



Prospectus 2017-18

D. Ed. Spl Edn (ASD, CP, Db& MD)

B. Ed. Spl Edn (MD, ASD& Db)

M. Ed. Spl Edn (MD& ASD)

CCCG (Level A& B)

ABOUT THE INSTITUTE

National institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) was established by Ministry of Social Justice & Empowerment, Govt. of India at Muttukadu on ECR, Chennai, in the year 2005 with the objectives of serving as a national resource centre for the persons with multiple disabilities.

OBJECTIVES:

1. To undertake development of human resources for management, training rehabilitation, education, employment and social development of persons with Multiple Disabilities.
2. To promote and conduct research in all areas relating to Multiple Disabilities
3. To develop Transdisciplinary models and strategies for social rehabilitation and to meet the needs of diverse groups of people with Multiple Disabilities.
4. To undertake services and outreach programs for the persons with Multiple Disabilities.

VISION

The persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions.

MISSION

To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating fields based research and development of human resources.

VALUE STATEMENT

Promoting quality of life for persons with Multiple Disabilities, through equal participation of clients, families, professionals and community agencies.

Funds: NIEPMD is a central autonomous body fully funded by Govt. of India, through Dept. of Empowerment of Disabilities, Ministry of Social Justice and Empowerment.

Infrastructure: This institute is located in a space of 15.22 acres allotted by Govt. of Tamil Nadu in East Coast Road, Muttukadu, we are providing various services to multiple disabilities in addition offering long term and short term training programmes and R&D activities. NIEPMD has various blocks ie., Services / Faculty and Administration blocks with sufficient number of classrooms and laboratories for therapy, (Gait) Training, Biotechnology, Sensory Integration, Early Intervention, Speech and Audiology Psychological Assessments, Special Education block, Men's Hostel, Women's Hostel's, Guest houses, Staff quarts etc.

LONG TERM COURSE OFFERED: The following courses were offered at NIEPMD for the Academic Year 2017-18.

No.	Course	Duration of the Courses	Recognized by	Affiliated with / Examining Body
1	Certificate Course in Care Giving (A LEVEL)	3 Months	NIEPMD	National Trust / NIEPMD
2	Certificate Course in Care Giving (B LEVEL)	6 Months	NIEPMD	
3	Certificate Course in Care Giving (Senior)	10 Months	RCI	RCI - NBER
4	D.Ed.Special Education (ASD)	2 years	RCI	RCI-NIEPMD –NBER
5	D.Ed.Special Education (Cerebral Palsy)	2 years		
6	D.Ed.Special Education (Multiple Disabilities)	2 years		
7	D.Ed.Special Education (Deafblindness)	2 years		RCI-NIVH-NBER
8	Bachelors in Physiotherapy (BPT)	4 ½years	NA	The Tamil Nadu Dr.MGR Medical University, Chennai
9	Bachelors in Occupational therapy (BOT)	4 ½ Years		
10	Bachelors in Audiology Speech Language Pathology (BASLP)	4 years		
11	B.Ed.Special Education (Multiple Disabilities)	2 years	RCI	Tamil Nadu Teacher Education University, Chennai (TNTEU)
12	B.Ed.Special Education (ASD)	2 years		
13	B.Ed.Special Education (Deafblindness)	2 years		
14	M.Ed.Special Education (Multiple Disabilities)	2 years		
15	M.Ed.Special Education (ASD)	2 years		
16	PG Diploma in Developmental Therapy-PGDDT(MD: P & N)	1 Year 3 Months	RCI	University of Madras, Chennai
17	PG Diploma in Early Intervention(PGDEI)	1 Year		
18	*M.A Social Work (Disability Studies)	2 Years		
19	M.Phil (Clinical Psychology)	2 years	RCI	

*Awaiting Affiliation

Fee Structure of Various long term courses offered by NIEPMD

Sl.No.	Name of the Course	Tuition fee			
		1 st Year	2 nd Year	3 rd year	4 th year
1	M.Phil Clinical Psychology	Rs.1,20,000/-	Rs.63,250/-	Nil	Nil
2	M.A. Social Work (Disability Studies)	Rs.40,000/-	Rs.40,000/-		
3	M.Ed Spl. Edn (ASD)	Rs.38,000/-	Rs.38,000/-		
4	M.Ed Spl. Edn (MD)	Rs.38,000/-	Rs.38,000/-		
5	B.Ed. Spl. Edn (MD)	Rs.37,500/-	Rs.40,000/-		
6	B.Ed Spl. Edn (ASD)	Rs.37,500/-	Rs.37,500/-		
7	B.Ed. Spl. Edn (Db)	Rs.37,500/-	Rs.37,500/-		
8	B.P.T	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-
9	B.O.T	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-
10	B.A.S.L.P.	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-
11	D.Ed Spl. Edn (ASD)	Rs.23,100/-	Rs.10,000/-	Nil	Nil
12	D.Ed Spl. Edn (Db)	Rs.23,100/-	Rs.10,000/-		
13	D.Ed Spl. Edn (MD)	Rs.23,100/-	Rs.23,100/-		
14	D.Ed.Spl. Edn (CP)	Rs.23,100/-	Rs.23,100/-		
15	PGDDT	Rs.20,000/-	Rs.20,000/-		

17	PGDEI	Rs.20,000/-	Rs.20,000/-		
18	CCCG-NT	NIL	NIL		

SHORT TERM TRAINING PROGRAMME: NIEPMD has scheduled around 300 short term training programme of 1, 2, 3, 4, &5 days' durations for the professionals and specialist in the field of rehabilitation to gain knowledge on the recent trends. Parents training programme of 1 day duration is also part of the training programme scheduled for this year.

LIBRARY: NIEPMD has a full-fledged library facility with good number of Indian and foreign books, journals and periodicals related to disability, psychology, medical, therapy, mobility, special education, speech, audiology, and other areas related to disability rehabilitation and management. Wi-Fi facilities and internet café available in the library.

SERVICES PROVIDED AT NIEPMD

- ❖ Early Intervention
- ❖ Medical Intervention &Referrals
- ❖ Physiotherapy
- ❖ Neuro-Developmental Therapy
- ❖ Electrotherapy &GAIT Training
- ❖ Virtual Training
- ❖ Pulmonary Rehabilitation
- ❖ Occupational therapy
- ❖ Sensory Integration
- ❖ Prosthetic &Orthotic
- ❖ Psychological Intervention
- ❖ Special school
- ❖ Diagnostic &Prescriptive Test in assessment
- ❖ Convergence with other department &other school
- ❖ Computer Assisted Instruction
- ❖ Digital Learning
- ❖ Visual stimulation Program: Prisma program/ Braille print/ JAWS/SARAH/ Fuser Machine - Embossed print
- ❖ Transdisciplinary practice education
- ❖ Parents as co- teacher /shadow teacher
- ❖ Per tutoring
- ❖ Reverse integration / inclusion
- ❖ Per – service& in- service training program
- ❖ Material Development
- ❖ Play therapy
- ❖ Yoga &Health Program
- ❖ Physical Education training
- ❖ Music &Drama therapy/ community Education
- ❖ Home bound program
- ❖ Creating support system
- ❖ Sibling partnership in training
- ❖ Inclusive Education
- ❖ Competition/ Celebration
- ❖ Field trips
- ❖ Curriculum adaptation/TLM adaptation/ seating adaptation

- ❖ Education on Nutrition
- ❖ Inclusive Play school
- ❖ Transition Service
- ❖ Vocational training
- ❖ Vocational Counselling & Guidance
- ❖ Job placement Service for Adults with disabilities
- ❖ Domestic skill unit for adult girls
- ❖ Knowledge I programme for families
- ❖ Self Help Group / Income Generation unit
- ❖ Remedial Education
- ❖ Individual Speech Therapy
- ❖ Group therapy
- ❖ Feeding Management
- ❖ Communication through sign language
- ❖ Communication through AAC
- ❖ School Speech Language Therapy
- ❖ Developing Oro Motor Skills for feeding
- ❖ Assessment for children with hearing loss
- ❖ Assessment for Adult with hearing loss
- ❖ Dispensing Hearing Aid
- ❖ Auditory Training
- ❖ Vestibular rehabilitation
- ❖ Communication therapy in a Trans Disciplinary way
- ❖ Management of Drooling(Sialorrhea)
- ❖ Mobile service
- ❖ Extension service
- ❖ Respite Care
- ❖ Geriatric Care
- ❖ Family Cottage
- ❖ Distribution of Aids & Appliances
- ❖ SIPDA
- ❖ Prime Minister skill Training
- ❖ Documentation & Dissemination of information
- ❖ Internship/ Block Placement/ Data Collection/ Field placement
- ❖ Orientation and Awareness Programme
- ❖ Short Training Programme
- ❖ Research & Development

ACADEMIC INSTRUCTIONS:

All the staff members of NIEPMD extend a very hearty welcome to the students.

WORKING HOURS:

Monday to Friday -9.00am to 5.30pm with half an hour break.

MEDIUM OF INSTRUCTION: The medium of instruction will be English/Tamil. However the students will be permitted to write the examination Hindi or in regional language after acquiring permission from the concerned authority for Diploma courses. For Degree & other courses the students will be permitted to write in Tamil or English.

ATTENDANCE:

Minimum attendance 80% is essential to be eligible for appearing for the examination. 100% of the practical work and assignments should be completed and certified by the respective staff prior to the examination.

The applications of those candidates with shortage of attendance will not be considered for issue of hall tickets to appear in examinations.

The guidelines pertaining to the examination procedures prescribed by the Rehabilitation Council of India shall be adopted for Diploma courses and the concerned University for Degree, PG Diploma & Research programmes.

A. Hostel Fee structure for the year 2017-18

Sl.No	Particulars	Fee		
		DED SE		CCCG
		I year	II year	
1.	Hostel & Maintenance Fee	3500	3500	
2.	Caution Deposit (Refundable)	1000	--	

Co-scholastic calendar

Sl.No.	Event	week/ Date
1	Teachers day	05.09.2017
2	national cerebral palsy week	01.10.2017
3	world mental health week	10.10.2017
4	white cane week	15.10.2017
5	world special education week	02.12.2017
6	international day for persons with disabilities	03.12.2017
7	Louis Braille week	07.01.2018
8	world health week	24.03.2018
9	Autism awareness week	02.04.2018
10	Helen Keller week	27.06.2018
11	international yoga week	21.06.2018

Activity competition during the above week

- Poster presentation/ TLM Preparation
- Quiz
- Extempore/ Poem
- Recitation Debate
- Cultural
- Sports

LIST OF HOLIDAYS FOR THE ACADEMIC YEAR 2016-17

Sl.No.	Gazetted holidays	Date	Day
1.	Republic Day	26.01.2017	Thursday
2.	Maha Shivaratri	24.02.2017	Friday
3.	MahavirJayanthi	09.4.2017	Sunday
4.	Good Friday	14.4.2017	Friday
5.	Buddha Purnima	10.05.2017	Wednesday
6.	Idu'l fur(Ramzan)	26.06.2017	Monday

7.	Independence day	15.08.2017	Tuesday
8.	Vinayakarchaturthi/Ganesh Chaturthi	25.08.2017	Friday
9.	Iid-Ul-Zuha (Bakrid)	02.09.2017	Saturday
10.	An additional day for Dussehra	28.09.2017	Thursday
11.	Dussehra (VijayaDasami)	30.09.2017	Saturday
12.	Muharram	01.10.2017	Sunday
13.	Mahatma Ganhi's Birthday	02.10.2017	Monday
14.	Diwali(Deepavali)	18.10.2017	Wednesday
15.	Guru nanak's Birthday	04.11.2017	Saturday
16.	Prophet Mohammad's birthday	01.12.2017	Friday
17.	Christmas Day	25.12.2017	Monday

Quotes: "Education is not filling the mind with a lot of facts. Perfecting the instrument and getting complete mastery of my own mind [is the ideal of education]" Swami Vivekananda

Diploma in Education – Special Education (Autism Spectrum Disorder)

Autism Spectrum Disorders (ASD) is a group of complex neuro-developmental disorders affecting communication, socialization, thought and behaviour, and includes individuals with wide range of functional abilities. The symptoms may vary from being very severe to being very mild.

Persons with ASD are entitled to equal rights and opportunities as all other citizens of the country. The number of persons receiving a diagnosis of ASD is increasing rapidly. The prevalence in Western countries is now believed to be higher than 1 in 500 births (National Research Council 2002). Hence, the understanding of diagnostic & intervention issues increase. Meeting the unique needs of person with ASD is a logical conclusion to this.

There is a growing demand for rehabilitation personnel trained especially in this field.

This revised course is designed to provide the trainee teacher a comprehensive understanding of ASD and the skill and competence to meet the needs of students with ASD in regular and special education classrooms.

Objectives:

The course is designed to enable the trainee teacher to

- Develop an understanding of characteristics and etiology of ASD and associated conditions
- Be familiar with the process of screening and diagnosis of ASD
- Be acquainted with the stages of child growth & development and psychology of learning
- Understand the objectives of general education, and organization of special education services
- Plan and implement educational programs selecting teaching methods suitable for children with ASD
- Develop suitable educational programs for children with conditions associated with ASD
- Integrate the prescribed therapeutic programs within classroom
- Understand the needs of family and promote integration of person with ASD within family and community

Programme details:

Programme Code: DEd –Spl.Edn (ASD)

Programme Name: Diploma in Education- Special Education (Autism Spectrum Disorder)

Recognition Status: Rehabilitation Council of India

Affiliation Status: NA

Level of Programme: Diploma

Duration: 2 Academic Years

Pattern of Programme: Non-Semester

Mode of Study: Full Time Regular Mode

Eligibility: 10+2/ H.Sc/ Intermediate with 50% of marks and 45% marks for SC/ST candidates

Selection Criteria:

- Marks obtained in the qualified exam: 50 marks
- Higher Qualification: 10 marks
- Experience (minimum of 2 years): 05 marks
- Sports (Int:10, Nat: 8, State: 6, Dist:4) : 10marks
- Parents/ siblings/ ward of PwD : 10 marks
- Rural students: 05 marks

Interview: 20 marks

Reservation: Reservation for ST/SC/OBC/PwD/KM/WW&North East candidates as per GOI rules & Orders of EC/RCI/TN Govt.

Scope: Teacher in GO and NGOs to train Children with ASD.

Teacher in Inclusive Schools

Placement Opportunities: Special Educator
Inclusive Education Teacher in Integrated \ Inclusive Schools
CBR Service
Clinical Service
Vocational Training Centres
Teacher Training Centres of recognized by RCI
Primary teacher in KV & NV and other central government schools
Service provider to empower with Children with ASD
Starting up of own school
Team member in multidisciplinary team
Early intervention Programmes
Special Schools – Day Care/Residential
Home Based Programmes
Community Based Rehabilitation Programmes
Pre-vocational Programmes

Equivalence Status: As per NCTE notification New Delhi, the 23rd august, 2010 minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII in a school referred to in clauses (n) of section 2 of the Right to children to Free and Compulsory Education Act -2009.

Senior Secondary (or its equivalent) with at least 50% marks and 4 year Bachelor of Elementary Education (B. El.Ed) Senior Secondary (or its equivalent) with at least 50% marks and 2 year Diploma in Education (Special Education)

As per RCI: 7-91/2016-RCI/29.07.2016/ equivalence of One year diploma with Two year Diploma

7-91/RCI-2011/11.01.2012/ minimum requirement of RCI approved Qualification for appointment of special education teachers –Elementary (Primary and Upper primary) XII passed and two year D.Ed Special Education in any of the category of disability (or) XII passed and one year Diploma in Special Education(DSE) in any one of the category

Syllabus: RCI

Programme Content & Credits

First Year

Paper/ Course Code/ No	Type of Course (Theory/ Practical)	Nomenclature	Award	Internal	External	Total
			Hours			
ASDA1	Theory	Introduction to Disabilities (common paper)	90	40	60	100
ASDA2		Educational Psychology (common paper)	90	40	60	100
ASDB5		Autism Spectrum Disorders: Nature, Needs & Etiologic	90	40	60	100
ASDB6		Assessment & Teaching Methods for Children	90	40	60	100

		with ASD				
ASDB7		ASD & Associated Condition	90	40	60	100
ASDB8		Methodology for Practicum- Development of Independent Living Skills & Teaching Learning Materials	90	40	60	100
Total; (Theory & Practicum)			540	240	360	600

Second Year

Paper/ course code/ No	Type of course (theory/ practical)	Nomenclature	Award	Internal	External	Total
			Hours			
ASDA3	Theory	Education in the Emerging Indian Society and School Administration (Common Paper)	90	40	60	100
ASDA4		Inclusive education for Children with Disabilities (Common Paper)	90	40	60	100
ASDB9		Therapeutic & Intervention in ASD-I	90	40	60	100
ASDB10		Therapeutic & Intervention in ASD-II	90	40	60	100
ASDB11		Curriculum & Educational Program	90	40	60	100
ASDB12		Adulthood, Family & Community Needs	90	40	60	100
ASDD1	Practical	Assessment & Individualized Education Programme	350	180	120	300
ASDD2		Group Teaching & Peer observation: Curricular Activities	380	210	140	350
ASDD3		Group Teaching & Peer observation: Co- Curricular Activities	200	120	80	200
ASDD4		Therapeutic & Management of Behaviour	200	120	80	200
ASDD5		Career Education & Transition Plan	180	120	80	200
ASDD6		Preparation of Teaching Aids & Adaptive Devices	250	150	100	250
Total; (Theory & Practicum)			2100	1140	960	2100

Qualifying Criteria: Passing Mark

Theory: 40% each paper
Practical 50% each paper

Evaluation Pattern: As per RCI's Scheme of Examination

1. The ratio of theory and practicum marks is 40:60 approximately
2. The division of marks for internal and external examinations in theory and practicum is 40:60 and 60:40 respectively.

Evaluation & Examining Authority: NBER- supported by National Institute for Empowerment of Persons with Multiple Disabilities, Govt. of India, DPwD, MSJE.

Certifying Authority: NBER- Rehabilitation Council of India

Certification as Registered Personnel: It is mandatory for every rehabilitation professional / personnel to obtain a "Registered Personnel / Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of

the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

Salient Features: DEd ASD at NIEPMD

State of art Institution Services
Wifi in Library, Smart Classrooms and Furnished
Hostels Qualified & Experienced RCI registered faculties
In-House workshops/conferences Field Visits, Tours &
Excursions

“I measure the progress of a community by the degree of progress which women have achieved.” Dr.BR Ambethkar

Diploma in Special Education (Cerebral Palsy)

This course is designed to train personnel who are committed to work with children who have neurological disabilities (cerebral palsy). The course structure provides for a comprehensive understanding of the varied needs of children with neurological disabilities and to meet those needs in a special school and regular classroom. There are very few courses in the country to train persons to educate children with neurological disabilities, especially cerebral palsy. This course has been designed to meet this growing need in the country.

Objectives

To build knowledge and skills in the following areas:

1. Understand the areas of child development and how cerebral palsy and associated disabilities impact normal development.
2. Build partnerships with families of children.
3. Basic understanding of clinical and medical assessments and conditions to interpret findings
4. Assess the educational needs of children with cerebral palsy to provide appropriate interventions.
5. Develop a team approach with families and related interactors (e.g., therapists, doctors, professionals) to provide the child a meaningful programme.
6. Adapting environments to maximize learning.
7. Knowledge of best practices in education
8. Develop indigenous assessment and educational materials.
9. Make appropriate transition and vocational plans for the adult lives.
10. Advocate for the rights of people who are Cerebral Palsy and their families.
11. Understand Governmental legislations and concessions provided to people with disabilities.
12. Need for teachers to develop self evaluation and professional ethics and standards on an ongoing basis.
- To be able to make and use aids for classroom instruction
13. To be familiar with appropriate assistive technology

Programme details:

Programme Code: DEd –Spl.Edn (CP)

Programme Name: Diploma in Education- Special Education (cerebral palsy)

Recognition Status: Rehabilitation Council of India

Affiliation Status: NA

Level of Programme: Diploma

Duration: 2 Academic Years

Pattern of Programme: Non-Semester

Eligibility: 10+2/ H.Sc/ intermediate with 50% of marks and 45% marks for Sc/St candidates

Selection Criteria:

Marks obtained in the qualified exam:	50 marks
Higher Qualification:	10 marks
Experience (minimum of 2 years):	05 marks
Sports (int:10, Nat: 8, State: 6, Dist:4) :	10marks
Parents/ siblings/ ward of PwD :	10 marks
Rural students:	05 marks
Interview:	20 marks

Reservation: Reservation for ST/SC/OBC/PwD/KM/WW & north east candidates as per GOI rules & Orders of EC

Scope: primary teacher in GO and NGOs to train children with CP

Primary teacher in inclusive schools

Placement Opportunities: Special Educator
Inclusive Education Teacher in Integrated \ Inclusive Schools
CBR Service
Clinical Service
Vocational Training Centres
Teacher Training Centres of recognized by RCI
Primary teacher in KV & NV and other central government schools
Service provider to empower with Children with CP
Starting up of own school
Team member in multidisciplinary team
Early intervention Programmes
Special Schools – Day Care/Residential
Home Based Programmes
Community Based Rehabilitation Programmes
Pre-vocational Programmes

Equivalence Status: as per NCTE notification New Delhi, the 23rd august, 2010 minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII in a school referred to in clauses (n) of section 2 of the Right to children to Free and Compulsory Education Act -2009.

Senior secondary (or its equivalent) with at least 50% marks and 4 year bachelor of Elementary education (B. El.Ed) senior secondary (or its equivalent) with at least 50% marks and 2 year Diploma in Education (Special Education)

As per RCI: 7-91/2016-RCI/29.07.2016/ equivalence of One year diploma with Two year Diploma

7-91/RCI-2011/11.01.2012/ minimum requirement of RCI approved Qualification for appointment of special education teachers –Elementary (Primary and Upper primary) XII passed and two year D.Ed Special Education in any of the category of disability (or) XII passed and one year Diploma in Special Education(DSE) in any one of the category

Syllabus: RCI

Programme Content & Credits

I year

Paper/ Course Code/ No	Type of Course (Theory/ Practical)	Nomenclature	Award	Internal	External	Total
			Hours			
CPA1	Theory	Introduction to Disabilities (Common Paper)	100	40	60	100
CPA2		Educational Psychology (Common Paper)	100	40	60	100
CPB3		Physical and Functional Management of Cerebral palsy	100	40	60	100
CPB4		Communication, Hearing, Language & Speech	100	40	60	100
CPB5		Education for Children with Cerebral Palsy	100	40	60	100
CPD1	Practical	Assessment & Individualized Education Programme	300	180	120	300
CPD2		Group Teaching & Peer observation: Curricular Activities	210	120	80	200
CPD3		Therapeutics & Management of Behaviour	210	120	80-	200
CPD4		Preparation of Teaching Aids & Adaptive Devices	100	60	40	100
Total; (Theory &Practicum)			1320	680	620	1300

II year

Paper/ course code/ No	Type of course (theory/ practical)	Nomenclature	Award	Internal	External	Total
			Hours			
CPA1	Theory	Education in the emerging Indian society and school administration	100	40	60	100
CPA2		Inclusive education for children with disabilities	100	40	60	100
CPB3		Communication intervention: AAC	100	40	60	100
CPB4		Towards independence and empowerment: pre vocational, vocational employment and leisure	100	40	60	100
CPB5		Increasing participation of children with cerebral palsy	100	40	60	100
CPD1	Practical	Assessment & Individualized Education Programme	220	120	80	200
CPD2		Group Teaching & Peer observation: Co- Curricular Activities	200	120	80	200
CPD3		Career education & Transition Plan	200	120	80	200
CPD4		Preparation of Teaching Aids & Adaptive Devices	200	120	80	200
Total; (Theory &Practicum)			1320	680	620	1300

Qualifying Criteria: Passing Mark

Theory: 40% each paper
Practical 50% each paper

Evaluation Pattern: As per RCI's Scheme of Examination

1. The ratio of theory and practicum marks is 40:60 approximately
2. The division of marks for internal and external examinations in theory and practicum is 40:60 and 60:40 respectively.

Practical

- Full time teaching practice
- Teaching practice (school based, home based, CBR & Inclusive Setups)
- Individualized Teaching
- Skill development clinical practicum.

Evaluation & Examining Authority: NBER- supported by National Institute for Empowerment of Persons with Multiple Disabilities, Govt. of India, DPwD, MSJE.

Certifying Authority: NBER- Rehabilitation Council of India

Certification as Registered Personnel: It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel / Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

Salient Features:DEd CP at NIEPMD

- State of art Institution Services
- Wifi in Library, Classrooms and Hostels
- Qualified & Experienced RCI registered faculties
- In-House workshops/conferences
- Field Visits, Tours & Excursions

Quotes: “By education, I mean an all -round drawing of the best in child and man in body, mind and spirit”

Mahathama Gandhi

Diploma in Education- Special Education (Deafblind)

Deafblindness is a unique and the most complex disability, which brings enormous challenges to the individuals, their families and those who support them. Deafblindness affects people of all ages in different ways. It is estimated that there are approximately 425,000 persons with deafblindness in India {Sense International (India)}.

Deafblindness is a combination of vision and hearing loss. Individuals who have a combined vision and hearing loss have unique communication, learning, and mobility challenges due to their vision and hearing loss.

Deafblindness is a unique and diverse condition due to the wide range of vision and hearing losses, presence of additional disabilities, and the age of onset for the vision and hearing loss.

Each has his or her own likes, dislikes and educational challenges. Deafblind learners are a heterogeneous population however they all have significant communication needs. They cannot be taught in schools solely for the blind or deaf. They require specialized educational programmes with highly skilled teachers trained in deafblindness. Programme Code: DEd -Spl.Edn (Db).

Objectives:

To build knowledge and skills in the following areas:

- 1). Develop communication and language abilities of the child (e.g., Total Communication, calendars, objects, pictures, augmentative and alternative communication devices, words in print and Braille).
- 2) .Understand the areas of child development and how deafblindness and vision with additional disabilities (e.g., Mental Retardation, Cerebral Palsy, Autism) impact normal development.
- 3) Build partnerships with families of children.
- 4) Knowledge of senses, sensory losses, their impact on learning, and ability to maximize the child's use of residual senses (e.g, vision, hearing, touch).
- 5) Basic understanding of clinical and medical assessments and conditions to interpret findings (e.g., audiogram, eye report, medical reports).
- 6) Assess the educational needs of children with deafblindness and children with vision impairment with additional disabilities to provide appropriate interventions.
- 7) Develop a team approach with families and related interactors (e.g., therapists, doctors, professionals) to provide the child a meaningful programme.
- 8) Adapting environments to maximize learning.
- 9) Knowledge of best practices in education (e.g., communication, curricula, IEP, team approach).
- 10) Develop indigenous assessment and educational materials.
- 11) Make appropriate transition and vocational plans for the adult lives.
- 12) Advocate for the rights of people who are deafblind and their families.

Programme Name: Diploma in Education- Special Education (Deafblind)

Recognition Status: Rehabilitation Council of India

Affiliation Status: NA

Level of Programme: Diploma

Duration: 2 Academic Years

Pattern of Programme: Non-Semester

Eligibility: 10+2/ H.Sc/ intermediate with 50% of marks and 45% marks for Sc/St candidates

Selection Criteria: Marks obtained in the qualified exam: 50 marks
Higher Qualification: 10 marks
Experience (minimum of 2 years): 05 marks
Sports (int:10, Nat: 8, State: 6, Dist:4) : 10marks
Parents/ siblings/ ward of PwD : 10 marks
Rural students: 05 marks
Interview: 20 marks

Reservation: Reservation for ST/SC/OBC/PwD/KM/WW& north east candidates as per GOI rules & Orders of EC

Scope: primary teacher in GO and NGOs to train children with Deafblind
Primary teacher in inclusive schools

Placement Opportunities: Special Educator
Inclusive Education Teacher in Integrated \ Inclusive Schools
CBR Service
Clinical Service
Vocational Training Centres
Teacher Training Centres of recognized by RCI
Primary teacher in KV & NV and other central government schools
Service provider to empower with Children with deafblind
Starting up of own school
Team member in multidisciplinary team
Early intervention Programmes
Special Schools – Day Care/Residential
Home Based Programmes
Community Based Rehabilitation Programmes
Pre-vocational Programmes

Equivalence status: As per NCTE notification New Delhi, the 23rd august, 2010 minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII in a school referred to in clauses (n) of section 2 of the Right to children to Free and Compulsory Education Act -2009.

Senior secondary (or its equivalent) with at least 50% marks and 4 year Bachelor of Elementary Education (B. El.Ed) Senior Secondary (or its equivalent) with at least 50% marks and 2 year Diploma in Education (Special Education)

As per RCI: 7-91/2016-RCI/29.07.2016/ equivalence of one year diploma with Two year Diploma

7-91/RCI-2011/11.01.2012/ minimum requirement of RCI approved Qualification for appointment of special education teachers –Elementary (Primary and Upper primary) XII passed and two year D.Ed Special Education in any of the category of disability (or) XII passed and one year Diploma in Special Education(DSE) in any one of the category

Syllabus: RCI

Programme Content & Credits

I Year

Paper/ Course Code/ No	Type of Course (Theory/ Practical)	Nomenclature	Award	Internal	External	Total
			Hours			
DbA1	Theory	Introduction to Disabilities (Common Paper)	90	40	60	100
DbA2		Educational Psychology (Common Paper)	90	40	60	100
DbB5		Assessment & Communication	90	40	60	100
DbB6		Augmentation & Alternative Communication,	90	40	60	100
DbB7		Educational Strategies & Intervention	90	40	60	100
DbB8		Partnership with Family & Early Intervention	90	40	60	100
DbD1	Practical	Communication	250	120	80	200
DbD2		Practice Teaching	200	120	80	200
DbD3		Orientation & Mobility	150	90	60	150
DbD4		Use of Aids & Appliances	130	60	40	100
DbD5		Preparation of Need Based Teaching – Learning Materials	200	120	80	200
Total; (Theory & Practicum)			1470	750	700	1450

II Year

Paper/ course code/ No	Type of course (theory/ practical)	Nomenclature	Award	Internal	External	Total
			Hours			
DbC1	Theory	Education in the Emerging Indian Society and School Administration	90	40	60	100
DbC2		Inclusive Education for Children with Disabilities	90	40	60	100
DbD3		Integrating Activities into Practice	90	40	60	100
DbD4		Play & Leisure	90	40	60	100
DbD5		Preparing for Adult Life	90	40	60	100
DbD6		Strategies for Setting for Education	90	40	60	100
DbE1	Practical	Case Study	200	120	80	200
DbE2		Assessment & Evaluation	180	120	80	200
DbE3		Developing IEP	250	150	100	250
Total; (Theory & Practicum)			1170	630	620	1250

Qualifying Criteria: Passing Mark

Theory: 40% each paper
Practical 50% each paper

Evaluation Pattern: As per RCI's Scheme of Examination

1. The ratio of theory and practicum marks is 40:60 approximately
2. The division of marks for internal and external examinations in theory and practicum is 40:60 and 60:40 respectively.

Practical

- a) Full time teaching practice
- b) Teaching practice (school based, home based, CBR & inclusive setups)
- c) Individualized teaching

d) Skill development clinical practicum.

Evaluation & Examining Authority: NIVH, Dehradun, Govt. of India, DPwD, MSJE.

Certifying Authority: NIVH, Dehradun - Rehabilitation Council of India

Certification as Registered Personnel: It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel / Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

Salient Features:DEd Db at NIEPMD

State of art Institution Services
Wifi in Library, Smart Classrooms and Furnished Hostels
Qualified & Experienced RCI registered faculties
In-House workshops/conferences
Field Visits, Tours & Excursion

Quotes:“Literacy in itself is no education. Literacy is not the end of education or even the beginning. By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit”.

Diploma in Special Education (Multiple Disabilities)

The D.Ed.Spl.Ed. (MD) course aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable learners to acquire knowledge, develop competencies and practice skills to impart education to children with Multiple Disabilities. The general objective of the course is to prepare special teachers at pre-primary (Nursery, Kindergarten etc.) And primary (I to IV – lower primary and V to VII – upper primary) levels to serve in the following settings:

- i) Special schools
- ii) Integrated / Inclusive setup
- iii) Itinerant programmes

2.1 Knowledge Related Objectives

To build adequate knowledge in the following areas:

- 1) Various aspects of disability, its impact and management
- 2) Key aspects of education like goals, function, technology and emerging trends
- 3) Educational needs of the children with disability and their management
- 4) Details of planning and executing curricular and co-curricular activities
- 5) Methods and techniques of teaching school subjects
- 6) Various areas of child development and the relevant mental processes
- 7) To be able to see the above mentioned aspects in the light of Indian context

2.2 Skill Related Objectives

To develop skills and competencies in the following areas:

- 1) Personal, professional and social competencies and skills required in teachers
- 2) Subject teaching as per requirement
- 3) Development and adaptation of instructional materials
- 4) Evaluation of the students, teacher and the educational programme
- 5) Planning and executing lessons (individualized and group)
- 6) Classroom management techniques
- 7) Individual and group parent interaction

The diploma course consists of 4 core papers and additional papers pertaining to specific disability areas. Though the number of papers pertaining to disability specialization may vary, the core papers are common across the specialization areas. Each paper will have a total of 90 hours for curriculum transaction.

Programme Name: Diploma in Education- Special Education (Multiple Disabilities)

Recognition Status: Rehabilitation Council of India

Affiliation Status: NA

Level of Programme: Diploma

Duration: 2 Academic Years

Pattern of Programme: Non-Semester

Eligibility: 10+2/ H.Sc/ intermediate with 50% of marks and 45% marks for SC/ST candidates

Selection Criteria: Marks obtained in the qualified exam: 50 marks
Higher Qualification: 10 marks
Experience (minimum of 2 years): 05 marks
Sports (Int:10, Nat: 8, State: 6, Dist:4) : 10marks
Parents/ siblings/ ward of PwD : 10 marks
Rural students: 05 marks
Interview: 20 marks

Reservation: Reservation for ST/SC/OBC/PwD/KM/WW& North East candidates as per GOI rules & Orders of EC

Scope: Primary teacher in GO and NGOs to train children with MD
Primary teacher in inclusive schools

Placement Opportunities: Special Educator

- Inclusive Education Teacher in Integrated /Inclusive Schools
- CBR Service
- Clinical Service
- Vocational Training Centres
- Teacher Training Centres of recognized by RCI
- Primary teacher in KV & NV and other central government schools Service provider to empower with Children with MD
- Starting up of own school
- Team member in multidisciplinary team
- Early intervention Programmes
- Special Schools – Day Care/Residential
- Home Based Programmes
- Community Based Rehabilitation Programmes
- Pre-vocational Programmes

Equivalence status: As per NCTE notification New Delhi, the 23rd august, 2010 minimum qualifications for a person to be eligible for appointment as a teacher in class I to VIII in a school referred to in clauses (n) of section 2 of the Right to children to Free and Compulsory Education Act -2009.

Senior secondary (or its equivalent) with at least 50% marks and 4 year Bachelor of Elementary Education (B. El.Ed) Senior Secondary (or its equivalent) with at least 50% marks and 2 year Diploma in Education (Special Education)

As per RCI: 7-91/2016-RCI/29.07.2016/ equivalence of One year diploma with Two year Diploma

Syllabus: RCI

Programme Content & Credits

Theory:

Sl.No.	Name of the paper	Hours	Internal Marks (40%)	External Marks (60%)	Total
A	Common Paper (First Year)				
1	Introduction to Disabilities (Common Paper)	90	30	45	75
2	Educational psychology	90	30	45	75
B	Disability Specific Papers (First Year)				
3	Human growth development & life span approach	90	30	45	75
4	Educational Assessment, Teaching Strategies and Material Development	90	30	45	75
5	Training adaptive skills and functional academics	90	30	45	75
6	Therapeutics and Multiple Disabilities	90	30	45	75
Total		540	180	270	450
C	Common Paper (Second Year)				
1	Education in the emerging Indian society and school Administration	90	30	45	75
2	Inclusive Education for Children with Disabilities	90	30	45	75
D	Disability Specific Papers (Second Year)				
3	Nature and Needs of Persons with Multiple disabilities	90	30	45	75
4	Curriculum, Teaching- Learning strategies	90	30	45	75
5	Multiple Disabilities: Family and community	90	30	45	75
6	Teaching Methodology Subjects	90	30	45	75
Total		540	180	270	450
Grand Total		990	330	495	825

Practical

Sl.No.	Name of the paper	Hours	Internal Marks (40%)	External Marks (60%)	Total
D.	Practical and Practicum (First Year)				
1	Assessment and Individualized Education Programme (IIEP- mild & 2 severe case)	150	90	60	150
2	Group teaching curricular activities (15 lesson plans)	170	90	60	150
3	Group teaching Co-curricular activities (15 lesson plans)	100	90	60	150
4	*Therapeutics (PT,OT,ST) & Behaviour Modification (BM)	290	156	104	260
		80	39	26	65
5	Information and Communication Technology(ICT)	30	30	20	50
6	Teaching Learning Materials(TLM)	40	24	16	40

Total		780	480	320	800
E.	Practical and Practicum (Second Year)				
1	Assessment and Individualized Educational Programme for Associated Disabilities (Autistic ,CP& Db child- each one 3 IEPs)	150	90	60	150
2	Group Teaching Curricular and Co-curricular Activities for Associated Disabilities (11 lesson plan)	110	87	58	145
3	Group Teaching of Math and Social Science (5 each on each subject. Total 10 lesson plans)	80	45	30	75
4	Group Teaching of Language (English/ Hindi/ Regional language/ 10 lesson plans)	90	48	32	80
5	Work Education and Programme for Transition	100	60	40	100
6	Preparation of Project	250	150	100	250
Total		780	480	320	800
Grand Total		1560	960	640	1600

Qualifying Criteria: Passing Mark

Theory: 40% each paper
Practical 50% each paper

Evaluation Pattern: As per RCI's Scheme of Examination

1. The ratio of theory and practicum marks is 40:60 approximately
2. The division of marks for internal and external examinations in theory and practicum is 40:60 and 60:40 respectively.

Practical

- a) Full time teaching practice
- b) Teaching practice (school based, home based, CBR & inclusive setups)
- c) Individualized teaching
- d) Skill development clinical practicum.

Evaluation & Examining Authority: NBER- supported by National Institute for Empowerment of Persons with Multiple Disabilities, Govt. of India, DPwD, MSJE.

Certifying Authority: NBER- Rehabilitation Council of India

Certification as Registered Personnel: It is mandatory for every rehabilitation professional / personnel to obtain a "Registered Personnel / Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

Salient Features: DEd (MD) at NIEPMD

State of art Institution Services
Wifi in Library, Smart Classrooms and Furnished
Hostels Qualified & Experienced RCI registered faculties
In-House workshops/conferences Field Visits, Tours &
Excursion

Quotes: "The highest education is that which does not merely give us information, but makes our life in harmony with all existence". Rabindranath Tagore.

DEGREE OF BACHELOR OF EDUCATION (B.Ed) SPECIAL EDUCATION: MULTIPLE DISABILITIES/ AUTISM SPECTRUM DIRECTOR / DEAFBLIND (FOR THE TWO YEAR PROGRAMME IN COLLEGES OF EDUCATION - FULL - TIME AND REGULAR PRE-SERVICE TEACHER EDUCATION)

1. ELIGIBILITY FOR ADMISSION TO PROGRAMME:

A candidate shall be eligible for admission to the B.Ed programme (in Government /Government Aided/Self-Financing Colleges of Education) leading to the Degree of B.Ed Special Education: **Multiple Disabilities/ Autism Spectrum Disorder/ Deafblind** provided:

- (i) The candidates should have undergone 10+2+3(15) or 11+1+3(15) pattern of study and passed the qualifying examination conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree Examination of the UGC recognized Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary /Higher Secondary Education level.
- (ii) Candidates, who have passed the UG or PG Degree under Open University System without qualifying in 11 years SSLC Examination and one year of Pre-University Course (P.U.C) examination or 10+2 pattern of School Education Examination are not eligible for admission, even if they subsequently qualify in one year SSLC and one year PUC or 10+2 pattern of School Education Examination.
- (iii) Candidates, who have studied more than one main subject in Part III/Part IV (under Double / Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two/three major subjects shall be taken in to account to arrive at the percentage of marks as stipulated in item (ix) herein.
- (iv) Candidates, who have passed any degree under Additional Degree Programme with less than three years duration, are not eligible for admission
- (v) Candidates, who have passed under four year Dual Degree Programme with two major subjects under Part III are not eligible for admission.
- (vi) Candidates, who have qualified the P.G. Degree in the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy with not less than 50% of marks are eligible for admission, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.
- (vii) Candidates, who have qualified the PG Degree (5 year integrated course) under 10 + 2 + 5 or 11+1+5 pattern of study, shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary or allied subjects alone) of the course alone shall be taken in to account for admission to B.Ed Special Education: Multiple Disabilities & Inclusive Education Degree programme for the subjects in Tamil/Urdu (Urdu in SelfFinancing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained by the candidates in the last two years (4th & 5th year) alone shall be taken into account for admission to B.Ed. Degree programme for subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

(viii) Equivalent Subjects

- a) Candidates, who have done their UG Degree in Applied Mathematics can apply for Mathematics.
- b) Candidates, who have done their UG Degree in Applied Physics, Geo-Physics, Bio-Physics, and Electronics, can apply for Physical Science.
- c) Candidates, who have done their UG Degree in Applied Chemistry, can apply for Physical Science.
- d) Candidates, who have done their UG Degree in Bio-Technology, Plant-Biology, and Plant Bio-Technology, can apply for Biological Science.
- e) Candidates, who have done their UG Degree in Environmental Science and Micro-Biology, can apply for Biological Science.
- f) Candidates, who have done their UG Degree in Applied Geography, can apply for Geography.
- g) Candidates, who have done their UG Degree in Computer Science, Information Technology, and Computer Application, can apply for Computer Science.
- h) Post Graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture with not less than 50% (irrespective of their UG Marks) of marks in PG Degree or in the interdisciplinary subject, which are being declared equivalent by the respective University can apply.
- i) Candidates, who have done their PG Degree in Nutrition and Dietetics, are eligible to apply for Home Science.
- j) Candidates, who have done their UG Degree in the school subjects are eligible for admission to B.Ed Special Education: Multiple Disabilities & Inclusive Education. However, those who have done the UG in the subjects for which equivalence is not covered under the G.O.(1D)No.257, Higher Education (G1) Department, Dated 19.07.2016, shall have to obtain an equivalence certificate for the respective subjects from the University concerned to consider their admission to B.Ed Special Education: Multiple Disabilities & Inclusive Education Degree programme.
- k) Candidates, who have done their UG level without language Tamil or other Indian Languages under Part-I and are awarded degree with English and Main subjects concerned will be considered for admission to B.Ed Special Education: Multiple Disabilities & Inclusive Education subject to the condition that they have to qualify in Tamil Language Test conducted by the TNPSC for the purpose of employment.
- l) Candidates, who have done their Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereto, are eligible for admission to B.Ed Special Education: Multiple Disabilities & Inclusive Education Degree programme. (Physical Science, Biological Science, Mathematics, and Computer Science).

- (ix) Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed Special Education: Multiple Disabilities & Inclusive Education Degree programme with the subjects in Tamil/Urdu (Urdu in SelfFinancing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained in UG Degree alone shall be taken to arrive the eligibility even if they possess PG Degree in the same subject. For the subject in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, PG Degree with not less than 50% marks is mandatory and the subjects in UG and PG shall be one and the same.

Community/ Category	Minimum Marks
OC	50%
BC/ BC(M)	45%
MBC / DNC	43%
SC /SC(A)/ ST	40%

- a) Marks obtained by the candidates in the UG Degree Course Part-III/IV Major and Allied including Practical [Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science] alone shall be taken in to account to arrive at the percentage of marks mentioned above. Marks obtained under Part-V subjects shall not be taken into account to arrive at the percentage of marks. If the candidates possess PG Degree in these subjects, weightage of marks for the highest qualification in the relevant subject will be given as follows and added to the base marks for Ranking. However minimum marks mentioned in the ‘item (ix)’ is mandatory for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science and not less than 50% of marks for the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Highest Qualification	Weightage of Marks
a) Candidates with PG (Except the subjects Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, since PG Degree is the requisite qualification for admission to B.Ed. Degree.)	4 (four) marks
b) Candidates with M.Phil.	5 (five) marks
c) Candidates with Ph.D.	6 (six) marks

- b) Marks obtained by the candidates in the PG Degree [Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy] shall be considered eligible for admission, but weightage marks will not be given as mentioned in ‘item (ix) (a)’.
- c) To arrive at above percentage of marks, the marks obtained by the candidates in Major/Ancillary/Allied subjects (Part III & IV) including practical alone shall be taken in to account.
- d) For the students who have done their Bachelor’s Degree in Engineering or Technology, the marks obtained in their Degree shall be taken into account.

- e) Rounding of the marks to the next higher integer shall not be permitted.
- f) The candidates who are qualified in UG Degree under Open University System after passing 10th Standard and +2 Examinations shall alone be considered for admission to B.Ed Degree Special Education: Multiple Disabilities & Inclusive Education programme.
- g) The candidates who are qualified in UG Degree under Open University System without passing 10th Standard and +2 Examination and subsequently passing 10th and +2 examinations are not eligible for admission to B.Ed Degree Special Education: Multiple Disabilities & Inclusive Education programme.
- (ix) Candidates, who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education, are eligible for admission.
- (x) In the case of Differently-Abled (Physically and Visually Challenged) candidates, a minimum pass in the requisite qualification is enough.

However, the basis of selection shall be in accordance with the Regulations of the University/Government of Tamil Nadu and Rehabilitation Council of India Guidelines for Admission to B.Ed Degree Special Education: Intellectual Disability & Inclusive Education programme in force from time to time.

2. DURATION OF THE B.Ed SPECIAL EDUCATION: MULTIPLE DISABILITIES/AUTISM SPECTRUM DISORDER/ DEAFBLIND PROGRAMME

The B.Ed. Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind programme shall be for duration of two academic years consisting of 200 working days (36 hours in a week- 5 or 6 days in a week) each year, excluding the period of examination and admission.

3. PROGRAMME CONTENT

The B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind programme will consist of Theory Courses in 'Perspectives in Education', and 'Curriculum and Pedagogic Studies' and 'Disability Specialization' along with 'Engagement with the Field' as Practical Component.

B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind

COURSES IN PERSPECTIVES IN EDUCATION

Course 1: Childhood and Growing up

Course 2: Contemporary India and Education

Course 3: Learning and Teaching

COURSES IN CURRICULUM AND PEDAGOGIC STUDIES

Course 7 (a&b): Pedagogy of a School Subject (1/2 Courses)

Course 8: Assessment for Learning

COURSES IN DISABILITY SPECIALIZATION

Course 4: Introduction to Persons with Disabilities

Course 5: Assessment and Identification of Needs of Persons with Multiple Disabilities/Autism Spectrum Disorder/ Deafblind

Course 6: Curriculum Designing, Adaptation and Evaluation for Persons with Multiple Disabilities/Autism Spectrum Disorder/ Deafblind

Course 9: Educational Intervention and Teaching Strategies for Children Multiple Disabilities/Autism Spectrum Disorder/ Deafblind

Course 10: Technology and Disability - Multiple Disabilities/Autism Spectrum Disorder/ Deafblind

Course 11: Psycho-Social, Family Issues and Basic Research Methods.

ENGAGEMENT WITH THE FIELD - THE SELF, THE CHILD, COMMUNITY, AND SCHOOL

This curricular area would have three components:

1. **Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.**
2. **School Internship.**
3. **Courses on Enhancing Professional Capacities (EPC):**
 - i) Course EPC 1: Part –A: Reading and Reflecting on Texts & Part –B:Drama and Art in Education (1/2 Course)
 - ii) Course EPC 2: Part –A: Critical Understanding of ICT& Part –B: Understanding the Self (1/2 Course)

ANNUAL DISTRIBUTION OF THE COURSES AND DISTRIBUTION OF MARKS

Theory Courses for First Year				
Serial No.	Course Name	Marks for Theory	Marks for T&A	Total
Course 1	Childhood and Growing Up	70	30	100
Course 2	Contemporary India and Education	70	30	100
Course 3	Learning and Teaching	70	30	100
Course 4	Introduction to Persons with Disabilities –Multiple Disabilities/Autism Spectrum Disorder/ Deafblind	35	15	50
Course 5	Assessment and Identification of Needs of Persons with Multiple Disabilities/	70	30	100

	Autism Spectrum Disorder/ Deafblind			
Course 6	Curriculum Designing, Adaptation and Evaluation for Persons with Multiple Disabilities/Autism Spectrum Disorder/ Deafblind	70	30	100
Course 7(a)	Pedagogy of a School subject – Part – I (Methodology)	35	15	50
	Sub - Total	420	180	600

Note: T & A refers to ‘Tasks and Assignments’ which are evaluated by *continuous Internal assessment*.

Engagement with the Field for First Year [Courses on Enhancing Professional Capacities (EPC)]		
Course	Part –A: Reading and Reflecting on Texts &Part –	50 Marks
EPC 1	B: Drama and Art in Education	
	Sub - Total	50 Marks
	Grand Total (600+50)	650 Marks

Note: The course on ‘Enhancing Professional Capacities’ (EPC1: Part –A & Part –B)is evaluated by *continuous internal assessment*.

Theory Courses for Second Year				
Serial No.	Course Name	Marks for Theory	Marks for T & A	Total
Course 7(b)	Pedagogy of a School Subject – Part II (Content Mastery)	35	15	50
Course 8	Assessment for Learning	70	30	100
Course 9	Educational Intervention and Teaching Strategies for Children with Multiple Disabilities/AutismSpectrum Disorder/ Deafblind	70	30	100
Course 10	Technology and Disability - Multiple Disabilities/Autism Spectrum Disorder/ Deafblind	35	15	50
Course 11	Psycho-Social, Family Issues and basic research Methods.	35	15	50
	Sub Total	245	105	350

Note: T & A refers to ‘Tasks and Assignments’ which are evaluated by *continuous Internal assessment*.

Engagement with the Field (EPC) for Second Year [Courses on Enhancing Professional Capacities (EPC)]		
Course	Part –A: Critical Understanding of ICT&	50 Marks
EPC 2	Part –B: Understanding the Self	
	School Internship	250 Marks
Sub-Total		300 Marks
Grand Total (350+300)		650 Marks

Note: The course on ‘Enhancing Professional Capacities’ (EPC2 : Part –A & Part -B) is evaluated by *continuous internal assessment*.

DISTRIBUTION OF MARKS FOR TASKS AND ASSIGNMENTS FOR EACH COURSE

S.No.	Type of Course	Marks
1.	Full Course	2 x 15 = 30
2.	Half a Course	2 x 7.50 =15

Note: Students have to undertake Tasks and Assignments in each course given in the syllabus.

MEDIUM OF INSTRUCTION

The candidates admitted into the **B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind** Degree programme in the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or as Tamil (as per the availability of medium of instruction in the Colleges of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list along with the medium of instruction chosen by each candidate to Tamil Nadu Teachers Education University.

In case, if the admitted candidates prefer to change their medium of instruction at later stage of the programme it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of instruction chosen by the candidate to pursue the B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind Degree programme will be indicated in the B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind Degree programme transfer certificate alone. Classroom instruction shall be carried out separately for different medium of instruction.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e., 170 days) of attendance, failing which they will not be permitted to appear for the B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind Degree examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for the written examinations and practical examination in the first appearance itself. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written examination. Such candidates appearance in the practical examination will stand cancelled automatically.

WRITTEN EXAMINATIONS

The first year written examinations will be conducted for six and a half theory courses by the University after the completion of 200 working days in the first year.

Each theory course question paper will be designed for 3 hours for full course and 1 ½ hours for half a course. The questions and allotment of marks are as described below:

Type of Course	Type of Questions	Marks	Total Marks	Maximum words /page limits for each question
Full Course	Essay Questions (7 out of 10)	7 x 10	70	600 words/ 5 pages for each Question
Half a Course	Essay Questions (5 out of 7)	5 x 7	35	300 words/ 3 pages for each Question

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each course with a minimum of 45% in the external examination in each full course and half a course. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

REVALUATION / RETOTALLING / XEROX COPY OF ANSWER SCRIPTS

Candidates can apply for revaluation/retotalling/xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Theory Examination within the next three consecutive academic years.

PRACTICAL EXAMINATION

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 16 weeks of school internship in the second year. Practical examination shall be normally conducted three months prior to the commencement of written examination. A panel consisting of two external members (one Convener and one member) appointed by the University will examine the teaching competency of each candidate and also his/ her practical works, records, and instructional materials as mentioned below.

PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate should apply for the practical examination in the first appearance. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the practical components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination in the second year and their decision on the marks to be awarded shall be final.

REAPPEARANCE FOR PRACTICAL EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the practical examinations within the next three consecutive academic years in the main examinations only.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall be awarded the B.Ed Special Education: Multiple Disabilities/Autism Spectrum Disorder/ Deafblind Degree if he/she has passed both theory examination and the Practical Examination.

Successful candidates shall be classified as specified hereunder by taking into account of the

marks secured in Theory and Practical Examination separately.

CLASSIFICATION FOR WRITTEN EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

CLASSIFICATION FOR PRACTICAL

DEGREE OF MASTER OF SPECIAL EDUCATION
(M.Ed.Spl.Ed) – Multiple Disabilities/Autism Spectrum Disorder
REGULATIONS
From the Academic Year 2016-2017 onwards

The Master of Special Education programme, generally known as M.Ed.Spl.Ed. is a professional course that prepares prospective teacher educators.

1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME(M.Ed Spl Edn(Multiple Disabilities))

A candidate shall be eligible for admission to the programme leading to the Degree of Master of Special Education provided he/she has passed a Bachelor Degree Examination in Special Education with minimum 50% marks in respective disability area from a recognized University or any other degree considered equivalent to B.Ed,Spl.Ed., from an affiliating university and /or teaching department under any University recognized by U.G.C. with RCI registration.

A Candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 % marks in each course.

A Candidate having passed PG Diploma (Till Academic session 2014 – 15)

A Candidate with B.Ed. in particular specialization may be allowed for M.Ed. Cross disability/multicategory (as and when offered) but the reverse is not allowed. B.Ed with Multi category should not be admitted for the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl.Edu. Area C Courses and complete the specialization course to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed.Spl.Ed. in a specific disability.

A Candidate with B.A./B.Sc../B.Com. B.Ed.Spl.Ed.(4 years Integrated)

A Candidate should have valid RCI registration.

ELIGIBILITY FOR ADMISSION TO THE PROGRAMME (M.Ed Spl Edn(Autism Spectrum Disorder)

- 1) A candidate who has successfully passed B.Ed Spl Education(ASD) with minimum 50% marks from recognised University or
- 2) A candidate who has passed B.Ed (General) with minimum 50% marks and D.Ed/ Diploma in Special Education (ASD) with minimum 50% marks or
- 3) A candidate who has passed B.Ed Spl Education (MR) with minimum 50% marks from a recognised university or
- 4) A candidate who has passed B.Ed Spl Education (MD) with minimum 50% marks from a recognised university
- 5) Candidate should have a valid RCI, CRR Number

2. DURATION OF THE M.Ed.Spl.Ed PROGRAMME

The M.Ed.Spl.Ed. programme shall be of duration of two academic years including the theory courses, field attachment for a minimum of 8 weeks, and other practical components. Students shall be permitted to complete the programme requirements of the two-year programme with a maximum period of three years from the date of admission to the programme.

There shall be at least 200 working days for each academic year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

3. PROGRAMME CONTENT

The programme is comprised of five broad inter-related curricular areas – (i) Perspective Courses, (ii) Tool Courses, (iii) Teacher Education Courses, (iv) Specialization of a Core Course and (v) Specialization of a Thematic Course. All the courses include in-built field-based units of study and practicum work tailored to suit the requirements of prospective teacher educators.

Transaction of the courses is to be done using a variety of approaches, including expository writing, academic writing, group presentations, discussions, self development activities and field visits.

M.Ed FIRST YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES
----------------	--------------------	----------------

PERSPECTIVE COURSES

1.	FMPA	Historical and Political Economy of Education in India
----	-------------	--

2.		Advanced Educational Psychology
3.	FMPC	Curriculum Design and Development

TOOL COURSE

4.	FMTC	Basics in Educational Research
----	-------------	--------------------------------

TEACHER EDUCATION COURSE

5.	FMTE	Teacher Education in India: Elementary Level
----	-------------	--

SPECIALISATION: CORE COURSE

6.	FMSD	Development in Special education and Inclusive education
----	-------------	--

FMSD

6.	FMSD	Development in Special education and Inclusive education
----	-------------	--

SPECIALISATION: THEMATIC COURSE

7.	FMSI	Identification, Assessment, Curriculum and Teaching Strategies in Multiple Disabilities/Autism Spectrum Disorder
----	-------------	---

M.Ed SECOND YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES
---------	-------------	---------

PERSPECTIVE COURSES

1.	SMPA	Philosophical and Sociological Perspectives in Education
2.	SMPB	Advanced Techniques of Instruction

TOOL COURSE

3.	SMTC	Advanced Educational Research and Statistic
----	-------------	---

TEACHER EDUCATION COURSE

4.	SMTET	Teacher Education in India: Secondary and Higher Secondary Level
----	--------------	--

SPECIALISATION: CORE COURSE

5	SMSP	Perspective in Teacher Education; Educational Evaluation; Educational Management and Technology
---	-------------	---

SPECIALISATION: THEMATIC COURSE

6.	SMST	Adulthood and family issues; Therapeutics and Assistive Devices for Multiple Disabilities/Autism Spectrum Disorder
----	-------------	---

M.Ed Special Education – Multiple Disabilities/Autism Spectrum Disorder (ASD)

FIRST YEAR PRACTICUM COMPONENTS

Sl No	Activities	Marks
1	Field Immersion with Co-operative Schools (2 Weeks):	50
2	Field Visit (2 Weeks):	75
3	Dissertation Preliminary Work:	75
4	Communication Skills I: Expository Writing	50
5	Self – Development : Yoga	50
	TOTAL	300

M.Ed Special Education – Multiple Disabilities/Autism Spectrum Disorder (ASD)

SECOND YEAR PRACTICUM COMPONENTS

Sl No	Activities	Marks
1	a) Dissertation b) Viva-voce	100 50
2	a) Field based Internship in the Cooperative School (1 Week): b) Field based Internship in the Teacher Education Institution (3 Weeks):	50 75
5	Communication Skills: Academic Writing	75
6	Hands on Training	50
	TOTAL	400

SCHEME OF EXAMINATION FOR TWO YEARS

Year	Theory	Practical	Total
I	700	300	1000
II	600	400	1000
Total	1300	700	2000

M.Ed FIRST YEAR: THEORY COURSES

Sl. No.	Course Code	COURSES	MARKS		
			Internal	External	Total
PERSPECTIVE COURSES					
1.	FMPA	Historical and Political Economy of Education in India	30	70	100
2.	FMPB	Advanced Educational Psychology	30	70	100
3.	FMPC	Curriculum Design and Development	30	70	100

TOOL COURSE

4.	FMTC	Basics in Educational Research	30	70	100
----	-------------	--------------------------------	----	----	-----

TEACHER EDUCATION COURSE

5.	FMTE	Teacher Education in India:	30	70	100
----	-------------	-----------------------------	----	----	-----

SPECIALISATION: CORE COURSE

6.	FMSD	Development in Special education and Inclusive education	30	70	100
----	-------------	--	----	----	-----

SPECIALISATION: THEMATIC COURSE

7.	FMSI	Identification, Assessment, Curriculum and Teaching Strategies in Multiple Disabilities/Autism Spectrum Disorder	30	70	100
TOTAL			210	490	700

M.Ed SECOND YEAR: THEORY COURSES					
Sl. No.	Course Code	COURSES	MARKS		
PERSPECTIVE COURSES			Internal	External	Total
1.	SMPA	Philosophical and Sociological Perspectives in Education	30	70	100
2.	SMPB	Advanced Techniques of Instruction	30	70	100

TOOL COURSE

3.	SMTC	Advanced Educational Research and	30	70	100
----	------	-----------------------------------	----	----	-----

TEACHER EDUCATION COURSE

4.	SMTE	Teacher Education in India:	30	70	100
----	------	-----------------------------	----	----	-----

SPECIALISATION: CORE COURSE

5.	SMSP	Perspective in Teacher Education; Educational Evaluation; Educational Management and Technology	30	70	100
----	------	---	----	----	-----

SPECIALISATION: THEMATIC COURSE

6	SMST	Adulthood and family issues; Therapeutics and Assistive Devices for Multiple Disabilities/Autism Spectrum Disorder	30	70	100
TOTAL			180	420	600

**SCHEME OF CONTINUOUS AND COMPREHENSIVE EVALUATION FOR
THEORY COURSES (30MARKS)**

S. No	Components	Marks
1.	Assignments (An average of Two Assignments)	10
2.	Seminar	10
3.	Class Tests (An average of 2 Unit Tests)	10
	TOTAL	30

MEDIUM OF INSTRUCTION

Each candidate admitted into M.Ed.Spl.Ed programme in any one of the Colleges of Education affiliated to Tamil Nadu Teachers Education University and Rehabilitation Council of India should select the Medium of Instruction either as English or as Tamil depending on the availability of Medium of Instruction in the College of Education and Special Education .

After the last date of admission, Principals of the Colleges of Education and Special Education should submit the name list along with the medium of instruction opted by each candidate to Tamil Nadu Teachers Education University and Rehabilitation Council of India.. In case, if the admitted candidates prefer to change their Medium of Instruction at later stage of the programme it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of Instruction chosen by the candidates to pursue the M.Ed.Spl.Ed programme will be indicated in the M.Ed.Spl.Ed programme Transfer Certificates.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (170 days) of attendance, failing which they will not be permitted to appear for the M.Ed.Spl.Ed. degree examination (both written and practical examination). However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010, candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for written examination and practical examination in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written examination. Such candidates appearance in the practical examination will stand cancelled automatically.

Question Paper Pattern for Theory Courses: M.Ed.Sp Degree Examination

Duration	Type of Question	No. of Questions	Marks
3 Hours	Essay Type	7 out of 10 (with Internal Choice)	7 × 10 = 70

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he/she secure not less than 50% in aggregate in each course with a minimum of 45% in the external examination. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to reappear only for those courses in which he/she failed.

RE-TOTALING OR REVALUATION

Candidates can apply for either re-totalling or revaluation or both to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fee prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Written Examination within next three consecutive academic years.

PRACTICAL EXAMINATION

All the records related to the practical components should be made available to the examiner at the time of Practical Examination.

For the first year each candidate's practical work records shall be assessed by an examiner duly appointed by the Tamil Nadu Teachers Education University.

During the second year the Viva-voce Examination along with evaluation of practical work records shall be assessed by an examiner duly appointed by the Tamil Nadu Teachers Education University.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall be awarded the M.Ed.Spl.Ed. degree if he/she has passed both theory courses and the practical components. Successful candidates shall be classified as specified hereunder by taking into account of their marks secured in Theory and Practical Examinations.

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

CERTIFICATE COURSE IN CARE GIVING

Preamble:

Increased globalization and modernization has brought about problems of old age, disaster related injuries, mental stress disorders & paucity of trained medical & health professionals etc. In view of these phenomena, the RCI, a registered statutory body has taken a decision to meet the challenge for the need of care giving from the family unit to the community and the institution as an important component of a continuing care and rehabilitation.

The concept of care giving and creation of a cadre of care givers is the need of the country. The availability of trained care givers and operationalizing the programme in care giving will fulfil the needs of the chronically ill, elderly and persons with disability increasing at an alarming rate. Aim To prepare a cadre of trained care givers to provide quality care in various areas of disabilities ranging from infancy to old age.

Objectives:

1. To design standardized course modules for care givers.
2. To educate and train caregivers.
3. To monitor, assess, evaluate and review content of the feedback.
4. To make desirable changes in the courses more beneficial to the clients.

Expected Outcome

1. A cadre of trained care givers will be available within the home, community and institutions for care-giving for persons with Autism, Mental Retardation, Cerebral Palsy and Multiple Disabilities.
2. A cadre of trained care givers will be available for care giving to persons with Mental Illness, Dementia, Alzheimer's and other such chronic disorders.
3. A cadre of trained care givers will be available for care giving to persons with locomotor disabilities arising due to trauma, spinal cord injuries, stroke, head injuries, osteoporosis, muscular dystrophy, arthritis, leprosy cured, old age and other such conditions.
4. A cadre of trained care givers will be available for care giving to persons with deaf-blindness and visual impairment.

Course Structure Certificate Course

This course will have combination of basic compulsory module with any three of the 5 modules mentioned below with total study duration of 10 months, each module of 2½ months covering a group of disabilities.

All the modules will be offered consecutively.

A) Basic compulsory Module covering areas such as anatomy & physiology, health, nutrition, general care giving, concession and benefits for the persons with disability under various Govt. schemes etc.

B) Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities.

C) Mental Illness, Dementia and other disabling conditions.

D) Locomotor Impairment due to conditions including trauma, Spinal Cord Injury, head injury, stroke, Osteoporosis, poliomyelitis, Muscular Dystrophy, arthritis, Leprosy Cured, old age etc.

E) Deaf-blindness

F) Visual Impairment

Weightage in terms of hours for all the above modules for theory and practical will be in the ratio of 30: 70 i.e., 100 hours for theory and 230 hours for practicals.

The choice for the optional module can be exercised either at the beginning while entering the course or after completing the basic module.

Entry Criteria

(Module A + any three of Modules B, C, D, E or F): The minimum entry qualifications would be 10th or equivalent pass.

After the successful completion of the courses, the candidates will be awarded a certificate by RCI.

Admission procedure – as per standard rules and practices.

Intake Capacity – Not more than 25 in a batch

Medium of Instruction - Hindi, English or Regional Language

Teacher-Student Ratio – 1: 10 Minimum attendance required – 80 %

Examination:

Written examinations will be a combination of objective type, short answer type and essay type in nature

Theory

There will be 4 Theory exams of 100 marks each i.e. Total 400 marks. (with 75 marks for examination and 25 marks for Internal Assessment)

Allocation of marks will be proportional to the number of teaching hours in each topic.

Practical

Certificate Course practical exams a total of 600 marks will be assigned and the break up will be as follows:

a	practical record	100 marks
b	3 course presentation, one based on each Module (3X100) (for assessment of the patient / client, family needs, Care Plan / Management)	300 marks
c	Basic activities/emergencies (ADL -25, Leisure-25, Emergencies-25, Behaviour mgmt.-25)	100 marks
d	Viva-voce examination	100 marks
	Total	600 marks

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations as per Scheme of Examinations.

Passing Marks – Theory - 40 % Practical - 50 %
Students are required to pass in the theory and practicals

Grading –

Distinction – 70 % and above
First Division. – 60 – 69 %
Second Division. - 50 – 59 %
Third division. - 40 – 49 %

CONTENTS OF THE COURSE

Module – A- Basic Compulsory Module
(2 ½ months)

Theory Hrs. – 100

Practical Hrs. – 230 (working days @ 22 days in a month x 6 hrs a day = 55 x 6 = 330)

Unit	Content	Duration in Hours	
		Theory	Practical
1	(a) Introduction/aim/scope of the course (b) Introduction to disability : Disease, Impairment, Disability, Handicap and changing concepts (c) Types of Disability : - Visual Impairment, - Hearing & Speech Impairment - Locomotor Disability - Mental Retardation - Multiple Disability - Mental Illness - Autism	8	16

	<p>- Cerebral palsy (d) Prevention, Causation, Psychosocial Impact of disability on the individual / family / community. (e) Statutory provisions in the field of disability, concession benefits under various schemes of Govt. of India for persons with disability.</p>		
2	<p>Anatomy, Physiology and Human Development To Provide basic knowledge about the structure and function of different parts of the body so as to develop an understanding about the functioning of human body. Organization of the body different systems – Basics on Musculoskeletal, Nervous, Cardiovascular, Respiratory, Digestive, Urinary, Reproductive - Sensory organ (structure, function & physiology), Endocrine organs. -Typical and Atypical Development (Cognitive, Language and Socio emotional development)</p>	12	24
3	<p>Health & Personal Hygiene Fundamentals of Health : • Definition of Health (Physical & Mental) and Illness • Personal hygiene. • Oral diseases & Dental hygiene • Differences between infectious and non-infectious diseases</p>	6	12
4	<p>Assessment • Fundamentals of functional Abilities- • Functional Assessment • ADL</p>	6	16
5	<p>Care Giving & promotion of Independence skills: • Provision of good home care • Universal precautions • Maintaining personal hygiene • Environmental hygiene • Bed making • Prevention of bed sores • Bed bath(sponge bath), mouth care • Taking & Recording of temperature, pulse, respiration, blood pressure etc. • Simple sterilization methods and prevention of cross infection • Positioning & transferring skills • Nutrition and feeding including preparation of simple therapeutic diet • Nasal feeding skills • Cleanliness • Regular bowel movement and urination • Assisting in exercise, rest and sleep • Health education • First Aid – • How to control bleeding from a wound, cuts, scrapes etc. • Use of Aids & appliances • Effects of sensory alterations, including stress for</p>	28	60

	patients and staff, sensory overload and deprivation, sleep and rest disturbances in the critical care unit. This section will also cover the dying process and death. - Immobility in severely disabled/critically ill persons including pain management, wound healing and altered body image		
6	Handling Emergencies: <ul style="list-style-type: none"> • Recognizing & responding to Emergencies • How to administer medicines, appropriately and on time • Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc. • Giving first aid for burns, poisoning, snake bites etc 	10	24
7	Nutrition : <ul style="list-style-type: none"> • Importance of a Balanced diet • Myths about diet 	4	10
8	Enabling Caregivers- <ul style="list-style-type: none"> • Counseling-individual/group/family • Networking skills • Early signs of caregivers' distress • Coping with stress & need for Support of the Care givers • Developing positive attitude • Leadership • Importance of interpersonal relationship • Importance of understanding the difficulties and needs of disabled persons 	16	38
9	Documentation & Accounts Maintenance	4	10
10	Code of Conduct : <ul style="list-style-type: none"> • Roles and responsibility of a Care Giver • Prevention of and protection against abuse – verbal, sexual, physical, financial, etc. • Do's & Don'ts • Impact of the critical environment 	8	20
	Total No. of hours	100	230

Care Giving Course-Primary (Basic) (Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities)

Syllabus & Guidelines

Aim

To prepare a cadre of trained care givers to provide basic care for persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Objective

To develop skills for providing basic care for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Expected Outcome

A cadre of trained care givers will be available within the home, community and institutions for care-giving for persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 3 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 30: 70

Entry Criteria

The applicant must be minimum 8th standard or equivalent pass. Applicant age should be minimum 18 years at the time of applying for the training (on last date of application for the course).

Certification

After the successful completion of the courses, the candidates will be awarded a certificate by National Trust.

Admission procedure – as per norms & guidelines of the National Trust.

Intake Capacity – 30

Medium of Instruction - Hindi, English or Regional Language

Minimum attendance required – 80 %

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory- Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 1st and 2nd month). Total of 200 marks.

4

External Examination (Final Examination at the end of 3rd month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

- a) Practical Book Record = 20 marks
- b) 1 case presentation = 20 marks
(for assessment of the patient / client, family needs, Care Plan / Management)
- c) Basic activities/emergencies = 20 marks
(ADL, Emergencies, Behaviour management)
- d) Viva-voce examination = 40 marks

Total 100 marks

Final Result will be based on total 400

marks. Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations (1+2 chances).

Students are required to pass in the theory and practical, individually.

CONTENTS OF THE COURSE (All units carry equal time weightage) Unit- A Contents

1. (a) Introduction/aim/scope of the course

(b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts

(c) Types of Disability under National Trust Act (1999) and PwD Act(1995), and their characteristics:

- Mental Retardation
- Autism
- Cerebral palsy
- Multiple Disabilities
- Visual Impairment (Blindness & Low Vision) - Hearing Impairment
- Locomotor Disability
- Leprosy Cured
- Mental Illness

2 Health & Personal Hygiene

Fundamentals of Health:

- Definition of Health (Physical & Mental) and Illness
- Personal hygiene.
- Oral diseases & Dental hygiene
- Differences between infectious and non-infectious diseases

3 Care Giving & promotion of Independence skills:

- Provision of good home care

- Universal precautions
- Maintaining personal hygiene
- Environmental hygiene
- Bed making
- Prevention of bed sores
- Bed bath(sponge bath), mouth care
- Taking & Recording of temperature, pulse, respiration, blood pressure, intake - output record etc.
- Simple sterilization methods and prevention of cross infection
- Positioning & transferring skills
- Nutrition and feeding including preparation of simple therapeutic diet
- Nasal feeding skills
- Cleanliness
- Regular bowel movement and urination
- Assisting in exercise, rest and sleep

4. Health education

- First Aid
- How to control bleeding from a wound, cuts, scrapes etc. Cardio Pulmonary Resuscitation
- Immobility in severely disabled/critically ill persons including pain management, wound healing and altered body image

6

Handling Emergencies:

- Recognizing & responding to Emergencies
- How to administer medicines, appropriately and on time
- Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
- Giving first aid for burns, poisoning, snake bites etc.

5 Enabling Caregivers-

- Counselling-individual/group/family
- Networking skills for referral purpose and management of community resources and empowering families
- Early signs of caregivers' distress
- Coping with stress & need for Support of the Care givers

Developing positive attitude

- Leadership
- Importance of interpersonal relationship
- Importance of understanding the difficulties and needs of disabled persons and

6. Legalities

Orientation to disability related national laws Code of Conduct :

- exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues, skills in effective communication in situation of abuse physical, financial, etc, enhancing positive attitude in parents, prevention of using derogatory references

Unit- B Contents

1. Orientation to:

Mental Retardation & Autism Spectrum Disorders Associated problems

Definition & terminology, Characteristics

1. Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Basics in sign language
 - d) Social interactions
7. Field Visit (home visits)

Unit C Content

1. Orientation to: **Cerebral Palsy Associated problems**

Definition & terminology, Characteristics

Causes, Classification on functional basis and needs

2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills

- b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Basics in sign language
 - d) Social interactions
7. Field Visit (home visits)

Unit D Content

1. Orientation to: **Multiple Disabilities**
Definition & terminology, Characteristics, Causes, Classification on functional basis and needs
2. Transfer of skills to family members
3. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores), Leisure and Recreational Skills
4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Basics in sign language
 - d) Social interactions
7. Field Visit (home visits)

Care Giving Course-Primary(Basic) **(Visual Impairment, Locomotor Disability & Multiple Disabilities)** **Syllabus & Guidelines**

Aim

To prepare a cadre of trained care givers to provide basic care for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Objective

To develop skills for providing basic care for Persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Expected Outcome

A cadre of trained care givers will be available within the home, community and institutions for care-giving for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 3 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 30: 70

Entry Criteria

The applicant must be minimum 8th standard or equivalent pass. Applicant age should be minimum 18 years at the time of applying for the training (on last date of application for the course).

Certification

After the successful completion of the courses, the candidates will be awarded a certificate by The National Trust.

Admission procedure – as per norms & guidelines of The National Trust. **Intake Capacity** – 30

Medium of Instruction - Hindi, English or Regional Language

Minimum attendance required - 80 %

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory- Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 1st and 2nd month). Total of 200 marks.

External Examination (Final Examination at the end of 3rd month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

- a) Practical Book Record = 20 marks
- b) 1 case presentation = 20 marks
(for assessment of the patient / client, family needs, Care Plan / Management)
- c) Basic activities/emergencies = 20 marks
(ADL, Emergencies, Behaviour management)
- d) Viva-voce examination = 40 marks

Total 100 marks

Final Result will be based on total 400

marks. Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations (1+2 chances).

Students are required to pass in the theory and practical, individually.

CONTENTS OF THE COURSE (All units carry equal time weightage)

Unit- A Contents

1. (a) Introduction/aim/scope of the course

(b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts

(c) Types of Disability under National Trust Act (1999) and PwD Act(1995), and their characteristics:

- Mental Retardation
- Autism
- Cerebral palsy
- Multiple Disabilities
- Visual Impairment (Blindness & Low Vision) - Hearing Impairment
- Locomotor Disability
- Leprosy Cured
- Mental Illness

2 Health & Personal Hygiene

Fundamentals of Health:

- Definition of Health (Physical & Mental) and Illness
- Personal hygiene.
- Oral diseases & Dental hygiene
- Differences between infectious and non-infectious diseases

3 Care Giving & promotion of Independence skills:

- Provision of good home care
- Universal precautions
- Maintaining personal hygiene

- Environmental hygiene
- Bed making
- Prevention of bed sores
- Bed bath(sponge bath), mouth care
- Taking & Recording of temperature, pulse, respiration, blood pressure, intake - output record etc.
- Simple sterilization methods and prevention of cross infection
- Positioning & transferring skills
- Nutrition and feeding including preparation of simple therapeutic diet
- Nasal feeding skills
- Cleanliness
- Regular bowel movement and urination
- Assisting in exercise, rest and sleep

4. Health education

- First Aid
- How to control bleeding from a wound, cuts, scrapes etc. Cardio Pulmonary Resuscitation

15

Immobility in severely disabled/critically ill persons including pain management, wound healing and altered body image

Handling Emergencies:

- Recognizing & responding to Emergencies
- How to administer medicines, appropriately and on time
- Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
- Giving first aid for burns, poisoning, snake bites etc.

5 Enabling Caregivers-

- Counselling-individual/group/family
- Networking skills for referral purpose and management of community resources and empowering families
- Early signs of caregivers' distress
- Coping with stress & need for Support of the Care givers

Developing positive attitude

- Leadership
- Importance of interpersonal relationship
- Importance of understanding the difficulties and needs of disabled persons

6. Legalities

Orientation to disability related national laws Code of Conduct :

- exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues, skills in effective communication in situation of abuse physical, financial, etc, enhancing positive attitude in parents, prevention of using derogatory references

Unit- B Content .

Orientation to: **Visual Impairment, Associated**

problems 1. Definition & terminology, Characteristics

Causes, Classification on functional basis and needs

2. Functional assessment and use of residual vision
3. Transfer of skills to family members
4. Basic Management in Activities of Daily Living Personal hygiene, Adaptation in training for household skills, Leisure and Recreational Skills
5. Orientation and Mobility
6. Assistive Devices: optical and non- optical
7. Barrier Free Environment
8. Age appropriate communication skills
9. Improving social skills: social cues, social responding & social behaviour
10. Field Visit (home visits)

Unit-C- Content

Orientation to: **Locomotor Disability Associated Problem**

1. Definition & terminology, Characteristics Causes, Classification on functional basis and needs

2. Transfer of skills to family members

3. Basic Management in Activities of Daily Living

a) Positioning

b) Lifting & transfers with appropriate use of adaptive devices

c) Dressing

d) Bathing and grooming

e) Toileting/ brushing

f) Personal hygiene

g) Teaching Individual skills (household chores), Leisure and Recreational Skills

4. Orientation and Mobility- Terrain oriented

5. Assistive Devices & Barrier Free Environment

6. Social interactions

7. Field Visit (home visits)

Unit- D Contents

1. Orientation to: **Multiple Disabilities**

Definition & terminology, Characteristics ,Causes, Classification on functional basis and needs

2. Transfer of skills to family members

3. Basic Management in Activities of Daily Living

a) Positioning

b) Lifting

c) Carrying/transferring

d) Dressing

e) Bathing and grooming

f) Toileting/brushing

g) Management of menstruation

h) Personal hygiene

i) Teaching Individual skills (household chores), Leisure and Recreational Skills

4. Orientation and Mobility
5. Assistive Devices & Barrier Free Environment
6. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Social interactions
7. Field Visit (home visits)

Care Giving Course- Advanced (Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities) Syllabus & Guidelines

Aim

To train cadre of care givers for providing advance level care for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Objective

To develop skills for providing advance care for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Expected Outcome

A cadre of trained care givers for inclusion at home, community, school and institutions for care-giving for Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 6 months**.

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the Persons with Mental Retardation, Autism Spectrum Disorder, Cerebral Palsy and Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 40: 60

Entry Criteria

- a. Minimum 10th class pass or equivalent
- b. Applicant age should be minimum 18 years at the time of applying for the training (on last date of application for the course).

Certification

After the successful completion of the course, the candidates will be awarded a certificate by The National Trust.

Admission procedure – as per norms & guidelines of The National Trust. **Medium of Instruction** - Hindi, English or Regional Language

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory-Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 2nd and 4th month). Total of 200 marks.

External Examination (Final Examination at the end of 6th month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

- a) Practical Book Record = 20 marks
- b) 1 case presentation = 20 marks
(for assessment of the patient / client, family needs, Care Plan / Management)
- c) Basic activities/emergencies = 20 marks
(ADL, Emergencies, Behaviour management)
- d) Viva-voce examination = 40 marks

Total 100 marks

Final Result will be based on total 400

marks. Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations/ next examination as decided by the relevant authority (1+2 chances).

Students are required to pass in the theory and practical, individually.

23

CONTENTS OF THE COURSE (All units carry equal time weightage) Unit- A

1.
 - (a) Introduction/aim/scope of the course
 - (b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts
 - (c) Types of Disability and characteristics
 - Visual Impairment,
 - Hearing & Speech Impairment
 - Locomotor Disability
 - Mental Retardation
 - Mental Illness
 - Autism
 - Cerebral palsy
 - Deaf blindness
 - Multiple Disabilities
 - (d) Methods of functional assessment, Fundamentals of functional Abilities, Activities of Daily Living (ADL)
 - (e) Basic knowledge about the structure and function of eye, ear and brain to develop an understanding about its functioning of human body in relation to age. Basics on Musculoskeletal and Nervous Systems.
2. Health & Personal Hygiene
 - Personal hygiene.
 - Oral diseases & Dental hygiene
 - Differences between infectious and non-infectious diseases

Nutrition :Importance of a Balanced diet related to disability & Myths about diet, Nutrition and feeding including preparation of simple therapeutic diet

3. Care Giving & promotion of Independence skills:

- Provision of good home care
- Domestic & Environmental sanitation
- Bed making
- Prevention of bed sores
- Bed bath(sponge bath)
- Taking & Recording of temperature, pulse, respiration, blood pressure etc.
- Simple sterilization methods and prevention of cross infection
- Positioning & transferring skills
- Nasal feeding skills
- Cleanliness
- Regular bowel movement and urination
- Assisting in exercise, rest and sleep

4. Health education

- First Aid
- Management of fits/ seizure
- Management of burns, wound, cuts, falls, poisoning, snake bites etc.

5. Use of Aids & appliances

Creating barrier free environment

Prerequisites of availing disability scheme based facilities Disability adaptation for ADL

4. Handling Emergencies:

- How to administer medicines, appropriately and on time
 - Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
 - Shock
 - Cardio Pulmonary Resuscitation
- Recognizing & responding to Emergencies
- Awareness on Disaster Management Strategies for PwDs

6 Enabling Caregivers-

- Counselling-individual/ group/ family
- Networking skills
- Early signs of caregivers' distress
- Coping with stress & need for Support of the Care givers
- Developing positive attitude
- Leadership
- Importance of understanding the difficulties and needs of PwD
- Restructuring interpersonal relationship amongst family members in relation to disability management demands

7 Ethics for care givers :

- Roles and responsibility of a Care Giver
- Prevention and protection against abuse – verbal, sexual, physical financial, etc.
- Do's & Don'ts
- Exercising sensitivity to gender issues, disability labelling, managing peer

relationship and responding to privacy related issues.

- Skills in effective communication in situations of abuse
- Orientation to disability related National laws

1. Orientation to: **Mental Retardation & Autism Spectrum Disorder Associated problems**

Definition & Terminologies,
Characteristics Causes

2. Structure and function of the brain: Anatomy and physiology of brain Incidence & Prevalence
3. Assessment and Programming
4. Involvement of family
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
5. Family need assessment
6. Basic management of problem behaviours
7. Transfer of skills to family members
8. Basic Management in Activities of Daily Living
 - a) Dressing
 - b) Bathing and grooming
 - c) Toileting/brushing
 - d) Management of menstruation
 - e) Personal hygiene
 - f) Teaching Individual skills (household chores)
9. Barrier Free Environment
10. Social interactions
11. Orientation to Teaching Learning Materials and Training Resources
12. Leisure / Recreational Skills and Independent living skills/Life Skills
13. Field Visit (home visits)

Unit-C

1. Orientation to: **Cerebral Palsy Associated problems**

Definition & terminologies, Characteristics Causes, Classification

2. Orientation on management of Persons with Cerebral Palsy
3. Assessment and Programming
4. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/ transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores)
 - j) Concept of self image/ positive attitude
5. Nutrition and feeding including preparation of simple therapeutic diet
6. Family need assessment:
 - a. Individual needs assessment
 - b. Transfer of skills to family members

- c. Family Dynamics
- d. Critical issues in care giving and its impact on family life
- e. Guidance and support to families
- 7. Assistive Devices/ adaptive furnishing/ restructuring environment & Barrier Free Environment
- 8. Socio-emotional Management
 - a) Interpersonal relationship
 - b) Motivation
 - c) Self esteem
- 9. Leisure and Recreational Skills
- 10. Field Visit (home visits)

1. Orientation to: **Multiple Disabilities**

Definition & terminology, Characteristics Causes, Classification on functional basis and needs

- 2. Assessment and Programming
- 3. Family Dynamics
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
 - c) Family need assessment
 - d) Transfer of skills to family members
- 4. Basic Management in Activities of Daily Living
 - a) Positioning, Carrying/ transferring
 - b) Feeding
 - c) Dressing
 - d) Bathing and grooming
 - e) Toileting/ brushing
 - f) Regulating Bowel movement and urination
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores)
- 5. Orientation and Mobility
- 6. Language and Communication
 - a) Specific strategies for non speaking persons with Multiple Disabilities.
 - b) Social interactions
- 7. Socio-emotional Management
 - a) Interpersonal Relationship
 - b) Motivation
 - c) Self esteem
- 8. Assistive Devices, adaptive furnishing/ restructuring environment & Barrier Free Environment
- 9. Leisure and Recreational Skills
- 10. Field Visit (home visits)

Care Giving Course- Advanced (Visual Impairment, Locomotor Disability & Multiple Disabilities) Syllabus & Guidelines

Aim

To train cadre of care givers for providing advance level care for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Objective

To develop skills for providing advance care for Persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Expected Outcome

A cadre of trained care givers for inclusion at home, community, school and institutions for care-giving for persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

Course Structure

Certificate Course - This course will have Basic module with total study **duration of 6 months.**

A) Basic compulsory Module covering areas such as health, nutrition, basic care giving for the persons with Visual Impairment, Locomotor Disability & Multiple Disabilities.

B) Weightage in terms of hours for theory and practical will be in the ratio of 40: 60

Entry Criteria

a. Minimum 8th class pass and should have completed the primary training/previous Sahyogi course/ RCI primary training course

OR

Minimum 10th class pass or equivalent

b. Applicant age should be minimum 18 years at the time of applying for the training(on last date of application for the course).

Certification

After the successful completion of the courses, the candidates will be awarded a certificate by The National Trust.

Admission procedure – as per norms & guidelines of The National Trust.

30

Medium of Instruction - Hindi, English or Regional Language

Examination

Written examinations will be a combination of Objective & short answer type (30:70)

Theory- Internal Examination

There will be two internal examinations comprising of 50 marks of theory and 50 marks of practical (at the end of 2nd and 4th month). Total of 200 marks.

External Examination (Final Examination at the end of 6th month)

There will be final examination of 200 marks (100 marks of theory and 100 marks of practical)

Final Practical –

Certificate Course practical exams a total of 100 marks will be assigned and the break up will be as follows:

- a) Practical Book Record = 20 marks
- b) 1 case presentation = 20 marks
(for assessment of the patient / client, family needs, Care Plan / Management)
- c) Basic activities/emergencies = 20 marks
(ADL, Emergencies, Behaviour management)
- d) Viva-voce examination = 40 marks

Total 100 marks

Final Result will be based on total 400

marks. Passing Marks – Theory - 40 %

Practical - 50 %

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations(1+2 chances).

Students are required to pass in the theory and practical, individually.

32

CONTENTS OF THE COURSE (All units carry equal time weightage) Unit- A

1.
 - (a) Introduction/aim/scope of the course
 - (b) Introduction to disability : Disease, impairment, Disability, handicap and changing concepts
 - (c) Types of Disability and characteristics
 - Visual Impairment,
 - Hearing & Speech Impairment
 - Locomotor Disability
 - Mental Retardation
 - Mental Illness
 - Autism
 - Cerebral palsy
 - Deaf blindness
 - Multiple Disabilities
 - (d) Methods of functional assessment ,Fundamentals of functional Abilities, ADL
 - (e) Basic knowledge about the structure and function of eye, ear and brain to develop an understanding about its functioning of human body in relation to age. Basics on Musculoskeletal and Nervous Systems.
2. Health & Personal Hygiene
 - Personal hygiene.
 - Oral diseases & Dental hygiene
 - Differences between infectious and non-infectious diseasesNutrition :Importance of a Balanced diet related to disability & Myths about diet, Nutrition and feeding including preparation of simple therapeutic diet
3. Care Giving & promotion of Independence skills:
 - Provision of good home care
 - Domestic & Environmental sanitation
 - Bed making
 - Prevention of bed sores
 - Bed bath(sponge bath)

- Taking & Recording of temperature, pulse, respiration, blood pressure etc.
- Simple sterilization methods and prevention of cross infection
- Positioning & transferring skills
- Nasal feeding skills
- Cleanliness
- Regular bowel movement and urination
- Assisting in exercise, rest and sleep

4. Health education

- First Aid
- Management of fits/seizure
- Management of burns, wound, cuts, falls, poisoning, snake bites etc.

3

5. Use of Aids & appliances

Creating barrier free environment

Prerequisites of availing disability scheme based facilities disability adaption for ADL

4. Handling Emergencies:

- Recognizing & responding to Emergencies
- How to administer medicines, appropriately and on time
- Care during fever, loss of consciousness, choking, drowning, when breathing stops, breathlessness etc.
- Shock
- Cardio Pulmonary Resuscitation
- Awareness on Disaster Management Strategies for PwDs

6 Enabling Caregivers-

- Counselling-individual/group/family
- Networking skills
- Early signs of caregivers' distress
- Coping with stress & need for Support of the Care givers
- Developing positive attitude
- Leadership
- Importance of understanding the difficulties and needs of PwD
- Restructuring interpersonal relationship amongst family members in relation to disability management demands

7 Ethics for care givers :

- Roles and responsibility of a Care Giver
- Prevention and protection against abuse – verbal, sexual, physical financial, etc.
- Do's & Don'ts
- Exercising sensitivity to gender issues, disability labelling, managing peer relationship and responding to privacy related issues.
- Skills in effective communication in situations of abuse
- orientation to disability related National laws

Unit- B

1. Orientation to: **Visual Impairment Associated problems**

Definition & terminology, Characteristics

Causes

2. Structure and function of the eye:

Anatomy and physiology of eye

- Types of visual impairment Incidence & Prevalence
- Interpreting eye report
- Common eye diseases
- 3. Use of residual vision, Aids and appliances- optical and non-optical
- 4. Involvement of family
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
- 5. Family need assessment Individual needs assessment
- 6. Transfer of skills to family members
- 7. Basic Management in Activities of Daily Living
 - a) Dressing
 - b) Bathing and grooming
 - c) Toileting/brushing
 - d) Management of menstruation
 - e) Personal hygiene
 - f) Teaching Individual skills (household chores)
- 8. Orientation and Mobility:

- 9. Barrier Free Environment
- 10. Social interactions
- 11. Leisure and Recreational Skills
- 12. Field Visit (home visits)

Unit-C

- 1. Orientation to: **Locomotor Disability Associated problems**
 Definition & terminology, Characteristics Causes, Classification on functional basis and needs
- 2. Short discussion on following disease/ disability and management:
 Spinal cord injury, Poliomyelitis, Stroke, Osteoporosis, Arthritis, Muscular Dystrophy, Leprosy, Ageing
- 3. Family Dynamics
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
- 4. Family need assessment Individual needs assessment
- 5. Transfer of skills to family members
- 6. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/ transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/brushing
 - g) Management of menstruation
 - h) Personal hygiene
 - i) Teaching Individual skills (household chores)
 - j) Concept of self image/ positive attitude
- 7. Orientation and Mobility
- 8. Assistive Devices & Barrier Free Environment
- 9. Socio-emotional Management

- a) Bonding
 - b) Motivation
 - c) Self esteem
 - 10. Leisure and Recreational Skills
 - 11. Field Visit (home visits)
1. Orientation to: **Multiple Disabilities**
Definition & terminology, Characteristics Causes, Classification on functional basis and needs
 2. Family Dynamics
 - a) Critical issues in care giving and its impact on family life
 - b) Guidance and support to families
 3. Family need assessment Individual needs assessment
 4. Transfer of skills to family members
 5. Basic Management in Activities of Daily Living
 - a) Positioning
 - b) Lifting
 - c) Carrying/ transferring
 - d) Dressing
 - e) Bathing and grooming
 - f) Toileting/ brushing
 - g) Regular Bowel movement and urination
 - h) Management of menstruation
 - i) Personal hygiene
 - j) Teaching Individual skills (household chores)
 6. Orientation and Mobility
 7. Assistive Devices & Barrier Free Environment
 8. Socio-emotional Management
 - a) Bonding
 - b) Motivation
 - c) Self esteem
 9. Language and Communication
 - a) Developing basic language skills
 - b) Specific strategies for non speaking persons with Multiple Disabilities.
 - c) Social interactions
 10. Leisure and Recreational Skills
 11. Field Visit (home visits)

Practical Training

For Primary Module: Seventy percent of time should be utilized for imparting practical training in subject mentioned in module.

For Advanced Module: Sixty percent of time should be utilized for imparting practical training in subject mentioned in module.

The Care Giver will be imparted practical training in all the contents mentioned in respective discipline/module with particular emphasis on following set ups:

I. Training to be given on the following aspects:

Methods of identifying the Persons with Disability in respective discipline, counselling the family, preparing case histories & reporting.

II. Training in Orientation and Mobility

- : a. Place of Public gathering
- b. A river or pond or any place for water collection or ablution
- c. Access on road, crossing a busy road, negotiating traffic and public transport.
- d. Various types of houses in rural/urban surroundings
- e. Post office, dispensary, school, panchayat office, etc.

III. Training in Independent Living Skills :

- a. Training for home chores and daily living skills
- b. Monitoring Medication & Nutrition
- c. Personal Management

IV. Training in Behaviour Management :

- a. Assessment of problem behaviour
- b. Methods of reinforcement
- c. Relaxation strategies

CERTIFICATE COURSE IN CARE GIVING - RCI

Preamble

Increased globalization and modernization has brought about problems of old age, disaster related injuries, mental stress disorders & paucity of trained medical & health professionals etc. In view of these phenomena, the RCI, a registered statutory body has taken a decision to meet the challenge for the need of care giving from the family unit to the community and the institution as an important component of a continuing care and rehabilitation.

The concept of care giving and creation of a cadre of care givers is the need of the country. The availability of trained care givers and operationalizing the programme in care giving, will fulfill the needs of the chronically ill, elderly and persons with disability increasing at an alarming rate.

Aim

To prepare a cadre of trained care givers to provide quality care in various areas of disabilities ranging from infancy to old age.

Objectives

1. To design standardized course modules for care givers.
2. To educate and train caregivers.
3. To monitor, assess, evaluate and review content of the feedback.
4. To make desirable changes in the courses more beneficial to the clients.

Expected Outcome

1. A cadre of trained care givers will be available within the home, community and institutions for care-giving for persons with Autism, Mental Retardation, Cerebral Palsy and Multiple Disabilities.
2. A cadre of trained care givers will be available for care giving to persons with Mental Illness, Dementia, Alzheimer's and other such chronic disorders.
3. A cadre of trained care givers will be available for care giving to persons with locomotor disabilities arising due to trauma, spinal cord injuries, stroke, head injuries, osteoporosis, muscular dystrophy, arthritis, leprosy cured, old age and other such conditions.

4. Course Structure

Certificate Course - This course will have combination of Basic compulsory module with any three of the 5 modules mentioned below with total study duration of 10 months, each module of 2½ months covering a group of disabilities. All the modules will be offered consecutively.

- A) Basic compulsory Module covering areas such as anatomy & physiology, health, nutrition, general care giving, concession and benefits for the persons with disability under various Govt. schemes etc.
- B) Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities.
- C) Mental Illness, Dementia and other disabling conditions.
- D) Locomotor Impairment due to conditions including trauma, Spinal Cord Injury, head injury, stroke, Osteoporosis, poliomyelitis, Muscular Dystrophy, arthritis, Leprosy Cured, old age etc.
- E) Deaf-blindness
- F) Visual Impairment

Weightage in terms of hours for all the above modules for theory and practical will be in the ratio of 30: 70 i.e., 100 hours for theory and 230 hours for practicals.

The choice for the optional module can be exercised either at the beginning while entering the course or after completing the basic module.

Entry Criteria

(Module A + any three of Modules B, C, D, E or F): The minimum entry qualifications would be 10th or equivalent pass.

After the successful completion of the courses, the candidates will be awarded a certificate by RCI.

Admission procedure – as per standard rules and practices.

Intake Capacity – Not more than 25 in a batch

Medium of Instruction - Hindi, English or Regional Language
Minimum attendance required – 80 %

Examination

Written examinations will be a combination of objective type, short answer type and essay type in nature

Theory-

There will be 4 Theory exams of 100 marks each i.e. Total 400 marks. (with 75 marks for examination and 25 marks for Internal Assessment)

Allocation of marks will be proportional to the number of teaching hours in each topic. **Practical** –

Certificate Course practical exams a total of 600 marks will be assigned and the break up will be as follows:

- a) Practical Book Record = 100 marks
- b) 3 course presentations, one based on each Module (3x100) = 300 marks
(for assessment of the patient / client, family needs, Care Plan / Management)
- c) Basic activities/emergencies = 100 marks (ADL -25, Leisure-25, Emergencies-25, Behaviour mgmt.-25)
- d) Viva-voce examination = 100marks -----

Total 600 marks

In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations as per Scheme of Examinations.

Passing Marks – Theory - 40 %

Practical - 50 %

Students are required to pass in the theory and practicals

Grading -

Distinction – 70 % and above

First div. – 60 – 69 %

Second Divn. - 50 – 59 %

Third divn. - 40 – 49 %

2017

Source: Vertex42.com

January						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						