

**DEPARTMENT OF HOME SCIENCE**  
**SEMESTER – VI**

**B.A (Prog.) with Human Development and Family Empowerment (HDFE)**  
**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major**  
**Category-II**

**DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-11: EARLY INTERVENTION  
AND SERVICES FOR CHILDREN WITH DISABILITY**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Early Intervention and Services for Children with Disability	4	2	0	2	Class XII	NIL

**LEARNING OBJECTIVES:**

- To introduce students regarding the concept and significance of Early Intervention.
- To make students aware regarding the issues and challenges in Early Intervention
- To equip students regarding the services for Children with Disability

**LEARNING OUTCOMES:**

After completion of the course:

- Students will gain an insight regarding the concept and significance of Early Intervention.
- Students will develop an understanding regarding the issues and challenges in Early Intervention
- Students will become aware regarding the services for Children with Disability

**THEORY**

**(Credits 2; Hours 30)**

**UNIT 1: Understanding Early Intervention**

**(10 Hours)**

*Unit Description:* This unit will introduce the students regarding the concept and significance of Early Intervention.

***Subtopics***

- Meaning, Significance and Need of Early Intervention
- Principles, Screening and Assessment Tools in Early Intervention

## **UNIT 2: Early Intervention in practice – Opportunities and Challenges (10 Hours)**

*Unit Description:* This unit will introduce the students with issues and challenges in Early Intervention.

### ***Subtopics:***

- Issues and challenges in Early Intervention
- Working with families: Role of parents

## **UNIT 3: Services for Children with Disability (10 Hours)**

*Unit Description:* This unit will introduce students regarding the services for Children with Disability

### ***Subtopics:***

- Educational Approaches for Children with Disability (Inclusive, Integrated, Segregated, and Home based education)
- Need and importance of Individualized Education Plans (IEPs) in education of children with disability

### **PRACTICAL ( Credits 2; Hours 60)**

1. Interview of a caregiver providing services to a child/person with disability
2. Identification of any one Standardized Assessment Tool for children with disability and preparation of a checklist for early detection of disability.
3. Documentation of any two IEPs for children with disability

### **ESSENTIAL READINGS:**

- Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
- National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
- NCERT (2014). *Including children with special needs*. New Delhi: NCERT
- Ramesh, R (2011). *Disability Towards Inclusive India*. Pentagon Press
- Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors
- 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

### **SUGGESTED READINGS:**

- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
- NCERT (2010). *Towards inclusive education*. New Delhi: NCERT
- Sharma, Y.K. (2009). *Sharireki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
- Werner, D. (1994). *Disabled Village Children (2022 Edition)*. Voluntary Health Association of India

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

**DISCIPLINE SPECIFIC CORE COURSE – DSC-HDFE-12: CHILDREN WITH DISABILITY IN INDIA**

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Children with Disability in India</b>	4	2	0	2	Class XII	NIL

**LEARNING OBJECTIVES:**

- To introduce students regarding etymology of disability.
- To make students aware regarding the categorization of children with disability.
- To equip students with the knowledge of policies, provisions and organizations for children with disability.

**LEARNING OUTCOMES:**

After completion of the course:

- Students will gain an insight regarding terms concerning disability.
- Students will develop an understanding regarding the categorization of children with disability.
- Students will become aware regarding the policies, provisions and organizations for children with disability.

**THEORY**

**(Credits 2; Hours 30)**

**UNIT 1: Understanding Disability**

**(10 Hours)**

*Unit Description:* This unit will introduce the Historical Perspective of Disability along with the attitude of society towards disability.

***Subtopics***

- Etymology of Disability-Understanding ICIDH by WHO
- Models of Disability (Charity, Medical, Social and Right based model)

**UNIT 2: Categorization of Children with Disability**

**(10 Hours)**

*Unit Description:* This unit will introduce the students with Categorization of Children with Disability along with its causes and prevention.

***Subtopics:***

- Categorization of Children with Disability
- Causes and Prevention of Disabilities in Children

### **UNIT 3: Children with Disability in India- Magnitude and Provisions (10 Hours)**

*Unit Description:* This unit will introduce the Policies, Provisions and Organizations for Children with Disability.

#### **Subtopics:**

- Demographic profile of Children with Disability in India
- Enlist the policies, provisions and laws with respect to Disability- Eg: Rehabilitation Council of India Act (1992), National Trust for Welfare of Persons with Autism, cerebral Palsy, Mental retardation & Multiple Disability Act (1999), National Policy for Persons with Disabilities (2006)
- Rights of Persons with Disability (RPWD) Act, 2016

#### **PRACTICAL ( Credits 2; Hours 60)**

1. Case study of any one organization such as RCI, NAB etc working for Children with Disability.
2. Poster/pamphlet on causes and prevention of disabilities in children.
3. Using your observations and personal experiences enlist how your institution is accessible for People with Disability.

#### **ESSENTIAL READINGS:**

- Mangal, S.K. (2007). *Educating exceptional children*. New Delhi: PHI Learning
- National Human Rights Commission (2005). *Disability manual*. New Delhi: NHRC
- NCERT (2014). *Including children with special needs*. New Delhi: NCERT
- Ramesh, R (2011). *Disability Towards Inclusive India*. Pentagon Press
- NCERT (2010). *Towards inclusive education*. New Delhi: NCERT

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- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
- Pal, C. and Viswakarma, V (2011). *Vishesh shiksha - shikshan*. New Delhi: Kanishka Publishers, Distributors.
- Sharma, Y.K. (2009). *Shaririki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
- Werner, D. (1994). *Disabled Village Children (2022 Edition)*. Voluntary Health Association of India

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**B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Non-Major  
Category-III**