

SEMESTER-IV		CODE: MPY -C411	PAPER TITLE: DISABILITIES AND REHABILITATION	
Credit	Time	Internal Assessment	End Semester Examination	Total Marks
05	03 Hours	20+10=30 Marks	70 Marks	30+70=100 Marks
LEARNING OUTCOMES: <ol style="list-style-type: none"> 1. Get sensitized to the psychological needs and issues of persons with disabilities 2. Learn about scope of a psychologist in rehabilitation settings 3. Acquire skills of mapping abilities in persons with disabilities 4. Conceptualize various psychological approaches for helping persons with disabilities for remediation and dealing with problem behaviors. 5. Learn about ethical and legal issues in dealing with persons with disabilities 				
UNIT-I	Introduction	<ul style="list-style-type: none"> • Concept of disability, impairment and rehabilitation • Nature and etiology of disabilities <ul style="list-style-type: none"> ○ Intellectual disability ○ Learning disability ○ Autistic Disorders 		
UNIT-II	Assessment of Disabilities	<ul style="list-style-type: none"> • Basic Principles of assessment and evaluation. • Types of assessment-norm based, criterion based and function based. • Psychological tests as screening and assessment tools. • Relevant psychological tests-WISC, VSMS, ISAA, BASIC-MR • Determination of severity of disability • Application and importance of Psychological tests. 		
UNIT-III	Behaviour Modification	<ul style="list-style-type: none"> • Meaning and basis of behavior modification • Techniques of behavior modification for skill acquisition and management of problem behaviours • Applied Behaviour Analysis 		
UNIT-IV	Rehabilitation Techniques	<ul style="list-style-type: none"> • Habilitation vs rehabilitation • Basic Principles of Intervention, • Types of Intervention - Individual, Group and Family based. • Vocational Counselling 		
UNIT-V	Perspectives of Rehabilitation Services	<ul style="list-style-type: none"> • Settings and agencies involved in rehabilitation services, and its importance. • Government Schemes and Policies for Rehabilitation - The role of NGOs. • RPWD Act, 2016; National Trust Act, 1999; RCI Act, 1992 including amendments • Ethical issues in rehabilitation. 		
Books Recommended: <ol style="list-style-type: none"> 1. M. S. Thambirajahand Lalitha Lakshmi Ramanujan (2016) Essentials of Learning Disabilities and Other Developmental Disorders Sage Publications India ISBN-13: 978-9351508687 2. एस पी के जेना (2018) अधिगम अक्षमता: सिद्धांत से प्रयोग तक सेज प्रकाशक ISBN-13 : 978-9352807543 3. Dr.Narayan Chandra Pati (2017) Causes, Prevention ,Identification And Assessment Of Mental Retardation. Kanishka 4. SPK Jena (2008) Behaviour Therapy: Techniques, Research and Applications. Sage. ISBN-13: 978-0761936244 5. Ajit K Dalal (2018) Disasbaility, rehabilitation and social work: The Indian scenario Rawat Publications. ISBN-13 : 978-8131609484 6. Nilika Mehrotra (2001) Disability Studies in India: Interdisciplinary Perspectives Springer Verlag ISBN-13: 978-9811526183 				

7. Latika Menon (2019) Status of disability in India. ISBN-13: 978-8184578683
8. Lisa Brenner et al. (2019) Handbook of Rehabilitation Psychology American Psychological Association. ISBN-13: 978-1433829857
9. Nancy M. Crewe and Carolyn L. Vash (2003) Psychology of Disability. Springer Publishing Co Inc. ISBN-13: 978-0826133427
10. John W. Jacobson, James A. Mulick and Johannes Rojahn (2008) Handbook of Intellectual and Developmental Disabilities. Springer ISBN-13: 978-0387887142.
11. Reeta Peshawaria and S. Venkatesan (1992) Behavioural assessment scales for indian children with mental retardation : BASIC-MR ·National Institute for the Empowerment of Persons with Intellectual Disabilities(Divyangjan), Hyderabad
12. T. Madhwan et al (1989) A Manual for Psychologists. National Institute for the Empowerment of Persons with Intellectual Disabilities(Divyangjan), Hyderabad
13. Reeta Peshawaria and S. Venkatesan (1992) Behavioural approach in teaching mentally retarded children. National Institute for the Empowerment of Persons with Intellectual Disabilities(Divyangjan), Hyderabad
14. *Indian Scale for Assessment of Autism*. <https://www.thenationaltrust.gov.in/>
15. Department of Empowerment of Persons with Disabilities (Divyangjan) Notification New Delhi, the 4th January, 2018

Pattern of Theory Question Paper: The theory paper will consist of two sections. Section-A will be of 30 marks in which 10 short answer type questions will be asked and the student will have choice to answer any five questions, each question will carry 06 marks. The Section-B shall be of 40 marks and will contain 08 questions of long answer type and the student will have a choice to answer any four questions. Each question will carry 10 marks. The examiner will be required to set up a question paper covering the entire syllabus uniformly.