



NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS
WITH MULTIPLE DISABILITIES (Divyangjan) (NIEPMD)
(DEPwDs, (Divyangjan), MSJ&E, Govt. of India)
ECR, Muttukadu, Kovalam Post, Chennai 603 112,
Tamil Nadu.



Tel: 044-27472104, 27472113, 27472423 Toll Free No:18004250345

Website: www.niepmd.tn.nic.in E-mail: niepmd@gmail.com

Admission Notice

Applications are invited for admission to the Advanced Certificate Course in Inclusive Education (Cross Disability) (Recognized by RCI, New Delhi). For details visit website www.niepmd.tn.nic.in. Last date for submission of Application on or before 31st January 2018.

Sd/-
Director



Prospectus

Advanced Certificate Course in
Inclusive Education (Cross Disability)
(ACCIE(CD))

ABOUT THE INSTITUTE

National institute for Empowerment of Persons with Multiple Disabilities (Divyangjan) (NIEPMD) was established by Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India at Muttukadu on ECR, Chennai, in the year 2005 with the objectives of serving as a national resource centre for the persons with multiple disabilities.

OBJECTIVES:

1. To undertake development of human resources for management, training rehabilitation, education, employment and social development of persons with Multiple Disabilities.
2. To promote and conduct research in all areas relating to Multiple Disabilities
3. To develop Transdisciplinary models and strategies for social rehabilitation and to meet the needs of diverse groups of people with Multiple Disabilities.
4. To undertake services and outreach programs for the persons with Multiple Disabilities.

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 attitudes and appropriate, affordable, acceptable and available technological interventions.

MISSION

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

VALUE STATEMENT

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

Funds: NIEPMD is a central autonomous body fully funded by Govt. of India, through Dept. of Empowerment of Disabilities (Divyangjan), Ministry of Social Justice and Empowerment.

Infrastructure: This institute is located in a space of 15.22 acres allotted by Govt. of Tamil Nadu in East Coast Road, Muttukadu, we are providing various services to multiple disabilities in addition offering long term and short term training programmes and R&D activities. NIEPMD has various blocks ie., Services / Faculty and Administration blocks with sufficient number of classrooms and laboratories for therapy, (Gait) Training, Biotechnology, Sensory Integration, Early Intervention, Speech and Audiology Psychological Assessments, Special Education block, Men's Hostel, Women's Hostel's, Guest houses, Staff quarts etc.

LONG TERM COURSE OFFRED: The following courses were offered at NIEPMD for the Academic Year 2017-18.

No.	Course	Duration of the Courses	Recognized by	Affiliated with / Examining Body
1	Certificate Course in Care Giving (A LEVEL)	3 Months	NIEPMD	National Trust / NIEPMD
2	Certificate Course in Care Giving (B LEVEL)	6 Months	NIEPMD	
3	Certificate Course in Care Giving (Senior)	10 Months	RCI	RCI - NBER
4	D.Ed.Special Education (ASD)	2 years	RCI	RCI-NIEPMD –NBER
5	D.Ed.Special Education (Cerebral Palsy)	2 years		
6	D.Ed.Special Education (Multiple Disabilities)	2 years		
7	D.Ed.Special Education (Deafblindness)	2 years		RCI-NIVH-NBER
8	Bachelors in Physiotherapy (BPT)	4 ½years	NA	The Tamil Nadu Dr.MGR Medical University, Chennai
9	Bachelors in Occupational therapy (BOT)	4 ½ Years		
10	Bachelors in Audiology Speech Language Pathology (BASLP)	4 years		
11	B.Ed.Special Education (Multiple Disabilities)	2 years	RCI	Tamil Nadu Teacher Education University, Chennai (TNTEU)
12	B.Ed.Special Education (ASD)	2 years		
13	B.Ed.Special Education (Deafblindness)	2 years		
14	M.Ed.Special Education (Multiple Disabilities)	2 years		
15	M.Ed.Special Education (ASD)	2 years		
16	PG Diploma in Developmental Therapy-PGDDT(MD: P & N)	1 Year 3 Months	RCI	University of Madras, Chennai
17	PG Diploma in Early Intervention(PGDEI)	1 Year		
18	*M.A Social Work (Disability Studies)	2 Years		
19	M.Phil (Clinical Psychology)	2 years	RCI	

*Awaiting Affiliation

Fee Structure of Various long term courses offered by NIEPMD

Sl.No.	Name of the Course	Tuition fee			
		1 st Year	2 nd Year	3 rd year	4 th year
1	M.Phil Clinical Psychology	Rs.1,20,000/-	Rs.63,250/-	Nil	Nil
2	M.A. Social Work (Disability Studies)	Rs.40,000/-	Rs.40,000/-		
3	M.Ed Spl. Edn (ASD)	Rs.38,000/-	Rs.38,000/-		
4	M.Ed Spl. Edn (MD)	Rs.38,000/-	Rs.38,000/-		
5	B.Ed. Spl. Edn (MD)	Rs.37,500/-	Rs.40,000/-		
6	B.Ed Spl. Edn (ASD)	Rs.37,500/-	Rs.37,500/-		
7	B.Ed. Spl. Edn (Db)	Rs.37,500/-	Rs.37,500/-		
8	B.P.T	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-
9	B.O.T	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-
10	B.A.S.L.P.	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-	Rs.33,000/-
11	D.Ed Spl. Edn (ASD)	Rs.23,100/-	Rs.10,000/-	Nil	Nil
12	D.Ed Spl. Edn (Db)	Rs.23,100/-	Rs.10,000/-		
13	D.Ed Spl. Edn (MD)	Rs.23,100/-	Rs.23,100/-		
14	D.Ed.Spl. Edn (CP)	Rs.23,100/-	Rs.23,100/-		
15	PGDDT	Rs.20,000/-	Rs.20,000/-		

17	PGDEI	Rs.20,000/-	Rs.20,000/-		
18	CCCG-NT	NIL	NIL		

SHORT TERM TRAINING PROGRAMME: NIEPMD has scheduled around 300 short term training programme of 1, 2, 3, 4, &5 days' durations for the professionals and specialist in the field of rehabilitation to gain knowledge on the recent trends. Parents training programme of 1 day duration is also part of the training programme scheduled for this year.

LIBRARY: NIEPMD has a full-fledged library facility with good number of Indian and foreign books, journals and periodicals related to disability, psychology, medical, therapy, mobility, special education, speech, audiology, and other areas related to disability rehabilitation and management. Wi-Fi facilities and internet café available in the library.

SERVICES PROVIDED AT NIEPMD

- ❖ Early Intervention
- ❖ Medical Intervention &Referrals
- ❖ Physiotherapy
- ❖ Neuro-Developmental Therapy
- ❖ Electrotherapy &GAIT Training
- ❖ Virtual Training
- ❖ Pulmonary Rehabilitation
- ❖ Occupational therapy
- ❖ Sensory Integration
- ❖ Prosthetic &Orthotic
- ❖ Psychological Intervention
- ❖ Special school
- ❖ Diagnostic &Prescriptive Test in assessment
- ❖ Convergence with other department &other school
- ❖ Computer Assisted Instruction
- ❖ Digital Learning
- ❖ Visual stimulation Program: Prisma program/ Braille print/ JAWS/SARAH/ Fuser Machine - Embossed print
- ❖ Transdisciplinary practice education
- ❖ Parents as co- teacher /shadow teacher
- ❖ Per tutoring
- ❖ Reverse integration / inclusion
- ❖ Per – service& in- service training program
- ❖ Material Development
- ❖ Play therapy
- ❖ Yoga &Health Program
- ❖ Physical Education training
- ❖ Music &Drama therapy/ community Education
- ❖ Home bound program
- ❖ Creating support system
- ❖ Sibling partnership in training
- ❖ Inclusive Education
- ❖ Competition/ Celebration
- ❖ Field trips
- ❖ Curriculum adaptation/TLM adaptation/ seating adaptation

- ❖ Education on Nutrition
- ❖ Inclusive Play school
- ❖ Transition Service
- ❖ Vocational training
- ❖ Vocational Counselling & Guidance
- ❖ Job placement Service for Adults with disabilities
- ❖
- ❖ Knowledge I programme for families
- ❖
- ❖ Individual Speech Therapy
- ❖ Group therapy
- ❖ Feeding Management
- ❖ Communication through sign language
- ❖ Communication through AAC School
- ❖ Speech Language Therapy
- ❖
- ❖ Assessment for Adult with hearing loss
- ❖ Dispensing Hearing Aid
- ❖ Auditory Training
- ❖ Vestibular rehabilitation
- ❖ Communication therapy in a Trans Disciplinary way
- ❖
- ❖ Mobile service
- ❖ Extension service
- ❖ Respite Care
- ❖
- ❖ Family Cottage
- ❖ Distribution of Aids & Appliances
- ❖ SIPDA
- ❖ Prime Minister skill Training
- ❖ Documentation & Dissemination of information
- ❖ Internship/ Block Placement/ Data Collection/ Field placement
- ❖
- ❖ Short Training Programme
- ❖ Research & Development

WORKING HOURS:

Monday to Friday -9.00am to 5.30pm with half an hour break

Advanced Certificate in Inclusive Education (Cross Disability)

NORMS AND REGULATIONS FOR ADVANCED CERTIFICATE COURSE IN INCLUSIVE EDUCATION (CROSS DISABILITY)

Duration:

The duration of the programme shall be of 6 months starts from February to July, 2018. However, students shall be permitted to complete the programme within a maximum period of 2 years. The programme can also be sandwiched between vacations for face-to-face contact session.

Nomenclature: Advanced Certificate Course in Inclusive Education (Cross Disability).

Intake, Eligibility, Admission Procedure and Fees:

Intake The maximum intake is 30 students and minimum of 10 students per batch. For first batch of 2018, minimum of 10 candidates may be considered to commence the course.

Fee: Rs. 5000/- (Course fee) + Rs. 2000/- (Examination Fee) = Rs. 7000/- per candidate. No other fee shall be admissible. For monitoring, evaluation and development of study materials, RCI shall charge 10% of the course fee per student.

Passing Percentage: 50% in theory and practical (each component separately).

No. of attempts: Maximum three (1+2) Supplementary/Back papers: Candidates passing minimum in two papers (Theory & Practical) shall be eligible for supplementary examination. Otherwise have to repeat all papers (theory & practical)

Examination Fee for Supplementary Paper/subject: Rs. 1000/ per paper (Theory/Practical)

Attendance: 90% in face to face and practical

Eligibility: (a) Candidates with Diploma/Bachelor in Education Special Education, any specialization, are eligible for admission to the programme. (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

Benefits/Advantage: Successful candidates shall be eligible for renewal of their registration (100 CRE points)

Admission Procedure: Admission shall be given on merit basis on the percentage of marks obtained in eligibility qualification i.e., D.Ed.Spl.Ed./ B.Ed.Spl.Ed. A copy of merit list to be sent to RCI and also to be displaced on the notice board of the institutions. Maximum of two

of their own teachers who are appropriately qualified. Candidates with more years of experience will be given priority, subject to fulfillment of criteria. Application forms for both students and Institutions are attached.

Curriculum, Programme Implementation and Assessment

ADVANCED CERTIFICATE COURSE IN INCLUSIVE EDUCATION (CROSS DISABILITY)	
PAPER I	DISABILITY AND IMPLICATION ON LEARNING
PAPER II	PEDAGOGY FOR INCLUSIVE EDUCATION
PAPER III	CURRICULUM ACCOMMODATION AND ADAPTATIONS
PAPER IV	COMMUNICATION NEEDS AND ICT
*PAPER (PRACTICUM)	V TOOLS: DISABILITY WISE <ul style="list-style-type: none"> • Hearing Impairment • Learning Disabilities • Cerebral Palsy • Mental Retardation • Visual Impairment

* To be reviewed by RCI

Self Learning Materials: Self Learning Materials shall be developed by the Council in e-form.

Contact Programme:

Apart from the school based activities and practice teaching, in a programme of 6 months duration, the personal contact programme shall cover all theory and practical papers.

- 8 weeks face to face (Contact classes) +
- 2 weeks-submission of assignment
- 4 weeks- in-service practical's
- 4 weeks hand on training & examination

School Based Activities: The learners pursuing this Course shall be involved in activities which a teacher is supposed to perform in the inclusive school. The school based activities have been mentioned in the curriculum framework.

Internal & External Examination: All theory paper shall be transacted for 60 hours. 20 marks for internal assessment which is inclusive of Assignment and 80 marks for final external examination. At the end of the Course, external examinations will be conducted by the respective Examining Body authorized by NBER. Institutes shall conduct examination of practice teaching and work experience components by appointing qualified internal and external examiners.

Paper I: Disability and Implications on Learning

Hours : 60 (theory = 60)

Marks 100 (Internal 20 and External 80)

OBJECTIVES:

After completion of this paper, the trainee is expected to:

1. Screen and identify high support needs disabilities under RPwD Act
2. Enlist rights, entitlements and provisions under RPwDA
3. Analyze educational implications of different kinds of disabilities
4. Apply domain wise assessment skills
5. Update with the recent development in educational legislations

Unit 1: Understanding Disability as Mandated by RPwD Act 2016

- 1.1 Physical disabilities: definition, types , characteristics
- 1.2 Intellectual disabilities: definition, types , characteristics
- 1.3 Mental behaviour : definition, types , characteristics
- 1.4 Disabilities due to neurological chronic conditions : definition, types , characteristics
- 1.5 Multiple disabilities : definition, types , characteristics

Unit 2: Educational Implications of Disability

- 2.1 Physical disabilities
- 2.2 Intellectual disabilities
- 2.3 Mental behaviour / Mental Illness
- 2.4 Disabilities due to neurological chronic conditions
- 2.5 Multiple disabilities

Unit 3: Domain Based Assessment

- 3.1 Scholastic Domain
- 3.2 Co scholastic Domain
- 3.3 Plus curriculum & expanded core curriculum
- 3.4 Functional assessment
- 3.5 Assessment of needs of high support learners

Unit 4: Recent Development in Legislations and Policies: Inclusive Education

- 4.1 National Policy of Education, 2017
- 4.2 RTE Act 2009 and Amendments 2012
- 4.3 National and State Policies on Disability
- 4.4 Provisions for certifications
- 4.5 Universal design (Accessibility India Campaign)

Unit 5: Understanding RPwDA from Educational Perspectives

- 5.1 Overview of RPwDA and Harmonisation with UNCRPD
- 5.2 Sections under Education and HRD
- 5.3 Rights, Entitlements and Grievance redressal mechanisms
- 5.4 Rules for Enactment of RPwDA
- 5.5 Barriers to inclusion of PwDs

OUTCOMES: Trainees will successfully screen and identify, analyse education implications and assess high support needs of disabilities under RPwD Act.

PAPER II: PEDAGOGY FOR INCLUSIVE EDUCATION

Hours: 60

Marks 100 (Internal 20 External 80)

OBJECTIVES:

After completion of this paper, the trainee is expected to:

1. Address impact of socio cultural context in shaping human development
2. Apply UDL in developing inclusive practices and classroom transactions
3. Apply inclusive Teaching Learning Process
4. Design and implement inclusive learning friendly environment
5. Apply skills for creating learning resources

Unit 1: Learning in an inclusive school environment

- 1.1 Addressing Socio cultural challenges influencing learning
- 1.2 Diversities and Individual Differences
- 1.3 Challenges in learning faced by children with disability
- 1.4 Addressing diversities in learning styles
- 1.5 Challenges in learning faced by typical children

Unit 2: Teaching Learning Processes

- 2.1 Teaching learning process in an inclusive setting
- 2.2 Teacher as a facilitator
- 2.3 Teacher as a reflector
- 2.4 Networking and collaboration with stakeholders
- 2.5 Strengthening development of an inclusive teacher

Unit 3: Universal design for learning (UDL) and inclusive methodologies

- 3.1 UDL in inclusive setup
- 3.2 implementation of UDL in classroom
- 3.3 development of teaching plan
- 3.4 evaluation strategies based on UDL
- 3.5 Use of technology in UDL

UNIT 4: Developing Inclusive Learning Friendly Environment (ILFE)

- 4.1 Meaning of Inclusive learning friendly
- 4.2 Elements of ILFE
- 4.3 Barriers to learning in inclusive school
- 4.4 Creating ILFE at school level
- 4.5 Working with community & family

UNIT 5: Developing Inclusive Learning Resources

- 5.1 Collation and creation of Learning Resources
- 5.2 Different types of Learning Resources (include the weblinks of resources available)
- 5.3 Use of learning resources in inclusive settings
- 5.4 Developing of resource centres /resource corners.
- 5.5 Diversity as a resource. **OUTCOMES:**

Trainees will address impact of socio cultural context and apply UDL in developing inclusive practices and classroom transactions; apply inclusive Teaching Learning Process; Design and implement inclusive learning friendly environment.

PAPER III: CURRICULUM ACCOMMODATION AND ADAPTATIONS

Hours: 60 Marks

100 (Internal 20 External 80)

OBJECTIVES

After completion of this paper, the trainee is expected to:

1. Customize Curriculum to suit disability educational needs
2. Apply curriculum towards Inclusive Classroom Transactions
3. Adapt Co-Curricular Activities in Inclusive Schools
4. Individualize subject specific content for Inclusive Teaching
5. Use alternative methods of evaluation for diverse learners

Unit 1 Understanding Curriculum

- 1.1 Introduction to mainstream curriculum
- 1.2 Understanding National Curriculum Framework from Inclusive Perspective
- 1.3 Accommodation, Adaptations and Modification
- 1.4 Individual Accommodation and Adaptations Plans
- 1.5 Disability Specific Accommodation and Adaptations

Unit 2: Classroom Transactions

- 2.1 Differentiated Learning
- 2.2 Peer Tutoring
- 2.3 Collaborative / Co-Operative Learning
- 2.4 Activity Based Learning and Active learning methods
- 2.5 Multi level teaching

Unit 3: Adaptations in Co-Curricular Activities

- 3.1 Using Co-Curricular for facilitating learning
- 3.2 Assembly and Recess Time
- 3.3 Games, Sports and Physical activities
- 3.4 Visual and Performing Arts
- 3.5 Unified Events, Outdoor activities & Work Education

Unit 4: Teaching Practices: Elementary & Secondary Level

- 4.1 Teaching of Language
- 4.2 Teaching of Science
- 4.3 Teaching of Mathematics
- 4.4 Teaching of Social Science and EVS
- 4.5 Teaching of Co- Scholastic domains

Unit 5: Alternative Methods of Evaluation

- 5.1 Concept of CCE
- 5.2 Adapting CCE
- 5.3 Evaluating through Alternative Methods: Visuals; ICT; Observation
- 5.4 Techniques and Tools of Evaluation
- 5.5 Provisions and Exemptions for Educational Evaluation

OUTCOMES: Customize and apply curriculum for towards Inclusive Classroom Transactions; Adapt CoCurricular Activities for Individualizing subject specific content for Inclusive Teaching; Use alternative methods of evaluation for diverse learners.

PAPER IV: COMMUNICATION NEEDS AND ICT

Hours: 60

Marks 100 (Internal 20 External 80)

Objectives:

On completion of this paper, trainees will be able to develop knowledge in the following areas: 1. Meaning, Scope of communication and Language among diverse learners in inclusive classrooms a. Assessment of language needs b. Apply skills for language enhancement in inclusive classrooms c. Use different modes of communication 2. Development of skills in the following areas: a. Identifying communication errors in learners with disabilities b. Techniques of preparing AAC c. Diagnostic Audiometer d. Speech Trainer c. Tape Recorder and Cassettes

Unit 1 Communication and Behavioural Issues

- 1.1 Effective Classroom Communication and Accessible Communication
- 1.2 Communication Disorders
- 1.3 Effect of communication difficulties on academics
- 1.4 Facilitating communication in the school and community
- 1.5 Positive Behaviour Support in inclusive setting

Unit 2: Addressing Concerns: Communication and Behaviour

- 2.1 Sensory Disability: Hearing and Visual Impairment; Deafblindness
- 2.2 Intellectual Disability
- 2.3 Autism and ADHD
- 2.4 Specific Learning Disability
- 2.5 Multiple Disabilities

Unit 3: Modes of Communication

- 3.1 Types of communication: verbal & non verbal
- 3.2 Interpersonal & interactive communication amongst the children
- 3.3 Reading and writing as a communication
- 3.4 Evaluation of communication skills
- 3.5 Using Art form as a means of communication

Unit 4: Communication Strategies and Augmentative and Alternative Communication (AAC)

- 4.1 Meaning and Functions of AAC
- 4.2 Categories of AAC
- 4.3 Language Development and AAC: Communication Boards, PECS, VOCA and others
- 4.4 Selection of an AAC System
- 4.5 Visual Aids-Stories and Schedules, Arrangement of Visual Representation

Unit 5: Information and Communication Technology (ICT)

- 5.1 Technology for facilitating communication skills
- 5.2 Teacher Competencies in using ICT
- 5.3 Adaptations of Technologies for communication with Different Disabilities
- 5.4 Digital Learning Resources
- 5.5 Available Software and innovations

OUTCOMES

Teacher Trainees will address Communication Needs with use of ICT resources among Students with HI, VI, ID, CP, Autism, Learning Disabilities within the National Curriculum Framework guidelines; Adapting subject based content by applying ICT skills in context of diverse learning styles in inclusive settings.

Block /Paper -5 Practicum – (being reviewed)

TOOLS: DISABILITY WISE

HEARING IMPAIRMENT

1. Portable Audiometer
2. Diagnostic Audiometer
3. Speech Trainer
4. Tape Recorder and Cassettes
5. Clinical Psychology test material
 - a) Bhatia's Battery Performance Test
 - b) Binet-Kamath's Test of Intelligence
 - c) Seguin Form Board
 - d) Draw-A-Man Test
 - e) Denver's Developmental Screening Test
 - f) Chatterjee's Non-Language Preference Record
 - g) Benton's Visual Retention Test
 - h) Minnesota Multi-phasic Personality Inventory
6. Mirrors – 4
7. Toys and Play Material
8. Ear Model and Larynx Model

LEARNING DISABILITIES

™ Audio visual materials

™ Sensory training material

Materials:

- a. Text books of all primary-level school subjects i.e. language, maths, science, history, geography, environmental sciences,
- b. General knowledge books and encyclopedias
- c. Educational Materials like games, puzzles, reading material worksheets etc.
- d. Montessori Equipment
- e. Computer Aided Instructions
- f. Art craft materials
- g. Case Studies of students with Learning Disability (L.D.)
- h. Jig:Saw Puzzles, games,
- i. Sensory training material,
- j. Stopwatch,
- k. Screens

Tests:

- a. Weschlers intelligence scale
- b. Bender: Gestalt V- M. Test
- c. P.P.V.Test
- d. Indian Adaptation of Stanford Binet Test of Intelligence by S.P.Kulshresta
- e. Marianne Frostig Test of Visuo Motor Perception
- f. Aston Index for Screening children with Learning Difficulties
- g. Behavioural checklist to screen the L.D.(BCSLD)
- h. Diagnostic Test of Disorder
- i. Test of Thinking Strategies
- j. Diagnostic Test of Learning Disabilities (g, h, i, j, are by Dr. S. Swarup and Dr. D. H. Mehta – Centre of Special Education, SNDT Women's University, Mumbai-49)

CEREBRAL PALSY

Space, Devices and Material Required Material Required

(A) Locomotor Impairment

1. Below Elbow Prosthesis
2. Above Elbow Prosthesis
3. PTB BK Prosthesis
4. Above Knee Prosthesis
5. Below Knee Orthosis

(B) Cerebral Palsy

1. Learning and functional Aids
2. Achievement Tests
3. Adaptive equipments for teaching activities for daily living

(C) General

1. Rexine mats and bolsters, wedges, low stools for physical management Samples of 10 mobility aids - crutches, walkers, wheelchairs
2. Samples of prosthetic and orthotic appliances (in centres where there are no referral centres such as Rehabilitation Unit such as NIOH, RRTC, DDRC) Samples of adaptive furniture and wheelchairs - cut-out trays, floor tables, adaptive seating
3. Samples of material used for ADL (mealtime management, bathing, use of toilet, dressing etc.)
4. Samples of Alternative and Augmentative Communication devices - display boards message books, Voice Output communication Aids (VOCAS),
5. ICT systems for persons with complex communication needs and severe physical disabilities
6. Mirror
7. Toys
8. Assessment tests and checklists on all developmental areas
9. Audio-visuals on assessment and intervention

MENTAL RETARDATION

Devices and Material Required Slide Projector with screen – 1

Cassette Recorder - 1

Cassettes (Audio) – 20

Black Board - 1

Teaching Material (Demonstration)

- Montessori set – 1
- Kindergarten set - 1
- Nursery set – 1
- Miscellaneous Materials set - 1

Psychological test material set (for demonstration) - 1

Slides set (for all subjects) - 1

Play therapy equipment set (for demonstration) - 1

VISUAL IMPAIRMENT

Aids and Appliances Required

1. Braille slate and stylus
2. Braillers (Taj or Perkins)
3. Mathematical devices (Abacus, Taylor frame etc.)
4. Tactile aids (including the use of relief papers for preparing geometrical figures)
5. Reading readiness material.
6. An embossed political map of the World with the use of threads.

7. A Physical feature map of Asia.
8. Mobility map of the City or Village where the trainee studies.
9. Inch and Centimeter graph sheets using the Braille.
10. A kit to develop the visual efficiency of a low vision child.
11. A kit for low vision assessment.
12. Materials for adopted physical education.
13. Optical and non-optical devices for low vision.

Introduction to the NCF Introduction to State Board of Education of the State in which the course is run Understanding the need to adapt the curriculum according to need of CWSNs Making adaptations based on learning styles and difficulties.



**NATIONAL INSTITUTE FOR EMPOWERMENT OF
PERSONS WITH MULTIPLE DISABILITIES (DIVYANGJAN)**
(Department of Empowerment of Persons with Disabilities (Divyangjan),
Ministry of Social Justice and Empowerment, Govt. of India)
ECR, Muttukadu, Kovalam Post, Chennai 603 112, Tamil Nadu
Fax: 044-27472389 Tel: 044-27472104, 27472113, 27472046
Website: www.niepmd.tn.nic.in E-mail: niepmdhrd@gmail.com

Form No. _____

Batch -1 : Last Date for Receipt of duly filled Application : 31/01/2018

Self attested
photograph of
applicant

APPLICATION FOR ADMISSION TO **Advance Certificate Course in Inclusive Education
(Cross Disability) (ACCIE(CD))**

- Name of the applicant : _____
- Name of the Parent / Guardian : _____
a) Father Name _____ b) Mother Name _____
- Date of Birth DD/MM/YY): _____ Age in years & months : _____
- Gender : Male / Female / Others _____ Marital Status : _____
- Nationality : _____ Domicile : _____
- Whether belongs to North East States, If yes mentioned State : _____
- Category : Tick in appropriate place SC ST OBC PwD Gen
If PwD, mention Nature of Disability and Percentage _____
- Whether Parents / Siblings of PwD, If yes Nature of Disability of the Child : _____
- Annual Family Income (from all sources) : _____ Adhaar No. _____
- Address for :

	Correspondence	Permanent
State		
Pin code		
Tel. No.		
Email ID		

11. Details of examinations passed :

S. No.	Name of the exam passed	Name of the Board/University	Year of Passing	Total Marks	Marks Obtained	%age obtained	Subjects
1.							
2.							
3.							
4.							

Declaration

I hereby declare that all the statements made by me in this application, to the best of my/our knowledge, are true, complete and correct. If found incorrect or false my candidature / admission may be treated as cancelled at any stage.

Applicant's Signature: _____ Parent/Guardian's signature: _____

Note : Self attested copies of caste, domicile, Income certificates, mark sheets, Disability Certificate, Sports Certificate etc should be enclosed with the application form.