Curriculum of
POST GRADUATE DIPLOMA IN
INCLUSIVE TRAINING AND DEVELOPMENT
After Revision

2023-2024

Bharathidasan University
Centre for Differently Abled Persons
Tiruchirappalli-620 023
Tamil Nadu, India

POST GRADUATE DIPLOMA IN
INCLUSIVE TRAINING AND DEVELOPMENT

For the candidates admitted from the academic year
2023-2024 onwards

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Curriculum Structure

SEM	COURSE CODE	TITLE OF THE PAPER	MARKS		TOTAL	Credits
			CIA	ESE		
I	23PGDITD1	Sustainable Inclusive growth and development	25	75	100	5
	23PGDITD2	Entrepreneurship Education for Social Inclusion	25	75	100	5
	23PGDITD3	Human Resource Management and business communication	25	75	100	5
	23PGDITD 4	Internship	40	60	100	3
II	23PGDITD5	Statistics and Research Methodology	25	75	100	5
	23PGDITD6	Integrating Assistive Technology for Inclusive Training	25	75	100	5
	23PGDITD7	Research Project work	40	60	100	8
					700	36

Pedagogical methods adopted for delivery of course contents shall be through

1. Blended learning
2. Brain storming
3. Constructivist learning
4. E-mind map
5. Exploratory learning
6. Flipped learning
7. Inquisitive learning
8. Jigsaw
9. Mobile learning
10. Participative learning
11. Reflective learning
12. Scenario Analysis Based learning

Programme Educational Objectives (PEO)

The objectives of the Programme are to;

PEO1 : Actively engage in the development and implementation of training programs and promotion of inclusive practices.

PEO2 : Establish human resources training and implementation strategies to guarantee the successful integration of individuals with disabilities into the workforce.

PEO3 : Develop strategies to support individuals with disabilities in building their self-advocacy skills and promoting a culture of diversity and inclusion in the workplace.

PEO4 : Collaborate with community organizations and disability advocacy groups to further enhance support systems for individuals with disabilities in the workforce.

PEO5 Perform statistical analysis and research on the development of inclusive human resources

Program Outcomes

PO1: The learners demonstratively groomed in their choice sub-fields of Science and Technology **seize/secure/spread** relevant **Work/Job/Career Competences.**

PO2: The learners with right exposures in the chosen sub-fields of Science and Technology are **Seasoned-Spirited** enough contributing to fulfillment of **Community** needs.

PO3: The learners contribute to scientific and societal progress by means of technical innovation and strive to achieve success in workplace or as an entrepreneur.

Program Specific Outcomes

At the end of the program, the students will be able to:

PSO1: Facilitate inclusive practices for assessing training needs of persons with or without disabilities.

PSO2: Design and implement inclusive training programs

PSO3: Perform statistics and research for developing inclusive human resources.

PSO4: Apply Human Resource Training and Implementation strategies for creating inclusive workplace.

PSO5: Promote Entrepreneurship and lifelong Education
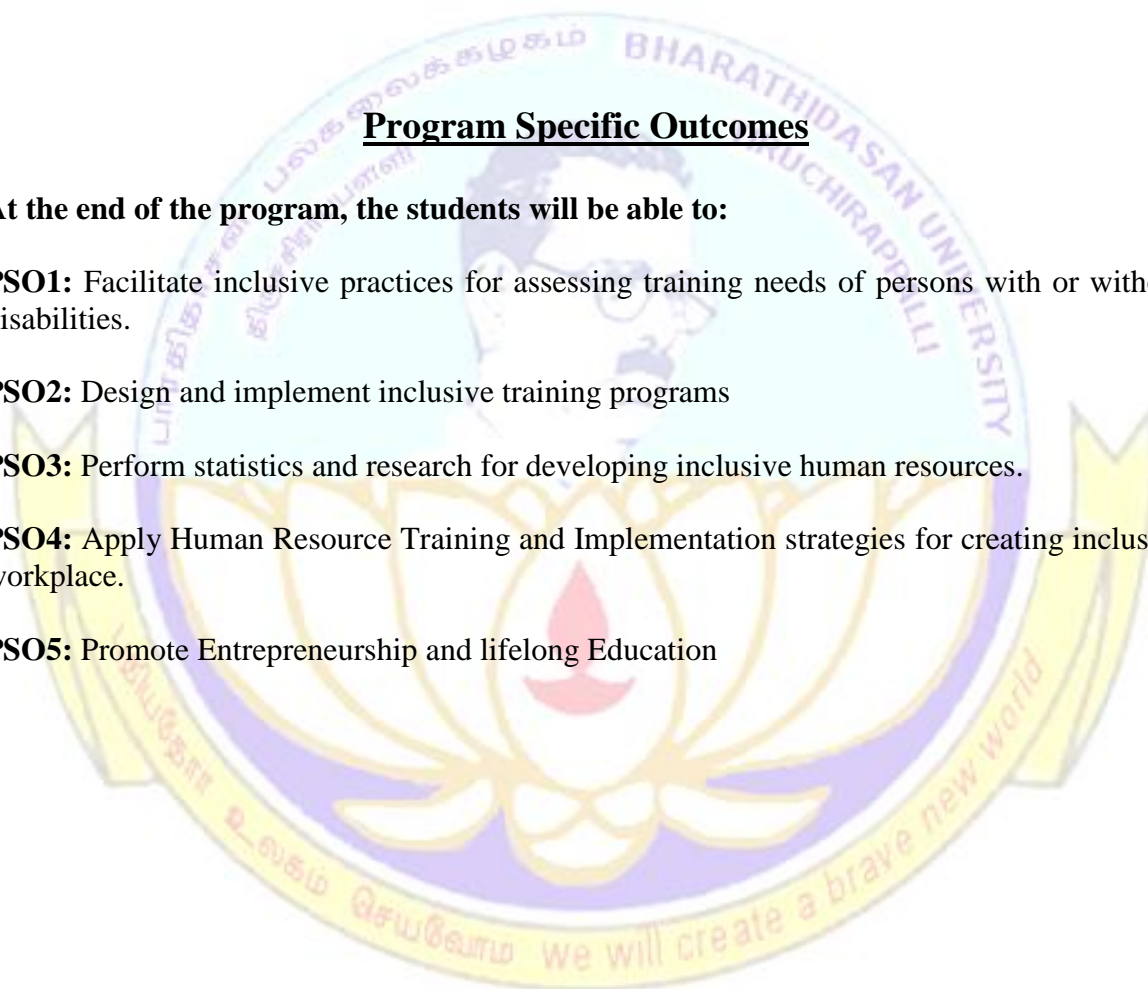
REGULATIONS

1. Name of the Programme
Post Graduate Diploma in Inclusive Training and Development

2. Eligibility for admission to the Programme
A candidate who has passed any degree of Bharathidasan University or any other University accepted by the Syndicate of Bharathidasan University.

3. Duration of the Programme
The Programme is for a period of one year: Semester pattern.

4. Number of intake
The maximum number of student's enrolment for the course will be 10.

5. Scheme of the Examination
The Examination (ESE) will be conducted in Nov & April.

Semester	Courses
Core Paper	4
Elective	2
Internship	1
Research Project work	1

- The maximum marks for the examination conducted for each course is 100 out of which 75 is for End Semester Examination (ESE) and 25 is for Continuous Internal Assessment (CIA) for theory and 60 for End Semester Examination (ESE) and 40 is for Continuous Internal Assessment (CIA) for practical and project work
- Grade "AAA" means absent for the ESE for the course.
- The number of contact hours per week for any course shall range from four to six hours.
- The examinations will be conducted by the Centre for the Differently Abled Persons.
- Duration for ESE for theory shall be three hours and for practical three to six hours.
- In the case of courses with practical component, 60 marks will be for the theory component and 40 marks for practical component. In each component 40% of the marks shall be for CIA and 60% for ESE.
- The syllabi will be framed by the Board of Studies consisting of all the members of the faculty in the Department and some experts from outside the department (approved by the University) with Head of the Department as the Chairperson.
- In the statement of marks both the mark obtained by the candidate and the grade awarded to him/her will be mentioned.
- The whole programme must be completed within 2 (Two) years from the date of joining; otherwise the registration for the programme will be cancelled.

6. Attendance
- Every student should put in at least 75% attendance in each course.
- No candidate who has put in attendance for less than 75% of the working days in a semester will be permitted to take the ESE unless he/she gets condonation certificate.

- A candidate who has put in less than 65% attendance in a course, he/she has to either repeat the course or take an equivalent course.

7. Letter Grade and Grade Points of the Courses and Final Result
As per Bharathidasan University PG regulation

8. Passing Minimum for a Course

Passing Minimum

	Continuous Internal Assessment (CIA)	*University Examination (UE)*
Theory	50% out of 25 marks	50% out of 75 marks
Practical	50% out of 40 marks	50% out of 60 marks

Failed candidates in the Internal Assessment are permitted to appear for their Internal Assessment in the subsequent semesters (2 chances will be given) by writing Tests and Assignments.

Note: The above regulations are subject to amendments from time to time.
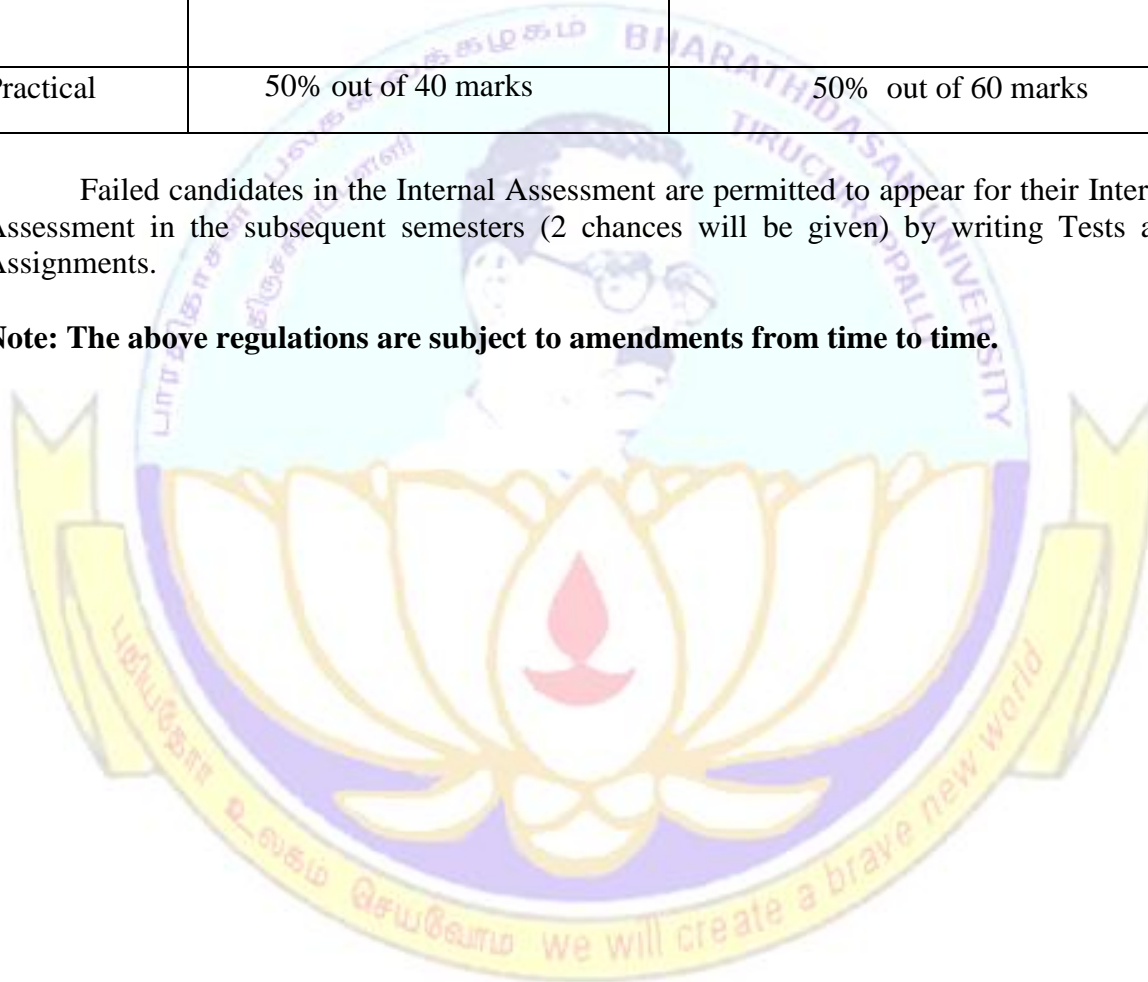
BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI
Centre for Differently Abled Persons
Post Graduate Diploma in Inclusive Training and Development
Semester-I
SUSTAINABLE INCLUSIVE GROWTH AND DEVELOPMENT

Course Code : 23PGDITD1	**Max. Marks** :100
Credits : 4	**Internal Marks** : 25
	External Marks : 75

Course Objectives:
To enable the students to

- Interpret measures of poverty and inequality
- Understand the nature and dimensions of Inclusive Growth and development.
- Analyze the role of macroeconomic policies in promoting growth and equality and reducing poverty
- Identify obstacles to inclusive growth and prioritize reforms
- Enable the students to understand the role of Technology & Community-based Development
- Identify opportunities for sustainable Inclusive Growth and development

Unit I
Sustainable Inclusive Growth and development: Introduction, dimension. Sustainable Development Goals and actions - Principles of Good Governance. Human Rights and Gender Equality- The Ethics of Wealth, Poverty, and Inequality, Major UN Covenants and Declarations- Divided Societies- Forces of Widening Inequalities-Gender Inequity.

Unit II
Human capital, growth, and inclusiveness. Access to education- Quality of education. Challenges Building Resilient Communities-Gender, Employment and Economic Crisis - CBR and Community-based Inclusive Development - Poverty and Disability-Concept on disability and development - components of CBR[5]

Unit III
Financial Inclusion -Defining and measuring financial inclusion. Financial inclusion, growth, and inequality - Lending to SMEs –Microfinance. The Impact of Corruption- Corruption and inclusive growth. Policies to fight corruption.

Unit IV
International and National Initiatives for inclusive growth and development: factors for achieving inclusive growth. Human Rights and Gender Equality: The Ethics of Wealth, Poverty, and Inequality, Major UN Covenants and Declarations

Unit V
Technology & Community-based Development: ICTs in inclusive development: education and job training[10]. Accessible ICTs: Assistive technology - Accessible buildings and workstations

Unit VI
Recent trends in inclusive growth and development in India: group discussions[8]

Pedagogical method used:
[1]Blended Learning
[5]Exploratory Learning
[8]JIGSAW
[10]Participative Learning
[12]Scenario Analysis Based Learning

Materials for Study and Reference:
References:

1. Commission on Growth and Development (2008) Growth Report: Strategies for Sustained Growth and Inclusive Development, the World Bank.
2. Dev, S. and Ravi, C. (2007) 'Poverty and Inequality: All India and States, 1983-2005.' Economic &Political Weekly 42(6), 10-16 February.
3. DFID (2004) "What is Pro-Poor Growth and Why Do We Need to know?" Pro-Poor Growth Briefing Note 1, Department for International Development, London.
4. Eleventh Five Year Plan(2007-2012) Inclusive Growth, Vol. 1 , Planning Commission Of India, Oxford University Press, New Delhi(2008)
5. Hausmann, R., Rodrik D., and A. Velasco (2005) Growth Diagnostics. Mimeo, Harvard Kennedy School. Cambridge.
6. Kalirajan, K., Shand, R.T. and Bhide, S. (2010)Strategies for Achieving Sustained High Economic Growth. New Delhi: Sage.
7. Lopez, H. (2004b). "Pro-Poor Growth: A Review of What We Know (and of What We Don't)" Mimeo. World Bank.
8. Paper To Eleventh Five-Year Plan m(2007-2012) H.P.Planning Department Government of Himachal Pradesh ,Shimla
9. Planning Commission Twelfth five year year plan (2012/2017)/Planning Commission, Government of India, SAGE Publications India Pvt Ltd (2013)
10. Provisional agenda of Trade and Development Commission on Social inclusion programmes and their impact on sustainable and inclusive development and growth UN , 2014

E-Books:

- https://www.springer.com/in/book/9783319142647
- https://www.pdfdrive.net/economic-growth-and-development-books.html

Course Outcomes:
On completion of the course the students will be able to:

CO1	K1	Understand International and national Initiatives for inclusive growth and development
CO2	K4	Visualize the inclusive Growth in India
CO3	K2	Understand vision and aspiration of inclusive growth
CO4	K2	Understand community based Inclusive development
CO5	K3	Understand ICT in inclusive development

CO6	K3	Understand the dimensions of Inclusive development
CO7	K5	Identify the Challenges and Opportunities for Inclusive Growth
CO8	K4	Understand technology and community based development

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓			✓	✓			
CO2	✓				✓			
CO3		✓		✓				
CO4		✓				✓		
CO5		✓						✓
CO6			✓				✓	
CO7			✓				✓	
CO8			✓				✓	✓

Course Code : 23PGDITD2	**Max. Marks** : 100
Credits : 5	**Internal Marks** : 25
	External Marks : 75

Objectives:

- To enable the students to understand the concept of Social Inclusion and Entrepreneurship.
- To analyze Youth Entrepreneurship
- To Integrate Entrepreneurship Education in Higher education

Unit I
Entrepreneurship in global context: social and economic development. Entrepreneurship and social entrepreneurship: Meaning, Entrepreneurial attributes/ indicators, Theories of entrepreneurship, Characteristics of an entrepreneurial venture, factors affecting entrepreneurial Growth and social inclusion.

Unit II
Social Inclusion-Definition of Social Inclusion-scope and need -goal -education - Main Drivers for Social Inclusion[4]- Role of Social Entrepreneurs-Entrepreneurial motivation - Values and Culture - Policies and programs related to entrepreneurship development

Unit III
Youth Entrepreneurship -Driving Forces of Entrepreneurship Education-Integrate Entrepreneurship Education into Mainstream Curricula[8]- Role of educational institutions in facilitating entrepreneurship Development.

Unit IV
Technology Entrepreneurship: Emerging and Disruptive Technologies[7.] E-Cell Meaning and concept of E-cells, advantages to join E-cell, significance of E-cell, various activities conducted by E-cell. Risk taking, resilience, negotiation.

UNIT-V:
Introduction to various forms of business organization (sole proprietorship, partnership, corporations, Limited Liability Company), mission, vision and strategy formulation. Entrepreneurial Marketing and Selling

Unit VI
The challenges of entrepreneurship education for social inclusion: Jigsaw method and case study analysis[6]

Pedagogical method used:
[4]E-mind Map
[6]Flipped Learning
[7]Inquisitive Learning
[8]JIGSAW
[11]Reflective Learning

Materials for Study and Reference:
References:

1. Bhide, Amar V**.,** The Origin and Evolution of New Business, Oxford University Press, New York, 2000.
2. Brandt, Steven C., The 10 Commandments for Building a Growth Company, Third Edition, Macmillan Business Books, Delhi, 1977
3. Desai, Vasant (2004) Management of small scale enterprises New Delhi: Himalaya Publishing House,
4. Dollinger M.J., 'Entrepreneurship strategies and Resources', 3rd edition, Pearson Education, New Delhi 2006.
5. Hisrich D. Robert, Entrepreneurship, MCGraw, 2013
6. Kurakto, Entrepreneurship-Principles and practices, 7th Edition,2007, Thomson publication
7. Maddhurima Lall, Shikha Sahai, Entrepreneurship, Excel Books,2006
8. Mathew J. Manimala, Entrepreneurship theory at crossroads,Biztantra, 2007
9. Paul F,New Entrepreneur's Guide Book,Crisp,2004
10. Vasant Desai, Entrepreneurial Development and Management, Himalaya Publishing House, 2007

E-Books:

- http://www.opentextbooks.org.hk/system/files/export/17/17418/pdf/Entrepreneurship_Education_and_Training_17418.pdf
- http://www.freebookcentre.net/Business/Entrepreneurship-Books.html
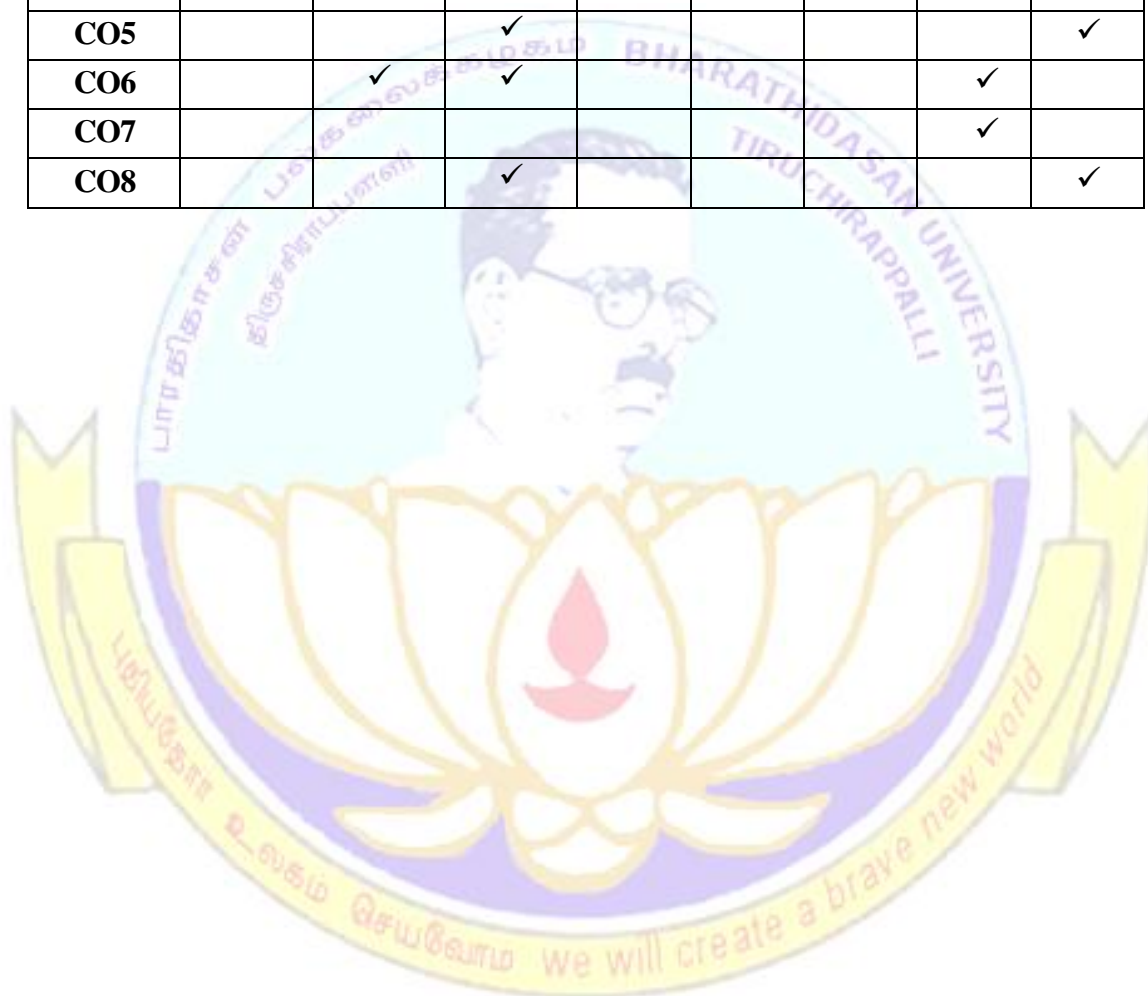- https://www.palgrave.com/gp/book/9789811016141

Course Outcomes:
On completion of the course the students will be able to:

CO1	K2	Understand the dimensions and perspective of social Inclusion
CO2	K3	Understand the importance of Entrepreneurship in Higher Education and technological entrepreneurship
CO3	K4	Analyze Emerging and Disruptive Technologies
CO4	K5	Describe Structure and Scope of Entrepreneurship
CO5	K5	Describe social inclusion
CO6	K3	Understand Role of Social Entrepreneurs
CO7	K5	Describe the Characteristics of Entrepreneurial Activity
CO8	K4	Understand the DNA of an entrepreneur and assess their strengths and weaknesses from an entrepreneurial perspective.

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	✓			
CO2	✓					✓		
CO3		✓	✓				✓	
CO4		✓						✓
CO5			✓					✓
CO6		✓	✓				✓	
CO7							✓	
CO8			✓					✓

INCLUSIVE HUMAN RESOURCE TRAINING AND MANAGEMENT

Course Code : 23PGDITD3	**Max. Marks**	: 100
Credits : 5	**Internal Marks**	: 25
	External Marks	: 75

Objectives:
- To enable the students to analyze the relationship among Organization Training, Development, Policies, Evaluation and Emerging pattern.
- To Identify organizational Training and Development
- To analyze and Evaluate Training & Development in organizational set up.

Unit I
Introduction to training concept- Definition – meaning – need for training – Importance of training – Objectives of training – Concepts of education – Training Policies – organisational climate for training and development – a system model - Steps in training – identification of job competencies- E learning[11]

Unit II
Human Resource Planning Introduction: Meaning, scope, objective, functions, policies & roles and importance of Human Resource Management. Interaction with other functional areas.HRM & HRD a comparative analysis, Human Resource Management practices in India[6].

Unit III
Human Resource Development: Concept, Employee training & development. Role of effective communication[9] for international and cross- cultural management and in the field of international marketing[1], Dynamics of Cross-Cultural leadership, managing and motivating multi culture Teams.

Unit IV
Business Communication-Methods and Modes of Communication- verbal-nonverbal, Computers and E- communication Video and Satellite Conferencing - Problems in Communication and remedies – **Accessible Communication modes**.

Unit V
Business Correspondence- Theory of Business Letter Writing -Types of Business Communications –Categories, methods and formats - Business vocabulary-Ethics

Unit VI
The challenges of human resource management: Seminar[12]

Pedagogical method used:
[3]Constructivist Learning
[8]JIGSAW
[10]Participative Learning
[11]Reflective Learning
[12]Scenario Analysis Based Learning

Materials for Study and Reference:
References:

1. Craig, Robert L. (Ed.) Training and Development Handbook, New York McGrawHill 1976.
2. Garner James, Training Interventions in Job Skill Development, Massachusetts, Addison-Wesley, 1981.Indian Society for Training and Development, Training and Development, New Delhi, 1989.
3. Jac, A New Vision For Human Resources,Crisp,2004
4. Kaila H.L.,Human Resource Development and Organizational Psychology, Aitbs,2012
5. Kenney, John; Bennelly and Marga ret A. Reid, Manpower Training and Development, London Institute of Personnel Management, 1979.
6. Prior, John, Handbook of Training and Development, Jaico Publishing House, Bombay, 1997.
7. Trvelove, Steve, Handbook of Training and Development, Blackwell Business, 1995.
8. Vinod Vasishtha, Organization Skills, Ferguson, 2007
9. Warren, M.W. Training for Results, Massachusetts, Addison-Wesley, 1979.

E-Books:

- https://bookboon.com/en/hrm-ebooks
- https://www.unece.org/fileadmin/DAM/stats/publications/HRMT_w_cover_resized.pdf
- https://www.ciphr.com/features/seven-best-hr-ebooks/
- https://bookboon.com/en/soft-skills-ebook
- https://www.conovercompany.com/soft-skills-ebook
- https://www.pdfdrive.net/soft-skills-books.html

Course Outcomes:
On completion of the course the students will be able to:

CO1	K2	Understand the Emerging Pattern of Training and Development
CO2	K3	Understand the criteria for identifying training needs
CO3	K3	Understand the process of assessment
CO4	K2	Acquire Principles for evaluation
CO5	K4	Analyze Emerging Pattern of Training and Development
CO6	K5	Classify HRT and HRD.
CO7	K6	Describe the process of training
CO8	K6	Describe the Emerging Pattern of Training and Development

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	✓			
CO2	✓				✓			
CO3		✓				✓		
CO4		✓			✓			
CO5	✓						✓	✓
CO6		✓	✓					✓
CO7		✓					✓	
CO8			✓			✓		✓

BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI
Centre for Differently Abled Persons
Post Graduate Diploma in Inclusive Training and Development
Semester-I
INTERNSHIP

Course Code : 23PGDITD4 **Max. Marks** : 100
Credits : 3 **Internal Marks** : 40
  External Marks : 60

Objective:
- To enable the students to understand and appreciate the inclusive work culture of organizations
- To enable the students to learn about the inclusive training and management practices prevalent in the organizations
- To enable the students to perform case analysis of the institution

Case Study Report:
    The students will be deputed to organizations that work on inclusive principles for a period of 30 hours. Institutional and Individual case study has to be presented by the students at the end of the internship.

Materials for Study and Reference:
E-Books:
- https://www.sagamorepub.com/products/making-most-your-internship-ebook
- http://mspub.blogs.pace.edu/book-career-resources/

Course Outcomes:
On completion of the course the students will be able to:

CO1	K2	Understand the inclusive work culture of organizations
CO2	K5	Replicate and enhance the inclusive work culture
CO3	K4	Conduct inclusive training and management programs
CO4	K6	Perform case analysis of the institution

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	✓			
CO2	✓				✓	✓		
CO3		✓	✓				✓	✓
CO4		✓	✓					✓

BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI
Centre for Differently Abled Persons
Post Graduate Diploma in Inclusive Training and Development
Semester-II
STATISTICS AND RESEARCH METHODOLOGY

Course Code : 23PGDIT5		**Max. Marks** : 100	
Credits : 5		**Internal Marks** : 25	
		External Marks : 75	

Objectives:
On successful completion of the course, the student will be able to:
- Conceptualize and operationalize the of Research problem
- Design quantitative and qualitative studies with appropriate methodology
- Prepare scientific research reports

Unit I - Introduction
Social Science Research: Characteristics and Limitations – Methods and Methodology - Philosophical Foundations of Research: Epistemological and Ontological - Types of research: Inductive and Deductive, Pure and Applied, Quantitative and Qualitative, and Social Action Research - Ethical Considerations in Social Science Research

Unit II - Types of Research Design
Descriptive Design - Explanatory Design - Exploratory Design - Experimental Design - Diagnostic Design.

Unit III - Research Problem and Hypotheses
Framing Research Questions and Objectives - Formulation and Conceptualisation of Research Problem - Hypothesis: Types - Characteristics of good hypotheses - Testing hypotheses.

Unit IV - Sampling Framework
Probability Sampling: Simple random, Systematic, Stratified, Multi-stage, Cluster and Area. - Non Probability Sampling: Accidental, Purposive, Quota and Snowball[3].

Unit V
Sources of data: Primary and secondary - Quantitative methods of data collection: Interview, Questionnaire, Schedule method and Observation - Qualitative Methods of data collection: Participant Observation, Focus Group Interviews, Oral History and Narratives, Content Analysis and Case Study – ThematicAnalysis - Other unobtrusive methods - Data Processing, Analysis and Interpretation – Use of Statistics in research – Use of Statistical packages.

Unit VI
Writing research report: Addressing research question - Writing Strategies - Structure and style of reports - Referencing and Citation

Pedagogical method used:
[3]Constructivist Learning
[4]E-mind Map
[6]Flipped Learning

Materials for Study and Reference:
Text books:
1. Babbie Earl (2008), The Basics of Social Research, Printed at Thomson Higher Education, USA.
2. Biber Sharlene N.H and Leavy Patricia (2011), The Practice of Qualitative Research, Second Edition, Los Angeles: Sage Publications.
3. Blalkie, N. (2010) Designing Social Research. 2nd Edition, Cambridge: Polity Press. (Refer Introduction & Chapter 1 – 7)
4. Burton Dawn (2000), Research Training for Social Scientists, New Delhi: Sage Publications.

References:
1. Arya, P.P. and Yesh Pal, Research Methodology in Management, Deep & Deep Publications Pvt. Ltd., 2001.
2. Boyd, Westfall and Stasch: Marketing Research, Richard D. Irwin, Homewood Illisons.
3. Chau, Ya-Lun Statistical Analysis with Business and Economic Analysis (Hall Rinehart &Winston,
4. Hooda, R. P., Statistics for Business and Economics, Macmilan India Ltd., New Delhi, 2001.
5. Ian Hosker ,Statistics for Social Sciences 2Edition,Studymates, 2010
6. Lapin, Lawrence, Statistics for Modern Business Decisions, Hart -Court Brace Joranovich.
7. Levin, Richard I., Statistics for Management, Prentice -Hall of India, New Delhi, 7 th ed., 2001.
8. Norton ,Statistics-4 Edition., David FreedmanW.W.,2009
9. Elliott, Alan C and Woodward Wayne, A. (2007). Statistical Analysis-Quick Reference Guidebook, New Delhi: Sage Publications.
10. Gomm Roger (2008) Social Research Methodology: A Critical Introduction, New York: Palgrave Macmillian
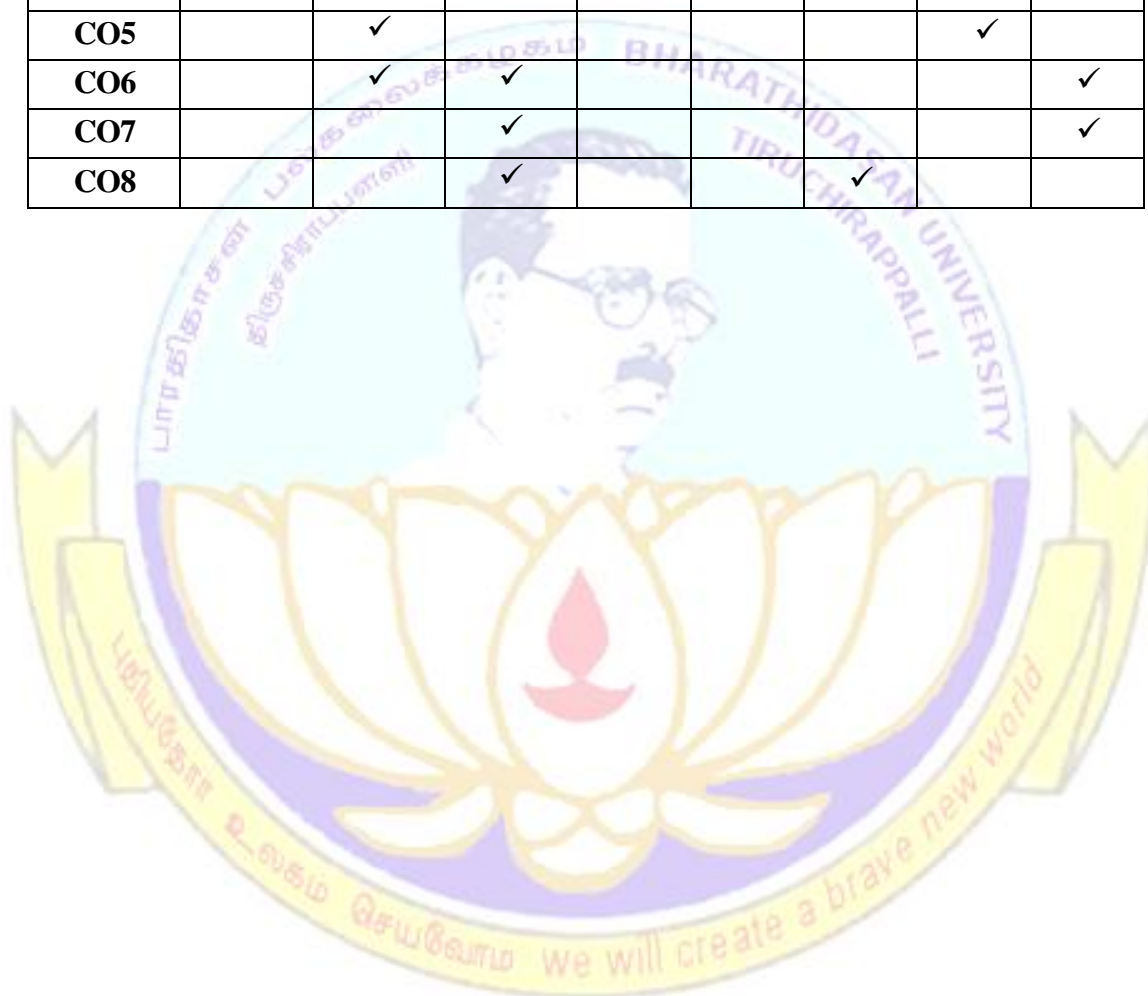
E-Books:
- https://www.pdfdrive.net/research-methodology-books.html
- https://www.springer.com/in/book/9781461487074

Course Outcomes:
On completion of the course the students will be able to:

CO1	K2	Understand the types of research and its applications
CO2	K4	Classify Research types, Research Planning
CO3	K3	Understand the Techniques for Analyzing Data
CO4	K7	Describe Research Process
CO5	K4	Understand the characteristics of a good sampling
CO6	K5	Describe Exploratory Research
CO7	K6	Describe E-mail survey and SPSS
CO8	K3	Understand the Mechanics of report writing

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	✓			
CO2	✓	✓			✓		✓	
CO3			✓			✓		
CO4		✓			✓			
CO5		✓					✓	
CO6		✓	✓					✓
CO7			✓					✓
CO8			✓			✓		

BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI
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Post Graduate Diploma in Inclusive Training and Development
Semester-II
INTEGRATING ASSISTIVE TECHNOLOGY FOR INCLUSIVE TRAINING

Course Code : 23PGDITD6	**Max. Marks**	: 100
Credits : 5	**Internal Marks**	: 25
	External Marks	: 75

Objectives:

- Identify and evaluate technologies that maximize the potential of people with disabilities.
- Facilitate the team decision-making of appropriate assistive technology for students with disabilities.
- Evaluate teaching and learning processes using assistive technology for students with disabilities.

Unit I

An introduction to assistive technology - Assistive technology to support writing, reading, word prediction, and notetaking[1]- Technology to support universal design for learning and differentiation - Technology tools to support the teaching of math and enhance communication

Unit II

Assistive technology for accessing computers and mobile devices - Assistive technology approaches to early communication and emergency literacy - Integrating Augmentative communication in the classroom, home, and community[9] - selecting appropriate assistive technology tools

Unit III

Instruction and assistive technology: Impact of computers on instruction - Instructional delivery formats - Multidisciplinary teams and assistive technology[7] - Planning for individual needs in software and hardware

Unit IV

Instructional software: Computer Assisted Instruction/Computer Managed Instruction - Authoring packages - Hypermedia concepts[6] - Evaluation of software. Assistive hardware and software: Assistive solutions for visually impaired - Assistive solutions for hearing impaired - Assistive solutions for physically disabled - assistive solutions for academically disabled

Unit V

Current assistive technology issues : Financing assistive technology - Assistive technology training - Family issues dealing with assistive technology - Inclusion and assistive technology - Cultural issues and assistive technology[7]

Unit VI

The importance of human resource planning and management: Seminar[6]

Pedagogical method used:
[1]Blended Learning
[6]Flipped Learning
[7]Inquisitive Learning
[9]Mobile Learning

Materials for Study and Reference:
References

1. Ray, J. & Warden, M.K. (1995). Technology, computers and the special needs learner. Albany, NY: Delmar.
2. Flippo, K., Inge, K., & Barcus, J.M. (1995). Assistive technology, a resource for school, work, and community. Baltimore, MD: Brookes.

Course Outcomes:
On completion of the course the students will be able to:

CO1	K2	Understand the use of assistive technology solutions that facilitate language skills, both written and oral, remedial skills, functional skills, and life skills.
CO2	K5	Describe and demonstrate the use of assistive technology solutions that facilitate inclusion in academic learning settings.
CO3	K4	Analyze how people with disabilities can access and benefit from telecommunication technologies and the internet.
CO4	K6	Describe and demonstrate the use of multimedia and hypermedia for people with disabilities.
CO5	K3	Demonstrate the use of assistive technology which provides access to careers for people with disabilities.
CO6	K4	Identify methods for facilitating change in schools created by technology.
CO7	K6	Develop methods of using technology to access learning for people with disabilities.
CO8	K7	Compare cultural implications of assistive technology usage in academic and community settings

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	✓			
CO2	✓						✓	✓
CO3		✓	✓			✓	✓	
CO4	✓				✓			
CO5	✓					✓	✓	
CO6		✓	✓				✓	
CO7			✓					✓
CO8			✓				✓	✓

RESEARCH PROJECT WORK

Course Code : PGDITD7		**Max. Marks** :100	
Credits : 8		**Internal Marks** : 40	
		External Marks : 60	

Objectives

- To enable the students to understand their area of research interest
- To enable to students to perform research related to their area of interest
- To enable the students to perform data analysis adopting appropriate statistical method
- To enable the students to interpret the obtained data and present the process and outcome of their research

Exercise:

The students have to undertake a topic of research related to inclusive training and development. A Project report has to be submitted in the prescribed format. The candidate has to defend their work in the Viva voce.

Course Outcomes:
On completion of the course the students will be able to:

CO1	K2	Understand their area of research interest
CO2	K3	Identify a research problem
CO3	K1	Collect reviews related to the selected research problem
CO4	K3	Plan the research process and select appropriate tools
CO5	K3	Execute the research design
CO6	K4	Perform data analysis adopting appropriate statistical method
CO7	K5	Interpret the obtained data and make inferences
CO8	K7	Present the process and outcome of their research

Mapping with Program Outcomes and Program Specific Outcomes:

CO/ PO&PSO	PO1	PO2	PO3	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	✓	✓		✓	✓			
CO2	✓	✓				✓	✓	
CO3			✓	✓		✓		
CO4	✓					✓		
CO5	✓					✓	✓	
CO6		✓	✓				✓	
CO7		✓	✓					✓
CO8			✓				✓	