

**Part-A**

**National Institute for Empowerment of Persons with Multiple Disabilities  
(Divyangjan)**

**Department of Empowerment of Persons with Disabilities,(Divyangjan) MSJ&E,  
(Govt of India)**

**East Coast Road,  
Kovalam Post,  
Chennai-603 112.**



**Prospectus**

**2024-25**

## 1.0 ABOUT THE INSTITUTE

**National Institute for Empowerment of Persons with Multiple Disabilities (*Divyangjan*)** was established in the year 2005 at East Coast Road, Muttukadu, Chennai, Tamil Nadu under *Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India* to serve as a National Resource centre for Empowerment of Persons with Multiple Disabilities such as those with two or more disabilities in a person. The institute is situated 30 km from Chennai Central Railway Station, mofussil bus terminus and airport.

As per *RPWD Act, 2016* the disabilities enumerated are Physical Disability, Intellectual Disability, Mental Behaviour, disability caused due to Chronic Neurological conditions, Blood Disorders, Multiple Disabilities including Deaf blindness and any other category as may be notified by the Central Government.

NIEPMD(D) received **National Award** for *Best Accessible Website and Barrier Free Environment for Persons with Disabilities* in 2011 and 2012 respectively. NIEPMD(D) is **accredited by NAAC** in 2018 and **ISO 9001:2015** certified for quality management system in the year 2023.

This Institute has been recognised as an Institute of Excellence under Central Sector Scholarship Scheme of "**TOP CLASS EDUCATION FOR SC STUDENTS**" by DSJ&E, MSJ&E, Govt of India, "**NATIONAL SCHOLARSHIP FOR HIGHER EDUCATION OF ST STUDENTS (FORMALLY TOP CLASS EDUCATION FOR ST STUDENTS)**" by Ministry of Tribal Affairs, Govt of India, "**TOP CLASS EDUCATION FOR STUDENTS WITH DISABILITIES**" by DEPwD(D), MSJ&E, Govt of India and "**PM YASASVI TOP CLASS EDUCATION IN COLLEGE FOR OBC, EBC & DNT STUDENTS**" by DEPwD(D), MSJ&E, Govt of India.

### 1.1 THE OBJECTIVES OF NIEPMD(D)

- To undertake human resource development in various functional areas covering inter-disciplinary multi-disciplinary and trans-disciplinary activities for empowerment of persons with Multiple Disabilities through the state of the art rehabilitation intervention viz., educational, therapeutic, vocational, employment, leisure and social activities, sports, cultural programs and full participation as also through developing various

approaches including community rehabilitation, project management and capacity building of Non-Government Organizations (NGOs)

- To promote and conduct research in all areas relating to Multiple Disabilities and to develop trans-disciplinary models and strategies for social rehabilitation to meet the needs of diverse groups of people with Multiple Disabilities, by the society hereinafter referred to as “the Institute” or through NGOs.
- To conduct, sponsor, coordinate or subsidize research into all aspects of the education, rehabilitation, capacity building, and independent living of persons with Multiple Disabilities by the Institute or through NGOs.
- To undertake and / or sponsor the training of trainers and professionals in the areas of early intervention, early childhood education, special education, vocational training & employment, independent living, community rehabilitation and project management, therapists and such other personnel as may be deemed necessary by the Institute in empowering the persons with Multiple Disabilities. To develop Trans disciplinary models and strategies for social rehabilitation and to meet the needs of diverse groups of people with Multiple Disabilities.
- To manufacture, fabricate, adapt or promote or subsidize the manufacture of prototypes and distribution of any or all aids designed to promote any aspects of the education, therapy and rehabilitation of the persons with Multiple Disabilities

## **1.2 VISION**

The persons with multiple disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitude and appropriate, affordable, acceptable and available technological interventions.

## **1.3 MISSION**

To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with multiple disabilities and their families by substantiating field based research and development of human resources.

## **1.4 VALUE STATEMENT**

Promoting quality of life for persons with multiple disabilities through equal participation of clients, families, professionals and community agencies.

## **1.5 DEPARTMENTS/ UNITS**

### ➤ **Department of Medical Science**

- i. Medical Consultancy
- ii. Social Work
- iii. Nursing
- iv. Pharmacy
- v. Material Development Unit
- vi. Service and Programme Unit

### ➤ **Department of Therapeutics**

#### i. Physiotherapy Division

- a. Neuro Developmental Therapy Unit
- b. Pain Management Unit
- c. Gait analysis and training Unit
- d. General Physiotherapy Unit
- e. Pulmonary Rehabilitation Unit
- f. Hydrotherapy Unit

#### ii. Occupational Therapy Division

- a. Multisensory Unit
- b. Developmental Therapy Unit
- c. Psychiatry Unit
- d. Hand Splinting & Functioning Unit
- e. ADL & Work Rehabilitation Unit
- f. Assistive Technology & Special Equipments Unit

#### iii. Early Intervention Division

- a. Multi Disciplinary Unit
- b. Trans Disciplinary Unit
- c. Virtual Training Unit
- d. Preparatory Unit
- e. Inclusive Preparatory Unit

### ➤ **Department of Special Education**

- i. Early Childhood Special Education
- ii. MD Unit
- iii. CP, ID, LD and ASD Unit
- iv. Sensory Impaired Unit
- v. Severe and profound disability Unit

- vi. Inclusive Preparatory Unit
- vii. Transition Unit
- viii. Special Education and Very Special arts Unit
- ix. NIOS Unit

➤ **Department of Clinical Psychology**

- i. Screening Unit
- ii. Child and Adolescent Unit
- iii. Psychiatry Unit
- iv. Neuropsychology Unit
- v. Behaviour Therapy Unit
- vi. Specific Learning Disability Unit
- vii. Community Psychology Unit

➤ **Department of Adult Independent Living**

- i. Skill Development & Entrepreneurship Unit
- ii. Vocational Training Unit
- iii. SIPDA- Skill Training Labs
- iv. Career Guidance and Placement Cell
- v. Livelihood Empowerment for PwMDs & Family Members
- vi. Self Advocacy Cell

➤ **Department of Speech, Hearing & Communication**

- i. Language and Speech Unit
- ii. Audiology Unit
- iii. Hearing Aid and Assistive Device Unit
- iv. Alternative and Augmentative Communication Unit
- v. Electronic Unit
- vi. Sign Language Unit
- vii. Trans-disciplinary Therapy Unit

## **1.6 SERVICES PROVIDED AT NIEPMD (D)**

- Early Intervention
- Medical Intervention and Referrals
- IQ and Cognitive Assessments
- Academic Skill & Achievement Assessments
- Psycho diagnostic Assessments
- New psychological Profiling
- Behavior Management
- Individual & Group Psycho Therapy
- Psychosocial Rehabilitation

- SLD Assessments
- Neuro Psychological Rehabilitation
- Physiotherapy
- Electro Therapy and GAIT Training
- Virtual Training
- Pulmonary Rehabilitation
- Occupational Therapy
- Sensory Integration
- Prosthetics & Orthotics
- Special School
- Diagnostic & Prescriptive Test in Assessment
- Convergence with other departments & other school
- Computer Assisted Institution
- Digital Learning
- Visual Stimulation Program : Prisma Programme/ Braille print/ SARAH/Fuser Machine- Embossed Print
- Trans-Disciplinary Practice – education
- Parents as co-teacher/ shadow teacher
- Pre- tutoring
- Reverse Integration Inclusive
- Pre-service & In Service program
- Material Development
- Play Therapy
- Yoga & Health Programs
- Physical Development
- Music & Drama Therapy/ Community Education
- Home Bound Program
- Creating Support System
- Sibling Partnership in Training
- Inclusive Education Training
- Curriculum adaptation/ TLM Adaptation/ Seating Adaptation
- Education & Nutrition
- Inclusive Play School
- Transition Services
- Vocational Training
- Vocational Counseling & Guidance
- Job Placement Service for Adults with Disabilities
- Knowledge Programme for Families
- Individual Speech Therapy
- Group Communication Feeding Management
- Communication through Sign Language
- Communication through AAC
- Communication Therapy in Trans-Disciplinary way
- Speech Language Therapy
- Assessment for Adult with Hearing Loss
- Dispensing Hearing Aid
- Auditory Training
- Vestibular Rehabilitation
- Mobile Service
- Extension Service
- Respite Care
- Family Cottage

- Distribution of Aids & Appliances
- SIPDA-Skill Training Labs
- Livelihood Empowerment for PwMDs & Family Members
- Prime Minister Skill Training

## **1.7 INFRASTRUCTURE**

NIEPMD(D) is located in a space of 15.22 acres, situated adjacent to sea shore with beautiful scenic environment at East Coast Road with an avowed objectives of providing services, enhancing HRD, conducting research, organizing exclusive extension services for persons with multiple disabilities and organizing short term training programme.

## **1.8 LIBRARY**

NIEPMD(D) has a full-fledged library with appropriate infrastructure comprising all the required relevant text & reference books from various reputed authors of universe, supportive text materials to the curriculum. Library is equipped with National and International journals, periodicals related to disability rehabilitation and management.

## **1.9 HOSTEL**

Hostel facility shall be provided for all girls and 1<sup>st</sup> year boys, subject to availability.

**Hostel Fee:** Rs. 18,000/- (for accommodation only).

**Mess Fee:** Actual amount payable to the Mess Contractor.

Hostel facility will not be provided during the internship period. The Competent Authority has the right to withdraw the hostel facility from the student at any point of time

## **2.0 SCHOLARSHIP**

NIEPMD(D) facilitates the students to avail **Central / State / CSR scholarship** as per the eligibility criteria. Students from other states will also be facilitated to avail their State scholarship, in such case the students should submit the duly filled in application which is issued by the respective State Government scholarship office.

## **2.1 TOP CLASS EDUCATION FOR SC STUDENTS.**

NIEPMD(D) has been recognized as an Institute of Excellence under Central Sector Scholarship Scheme of "**TOP CLASS EDUCATION FOR SC STUDENTS**". This scholarship is provided by DSJ&E, MSJ&E, Govt of India. Two **(02) scholarship** is allotted for the NIEPMD(D) students of Under graduate programme per academic year. The students based on the eligibility criteria should apply through **National Scholarship Portal (NSP)**.

## **2.2 NATIONAL SCHOLARSHIP FOR HIGHER EDUCATION OF ST STUDENTS (FORMALLY TOP CLASS EDUCATION FOR ST STUDENTS).**

This scholarship is provided by Ministry of Tribal Affairs, Govt of India for NIEPMD(D) students. The students based on the eligibility criteria should apply through **NATIONAL SCHOLARSHIP PORTAL (NSP)**.

## **2.3 TOP CLASS EDUCATION FOR STUDENTS WITH DISABILITIES.**

This scholarship is provided by DEPwD(D), MSJ&E, Govt of India. The person with disabilities undergoing various programme at NIEPMD(D) can avail this scholarship. The students based on the eligibility criteria should apply through **NATIONAL SCHOLARSHIP PORTAL (NSP)**.

## **2.4 PM YASASVI TOP CLASS EDUCATION IN COLLEGE FOR OBC, EBC,DNT SCHEME.**

This scholarship is provided by DEPwD(D), MSJ&E, Govt of India. Twenty **(20)** slots are allotted for the NIEPMD(D) students of Under graduate programme per academic year. The students based on the eligibility criteria should apply through **National Scholarship Portal (NSP)**.

## **2.5 Government of Tamil Nadu Scholarship**

The Department of Adi-dravidar and Department of Backward Class & Minority Welfare, Govt. of Tamil Nadu provides **SC/ ST/ BC/ MBC/ DNC scholarships**. The students based on the eligibility criteria should submit their application through **Tamil Nadu State Scholarship Portal (TNSSP)** with necessary documents to avail this scholarship. On



verification of documents by the Institute Nodal Officer (INO), the claim will be forwarded to the Department through online to enable the eligible students to avail the scholarships.

## **2.6 Government of Bihar Scholarship**

NIEPMD(D) has registered the Institution details in the **Bihar Post Matric Scholarship Portal**. The student from Bihar shall apply online to avail their State Scholarship through the portal.

## **2.7 Scholarship through CSR**

NIEPMD(D) provides scholarship through CSR for the needy / economically backward / Child with Single Parent / PwDs students, subject to availability of the sponsors. The students should submit their application to Director, NIEPMD(D) with necessary documents to avail this scholarship.

## **2.8. Waiver of Institutional Fee**

1. Full institutional fee will be waived off for PwD (Divyangjan) having UDID card or enrolled for UDID card having disability certificate, **irrespective of % of disability**.
2. 75% of Institutional Fee will be waived off for one person in the family for parents/ siblings of child with 40% or higher disability.

## **3.0 DISCIPLINE**

The students admitted are expected to maintain decorum, decency and discipline throughout their pursuance of the programme with the staff, faculty, co-students and other supporting staff.

**RAGGING IS A CRIME, PROHIBITED UNDER LAW. ANYONE FOUND INDULGING IN THE UNETHICAL ACT OF RAGGING WILL BE DEALT APPROPRIATELY BY THE MANAGEMENT AND LAW ENFORCING AUTHORITIES AS THE CASE MAY BE.**

**RAGGING IN ANY FORM IS STRICTLY PROHIBITED. VIOLATION WILL ATTRACT SEVERE DISCIPLINARY ACTION BY INSTITUTE AND INITIATION OF CASES UNDER IPC AND CRPC.**

As per UGC notification "**Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009**" each student should submit an online anti ragging undertaking. The anti ragging undertaking must be filled by the students online on <http://www.antiragging.in> only. **(The student is not required to print and sign)**

Use of cell phones during working hours is strictly prohibited. Students should be in formals and wear their identity card issued by NIEPMD(D), while they are in campus.

**The Anti- Ragging Committee constituted at NIEPMD(D).**

Sl. No	Names	Responsibility
1	Dr. B.S.Santhosh Kanna HOD- Therapeutics	Chairperson
2	Shri. M.Rajesh, IMO	Member
3	Smt.P.Angelin Golda, ATPAO	Member
4	Dr.K.K.Dhanavendan Spl.Teacher (CP)	Member

**4.0 PROGRAMME OFFERED at NIEPMD(D)**

Sl. No	Programme Code	Programme Name	Duration	Intake	University / Board
1	M.Phil	M.Phil (Clinical Psychology)	2 years	13	TNMGRMU
2	M.Ed-SE(MD)	Masters in Education - Special Education (Multiple Disabilities)	2 years	20	TNTEU
3	B.Ed-SE(MD)	Bachelors in Education - Special Education (Multiple Disabilities)	2 years	30	TNTEU
4	D.Ed-SE(MD)	Diploma in Education - Special Education (Multiple Disabilities)	2 years	35	NBER-NIEPMD
5	PGDEI	Post Graduate Diploma in Early Intervention	1 year	15	University of Madras
6	BPT	Bachelors in Physiotherapy	4 ½ years	28	TNMGRMU
7	BOT	Bachelors in Occupational therapy	4 ½ years	28	TNMGRMU
8	BPO	Bachelors in Prosthetics & Orthotics	4 ½ years	20	TNMGRMU
9	B.ASLP	Bachelors in Audiology Speech Language Pathology	4 years	27	TNMGRMU
10	DOAAT	Diploma in Office Automation and Assistive Technology for Persons with Disabilities	1 year	10	Bharathidasan University
11	CCCG- RCI	Certificate Course in Care Giving	10 months	30	NBER-NIEPMD

## 5.0 INSTITUTIONAL FEE

Sl. No	Programme	Duration	I Year Rs.	II Year Rs.	III Year Rs.	IV Year Rs.
1	M.Phil (Clinical Psychology)	2 Years	1,20,000 (Including Caution Deposit)	1,20,000	-	-
2	M.Ed- SE (Multiple Disabilities)	2 Years	38,000 (Including Caution Deposit)	38,000	-	-
3	B.Ed- SE (Multiple Disabilities)	2 Years	37,500 (Including Caution Deposit)	37,500	-	-
4	D.Ed- SE (Multiple Disabilities)	2 Years	23,100 (Including Caution Deposit)	26,000	-	-
5	PGDEI	1 Year	20,000 (Including Caution Deposit)	-	-	-
6	BPT	4 ½ Years	44,000 (Including Caution Deposit)	33,000	33,000	33,000
7	BOT					
8	BPO					
9	B.ASLP	4 Years	41,700 (Including Caution Deposit)	40,000	40,000	10,000
10	Diploma in Office Automation and Assistive Technology for Persons with Disabilities	1 year	7,965 (Excluding Caution Deposit)	-	-	-
11	CCCG- RCI	10 months	Free Course	-	-	-

## 6.0 PAYMENT OF STIPEND

Sl. No.	Programme	Duration of stipend	Stipend payable per month*
1	M.Phil (Clinical Psychology) - II year	12 months	Rs.10,000/-
2	BPT Intern	06 months	Rs.12,000/-
3	BOT Intern	06 months	Rs.12,000/-
4	BPO Intern	06 months	Rs.12,000/-
5	B.ASLP Intern	10 months	Rs.12,000/-

\* Subject to NIEPMD(D) terms & conditions.

## 7.0 METHOD OF SUBMISSION OF APPLICATION

The application may be downloaded from NIEPMD(D) website [www.niepmd.tn.nic.in](http://www.niepmd.tn.nic.in). The dully filled in application form along with requisite documents and application fee to be sent to the below mentioned address on or before the last date for submission of the application.

**THE DIRECTOR**  
**NIEPMD(D),**  
**ECR, MUTTUKADU**  
**KOVALAM (P.O),**  
**CHENNAI – 603 112.**

**NOTE:** Application submitted by E-mail or any other mode, other than by post will be rejected.

## 7.1 APPLICATION FEE

Sl. No	Name of the Programme	Application fee for the Academic Year 2024-25		
		General/ OBC (Rs.)	SC/ST/EWS (Rs.)	PwD
1	M.Phil (Clinical Psychology)	2000/-	1000/-	No application fees
2	M.Ed. Spl. Ed. (Multiple Disabilities)	1000/-	500/-	
3	B.Ed. Spl. Ed. (Multiple Disabilities)	500/-	250/-	
4	D.Ed. Spl. Ed. (Multiple Disabilities)	200/-	100/-	
5	PGDEI	1000/-	500/-	
6	CCCG-RCI	100/-	75/-	
7	Diploma in Office Automation and Assistive Technology **	No application fees		

\*\* Eligible only for Divyangjan (PwD)

## 7.2 PAYMENT DETAILS

The application fee shall be paid through NEFT only. Net Banking Details as follows:

Name: NIEPMD INTERNAL ACCURAL  
Bank: Indian Bank Branch: Kovalam  
Account No: 6332687300  
IFSC Code: IDIB000K122

For more details on Eligibility, Admission criteria, Reservation criteria, Medium of instruction, Fee Structure, Programme Content & Credits, Attendance required, Qualifying criteria, Evaluation Pattern, Evaluation & Certifying Authority of each programme can be referred with the Programme content in **Part – B** of this **prospectus**.

# PART-B

### **M.Ed Special Education (Multiple Disabilities)**

Programme Code	M.Ed SE (MD)
Programme Name	M.Ed Special Education ( Multiple Disabilities )
Recognition Status	Yes, Rehabilitation Council of India
Affiliation Status along with Name of the University	Yes, affiliated to Tamil Nadu Teachers Education University (TNTEU)
Level of Programme	PG Level
Duration of the Programme	Two years
Pattern of Programme	Semester Pattern (Under CBCS)
Sanctioned intake	20
Reservation Criteria	As per TNTEU norms
Medium of Instruction	English
Eligibility	B.Ed SE / B.Ed (Gen.) + Diploma in SE
Admission Criteria	Merit Basis
Syllabus	TNTEU – Approved
Internship	90% Field attachment/Internship
Programme Content & Credits	No of Course 18, Total Credit 90
<b>First Year</b>	Perspective course (PC), Tool Course (TC)
<b>Second Year</b>	Teacher Education Course (TEC) Specialization: Core course (SCC) Thematic Course (STC)
Attendance Required	85%
Theory & Practical	80% theory, 20% Practical
Qualifying Criteria	Minimum 50%
Evaluation Pattern	Semester Internal 30% + External 70%
Evaluation & Certifying Authority	Tamil Nadu Teachers Education University
Scope	Assistance Professor in Education & Special Education, Rehabilitation Officer, Counsellor, Research Assistant, College Administration, Special Educator

## **B.Ed Special Education (Multiple Disabilities)**

Programme Code	B.Ed SE (MD)
Programme Name	B.Ed. Spl. Edn. (Multiple Disabilities)
Recognition Status	Recognized by Rehabilitation Council of India
Affiliation Status along with Name of the University	Current Tamil Nadu Teacher Education University (TNTEU)
Level of Programme	UG Level
Duration of the Programme	Two Years
Pattern of Programme	Semester (under CBCS)
Sanctioned intake	30
Reservation Criteria	As per TNTEU Norms
As per TNTEU norms	
Medium of Instruction	English (Exam can be written in English/Tamil)
Eligibility	<b>UG</b> –B.A./B.Sc. in Tamil, English, Mathematics, Physics, Chemistry, Botany, Zoology, History, Geography, Computer Science and B.E./B.Tech. (OC 50%, BC/BCM 45%, MBC/DNC 43%, SC/SCA/ST 40%, Pass for PwD) <b>PG</b> – Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy (50%)
Admission Criteria	Merit Basis
Syllabus	TNTEU approved
Internship	Inclusive School, Special School (Major Disability & Other than Major Disability)
Programme Content & Credits	Multiple Disabilities & Inclusive Education programme will consist of Theory Courses in ‘Perspectives in Education’, and ‘Curriculum and Pedagogic Studies’ and ‘Disability Specialization’ along with ‘Engagement with the Field’ as Practical Component. Enhancing Professional Capacities
<b>First Year</b>	Theory paper-10
<b>Second Year</b>	Theory paper-5, Internship, Practical
Attendance Required	Theory 85%; Practical 100%
Theory & Practical	Full Course: Theory-70%, Internal -30% Half Course: Theory -35%, Internal- 15%
Qualifying Criteria	Theory 50%, Practical – 50%
Evaluation Pattern	Semester Internal 30% + External 70%
Evaluation & Certifying Authority	Tamil Nadu Teachers Education University
Scope	Special Educator, Inclusive Teacher, Counselors, PGT,TGT, Research Asst., Facilitator, Resource Teacher, Home Tutor, Private Clinic, Skill Trainer

### **D.Ed Special Education (Multiple Disabilities)**

Programme Code	D.Ed SE (MD)
Programme Name	D.Ed Spl. Edn. (Multiple Disabilities)
Recognition Status	Yes, Rehabilitation Council of India
Affiliation Status along with Name of the University	NBER - RCI
Level of Programme	Diploma
Duration of the Programme	Two Years
Pattern of Programme	Non-Semester
Sanctioned intake	35
Reservation Criteria	As per RCI Norms
Medium of Instruction	English (Exam can be written in Hindi & Regional Languages)
Eligibility	12 <sup>th</sup> Standard with 50% and 45% for SC/ST
Admission Criteria	Merit, AIOAT Examination (All India Online Aptitude Test)
Syllabus	RCI approved syllabus
Internship	90%, Special School inclusive school, field visit, BMT, OT, PT, ST
Programme Content & Credits	Total no. of papers: 12 –Theory, 12 – Practical
<b>First Year</b>	6-Theory (2 Common paper, 4 Special Paper) 6-Practical
<b>Second Year</b>	6-Theory (2 Common paper, 4 Special Paper) 6-Practical
Attendance Required	75%
Theory & Practical	Each Theory= Internal 30, External 45 total 75 marks
Qualifying Criteria	Passing Minimum 45%
Evaluation Patten	As per RCI's Scheme of Examination
Evaluation & Certifying Authority	NBER (RCI)
Scope	Special Teacher, Primary Level Teacher in inclusive School, Counselors, Resource Teacher, Home Tutor, Private Clinic, Skill Trainer



**PROGRAMME CODE** : PGDEI.  
**PROGRAMME NAME** : POST GRADUATE DIPLOMA IN  
EARLY INTERVENTION.  
**RECOGNITION STATUS** : RECOGNIZED BY RCI  
(Awaiting for Extension Approval)  
**AFFILIATION STATUS ALONG  
WITH (NAME OF UNIVERSITY)** : UNIVERSITY OF MADRAS  
**LEVEL OF PROGRAMME** : POST GRAUATE DIPLOMA  
**DURATION OF THE PROGRAMME** : 1 year  
**PATTERN OF PROGRAMME** : SEMESTER PATTERN  
**SANCTIONED INTAKE** : 15 seats  
**RESERVATION CRITERIA** : SC-3,ST-0,BC-5, MBC-3 &UR-4.  
**MEDIUM OF INSTRUCTION** : ENGLISH  
**ADMISSION CRITERIA** : Through Interview

**ELIGIBILITY: -**

Candidates who have passed Candidates who have passed:

- a) M.B.B.S./BAMS/BUMS/BSMS/BNYS or Equivalent Degree
- b) BOT/BPT/BASLP/B.Ed.-SE/ or Equivalent Degree
- c) B.Sc. Nursing
- d) Post Graduate in Psychology/Social Work/Special Education/Child Development or  
Equivalent Degree with 50% aggregate marks or case of general candidates and 40% marks in case of  
SC and ST candidates are eligible to apply for this course.

**ADMISSION CRITERIA: -** Rank list will be calculated by

❖ Considering-60% of the EC mark	- 60 marks
❖ Rural student	- 5 marks
❖ Parent/siblings/ward of PWD	- 10marks
❖ Higher qualification	- 05marks
❖ Interview	- 20marks
❖ Total	- 100 marks

**SYLLABUS: -**

Paper I: NEUROBIOLOGY

**No. of hrs. 100**  
**No. of marks: 80**

**OBJECTIVES:**

1. To understand the biological basis of developmental disabilities.
2. To identify the causes and risk factors, developmental disabilities and understanding their

Implication on development and their prevention aspects of disability.

3. To have knowledge the early indication of brain insult and characteristic features of developmental Disabilities for early identification.

**UNIT I: Anatomy and Embryology of the Nervous system**

- Gross anatomy stages of development, Micro anatomy stages of development and Centres & pathways

**Unit II: Physiology and Maturation of the Nervous System**

Neurons, synopsis, transmission, Myelination, Organization of brain, Cortical & subcortical relay system, Processing of information (Figuration, organization, response, integration).

**UNIT III: Functions of the Nervous System including special senses**

- Determinants of risk factors – Preconceptual, Prenatal, Natal, Post-natal and Psychosocial.  
- Developmental abnormalities - Structural abnormalities, Biochemical abnormalities and Behavioural abnormalities.  
- Neuro habilitation – concepts, theories, plasticity, imprinting, critical periods and Neuronal Repair.

**Unit V: Neurofunctional indicators of early brain insults**

- Presenting symptoms - Epilepsy, sleep disturbance, level of activity, Clinical features and Investigative procedures - Genetic, Biochemical Pathology, Imaging techniques.

**Unit VI: Prevention of developmental disabilities**

- Prenatal, natal, post-natal, Prevention including genetic counselling.

**Paper II: Child Development and Learning**

**No. of hrs.100**  
**No. of marks: 80**

**OBJECTIVES:**

1. To equip with ability to apply theories of child development with emphasis on cognitive, Motor, social, emotional and language development.
2. To understand a typical development and their implications on the development of the Child.
3. To understand the influencing factors that affect child development.

**Unit I: Growth and Nutrition**

- Growth - Principles of growth, Normal growth pattern, Growth monitoring, Factors influencing growth, and Health and child rearing practices.  
- Nutrition - Nutrition - effect on growth, Nutrients, Feeding & wearing, Balanced diet

**UNIT II: Motor development and Sensory Perceptual development**

-Motor development - Principles of motor development, Motor development in prone, supine sitting& standing, posture, tone, movement, joints, Gait, Fine motor development, Gross Motordevelopment for survival, protection and learning and atypical development.  
- Sensory Perceptual development - Sensation, Perception and Specific sensory perceptual development.

**UNIT III: Cognitive Development and child rearing**

- Theories of cognitive development, influencing cognitive development. Stages of cognitive development and Factors.
- Safety management practices, nutrition and health practices, immunization, Home Environment, Implications of social and cultural practices.
- Implications of medical conditions on child development - medically fragile babies, childhood illnesses and diseases

#### **UNIT IV: Social and Emotional Development**

- Concepts and theories of social and emotional development.
- Mother child interaction, temperaments, attachment factors influencing social and emotional development.
- Signs of emotional distress, child abuse and neglect.

#### **UNIT V: Speech language communication development**

- Development of auditory behaviour, Definition and description of terms, Integrated framework for language development, Process of normal language acquisition, Language and Cognition.

### **Paper III: Assessment, Intervention and Evaluation**

**No. of hrs.100**  
**No. of marks:80**

#### **OBJECTIVES:**

1. To acquire the ability to assess children's cognitive, social, emotional, communication, Motor development.
2. To acquire the ability to select and use a variety of assessment instruments/tools and Procedures.
3. To acquire ability to diagnose and communicate to parents and families.
4. To acquire ability to develop, implement and evaluate individualized Early Intervention Programme.

#### **Unit 1: Assessment**

- Introduction to Assessment - Definition, purposes, methods of collecting data.
- Informal and formal assessment tools/instruments – Norm references, criterion referenced, Curriculum referenced observational methods

#### **Unit II: Administration Assessment tool**

- Family centred assessment, Involving Families as active participants in assessment progress.
- Introduction to assessment tools used in early intervention, selection of assessment tools, Administering and communicating assessment results.

#### **Unit III: Individualised Early Intervention Programming**

- Development and implementation of the individualised early intervention programme (IEIP) and individual family service plan IFSP.

#### **Unit IV: Intervention strategies–**

- Prompting and fading, modelling and imitation, demonstration,
- Task analysis, shaping and chaining, reinforcement - types of reinforcers, schedules of

Reinforcement, music and play activities, peer tutoring.

**Unit V: Evaluation**

- Definition of evaluation, difference between assessment and evaluation.
- Types of evaluation - formative, summative.
- Programme monitoring, summarizing and evaluating the acquisition of child and family Outcomes.

**Paper: IV Therapeutics**

**No.of hrs.100**

**No. of marks:80**

**OBJECTIVES:**

1. Identify deviations in specific areas of development.
2. To acquire ability to assess and communicate assessment results to parents and families.
3. To acquire ability to develop implement and evaluate individualized therapeutic Programme.
4. Identify appliances/assistive devices.

**Part: A Physiotherapy**

**Unit I: Concepts, theories, Assessment and Intervention**

- Concepts, theories, principles in physiotherapy.
- Examination of motor system and determining need for therapy.
- Identifying therapeutic goals, techniques of intervention, methods of evaluation & record keeping.
- Intervention for multiple handicaps.
- Use of aids and appliances.
- Intervention for multiple handicaps

**Unit II: Recent trends and issues.**

- Organization of services (urban, rural), Multidisciplinary teamwork, Available resources and utilization, Social adaptations (culture appropriate).

**Part B: Occupational Therapy**

**Unit I: Concepts, theories, assessment and intervention**

- Physiological frame of reference, Cognitive frame of reference, Psycho dynamic frame of reference and Humanist frame of reference.
- Performance components, Sensory processing, Motor performance (Posture, hand function, etc.), Occupational components, Breathing, Feeding and Play.
- Determining need for therapy(Setting therapy goals, Selecting techniques and Identifying appliances / assistive )

**Unit II: Recent trends and issues:**

- Organization of services, Multidisciplinary team, Available resources & utilization and local adaptations (culture appropriate).

**Part C - Speech, Language and Communication**

### **Unit I : Theories, concepts, assessment and evaluation**

- Orientation to common auditory disorders in children - identification & screening of hearing loss in children, referral process, basic hearing aid usage, auditory training
- Language and Communication problems association with motor disorders, sensory deficits, CNS dysfunction, cognitive~ disorders, etc.
- Assessment, intervention and evaluation.
- Initial & ongoing assessments - strategies, linking assessment and intervention, multi axial procedure, descriptive Proforma, communicating assessment details to other professionals,etc.
- Infants at-risk general readiness, reciprocal actions, socio-communicative signals, early comprehension, early production, prevention of rhythm & voice disorders, etc.
- Language and communication intervention - philosophy in intervention, nature of disorders and different method of classification of children, theoretical bases of intervention - model, principles, content, context, procedures.
- Writing up a programme & follow-up, inter-professional communication

### **Paper V: Family and Community**

**No. of hrs.100**  
**No. of marks:80**

#### **OBJECTIVES:**

1. To understand family systems, dynamics, roles and relationships within family and community.
2. To assist families to identify either resources, priorities and concerns in relation to child's department
3. To acquire competency to evaluate services with families
4. To acquire ability to design process and strategies that support transition

#### **Unit I: Parents and family**

- Inference of a child with developmental delays on family.
- Inferencing factors, parental attitudes, parent child interactions, self-esteem, parental stress and depression, parent training programmes, parent to parent support programmes.

#### **Unit I: Family system**

Family functioning, family support, family resources, Family strengths, family needs and family coping and adaptive mechanism.

#### **Unit II: Community**

- Role of community in the field of Community culture, values and attitudes.
- Community awareness programs, Linkages of EI to other community program.
- Working in collaboration with other professionals and agencies, inter agencies and referral in larger community.

#### **Unit III: Organizing early intervention services**

- Service delivery models/settings, functions of team, Developing tool, Manual, Guide to be administered by the parent.

#### **Unit IV Organization and development**

- Organization and development of program in the community.

- Establishing linkages with pre-school based on development and learning experiences and teaching strategy.

**INTERNSHIP DETAILS : Nil**

#### **PROGRAMME CONTENT AND CREDITS:**

<b>PAPER</b>	<b>NAME OF PAPER</b>	<b>UNIVERSITY MARK</b>	<b>INTERNAL MARK</b>	<b>TOTAL</b>
Theory paper-I	Neurobiology	80	20	100
Theory paper-II	Child development and learning	80	20	100
Theory paper III	Assessment, intervention and evaluation	80	20	100
Theory paper IV	Therapeutics	80	20	100
Theory paper V	Family and community.	80	20	100
Practical-I	Case history and development assessment.	100	50	150
Practical-II	Individualized Early Intervention programming (IEIP)	100	50	150
Practical- III	Therapeutic assessment and intervention and Evaluation	100	50	150
Practical-IV	Individualized family programme	100	50	150
Total		800	300	1100

#### **ATTENDANCE REQUIRED:**

- ❖ Eighty percent 80% attendance is essential to be eligible for appearing for the examination.
- ❖ Hundred percent (100%) of the practical work and assignments should be completed
- ❖ Certified by the respective staff prior to the final examination. If due to illness the student is Unable to complete the target, production of medical certificate can be considered.
- ❖ However, the Final decision of allowing for examination will be taken by the competent authority.

#### **QUALIFICATION CRITERIA:**

- ❖ Theory for 80 marks 50% of this will be considered as pass mark.

- ❖ Practical each for 150 marks 50% of this will be considered as pass mark.
- ❖ 20 marks for internal assessment.

**EVALUATION PATTERN:**

- ❖ Internal marks.
- ❖ Theory marks
- ❖ Practical marks
- ❖ viva

**SCOPE:**

The professionals have a scope of working in:

Paediatric units of hospitals, paediatric clinics, child guidance clinics at risk follow up clinics,

Child development centres, rural primary health centres in district health centres.

Comprehensive rehabilitation centres, service centres for visually handicapped, hearing

Handicapped, mentally retarded, cerebral palsy and physically handicapped Coordinators,

In charge of early intervention centres, pre-school and nursery programs.

**Programme Code** : C.C.C.G.  
**Programme Name** : Certificate Course in Care Giving (12 Months)  
**Affiliated to** : N/A  
**Recognized by** : Rehabilitation Council of India  
**Level of Programme** : Certificate

**Duration:**12 month Duration of the programme will be of 1 year with 1200 hours leading to 40 credits (30 hours = 1 credit). The weightage to the programme will be 60% practical and 40% theory. The course work will comprise of 720 hours of practical and 480 hours of theory.

**Pattern of Programme** : Annual Examination

**Sanctioned intake** :30

**Reservation Criteria:** As per State and Central Government norms.

**Medium of Instruction:** English or Tamil.

**Eligibility of Admission:**The minimum entry qualifications would be 10<sup>th</sup> standard or equivalent pass .

**Admission Criteria:** Candidates will be selected as per standard rules and practices of RCI.

**Syllabus:**

To assist people who need help with their daily activities due to illness, disability, or aging. Supporting Families and Caregivers especially focuses on the children of a patient with serious illness and their caregiver, and teaches you the best way to empower them to get the support they need. By the end of this course, they will be able to provide critical avenues of support for the people who are instrumental to the patients care, wellbeing and quality of life. Caregivers can be employed by private households, private care agencies, long term care facilities, not for profit charitable agencies, home care, within the community, and assisted living facilities and lodges. Can be self-employed.



## I. Programme:

S.no	Module	Contents	Credits	
			Theory	Practical
1	<b>Module-A</b> BASIC MODULE	Types of Disability,Health personal Hygiene fundamentals of Health,ADL,Assessment,Fundamentals of Care Giving&promotion of Independence skills,Handling Emergencies,Infection Nutrition and Food safety risk and prevention,Enabling Caregivers,Documentation & Accounts Maintenance,Code of Conduct.	3	7
2	<b>Module-B</b> Mental health for persons with disabilities Parkinson's Disease chronic illness patients and geriatric population	Explanation of illness/disability,Intellectual disability,Mental behavior,Disability caused due to,multiple disabilities,others geriatric conditions,role of rehabilitation team members,problems of disability illness,management of illness and emergency care first aid bandaging,mental health.	3	7
3	<b>Module-C</b> Care giver's training in autism,cerebral palsy,intellectual disabilities and multiple disabilities	Orientation to, family dynamics, family dynamics, family need assessment, basic management in activities of daily living, sensory motor stimulation Orientation and mobility,socio-emotional management, learning and understanding, basic principles in behavior management,managing sexuality,working with adults.	3	7
4	<b>Module-E</b> Care giver's Training in the area of locomotor impairment	Explanation of the illness/disability, Problems of disability/illness, Osteoporosis, CVA (Cerebro Vascular Accident- Hemiplegia Stroke, arthritis, old age, Management of illness,	3	7
5	<b>Module on Employability Skills</b>		02	

**Attendance required** :80%

**Theory & practical** :70%

**Qualifying Criteria:**

There will be 4 theory exams of 100 marks each. i.e. Total 400 marks. (With 75 marks for theory examination and 25 marks for internal assessment).The theory examination will be a combination of fill in the blanks, matching, true or false, short answer and essay type in nature.

The practical exams a total of 600 marks will be assigned and the break up will be as Practical Book record of 100 marks, three course presentation, one based on each module of 300 marks, Basic Activities/Emergencies of 100 marks and Viva-voce examination of 100 marks.

Passing marks for theory 40% and practical 50% respectively. Students are required to pass in theory and practical individually. In the event of the candidate failing in the final examination, he/she can avail chances for supplementary examinations as per scheme of examinations.

**Grading** : 1. Distinction - 70 % and above, 2. First Div-60%to 69%,3. Second Div. -50 % to 59 % and 4. Third Div. - 40% to 49%.

**Evaluation Pattern** : As per the norms of RCI.

**Evaluation & Certifying Authority:** NBER - NIEPMD (Certificate is valid or registering with RCI)

**Scope:**

The Candidates those who have successfully completed the program will be able to work as a caregiver for persons with Autism Spectrum Disorder, Intellectual Disability, Cerebral Palsy, Multiple disabilities with Deaf- Blindness, Locomotor disabilities and Geriatric Population.