - Chromosomal abberation
 - Genetic defects
 - Maternal infections
 - Metabolic disorders
 - Accidents / Trauma
 - Intoxications
 - Radiation
 - Malnutrition
 - Maternal Age
 - Rh - incompatability
 - 2.1.2 Perinatal causes
 - Premature birth
 - Low birth weight
 - Anoxia
 - Trauma / complicated delivery
 - Abnormal foetal position
 - Abnormal position of the placenta (or) umblical cord
 - Toxemia
 - Haemorrhage

- 2.1.3 Post natal causes
 - Malnutrition in the child
 - Infections in the child
 - Degenerative disorders of CNS
 - Neurotoxins
 - Hormone - linked disorders
- 2.2 Prevention of Mentally Retarded
- 2.3 Prenatal and neonatal screening devices for Mental Retardation
 - 2.3.1 Amniocentesis
 - 2.3.2 Fetoscopy
 - 2.3.3 Ultra sound
 - 2.3.4 Chorionic villus Biopsy
 - 2.3.5 Emerging Techniques
 - 2.3.6 Apgar scale
 - 2.3.7 Brazelton neonatal screening test
 - 2.3.8 Denver developmental scale
 - 2.3.9 Other tests for specific areas
- 2.4 Characteristics of Mentally Retarded
 - 2.4.1 Physical characteristics
 - 2.4.2 Cognitive characteristics
 - attention
 - memory
 - intelligence
 - 2.4.3 Social and behavioural characteristics
- 2.5 Medical Rehabilitation services for Mentally Retarded and associated problems
 - 2.5.1 Drug Treatment for Epileptics
 - 2.5.2 Surgical procedures for spastics
 - 2.5.3 Prescriptive prosthetic and orthotic aids for mentally retarded with physical problems

UNIT 3 : Educational Rehabilitation of Mentally Retarded (10 hours)

- 3.1 Development of special education services for Mentally Retarded
 - 3.1.1 Milestones in the history of special education in U.S.A.
 - 3.1.2 Scenario of special education in India
 - 3.1.3 Major components of American PL 94-142.
 - 3.1.4 Components in special education
 - Hospital based
 - Centre based
 - Mobile services
 - Community Based Rehabilitation
 - Manpower development
 - Research Activities
 - 3.1.5 Recent trends in special education

- 3.2 Grouping of mentally retarded children for special education
 - 3.2.1 Need for grouping
 - 3.2.2 Types of grouping
 - skill grouping
 - ability grouping
 - peer grouping
 - sequential grouping
 - concurrent grouping
 - 3.2.3 Grouping during the various stages of learning
 - Acquisition stage
 - Proficiency and maintenance stage
 - 3.2.4 Myriad of special educational services for Mentally Retarded
 - Special education
 - consultant teacher model
 - diagnostic-prescriptive teacher model
 - resource teacher model
 - special educator model
 - Integrated education
 - community based rehabilitation
- 3.3 Inclusive Education programming and lesson planning
 - 3.3.1 Concept of inclusive education
 - 3.3.2 Features of inclusive education
 - 3.3.3 Feasibility of inclusive education in the Indian context
 - 3.3.4 Lesson planning
 - Definition
 - Importance of lesson planning
 - Unit teaching
 - Writing a sample lesson plan
- 3.4 Skill development training methods and teaching practice
 - 3.4.1 Functional programming for mentally retarded
 - Age appropriateness
 - Functionally related
 - 3.4.2 Steps to be followed in training
 - 3.4.3 Teaching methods
 - Task analysis
 - Chaining
 - Shaping
 - Prompting
 - Cueing
 - Gesturing
 - 3.4.4 Teaching practice
 - Individual instruction
 - Small group instruction
 - Large group instruction
 - Acquisition, maintenance and generalisation

- 3.5 Evaluation strategies
 - 3.5.1 Planning of I.E.P.
 - 3.5.2 Implementation of I.E.P.
 - 3.5.3 Evaluation
 - 3.5.4 Pre vocational

UNIT 4 : Social Rehabilitation of Mentally Retarded (10 hours)

- 4.1 Misconceptions, myths and facts relating to mental retardation
 - 4.1.1 Common misconceptions and myths
 - 4.1.2 Methods of alleviation of myths and proving
- 4.2 Creating awareness and sensitisation of public
 - 4.2.1 Need for creating awareness and sensitisation
 - 4.2.2 Methods of creating awareness and sensitisation
 - 4.2.3 Determining the efficacy of the methods
- 4.3 Counselling of parents, significant others
 - 4.3.1 Need for counselling
 - 4.3.2 Factors to be considered in counselling
Parents and significant others
 - 4.3.3 Process of counselling
 - 4.3.4 Reproductive sexual health education for
mentally retarded
- 4.4 Self Advocacy
 - 4.4.1 Meaning of self advocacy
 - 4.4.2 Growth of the self advocacy movement
 - 4.4.3 Retarded individual's involvement in self advocacy
movements
Usefulness of self advocacy movements
- 4.5 Community support
 - 4.5.1 Importance and need for community support
 - 4.5.2 Methods of eliciting and gaining community support
 - 4.5.3 Advantages of community support

UNIT 5 : Vocational Rehabilitation (10 hours)

- 5.1 Career education for Mentally Retarded
 - 5.1.1 Definition
 - 5.1.2 Evolution of career educational services
 - 5.1.3 LCCE and its special features
 - 5.1.4 Stages in career development
 - Career awareness
 - Exploration
 - Preparation
 - Placement
 - Follow-up

- 5.2 Vocational assessment
 - 5.2.1 Definition
 - 5.2.2 Principles of vocational assessment
 - 5.2.3 Traditional approach
 - 5.2.4 Contemporary approach

- 5.3 Job analysis, vocational profile
 - 5.3.1 Preparation of vocational profile
 - 5.3.2 Job analysis
 - Definition
 - Features
 - Format for analysis of jobs
 - Preparing a job analysing profile

- 5.4 Employment avenues for Mentally Disabled
 - 5.4.1 Sheltered employment
 - 5.4.2 Home based self employment
 - 5.4.3 Open employment
 - 5.4.4 Supported employment
 - 5.4.5 Employment in mobile work units, workstations and enclaves

- 5.5 Job placement and follow up
 - 5.5.1 Definition
 - 5.5.2 Process involved in placing a retarded
 - 5.5.3 Client assessment
 - 5.5.4 Job requirement
 - 5.5.5 Job market screening
 - 5.5.6 Job match
 - 5.5.7 Follow-up

PRACTICUM : (35 hours)

1. Conducting 2 case studies of mentally retarded with different degrees of retardation. (3)
2. Visiting hospitals/diagnostic centres providing prenatal and neonatal screening tests and reporting. (5)
3. Preparing lesson planning and 4 I.E.P. for teaching varied skills to mentally retarded . (2)
4. Conducting group teaching exercises with Mentally Retarded. (2)
5. Preparing a creative album / montessori album for Mentally Retarded. (4 hours)
6. Developing a Concept book for Mentally Retarded. (4)
7. Preparing a vocational profile and job analysis for Mentally Retarded. (4)
8. Developing a group programme to educate the Family / Society on any aspect. eg.: awareness, alleviating misconceptions. (4)
9. Preparing a pre-vocational kit. (4)
10. Developing 2 models of adapted aids for Cerebral Palsied. (3)

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI-2  
DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - II  
(From 2005 onwards)

SPECIAL IV - PAPER I

REHABILITATION FOR PERSONS WITH LOCOMOTOR DISABILITY

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

1. To make the students aware of the different body systems and and movements related to it.
2. To give the students a knowledge about the components of rehabilitation of the locomotor disabled.
3. To impart knowledge on the conditions and therapeutic interventions for both orthopaedic and neurological impairments.
4. To enable the students to identify, examine, evaluate and prepare rehabilitation plan for the locomotor disabled.
5. To enable them to learn about rehabilitation aids, appliances and suitable adaptations for persons with locomotor disability.

UNIT 1 : Introduction to Locomotor System (10 hours)

- 1.1 Introduction to Rehabilitation of the locomotor disabled
  - 1.1.1 Introduction to Physiotherapy
- 1.2 Introduction to body systems  
(Parts, functions and movements involved)
  - 1.2.1 Skeletal System
  - 1.2.2 Articular System
    - Description of movements
    - Measurement of range of movements
- 1.3 Muscular System
  - 1.3.1 Pathway of motor and sensory nerves
  - 1.3.2 Muscle activity
  - 1.3.3 Principal muscles and their actions
  - 1.3.4 Contractures, measurement and treatments
  - 1.3.5 Muscle weakness, grading and exercises
- 1.4 Nervous System
- 1.5 Respiratory and Circulatory System

UNIT 2 : Components of Rehabilitation of Persons with Locomotor Disability. (5 hours)

- 2.1 Introduction to Normal Development
- 2.2 Assessment
- 2.3 Communication
- 2.4 Importance of Motivation and teaching
- 2.5 Importance of play and activities of daily living

Intervention and Rehabilitation therapy for Locomotor Disability (Meaning, causes, types, assessment and documentation, associated problems, aids and appliances)

UNIT 3 : Orthopaedic and Neurological Problems - Part 1 (10 hours)

- 3.1 Poliomyelitis
- 3.2 Spina Bifida
- 3.3 Spinal cord injury and Spinal deformities
- 3.4 Amputation and pressure sores
- 3.5 Arthistis

UNIT 4 : Orthopaedic and Neurological Problems - Part 2 (15 hours)

- 4.1 Stroke
- 4.2 Paraplegia, Quadriplegia and Hemiplegia
- 4.3 Muscular dystrophy
- 4.4 Cerebral Palsy
- 4.5 Fracture and Head Injury

UNIT 5: Common congenital Deformities (10 hours)

- 5.1 Congenital limb deficiencies
  - Club Feet
  - Flat Feet
- 5.2 Genu Vulgum / Knock knees
  - Genu varum / Bow legs
- 5.3 Cleft lip / Palate
- 5.4 Joint / Extra fingers and toes.
- 5.5 Arthrogyphosis

PRACTICUM (25 hours) :

1. Visit to Hospitals and Prosthetic and Orthotic centres. (5)
2. Observation of patients with locomotor disabilities and therapeutic treatments. (5)
3. Preparation of detailed case studies with assessment, intervention & suggestions. (10)
4. Preparation of Models of aids and appliances for locomotor disabled. (5)

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

I YEAR M.R.SC. : SEMESTER - II

(From 2005 onwards)

SOCIAL GROUP WORK IN REHABILITATION

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3

CODE :

GENERAL OBJECTIVES :

1. To enable students to understand the basic concepts of group work and group dynamics.
2. To enable the students to understand the group process techniques in group work settings.
3. To enable the students to understand the models of group work and role of a group worker.
4. To enable the students to understand the purpose and principles of programme planning.
5. To enable the students to understand the importance of recording and group work supervision.

UNIT 1 : Group Processes (10 hours)

- 1.1 Definitions
 - 1.1.1 Group
 - 1.1.2 Effective and Ineffective group etc.
- 1.2 Establishing a group
 - 1.2.1 Formation of Group
 - 1.2.2 Selection of Group member
 - 1.2.3 Preparation of Group member
 - 1.2.4 Structuring the Group
 - 1.2.5 Stages of Group development
- 1.3 Types of groups
 - 1.3.1 Primary group
 - 1.3.2 Secondary group
 - 1.3.3 Reference group
- 1.4 Group process techniques
 - 1.4.1 Group functions
 - Task activities
 - Maintenance activities
 - 1.4.2 Use of present
 - 1.4.3 Use of past

- 1.4.4 Warm up techniques
- 1.4.5 Group discussion
- 1.4.6 Experimental techniques
- 1.4.7 Brainstorming
- 1.4.8 Role playing

- 1.5 Group diagnosis and therapy
 - 1.5.1 Conflict or fight
 - 1.5.2 Apathy and non-participation
 - 1.5.3 Inadequate decision-making
 - 1.5.4 Therapeutic play group
 - 1.5.5 Activity - interview groups

UNIT 2 : Introduction to Social Group Work (12 hours)

- 2.1 History and growth, Assumptions and Objectives and Principles of Social Group Work
 - 2.1.1 The YMCA movements
 - 2.1.2 Settlement movement
 - 2.1.3 Playground and recreational movement
 - 2.1.4 Influence of education
 - 2.1.5 Influence of sociology
 - 2.1.6 Influence of mental hygiene
 - 2.1.7 Views of Douglas
 - 2.1.8. Views of Coyle
 - 2.1.9 General views
 - 2.1.10 Objectives according to Wilson and Ryland
 - 2.1.11 Objectives according to Konopka
 - 2.1.12 Objectives according to Heap
 - 2.1.13 General objectives
 - 2.1.14 Principles as described by Douglas
 - 2.1.15 Principles as described by Jerence J. Cooke
 - 2.1.16 Principles as described by Friedlander
 - 2.1.17 Principles as described by Tracker
- 2.2 Purpose and Need of Social group work
- 2.3 Methods of group work
 - 2.3.1 Group work and the individual
 - 2.3.2 Group work in relation to other methods
 - 2.3.3 Importance of group work
 - 2.3.4 Wholistic nature of group work
- 2.4 Models of group work
 - 2.4.1 Social goals model
 - 2.4.2 Remedial model
 - 2.4.3 Reciprocal model
- 2.5 Skills and functions of group workers
 - 2.5.1 General skills
 - 2.5.2 Skill in establishing purposeful relationship

- 2.5.3 Skill in analysing the group situation
- 2.5.4 Skill in participation with the group
- 2.5.5 Skill in dealing with group feeling
- 2.5.6 Skill in programme development
- 2.5.7 Skill in using agency and community resources
- 2.5.8 Skill in evaluation
- 2.5.9 Skills in group worker according to Phillips
- 2.5.10 Functions of group work
 - activities relating to group
 - activities relating to the agency

UNIT 3 : Group work Techniques (10 hours)

- 3.1 Techniques for Democratic Mutual Aid System
 - 3.1.1 Facilitating Collective Participation
 - 3.1.2 Scannings
 - 3.1.3 Engaging group as a whole
 - 3.1.4 Modulating Expression of Feeling
 - 3.1.5 Facilitating Decision Making Process
 - 3.1.6 Processing the Here and Now
 - 3.1.7 Expressing Feeling about Practitioner's Role
 - 3.1.8 Goal Setting
 - 3.1.9 Good and Welfare
- 3.2 Techniques for Actualizing Purpose-I
 - 3.2.1 Role Rehearsal
 - 3.2.2 Programming
 - 3.2.3 Group Reflective Consideration
 - 3.2.4 Interpretation
 - 3.2.5 Feedback
- 3.3 Techniques for Actulizing Purpose-II
 - 3.3.1 Conflict Resolution
 - 3.3.2 Group Mending
 - 3.3.3 Confrontation
 - 3.3.4 Data and Facts
 - 3.3.5 Self-Disclosure
 - 3.3.6 Dealing with the Unknown
 - 3.3.7 Taking Stock
- 3.4 Application of Techniques
 - 3.4.1 Demand for Work
 - 3.4.2 Directing
 - 3.4.3 Lending a Vision
 - 3.4.4 Staying with Feelings
 - 3.4.5 Silence
 - 3.4.6 Support
 - 3.4.7 Exploration
 - 3.4.8 Identification
- 3.5 Differential Use of Abilities

- 3.5.1 Ego Abilities and Sense of Self
- 3.5.2 Stereotype
- 3.5.3 Symbolic Representations

UNIT 4 : Programme planning (9 hours)

- 4.1 Nature and purpose of programme planning
 - 4.1.1 Content or area
 - 4.1.2 Media of expression
 - 4.1.3 Methods of conducting the programme
- 4.2 Principles and process of programme planning
- 4.3 Role of the agency in programme planning
- 4.4 Salient features of programme planning
 - 4.4.1 Interest Vs Needs
 - 4.4.2 Group organisation
- 4.5 Programme Development process
 - 4.5.1 Understanding the dimensions of interaction
 - 4.5.2 Programme planning with large groups
 - 4.5.3 Criteria of effective process and programming

UNIT 5 : Group work recording, supervision and evaluation (9 hours)

- 5.1 Recording in group work
 - 5.1.1 Meaning of record writing
 - 5.1.2 Importance of record writing
- 5.2 Principles of recording
 - 5.2.1 Principle of flexibility
 - 5.2.2 Principle of selection
 - 5.2.3 Principle of readability
 - 5.2.4 Principle of confidentiality
 - 5.2.5 Principle of worker acceptance
- 5.3 Narrative and process records
 - 5.3.1 Importance of narrative records
 - 5.3.2 Content of narrative records
 - 5.3.3 Factors that influence keeping of process records
- 5.4 Need and purpose of supervision
 - 5.4.1 Functions of a group worker in supervision
 - 5.4.2 Techniques and condition for supervision
- 5.5 Group work evaluation
 - 5.5.1 Meaning and steps in evaluation
 - 5.5.2 Importance of evaluation in group work

PRACTICUM : (25 hours)

1. To organise awareness programmes through groups. (8)
2. To organise and conduct a social camp. (10)
3. Organising a educational group work session for (7)
 - Parents of disabled.
 - Professionals.

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR M.R.Sc. : SEMESTER - II

(From 2005 onwards)  
ID1 - GROUP DYNAMICS

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

OBJECTIVES :

1. To impart knowledge regarding various concepts in group dynamics.
2. To foster an understanding regarding the various types of groups and leadership.
3. To acquaint the students with the various methods of decision making.
4. To acquaint the students with the various types and implications of conflicts and controversy.
5. To impart knowledge regarding various aspects of creativity and problem solving.

UNIT 1 : Group Dynamics

- 1.1 Definitions
  - 1.1.1 Group
  - 1.1.2 Group dynamics
  - 1.1.3 Effective and ineffective group etc.
- 1.2 Establishing a group
- 1.3 Stages of group development
- 1.4 Group process techniques
  - 1.4.1 Use of present
  - 1.4.2 Use of past
  - 1.4.3 Warm up techniques
  - 1.4.4 Group discussion
  - 1.4.5 Experimental techniques
  - 1.4.6 Role playing
- 1.5 Group functions
  - 1.5.1 Task activities
  - 1.5.2 Maintenance activities

UNIT 2 : Leadership and Decision Making

- 2.1 Definitions and Types of Leadership
  - 2.1.1 Leader, Leadership
  - 2.1.2 Trait theories
    - 2.1.2.1 Charismatic
    - 2.1.2.2 Machiavellianism

- 2.2 Styles of leadership
  - 2.2.1 Autocratic
  - 2.2.2 Democratic
  - 2.2.3 Laissez-faire
- 2.3 Developing Leadership Qualities
- 2.4 Methods of Decision Making
  - 2.4.1 By authority without group discussion
  - 2.4.2 By expert
  - 2.4.3 By averaging individuals opinions
  - 2.4.4 By authority after group discussion
  - 2.4.5 By minority
  - 2.4.6 By majority vote
  - 2.4.7 By consensus
- 2.5 Factors hampering effective group decision

UNIT 3 : Interpersonal Communication

- 3.1 Elements of Communication
  - 3.1.1 People
  - 3.1.2 Message
  - 3.1.3 Channel
  - 3.1.4 Noise
  - 3.1.5 Context
  - 3.1.6 Feedback
  - 3.1.7 Effect
- 3.2 Listening
  - 3.2.1 Hearing Vs. Listening
  - 3.2.2 Types of Listening
  - 3.2.3 Improving Listening
- 3.3 Non-Verbal Communication
  - 3.3.1 Characteristics of communication
  - 3.3.2 Body language
  - 3.3.3 Physique and Dress
  - 3.3.4 Voice
  - 3.3.5 Space and Distance
  - 3.3.6 Use of Time
  - 3.3.7 Touch
- 3.4 Emotional Expression
  - 3.4.1 Feelings and emotions
  - 3.4.2 Relationship determinants
    - Attraction
  - 3.4.3 Handling feelings
    - Non-assertive style
    - Aggressive style
    - Assertive style

- 3.5 Interview
  - 3.5.1 Preparing for the interview
  - 3.5.2 Facing the interview

UNIT 4 : Conflicts

- 4.1 Types of Conflicts
  - 4.1.1 Approach Approach Conflict
  - 4.1.2 Approach Avoidance Conflict
  - 4.1.3 Avoidance Avoidance Conflict
  - 4.1.4 Double Approach Avoidance Conflict
- 4.2 Outcomes of conflicts
- 4.3 Conflict strategies
  - 4.3.1 Achieving Goals
  - 4.3.2 Keeping good relationship
- 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
  - 5.1.1 Recognizing the problem
  - 5.1.2 Gathering resources
  - 5.1.3 Incubation period
  - 5.1.4 Viewing from different perspectives
  - 5.1.5 Validated Solution
- 5.2 Developing and fostering
  - 5.2.1 Promoting creativity
- 5.3 Brainstorming
  - 5.3.1 Rules for brainstorming
  - 5.3.2 Advantages of brainstorming
- 5.4 Steps in problem solving
  - 5.4.1 Defining the problem
  - 5.4.2 Diagnosing the problem
  - 5.4.3 Formulating Alternative Strategies
  - 5.4.4 Implementing Strategies
  - 5.4.5 Evaluating Strategies
- 5.5 Blocks to Problem Solving Effectiveness
  - 5.5.1 Lack of Clarity
  - 5.5.2 Inadequate information work communication
  - 5.5.3 Premature choice of strategies
  - 5.5.4 Critical, evaluative and competitive climate
  - 5.5.5 Pressures for conformity
  - 5.5.6 Lack of inquiry
  - 5.5.7 Inadequate motivation

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.

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7. Anthony Disouza (1985). Leadership Better , Yourself Books, Bombay.
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - III
(From 2005 onwards)

SPECIAL I - PAPER II

LOW VISION
(PRACTICUM)

MARKS : 100
HOURS : 75 (0+75).

GENERAL OBJECTIVES :

1. To gain knowledge on personal and professional views of low vision.
2. To impart knowledge on clinical aspects of low vision.
3. To assess functional vision.
4. To conduct special needs assessment for low vision.
5. To know the history in progress of low vision.

UNIT 1 : Understanding Low Vision (15 hours)

1.1 Visual Impairment

- 1.1.1 Normal Visual Development
- 1.1.2 WHO Working Definition of Low Vision
- 1.1.3 Classification of Visual Impairment
- 1.1.4 Levels of visual ability

1.2 Primary Eye Care

- 1.2.1 Structure and function of the Eye
- 1.2.2 How to examine the Eye?
- 1.2.3 Normal Healthy Eye
- 1.2.4 Eye disorders and practical implications
- 1.2.5 Prevention and Referral

1.3 Introduction to Low Vision

- 1.3.1 Myths and Facts concerning use of vision
- 1.3.2 Implications of low vision on functioning
 - Development of self-concept
 - Adjustment difficulties
 - Successful adjustment
 - Suggestions for intervention
- 1.3.3 Problems faced by Low Vision persons

1.4 Elements of Low Vision

- 1.4.1 Distance Visual Acuity
- 1.4.2 Near Visual acuity
- 1.4.3 Visual Field
- 1.4.4 Contrast

1.4.5 Colour Vision

1.4.6 Illumination

1.5 Simulation of Low Vision

UNIT 2 : Assessment and Evaluation of Low Vision (15 hours)

2.1 Vision Screening

2.1.1 Distance Vision Testing

2.1.2 Near Vision Testing

2.1.3 Visual Fields

2.1.4 Contrast

2.1.5 Colour Vision

2.1.6 Recording

2.2 Clinical assessment of Low Vision

2.2.1 Role of Eye care personnel

2.2.2 Case history

2.2.3 Ocular health

2.2.4 Acuities

2.2.5 Fields

2.2.6 Refraction

2.2.7 Binocular Vision

2.2.8 Magnification

2.2.9 Colour Vision

2.3 Functional Vision Assessment

2.3.1 Purpose

2.3.2 Observation of the effects of low vision

2.3.4 Visual skills included in the functional
assessment

2.3.5 Procedure for functional vision assessment

2.4 Visual assessment scales

2.4.1 Visual Efficiency scale

2.4.2 Check list for assessing visual behaviour

2.5 Low Vision Kit

2.5.1 Preparation of assessment kit

2.5.2 Record keeping

UNIT 3 : Optics and Low Vision aids (15 hours)

3.1 Optics

3.1.1 Refraction and Prescription

3.1.2 Magnification

3.1.3 Methods for magnification

- Who prescribes low vision devices?

- When to try on a magnification?

- Choice of magnifying device

- 3.2 Optical aids
 - 3.2.1 Aids used for Near Tasks
 - 3.2.2 Aids used for Distance Tasks
- 3.3 Guidelines to use optical low vision aids.
- 3.4 Non-optical aids
- 3.5 Low cost low vision aids

UNIT 4 : Training of visual skills (15 hours)

- 4.1 Developing a visual training programme based on functional assessment
- 4.2 Skills for Distance training
 - 4.2.1 Localization
 - 4.2.2 Fixation
 - 4.2.3 Spotting
 - 4.2.4 Tracing
 - 4.2.5 Tracking
 - 4.2.6 Scanning
 - 4.2.7 Integrating skills
- 4.3 Skills for Near training
 - 4.3.1 Fixation
 - 4.3.2 Localization
 - 4.3.3 Scanning
 - 4.3.4 Tracking
 - 4.3.5 Specific tasks
- 4.4 Training programmes for people with restricted fields
 - 4.4.1 Definitions
 - 4.4.2 Types of scanning
 - 4.4.3 Fresnel Prisms
 - 4.4.4 Night vision aids
- 4.5 Choice of reading / writing medium

UNIT 5 : Low Vision Intervention (15 hours)

- 5.1 Visual environment and modified visual environment for various conditions
 - 5.1.1 Visual environment
 - Brightness
 - Contrast
 - Time
 - Distance
 - Image Size
 - 5.1.2 Modified visual environment
- 5.2 Instructional Approaches in the use of Low Vision

- 5.2.1 Instructional Approaches
 - Vision stimulation programmes,
 - Visual efficiency training and
 - Vision utilization instruction
- 5.2.2 Meeting needs of Low Vision children in rural areas
- 5.2.3 Suggestions for Low Vision learners
- 5.2.4 Role of regular classroom teachers of
Low Vision Children and Working with Low Vision
Children in regular classroom
- 5.2.5 Assessment of lighting
 - Colour vision
 - Adaptation to dark and light
 - Environmental illumination assessment
 - Outdoor environmental lighting assessment
- 5.3 Low Vision and Mobility
- 5.4 Role of Low Vision Service Specialists and Delivery Systems
 - 5.4.1 Low Vision Clinical Specialist
 - Medical Consultant to the Low vision
Programme
 - Co-ordinator - Instructor of Low vision
Programme
 - 5.4.2 Delivery Systems
 - Steps to success
 - Developing a service delivery model
 - Establishing a budget
 - Obtaining funds
 - Development of procedures
 - Documentation
- 5.5 Assessment of multiply handicapped
 - 5.5.1 Observing the child's behaviour
 - 5.5.2 Evaluation of specific visual conditions
 - 5.5.3 Vision stimulation sequence

REFERENCES :

1. Low Vision Training Manual. Christoffel Blindenmission, Germany.
2. Barraga,N. (1964). Increased Visual Behaviour in Low
Vision Children. New York; American Foundation for the Blind.
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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - III  
(From 2005 onwards)

SPECIAL II - PAPER II

AUDIOLOGY AND SPEECH THERAPY

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

1. The students will be aware of the auditory mechanism and describe the physical aspects of sound.
2. The student will be able to define the medical aspects of hearing loss.
3. The students will be able to draw audiograms and tympanograms and interpret them.
4. The students will be aware of the different types of hearing aids and preparation of Ear Moulds.
5. The students will be able to identify speech and voice problems and design therapy plans for the same.

UNIT 1: Auditory Mechanism (7 hours)

1.1 Phylogeny

1.2 Basic Embryology

1.3 Development of the Ear

1.3.1 Outer ear

1.3.2 Middle ear

1.3.3 Inner ear

1.4 Anatomy of the Ear through temporal bone

1.5 Physiology of Hearing

1.5.1 Auditory nerve

1.5.2 Brainstem pathway

UNIT 2 : Audiology (15 hours)

- 2.1 Lineage of Audiology
- 2.2 Visual Reinforcement Audiometry
- 2.3 Pure Tone Audiometry
  - 2.3.1 Equipment
  - 2.3.2 Procedure
  - 2.3.3 Interpretation of Audiograms
  - 2.3.4 Educational and rehabilitation implications
- 2.4 Tympanometry / Impedance Audiometry
  - 2.4.1 Equipment
  - 2.4.2 Procedure
  - 2.4.3 Interpretation of Audiograms
  - 2.4.4 Educational and rehabilitation implications
- 2.5 Speech and Electric Response Audiometry

UNIT 3 : Hearing Aids and Ear Moulds (10 hours)

- 3.1 Hearing aid as a System
  - 3.1.1 History and development of hearing aids
  - 3.1.2 Hearing Aid Orientation and Counselling
- 3.2 Components and characteristics of hearing aids
- 3.3 Types of Hearing aids
  - 3.3.1 Body worn
  - 3.3.2 Ear level
  - 3.3.3 Bone conduction
  - 3.3.4 CROS
  - 3.3.5 Extended frequency
  - 3.3.6 Group hearing aids
  - 3.3.7 Digital Programmable Hearing Systems
- 3.4 Hearing aid selection and evaluation
- 3.5 Ear moulds
  - 3.5.1 Requirements
  - 3.5.2 Types
  - 3.5.3 Process of making an ear mould
  - 3.5.4 Care and maintenance

UNIT 4 : Speech as a human function (8 hours)

- 4.1 Definition and Anatomy of Speech organs
  - 4.1.1 Definition and role of speech
  - 4.1.2 Speech mechanism
  - 4.1.3 Respiratory organs

- 4.1.4 Phonatory organs
- 4.1.5 Articulatory organs

- 4.2 Development of Speech in Hearing children
- 4.3 Development of Speech in Hearing Impaired children
- 4.4 Supra-segmental aspects of Speech
- 4.5 Seven stage Development - Ling

UNIT 5 : Phonetics, Speech problems and Correction (8 hours)

- 5.1 Phonetics
  - 5.1.1 Basic concepts in the study of Phonetics
  - 5.1.2 Introduction to International Phonetic Alphabet
  - 5.1.3 Articulatory aspects of phonetics
    - Consonants
    - Vowels and Diphthongs
  - 5.1.4 Acoustic phonetics
  - 5.1.5 Perceptual phonetics
- 5.2 Phonation and Voice Production
- 5.3 Learning and Teaching Speech
- 5.4 Speech Problems, Correction and Evaluation
- 5.5 Voice problems and therapy

PRACTICUM : (35 hours)

1. Preparation of Case history. (3)
2. Assessment of hearing through Pure-tone Audiometry, Tympanometry. (5)
3. Phonetic transcription. (3)
4. Preparation of Speech Book. (3)
5. Administration of Tests of Articulation in Tamil. (3)
6. Correction of Errors based on Assessment. (3)
7. Preparation of speech box and speech teaching materials. (3)
8. Recording and analysing samples of speech deviations. (3)
9. Observation of correction of speech problems by Speech Professionals. (3)
10. Speech Teaching Classes. (3)
11. Ear Mould preparation. (3)

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18. Van Uden, A World of Language for Deaf Children, Amsterdam; Swetszeitlinger.
19. Speech - Manual.
20. Speech & Speech Reading - Manual.
21. Speech & Hearing Impaired Child - Manual.
22. Education of Deaf Children & Young People - Manual.
23. Speech & Communication - Manual.
24. Sounds of Speech Communication - Manual.
25. Ces Hujiben, Anatomy & Physiology of Speech Organs, IVD. - Module.
26. Hearing Aid - Manual.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2
DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - III
(From 2005 onwards)

TOTAL COMMUNICATION
(PRACTICUM)

MARKS : 100
HOURS : 75 (50+25)
CREDITS : 3
CODE :

GENERAL OBJECTIVES :

1. To make the students knowledgeable about the components of Total Communication.
2. To bring an awareness relating to the integration of signs and words.
3. To acquaint the students with techniques in sign language for children with Hearing Impairment.
4. To enable students to understand the exploring and training of speech for the hearing impaired.
5. To provide knowledge to students in facilitating reading and writing to children with hearing impairment.

UNIT 1: Introduction to Total Communication. (10 Hours)

1.1 Definition of TC.

- 1.1.1 According to the Conference of Executives of American Association for the Deaf
- 1.1.2 Garretson (1976)

1.2 Philosophy of TC.

- 1.2.1 Philosophy - Defined
- 1.2.2 The World history of TC
- 1.2.3 World Wide trend in accepting TC
- 1.2.4 History of communication system in India

1.3 Effectiveness and limitations of TC

- 1.3.1 How well TC is taught?
- 1.3.2 Who can choose a TC option?
- 1.3.3 Benefits of TC approach
- 1.3.4 Limitations of TC approach.

1.4 Components of Total Communication

- 1.4.1 Manual Components of TC
 - ASL & BSL
 - PSE
 - LOVE
 - SEE I

- SEE II
- Finger Spelling
- 1.4.2 Oral / Aural
- 1.4.3 Combined
- 1.4.4 Reading
- 1.4.5 Writing

1.5 Controversy over communication choices

UNIT 2: Integrating signs and words (10 hours)

2.1 Signed Speech Programme (SSP)

- 2.1.1 Overview of the SSP in terms of both utterance modes and linguistic functions.
- 2.1.2 Guidelines to maximize the spontaneity to SSP
- 2.1.4 Guidelines to maximize the probability to communicate in SSP.
- 2.1.5 Linguistic functions according to Halliday (1975)

2.2 The first sign : a request, expressing a desire

- 2.2.1 Components of a sign
- 2.2.2 The initial sign
- 2.2.3 Prompts and errors
- 2.2.4 Reinforcement
- 2.2.5 Mastery criterion

2.3 Initial Speech Sounds - Verbal Imitation and Training

- 2.3.1 Components of a sound : vowels & consonants voicing and articulation
- 2.3.2 The first sound
- 2.3.3 The second and later sounds
- 2.3.4 Prompts
- 2.3.5 Errors
- 2.3.6 Reinforcement and Mastery criterion.

2.4 Signed Speech

- 2.4.1 Critical speech skills : Imitation and pronunciation
- 2.4.2 Facilitating the imitations of signed speech.
- 2.4.3 Teaching strategies
- 2.4.4 Stuttering errors
- 2.4.5 Building a vocabulary and duration of SS instruction.

2.5 Classroom Management

- 2.5.1 Daily schedule - Language lessons
- 2.5.2 Daily schedule - Non-language lessons
- 2.5.3 Staff and parent training

UNIT 3: Introduction to Sign Language, Deaf people and Deaf culture

3.1 Definition

- 3.1.1 Difference between language and sign language
- 3.1.2 Merits of sign language

- 3.2 Deaf people and deaf culture
 - 3.2.1 History of the Deaf culture
 - 3.2.2 History of Sign language
 - 3.2.3 Interpretation of sign language

- 3.3 Natural sign language of deaf people
 - 3.3.1 Body language
 - 3.3.2 Kinesis
 - 3.3.3 Non verbal communication
 - 3.3.4 Natural signs
 - 3.3.5 Home made signs
 - 3.3.6 Natural sign language
 - 3.3.7 Supporting signs
- 3.4 Signs as a language
 - 3.4.1 Lexicology of sign language
 - 3.4.2 Phonology of sign language
 - 3.4.3 Morphology of sign language

- 3.5 Sign language as a tool for Total Communication

UNIT 4: Facilitating speech

- 4.1 Role of hearing in speech
 - 4.1.1 Common observation that relate speech to hearing impairment
 - 4.1.2 Primary sense
 - 4.1.3 Secondary sense

- 4.2 Why speech is not a natural phenomenon for the hearing impaired
 - 4.2.1 Need of experience
 - 4.2.2 Lack of understanding

- 4.3 Different approaches to teaching speech
 - 4.3.1 Primarily auditory approach
 - 4.3.2 Multi-sensory approach
 - 4.3.3 Sound by sound association approach

- 4.4 Teaching speech
 - 4.4.1 Basic knowledge
 - 4.4.2 Techniques for teaching
 - 4.4.3 Supervised practice

- 4.5 Individualized speech facilitating software
 - 4.5.1 Exploring speech
 - 4.5.2 Training speech

UNIT 5: Facilitating reading and writing

5.1 Effective reading instruction

- 5.1.1 Establish an environment that promotes reading
- 5.1.2 Establish appropriate goals
- 5.1.3 Provide Early Intervention
- 5.1.4 Provide appropriate intensive instruction
- 5.1.5 Provide appropriate assessment

5.2 Establishing an environment for writing

- 5.2.1 Physical environment
- 5.2.2 Social environment

5.3 Instruction guidelines and accommodation for students with hearing impairment

- 5.3.1 Using amplification
- 5.3.2 Making classroom accommodation

5.4 Using interpreters and note takers

- 5.4.1 Transliterations
- 5.4.2 Note taking

5.5 Recent trends in Total communication

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI-2  
DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - III  
(From 2005 Onwards)

AUTISM

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

1. To familiarise the students with theoretical knowledge on the definition, causes, characteristics, assessment and diagnosis of children with autism.
2. To provide students guidelines on managing children with autism and plan remedial training.
3. To enable the students to understand communication and behavioural interventions with children with autism.
4. To provide students knowledge on the sensory experiences in children with Autism.
5. To familiarise the students with therapeutic procedures used with children with autism.

UNIT 1 : Introduction to Autism (10 hours)

1.1 Definition and History

1.2 Causes of Autism

- 1.2.1 The psychogenic theory of autism
- 1.2.2 The biological theory of autism
- 1.2.3 Medical conditions
- 1.2.4 Genetic Causes
- 1.2.5 Difficulties in programme and birth
- 1.2.6 Infections as a cause

1.3 Characteristics of Autistic behaviour

- 1.3.1 Social behaviour
- 1.3.2 Understanding other's thought
- 1.3.3 Language
- 1.3.4 Repetitive, Obsessional behaviour

1.4 Intelligence & Special talents

- 1.4.1 Intelligence
- 1.4.2 Islets of ability in autism

## 1.5 Assessment and Diagnosis of Autism

- 1.5.1 Differential Diagnosis of Autistic Spectrum Disorder
- 1.5.2 Early Diagnosis
- 1.5.3 Diagnostic Systems
- 1.5.4 Multi-disciplinary Assessment
- 1.5.5 Cognitive Assessment
- 1.5.6 Assessment of Social and Adaptive Behaviour
- 1.5.7 Assessment of Communication and Language Skills
- 1.5.8 Play based Assessment

## UNIT 2 : Curriculum Planning and Classroom Management (10 hours)

### 2.1 Classroom Management

- 2.1.1 Use visual methods of teaching
- 2.1.2 Provide a structured, predictable classroom environment
- 2.1.3 Provide a customized visual daily schedule
- 2.1.4 Maintain a list of strengths and interests
- 2.1.5 Provide positive praise
- 2.1.6 Use meaningful reinforcements
- 2.1.7 Consider sensory factors in instruction and environment
- 2.1.8 Note tasks and activities which create frustration
- 2.1.9 Use the social area
- 2.1.10 Plan and present tasks at an appropriate level of difficulty
- 2.1.11 Use age-appropriate materials
- 2.1.12 Provide opportunities for choice
- 2.1.13 Avoid long strings of verbal information
- 2.1.14 Pay attention to processing and pacing issues
- 2.1.15 Use concrete examples

### 2.2 Curriculum Planning and areas of Learning

- 2.2.1 Personal, social and emotional development
- 2.2.2 Communication, Language and Literacy
- 2.2.3 Mathematical development
- 2.2.4 Knowledge and understanding of the world
- 2.2.5 Physical development
- 2.2.6 Creative development

### 2.3 TEACCH

- 2.3.1 Philosophy of TEACCH
- 2.3.2 Principles of TEACCH
- 2.3.3 The TEACCH Curriculum

### 2.4 SPELL

- 2.4.1 Theoretical background
- 2.4.2 Application to Autism

### 2.5 Development of Play in Children with Autism

- 2.5.1 Interactive play

- 2.5.2 Developing simple play structures
- 2.5.3 Developing symbolic and pretend play
- 2.5.4 Developing social play

UNIT 3 : Communication and behavioural Interventions (10 hours)

- 3.1 Speech and language in children with Autism
  - 3.1.1 Deviant aspects of speech and language
- 3.2 Difference between high level autism and language disorders
- 3.3 Augmenting Communication
  - 3.3.1 Visual Communication
  - 3.3.2 Alternate systems of communication
  - 3.3.3 Signing
  - 3.3.4 PECS
  - 3.3.5 Communication books
  - 3.3.6 Symbols
  - 3.3.7 Cartoon conversation
  - 3.3.8 Social stories
- 3.4 Behavioural difficulties in children with Autism
  - 3.4.1 Social impairment
  - 3.4.2 Difficulties with communication
  - 3.4.3 Lack of self awareness
  - 3.4.4 Sensory difficulties
  - 3.4.5 Rigidity
  - 3.4.6 Lack of play and self help skills
- 3.5 Perspectives on Behaviour, Prevention and Intervention
  - 3.5.1 Teacher's and parent's Perspectives
  - 3.5.2 Principles of preventing and reducing behavioural difficulties
  - 3.5.3 Designing an intervention programme

UNIT 4 : Sensory experiences in Autism (10 hours)

- 4.1 Perception
  - 4.1.1 Sensory system
- 4.2 Autistic way to perceive the world.
  - 4.2.1 Literal perception
  - 4.2.2 Gestalt perception
  - 4.2.3 Hypersensitivity vs. hyposensitivity
  - 4.2.4 Inconsistency of perception
  - 4.2.5 Fragmented perception
  - 4.2.6 Distorted perception
  - 4.2.7 Sensory agnosia
  - 4.2.8 Delayed perception
  - 4.2.9 Vulnerability to sensory overload

- 4.3 Perceptual styles
  - 4.3.1 Peripheral perception
  - 4.3.2 Systems Shutdowns
  - 4.3.3 Resonance
  - 4.3.4 Day dreaming
- 4.4 Cognitive Styles
  - 4.4.1 Attention in Autism
  - 4.4.2 Memory in Autism
  - 4.4.3 Concept formation
  - 4.4.4 Inertia
  - 4.4.5 Imagination
- 4.5 Other sensory conditions
  - 4.5.1 Synaesthesia
  - 4.5.2 Prosopagnosia
  - 4.5.3 Central auditory processing
  - 4.5.4 Scotopic Sensitivity / Irlen Syndrome
  - 4.5.5 Sensory Integration dysfunction

UNIT 5 : Therapeutic Interventions (10 hours)

- 5.1 Interpersonal Relationship Interventions and Treatments
  - 5.1.1 Holding Therapy
  - 5.1.2 Gentle Teaching
  - 5.1.3 Option Method (Son-Rise Program)
  - 5.1.4 Floor Time Therapy
  - 5.1.5 Pet/Animal Therapy
- 5.2 Skill-Based Interventions and Treatments
  - 5.2.1 Assistive Technology (AT)
  - 5.2.2 Van Dijk Curricular Approach
  - 5.2.3 Joint Action Routines (JARs)
  - 5.2.4 Fast Forward
  - 5.2.5 Pivotal Response Training (PRT)
- 5.3 Cognitive Interventions and Treatments
  - 5.3.1 Cognitive Scripts
  - 5.3.2 Power Cards
  - 5.3.3 Social Decision-Making Strategies
  - 5.3.4 LEAP (Learning Experiences : An Alternative Program for Preschoolers and Parents)
- 5.4 Physiological / Biological Neurological Interventions and Treatments
  - 5.4.1 Auditory Integration Training (AIT)
  - 5.4.2 Megavitamin Therapy
  - 5.4.3 Pharmacology

## 5.5 Other Interventions

- 5.5.1 Art Therapy
- 5.5.2 Music Therapy
- 5.5.3 Sand Therapy

### PRACTICUM : (25 Hours)

1. Prepare a Case Study of a child with Autism. (3)
2. Assess the child with Autism using checklists. (18)  
Checklists :
  - a) CHAT
  - b) Communication
  - c) Behaviour Profile
  - d) Play Based Assessment
  - e) Sensory profile
3. Plan curriculum (IEP) for the child with Autism and write IEP (3 nos). (4)

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - III
(From 2005 onwards)

PROJECT MANAGEMENT

MARKS : 100
HOURS : 75 (50+25)
CREDITS : 3
CODE :

GENERAL OBJECTIVES :

1. The students will be able to develop skill in writing project and research proposals.
2. The students will be able to develop skill in project formulation, implementation and reporting.
3. The students will be aware of the various bottlenecks at each stage of project management.
4. The students will be able to describe the structure, function, roles and responsibilities of those involved in the programmes and projects.
5. The students will be able to develop skill in preparing budget for projects.
6. The students will be able to develop skill in carefully monitoring and evaluating different projects.

UNIT 1 : Project Management - An Introduction (8 hours)

1.1 Registration of a Voluntary Organisation

1.2 Major sources of funds for NGOs

1.2.1 Internal Generation of funds

1.2.2 External sources of funds

1.3 Meaning and Definition

1.3.1 Project

1.3.2 Project Management

1.4 Types of Proposals

1.4.1 Research Project

1.4.2 Development, Charity or Welfare Project

Proposals

- 1.5 Steps in writing project proposals and research proposals
 - 1.5.1 Pre-requisites in writing research and welfare project proposals

UNIT 2 : Project Formulation Process (9 hours)

- 2.1 Project Identification
 - 2.1.1 Community Diagnosis
 - 2.1.2 Purposes of Community Diagnosis
 - 2.1.3 Content of Community Diagnosis
 - 2.1.4 Steps in Community Diagnosis
 - 2.1.5 Analysing the need, based on Community Diagnosis
- 2.2 Specifying Goals and Objectives
 - 2.2.1 Types of Objectives
 - Activity and Impact
 - 2.2.2 Developing Strategies
 - 2.2.3 Developing a plan of Action - Logical framework Approach
- 2.3 Project Analysis
 - 2.3.1 Problem Analysis
 - 2.3.2 Technical Analysis
 - 2.3.3 Economic Analysis
 - 2.3.4 Financial Analysis
- 2.4 Project Appraisal
 - 2.5.1 Technical
 - 2.5.2 Economic
 - 2.5.3 Financial
 - 2.5.4 Commercial
 - 2.5.5 Organisational
 - 2.5.6 Managerial
 - 2.5.7 Social
 - 2.5.8 Environmental
 - Components of NGO Appraisal
- 2.5 Potential obstacles at the formulating stage

UNIT 3 : Project Implementation Stages (10 hours)

- 3.1 Initiating the project, specifying and scheduling the work
- 3.2 Clarifying authority, responsibility and relationships
- 3.3 Obtaining resources
 - 3.3.1 Personnel
 - 3.3.2 Financial
 - 3.3.3 Material and Equipment

3.4 Establishing control system

3.4.1 Directing and Control

3.5 Terminating the project

UNIT 4 : Monitoring in Project Management (9 hours)

4.1 Essentials in Project monitoring

4.1.1 Definition

4.1.2 Planning for monitoring

4.1.3 Basis for monitoring

4.2 Role and responsibilities of project monitor in the implementation process

4.3 Cycles in Project Monitoring

4.3.1 The 'Normal Progress' Cycle

4.3.2 The 'Problem Solving' Cycle

4.3.1 The 'Change' Cycle

4.4 Indicators in Project Monitoring

4.4.1 Quality / Quantity

4.4.2 Process / Outcome

4.4.3 Activity / Impact

4.5 Tools and Techniques in Project Monitoring

4.5.1 Project Status Report

4.5.2 Project Schedule Chart

4.5.3 Project Financial Status Report

UNIT 5 : Reporting and Documenting in Project Management (19 hours) and Project Evaluation

5.1 Meaning, Definition and Classification

5.1.1 Logical grouping

5.1.2 Periodicity

5.1.3 Functioning

5.1.4 Formal and informal relationships

5.1.5 Length

5.2 Reporting at Management Levels and Report Designing

5.2.1 Reporting at Management Levels

- Top Management level

- Middle Management level

- Operational Management level

5.2.2 Report Designing

- Appropriate title

- Purpose

- Simplicity

- Brevity

- Accuracy

- Timing and frequency of presentation
- Comparisons
- Co-ordination of statistics
- Trustworthiness of reports
- Elimination of redundant reports

5.2.3 Establishing a system for record keeping and reporting

5.3 Project Evaluation

5.3.1 Meaning and definition of project evaluation

- Objectives of project evaluation

5.3.2 Types of Evaluation

- Formative evaluation
- Ongoing evaluation
- Summative evaluation

5.4 Methods and Components of Evaluation

5.4.1 Components of Evaluation

- Effectiveness
- Progress
- Impact
- Efficiency
- Relevance

5.5 Formulating, Implementing and Evaluating projects in the field of Disability

PRACTICUM : (35 hours)

1. To develop a project proposal in the field of disability in relation to the following specific area : (25 hours)
 - a) To undertake a Community Diagnosis and analyse the problem and need.
 - b) To develop a plan of action using Logical Frame Work Approach.
 - c) To prepare a calender of activities for one year.
 - d) To prepare a budget for a given project.
2. To appraise and evaluate a given project. (10 hours).

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HOLY CROSS COLLEGE (AUTONOMOUS ) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.Sc. : SEMESTER - III

(From 2005 onwards)

ID2 - FAMILY AND CHILD CARE

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3

CODE :

GENERAL OBJECTIVES :

1. To be knowledgeable about the family institution.
2. To define various concepts related to love and liking.
3. To stress the need for adjustment in marriage.
4. To provide an insight on pregnancy and care of the mother.
5. To enhance their knowledge about child birth and care.

UNIT-I Love and Liking

- 1.1 Mistaken conceptions of love
- 1.2 Love : motivation towards cooperation
- 1.3 Love at first sight
- 1.4 Factors influencing mate selection
  - 1.4.1 Danger signals in mate selection
- 1.5 Sex education and social responsibility

UNIT-II Marriage and Adjustment

- 2.1 New relationships - a growth task of the early years of marriage
- 2.2 In- Law relationship as a problem area in marital adjustment
- 2.3 Religious affection and marital success
- 2.4 Premarital sexual relations
- 2.5 The scope of successful marriage

UNIT-III The study of the family

- 3.1 Need for family
- 3.2 The family institution
  - 3.2.1 A language of family group
- 3.3 Familial groups
  - 3.3.1 Nuclear or biological family group
  - 3.3.2 Extended residential family/ Joint family
  - 3.3.3 Kindred group
- 3.4 Psychobiological factors influencing the family pattern
  - 3.4.1 The love impulse
  - 3.4.2 The parental impulse - Disciplinary techniques.

- 3.5 Psychosocial factors affecting the family
  - 3.5.1 Habit formation
  - 3.5.2 Influence of customs, Social selection
- Public opinion
  - 3.5.3 Attachment formation
  - 3.5.4 Law, codes and social control
  - 3.5.5 Communication

UNIT-IV Pregnancy and care during pregnancy

- 4.1 Pregnancy by choice - The facts about contraception
  - 4.1.1 Natural means
  - 4.1.2 Chemical means
  - 4.1.3 Mechanical means
  - 4.1.4 Oral contraceptive pill
- 4.2 Waiting for a baby
  - 4.2.1 Conception
  - 4.2.2 The three trimester
- 4.3 Care of the mother-to-be
  - 4.3.1 Diet
  - 4.3.2 Clothing
  - 4.3.3 Exercise and rest
  - 4.3.4 Emotional and physical health
- 4.4 Husband's role during wife's confinement
- 4.5 Some common disorders in pregnancy
  - 4.5.1 Anemia
  - 4.5.2 Severe and obstinate vomiting
  - 4.5.3 Toxemias
  - 4.5.4 Diabetes mellitus
  - 4.5.5 Disorders of urinary tract
  - 4.5.6 Teratogens and their effects on the featus

UNIT-V Child Birth and Care

- 5.1 Child birth and types
  - 5.1.1 Types of child birth, timing of birth
  - 5.1.2 Stages of labour
  - 5.1.3 Preparation of mother-to-be
- 5.2 Birth dangers to the baby
  - 5.2.1 Apgar scale
- 5.3 The new arrival
  - 5.3.1 Appearance
  - 5.3.2 Behaviour and performance
- 5.4 Taking care of new born
  - 5.4.1 Feeding, Types advantage and disadvantages



- 5.4.2 Bathing
- 5.4.3 Clothing
- 5.4.4 Care of the nose, eyes and ears

- 5.5 After delivery care of the mother
  - 5.5.1 How body changes
  - 5.5.2 Care during hospitalization
  - 5.5.3 Care after returning home
  - 5.5.4 Post natal exercises

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2

DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - IV
(From 2005 onwards)

MULTI DISABLED

MARKS : 100
HOURS : 75 (50+25)
CREDITS : 3
CODE :

GENERAL OBJECTIVES :

1. To create awareness among students regarding the concept and types of multiple disabilities.
2. To foster an understanding of the various causes and implications of deaf blindness.
3. To impart knowledge regarding the various communication modes and systems used by persons with multiple disabilities.
4. To impart knowledge regarding various types of service delivery models for persons with multiple disabilities.
5. To impart knowledge regarding educational facilities, management and life-planning services for persons with multiple disabilities.

NUMBER OF
HOURS

UNIT 1 : Introduction to Multiple Disabilities (7)

- 1.1 Definition of persons with Multiple Disabilities
 - 1.1.1 Important aspects in the definition of multiple disabilities
 - 1.1.2 Impact of multiple disabilities
 - additive impact
 - intractive impact
 - 1.1.3 Various labels used for multi disabled
 - MSD, MSI, MDVI, MDHI, MHVI, MHHI

1.2 Difference between multiple disabilities and profound mental retardation

1.3 Implications and causes of multiple disabilities

- 1.3.1 Possible combinations of multiple disabilities
 - combinations with sensory or mental impairments

- 1.3.2 Etiology of multiple disabilities
 - various syndromes and other causes
- 1.3.3 Characteristics of persons with multiple disabilities

1.4 Deaf-blindness

- 1.4.1 Definition
- 1.4.2 Etiology
 - syndromes, maternal infections and diseases, teratogens, prematurity, neonatal infections, diseases in childhood
- 1.4.3 Classification of Deaf-blind individuals
 - age on set, degree of disabilities
- 1.4.4 Characteristics, implications / problems of persons with deaf-blindness

1.5 Life cycle characteristics and implications

- 5.3.1 Stages in the life cycle
- 5.3.2 Characteristics of each stage
- 5.3.3 Implications for parents of persons with multiple disabilities

UNIT 2 : Assessment of persons with Multiple Disabilities (10)

2.1 Assessment of multi-disabled

- 2.1.1 Aims of assessment
- 2.1.2 Formal assessment
- 2.1.3 Functional assessment
 - factors to be considered
 - issues to be considered

2.2 Assessment of various functions in multi disabled

- 2.2.1 Structured observation for screening of hearing
- 2.2.2 Structured observation for screening of vision
- 2.2.3 Structured observation for screening of motor skills
- 2.2.4 Structured observation for screening of smell, taste
- 2.2.5 Structured observation for screening of touch

2.3 Psychological assessment of Multi Disabled

- 2.3.1 Models of assessment
 - developmental, within group, ipsative
- 2.3.2 Areas of assessment
 - Work habits, work skills, personal

2.4 Identification of deaf-blind children

- 2.4.1 High risk factors
 - associated with hearing loss
 - associated with visual impairment
- 2.4.2 High risk signs of
 - hearing Loss
 - visual Impairment

2.5 Psychological assessment of Deaf-Blind

2.5.1 Various approaches in psychological assessment of deaf-blind

UNIT 3 : Needs and Approaches for persons with Multiple Disabilities (11)

3.1 Needs of persons with multiple disabilities

3.1.1 Needs of the multi disabled individuals

3.1.2 Needs of family, teacher, care giver

3.1.3 Needs of the deaf blind

3.2 Professionals serving multi disabled

3.2.1 Professionals in the educational team

3.2.2 Other professionals

3.3 Multi disciplinary team approach

3.3.1 Concept of multi disciplinary team approach

3.3.2 Organisation of multi disciplinary team approach

3.3.3 Advantages and disadvantages of multi disciplinary team approach

3.4 Interdisciplinary team approach

3.4.1 Concept of interdisciplinary team approach

3.4.2 Organisation of interdisciplinary team approach

3.4.3 Advantages and disadvantages of interdisciplinary team approach

3.5 Transdisciplinary team approach

3.5.1 Major features of transdisciplinary team approach

3.5.2 Organisation of transdisciplinary team approach

3.5.3 Advantages and disadvantages of transdisciplinary team approach

UNIT 4 : Communication for the persons with Multiple Disabilities (11)

4.1 Functional communication

4.1.1 Definition of functional communication

4.1.2 Functions of communication

4.1.3 Prerequisites for development of communication

4.2 Communication of deaf-blind

4.2.1 Strategies to be adapted

4.2.2 Interactive adaptations

4.3 Augmentative communication

4.3.1 Concept of augmentative communication

4.3.2 Methods and devices used by deaf-blind

- 4.4 Communication modes and systems
 - 4.4.1 Concept of communication modes
 - 4.4.2 Various modes and their advantages
 - simultaneous, mixed, vocal and gestural
 - 4.4.3 Concept of communication systems
 - 4.4.4 Various communication systems
 - gestural, symbolic and physical contact

- 4.5 Basic considerations in development of communication programs for non-vocal Multi-handicapped children
 - factors to evaluate prior to selection, during selection and subsequent to selection of an of an approach or technique

UNIT 5 : Curriculum and Life planning for persons with Multiple disabilities (11)

- 5.1 Curricular approaches for the multi disabled
 - 5.1.1 National curriculum
 - concept of zero reject
 - 5.1.2 Developmental curriculum
 - 5.1.3 Functional curriculum
 - 5.1.4 Factors affecting educational provisions for the multi disabled

- 5.2 Models of curriculum development
 - 5.2.1 Developmental model
 - major features, advantages and disadvantages

 - 5.2.2 Environmental/Ecological model
 - major features, advantages and disadvantages

 - 5.2.3 Individualised curriculum sequencing
 - major features, advantages and disadvantages

- 5.3 Curriculum for persons with multiple disabilities
 - 5.3.1 Curriculum for visually impaired with mental retardation
 - Approaches followed
 - Concepts to be taught
 - 5.3.2 Curriculum for multi disabled hearing impaired
 - Principles of curriculum development for MDHI
 - Stages in curriculum development for MDHI
 - Topics to be included
 - 5.3.3 Curriculum for the deaf-blind
 - Principles to be followed
 - Topics to be included

- 5.4 Social, personal and community adjustment
 - 5.4.1 Definition of social, personal and community adjustment
 - 5.4.2 Programme planning for the multi disabled
- 5.5 Prevocational and vocational programming
 - 5.5.1 Variables to be considered
 - 5.5.2 Client characteristics for planning
 - 5.5.3 Types of vocational programmes

PRACTICUM : (25 hours)

1. Writing a case study of a multi disabled child. (5)
2. Visiting programmes for the multi disabled. (6)
3. Formulating and using a communication system for the multi disabled. (7)
4. Designing and using a baseline programme for the multi disabled. (7)

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2  
DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - IV  
(From 2005 onwards)

SPECIAL III - PAPER II

CAPACITY BUILDING FOR REHABILITATION PROFESSIONALS  
(PRACTICUM)

MARKS : 100  
HOURS : 75 (0+75)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

1. To enable the students gain practical experience in administrative skill.
2. To familiarise the students in strengthen the documentation skill.
3. To enhance the organisational skills in students.
4. To familiarize students in the various creative arts.

UNIT 1 : Administrative Skills (15 hours)

- 1.1 Writing official letters
- 1.2 Preparing Agenda
- 1.3 Organising a Meeting
- 1.4 Writing Minutes
- 1.5 Writing Reports

UNIT 2 : Documentation Skills (15 hours)

- 2.1 Preparing invitations
- 2.2 Preparing memos, notices, announcements
- 2.3 Preparing pamphlets / brochure
- 2.4 Preparing posters
- 2.5 Preparing advertisements

UNIT 3 : Developing Organisation Skills (15 hours)

- 3.1 Planning a conference / seminar
- 3.2 Organising a workshop
- 3.3 Organising a training programme
- 3.4 Conducting an awareness programme
- 3.5 Conducting a survey

UNIT 4 : Creative Arts (15 hours)

- 4.1 Art of Puppery and making Puppets
  - 4.1.1 Preparing different types of puppets
  - 4.1.2 Conducting puppet shows with various themes



- 4.2 Shadow plays
- 4.3 Street plays
- 4.4 Script writing
- 4.5 Preparing a creative album

UNIT 5 : Developing Play Activities (15 hours)

- 5.1 Developing games for leisure and entertainment
- 5.2 Preparing booklet on games (Indoor)
- 5.3 Preparing booklet on games (Outdoor)
- 5.4 Prepare games with value
- 5.5 Conduct play activities with special children

REFERENCES :

1. Most references to be used from the internet.



HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2  
DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - IV  
(From 2005 onwards)

SPECIAL III - PAPER II

FINANCIAL MANAGEMENT IN ORGANISATIONS FOR THE DISABLED

MARKS : 100  
HOURS : 75 (0+75)  
CREDITS : 3  
CODE :

GENERAL OBJECTIVES :

The student will be able to provide information on

1. Qualitative management of the finances.
2. Sound decision making on financial matters.
3. Legal formalities regarding registration of a legal body.
4. Communicate the policies, systems and procedures.
5. Bank Reconciliation Statements.

UNIT 1 : Introduction (10 hours)

1.1 Non profit organisations and their types

- 1.1.1 Stake holders for a NPO
- 1.1.2 Accountability dimensions
- 1.1.3 Governance in Non-Profit Organizations
- 1.1.4 Formation of Non-Profit Organisations

1.2 Formation of Non-Profit Organisation

- 1.2.1 Introduction
- 1.2.2 Advantages of incorporation or registration as a legal body
- 1.2.3 Forms of incorporation or Registration
- 1.2.4 Additional Registrations
- 1.2.5 Obligations of incorporation or Registration
- 1.2.6 Societies formed by or on behalf of the government

1.3 Financial collaboration between funding partners and Non-Profit Organisations.

- 1.3.1 Role of funding partners
- 1.3.2 Expectations of funding partners
- 1.3.3 Responsibilities of funding partners

1.4 Financial Management System

- 1.4.1 Meaning of financial Management System
- 1.4.2 Structures for financial management
- 1.4.3 Financial Controls

## 1.5 Financial Planning and Budgetting

- 1.5.1 Concept of Planning
- 1.5.2 Participatory planning of programme
- 1.5.3 Financial planning and tools for planning
- 1.5.4 Long term planning versus short term planning
- 1.5.5 Budgetting, types of budget

## UNIT 2 : Banking Procedures and Practices (22 hours)

### 2.1 Definition of a Bank and various banking organisations

### 2.2 Types of account in a bank

- 2.2.1 Saving Bank A/c
- 2.2.2 Current A/c
- 2.2.3 Recurring Deposit
- 2.2.4 Fixed Deposit
- 2.2.5 Reinvestment Plan
- 2.2.6 Certificate of Deposit
- 2.2.7 Flexi Deposit
- 2.2.8 Procedure for opening a Bank Account

### 2.3 Opening and operation of Bank Account for FCRA.

- 2.3.1 Operation of Bank accounts
- 2.3.2 Precautions in operation of Bank Accounts
- 2.3.3 Follow-up actions by an organisations

### 2.4 Other Banking facilities

- 2.4.1 Cheques and Drafts
- 2.4.2 Bank charges

### 2.5 Bank Reconciliation statement

## UNIT 3 : Accounting for Profit and non-profitable institutions (6 hours)

### 3.1 Final Accounts

#### 3.1.1 Trading Account

- Items appearing on the debit side of a Trading Account
- Items appearing on the credit side of a Trading Account
- Balancing of Trading Account

#### 3.1.2 Profit and Loss Account

- Items appearing on the debit side of a Profit and Loss Account
- Items appearing on the credit side of a Profit and Loss Account

#### 3.1.3 Balance Sheet

- Definition
- Objectives of balance sheet
- Assets and Liabilities

- 3.2 Receipts and Payment Account
- 3.3 Income and Expenditure Account
- 3.4 Balance Sheet
- 3.5 Maintenance of Files

UNIT 4 : Reporting and Monitoring (20 hours)

- 4.1 Reporting
  - 4.1.1 Reporting to the governing structure
  - 4.1.2 Reporting to the Executive Director
- 4.2 Monitoring
  - 4.2.1 Financial Planning
- 4.3 Prevention of Frauds and Misappropriation
  - 4.3.1 Meaning
  - 4.3.2 Forms of Fraud
  - 4.3.3 Causes of Fraud
  - 4.3.4 Ways to avoid Fraud
  - 4.3.5 Actions to be taken when a Fraud Takes Place
- 4.4 Financial Calender
- 4.5 Investment Planning
  - 4.5.1 Planning for investment
  - 4.5.2 Yardsticks for investment
  - 4.5.3 Types of investments

UNIT 5 : Compliance of Laws, Rules and Regulations (32 hours)

- 5.1 Foreign Contribution Regulation Act
  - 5.1.1 Introduction and applicability
  - 5.1.2 Who can receive Foreign Contribution and who cannot receive Foreign contributions
  - 5.1.3 What is Foreign Source and What is not Foreign Source
  - 5.1.4 How do we obtain registration and Prior Permission
- 5.2 FCRA (Continuation)
  - 5.2.1 Maintenance of Accounts
  - 5.2.2 Filing returns to the government
  - 5.2.3 Implications of violations
- 5.3 Income Tax Act
  - 5.3.1 Introduction and Applicability
  - 5.3.2 Meaning of ITA
  - 5.3.3. Types of Exemptions
  - 5.3.4 Manner of claiming exemptions

- 5.3.5 Denial of Exemption
- 5.3.6 Allotment of Permanent Account Number (PAN)
  
- 5.4 Other Acts
  - 5.4.1 Wealth Tax Act
  - 5.4.2 Gift Tax Act
  
- 5.5 Employee's Benefit Scheme
  - 5.5.1 Introduction
  - 5.5.2 Social Vs Legal Obligation
  - 5.5.3 Provident Fund
  - 5.5.4 Types of Provident Fund
  - 5.5.5 Gratuity

REFERENCES :

1. M. Kandaswami (1998). Governance and Financial Management in non profit organisation. Jeevan Institute of Printing. A.P. India.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2
DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - IV
(From 2005 onwards)

SPECIAL III - PAPER II

ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

MARKS : 100
HOURS : 75 (0+75)
CREDITS : 3 (2+1)
CODE :

GENERAL OBJECTIVES :

1. To help students understand the fundamentals of ADHD - definition, causes and symptoms.
2. To enable students to realize the scope of behavioural therapy for ADHD.
3. To educate students on the educational services and teaching strategies.
4. To enable students to be aware of the home management techniques.
5. To enable students to acquire the interventional skill for classroom management.

UNIT 1 : Introduction (10 hours)

1.1 History of hyperactivity

- 1.1.1 Sequelae of known brain damage
 - Brain damage syndrome
 - Organic Drivenness
- 1.1.2 Sequelae of inferred Brain Damage
 - Organic brain syndrome
 - Organic behaviour syndrome
 - Minimal brain damage
 - Hyperkinetic impulse disorder
 - Minimal brain dysfunction
- 1.1.3 Developmental psychopathology
 - Hyperactivity
 - Hyperkinetic syndrome
 - Hyperactive child syndrome
 - Minimal brain dysfunction syndrome
 - Attention Deficit Disorder
 - Attention Deficit Hyperactivity Disorder

1.2 Definitions and subtypes of ADHD

- 1.2.1 Recent Definitions of ADHD
 - DSM - III - R
 - DSM - IV - R

- 1.2.2 Subtypes of ADHD
 - ADHD Inattentive type
 - ADHD Impulsive - Hyperactive type
 - ADHD Combined type
- 1.3 Symptoms of ADHD
 - 1.3.1 Inattention
 - 1.3.2 Impulsivity
 - 1.3.3 Hyperactivity
- 1.4 Onset of ADHD
- 1.5 Prevalence of ADHD

UNIT 2 : Etiology and Diagnostic procedures for ADHD (8 hours)

- 2.1 Causes for ADHD
 - 2.1.1 Inheritance
 - 2.1.2 Brain Differences
 - 2.1.3 Brain injury
 - 2.1.4 Genetic anomalies
 - 2.1.5 Food additives, sugar and environmental toxins
 - 2.1.6 Side effects of medication
 - 2.1.7 Family / Social Influences.
- 2.2 Associated problems
 - 2.2.1 Behavioural problems
 - 2.2.2 Emotional problems
 - 2.2.3 School learning problems
- 2.3 Diagnosing ADHD through observation and interview
 - 2.3.1 Informal Observation
 - 2.3.2 Structured Observation Techniques
 - 2.3.3 Parental interview
 - 2.3.4 Teacher interview
 - 2.3.5 Child interview
- 2.4 Through Rating Scales and Questionnaires
 - 2.4.1 Rating scales for ADHD - Conner's parent / Teacher Rating Scale, ADD - H comprehensive teacher rating scale, CLAM
 - 2.4.2 Advantages and Limitations of rating forms for ADHD
 - 2.4.3 Home and school situation questionnaires
- 2.5 Medical Diagnosis
 - 2.5.1 Physical examination
 - 2.5.2 Neurological examination
 - 2.5.3 Psychological and Mental Tests

UNIT 3 : Treatment of ADHD (8 hours)

- 3.1 Drug Therapy
 - 3.1.1 Commonly used medications - Ritalin, Dexedrine, Cylert

- 3.1.2 Side effects
- 3.1.3 Controversies surrounding medication
- 3.2 Individual Therapy
 - 3.2.1 Counselling
 - 3.2.2 Psychotherapy
- 3.3 Alternative therapy
 - 3.3.1 Relaxation
 - 3.3.2 Yoga and slow movement exercises
 - 3.3.3 Guided Imagery
 - 3.3.4 Visualization Techniques
 - 3.3.5 Music
 - 3.3.6 Diet
 - 3.3.6 Biofeedback
- 3.4 Social Skills Training
 - 3.4.1 How to imitate and join groups
 - 3.4.2 How to cooperatively participate in conversation
 - 3.4.3 Problem solving and Interpersonal conflict Resolution
 - 3.4.4 Anger Management
- 3.5 Multi sensory approach to learning
 - 3.5.1 Auditory
 - 3.5.2 Visual and Tactile
 - 3.5.3 Spatial
 - 3.5.4 Verbal
 - 3.5.5 Conceptual

UNIT 4 : Home management for children with ADHD (12 hours)

- 4.1 Challenges of raising a child with ADHD
- 4.2 Parent child relationship
 - 4.2.1 Interaction of ADHD children with their mothers
 - 4.2.2 Interaction of ADHD children with their fathers
 - 4.2.3 Interaction of ADHD children with their siblings
- 4.3 Parent Education
 - 4.3.1 Counselling parents and family members
 - 4.3.2 Family Therapy
 - 4.3.3 Parent Training Program
 - 4.3.4 Involving parents in planning intervention programme
- 4.4 Guiding principles for raising a child with ADHD
- 4.5 Role of parents
 - 4.5.1 Enhancing school performance at home
 - 4.5.2 Handling the adolescent with ADHD

UNIT 5 : School Management

(12 hours)

5.1 Classroom Management

- 5.1.1 Need for classroom management
- 5.1.2 Classroom rules and consequences
- 5.1.3 Classroom schedule
- 5.1.4 Grouping students
- 5.1.5 Special classroom incentives

5.2 Physical Management

- 5.2.1 Physical Dimensions
- 5.2.2 Classroom Arrangement
- 5.2.3 Movement of teacher and students

5.3 Behaviour Management

- 5.3.1 Increasing appropriate behaviour
- 5.3.2 Principles of positive reinforcement
- 5.3.3 Types of positive reinforcement programmes
- 5.3.4 Decreasing inappropriate behaviour
- 5.3.5 Methods of decreasing inappropriate behaviour

5.4 Instructional strategies to enhance academic tasks

5.5 Role of teachers

- 5.5.1 Attitudes of teachers towards ADHD
- 5.5.2 Qualities of a good teacher
- 5.5.3 Training teachers on ADHD
- 5.5.4 Home and school collaboration

PRACTICUM : (25 hours)

1. Prepare a case study of a child with ADHD. (2)
2. Conduct an assessment of a child with symptoms of ADHD using a rating scale and write an assessment report. (3)
3. Conduct a home situational study. (8)
4. Plan an intervention plan for a child with ADHD. (5)
5. Prepare a home program for use by parents of a child with ADHD for effective home management. (7)

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1. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI - 2  
DEPARTMENT OF REHABILITATION SCIENCE

II YEAR M.R.SC. : SEMESTER - IV  
(From 2005 onwards)

SPECIAL III - PAPER II

ADMINISTRATION OF REHABILITATION PROGRAMMES

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3 (2+1)  
CODE :

GENERAL OBJECTIVES :

1. The students will gain knowledge in the various procedures involved in rehabilitation administration.
2. The students will gain basic knowledge and skills involved in setting up an NGO for rehabilitation of disabled.
3. The students will be able to disseminate information regarding the various schemes available for the disabled.
4. The students will be able to direct the disabled regarding the procedures to apply and obtain the various benefits available for them.

UNIT 1 : Introduction to Rehabilitation Administration

1.1 Concepts / Definitions

- 1.1.1 Importance
- 1.1.2 Goals
- 1.1.3 Types

1.2 Rehabilitation profession

- 1.2.1 Rehabilitation as a profession
- 1.2.2 Characteristics of rehabilitation profession

1.3 Scope of Rehabilitation Administration

- 1.3.1 Organizations
- 1.3.2 Community
- 1.3.3 Research

1.4 Skills Necessary for Rehabilitation Administration

- 1.4.1 Community Organization
- 1.4.2 Business Skills
- 1.4.3 Documentation, Dissemination of information
- 1.4.4 Training methods
- 1.4.5 Training for use of appropriate technology
- 1.4.6 Participatory action research

## 1.5 Role of rehabilitation administrators

- 1.5.1 Infrastructure development
- 1.5.2 Facilitate communication
- 1.5.3 Training
- 1.5.4 Technical assistance
- 1.5.5 Research
- 1.5.6 Monitoring and evaluation
- 1.5.7 Advocacy

## UNIT 2 : Voluntary Agencies in Rehabilitation

### 2.1 Non Governmental Organization

- 2.1.1 Synonyms of NGO
- 2.1.2 Definitions
- 2.1.3 NGO
- 2.1.4 Volunteer
- 2.1.5 Voluntary organization
- 2.1.6 Strategies in NGO

### 2.2 Classification of voluntary organization

- 2.2.1 Charity
- 2.2.2 Welfare
- 2.2.3 Relief
- 2.2.4 Rehabilitation
- 2.2.5 Services
- 2.2.6 Development of human beings

### 2.3 Characteristics of NGO

- 2.3.1 Registration
- 2.3.2 Administration
- 2.3.3 Aims and objectives
- 2.3.4 Community approval
- 2.3.5 Finances

### 2.4 NGO involvement in rehabilitation projects

- 2.4.1 Project identification
- 2.4.2 Project design
- 2.4.3 Financing
- 2.4.4 Implementation
- 2.4.5 Evaluation

### 2.5 Problems and Deficiencies of NGO

- 2.5.1 Absence of volunteering spirit
- 2.5.2 Lack of dedicated leadership
- 2.5.3 Lack of funds
- 2.5.4 Inadequate trained personnel
- 2.5.5 Lack of coordination
- 2.5.6 Centralization in urban areas
- 2.5.7 Deterioration in quality of services
- 2.5.8 Misuse of funds
- 2.5.9 Lack of public participation

- 2.5.10 Monopolization of leadership
- 2.5.11 Set back to autonomy

### UNIT 3 : Government Organizations in Rehabilitation

- 3.1 Human Resource development
  - 3.1.1 National institutes and their role
  - 3.1.2 Categorization of rehabilitation professionals
  - 3.1.3 Special programs to broaden the reach
  - 3.1.4 University grants commission
- 3.2 Rehabilitation Services at national level
  - 3.2.1 National institutes and their role
- 3.3 Rehabilitation Services at district level
  - 3.3.1 District rehabilitation centers (DRCs)
  - 3.3.2 District disability rehabilitation centers (DDRCs)
- 3.4 Rehabilitation Services at local level
  - 3.4.1 Regional rehabilitation centers (RRCs)
  - 3.4.2 Non Governmental Organisations (NGOs)
- 3.5 Vocational Rehabilitation
  - 3.5.1 Vocational rehabilitation centers
  - 3.5.2 Special employment cell

### UNIT 4 : Personnel in Rehabilitation Administration

- 4.1 Organizational Hierarchy
  - 4.1.1 Chief Commissioner for Persons with Disabilities
  - 4.1.2 State Commissioner for Persons with Disabilities
  - 4.1.3 District Disability Rehabilitation officer
- 4.2 Chief Commissioner for Persons with Disabilities
  - 4.2.1 Functions
- 4.3 State Commissioner for Persons with Disabilities
  - 4.3.1 Functions
- 4.4 District Disability Rehabilitation officer
  - 4.4.1 Functions
- 4.5 Rehabilitation Social Workers
  - 4.5.1 Functions

### UNIT 5 : Legislations and Schemes for Disabled

- 5.1 Legislations in Rehabilitation
  - 5.1.1 The Mental Health Act, 1987
  - 5.1.2 The Rehabilitation Council of India Act, 1992
  - 5.1.3 The Persons With Disabilities Act, 1995
  - 5.1.4 The National Trust Act 1999.

- 5.2 National Programmes for Prevention of Disabilities
  - 5.2.1 National Filaria control programme
  - 5.2.2 National Leprosy elimination programme
  - 5.2.3 National Aids Control Programme
  - 5.2.4 National Programme for Control of Blindness
  - 5.2.5 National Iodine Deficiency Disorders Control Programme
- 5.3 Schemes / Policy / Programmes for Education
  - 5.3.1 Integrated Education of Disabled Children (IEDC) 1974
  - 5.3.2 National Policy on Education (NPE) 1986
  - 5.3.3 Project Integration Education for the Disabled (PIED) 1986
  - 5.3.4 Programme of Action (POA) 1992
  - 5.3.5 District Primary Education Programme (DPEP) 1994
  - 5.3.6 Sarva Siksha Abhiyan (SSA) 2000
  - 5.3.7 Home-based Education programme
  - 5.3.8 Distance Learning
  - 5.3.9 Alternate Schooling
  - 5.3.10 Open Learning
- 5.4 Schemes for rehabilitation
  - 5.4.1 Voluntary Organizations for Disabled
  - 5.4.2 Purchase/Fitting of Aids/Appliances
  - 5.4.3 NGO for the Rehabilitation of Leprosy-Cured Persons
  - 5.4.4 Organizations for Persons with Cerebral Palsy and Mental Retardation
  - 5.4.5 Establishment and Development of Special Schools
  - 5.4.6 Science and Technology Development Projects in Mission Mode
- 5.5 Schemes by State Government
  - 5.5.1 Prevention
  - 5.5.2 Assessment
  - 5.5.3 Education
  - 5.5.4 Vocational Rehabilitation
  - 5.5.5 Marriage
  - 5.5.6 Transport
  - 5.5.7 Maintenance

**PRACTICUM : (35 Hours)**

1. Visit various Government organisations to collect information regarding the Welfare Schemes for the various types of disabled persons. (5)
2. Prepare a booklet / CD or other material in local language regarding the various welfare schemes applicable to the disabled. (10)
3. To organise awareness programmes / camps to disseminate information regarding the Welfare Schemes to the disabled persons. (10)
4. To conduct / organise programmes to highlighten the need for services and rehabilitation for the different categories of needy people.(10)

## REFERENCES :

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10. [www.rehabcouncil.org](http://www.rehabcouncil.org)
11. [www.disabilityindia.org/aidscheme.cfm](http://www.disabilityindia.org/aidscheme.cfm)
12. [www.tn.gov.in/tnpsc/asstsurgeon/phymedi-AS.pdf](http://www.tn.gov.in/tnpsc/asstsurgeon/phymedi-AS.pdf)

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