

**Tata Institute of Social Sciences
in collaboration with
New Horizons Health and Research Foundation**

Post Graduate Diploma in Special Education: Multiple Disabilities (Physical and Neurological)

IMPORTANT DATES

	Dates
Application Form Submission at TISS	04.01.2016, Monday to 11.03.2016, Friday
Uploading List of Applicants for Personal Interview on the website	29.03.2016, Tuesday
Personal Interview	18.04.2015, Monday to 22.04.2015, Friday
Final List of Selected Applicants on the website	09.05.2016, Monday
Verification of documents and submission of Fee at TISS	10.05.2016, Tuesday to 24.05.2016, Tuesday
Orientation	13.06.2016, Monday
Commencement of Academic Session 2016 - 17	14.06.2016, Tuesday

Intake: 20 + 05 additional seats for parents of children with special needs.

Medium of Instruction: English

Eligibility:

Educational Criteria:

A Bachelor's Degree in any discipline, a minimum of 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 course pattern of study fulfilling the mandatory requirements of 15 years formal education) from a recognized University. Preference will be given to those with work experience in clinical, social and developmental settings.

Parents of children with special needs:

Five seats are available for parents of children with special needs who can apply for this programme.

Description of the Programme:

PGDSE (MD: P &N) is a one year full time program which focuses on aspects of human development, varied sensory impairment, physical impairment, neurodevelopmental, emotional and behavioral disorders that limit the individual's ability to apply themselves in educational, personal and occupational areas. Students will be trained to identify individual's functional skills, academic skills, objectively note their strengths and weaknesses to plan a support/rehabilitation programme in educational and functional areas.

The outcome of this rigorous evidence and practice based programme is to have a unique class of graduates committed to enable and support persons with developmental disabilities to have independent living by developing their

- Literacy skills
- Functional skills
- Emotional wellbeing
- Making a difference in the lives of all individuals with different needs and their families by transferring their learning to the society.

This programme will prepare professionals by teaching and training them adequately to enhance quality of life of children, value their needs and also their families to cope up with the concerns.

Rationale

India, the largest democracy of the world, also has the largest number of children forming around 20% of the 0-4 years' child population of the world. There has been substantial progress in reducing global child mortality, with a 41% decline in the under-five mortality rate since 1990. However, for surviving children, morbidity at birth and exposure to the multiple risks threaten their survival, prevent them from meeting their development potential and leads to some form of disability or permanent impairment. In India, the prevalence of developmental disabilities has been reported to be between 5% and 20% in children (Ali, Balaji, Dhaded & Goudar, 2011) while as per the 2011 Census, Maharashtra is one of the five largest states in India with people with disabilities.

World Bank Report (2009) on persons with disabilities in India says, "The slow progress in expanding opportunities for disabled people results in substantial losses to people with disabilities themselves, to the society and the economy at large in terms of under-developed human capital, loss of output from productive disabled people, and impacts on households and communities."

It is estimated that annually, world over 200 million children have significantly impaired growth and development. Recognizing the growing need for early detection and early intervention of children with developmental concerns, there is a need for large number of trained Special Educators and developmental therapists across India.

One of the important Sustainable Development Goals laid by the United Nations General Assembly in 2015 is to offer inclusive and equitable quality education for all by 2030 to promote lifelong learning opportunities and ensure equal access to all.

PGDSE (MD: P &N) reflects the positive changes that have occurred in the past few years in the field of disability rehabilitation, shifting from the medical to the social and now the human rights model to approach disability issues. Accordingly persons with disabilities are viewed as subjects not objects and disabilities are not considered from a deficit perspective. This shift is based on human values such as dignity, self-determination, equality and ethics of solidarity

Objectives of the PGDSE (MD: P &N)

PGDSE (MD: P &N) programme will give in-depth knowledge about the field of Special Education for physical as well as neurological disorders. In this programme, students will undergo hands-on practical training about application of skills learnt during the programme with the guidance of experts from the field.

This programme will help to reduce the gap between the number of individuals seeking help and the number of Rehabilitation Therapists to provide them therapeutic help for their rehabilitation.

Learner Competencies

After completing the programme, learner will develop following competencies:

- (i) Develop an overview on all aspects of human growth and development through the life span approach.
- (ii) Develop skills to recognize different patterns of development in the areas of vision, speech, hearing, language and communication.
- (iii) Recognize etiology and characteristics of various disabilities and be able to demonstrate the skills of differential diagnosis.
- (iv) Develop an understanding of the medico-social aspects of various physical, neuro-developmental, cognitive disabilities.

- (v) Develop acumen to plan, implement and evaluate strengths and challenges of an individual with disabilities.
- (vi) Develop expertise to plan, implement and evaluate intervention programmes and strategies for prevention and remediation in the areas of education, language and physical and functional management.
- (vii) Develop an understanding of the situation and needs of disabled individuals and work effectively towards inclusion in any setting - classroom, community, rural or urban.
- (viii) Develop an awareness of social, political, economic, cultural and legal needs of individuals with disability within the family and society in order to foster acceptance and integration.
- (ix) Demonstrate an understanding of community and family dynamics at work with individuals with disability and their families.
- (x) Learner will be able to implement principles of community based rehabilitation through an interdisciplinary /trans-disciplinary approach for individuals with disability and their families.

List of courses in PGDSE (MD: P &N)

Overview of Course wise Credit Hours				
A) Theory Courses				
Courses	Subject Names	Theory Paper Credits	Practical for Therapy Paper Credits	Total Credits
PGDSE 1	Human Development	6	2	8
PGDSE 2	General Education & Psychology	6	2	8
PGDSE 3	Medico Social Aspects of Cerebral Palsy And other Conditions	6	2	8
PGDSE 4	Management of Physical & Functional Difficulties	5	3	8
PGDSE 5	Assessment & Management of Visual Hearing & Communication Difficulties	5	3	8
PGDSE 6	Special Education: Assessment & Remediation	5	3	8
PGDSE 7	Disability, Development and related Intervention Strategies (Part A &B)	6	2	8
	Clinical Observations for PGDSE 1 – PGDSE 6	-	2	2
	CREDITS	39	19	58

B) Practical Courses		
Courses	Areas	Total Credits
PGDSE P1	Programme Placement Evaluation	9
PGDSE P2	Case Study	2
PGDSE P3	Community Based Rehabilitation Project Report	5
PGDSE P4	Reference Manual: Reading	1
PGDSE P5	Reference Manual: Math	1
PGDSE P6	Reference Manual: Communication	2
PGDSE P7	Internship (I, II, III) – 3 months	28
	CREDITS	48
	TOTAL THEORY CREDITS	58
	TOTAL PRACTICAL CREDITS	48
	TOTAL CREDITS FOR PGDSE (MD:P & N)	106

COURSE DESCRIPTION

PGDSE 1: Human Development

Rationale for the Course

Understanding and awareness about human development lays an important foundation for typical progression of an infant's growth and development of skills. Thorough clarity will enable the learner to understand underpinnings of delay and deviance in human development and how such trajectories impede a child's development of skill towards a long term goal of independence and self – sufficiency.

Objectives of the Course

On completion of this course, the learner will demonstrate an understanding of:

- life span approach to all areas of human development, i.e. motor, language, cognitive and communication
- perspective and theories of human development
- human anatomy and genetics

- structure and function of CNS, eyes, ears

Course Contents

Child Development, Introduction to Human Anatomy and Nervous System, Gross Motor Development, Fine Motor Development, Cognitive Development, Developmental Milestones of Daily Living Skills, Visual Development, Perceptual Development, Personality Development, Social Emotional Development, Anatomy & Physiology of hearing and speech mechanism, Speech, Hearing, Language & Communication, Genetics and Heredity, Workshops

PGDSE 2: GENERAL EDUCATION AND PSYCHOLOGY

Rationale for the Course

- Understanding the philosophical perspectives of education – present, past and future will lead to clarity of an approach towards development of curricula suitable for children of different ages.
- Knowledge of psychological basis of different learning styles will aid in curriculum and lesson planning.
- Knowledge of various factors affecting the learning process is extremely useful in improvising the teaching methods for children with developmental disabilities.

Objectives of the Course

On completion of this course, learner will demonstrate an understanding of:

- different philosophical perspectives to education
- principles of educational psychology and their application in classroom teaching
- various components of a school curriculum
- effective teaching practices in a pre-primary & primary classrooms within mainstream schools.

Course Contents

Philosophy of Education, Approaches to education, Education Psychology, Curriculum Development, Classroom Management, Strategies to Classroom Teaching, Lesson Planning, Teaching at pre-primary, primary and secondary level.

PGDSE 3: Medico-Social Aspects of Cerebral Palsy And Other Conditions

Rationale for the Course

Knowledge related to etiology, classification & characteristics of various disabilities, physical and psychological in nature, help us understand the limitations in functional skills and capacities of an individual. Knowledge of these aspects is very essential in developing strategies to help them cope better with academic skills in spite of certain weaknesses exhibited.

Objectives of the Course

On completion of this course, learner will be able to demonstrate:

- usage of appropriate terminology related to different types of disabling conditions
- etiology, presentation and associated problems and their implications from social perspective
- differential diagnosis

Course Contents

Medical terminology related to birth history, case history taking, Disability - types and causes, types and causes of deformities, Cerebral Palsy, Epilepsy, Mental Retardation, Muscular Dystrophies, Neural tube defects, Hydrocephaly and Microcephaly, Polio, deteriorating conditions and congenital syndromes, differential diagnosis - etiology, identification, basic management and referral for following conditions: Blood & metabolic disorders, Tuberculosis, Leprosy, Malnutrition, HIV and AIDS, Neuro-developmental conditions affecting children.

PGDSE 4: ASSESSMENT & MANAGEMENT OF VISUAL, HEARING AND COMMUNICATION DIFFICULTIES

Rationale for the Course

Knowledge of disorders of difficulties in vision, hearing and communication is of a great importance in planning the methods and strategies to be included for individuals with these concerns. Clarity about concerns faced by individuals with disabilities will help the Special Educators motivate them, prepare appropriate intervention strategies sensitively aligned to the needs of the disabled individuals. Management of their progress in the learning process during the therapeutic interventions can be further accentuated.

Objectives of the Course

On completion of this course, learner will be able to demonstrate:

- various disorders in the areas of vision, hearing, speech, language and communication
- methods of augmentative and alternative communication (AAC)
- knowledge of functional assessment and basic management skills in the areas of vision and hearing, speech, language and communication

Course Contents

Types and causes of visual disorders; Language, Speech Disorders such as Dysarthria, Dyslalia, Aphasia, Stammering; Augmentative and Alternative Communication, and Audiology.

PGDSE 5: SPECIAL EDUCATION: ASSESSMENT & REMEDIATION

Rationale for the Course

- Understanding the principles of Assessment such as the approach, procedure and the knowledge of the variety of tools available for testing can help to identify the strengths and weaknesses of individuals with disabilities in academic skills. Preparing Individual Education Programmes for the remediation process depends on the results of the formal and informal assessments conducted.

- Knowledge of beneficial policies formulated by the government for individuals with disabilities can be conveyed to parents to inform them about the provisions, right of their child/children and motivate them for availing the same.
- Learning about policy of Inclusive Education will be a great step towards a naturally stimulating environment for building a healthy personality for disabled children and adults.

Objectives of the Course

On completion of this course, learner will demonstrate:

- skills in assessment and remediation in the early intervention group, at the pre-primary and primary level of education
- An understanding of diverse needs and principles of an inclusive, special and functional education.

Course Contents

Perspectives in Special Education & National Policy on Special Education, Formal and Informal Assessments for academic skills, Teaching: Assessment and Remediation, Curriculum Planning, Functional Education, Inclusive Education, Lesson Planning and IEPs, Classroom Management (Time, Space, Material).

PGDSE 6: MANAGEMENT OF PHYSICAL AND FUNCTIONAL DIFFICULTIES

Rationale for the Course

Management of children and adults with developmental issues is a great challenge faced by teachers and care givers primarily due to paucity of information and management techniques readily available. Knowledge of certain specific conditions, utility of various orthotic aids, difficulties faced in daily functioning for e.g. inability to carry out daily living care skills and the complications due to disabilities, it's impact on the individual, relations and society is very important from the point of view of management and long term care of individuals with special needs.

Prevention of disabilities due to spread of diseases and awareness of genetic causes for their manifestation is a very important topic.

Objectives of the Course

On completion of this course, learner will be able to demonstrate:

- Knowledge about types of assessment to gauge physical and functional ability level and associated problems of persons with disability.
- a transdisciplinary approach in planning programmes, intervention strategies following a needs – assessment of persons with disability and their families keeping long term goals and short term objectives in mind.
- skills in management of specific conditions such as ADHD, SLD, Autism Spectrum Disorders and Intellectual Disability.

Course Contents

Physical and Functional Management Lifting, carrying and transfer techniques, use of orthotic aids for upper and lower limbs, gross motor activities, impact of disability, philosophy of management, introduction to Neuro-developmental Techniques for gross and fine motor development, Genetic Counseling, Anthropometry, management of specific Conditions, Assessment and Management of Daily Living Skills (feeding, dressing, toilet skills), preventing disabilities – primary health care, first aid, health & nutrition.

PGDSE 7: DISABILITY DEVELOPMENT & RELATED INTERVENTION STRATEGIES

Rationale for the Course

- Knowledge of various aspects of disability development – Global and Indian perspective, evaluation index, concerns faced by disabled people, advocacy movement, related acts and legislations and the role of workers in this field provides a comparable perspective of the approach of the countries towards disability.
- Understanding of the psychological effect of disability on the individual, crisis management, role of counseling, behavior management and rehabilitation of

individuals, employment opportunities and acceptance is very essential towards handling disabled.

Objectives of the Course

At this end of course, learner will be able to:

- understand wider perspective of disability related issues especially in the Indian context e.g. legislation, advocacy etc.
- gain knowledge of different models of service delivery.
- learn skills of Counseling and Behaviour Management and Crisis Intervention.

Course Contents

PART A – DISABILITY AND DEVELOPMENT: Introduction to Disability and Development, basic terminology related to disability, overview of disability in India and globally, historical perspectives and existing Models of service delivery, disability movement, self – advocacy, current status of existing barriers of health, education, employment & public utility services, integrated service system for persons with disabilities, legislation, role of disability worker in different service delivery models.

PART B – INTERVENTION STRATEGIES: Implications of working with persons with psychiatric disorders, skills in Counseling, transferring skills to parents, crisis intervention, Behaviour Management: Identification and basic management, working with adults.

Practical Papers:

PGDSE P1 Programme Placement Evaluation

PGDSE P1 will involve activities related to Special Education case history taking, clinical interview, observational interview, review of child's academic work, informal Special Education assessment methodology, preparation of Working Impressions, Report Writing, preparation of IEP/ITP, preparation of logsheets and planning for special education intervention sessions, preparation of lesson plans and teacher learning aids.

PGDSE P2 Case Study

PGDSE P2 will involve planning, designing and writing Case Study based on comparative academic performance of children pre and post intervention.

PGDSE P3 Community Based Rehabilitation Project Report

PGDSE P3 will consist of engaging in work in the community, schools or rehabilitation centres, in resource constrained areas to plan innovative models and techniques, conduct workshops, programmes, seminars, training modules, and sessions among other forms to offer rehabilitation services.

PGDSE P4 Reference Manual: Reading

PGDSE P4 will consist of book review and presentation of reading techniques, development of reading skills and teaching strategies.

PGDSE P5 Reference Manual: Math

PGDSE P5 will consist of book review and presentation of cognitive skills, problem solving skills, analytical skills required for Math, difficulties in learning and application of Math skills, and teaching strategies.

PGDSE P6 Reference Manual: Communication

PGDSE P6 will consist of book review and presentation of speech, language and communication development; language and speech disorders; strategies for developing language skills; augmentative and assistive communication techniques.

PGDSE P7 Internship (I, II, III) – 3 months

Internship of three months will consist of the following activities: attending field work, visits to various rehabilitation Centres, Child Development Centres, schools and hospitals as decided by the Institute for clinical observations of therapy sessions, undertaking intake sessions with parents and family members, conducting Special Education assessments, re-assessments and/or interventions as decided by the Institute, preparation of assessment and re-assessment reports, preparation of IEP/ITP, notations in Daily logsheets, monthly logsheets, preparation of Internship file with session reports and regular individual and group discussions about the sessions taken.

Fees Structure

Sr. No.	Particulars	Amount Rs.
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1.	Tuition Fee	33000
2.	Identity Card	300
3.	Examination	2000
4.	Internship / Field Practicum	10000
5.	Library	2000
6.	Library Deposit (Refundable)	1000
7.	Development Fund	5000
8.	Infrastructure Use	3000
9.	Caution (Refundable)	1000
	Total Rs.	57,300/-

***The program fee is under review.**