



**University College of Education  
Osmania University, Hyderabad – 500007**  
**Admission Notification**  
**Certificate Course in Disability & Inclusion**  
in collaboration with  
**Manasa Institute of Child Health & Disability Studies,  
Mohan nagar, Hyderabad-500035**



**MANASA  
INSTITUTE OF  
CHILD HEALTH &  
DISABILITY STUDIES**

Applications are invited for admissions to Certificate Course in Disability and Inclusion (distance mode).  
Please visit, [www.osmania.ac.in](http://www.osmania.ac.in) and [www.manasainstitute.org](http://www.manasainstitute.org) to apply. Last Date: 15-12-2021



MANASA  
INSTITUTE OF  
CHILD HEALTH &  
DISABILITY STUDIES

**Certificate Course in Disability and Inclusion**  
(Proposed for the collaboration of  
University College of Education, Osmania University, Hyderabad)

Syllabus, Norms, Regulations & Course Content  
2019



MANASA  
INSTITUTE OF  
CHILD HEALTH &  
DISABILITY STUDIES

Manasa Institute of Child Health & Disability Studies  
Address:  
Besides TSSPDCL Office,  
Nagole- Kothapet Road, Ranga Reddy Dist., Hyderabad-35  
Website: [manasainstitute.org](http://manasainstitute.org) Ph:040-24040423, Mob: 9963811996

## Certificate Course in Disability and Inclusion

### 1. PREAMBLE

There are persons with disabilities in all parts of the world and at all levels in every society. The number of persons with disabilities in the world is large and growing.

One billion people, or 15% of the world's population, experience some form of disability, and disability prevalence is higher for developing countries. (World Bank, 2019).

Both the causes and consequences of disability vary throughout the world. These variations are the result of different socio-economic circumstances and of the different provisions made by the respective governments. Present policies destined for the empowerment of persons with disabilities are the result of developments over past 200 years. Lack of awareness, neglect, apathy social stigma and other barriers towards disability are the major constrains in the process of development and implementation of effective policies.

The rights of the persons with disabilities and inclusion have been the priority areas of United Nations and other International Organisations over the last two decades. Inclusion of persons with disabilities as the members of society demands realisation of rights, equal opportunities, barrier free environment. The inclusive policies and practices in education, training, employment and addressing barriers in transportation, communication, creating opportunities in electoral representation can lead to empowerment of the persons with disabilities.

This course intends to equip human resources with conceptual understanding of the nature of disabilities and knowledge and skills in disability empowerment and inclusion process for the purposes of public awareness, policy advocacy, program planning, and implementation.

## 2. NOMENCLATURE OF THE COURSE

Certificate Course in Disability and Inclusion

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## 3. COURSE OBJECTIVES

The aim of this course is to prepare the trainee in the process of disability empowerment and inclusion of persons with disabilities

On completion of the course, the trainee will be able to:

- Understand the concept of disability, impairment and handicap and inclusion.
- Develop an understanding of characteristics and aetiology of all types of disabilities.
- Be familiar with the process of screening, diagnosis and assessment of disabilities.
- Plan and implement awareness, community mobilisation and programme implementation strategies for disability inclusion and empowerment.
- Understand the needs of persons with disabilities with life cycle approach and developing suitable programs .

## 4. ADMISSION CRITERIA

ELIGIBILITY :Minimum qualification for admission is successful completion of 10+2 or equivalent examination with at least 50% aggregate in any stream. Any graduate from a recognized university can apply for this course.

However, preference will be given to candidates with higher academic qualifications such as Bachelor or Master's degree in Social sciences like Social work, Child Development, Psychology, B.Ed. and L.L.B. .

Admission will be subject to verification of facts as in the original certificates/documents. Management of MICHADS reserves the right to cancel admission if a discrepancy is noted, even at a later point of time after admission. Such a decision will be final and binding on the candidate.

#### 5. NUMBER OF SEATS

A maximum of 60 candidates will be admitted to the course.

#### 6. DURATION OF THE COURSE: 6 MONTHS

This is a full time course providing opportunities for appropriate practicum experiences.

#### 7. MODE OF COURSE&MEDIUM OF INSTRUCTION

The course will be offered through both online and distance modes. The medium of instruction will be in English.

#### 8. ATTENDANCE (contact/online classes)

A minimum attendance of 80% shall be necessary for taking the final examination.

## 9. FEE STRUCTURE

The fee structure for the Six months duration course is as follows:

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SNO	Description	Rupees
1	Admission / Registration Fees	10,000
2	Tuition Fees	30,000
3	Internal Examination Fees	5,000
4	Resource Centre Fees	10,000
5	Education Tours & Student Activities	5,000
	Total	60,000

The charges for Study material and Final Examination Fee as determined by MICHADS and O. U. will be additional.

Upon confirmation of selection to the course, the candidates are required to deposit the fee on the stipulated date.

The Security deposit charged at the time of admission may be claimed within two months of completion of the course. A written application along with the photocopy of the receipt may be submitted to the training coordinator. No correspondence will be entertained thereafter.

In the event that a candidate leaves before the completion of the course, the total fee will be forfeited and no correspondence on this issue will be entertained.

## 10. TEACHING FACULTY

Persons with disabilities need the services of different professionals. Hence an inter-disciplinary team of professionals is required to train the trainees to understand the needs of persons with disabilities, and provide effective

intervention to them. The centre conducting the course will have the prescribed set of core & visiting faculty to handle specific topics.

## 10.1 THE CORE FACULTY

The course should have 2 lecturers for the course and one will assume the charge of Course as Co-ordinator / Head.

## 10.2 VISITING FACULTY

The following professionals will be required to give lectures/demonstrations or conduct practicum. The centre will request the concerned professionals working in hospitals/institutes to function as visiting faculty.

- Disability Rehabilitation Expert (M. D. R. A.)
- Physiotherapist ( M. P . T.)
- Speech & language therapist ( M. A. S. L. P.)
- Occupational therapist ( M. O. T.)
- Special Educator ( B. Ed. – Special Education/ M. Ed. - Special Education)
- Rehabilitation Psychologist ( M. Phil – Rehabilitation Psychology)
- Social worker & counsellor

## 11. DELIVERY OF TRAINING

- Hands-on, supervised practical training
- Lectures
- Demonstrations
- Audio-visual teaching aids
- Case presentation
- Field Visits
- Seminars / Workshops
- Suggested Readings

## 12. STUDY & TRAINING MATERIAL

- Books on Disability Published by National and International level authors and Intuitions.
- Books on rights of the persons with disabilities and inclusion
- Convention on the Rights of Persons with Disabilities (CRPD) of United Nations Organisation, The Individuals with Disabilities Education Act (IDEA) of USA , Similar Acts/Policies & Provisions in various countries & Persons with Disabilities Act 2016, National Trust Act 1999, RCI Act 1992 of India.
- Books and periodicals relating to various models of disability rehabilitation
- Important- Disability Screening & Identification Tools, Case History & Assessment Formats for various disabilities.
- Literature and manuals of Access Audit for barrier free environment and Disability Empowerment models such as Self Help Groups /Disabled Peoples Organisations.
- Provisions and schemes relevant to disability welfare by State and Central Governments.

## 13. Course organisation

- A. Organising Classes (Online & Offline): The Manasa Institute of Child Health & Disability Studies Course has adequate administrative and faculty personnel and infrastructure to run the classes in premises of the organisation.
- B. Practicum: Clinical Services to the Persons with Disabilities and a Special School for the Children with disabilities and also Community Based Rehabilitation Programmes are regular activities of the Manasa Institute and hence the Practical Exposure will be given to the students by organising them in these activities as per the syllabus.

- C. Monitoring & Evaluation: The monitoring & evaluation for both theory and practicum and in viva and examinations both the University College of Education and Mansa Institute of Child Health & Disability Studies will get involved jointly.

#### 14. Financial Plan

- A. This course being a non-revenue programme exclusively aimed at social transformation by developing change agents for barrier free environment and inclusive and rights based society for the persons with disabilities, the purpose of collecting the fees will be to meet the expenditure of the course. However if there are any financial resources remaining after meeting the expenses the 20% of that will be apportioned to University College of Education.
- B. Financial administration will be co-ordinated by the Mansa Institute of Child Health & Disability Studies in transparent manner. All the transactions above Rs. 5000/- will be held only through bank in the form of cheque /DD/RTGS/online. Books and information of finance will be made available to all the concerned authorities for monitoring purposes.

#### 15. COURSE STRUCTURE & SCHEME OF EXAMINATIONS

Name of the Paper	Marks		
	Internal	External	Total
Theory Papers			
Paper I : Impairment- Disability& Handicap- Disabilities - Nature & Needs	30	70	100
Paper II : Disability Screening, Identification and over view ofAssessment & Rehabilitation	30	70	100

Paper III : Rights, Inclusion & Empowerment	30	70	100
Practicum			
I. Screening & Early Identification and Early Intervention–Significance Exam and Viva-voce	50	50	100
II Submissions			
(i) Submission of Report of 5 cases of Persons with disabilities- nature and needs	30	70	100
(ii) Submission of Report of 5 cases of Inclusion and Empowerment process	30	70	100
Total (Theory & Practicum)	200	400	600

## 16. COURSE CONTENT

### Theory Papers

#### Paper I : Introduction to Disability

#### Objectives

After completion of this paper, the learner will be able to:

- Understand the concept of disability
- Develop sensitivity towards persons with disabilities
- Know the common causes and preventive aspects of disabilities

Unit 1:

1. Concept & Definition of Impairment, Disability and Handicap
2. Historical Perspective of Disability
3. Types of Disabilities
4. Etiology of Disabilities

Unit 2:

1. Models of Disabilities
2. Epidemiology & Prevalence
3. Rehabilitation, Management and Prevention of Disabilities
4. Disability Acts & Policies

Paper II: Disability Screening, Identification & Assessment

Objectives

After completion of this paper, the learner will be able to:

- Understand the Significance of Screening and Early Identification and Early Intervention
- Develop knowledge and skills in screening and identification of disabilities.
- Know the disability rehabilitation process from screening methods to the programmes aimed at independent living

Unit- 1:

1. Disability Screening & Early Identification
2. Rationale for the Early Intervention
3. Over view of Disability Assessment and models of Rehabilitation

Unit-2:

1. Education for the persons with disabilities – Issues
2. Vocational rehabilitation
3. Employment and income generation programs

Paper III : Rights, Inclusion & Empowerment

Objectives

- Understand the concepts of the rights, inclusion and empowerment.
- Become aware of the rights of the persons with disabilities and significance of inclusion and barrier free environment.
- Become familiar with Government schemes and social security benefits for persons with disabilities

Unit- 1:

1. Superstitions, social stigma and other attitudinal barriers towards the Disability.
2. Infrastructural barriers –communication, education, employment, transportation & daily living
3. Building a society with barrier free environment and importance of Access Audit.

Unit-2:

1. Concept of Human Rights and the rights of Persons with disabilities
2. Concept of empowerment and the empowerment of the Persons with disabilities -Policies and practices in India and Abroad.
3. Inclusion of the persons with disabilities and their participation of the democratic process.

17. Suggested Readings:

1. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability

2. Batshaw L. Mark (2001) When Your Child has a Disability. Baltimore: Paul Brookes Publishing.
3. Karen Whalley Hammel (2006) Perspectives on Disability & Rehabilitation, Science Direct , Churchill Livingstone.
4. Becker Harry (2008) Introduction to Exceptional Children. New York: McMillan Company.
5. Dr. Amar Jyothi, et. al. (2002) Early Intervention- A service model, NIMH, Secunderabad.
6. Dr. Amar Jyothi, et. al (2003), RAPID . NIMH, Seunderabad
7. Dr. L. Govinda Rao et. al. (2003)Hope beyond hope, NIMH, Seunderabad.
8. C. S. Mohapatro, Edited (2004) Disability Management in India, NIMH, Secunderabad.
9. Barnes, C, Mercer,G. (2004) Implementing the Social Model of Disability: theory and research, Leeds: The Disability Press
10. Goodley, D (2010) Disability Studies: An Interdisciplinary Introduction, London: Sage.
11. Human Rights and Disability Advocacy. Maya Sabatello and Marianne Schulz (eds.). University of Pennsylvania Press.
12. UNCRPD Document
13. PWD Act ( revised ) -2016
14. Disability Rights Movements in India: Politics and Practice- paper published in EPW : Vol. 46, Issue No. 06, 05 Feb, 2011
15. Ajit K Dalal ( 2018) DISABILITY, REHABILITATION AND SOCIAL WORK: The Indian Scenario
16. World Health Organization (2010), Community-Based Rehabilitation: CBR Guidelines  
And other internet /web sources accessed by MICHADS.

## 18. EXAMINATIONS

### Scheme of Examination

The final examination will be held at the end of the course.

Internal examinations will be carried out two months before the final examinations. In each paper marks will be determined on the basis of written exams, viva-voce, and assignments and supervised projectwork. These marks will be added to the marks allocated to the respective subjects in the final examinations. The results of the final examinations will be declared on the basis of the total so obtained.

Successful completion of the attendance criteria will qualify for the appearance in the final examination.

#### MINIMUM FOR PASS

A candidate shall be declared to have passed if he/she obtains 40% of marks in

- i) Each of the theory paper
- ii) Each of the practical and viva-voce examinations
- iii) Each of the submissions

A candidate who obtains 75% and above marks in the aggregate of both Theory & Practicum shall be declared to have passed with distinction.

A candidate who secures between 60 % and below 75% of marks in the aggregate of both Theory & Practicum shall be declared to have passed in I Class.

A candidate who secures between 50 % and below 60% of marks in the aggregate of both Theory & Practicum shall be declared to have passed in II Class.

If a candidate fails to pursue the course on a continuous basis or fails or is absent from appearing in any of the theory & practical examinations, the certificate shall not be awarded.

The merit class (Distinction / First Class) is awarded to only those candidates who pass both Theory & Practical examinations in first attempt with the stipulated range of marks.

Any candidate who does not succeed in one or more theory paper shall have to reappear for the respective paper and those who do not succeed in any practical paper shall have to reappear for the entire course.

No candidate shall be permitted to appear either Theory or Practical more than three times.

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