

Programme Project Report (PPR)

for

Distance Learning Programme under School of Distance Education

**Diploma in Early Detection and Intervention of Disabilities
(DEDID)**

Course Co-ordinator: Dr. P T Baburaj

Academic support by

**International and Inter University center for Disability Studies
(IUCDS)**

Mahatma Gandhi University

Kottayam, Kerala

DIPLOMA IN EARLY DETECTION AND INTERVENTION OF DISABILITIES (DEDID)

PROGRAMME PROJECT REPORT

Mahatma Gandhi University started the School of Distance Education in 1989 with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, thousands of students have availed themselves of this opportunity for higher education to a great extent throughout Kerala. Many students outside the State have also benefited from this. But after the new directions of the UGC in 2014, the University had stopped all the Off-Campus Centres of the School of Distance Education both inside and outside the State.

Now it is the new endeavour of the School to revamp its functioning by offering different types of Diploma and Certificate programmes very relevant to contemporary society, in addition to the conventional Graduate and Post Graduate programmes. This is being done with the academic and infrastructural support of the eminent Schools and Interdisciplinary Interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Certificate Programme has been designed by Inter University Centre for Disability Studies and is to be conducted by the School of Distance Education with the academic support of the Centre.

a) Programme's mission & Objectives :

The first five years of life are significant in that the foundations of health, learning, communicative competence, social skills and play are laid during this period. Neglect or deprivation during these years can have a lasting impact. Children with disabilities are considered at developmental risk as they need accommodations in interaction and environment to prevent delays in learning and development.

This Programme examines child development from conception to age three by considering the complex interaction between heredity and environmental factors. Children's physical, social, emotional and cognitive developments are discussed as well as the implications for developmentally appropriate practice. This certificate programme is for persons interested in working with young children from infancy to pre-kindergarten age with disability conditions and their families. Additionally, this programme will help professionals working in early care centers and education centers. The Programme also would enable to

provide a developmentally appropriate programme for infants, toddlers and preschool children with special needs.

b) Relevance of the programme with HEI's Mission Goals :

Early intervention applies to children of school age or younger who are discovered to have or be at risk of developing handicapping conditions or other special needs that affect their development. Early intervention provides services to such children and their families for the purpose of lessening the effects of handicaps. It is the term used to describe services that reach a child early in his or her development, usually from birth to age three. Intervention is vital during this very early period. It is important to focus on the crucial part of the child's development, as it would be difficult to teach skills to the child as he or she gets older. At the age of three, children generally become eligible for other educational services.

c) Nature of prospective target group of learners:

Students from various streams can join for the programme. Thus the prospective target groups of learners include

- Parents of children with disabilities
- Anganwadi teachers, School teachers
- Health workers
- Community Based Rehabilitation professionals
- Special Educators
- Other paraprofessionals in the field (undergraduates, postgraduates, researchers)
- General public who are desirous of studying such a programme.

d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence:

Early intervention is a crucial part in dropping disabilities. Proper intervention before the age of three can reduce disability up to 80 percent. So the required information on the problem and the adequate trainings can be extended to significant section of learners especially to parents and teachers through the Open and Distance Learning mode.

e) Instructional design:

The programme is of twelve month duration comprising **8 courses** with a total of 32 credits. There are adequate contact classes and the assessment involves both internal as well as external components. Each student has to submit a report based case studies or project.

(Course Co-coordinator: Dr.P.T Baburaj)							
Duration-12 months							
Course Code	Course Type	Course Name	Contact Sessions (hours)	Credits	*Internal Marks	External Marks	Total Marks
Semester I							
DE-EE-1	Core course	Early Intervention: Infant/Toddler Development, Risk and Disability	12	4	20	80	100
DE-EE-2	Core course	Early Intervention: Early assessment of childhood disabilities	12	4	20	80	100
DE-EE-3	Core course	Early Intervention: Planning and Evaluating Early Intervention Services	12	4	20	80	100
DE-EE-4	Practical	Early Intervention: Practicum 1	60	4	20	80	100
Semester II							
DE-EE-5	Core course	Basics of research methodology and statistics	12	4	20	80	100
DE-EE-6	Dissertation	Dissertation	12	4	20	80	100
DE-EE-7	Internship	Internship in an agency		4		100	100
DE-EE-8	Viva voce	Comprehensive viva voce		4		100	100
Total					32		800

*Through assignments

f) Procedure for admission, curriculum transaction and evaluation:

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. Candidates (undergraduates, graduates, and postgraduates) are eligible for admission irrespective of age. The study materials will be delivered through online and print forms. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book Review/Debate/Seminar/ Presentation of case study for each course. Assignments/Book Review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

'P' grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Certificate programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

GPA =

Total credit points earned by the student from all the required courses of the programme

Total credits of all courses required in the programme

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

$$\text{Equivalent Percentage} = (\text{GPA obtained}) \times 10$$

g) Requirement of the laboratory support and library resources:

The library and infrastructure support of the Centre and the University will be extended to the learners as per the requirement.

Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-Shodh Sindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, ProQuest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	Inter University Centre for Disability Studies	250

h) Cost estimate of the programme and the provisions:

Budget estimate (for 100 students)

S.No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2.5
2.	Study material	1.5
3.	Laboratory/ Library	2
4.	Internal assessment	.5
5.	End semester examination	1.5
	Total	8.

Total programme fee: Rs.8000/-

i) Quality assurance mechanism and expected programme outcomes:

- j) The quality of the programme will be ensured through strict monitoring by an executive committee including the Co-ordinator of the programme, the subject experts, Director, School of Distance Education and Head of the Inter University center for Disability Studies .The Co-ordinator of the programme shall ensure the regular student feedback of courses, teachers and programme in the prescribed format towards the end of the semester and the same shall be analyzed to draw conclusions for effecting improvement. Periodical review meetings on the programme efficacy will be held in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

SYLLABUS

DIPLOMA IN EARLY DETECTION AND INTERVENTION OF DISABILITIES (DEDID)

SEMESTER I

COURSE 1. EARLY INTERVENTION: INFANT/TODDLER DEVELOPMENT, RISK AND DISABILITY

Course Description: Introduces students to the major theories of development and their implications for intervention. Presents and discusses infant/toddler development, risk, and disability in the areas of cognition, communication, motor, social/emotional, and self-care areas and considers variation in development as a result of multiple factors. Assessments in these areas are introduced, including an evaluation of development through children's play activities. Development and risk are evaluated in relation to culturally diverse beliefs and practices. The course is interdisciplinary; students from diverse programs participate, and experts from school and counselling psychology, special education, speech-language pathology, physical therapy, and nursing teach it.

Unit I :

Overview of course; class project; group discussion format; Introduction to Early Intervention: eligibility categories and professional roles, Rationale and importance of early intervention, Criteria of eligibility for early intervention services

Unit II :

Introduction to basic concepts of development; stages of development, Major theories of child development: Theory of Psychosexual development, Piaget's theory of cognitive development, Vygotsky's Sociocultural theory, Attachment theory, Erik Erikson's theory of Psychosocial development, Behavioural, Others

Unit III:

Developmental abnormalities - structural, biochemical and behavioural abnormalities, Introduction to risks in development. Biological, Environmental, Childhood cognitive and emotional disabilities: Autism, ADHD, Learning Disability, And Mental Retardation, Childhood physical and sensory disabilities: CP, Muscular Dystrophy, HI, VI, Impact of child with delays and disabilities on family.

Unit IV:

Prevention of developmental disabilities – pre – conceptual, pre- natal, natal, post natal and psychosocial, Child rearing – immunization, home environment, implication of social and cultural practices

References

1. Bricker, D. & Cripe, J. (1995). An Activity-Based approach to Early Intervention. Paul Brookes: Maryland
2. Dodson-Burk, B. & Hill, E.W. (1989). An Orientation and Mobility primer for families and young children. AFB: New York
3. Indian Association of Preschool Education. Activity Based, developmentally appropriate curriculum for young children.
4. Fogel, Alan. (2011). Infant Development: A Topical Approach. Cornwall-on-Hudson, NY: Sloan Publishing, LLC.
5. Meisels, S.J. & Shonkoff, J.P. (2000). Early childhood evolution: A continuing evolution. In J.P. Shonkoff & S.J. Meisels (Eds.), Handbook of early childhood intervention (second edition) (p.3-31). Cambridge University Press: New York.
6. Narayan, J. (Ed.) (1999) School Readiness for children with special needs. Secunderabad: NIMH.
7. Panda, K.C. (1999) Education of Exceptional Children. New Delhi: Vikas Publications.
8. Early Intervention Series – NIMH
9. School Readiness-NIMH
10. Pehshawaria, R. Menon, D.K., Bailey, D., & Skinner, D. (2000). NIMH Disability impact scale. NIMH, Secunderabad.
11. Pehshawaria, R. Menon, D.K., Bailey, D., & Skinner, D. (2000). NIMH Family Efficacy scale. NIMH, Secunderabad.
12. Pehshawaria, R. Menon, D.K., Bailey, D., & Skinner, D. (2000). NIMH Family Support scale. NIMH, Secunderabad.
13. Pehshawaria, R. Menon, Ganguly, R., Roy, S., Pillay, R. Gupta, A. (1995). NIMH Family Needs Schedule. NIMH, Secunderabad.

COURSE 2. EARLY INTERVENTION: EARLY ASSESSMENT OF CHILDHOOD DISABILITIES

Course Description: This is an interdisciplinary course for personnel who will serve infants and toddlers, parents and others with documented disabilities or who are considered, 'at risk' for developmental delay. Students will learn to serve infants, toddlers, and families from linguistically and culturally diverse backgrounds. Information and training will be provided in the content and process of assessment and the delivery of early intervention services to infants and toddlers.

Unit 1:

Introduction to assessment – purpose and methods to collect data, Types of assessment – Developmental and functional, Introduction to assessment tools in early intervention, Selection and administration of tools

Unit II:

Individualized early intervention Programming: Early intervention – aims and objectives, Development and implementation of the Individualized Early Intervention Programme (IEIP), Individual Family Service Plan (IFSP), and Record maintenance

Unit III:

Therapeutics: Physiotherapy, Occupational Therapy, Speech, language and communication intervention, Use of aids and appliances

Unit IV:

Intervention Strategies: Intervention strategies – prompting and fading, modelling, shaping and chaining, Family needs, copying and adaptation mechanism, Role of community and community awareness programme, working in collaboration with other professionals and agencies

References

1. Noonan, M. & McCormick, L. (1993) Early intervention in Natural Environments. Brooks/Cole: California
2. Muralidharan, R. (1990). Early stimulation activities for young children. New Delhi: NCERT.
3. Panda, K.C. (1999) Elements of child development (Sixth Revised Edition). Ludhiana: Kalyani Publishers.
4. Sharma, P. (1995) Basics on development and growth of a child. New Delhi: Reliance Publishing House.
5. Shrivastava, P. (1991) Education nutrition and child development. Allahabad: Chugh Publications.

COURSE 3. EARLY INTERVENTION: PLANNING AND EVALUATING EARLY INTERVENTION SERVICES

Course Objective: A systematic, family-centered, collaborative and consultative approach to service delivery will be emphasized. Cases will be used as a focal point for learning how to plan and evaluate individualized family services plans. Important aspects of consultation, teamwork, service coordination and leadership in early intervention will be covered. Practical approaches to collaboratively setting and evaluating goals within the context of consultation. The impact of legal and financial issues on service coordination and approaches to service delivery will be addressed.

Unit I:

Mission and key principles of Early Intervention and their importance to all stakeholders. Characteristics of successful collaboration and consultation, assuring the Family's Role on the Early Intervention Team: Explaining Rights and Safeguards

Unit II:

Theory pertaining to teamwork in early intervention, Skills needed: Approaches to teamwork, Leadership, communication and interpersonal skills, preparation of projects and reports, Service coordination, Transition planning

Unit III:

Acts and policies relevant to early intervention, Legal issues, central and state regulations, Organization of early intervention services in India,

Unit IV:

Ethical issues, Community collaboration, institution and community based services, monitoring and evaluating early intervention programs

References

1. Aggarwal, J.C. (1992). History and philosophy of pre-primary and nursery education. Doaba House: New Delhi
2. McWilliam, R.A. (2010). Routines Based Early Intervention: Supporting Young Children and their Families. Baltimore, Maryland: Paul H. Brookes Publishing Co.
3. Baine, D. (1988) Handicapped children in developing countries: Assessment, curriculum and instruction. Edmonton (Alberta): University of Alberta.
4. Bonnet 1. Lingerfelt, V. & Nelson, D.E. (1990) Developing individualized family support plans - A training manual. Cambridge, MA: Brookline Books.
5. Narayan, J. & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
6. Narayan, J. & Menon, O.K. (1989) Organization of special school for mentally retarded children. Secunderabad: NIMH.
7. Seth, K. (1996) Minimum specifications for pre-school. New Delhi: NCERT.

COURSE 4. CASE STUDY / PROJECT AND REPORT

Practical exposure will be given on the following areas

: Case history taking and conducting developmental assessment
: Therapeutics

1. Case study taking and developmental assessment
2. Therapeutics – Physiotherapy / occupational therapy/ speech therapy/behavior modification
3. Individualized early intervention / education/ education programme (IEIP/IEP), Family counseling.
4. Project report

SEMESTER II

COURSE 5. BASIC RESEARCH METHODOLOGY AND STATISTICS

Course Objective: This course intended to provide basic knowledge in different types of research, methodology and various research methods and develop abilities to apply various measures of descriptive and inferential statistics. This course will help to improve the skills of the students to write the research/ project reports

Unit I:

Basic principles of research, Meaning and importance of Research, Theory building, Creativity, innovation,

Unit II:

Preparation of proposal, Selection and formulation of research problem, Review of literature, Literature search procedures, Sources of Literature
Formation and types of hypothesis and testing of the hypothesis, Organization of project Report – Types, Structure and Components – Contents, Bibliography, Appendices

Unit III:

Research methods: Qualitative and quantitative methods, Descriptive, Experimental and Epidemiological methods

Unit IV:

Review of descriptive statistics: Scales of measurement, Measures of central tendency and dispersion, Measures of Variability, Measures of relationships, Measures of correlation, Probability, normal distribution and other theoretical distributions

References

- 1 Best, J.W., and Kahn, J.V. (1992). *Research in Education*. Prentice Hall of India Pvt. Ltd., New Delhi.
- 2 Borg, W.R., and Gall, M.D. (1989). *Educational Research (5th edn.)*. Longman, New York.
- 3 Christenson, L.B. (1988). *Experimental Methodology (4th edn.)*. Boston: Allyn and Bacon Inc.,
- 4 Kerlinger, F.N. (1983). *Foundations of Behavioural Research (2nd edn.)*. Surjeet Publications, Delhi.
- 5 Kothari, C.R. (2006). *Research Methodology, Methods and Techniques (2nd edn.)*. New Age International Pvt. Ltd., New delhi.
- 6 Panneerselvam, R. (2005). *Research Methodology*. Prentice-Hall of India Pvt. Ltd., New Delhi.
- 7 Belle, G., Fisher, L.D., Heagerty, P.J., and Lumley, T. (2004). *Biostatistics (2nd edn.)*. John Wiley & Sons, Inc., Washington.
- 8 Garrett, H.E. (1996). *Statistics in Psychology and Education*. Vakils, Feffer and Simons Ltd., Bombay.
- 9 Gupta, S.P. (1994). *Statistical Methods*. Sultan Chand and Sons, New Delhi.

COURSE 6. DISSERTATION

The students need to conduct an intervention project in the field of early intervention and submit the report in the form of a dissertation.

COURSE 7. INTERNSHIP IN AN AGENCY

The students need to undergo an internship programme for 4 weeks in an NGOs /other related agency working in the field of disability studies and early intervention and submit the report

COURSE 8. COMPREHENSIVE VIVA VOCE

Students need to attend for a comprehensive viva voce in front of the examiners.