

## **POST GRADUATE DIPLOMA IN DISABILITY STUDIES (PGDDS)**

### **PGD in Disability Studies**

#### **SEMESTER I**

#### **PAPER I: INTRODUCTION TO DISABILITY**

**TIME: 3 Hours**

**TOTAL MARKS: 100 (80+20)**

Objectives:

1. To understand the basic concept of disability
2. To understand the major causes , problems faced by the disabled

Unit No.	Title of Unit	Content
<b>I</b>	Defining disability	Definition and concepts of Disability , Understanding various terminologies – disease, impairment, functional limitation, handicap, disability, challenged, special person etc
<b>II</b>	Causes of disability	Various genetic, environmental and other causes
<b>III</b>	Types of disability	Classification of 21 disabilities based on Rights of Persons with Disability Act, 2016
<b>IV</b>	Demographics of disability	Various studies, views and publications on the population of persons with disabilities in India and the world. Demographic pattern of PWDs: Geographic distribution. Gender-wise distribution. Age-wise distribution, Income-wise distribution. Distribution with respect to rural-urban divide in India. Summary of the findings of the National Sample Survey 2002 and Census 2011,
<b>V</b>	Prevention of Disability	Concept of Prevention and Early Detection of Disability
<b>VI</b>	Major Challenges of Disabled	Social, Economic, Cultural and Environmental Challenges faced by person with disability

## PAPER II: THEORETICAL PERSPECTIVES IN DISABILITY

TIME: 3 Hours

TOTAL MARKS: 100 (80+20)

Unit No.	Title of Unit	Content
<b>I</b>	Models of Disability	Various model of disability- Religious, Medical, Cultural and Social etc. Shift from integration to inclusion.
<b>II</b>	Theoretical Perspectives	Ecological and systems theories, Crisis intervention theory Strengths perspective
<b>III</b>	Legislation for Persons with Disabilities	Legislative and constitutional provisions for PWDs – an overview. The Rehabilitation Council of India Act, 1992. The Persons with Disabilities Act, 1995. Rights of Persons with Disabilities Act, 2016. The Mental Health Care Act 2017
<b>IV</b>	Supporting legislations for PWDs	Societies Registration Act, 1860. The National Trust Act, 1999, the Indian Trusts Act 1882, The Companies Act 2013 section 135
<b>V</b>	National supporting Bodies	Roles and responsibilities of the Chief Commissioner and State Commissioners for PWDs. National Handicapped Finance and Development Corporation (NHFDC). Ministry of Social Justice and Empowerment
<b>VI</b>	Human Rights and Disability	Shift to a human rights framework of reference. Disability and Social Justice. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

**PAPER III : SOCIAL WORK INTERVENTION AND PERSONS WITH DISABILITY****TIME: 3 Hours****TOTAL MARKS: 100 (80+20)**

Unit No.	Title of Unit	Content
<b>I</b>	Introduction to Social work and Disability	Social work profession and Philosophy, Principles and Values of Social Work , Methods of Social Work
<b>II</b>	Social Case Work	Concept and principles of case work. Importance of Counselling in working with persons with disability
<b>III</b>	Social Group Work	Concept and principles of group work, Use of Group Work method for PWDs
<b>IV</b>	Community Organisation	Concept and principles of Community Organisation. Importance of Community institutions. Concept of resource mobilisation and social capital, Significance of Community Based Rehabilitation, Family and Community Integration. Approaches to community participation. Integrated/inclusive education and training.
<b>V</b>	Social Action	Concept , principles and methods of Social Action. Rights based Approach to Person with Disability Evolution of Disabled Rights Movements in Indian context. Social Awareness, Campaign and advocacy for person with Disability, Role of NGOs and other federations NGOs. Role of strategic alliances such as federations,
<b>VI</b>	Social work intervention PWDs	Social Work practice with PWDs with special reference to children, youth ,women, elderly, marginalised communities in rural and urban context

## PAPER IV – PSYCHOLOGICAL ASPECTS OF REHABILITATION

TIME: 3 Hours

TOTAL MARKS: 100 (80+20)

Unit No.	Title of Unit	Content
<b>I</b>	Development Hazards and Life Cycle	Introduction to various life cycle stages, Delayed Development , Coping Mechanism
<b>II</b>	Rehabilitation process	Concept of 'rehabilitation'. Dimensions in rehabilitation. Different aspects of rehabilitation. Approaches to rehabilitation.
<b>III</b>	Education of PWDs	Continuum of educational services: Special schooling, Non-formal education, NIOS, Integrated and inclusive education, Distance mode of education, Home based education.
<b>IV</b>	Economic Rehabilitation and Vocational rehabilitation	Concept of economic rehabilitation. Significance of unorganised sector. Venues for self-employment. Role of community in economic rehabilitation of PWDs. Schemes for self-employment. Government incentives for self-employment (loans, etc.) Vocational training. On-job training and re-skilling. Inclusive training. Unemployment allowance. Vocational rehabilitation. Avenues of employment. Employment and placement. Job reservations. Economic rehabilitation. Income generation. Special employment exchanges.
<b>V</b>	Social Rehabilitation	Concept of Social Rehabilitation and Social Acceptance, Social Integration and Social Inclusion
<b>VI</b>	Rehabilitation Guidance and Counselling	Use of counselling and guidance for PWDs, Family Centred Intervention and Counselling. Scope of Genetic counselling, Role of an effective counsellor

## PAPER V: WELFARE ADMINISTRATION FOR PERSONS WITH DISABILITY

TIME: 3 Hours

TOTAL MARKS: 100 (80+20)

Unit No.	Title of Unit	Content
I	Introduction to Welfare Administration	Basic Concepts of Social Welfare Administration, Social Welfare and related concepts- Social Service, Social Welfare , Social Security etc.
II	Scope of Social Welfare Administration	Concept of POSDCoRB- Planning, Organising, Staffing, Directing, Coordinating, Reporting, Budgeting Concept of social marketing. Social cost of development.
IV	Organisational Development	Distinctive characteristics of organisations working in field of disability rehabilitation (hospitals, specialised agencies, special schools, VRCs, etc.). Areas of responsibility in organisations in disability sector. Motivation of rehabilitation staff. Delegation of responsibilities. Concept of SWOT analysis. Social enterprise and social entrepreneurship.
VI	Funding Evaluation and monitoring of disability related projects	Sources of Funding, Project funding from National Institutes and Funding Organisations. Need for evaluation. Methods of evaluation. Indicators for evaluation: Cost effectiveness, Social accountability, Extent of community participation, Sustainability, Economic viability. Role of different agencies in evaluation.
V	National Institutes	<ul style="list-style-type: none"><li>• Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNIHH) ...</li><li>• National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), Chennai. ...</li><li>• Swami Vivekanand National Institute of Rehabilitation, Training &amp; Research (SVNIRTAR), Cuttack</li><li>• National Institute of Visually Handicapped, Dehradun</li><li>• National Institute of Loco motor Disability, Kolkata</li><li>• National Institute of Mentally Handicapped (NIHM) Secundrabad</li><li>• Composite Regional Centres for Person with Disabilities (CRCs)</li><li>• Establishment of Indian Sign Language Research and Training Centre (ISLRTC)</li></ul>

<b>VI</b>	Schemes, concessions and programmes for community participation	ADIP Scheme. Scheme of assistance to Voluntary Organisations. District Rehabilitation Centres. Vocational Rehabilitation Centres. District Disability Rehabilitation Centres. Regional Spinal Injury Centres. Sarva Siksha Abhiyaan. District Primary Education Programme. Coverage of PWDs under Poverty Alleviation Programmes
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## **PAPER VI: RESEARCH METHODOLOGY**

**TIME: 3 Hours**

**TOTAL MARKS: 100 (80+20)**

Unit No.	Title of Unit	Content
<b>I</b>	Introduction to Social Research	Concept and meaning of social research
<b>II</b>	Types and design	Various types and design in social research
<b>III</b>	Methods, Tools and Techniques	Various tools and techniques in research
<b>IV</b>	Research methodology	Sample, universe etc.
<b>V</b>	Research area with Person with Disability	Various types of research with person with disability
<b>VI</b>	Project Report	Report writing

## **FIELDWORK PRACTICUM (200 MARKS)**

Field practicum is an integral part of training of the programme, which encourages learning by doing and helps students to get hands-on experience in skill acquisition, program planning and applying and reinforcing theory. It increases self-awareness in students and fosters appropriate attitudes in them towards professional self-development and a commitment to basic humanistic values and principles. This helps to bridge the classroom teaching and the social reality in the field, and this facilitates learning under the supervision of trained social workers.

Fieldwork is expected to be offered concurrently with classroom teaching so as to facilitate effective assimilation of theory and skills. The settings for field work would be generic in the first semester, with focus on settings which offer scope for working with stakeholders who may either have a disability or may work with people with disability or may be associated with persons with disability, such as an integrated education system, a community setting (where work with persons with disability can be undertaken). In the second semester students will be placed in specialized disability settings such as special schools, agencies working with special needs of people, community initiatives for disability rights, so as to develop and enhance skills of working with different types of special needs and disability groups.

There would also be a one week placement in a rural area for groups of students accompanied by supervisors so as to gain a critical understanding and analysis of rural realities and to implement the skills of intervention learnt in the field of disability in the rural areas.

The rationale for the above mentioned structure is that it helps students to first gain grounding in core social work, and then to equip them to work in varied sites of practice and strengthen disability inputs in these sites. The guiding principle is that people with disability are an integral part of the community in which they are located and have rights to all the services that are available in the community. This is also an attempt towards inclusion, de-segregation, non-discrimination and defusing the stigma of the label of disability.

<b>Details</b>	<b>Marks</b>
Concurrent fieldwork (2 days a week) <b>OR</b> Block Fieldwork (1 month) at specialised agency	100
Rural Practicum (1 week block)	50
Viva-voce	50
<b>TOTAL</b>	<b>200</b>

Note: Considering that there may be a paucity of specialised agencies in and around the University campus at Bolpur-Santiniketan that would be able to offer a wholesome fieldwork experience for the students, an alternative to concurrent fieldwork would be a one-month block placement at specialised agencies in and around the country focusing on the category of disability rehabilitation that the student wants to choose.