

INDEX

**BA (Prog.) with Human Development and Family Empowerment
(HDFE)
(SEM-VI)**

S. No.	Content	Page No.
1	B.A (Prog.) with HDFE as Major - DSC 1. Early Intervention and Services for Children with Disability 2. Children with Disability in India B.A (Prog.) with HDFE as Non-Major - DSC 1. Children with Disability in India	2-7

SEMESTER-VI

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	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

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

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		
Children with Disability in India	4	2	-	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 60)

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

SUGGESTED READINGS:

- NCERT (2006). *Education of children with special needs*. New Delhi: NCERT
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- 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

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

Category-III

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

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		
Children with Disability in India	4	2	-	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 Organization's 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
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- Sharma, Y.K. (2009). *Shaririki roop se viklagng balak*. New Delhi: Kanishka Publishers, Distributors.
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