



Department of Management studies
School of Management

PONDICHERRY UNIVERSITY

பாடிகேரி விஸ்வவித்யாலய

புதுவைப் பல்கலைக்கழகம்

PONDICHERRY UNIVERSITY
SCHOOL OF MANAGEMENT
DEPARTMENT OF
MANAGEMENT STUDIES

PG DIPLOMA IN DISABILITY REHABILITATION MANAGEMENT

**CURRICULUM AND SYLLABI
(2023 ONWARDS)
OUTCOME BASED EDUCATION**



0413-2654-305



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PONDICHERRY UNIVERSITY

**SCHOOL OF MANAGEMENT
DEPARTMENT OF MANAGEMENT STUDIES**

One-Year PG Diploma in Disability Rehabilitation Management

**OFFERED BY
DEPARTMENT OF MANAGEMENT STUDIES (DMS)
&
HIGHER EDUCATION FOR PERSONS WITH SPECIAL NEEDS (HEPSN) 2023-
24 ONWARDS**

**APPROVED BY DMS BOARD OF STUDIES HELD ON
3rd May 2023**

PONDICHERRY UNIVERSITY

Vision

- Societal transformation through progressive education, impactful research and continuous innovation for Sustainable growth.

Mission

- Fostering excellence in education, innovation and entrepreneurship to create change agents for inclusive growth.
- Encouraging inter-disciplinary studies and research to embrace the changing dimensions of the society and industry.
- Providing academic and research facilities with ambience that conform to global benchmarks.
- Partnering with national and international institutions for leveraging synergies.
- Engaging communities through extension activities for neighbourhood development.
- Supporting policy development and practices through continuous engagement with stakeholders.

Core Values

- Promote equity, empowerment and excellence in all our actions
- Uphold high ethical and moral standards in education and research
- Inculcate creativity and continuous innovation among teachers and students
- Provide academic freedom and boundary less learning environment
- Maintain quality and performance at the core of all our achievements
- Respect the dignity of all and provide equal opportunity to all stakeholders
- Support inclusive growth and sustainable development of the society

PG Diploma in Disability Rehabilitation Management

PREAMBLE

“Education is fundamental to achieving full human potential, developing an equitable and just society and promoting national development. The global education development agenda reflected in SDG Goal 4, seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030” (NEP 2020). From the perspective of persons with disability (PWDs) and that of Rehabilitation Council of India (RCI), equity-based education and rehabilitation services needs to be rebooted in the light of the NEP-2020, SDG 4 & Rights of PWDs (RPwDs) Act, 2016.

NEP 2020 has advocated provision of inclusive education to all sections of the society. To accomplish overall rehabilitation of PWDs, it is imperative to have effective pedagogical planning, community-based rehabilitation and research on disability at the University level.

It is imperative to identify different stakeholders involved in the process of rehabilitating PWDs and enhancing their skill set so as to ensure that the process of disability rehabilitation is more effectively executed. Many disability welfare institutes have been striving hard in this direction. Institutes such as RCI, NIPMED, NIVH AND NIOH among others are some to mention. However, the time has come where Central Universities and all educational institutions also take up the task of training manpower involved in the rehabilitation of PWDs, which would alone result in comprehensive capacity building with the holistic participation of PWDs, National Institutes and prominent NGOs (including DPOs). This will help all stakeholders gain adequate acquaintance with the process of rehabilitating PWDs and getting involved in the process, which can speed up the process of rehabilitation of PWDs.

It is important to facilitate accessible services and equity for PWDs as under the RPWDs Act of 2016.

It is imperative to facilitate the following for PWDs:

1. Promotion of Independent living Skills;
2. Enhancing Communication skills;
3. Promotion of mental well-being;
4. Enhancing their proficiency in using assistive devices;
5. Skill development.

It is essential to ensure that the curriculum is developed such that rehabilitation service-providers are well acquainted to strive for PWDs to gain the aforesaid.

Rehabilitation officials and Personnel strive hard for the following:

1. To learn about various disability paradigms and models and their implications for service provision;
2. To examine their beliefs and emotional reactions toward various disabilities and determine how these might influence their work;
3. To increase their knowledge and skills about working with getting involved in the process of rehabilitation of PWDs through training, supervision, education and expert consultation;
4. To learn about central and state laws that support and protect PWDs;
5. To provide a barrier-free physical, attitudinal and communication environment in which clients with disabilities may access all services;
6. To use appropriate language and respectful behavior toward getting involved in the process of rehabilitation of PWDs;
7. To understand both the common experiences shared by getting involved in the process of rehabilitation of PWDs and the factors that influence an individual's personal disability experience;
8. To recognize social and cultural diversity in the lives of persons with disabilities;
9. To strive to learn how attitudes and misconceptions, the social environment, and the nature of a person's disability influence development across the lifespan;
10. To recognize that families of individuals with disabilities have strengths and challenges;
11. To recognize that PWDs are at increased risk for abuse and address abuse-related situations appropriately;
12. To learn about the opportunities and challenges presented by assistive technology;
13. To consider disability as a dimension of diversity together with other individual and contextual dimensions during assessment;
14. To determine and facilitate the accommodations that is appropriate for PWD;
15. To recognize that rehabilitation plan with persons with disabilities may focus on enhancing strengths, well-being and reducing stress and ameliorating skill deficits.

This course has been designed to accommodate these interests of disability rehabilitation service providers.

PROGRAMME OUTCOME (PO)

On completion of this PG Diploma programme, a candidate will gain proficiency to discharge the following duties in governmental, non-governmental, international and other organisations:

1. Management of organisations engaged in disability rehabilitation as professional managers;
2. Management of disability rehabilitation projects as Project Managers/Coordinators;
3. Monitor, document, disseminate, network, liaising, resource mobilization, evaluation and implementation of programmes on disability rehabilitation;
4. Gain proficiency in managing financial and human resources to accomplish disability rehabilitation in the best possible manner, and ensure the sustainability of all organisations engaged in disability rehabilitation.

Elements of University Vision

1. Societal transformation,
2. Progressive education,
3. Impactful research,
4. Continuous innovation,
5. Sustainable growth.

PO-Vision Mapping

PO	Vision Element	Justification
1	Societal transformation; Sustainable growth	Professional management contributes to transforming society by enhancing service delivery and inclusion.
2	Progressive education; Continuous innovation	Equips learners with modern project management skills, fostering innovation in disability services.
3	Impactful research; Continuous innovation	Encourages evidence-based practices and promotes informed interventions.
4	Sustainable growth	Aligns directly with the goal of creating long-term impact through efficient resource use.

PO-Mission Mapping

PO	Mission Element	Justification
1	Fostering excellence in education, innovation and entrepreneurship	Builds leadership for inclusive institutions that promote disability rights.
2	Encouraging interdisciplinary studies and research	Integrates management, health, social work, and education for disability rehabilitation.
3	Engaging communities through extension activities	Supports community-based rehabilitation and awareness.
4	Supporting policy development and practices through engagement	Strengthens systems and contributes to better policy and practice frameworks.

PO-Core Values Mapping

PO	Core Value	Justification
1	Promote equity, empowerment and excellence	Focuses on leadership in disability services, empowering the marginalized.
2	Inculcate creativity and continuous innovation	Encourages new solutions and practices in rehabilitation project management.
3	Uphold high ethical and moral standards	Ethical documentation, dissemination, and stakeholder liaison are key.
4	Support inclusive growth and sustainable development	Directly contributes to sustainable and inclusive rehabilitation practices.

COURSE ALLOCATION

The entire course will comprise of two semesters with 12 theory papers, 6 practical papers and one Internship;

- 4 theory papers related to Disability (2 each in 2 semesters);
- 4 theory papers related to Rehabilitation (2 each in 2 semesters);
- 4 Theory papers related to Management (2 each in 2 semesters);
- 2 Practical papers on Disability (one each in 2 semesters);
- 2 Practical papers on Rehabilitation (one each in 2 semesters);
- 2 Practical papers on Management (one each in 2 semesters);
- One six-week Internship cum Project on Management at the end of first semester.

Credits Allocation for the Course

- The total credits for this course shall be 63 (36 credits for theory papers and 27 credits for Practical papers).
- All theory papers shall have three credits each with 45 teaching hours each semester;
- Practical Paper on Module of Disability will carry 3 credits;
- Practical Papers on Modules Rehabilitation and Management will carry 4 credits each;
- The Dissertation will carry 5 credits.

Time allocation of the Course

The course will be spread over 1,296 hours with the following break-up:

Course	No. of weeks	Hours per week	Total Hours
12 Theory papers	15	3	540
6 Practical Papers	15	6	540
Internship cum Dissertation	6	36	216
Total Hours			1,296

MAPPING

Course Outcomes (COs) have been mapped with Programme Outcomes (POs), Bloom's Taxonomy level and the 17 Sustainable Development Goals (SDGs).

The following are the criteria under Bloom's Taxonomy:

1. Knowledge and Information (Remember),
2. Understanding,
3. Application,
4. Analysis,
5. Synthesis (create),
6. Evaluation

The following are the Sustainable Development Goals (SDGs):

1. End poverty in all its forms everywhere,
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture,
3. Ensure healthy lives and promote well-being for all at all ages,
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,
5. Achieve gender equality and empower all women and girls,
6. Ensure availability and sustainable management of water and sanitation for all,
7. Ensure access to affordable, reliable, sustainable and modern energy for all,
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all,
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation,
10. Reduce inequality within and among countries,
11. Make cities and human settlements inclusive, safe, resilient and sustainable,
12. Ensure sustainable consumption and production patterns,
13. Take urgent action to combat climate change and its impacts,
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development,
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss,
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels,
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

SEMESTER-WISE COURSE DESCRIPTION

Sem.	Module	Course	No. of Credits	No. of Hours
I	Disability	Understanding Disability	3	45
	Disability	People with Disabilities and their Environment (Part 1)	3	45
	Rehabilitation	Approaches, Models and Systems of Rehabilitation (Part 1)	3	45
	Rehabilitation	Roles and Responsibilities of Different Stakeholders (Part 1)	3	45
	Management	Dimensions and Constituents of Rehabilitation Management (Part 1)	3	45
	Management	Understanding Financial and Human Resource Management Systems and Techniques	3	45
II	Disability	Understanding Different Types of Disability	3	45
	Disability	People with Disabilities and their Environment (Part 2)	3	45
	Rehabilitation	Approaches, Models and Systems of Rehabilitation (Part 2)	3	45
	Rehabilitation	Roles and Responsibilities of Different Stakeholders (Part 2)	3	45
	Management	Dimensions and Constituents of Rehabilitation Management (Part 2)	3	45
	Management	Fundamentals of Marketing Communication and Managing NGOs	3	45
TOTAL			36	540

PRACTICALS COMPONENT

Sem.	Module	Course	Marks for Report	Marks for Viva	Total Marks
1	Disability	Observation reports of disability areas	60	40	100
	Rehabilitation	2 Case Studies involving any two disabilities	90	60	150
	Management	Project Proposal or Evaluation Report, or Event Management	90	60	150
2	Disability	Observation reports of disability areas	60	40	100
	Rehabilitation	2 Case Studies involving any two disabilities	90	60	150
	Management	Project Proposal or Evaluation Report or Event Management	90	60	150
End of Sem. 1	Management	Dissertation	140	60	200

SYLLABUS

SEMESTER 1 THEORY PAPER 1: UNDERSTANDING DISABILITY

Course Code: DDRM101

No. of Credits: 3

Learning Objectives

1. Acquire knowledge about different concepts of disability and trace the history of Disability rehabilitation;
2. Understand the different causes of disability;
3. Comprehend the etiology of different types of disabilities;
4. Understand the different means of preventing disability;
5. Gain proficiency in gauging the magnitude and prevalence of disability;
6. Comprehend the demographic details of disability.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role plays to illustrate the causes and prevention of disability;
- Prepare a record displaying the distribution of disability based on different parameters such as gender, age, states, etc.

Course Content

Unit 1

History of Disability & Rehabilitation and changing scenario; Defining Disability: Definitions as provided in PWD Act/ National Trust Act; Understanding Terminologies - Disease, Impairment, Functional Limitation and Disability; Disability evaluation and certification, importance, need and procedures.

Unit 2

Causes of disability: Classification of major causes; Trends in causes of concepts; Etiology of disabilities as defined in the Acts: Etiology of locomotor disabilities with special emphasis on Polio, SCI, Myopathy, CVA, Amputation, Congenital limb deformity, Spinal deformity, Arthritic condition leading to disability; Etiology of visual disability with emphasis on Cataract, Glucoma, Corneal ulcer/ Opacity, Xerophthalmia, Retinal detachment; Etiology of speech & hearing disability with emphasis on aphasia, dysarthria, cleft palat, conductive impairments, sensorinural impairment; Etiology of mental retardation with emphasis on

Down's syndrome, Autism etc; Etiology of mental illness with emphasis on psychosis, neurosis, delusion, hallucination, illusion and Leprosy cured.

Unit 3

Geriatric Care & Cure- Emphasis on common problems; Occupational Health; Prevention of disabilities: Strategies of Prevention; Various National Programs.

Unit 4

The magnitude of disability: On-set of disability; Prevalence of disability; Incidence of disability.

Unit 5

Demographic details of the disability: Various studies, views and publications on the population of persons with disabilities in India; Demographic pattern of PWDs: Geographic distribution, Gender-wise distribution, Age-wise distribution, Summary of the findings of the Latest National Sample Survey and population Census; Changing demographic patterns.

References

1. "Rethinking Disability in India" by Anita Ghai
2. "Studying Disability" by Elizabeth DePoy & Stephen French Gilson
3. "Disability Studies in India: Global Discourses, Local Realities" by Renu Addlakha
4. "Community Based Rehabilitation of Persons with Disabilities" by S. Pruthvish
5. "Disability Studies in India: Interdisciplinary Perspectives" edited by Nilika Mehrotra
6. "Encyclopedia of Disability" (5 volumes)
7. "Disability Studies in India: Global Discourses, Local Realities" by Renu Addlakha

Course Outcome (COs)

On completion of this course, the students should be able to:

1. Explain the evolution of disability practices and differentiate key terminologies;
2. Describe legal definitions and procedures for disability evaluation and certification;
3. Analyze causes and etiology of various disabilities using legislative frameworks;
4. Evaluate geriatric care practices and occupational health strategies in disability prevention;
5. Examine national programs implemented for disability prevention and management;
6. Interpret and use data on disability for planning interventions.

CO-PO-Bloom-SDG Mapping

CO	Bloom's Level	POs	SDG Alignment
1	1&2	1&3	10
2	2&3	1&3	16
3	3&4	1&2	3
4	3&6	2&4	3
5	4&6	2&3	3,4&10
6	3,4&5	2, 3 &4	4&17

SEMESTER 1 PAPER 2: PEOPLE WITH DISABILITIES AND THEIR ENVIRONMENT (Part 1)

Course Code: DDRM102

No. of Credits: 3

Learning Objectives

After successfully completing this course, the students should be able to:

1. Understand the societal approach to rehabilitation of disabled;
2. Understand different theories pertaining to disability;
3. Acquire knowledge about social barriers to integration of disabled;
4. Gain knowledge about the different facets and methods of Social Work;
5. Deliberate and gain acquaintance about different concepts of social group formation;
6. Gain knowledge about Community organizations and their role in rehabilitating disabled;
7. Gain knowledge about enumeration of disability;
8. Understand the different approaches to disability rehabilitation.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Use games to illustrate the process of group dynamics;
- Undertake a small survey to enumerate disabled presence in districts-level.

Course Content

Unit 1

People with disability and society: Disability: sociological perspectives: culture, society, individual social interaction & everyday life; social groups, social processes, social change, social meaning of impairment & interpretation of disability; Theoretical perspectives: structural functionalism, symbolic interaction theory, conflict theory.

Unit 2

Social barriers for integration; Indian society in transition; Special aspects of Socio-economic and political changes. Social Work philosophy: principles, values & ethics, objectives & functions of Social Work, social work as a profession; Methods of social work: Social case work- objectives, definition, historical development, concept, therapeutic approaches.

Unit 3

Social group work: - nature, purpose, classification, historical development, concepts, definition; principles of group formation, social group work as a therapeutic process.

Unit 4

Community organisation: Concepts, definition, types, scope, methods, programming, planning, coordination, organisation, financing, research.

Unit 5

Social Work practice for persons with disabilities engagement, data collection, assessment, intervention, evaluation, termination, identity & integration. Approaches to disability rehabilitation: Voluntary Social Action; Shift from charity to rights model; Shift from integration to inclusion; Role of non-governmental organisations and Disabled Peoples' Organisations; Role of United Nations; CBR and CBID.

References

1. Disability and the Sociological Imagination by Allison Catherine Carey; Publisher: SAGE India; Year: 2018.
2. Disability in South Asia: Knowledge and Experience by Anita Ghai; Publisher: SAGE India; Year: 2018.
3. Disability, Rehabilitation and Social Work: The Indian Scenario by Ajit K. Dalal; Publisher: Rawat Publications; Year: 2018.
4. Social Work with Disabled People by Mike Oliver; Publisher: Macmillan Education; Year: 2012.
5. Social Work Research and Evaluation by Elizabeth DePoy & Stephen F. Gilson; Publisher: SAGE Publications; Year: 2017.
6. Community Organisation and Development by S. P. Agrawal; Publisher: Rawat Publications; Year: 2013.
7. Disability and Rehabilitation by Shyam D. Ganvir; Publisher: Jaypee Brothers Medical Publishers; Year: 2023.
8. Career Development, Employment, and Disability in Rehabilitation Edited by David R. Strauser; Publisher: Springer Publishing; Year: 2020.

Course Outcome (COs)

After successfully completing this course, the students should be able to:

1. Understand sociological and theoretical perspectives on disability and its interaction with society;
2. Analyse social barriers and the Indian socio-economic-political context influencing disability integration;
3. Apply principles of social work and group work methods in disability rehabilitation settings;
4. Design and implement community organization strategies in disability-focused interventions;
5. Develop engagement and intervention plans using inclusive and rights-based approaches to rehabilitation, incorporating NGO and UN roles.

CO-PO-Bloom's Level-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	2&4	1 & 3	10&16
2	4&5	1, 2 &3	1&10
3	3&4	2&3	3&17
4	6&3	1, 2, 3 & 4	11&17
5	6&5	2, 3 & 4	4,10&16

SEMESTER 1 PAPER 3: APPROACHES, MODELS AND SYSTEMS OF REHABILITATION (PART 1)

Course Code: DDRM103

No. of Credits: 3

Learning Objectives

After successfully completing this course, the students should be able to:

1. Understand the different concepts of psychology;
2. Comprehend the different concepts of personality;
3. Acquire knowledge about the concept and stages of growth & development;
4. Gain knowledge about Rehabilitation Psychology;
5. Deliberate and gain an acquaintance about the assessment of disability;
6. Gain knowledge about Individualised education for rehabilitating the disabled.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role plays to display different types of personality;
- Prepare a record on different stages of growth and development of a child and compare it with that of a disabled child.

Course Content

Unit 1

Principles and definition of psychology: Scope of psychology; Physiology of human behavior.

Unit 2

Introduction to Personality; Perception, learning, intelligence, memory and thinking; Motivation.

Unit 3

Growth & Development: Areas of development; Developmental milestones; Adjustment process. Rehabilitation Psychology: Scope and objectives; Implications; Socio-psychological aspects of disability.

Unit 4

Assessment: Introduction to assessment- Areas of assessment, Psycho-educational assessment, Tests, tools and interpretation;

Unit 5

Multi-disciplinary approach; Ecological assessment; Functional assessment and its importance; Individualised education/rehabilitation programmes.

References

Additional Readings

1. Handbook of Rehabilitation Psychology
2. Manual of Psychosocial Rehabilitation
3. Handicapped: Their Psychology and Rehabilitation
4. Cognitive Rehabilitation
5. Rehabilitation Psychology
6. Handbook of Rehabilitation Psychology – Covers assessment tools and techniques in rehabilitation settings.
7. Manual of Psychosocial Rehabilitation – Provides detailed information on psycho-educational assessment and interpretation.
8. Rehabilitation Psychology
9. Manual of Psychosocial Rehabilitation

Course Outcome (COs)

After successfully completing this course, the students should be able to:

1. Explain the foundational principles of psychology and human behavior relevant to rehabilitation;
2. Analyse cognitive functions like personality, perception, and motivation and their impact on disabled;
3. Understand developmental milestones and socio-psychological aspects of disability across lifespan;
4. Apply assessment tools and interpret psycho-educational evaluations for effective rehabilitation planning;
5. Design individualized and multi-disciplinary rehabilitation programmes using ecological and functional assessments.

CO-PO-Bloom's Level-SDG Mapping

CO	Bloom's Level	Mapped POs	SDG Alignment
1	1&2	1&3	3
2	3&4	1&3	4&10
3	2&4	2&3	3&10
4	3&5	2, 3 & 4	4 & 10
5	5&6	2, 3 & 4	4, 10 & 17

SEMESTER 1 PAPER 4: ROLES AND RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS (PART 1)

Course Code: DDRM104

No. of Credits: 3

Learning Objectives

After successfully completing this course, the students should be able to:

1. Understand the process of Rehabilitation of the disabled;
2. Develop knowledge about Early identification of disability & effective intervention;
3. Acquire knowledge about the Health and rehabilitation care system pertaining to the disabled;
4. Gain knowledge about the different facets of Education for the disabled;
5. Deliberate and gain an acquaintance about inclusive education;
6. Gain a thorough knowledge about the national curriculum in respect of disability.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Develop a mechanism which would enable early intervention of disability;
- Prepare a mini research report on disabled beneficiaries of inclusive education.

Course Content

Unit 1

Rehabilitation process: Concept of “Rehabilitation”; Dimensions of the field; Different aspects of rehabilitation; Approaches of rehabilitation; Futuristic programme.

Unit 2

Early identification & intervention: Rationale; Techniques; Referrals.

Unit 3

Health and rehabilitation care system: Public, Private voluntary rehabilitation care system; Disaster and Disability.

Unit 4

Education of PwDs: Meaning of education; Status & history of education; Continuum of educational services- Special schools, non-formal education, National Institute of Open Schooling, Integrated & inclusive education, Distant Mode of education, Home-based education, Respite care centres, Any other.

Unit 5

Scheme of inclusive education; Functional curriculum; Plus curriculum; Co-curricular Activities (Special Olympics, Abilympics, etc.); National curriculum and PwDs.

References

1. Rehabilitation Services: An Overview by A.K. Nirbhay; Publisher: Atlantic Publishers & Distributors Pvt. Ltd.; Year: 2017.
2. Early Childhood Special Education: Intervention Programs by Libby G. Cohen & Loraine J. Spenciner; Publisher: Pearson; Year: 2009.
3. Community-Based Rehabilitation (CBR): Inclusive Strategy for the Disabled by M. S. Gore; Publisher: Concept Publishing Company; Year: 2003.
4. Inclusive Education: National Curriculum Framework Position Paper; Publisher: NCERT (National Council of Educational Research and Training); Year: 2006.
5. Inclusive Education for Children with Special Needs by Neena Dash; Publisher: Atlantic Publishers & Distributors Pvt. Ltd.; Year: 2006.

Course Outcome (COs)

On completion of this course, the students should be able to:

1. Understand the multi-dimensional concept of rehabilitation and various approaches and future directions;
2. Apply early identification and intervention techniques for effective rehabilitation planning;
3. Analyse the structure and roles of public, private and voluntary rehabilitation care systems;
4. Evaluate diverse educational options and service delivery models for PwDs;
5. Design inclusive education strategies using functional and plus curriculum for diverse disability needs.

CO-PO-Bloom Taxonomy-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	2&4	1&3	3&10
2	3&4	2&3	3&4
3	4&5	1,2&3	3&17
4	2&5	2&3	4&10
5	3&6	3&4	4,10&17

SEMESTER 1 PAPER 5: DIMENSIONS AND CONSTITUENTS OF REHABILITATION MANAGEMENT (PART 1)

Course Code: DDRM105

No. of Credits: 3

Learning Objectives

1. Gain knowledge about different concepts of organizational dynamics;
2. Gain knowledge about Organizational Development with particular emphasis on NGOs;
3. Application of Information Technology in different operations of NGOs;
4. Gain proficiency in conducting Research pertaining to disability and reporting the findings;
5. Gain knowledge about different types of reports to be prepared by NGOs;
6. Develop proficiency in using digital technology in preparing reports.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Prepare a chart displaying the organisational structure of a well-established NGO;
- Prepare a mini research report on any subject pertaining to disability.

Course Content

Unit 1

Organizational Dynamics: Definition of Organization; Mission, vision and objectives of the organization; Constitution, rules and regulations; Organizational hierarchy; Organizational values; Evolving and internalizing policies; Team building; Leadership development; Span of control; Power & authority; Participatory management; Management by objectives; Institutional ethics.

Unit 2

Organizational Development: Learning Rehabilitation organizations; Organizational Structure – appropriate to disability development organizations; Areas of Responsibility in organizations in the disability sector; Type and character of administration work; Motivation of rehabilitation staff; Delegation of responsibilities; Concept of SWOT; Adequate and proper supervision of the staff; Organizing and conducting review meetings; Regular visits to projects and supervision of performance; Importance of consistent motivation of the team; Recognition of good performance; Group approach to problem solving.

Unit 3

Application of Information Technology in- Diagnosis & identification; Mitigation; Intervention; Access; Administration; Finance; Documentation and dissemination; Systems approach.

Unit 4

Research Methods specific to disability development organizations: Types of Research; Steps of Research; Research design; Statistical tools; Report writing; Interpretation of research; Documentation of good practices.

Unit 5

Introduction to reporting formats specific to disability work: Significance of reporting; Door to door survey; Initial assessment; Individual case life; Monthly physical performance report; Daily diary of field staff; Review meetings; Physical performance register; Project completion report; Regularity and sincerity in reporting; Computer software for data storage and analysis; Management information system.

References

1. "Foundations of Management and Organizational Dynamics" by Dr. Sachin Gupta, Dr. Meenakshi Sharma, Mr. Ravindra Nath Trivedi; Publisher: Addition Publisher; Year: 2023.
2. "Organization Development: Principles, Processes, Performance" by Gary N. McLean; Publisher: Berrett-Koehler Publishers; Year: 2005.
3. "Change Management and Organizational Development" by Ratan Raina; Publisher: SAGE Publications Pvt. Ltd.; Year: 2018.
4. "Organization Development: A Process of Learning and Changing, Third Edition" by W. Warner Burke, Debra A. Noumair; Publisher: Pearson; Year: 2015.
5. "Research Methods in Disability Studies" by Dan Goodley; Publisher: Routledge; Year: 2011.
6. "Organization Development: A Process of Learning and Changing, Third Edition" by W. Warner Burke, Debra A. Noumair; Publisher: Pearson; Year: 2015.

Course Outcome (COs)

On completion of this course, the students should be able to:

1. Analyse organisational dynamics, structure, ethics, and participatory management in rehabilitation organizations;
2. Demonstrate knowledge of organizational development and performance monitoring in disability sector organizations;
3. Apply IT tools in administration, diagnosis, intervention, and documentation for disability management;
4. Conduct and document research related to disability rehabilitation using appropriate statistical tools;
5. Develop and utilize reporting formats and MIS systems for monitoring disability projects effectively.

CO-PO-Bloom's Taxonomy-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	4&5	1&4	8&10
2	2&3	1, 2 & 3	3&8
3	3&6	2&3	9&10
4	3&5	3&4	4&17
5	3&6	2, 3 & 4	9&17

SEMESTER 1 PAPER 6: UNDERSTANDING FINANCIAL and Human Resource MANAGEMENT SYSTEMS AND TECHNIQUES

Course Code: DDRM106

No. of Credits: 3

Learning Objectives

1. Understand the basic concepts of Financial Management and Budgetary Planning;
2. Conceptualise the process of managing inventory;
3. Deliberate on different means and procedures of mobilising Grants for NGOs and regulations available in this regard;
4. Comprehend means of mobilising Public Funds for NGOs;
5. Develop knowledge about managing human resources in an organisation.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role plays on the process of recruitment and selection;
- Prepare a project proposal on behalf of an NGO to raise funds.

Course Content

Unit 1

Financial management and budget planning: Sources of funds and resource mobilization; Budget allocation; Introduction to book keeping and accountancy; Procedures & maintenance of accounting records; Admissible recurring and non-recurring expenditure; Pro-forma for monthly financial report; Authentication and approval of vouchers; Economy in expenditure; Procedure for reimbursement of expenditure; Fund flow and cash flow; Auditing

Unit 2

Inventory management: Concept of inventory; Procedure for purchases; Systems of stocking; Cost of inventory; Introduction to different inventory records; Scrapping of goods.

Unit 3

Grants and procedures: Procedure for obtaining grants from Government and other funding agencies; Trust law on accounting matters; Filling of returns to the Charity Commissioner.

Unit 4

Sources of Public Funds: Registration under Sections 12 (A), 80 (G), 35 (AC) of Income Tax Act; Public appeals; Innovations in fund raising; Postal appeals, mailers, advertisements; On-line fund raising, use of web site; Institutional fund raising – SBI, IDBI, ICICI etc.; Project funding from National Institutes; Corporate fund raising; Corporate Social Responsibility; Production of publicity material; Public Private Partnership. Sources of Internal Funds: Sale of products – preferential purchase by the Government, price preference, purchase with tenders or quotations; Investments – portfolio management – legal provisions, taxation etc.; Real estate income; Consultancy and provision of services.

Unit 5

Introduction to Human Resource Management: Introduction to human resources; Personnel policies; Recruitment; Performance appraisal; Staff retention.

References

1. "Accounting All-in-One for Dummies" by Kenneth Boyd; Publisher: Wiley; Year: 2024.
2. "Accounting QuickStart Guide" by Josh Bauerle; Publisher: ClydeBank Media; Year: 2024.
3. "Inventory Management: Principles, Concepts, and Techniques" by John Toomey; Publisher: Wiley; Year: 2023.
4. "Grants Management: Funding for Public and Nonprofit Programs" by Beverly A. Browning; Publisher: Wiley; Year: 2023.
5. "The Complete Idiot's Guide to Grant Writing" by Waddy Thompson; Publisher: Alpha; Year: 2023.
6. "Fundraising for Social Change" by Kim Klein; Publisher: Jossey-Bass; Year: 2023.
7. "Nonprofit Fundraising Strategy: A Guide to Ethical Decision Making and Regulation for Nonprofit Organisations" by Janice Gow Pettey; Publisher: Wiley; Year: 2023.
8. "Human Resource Management" by Dr. C.B. Gupta; Publisher: Sultan Chand & Sons; Year: 2025.
9. "Human Resource Management" by Dr. P.R.N. Sinha, S.P. Shekhar, Indu Bala; Publisher: Cengage India; Year: 2023.
10. "Human Resource Management" by Dr. K.K. Chaudhuri; Publisher: Himalaya Publishing House; Year: 2016.

Course Outcome (COs)

On completion of this course, the students should be able to:

1. Explain principles of financial management, budgeting, bookkeeping, and accounting in disability organizations;
2. Apply procedures for inventory management and cost control in rehabilitation institutions;
3. Analyse grant procedures, legal regulations, and reporting requirements for funding from various agencies;
4. Evaluate and design strategies for resource mobilization including CSR, fundraising, and internal revenue generation;
5. Demonstrate understanding of HRM practices including recruitment, appraisal, and retention in rehabilitation organisations.

CO-PO-Bloom's Taxonomy-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	2&3	1&4	8&17
2	3&4	1& 4	9
3	4&5	2, 3 & 4	16&17
4	5&6	2, 3 & 4	1&17
5	2&3	1&4	8&4

SEMESTER 1 DISABILITY PROJECT WORK (I)

Course Code: DDRM107

No. of Credits: 3

Course Content

2 Case Studies in each of the two semesters may be conducted on any of the following two areas, involving any two disabilities:

1. Early Intervention,
2. Education.

Practical will consist of a 15-day placement in organisations for direct observation and exposure.

Course Outcome (COs)

1. Conduct and document case studies related to early intervention and education for persons with disabilities;
2. Engage in field-based learning through placements for practical exposure to disability rehabilitation organizations;
3. Evaluate and reflect on real-world rehabilitation practices through observation and interaction with stakeholders;
4. Demonstrate integration of theoretical knowledge with practical experiences in disability management.

CO-PO-Bloom's Taxonomy-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	3&4	2&3	4&10
2	2&3	1&2	8&17
3	4&5	2,3&4	3&16
4	3&6	1&4	4&8

SEMESTER 1 REHABILITATION PROJECT WORK (I)

Course Code: DDRM108

No. of Credits: 4

Course Content

2 Case Studies in each of the two semesters may be conducted on any of the following two areas, involving any two disabilities:

1. Transition,
2. Vocation.

Practical will consist of a 15-day placement in organisations for direct observation and exposure.

Course Outcome (COs)

1. Conduct and analyse case studies on transition and vocational rehabilitation for persons with different disabilities;
2. Gain field-based insights through placements in disability organisations, focusing on practical rehabilitation processes;
3. Evaluate vocational training models, transition strategies, and community-based practices through direct observation;
4. Integrate theoretical learning with real-world experience in rehabilitation project planning and implementation.

CO-PO-Bloom's Level-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	3&4	2&3	4&8
2	2&3	1&2	8&17
3	4&5	2,3&4	10&3
4	3&6	1&4	4&8

SEMESTER 1 MANAGEMENT PROJECT WORK (I)

Course Code: DDRM109

No. of Credits: 4

Course Content

Practical will consist of a 15-day placement in organisations for direct observation and exposure.

Course Outcome (COs)

1. Engage in practical observation of disability rehabilitation organizations to understand management systems;
2. Analyze organizational practices related to planning, coordination, and project implementation in rehabilitation settings;
3. Document and reflect on field exposure experiences, including administrative and managerial functions;
4. Demonstrate ability to integrate classroom learning with field-based rehabilitation management practices.

CO-PO-Bloom's Level-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	2&3	1&2	8&4
2	4&5	2&3	10&3
3	3&5	3&4	16&17
4	3&6	1&4	8&4

SEMESTER 2 PAPER 1 UNDERSTANDING DIFFERENT TYPES OF DISABILITY

Course Code: DDRM201

No. of Credits: 3

Learning Objectives

1. Understand different phases of child development and dealing with disability among children;
2. Understand the concept of early intervention of disability;
3. Comprehend the concept of visual, hearing, Epilepsy, autism, Intellectual and multiple disability;
4. Understand the process of Personality development of the visually impaired;
5. Comprehend the different assistive technology devices available for hearing impaired;
6. Assess and comprehend the Rehabilitation needs of persons with TB, Leprosy, HIV/AIDS, and persons with chronic conditions like cancer in the community.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role play on dealing with persons with hearing and visual impairment;
- Prepare a real project report to compare the effectiveness of inclusive and special education in rehabilitating persons affected by Epilepsy, autism or other types of psychological impairment.

Course Content

Unit 1

Developmental milestones of a child in the area of motor/visual/hearing/speech and cognitive development and their interrelation in the overall functional development of the child; Developmental pediatrics as related to disability prevention and rehabilitation; early detection of developmental delay; monitoring growth, development and other related parameters and its remedial management; common childhood disabilities and basic principles involved in the rehabilitation of common childhood disabilities.

Unit 2

Intellectual Disability: Nature and concept of intellectual disability; nature and pattern of normal growth and development; factors influencing developmental delay; definition, classification, and history of intellectual disability; causes of intellectual disability—prenatal, perinatal, and postnatal; prevention; characteristics of children with intellectual disability; understanding the concept of children with mental retardation, mental illness, and learning

disability; psychosocial implications of disability; intellectual disability and associated conditions (e.g., cerebral palsy, sensory impairments, and other conditions); awareness of multiple disabilities.

Unit 3

Basic concepts of anatomy and physiology of the eye; psychosocial implications on personality development of visually impaired individuals; simple vision screening tests for early detection of visual impairment; definition of visual disability and different types of visual disabilities and functional visual disabilities.

Unit 4

Hearing, hearing loss, types and their implications; identification of hearing loss and interpretation of audiological information; causes and prevention of hearing loss; amplification and assistive listening devices – types and minor troubleshooting; ear molds and their types.

Unit 5

Identification of persons with other disabilities. Epilepsy: Causes and different types of epilepsy; simple tools for monitoring epilepsy by the family; drugs prescribed for epilepsy and related problems; safety measures for persons with epilepsy in school, workplace, at home, and in other environments; counseling for persons with epilepsy and their families. Autism: Characteristics of persons with autism; understanding the rehabilitation needs of persons with autism. Rehabilitation needs of persons with TB, leprosy, HIV/AIDS, and persons with chronic conditions like cancer in the community; follow-up of rehabilitation programs for the above-mentioned conditions.

References

1. Baby's First Year Milestones: Promote & Celebrate Your Baby's Development With Monthly Games & Activities by Aubrey Hargis; Publisher: Callisto Media; Year: 2018
2. Visual Impairment by Ranjita Dawn; Publisher: Gyan Books; Year: 2015.
3. Intellectual Disability; Publisher: Manchester University Press; Year: 2021
4. Seeing Voices: A Journey Into the World of the Deaf by Oliver Sacks; Publisher: University of California Press; Year: 1989.
5. The Deaf Girl: A Memoir of Hearing Loss, Hope, and Fighting Against the Odds by Abigail Heringer; Publisher: Harper One; Year: 2024.
6. The Treatment of Epilepsy: Principles and Practice Edited by Elaine Wyllie, MD; Publisher: Lea & Febiger; Year: 1993.
7. The Autistic Brain: Thinking Across the Spectrum by Temple Grandin and Richard Panek; Publisher: Houghton Mifflin Harcourt; Year: 2013.
8. Deaf Like Me by Thomas Spradley, James Spradley, Lynn Spradley; Publisher: Gallaudet University Press; Year: 1985.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Explain developmental milestones and identify early signs of disabilities in children;
2. Describe the causes, classifications, and prevention strategies for intellectual disability;
3. Apply basic screening methods for early detection of visual impairments and interpret their psycho-social implications;
4. Identify types of hearing loss and assistive devices used in rehabilitation of Hearing impaired;
5. Assess needs and recommend support systems for persons with epilepsy, autism, TB, HIV/AIDS, and chronic conditions.

CO-PO-Bloom-SDG Mapping

COs	POs	Bloom's Level	SDG Alignment
1	1&3	2&3	3&4
2	2&3	1&2	3&10
3	1&3	3&4	3&4
4	2&3	2&3	3&9
5	3&4	5&6	3,10&17

SEMESTER 2 PAPER 2: PEOPLE WITH DISABILITIES AND THEIR ENVIRONMENT (Part 2)

Course Code: DDRM202

No. of Credits: 3

Learning Objectives

1. Comprehend the different legislation available in India relating to disability;
2. Gain proficiency on Government Resolutions, GOs and court judgements pertaining to disability;
3. Comprehend the enabling legislations available to govern institutions engaged in serving disabled;
4. Understand different conventions and provisions on human rights relevant to disability;
5. Comprehend different international declarations and conventions on disability.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role play to display disabled solving problems using Court judgements, GOs or other Conventions;
- Assess the real impact of Court judgements, GOs and conventions pertaining to disability on disabled livelihood.

Course Content

Unit 1

legislation for persons with disabilities: Legislative and constitutional provisions for PWDs- an overview; The Rehabilitation Council of India Act, 1992; The Persons with Disabilities Act, 1995- Roles and responsibility of the Chief Commissioner and State Commissioners for PWDs; The National Trust Act, 1999; Mental Health Act; Effectiveness, Strengths and limitations of legislative provisions.

Unit 2

Government Resolutions and Government Orders pertaining to disability: Judgments of different courts and tribunals; Review of extent of implementation of different Acts.

Unit 3

Enabling legislations: Societies Registration Act, 1860; Public Trust Act, 1950; Foreign Contribution Regulation Act, 1985; Indian Companies Act, (Section 25 only); Income Tax Act, 1961 (Sections 12, 35, 80 G); Employees Provident Fund Act; Industrial Disputes Act, 1982; Workman Compensation Act; Minimum Wage Act; Gratuity Act; National Handicapped Finance & Development Corporation; National Human Rights Commission.

Unit 4

Human Rights & Disability: U. N. Standard Rules on disability; Shift to a human rights framework of reference; Evaluation of use of UN Human Rights Instruments in context of Disability; Disability and Social Justice; Gender & Disability; Convention on Vocational Training and Employment; Convention on Human Rights of the PWD's (UNCRPD).

Unit 5

International Declarations: International Year of Disabled Persons 1981; Beijing Declaration, 1992; Salamanca Declaration, 1995; Dakar Declaration, 1999; UN ESCAP Decade of the Disabled; Biwako Millennium framework; Millennium Development Goals (MDGs); UN Convention on the Rights of Persons with Disabilities.

References

1. "The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (BARE ACT)"; Publisher: Universal Book Seller; Year: 1996.
2. "The Rehabilitation Council of India Act, 1992"; Publisher: Government of India; Year: 1992.
3. "The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999"; Publisher: Government of India; Year: 1999.
4. "Mental Healthcare Act, 2017"; Publisher: Government of India; Year: 2017.
5. "Government Resolutions and Orders Pertaining to Disability"; Publisher: Various Government Departments;
6. "Enabling Legislations for Disability"; Publisher: Various Government and Legal Publishers
7. "Disability in South Asia: Knowledge and Experience" by Anita Ghai; Publisher: SAGE Publications India; Year: 2018.
8. "One Little Finger" by Malini Chib; Publisher: SAGE Publications; Year: 2010.
9. "Inclusive Education and the UN Convention on the Rights of Persons with Disabilities (UNCRPD)"; Publisher: Springer; Year: 2017.
10. "India's Mental Healthcare Act, 2017: Building Laws, Protecting Rights"; Publisher: Springer Verlag, Singapore; Year: 2020.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Understand legislative and constitutional provisions for persons with disabilities (PWDs) and assess their impact;
2. Critically evaluate government resolutions and judicial decisions pertaining to disability rights;
3. Interpret enabling legislations relevant to NGOs and civil society in disability rehabilitation;
4. Analyse disability from a human rights and gender perspective using international instruments like UNCRPD;
5. Examine the role of international declarations and global frameworks in shaping disability policies in India.

CO-PO-Bloom-SDG Mapping

CO	POs	Bloom's Level	SDGs Alignment
1	1&3	2&4	10&16
2	1,2&3	4&6	10&16
3	2,3&4	3&4	8,10&17
4	1&3	4&6	5,10&16
5	2&3	2&4	10&17

SEMESTER 2 PAPER 3: APPROACHES, MODELS AND SYSTEMS OF REHABILITATION (PART 2)

Course Code: DDRM203

No. of Credits: 3

Learning Objectives

1. Understand the importance of family in rehabilitating disabled;
2. Comprehend the importance of Self-Help Groups and other advocacy groups in rehabilitating disabled;
3. Understand the different means of educating disabled;
4. Develop basic knowledge about Training for disabled to develop their Skills;
5. Comprehend the process of managing Behavior;
6. Derive basic knowledge in providing guidance and counselling to disabled.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role play to display counselling and guidance for disabled;
- Prepare a real project report to compare the effectiveness of inclusive and special education in rehabilitating disabled.

Course Content

Unit 1

Participatory Approach of Rehabilitating Disabled: Family and persons with disabilities; Needs of family having a person with disabilities; Role of family in promotion of comprehensive rehabilitation; Strategies for promoting family participation.

Unit 2

Role of Self-Help Groups in rehabilitating the disabled; Self Advocacy Groups; Institutional approaches; Transition from institution to community; Approaches to community participation.

Unit 3

Education for disabled: Integrated / inclusive methods- An assessment of the methods; history of education for disabled in the past and present; future scenario of education for disabled. Providing Training and Skill development for disabled.

Unit 4

Behavior Management: Nature of human behavior; Human behavior and behavior management; Introduction to techniques of behavior modification; Mannerisms.

Unit 5

Rehabilitation guidance & counselling: Meaning & scope; Family Counselling; Group Counselling; Genetic Counselling; Role of an effective counsellor.

References

1. Families in Rehabilitation Counseling: A Community-Based Rehabilitation Approach by Michael J. Millington & Irmo Marini; Publisher: Springer Publishing; Year: 2016.
2. Who Wants Normal? The Disabled Girl's Guide to Life by Frances Ryan; Publisher: Penguin Random House (Fig Tree imprint); Year: 2025.
3. Disability, Inclusion and Inclusive Education edited by Sailaja Chennat; Publisher: Rawat Publications; Year: 2023.
4. Inclusive Education by Dr. Usha Rao; Publisher: Himalaya Publishing House; Year: 2017.
6. Inclusive Education for Students with Intellectual Disabilities by Rhonda G. Craven et al.; Publisher: Emerald Publishing Limited; Year: 2015.
7. The Professional Practice of Rehabilitation Counseling (3rd Edition) edited by Michael T. Hartley & Vilia M. Tarvydas; Publisher: Springer Publishing; Year: 2022.
8. Rehabilitation Counseling: Basics and Beyond by Randall M. Parker & Jeanne Boland Patterson; Publisher: Pro Ed; Year: 2012.
9. Case Management and Rehabilitation Counseling: Procedures and Techniques (4th Edition); by Richard T. Roessler & Stanford E. Rubin; Publisher: Pro Ed; Year: 2006.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Explain participatory approaches involving family and PwDs in rehabilitation;
2. Evaluate the role of SHGs, advocacy and institutional/community approaches;
3. Assess inclusive education and skill development methods for PwDs;
4. Apply behavior management and modification techniques;
5. Demonstrate guidance and counseling techniques for various stakeholders.

CO-PO-Bloom-SDG Mapping

COs	Bloom's Level	PO	SDG Alignment
1	2	1&3	3&10
2	6	2&3	11&17
3	4	2&3	4&8
4	3	1&4	3
5	3	1&3	3&16

SEMESTER 2 PAPER 4 ROLES AND RESPONSIBILITIES OF DIFFERENT STAKEHOLDERS (PART 2)

Course Code: DDRM204

No. of Credits: 3

Learning Objectives

1. Acquire knowledge about the role of different stakeholders in enabling disabled gain quality education;
2. Gain proficiency about vocational rehabilitation of disabled;
3. Gain knowledge about digital technology available for facilitating disabled in their routine activities;
4. Comprehend different means of economically rehabilitating disabled;
5. Develop acquaintance about inculcating entrepreneurship skills among disabled;
6. Understand different concessions available for disabled;
7. Develop thoroughness on different schemes and programmes available for community participation in rehabilitating disabled.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role play to display how the students shall inculcate entrepreneurship skills among disabled;
- Prepare documentary evidences about different stakeholders contributing to the rehabilitation of disabled in India;
- Practical training about some assistive technology devices.

Course Content

Unit 1

Role of different stakeholders in promotion of education of disabled- Individuals, Corporates & govt.

Unit 2

Vocational Rehabilitation of disabled: Transition Programmes; Inclusive, Vocational and On-job training; Sheltered and Transitory employment; Unemployment allowance; Using digital means for rehabilitating disabled- Assistive technology and Apps for early intervention and rehabilitation.

Unit 3

Explanation of various terms on employment: Vocational Rehabilitation; Avenues of Employment; Identified Jobs for PwDs; Employment & Placement techniques; Job reservation; Economic Rehabilitation; Income Generation; Special Employment Exchanges; Award to the Best Employees, Employers & Employment Officers.

Unit 4

Significance of economic rehabilitation: Concept of economic rehabilitation- Significance of unorganized sector; Use of local resources; Venues of self-employment; Role of National Career Service Centre; Development of marketing skills; Role of community in expediting economic rehabilitation; Group approach to rural occupations; Schemes and incentives for self-employment; Micro Credit.

Unit 5

Schemes & Concessions for Disabled: ADIP Scheme; State schemes on assistive devices; Other concessions and facilities. Schemes and programmes for community participation: Science & Technology Mission for the PwD; National Institutes; Scheme of Assistance of Voluntary Organizations; Viklang Bandhu Scheme; National Programme on Rehabilitation of the Disabled; District Rehabilitation Centres; Vocational Rehabilitation Centres; District Disability Rehabilitation Centres; Composite Rehabilitation Centres; District Fitment Centres; Comprehensive Rehabilitation Centres; Regional Spinal Injury Centres; Day care centers under the National Trust; Central Scheme of Inclusive Education of Children with Disabilities at Secondary School Level; District Primary Education Programme; Sarva Shiksha Abhiyan; CAPART Disability Strategy; Coverage of PwDs under Poverty Alleviation Programmes; Coverage under Swarna Jayanti Rojgar Yojana.

References

1. Vocational Rehabilitation of Disabled in India – Principles and Practice by Sri Narasimham; Publisher: Niruta Publications; Year: 2020.
2. Vocational Education, Training and Rehabilitation Services for Persons with Disabilities in India by S.K. Goel; Publisher: Aavishkar Publishers; Year: 2013.
3. Disability and Vocational Rehabilitation in Rural Settings by Debra A. Harley, Noel A. Ysasi, Malachy L. Bishop, Allison R. Fleming; Publisher: Springer; Year: 2018.
4. Handbook of Vocational Rehabilitation and Disability Evaluation: Application and Implementation of the ICF edited by Reuben Escorpizo, Sören Brage, Debra Homa; Publisher: Springer; Year: 2016.

Additional Resources

1. When the World Isn't Designed for Our Bodies by Sara Hendren; Publisher: The New Yorker; Year: 2020.
2. Crippled: Austerity and the Demonization of Disabled People by Frances Ryan; Publisher: Verso; Year: 2019.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Examine the role of various stakeholders in promoting disability education;
2. Analyse vocational and digital rehabilitation strategies for PwDs;
3. Interpret employment terms and placement techniques;
4. Evaluate economic rehabilitation strategies and the role of community;
5. Compare schemes and concessions for PwDs across different platforms.

CO-PO-Bloom-SDG Mapping

COs	Bloom's Level	PO	SDG Alignment
1	4	1&3	4&17
2	4	2&3	8&9
3	2	2&3	8
4	6	2&4	1,8&11
5	6	3&4	10&16

SEMESTER 2 PAPER 5: DIMENSIONS AND CONSTITUENTS OF REHABILITATION MANAGEMENT (PART 2)

Course Code: DDRM205

No. of Credits: 3

Learning Objectives

1. Evaluate and monitor disability-related projects executed by NGOs;
2. Assess the role of different agencies in evaluating disability-related projects;
3. Manage different committees in NGOs and organising periodic meetings;
4. Conceptualise the concept of barrier-free environment for different types of disabled;
5. Understand the process of developing a strong infrastructure for rehabilitation of disabled;
6. Develop acquaintance to ensure sustainability of NGOs and their services;
7. Enrich their knowledge about various incentives available for NGOs in India.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role play to highlight the conduct of meetings and preparation of minutes and other relevant documents;
- Prepare case studies of successful NGOs, highlighting their sustainability strategies;
- Preparation of documents needed for claiming concessions for NGOs;
- Evaluation of a real project proposal.

Course Content

Unit 1

Evaluation and Monitoring of disability related projects: Need for evaluation; Methods of evaluation; Importance of current and periodic evaluation. Indicators for evaluation: Cost effectiveness, Unit cost of coverage, Social accountability, Extent of community participation, Replicability of the project, Sustainability, Economic viability.

Unit 2

Role of different agencies in evaluation of Disability Related Projects; Management of Charity Organizations: Understanding Constitution of Trusts; Roles and responsibilities of Managing Committee; Convening meeting of Managing Committee; Agenda of Meeting; Writing of Minutes; Filing of change report.

Unit 3

Architect of Rehabilitation Centres; Barrier free environment: concept and rationale; Planning and layout of centres; Barrier free environment and access; Importance of signage; Importance tactile floors and Braille markings; Colour contrast for low vision; Auditory signals.

Unit 4

Concept of Managing Rehabilitation Personnel: Concept of Rehabilitation Professional; Procedure for registration of Rehabilitation Professionals; Continuing Rehabilitation Education; Criteria for selection of training centres; Importance of Human Resource Development.

Unit 5

Concept of sustainability: Sustainability of services; Sustainability of organization; Ingredients of sustainability; Investment planning for NGOs; Legal provision for production, investment etc. Nature of concessions and benefits; Exemption from sale tax, excise, customs, income tax, stamp duty, purchase tax, octroi, local tax etc.; Differential rate of interest.

References

1. "Evaluation Practice: How to Do Good Evaluation Research in Work Settings" by Elizabeth DePoy & Stephen F. Gilson; Publisher: Routledge; Year: 2008.
2. "Nonprofit Organizations: Theory, Management, Policy" by Helmut K. Anheier; Publisher: Routledge; Year: 2014.
3. "Managing a Non-Profit Organization" by Peter F. Drucker; Publisher: Routledge; Year: 2016.
4. "Nonprofit Management: Principles and Practice" by Michael J. Worth; Publisher: CQ Press; Year: 2023.
5. "Management and Administration of Rehabilitation Programmes" by Roy I. Brown; Publisher: Taylor & Francis; Year: 2023.
6. "Sourcebook of Occupational Rehabilitation" edited by Phyllis M. King; Publisher: Springer; Year: 1998.
7. "Managing the Non-profit Organization: Principles and Practices" by Peter F. Drucker; Publisher: HarperCollins; Year: 1990.
8. "Management Control in Non-profit Making Organizations" by Robert N. Anthony & Regina E. Herzlinger; Publisher: Irwin Professional Publishing; Year: 1994.
9. "Sustainable CSR" by Harsha Mukherjee; Publisher: Himalaya Publishing House; Year: 2016.
10. "Sustainable Development and Environmental Stewardship: Global Initiatives Towards Engaged Sustainability" edited by Satinder Dhiman; Publisher: Springer; Year: 2023.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Apply evaluation and monitoring indicators for disability projects;
2. Manage operations of charitable organizations and their governance;
3. Design barrier-free rehabilitation centers ensuring accessibility;
4. Plan human resource development for rehabilitation personnel;
5. Analyse sustainability measures and fiscal benefits for NGOs.

CO-PO-Bloom-SDG Mapping

COs	Bloom's Level	PO	SDG Alignment
1	3	2&3	17
2	3	1&4	16
3	5	1&3	9&11
4	5	1&4	4&8
5	4	4	12&17

SEMESTER 2 PAPER 6 FUNDAMENTALS OF MARKETING COMMUNICATION AND MANAGING NGOs

Course Code: DDRM206

No. of Credits: 3

Learning Objectives

1. Understand the meaning and importance of written communication and analysis;
2. Comprehend the meaning and importance of social marketing and CSR;
3. Get inured with the meaning, characteristics, functions, kinds, functioning and problems of NGOs and role of Management in solving their problems;
4. Gain an in-depth acquittance about the concept of poverty;
5. Gain sufficient knowledge about the working of NGOs and the importance of governance and government in this direction;
6. Master the process of managing NGOs using technology;
7. Gain proficiency in drafting research reports.

Teaching Methodology

- Classroom lectures, group discussions, demonstrations and Case study;
- Role play to highlight the interaction of NGOs, government officials, and sponsors;
- Prepare a real project report based on an imaginary scenario.

Course Content

Unit 1

Written analysis and communication: Importance of effective communication; Procedure for improving communication skills; Log-frame Analysis; Concept paper; Activity Schedule; Programme Cost; Reference to relevant published material; Methods of compilation, analysis and dissemination of information; Method of preparing successful human interest studies; Use of multi-media and presentation equipment; Use of mass media in promotion of services; Importance of social communication; Impact assessment; Organizational Communication.

Unit 2

Importance of social marketing: Concept of social marketing; Social cost of development; Competitiveness of services and products; Unique selling proposition; Peter Drucker's concept of "Not-for-profit"; Accountability and transparency of operations; Introduction to Credibility Alliance; Ingredients of social marketing; Corporate Social Responsibility; Innovations in social marketing; Social capital; Innovative approaches to resource mobilization; Case studies on social marketing.

Unit 3

NGOs: Meaning and definition, Characteristic features, functions, Kinds, functioning of NGOs; Identification of problems encountered by NGOs and role of Management in solving them; Strengthening Boundary Efforts. Environmental conditions under which NGOs operate.

Unit 4

Understanding the Context of NGO Operations; Aid to Development; Poverty and Development; Poverty, Exploitation, Vulnerability and Powerlessness; Sustainability; Development Indicators. Governance and Management of NGOs; Need for Good Governance for NGOs; Ethical Challenges for NGOs; Leadership of NGOs; Need for Leadership with Values; Understanding Organization structure; Organization Development; Strategy and Planning; Strategy in the Management World; Elements of a Strategic Plan; Core Values and Strategic Goals ; SWOT Analysis: Meaning of Strengths and Weaknesses; Criteria for Determining Strengths and Weaknesses; Measuring Strengths and Weaknesses; Alternative Formats to Analyse Strengths and Weaknesses; Identifying the Strengths and Weaknesses; Matching Strengths and Weaknesses; The Concept of Synergy.

Unit 5

Planning, Organising, Delegating, Controlling and Coordinating NGOs; Core Competency and Capacity Building; Using IT devices like Radio, Mobiles, computers and Internet in managing NGOs. Guidelines in Preparing Reports; Procedure of Reporting; Stages in Reporting; Long and short Reports.

References

1. Marketing Communications by Dr. Niraj Kumar; Publisher: Himalaya Publishing House; Year: 2017.
2. Fundamentals and Practice of Marketing by Adrian Mackay & John Wilmshurst; Publisher: Routledge; Year: 2002.
3. Marketing Communications: A Brand Narrative Approach by Micael Dahlen, Fredrik Lange, & Terry Smith; Publisher: Wiley; Year: 2009.
4. Essentials of Marketing Communications by Chris Fill; Publisher: Prentice Hall; Year: 2011.
5. Managing NGOs in the Developing World: Insights from HIV/AIDS Crisis Response by Farhad Analoui & Shehnaz Kazi; Publisher: Emerald Publishing Limited; Year: 2020.
6. Effective Non-Profit Management: Context, Concepts, and Competencies by Shamima Ahmed; Publisher: CRC Press; Year: 2012.
7. Mission-Based Management: Leading Your Nonprofit in the 21st Century by Peter C. Brinckerhoff; Publisher: John Wiley & Sons; Year: 2000.

8. Nonprofit Governance and Management by Victor F. Garcia & David O. Renz; Publisher: Wiley; Year: 2010.
9. Fundamentals of Marketing Management by Prof. S.A. Sherlekar & R. Krishnamoorthy; Publisher: Himalaya Publishing House; Year: 2012.
10. Marketing Communications: Objectives, Strategy, Tactics by John R. Rossiter, Larry Percy, & Lars Bergkvist; Publisher: SAGE Publications Ltd; Year: 2018.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Apply effective communication techniques in NGO and disability sectors;
2. Evaluate social marketing strategies and CSR for disability programs;
3. Analyse organisational structures and challenges of NGOs;
4. Formulate strategic and ethical approaches for NGO governance;
5. Implement planning and reporting systems using IT tools in NGOs.

CO-PO-Bloom-SDG Mapping

COs	Bloom's Level	PO	SDG Alignment
1	3	1&3	16
2	6	2&4	12&17
3	4	1&4	16
4	5	1&4	16
5	3	1&4	9&16

SEMESTER 2 DISABILITY PROJECT WORK (II)

Course Code: DDRM207

No. of Credits: 3

Course Content

2 Case Studies in each of the two semesters may be conducted on any of the following two areas, involving any two disabilities:

1. Early Intervention,
2. Education.

Practicals will consist of 15 days placement in organisations for direct observation and exposure to the following:

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Conduct and document case studies related to early intervention and education for persons with disabilities;
2. Engage in field-based learning through placements for practical exposure to disability rehabilitation organisations;
3. Evaluate and reflect on real-world rehabilitation practices through observation and interaction with stakeholders;
4. Demonstrate integration of theoretical knowledge with practical experiences in disability management.

Course Outcome (CO) Mapping Table

CO	Bloom's Level	POs	SDG Alignment
1	3&4	2&3	4&10
2	2&3	1&2	8&17
3	4&5	2,3&4	3&16
4	3&6	1&4	4&8

SEMESTER 2 REHABILITATION PROJECT WORK (II)

Course Code: DDRM208

No. of Credits: 4

Course Content

2 Case Studies in each of the two semesters may be conducted on any of the following two areas, involving any two disabilities:

1. Transition,
2. Vocation.

Practicals will consist of 15 days placement in organisations for direct observation and exposure to the following:

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Conduct and analyse case studies on transition and vocational rehabilitation for persons with different disabilities;
2. Gain field-based insights through placements in disability organisations, focusing on practical rehabilitation processes;
3. Evaluate vocational training models, transition strategies, and community-based practices through direct observation;
4. Integrate theoretical learning with real-world experience in rehabilitation project planning and implementation.

CO-PO-Bloom's Level-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	3&4	2&3	4&8
2	2&3	1&2	8&17
3	4&5	2,3&4	10&3
4	3&6	1&4	4&8

SEMESTER 2 MANAGEMENT PROJECT WORK (II)

Course Code: DDRM209

No. of Credits: 4

Course Content

Practicals will consist of a 15-day placement in organisations for direct observation and exposure.

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Engage in practical observation of disability rehabilitation organisations to understand management systems;
2. Analyse organisational practices related to planning, coordination, and project implementation in rehabilitation settings;
3. Document and reflect on field exposure experiences, including administrative and managerial functions;
4. Demonstrate ability to integrate classroom learning with field-based rehabilitation management practices.

CO-PO-Bloom's Level-SDGs Mapping

CO	Bloom's Level	POs	SDG Alignment
1	2&3	1&2	8&4
2	4&5	2&3	10&3
3	3&5	3&4	16&17
4	3&6	1&4	8&4

SEMESTER 2 INTERNSHIP CUM DISSERTATION

Course Code: DDRM210

No. of Credits: 5

Course Content

At the end of first semester, all students are required to undergo a six-week internship with any NGO for gaining practical exposure to the subject of disability rehabilitation.

Possible aspects which may be covered include the following:

1. Organisational structure of an NGO
2. Management Information System
3. Innovative rehabilitation approaches
4. Significance of interpersonal relations
5. Case studies on successful cases of rehabilitation
6. Financial management of NGOs
7. Effectiveness of PwD Act
8. Networking in disability sector
9. Role of the community in service delivery
10. Effectiveness of the micro credit system prevailing in the country
11. Inclusive approach to education and rehabilitation
12. Review of various schemes of the Ministry of Social Justice & Empowerment
13. Achievements of RCI in development personnel
14. Approaches of the National Trust in promoting services at doorstep
15. Models of Governance of NGOs
16. Any other assignments pertaining to the management and administration of organisations

Course Outcomes (COs)

On completion of this course, the students should be able to:

1. Analyse the structure and functioning of disability-focused NGOs;
2. Evaluate innovative rehabilitation practices and community roles;
3. Document financial practices, legal frameworks, and HR in NGOs;
4. Review and critique the effectiveness of policies and schemes;
5. Synthesise field data into practical and policy-level recommendations.

CO-PO-Bloom-SDG Mapping

COs	Bloom's Level	PO	SDG Alignment
1	4	1&3	17
2	6	2&3	11
3	3	4	16
4	6	3	1&10
5	5	1,2&4	17

PRACTICAL PAPERS COMPONENTS

Practicals will consist of 15-day placement in organisations for direct observation and exposure to the following:

1. Visual Impairment:

- A. Orientation & mobility and movement science,
- B. Daily living skills and home economics,
- C. Auditory & tactile Teaching Learning Materials,
- D. Introduction to Braille,
- E. Use of educational and mobility aids, Introduction to common eye ailments.

2. Low Vision:

- A. Simulation of Low vision using simulative glasses,
- B. Testing distance visual acuity, near vision and visual field,
- C. Assessing functional vision,
- D. Practice use of optional and non-optional devices,
- E. Developing a vision training programme based on functional assessment,
- F. Instructions for a mobility low vision assessment,
- G. Classroom management.

3. Locomotor Handicapped:

- A. Basic knowledge about orthopedics and orthopedic disorders,
- B. Practice in normal gait and gait analysis,
- C. Different types of orthoses and their components,
- D. Different types of prostheses and their components,
- E. Rehabilitation and mobility device,
- F. Fabrication, fitting and alignment of different types of prostheses and orthoses,
- G. Gait and ADL activities training,
- H. Positioning and its importance,
- I. Manufacturing, maintenance & repair of prostheses and orthoses,
- J. Adaptive measures,
- K. Modalities about Rehabilitation,
- L. Various interventions like Physiotherapeutic, Occupational Therapeutic etc.

4. Hearing Impairment:

- A. Screening and assessment of hearing loss,
- B. Interpretation of audiogram (skill development),
- C. Nature of communication:
 - Speech: assessment, development and correction
 - Language: assessment, development and correction
 - Modes and methods of communication
- D. Amplification,
- E. Types of hearing aids,
- F. Auditory training for the Hearing Impaired,

- G. Educational Programmes,
- H. Curriculum development,

5. Mentally Handicapped:

- A. Psycho-educational assessment,
- B. Use of checklist-standardised, developmental and functional,
- C. Therapeutic and Educational intervention at various levels,
- D. Training in life skills,
- E. Alternative and augmentative Communication,
- F. Parent involvement,
- G. Behavior management & behavior modification,
- H. Curriculum development,
- I. multi-sensory approach,
- J. Functional academics.

6. Multiple disabilities

- A. Developmental and functional Assessment,
- B. Therapeutic interventions (Developmental and Maintenance therapy),
- C. Training in life skills,
- D. Parents' involvement,
- E. Curriculum development Deafblind,
- F. Training in life skills,
- G. Teaching learning material,
- H. Therapeutic interventions,
- I. Multi-sensory approach,
- J. Alternative and augmentative Communication,
- K. Vocational Training,
- L. Functional academics.

7. Mental illness:

- A. Understanding Mental Illness,
- B. Causes of mental illness,
- C. Various approaches of assessment,
- D. Community participation,
- E. New approaches- Midway Home etc.,
- F. Rehabilitation of Psychiatrically cured patients.

8. Common Practicals

- A. Awareness about disability,
- B. Door-to-door survey on disability,
- C. Needs Assessment of the disabled,
- D. Early intervention,
- E. Cognitive & functional Assessment of disability,
- F. Educational Programmes for different types of disabled,
- G. Transition and Vocational Training,

- H. Recreation Activities for the disabled,
- I. Other Forms of Therapy- Play, Music. Movement etc.,
- J. Job adaptations,
- K. Rural crafts activities,
- L. Participatory rural appraisal in the community,
- M. Provision of services at a central location,
- N. Visits to centres authorised to certify disabilities,
- O. Procedures and formalities for availing concessions,
- P. Income generation activities.

Annexure

RECOMMENDED TEACHING MATERIAL

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