

Suggested Readings

- Mohanty, J & Mohanty, B (1994), Early childhood Care and Education (ECCE) New Delhi: Deep and Deep Publications
- MWCD (2013), National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development
- Vinyas (2012), Effectively using BaLA (Building as Learning Aid) in Elementary Schools: A Teacher's Manual
- https://www.edudel.nic.in/upload_2013_14/145_52_dt_03102013/SecA.pdf 4. IGNOU, Organizing Child Care Services: DECE -1 New Delhi: IGNOU

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 9-HSC: EDUCATION AND REHABILITATION APPROACHES FOR PERSONS WITH DISABILITIES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Education and Rehabilitation Approaches for Persons with Disabilities	4	2	0	2	Class XII	NIL

Learning Objectives

- To introduce students to educational approaches for Persons with Disabilities
- To help students gain an understanding of Assistive Technology and ICT for Persons with Disabilities.
- To make the students understand about Rehabilitation Approaches for Persons with Disabilities

Learning Outcomes

The students would be able to:

- Develop an understanding regarding educational approaches for persons with disabilities.
- Gain an insight regarding assistive technology and ICT for persons with disabilities.
- Develop awareness about the rehabilitation approaches for persons with disabilities.

THEORY
(Credit:2, Period:30)

Unit I: Introduction to educational approaches for Persons with Disabilities 8 Hours

This unit will introduce the educational approaches for Persons with Disabilities.

- Paradigm shift in educational approach from Segregation to Inclusion
- Individualized Education Plan (IEP)
- Universal Design of Learning (UDL)

Unit II: Assistive Technology and ICT for Persons with Disabilities 8 Hours

This unit will introduce students to different Assistive Technology and its uses for persons with disabilities.

- Understanding ICT and its role in Classroom learning
- Assistive devices and their importance for Persons with Disabilities (Braille-books, Hearing Aids, Walking Canes etc.)

Unit III: Rehabilitation Approaches for Persons with Disabilities – I 7 Hours

This unit will lay emphasis on understanding the concept of Rehabilitation Approaches for Persons with Disabilities.

- Therapeutic Intervention –
 - Occupational therapy (OT),
 - Physio-Therapy (PT)
 - Speech Therapy (ST)

Unit IV: Rehabilitation Approaches for Persons with Disabilities – II 7 Hours

This unit will lay emphasis on understanding the concept of Rehabilitation Approaches for Persons with Disabilities.

- Community Based Rehabilitation (CBR)
- Institution Based Rehabilitation (IBR)
- Vocational and Social Rehabilitation

PRACTICAL (Credit:2, Period:60)

1. Workshop/ Talk on educational approaches for person with disability covering
 - a. Educational Approaches from Segregation to Inclusion
 - b. Individualized Education Plan (IEP)
 - c. Universal Design of Learning (UDL)
2. Identify barriers to inclusion in an educational institution and brainstorm ways to make it more inclusive.
3. Visit to a rehabilitation center to understand the assistive technologies for person with disabilities - (Braille-books, Hearing Aids, Walking Canes etc)
4. Prepare a list of assistive devices for persons with diverse disabilities and their use.
5. Identify various ICT tools and how they facilitate learning of persons with disabilities
6. Workshop on any one rehabilitation approaches for persons with disabilities
 - a. Therapeutic Intervention – Occupational therapy (OT), Physio-Therapy (PT) , Speech Therapy
 - b. Community Based Rehabilitation (CBR)
 - c. Institution Based Rehabilitation (IBR)
 - d. Vocational and Social Rehabilitation

Essential Readings

UNIT I

This unit explains the various educational approaches for persons with disabilities. It explores teaching strategies, resources and learning environments that are least restrictive for persons with disabilities.

- **Rao, L. G.** (2008). *Education of persons with intellectual disabilities in India*.
- **Ladau E.** (2021). *Demystifying Disability: What to Know, What to Say, and How to Be an Ally*, Ten Speed Press Publisher
- **Nair, R.** (2013). *Development and Validation of Trivandrum Development Screening Chart for children aged 0-6 years*, The Indian Journal of Pediatrics. DOI:[10.1007/s12098-013-1144-2](https://doi.org/10.1007/s12098-013-1144-2)
- **Chennat, S.** (2019). *Disability Inclusion and Inclusive education*, Sage publication

UNIT II

This unit introduces students to the role of assistive technology (AT) and Information and Communication Technology (ICT) in supporting the education, independence, and participation of persons with disabilities. It highlights how Assistive technology can promote accessibility and equity in learning environments.

- **Kozma, R.B.** (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study*, Module 2. International Society for Technology in Education
- **Abbot, C.** (2001). *ICT: Changing Education*. Routledge Falmer.
- **Florian, L., & Hegarty J.** (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press, Maidenhead.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.
- **Government of India.** (2016). *The Rights of Persons with Disabilities Act, 2016* (No. 49 of 2016). Ministry of Law and Justice.

UNIT III

This unit introduces students to the various therapeutic interventions for rehabilitation of persons with disabilities. It involves physio therapy and occupational therapy to train in life skills and improve functional ability.

- **Pandey, R. S., & Advani, L.** (1995). *Perspectives in disability and rehabilitation*. Vikas Publishing House Pvt. Ltd.
- **Ministry of Social Justice and Empowerment.** (2006). *National policy for persons with disabilities*. Government of India.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.

UNIT IV

This unit introduces students to the various rehabilitation approaches for persons with disabilities. It involves physio therapy and occupational therapy to train in life skills and improve functional ability. It focuses on rehabilitation as a holistic process involving the community and family to ensure comprehensive support and social inclusion.

- **Singh, J.P and Dash, M.K.** (2019). *Disability Development in India. Rehabilitation Council of India*.
- **Tiwari, M.D., Shah, S. and Tiwari, I.** (2012). *Disability Rehabilitation Management*

Through ICT. River Publishers.

- **Rayadurgam, N.** (2017). *Vocational rehabilitation of disabled in India: Principles and practice* (1st ed.). Niruta Publications.
- **Ministry of Social Justice and Empowerment.** (2006). *National policy for persons with disabilities*. Government of India.
- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.

Suggested Readings

- **Government of India.** (2014). *Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances*. Ministry of Social Welfare, New Delhi.
- **WHO.** (1982). *Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July*. WHO (RHB/IR/82.1)
- **WHO.** (1984). "Rehabilitation For All" in *World Health Magazine*, WHO, Geneva
- **Loveday, M.** (2006). *The HELP Guide for Community Based Rehabilitation Workers: A Training Manual*. Global-HELP Publications, California.
- **McConkey, R. and O' Tool, B** (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- **Sarva Siksha Abhiyan.** Module on Multiple Disabilities. http://ssa.nic.in/inclusive_education/training-module-for-resource-teachers-for-disabled-children/Module%20Multiple%20Disability.pdf/at_download/

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Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 11-HSC: SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Social and Emotional Skills Development	4	2	0	2	Class XII	NIL

Learning Objectives

- To enable students to understand the concept and relevance of social and emotional skills.
- To provide a lifespan perspective of socio-emotional skills to the students.
- To enable students in understanding various factors promoting socio-emotional skills in humans.