

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002
DEPARTMENT OF REHABILITATION SCIENCE
I YEAR B.R.Sc. : SEMESTER- I
MAJOR CORE – 1

HEALTH AND DISABILITY

No. of Hours: 7

Marks: 100

No. of Credits: 5

Code: U09RS1MCT01

GENERAL OBJECTIVES :

1. To familiarize the students with the basic concepts of health care and importance of hygiene.
2. To create an awareness about prevention against common diseases and disability.
3. To provide the students knowledge regarding various nutrients and their importance.
4. To impart knowledge regarding the prevention of disabilities that occur due to malnutrition and ill health.
5. To familiarize the students about basic concepts and various types of disabilities.

UNIT 1: Introduction to Health

- 1.1 Definition / Meaning of health and hygiene
- 1.2 Types of diseases – congenital, acquired, communicable, non communicable
- 1.3 Agents and routes of transmission – direct, indirect
- 1.4 Prevention of diseases – immunization and levels of prevention

UNIT 2: Infection and Diseases

- 2.1 Viral infections – types, causes, symptoms and prevention
- 2.2 Bacterial infections – types, causes, symptoms and prevention
- 2.3 Infections by protozoa – types, causes, symptoms and prevention
- 2.4 Deficiency diseases – types, causes, symptoms and prevention

UNIT 3: Fundamentals of Nutrition

- 3.1 Definitions of food and nutrition
- 3.2 Need and importance of nutrition
- 3.3 Nutritional classification of foods – energy giving, body building and protective
- 3.4 Various nutrients and their specific functions and sources.

UNIT 4: Applied Nutrition

- 4.1 Recommended dietary allowances for various age groups
- 4.2 Food groups, malnutrition and its prevention
- 4.3 Dietary modifications and special feeding methods
- 4.4 Dietary modifications for various disability related diseases

UNIT 5: Introduction to Disability

- 5.1 Definition / Meaning of impairment, disability, handicap, exceptional child, differently abled
- 5.2 Classification - definition / concept of classification, advantages, disadvantages, classification of Disabilities
- 5.3 Labeling - definition / concept of classification, advantages, disadvantages
- 5.4 Misconceptions and attitudes towards the disabled.

PRACTICUM

1. Organising health awareness camps.
2. Organise a workshop with experts from different kinds of medical care.
3. Calculate nutritive value of One's own diet.
4. Planning and preparation of diets for various disability related diseases.
5. Visit to various institutions for the disabled.

REFERENCES

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3. Chalkiey A.M., (1986), "A test book for the Health worker, New Delhi; Mohunder Singh Sejwal for Wiley Eastern Ltd.. (Vol.1 & II)..
4. Mascarenhas, (1986).. Family Life Education, Bangalore; Centre for Research Education Service and Training for Family Life p r o m o t i o n..
5. Shryock, (1976)'. You and Your Health, California; Pacific Press Publishing Association.
6. Werner David, (1980).. Where there is no Doctor, London; Macmillan Press Ltd..
7. Timothy Johnson Gold finger Stephen..E., (1980)'. The Harvard Medical School Health Letter Book, New York; Warner Communication Company.

8. Jelliff.D,B. Standfield, (1981). Diseases of Children in the Sub Tropics and Tropics, London; English language book Society Publication.
9. Ramachandran.L. & Dharmalingam,(1983). A Test Book of Health Education, New Delhi; Vikas Publishing Honse Pvt. Ltd.
10. Hetzel S. Basil, (1978). Basic Health Care in Developing Countries, New York; Oxford University Press.
11. Swaminathan.M, (1982). Handbook of Food and Nutrition, Bangalore; BAPPCO Publishers.
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22. (1990) Nutrient Requirements and Recommended Dietary Allowances for Indians. Hyderabad ICMR.
23. Gopalan. C. et. al., (1989) Nutritive value of Indian Foods. Hyderabad ICMR.

24. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
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26. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
27. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001). Disabled Persons, New Delhi; Discovery Publishing House.
28. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc. : SEMESTER - I**  
**ALLIED - 1**

**INTERVENTION FOR VISUALLY IMPAIRED**

**No. of Hours: 4**

**Marks: 100**

**No. of Credits: 4**

**Code:**

**GENERAL OBJECTIVES :**

1. To enable the students to understand the anatomy and physiology of human eye.
2. To enable the students to understand the causes of visual impairment.
3. To provide knowledge on visual impairment.
4. To gain knowledge on characteristics and implications of visual impairment.
5. To provide skills in rehabilitation intervention.

Unit 1: Anatomy and Physiology of the Human eye

- 1.1 Anatomy and Physiology of eye
- 1.2 Process of seeing
- 1.3 Signs and symptoms of vision loss and Prevention of vision loss

Unit 2: Causes of Visual Impairment and Common Eye Diseases

- 2.1 Vitamin - A deficiency, Cataract, Glaucoma, Corneal Ulcer, and Traucoma
- 2.2 Neurological and Muscular and related disorders
- 2.3 Disorders related to refraction and the receptive aspects of the eye

Unit 3: Introduction to Visual Impairment

- 3.1 Definitions: Blindness, Visually Impaired, Educationally Blind, Low Vision, residual vision
- 3.2 Psychosocial, Educational and functional Implications of vision loss
- 3.3 Losses in acquired visual impairment and Misconceptions of Visual Impairment

Unit 4: Characteristics of Visually Impaired

- 4.1 Nature of intelligence, memory and concept,
- 4.2 Language and Motor development
- 4.3 Academic achievement of visually impaired children in general

Unit 5: Educational and Rehabilitational Intervention

- 5.1 Curriculum planning and Plus Curriculum
- 5.3 Instruction in school subjects
- 5.4 Application of Technology

**PRACTICUM:**

1. Visit to Eye hospitals.
2. Maintaining a record on anatomy of the different parts of the eye.
3. Assessment and programme planning for one visually impaired child.

**REFERENCES:**

1. Abrahamson, (1977). Know your Eyes, New York; Robert, E. Krieger Publishing Company.
2. Barraga, N (1985). Proceedings of Low Vision Workshop. Tiruchirapalli; Holy Cross College, Trichy
3. Bishop V.E., (1971). Teaching the Visually Handicapped. Charles C. Thomas.
4. Bisley .G. Geoffrey, (1980). Hand Book to Ophthalmology of Developing Countries, (2nd Ed.), Nairobi; Oxford University Press.
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15. Parr, John, (1982). Introduction to Ophthalmology, New York; Oxford University Press.
16. Prives .M & Lysenkov .N and Bush Kovich .V, (1985). Human Anatomy, Volume - 4. Moscow; MIR Pub.
17. Shryock Harold, (1979). You and Your Health. Revised Edition - Volume 2, California ; Pacific Press Publishing Association.
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19. Vaughan .et.al, (1962). General Ophthalmology (3rd Ed.), California; Large Medical Publications.
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002
DEPARTMENT OF REHABILITATION SCIENCE
I YEAR B.R.Sc. : SEMESTER – I
(From 2011 Onwards)

ALLIED – 2

HUMAN DEVELOPMENT

No. of Hours: 4

Marks: 100

No. of Credits: 3

Code: U11RS1ACT02

GENERAL OBJECTIVES:

1. To provide an insight regarding the normal course of development and to understand the developmental lag in the disabled.
2. To equip the students with knowledge regarding the importance of prenatal and early development and its impact on later development.
3. To provide knowledge regarding the various areas of development and effect of disability on them.
4. To enable students to comprehend development in various stages and effect of disability from conception to adulthood.

UNIT 1: Introduction to Development

- 1.1 Growth and development –Concepts, differences, principles, determinants
- 1.2 Stages of development, age ranges and their important characteristics.
- 1.3 Developmental lag -concept of developmental age, developmental milestones, developmental delay – its intervention

UNIT 2: Areas of Development

- 2.1 Motor development- Definitions, important aspects, effects of delay and disability, measures to enhance physical development.
- 2.2 Social and Emotional development - Definitions, important aspects, effects of disability, measures to enhance their development.
- 2.3 Cognitive development - Definitions, processes, effects of delay and disability, measures to enhance cognitive development.

UNIT 3: Prenatal Development and Infancy

- 3.1 Importance, stages and characteristics, detection of anomalies in prenatal development.
- 3.2 Disability considerations – genetic and environmental causes of disability, congenital disabilities, effect of birth on later development
- 3.3 Neonatal assessment for disabilities, physical, physiological and behavioral activities and care of new born

UNIT 4: Early Childhood and Late Childhood

- 4.1 Developmental tasks and needs in early and late childhood.
- 4.2 Physical, motor, cognitive, social and emotional mile stones in early and late childhood
- 4.3 Disability considerations in early and late childhood

UNIT 5: Adolescence and Adulthood

- 5.1 Developmental tasks and of adolescence and adulthood
- 5.2 Physical, motor, cognitive, social and emotional mile stones in adolescence
- 5.3 Disability considerations in adolescence and adulthood

PRACTICUM :

1. Observation of reflexes in an infant
2. Screening CWSN for developmental milestones.
3. Conducting a sociometric study of college students.
4. Writing a case study of a CWSN.

REFERENCES:

1. Biehler, C., Snowman, J. (1999) Age Level Characteristics in Psychology Applied to Teaching. New York: Academic Press.
2. Conger, J.J., (1999) Adolescence and Youth. New York: Harper Collins.
3. Seifert, K.L. and Hoffnung, R.J. (1991) Child and Adolescent Development. Boston: Houghton Mifflin Company.

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6. Hurlock, EB. (1981) Developmental Psychology A Life Span Approach. New Delhi Tata McGraw ó Hill Pub. Co., Ltd..
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8. <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>
9. <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
10. <http://www.nios.ac.in/srsec328newE/328EL12.pdf>-
11. <http://www.nios.ac.in/srsec328newE/328EL13.pdf> -
12. <http://www.nios.ac.in/srsec328newE/328EL14.pdf>
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002
DEPARTMENT OF REHABILITATION SCIENCE
I YEAR B.R.Sc. : SEMESTER - II
(From 2008 Onwards)
MAJOR CORE - 2

INTERVENTION FOR MENTALLY RETARDED

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U08RS2MCT02

GENERAL OBJECTIVES :

1. To gain knowledge about the structure and function of the nervous system.
2. To impart knowledge on basic theoretical facts like definition and classification in Mental Retardation.
3. To familiarize students with varied problems and associated conditions related to Mental Retardation.
4. To provide practical experience to work with the Mentally Retarded children.

UNIT 1 : Introduction and Intervention

- 1.1 Structure of the Nervous System
- 1.2 Definition, Classification of Mental Retardation
- 1.3 Risk factors in Mental Retardation
- 1.4 Screening and Intervention

UNIT 2 : Genetics

- 2.1 Cell Division and gametogenesis
- 2.2 Human Chromosome complement and sex determination
- 2.3 Mendelian Inheritance and Blood Group Inheritance
- 2.4 Teratogens

UNIT 3 : Chromosomal and gene linked abnormalities

- 3.1 Autosomal abnormalities
- 3.2 Sex chromosomal abnormalities
- 3.3 Gene-linked abnormalities
- 3.4 Genetic Counselling and Pedigree analysis

UNIT 4 : Metabolic Disorders

- 4.1 Carbohydrate metabolic disorder
- 4.2 Amino Acid metabolic disorders
- 4.3 Lipid metabolic disorders and mineral metabolic disorders
- 4.4 Cranial anomalies

UNIT 5 : Related problems – Causes, characteristics, treatment and rehabilitation

- 5.1 Epilepsy
- 5.2 Cerebral Palsy
- 5.3 Psychiatric disturbances
- 5.4 Conduct disorders

PRACTICUM :

1. Visit to Mentally Retarded institutions/schools.
2. Preparation of a case study.
3. Visiting a Hospital to learn about the various diagnostic tests for the identification of Genetic/Chromosomal disorders.

REFERENCES :

1. Baroff, G.S. (1986). Mental Retardation – Nature, Causes and management (2nd Edition). Washington : Hemisphere Publishing Corporation.
2. Fraser, W.I. & Green, A.M. (1991). Halla's Caring for people with Mental Handicaps. Osford : Butterworth Hernnmann.
3. Gellis & Feingold, (1989). Atlas to Mental Retardation syndromes Department of Health Education and Welfare.
4. Government of India (1996). The Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act 1995.
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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc. : SEMESTER - II**  
**MAJOR CORE - 3**

**INTERVENTION FOR HEARING IMPAIRED**

**No. of Hours: 5**

**Marks: 100**

**No. of Credits: 4**

**Code: U08RS2MCT03**

**GENERAL OBJECTIVES :**

1. To enable the students to understand the anatomy and physiology of different parts of ear identify persons with ear diseases and refer them to the audiologist/ ENT Specialist.
2. To impart knowledge regarding the prevalence, causes, characteristics and implications of hearing impairment.
3. To acquaint the students with the need for early identification and methods of early intervention for the hearing impaired.
4. To enable students to screen, identify and provide referral services and understand the educational models prevalent for the hearing impaired.

**UNIT 1 : Anatomy and Physiology of Ear**

- 1.1 Structure and function of Outer Ear
- 1.2 Structure and function of the Middle Ear
- 1.3 Structure and function of the Inner Ear
- 1.4 Physiology of Hearing and Central Auditory Processing

**UNIT 2 : Medical and Contemporary aspects of Hearing Loss  
(Signs, symptoms and treatment)**

- 2.1 Diseases of the Outer Ear
- 2.2 Diseases of the Middle Ear
- 2.3 Diseases of the Inner Ear
- 2.4 Noise Induced Hearing Loss

**UNIT 3 : The Hearing Impaired**

- 3.1 Definitions
- 3.2 Prevalence, causes and classification of hearing impairment
- 3.3 Characteristics and impact of hearing impairment
- 3.4 Early intervention for hearing impaired

- UNIT 4 : Hearing Evaluation
- 4.1 Neonatal screening
  - 4.2 Techniques of Infant hearing screening
  - 4.3 Identification and Follow-up in Infant Screening (0 - 2 years)
  - 4.4 Goals and methods used in testing pre-schoolers (2 - 4 years)

- UNIT 5 : Language Programmes
- 5.1 Pre-school aged children
  - 5.2 Identification and Evaluation of communication and hearing needs and development of I.E.P.
  - 5.3 Elementary aged children
  - 5.4 Involvement of Parents and Professionals

**PRACTICUM :**

1. Visit to ENT hospitals.
2. Maintaining a record on anatomy of the different parts of the ear.
3. Visit to Institutions for the Hearing Impaired.
4. Conducting a Screening Camp.

**REFERENCES :**

1. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
2. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
3. Charles Van Riper; Robert L. Erickson, (1996). Speech Correction, Introduction to Speech Pathology and Audiology, (9 Ed.). U.S.A.; Allyn & Bacon.
4. Gerard. J. Tortora, (1988). Introduction to Human Body, Sydney; Harper & Row Pub.
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20. Swarup, S. (Ed.), (2001) Booklet on Identification and Assessment of Disabilities and Curriculum Planning, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
21. Tough Joan, (1976). Listening to Children Talking. London : Woolaston Parker Limited.
22. Tucker Ivan & Nolan Michael, (1984). Educational Audiology. U.S.A. : Croom Helm Ltd.
23. Willard. R. Wemlin, (1988). Speech & Hearing Science Anatomy & Physiology, New Jersey; Prentice Hall.
24. Zemilin.R.Willard, (1988). Speech and Hearing Science Anatomy Physiology, New Jersey; Prentice Hall, Englewood cliffs.



DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R.Sc. : SEMESTER - II  
ALLIED - 3  
BRAILLE  
(PRACTICUM)

No. of Hours: 4

Marks: 100

No. of Credits: 3

Code: U08RS2ACP03

**GENERAL OBJECTIVES :**

1. To give the students knowledge of the historical development of braille.
2. To enable the students to read, write and transcribe using brailier and braille slate and stylus.
3. To enable the students to prepare materials using English Braille and Bharathi Braille.
4. To gain knowledge an assistive devices for the visually impaired.

UNIT 1 : History of Braille

- 1.1 Development of braille code
- 1.2 International adoption
- 1.3 Research on size and shape
- 1.4 Contractions

UNIT 2 : English Literary Code

- 2.1 Braille alphabets
- 2.2 Punctuations and English letter indicator
- 2.3 Cardinal numbers
- 2.4 Ordinal numbers

UNIT 3 : Wordsigns and contractions

- 3.1 Simple upper wordsigns
- 3.2 Upper contractions and Lower contractions
- 3.3 Lower wordsigns
- 3.4 Initial and final letter contractions and wordsigns

UNIT 4 : Bharathi Braille Code (Tamil / Hindi and Malayalam)

- 4.1 Tamil Braille Alphabets
- 4.2 Contractions using one, two braille cells and dot five
- 4.3 Word signs
- 4.4 Short form words

UNIT 5 : Assistive Technology for Visually Impaired

- 5.1 Educational aids
- 5.2 Mobility aids
- 5.3 Low vision aids
- 5.4 Recreational and other aids

**REFERENCES :**

1. C.L. Kundu. Status of Disability in India 2003. New Delhi Rehabilitation Council of India (RCI).
2. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples Association.
3. Upendra, H. and Rangnekar, V. (2000). Indian Guide to Aids and Appliances for the Blind. Mumbai : NAB Louis Braille Memorial Research Centre.
4. Dorf M.B. And Scharry.E.R., (1979). Instruction Manual for Braille Transcribing, Washington; Library of Congress.
5. American Association of Workers for the Blind, Association For Education of the Visually Handicapped and National Braille Association. Code of Braille Textbook Formats and Techniques, (1977). Kentucky; American Printing House for the Blind.
6. Dorf M.B. and Tate B.H., (1984). Instruction Manual for Braille Transcribing, 3rd ed., Washington; The Library of Congress.
7. Olson M.R. and Mangold S.S., (1982). Guidelines and games for teaching efficient braille reading, New York; American Foundation for the Blind.
8. Hampshire B., (1981). Working with braille. Switzerland; The Unesco Press.
9. Hampshire B. (1980) Braille production handbook, Sweden; Swedish Federation of the Visually Handicapped.
10. Bourgeault .S.E. and Mani .M.N.G., (1991). Braille - Instructions to teacher preparation in Tamil Nadu, Nilgiris; Nivis Publishers.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002
DEPARTMENT OF REHABILITATION SCIENCE
II YEAR B.R.Sc. : SEMESTER - III
MAJOR CORE - 4
MOBILITY AND MATHEMATICS - VISUALLY IMPAIRED
(PRACTICUM)

No. of Hours: 6

Marks: 100

No. of Credits: 5

Code: U08RS3MCP04

GENERAL OBJECTIVES:

1. To give the students knowledge of calculating mathematical problems using Nemeth Code.
2. To enable the students to add, subtract, multiply and divide using abacus.
3. To help the students plan, train and evaluate visually impaired children in Daily Living Skills.
4. To help the students plan, train and evaluate visually impaired children in Orientation and Mobility.

UNIT 1 : Nemeth code for Arithmetic - I

- 1.1 Numerals, punctuation signs and symbols, and capitalization
- 1.2 Signs and symbols of operation; signs and symbols of comparison; and signs and symbols of grouping
- 1.3 Simple fractions, mixed numbers
- 1.4 Complex fractions and hyper complex fractions

UNIT 2 : Nemeth code for Arithmetic - II

- 2.1 Roman numerals, omissions and cancellation
- 2.2 Shape signs, superscripts and subscripts
- 2.3 Radicals, trigonometry and logarithm
- 2.4 Greek letter indicator, units of currency and measurements

UNIT 3 : Abacus

- 3.1 Pre-requisite skills for the efficient learning of abacus and general concepts
- 3.2 Addition, subtraction
- 3.3 Multiplication and division
- 3.4 Addition, subtraction of decimals and fractions

UNIT 4 : Sensory Training and Daily Living Skills

- 4.1 Need, objectives and training strategies
- 4.2 Daily Living activities
- 4.3 Role of teacher and parent involvement in daily living skills
- 4.4 Evaluation through checklists and suggestions for improving daily living skills

UNIT 5 : Orientation and Mobility

- 5.1 Definitions, importance and common terms used in Orientation and Mobility
- 5.2 Mobility skills
- 5.3 Role of resource teachers in teaching Orientation and Mobility and preparing lesson plans and training the visually impaired persons in Orientation and Mobility
- 5.4 Orientation and Mobility for persons with low vision

REFERENCES :

1. American Association of Workers for the Blind, Association for Education of the Visually Handicapped and National Braille Association. (1982). The Nemeth Braille code for mathematics and science notations 1972 Revision. Kentucky; American Printing House for the Blind.
2. Bonhan .R.W., (1973). Braille mathematics notation (1970), Parts 1 and 2, London; The Royal National Institute for the Blind.
3. Davidow .M.E., (1977). Abacus made easy, Kentucky; American Printing House for the Blind.
4. Everett Hill .E and Ponder .P. (1976). O & M techniques. New York; American Foundation for the Blind.
5. Immaneul P.(1989). Gramapura Paarvaiyattror maruvazhvupani. Tiruchirapalli; Holy Cross College.
6. Mani .M.N.G., (1991). Amazing abacus, Coimbatore; Resource and Development Centre, SRKV College of Education.
7. Michigan School for Blind. Precane Mobility and Orientation skills for the blind.
8. Roberts Helen et.al., (1978). An introduction to braille mathematics, Washington; Library of Congress.

9. Scholl G T.(1986). Foundations of Early Education for blind and Visually Handicapped, Youth and Children. New York;
10. Tooze D.(1981). Independence Training for VH children. Baltimore; University Park Press. American Foundation for the Blind.
11. UNICEF (1989). Braille mathematics code for India - Manual, NIVH - DehraDun and NAB, Bombay.
12. Wehrum M. E.(1977). Techniques of DLS. Pennsylvania; Greater Pittsburgh Guild for the Blind.
13. Yeadon A.(1974). Towards independence in DLS for blind. A step by step guide to personal management for blind. New York; American Foundation for the Blind.
14. Mukhopadhyay et.al.(1987). Source Book for Training Teachers for Visually Impaired New Delhi; National Council of Educational Research and Training (NCERT).

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DEPARTMENT OF REHABILITATION SCIENCE

II YEAR B.R.Sc. : SEMESTER - III

MAJOR CORE

INTERVENTION FOR LOCOMOTOR DISABILITY AND PHYSIOTHERAPY

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U11RS3MCT05

**GENERAL OBJECTIVES :**

1. To enable the students to identify, examine, evaluate and give suggestions for the locomotor disabled.
2. To impart knowledge on the role and importance of physical medicine in therapy.
3. To familiarise the student with physiotherapeutic principles and methods of treatment used in specific conditions.
4. To impart knowledge on educational considerations for locomotor disabled.

UNIT 1 : Anatomy and diseases of skeleton, joints and muscles (15 hours)

1.1 Anatomy of the Skeleton, Joints, and Muscular System

1.2 Diseases of bones

1.3 Diseases of joints

1.4 Diseases of muscles

UNIT 2 : Examination and Evaluation of locomotor disability (10 hours)

2.1 Guidelines for identifying locomotor disabilities

2.2 Guidelines for measurement of locomotor disabilities

2.3 History taking, Examining and Evaluation of children with locomotor disability

2.4 Prevalence, Incidence and Prevention of Locomotor disabilities

UNIT 3 : Educational considerations for persons with locomotor disability (5 hours)

3.1 Readiness activities for children with locomotor disabilities

3.2 Initiating a child with locomotor disability into a school

3.3 Types of special educational facilities

3.4 Components of special education

UNIT 4 : Introduction to Physiotherapy (10 hours)

*(Physiological effects, equipments, special precautions, indications for use and contra indications for the therapies are dealt).*

- 4.1 Definitions, Aims, Objectives, Scope and General principles of treatment
- 4.2 Hydrotherapy : Cold bath, Warm bath and Tepid sponge bath, Hot sitz bath, Contrast bath, Whirl pool bath and Hubbard tub bath, Cold wet compress, Hot wet compress, Hot fomentation compress and Moist hot pack
- 4.3 Electric Therapy and Exercise Therapy
- 4.4 Massage, Paraffin bath, Traction, Braces and other supports

UNIT 5 : Therapeutic treatment for neurological and musculo skeletal Disorders (10hours)

- 5.1 Neurologic disorders: Cerebral Palsy, Bells palsy, Cerebral vascular accident, Muscular sclerosis, Muscular dystrophy, Parkinson's disease.
- 5.2 Poly neuritis and Protrusion of intervertebral disk
- 5.3 Muscular skeletal disorders: Arthritis and rheumatic conditions, Poliomyelitis, lowback pain, Sprains, Bursitis, Cervical disorders, Contractures, Contusions, Fractures, Hand injuries and Myositis
- 5.4 Osteoarthritis, Osteomyelitis, Synovitis.

PRACTICUM : (25 hours)

- 1. Visit to Physiotherapy College, Spastics Society, Hospitals and Artificial limb centres. (5)
- 2. Observation of patients with orthopaedic and neurological disorders. (5)
- 3. Observation of different types of therapeutic treatment. (5)
- 4. Exposure in handling Physiotherapy exercises for Cerebral Palsied Children. (10)

REFERENCES :

- 1. Shastack,R., (1977). Handbook of Physical Therapy, New York; Springer & Springer Publishing Co.
- 2. Gardiner,D.M., (1985). The Principles of Exercise Therapy, New Delhi; CBS Publishers.
- 3. Physiotherapy Manuel, I.P.D. (1985). Orthopaedic Centre, Madras; Andhra Mahila Sabha.

4. Washburn, K.B., (1981). Physical Medicine and Rehabilitation : Essentials of primary care, New York; Medical Examination publishing co., Inc.
5. Werner David (1987). Disabled Village Children, U.S.A.; The Hesperian Foundation.
6. Bhatt Usha (1963). The Physically Handicapped in India, Bombay; Shivilaxmi Bhuvana.
7. Hallahan D.P. & Kauffman J.M. (1978). Exceptional Children, New Jersey; Prentice Hall Inc.
8. Waugh, A. and Grant, A.(2001). Anatomy and Physiology in Health and Illness New York; Churchill Livingstone.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2
DEPARTMENT OF REHABILITATION SCIENCE
II YEAR B.R.SC. : SEMESTER - III
ALLIED - 4 (OPTIONAL)
PSYCHOLOGY

No. of Hours: 4

Marks: 100

No. of Credits: 4

Code: U08RS3AOT04

GENERAL OBJECTIVES :

1. To understand the basic concepts of psychology, theories of learning and intelligence.
2. To understand concepts in memory forgetting and motivation.
3. To explain the characteristics of creative persons and develop creative thinking and problem solving techniques.
4. To develop their self concept and maintain better inter-personal relations and the concepts of consciousness, sleep and dreams.

UNIT 1 : Introduction to Psychology

- 1.1 Meaning and History
- 1.2 Learning
- 1.3 Intelligence
- 1.4 Improving intelligence

UNIT 2 : Perception, Memory and Forgetting

- 2.1 Perception
- 2.2 Memory
- 2.3 Forgetting
- 2.4 Types of Forgetting

UNIT 3 : Creativity, Problem Solving and Aptitude

- 3.1 Defining Creativity
- 3.2 Characteristics of creative personality
- 3.3 Problem solving
- 3.4 Aptitude

UNIT 4 : Motivation, Emotion and Environment

- 4.1 Motivation and Needs
- 4.2 Theories of motivation
- 4.3 Emotion
- 4.4 Environment

UNIT 5 : States of Consciousness

- 5.1 States of consciousness
- 5.2 Sleep and dreams
- 5.3 Hypnosis and Meditation
- 5.4 Self concept

PRACTICUM :

1. Various tests are conducted to understand
 - learning theories
 - level of motivation
 - emotional quotient
 - memory
2. Workshop on How to Develop Creativity and Thinking.
3. Workshop on Developing Self-concept and Esteem.
4. Solve simple problem situations and help solving personal problems.

REFERENCES :

1. Roger Van Oech, (1993). A Whack On the side of the head, Noida, India; Gospons papers Pvt. Ltd.
2. Clifford Morgan, Richard A King et.al. (1993). Introduction to Psychology. New York; Mc Graw Hill Inc.
3. Darley, Glucksherk, Kincha, (1991), Psychology, Prentice Hall Inc. A vision of Simen & Schuster,
4. Carlson, (1990). Psychology - The Science of Behaviour, U.S.A.; Allyn and Bacon, Inc.
5. Gordon H. Bower, Richard R. Bootzin and Robert B. Zajonc, (1987). Principles of Psychology, U.S.A.; Random House : Inc.
6. Huffinon & William, (1987). Psychology in Action, Singapore; John Wiley & Sons, Inc.
7. John A.Glover, Roger H.Burning, (1987). Educational Psychology, Principles and Applications, U.S.A.; Little Brown & Co. & Limited.
8. Arno .F. Witting and Gurney Williams, (1987). Introduction to Psychology. New York; Mc Graw Hill Inc.
9. Stephen Worchel, Wayne Sheilske, (1986). Psychology Principles and Applications, U.S.A.; Prentice Hall : A division of Simon & Schcester Inc.
10. Vergenia Nichols Quinn, (1985). Applying Psychology, Singapore; Mc Graw - Hill.

11. Gage / Berliner, (1984). Educational Psychology, U.S.A.; Houghton Mifflin Company.
12. David .W. Johnson and Frank .P. Johnson, (1982), Joining together, New Jersey; Prentice Hall and U.S.A.; Prentice Hall Inc.
13. Frank J.Bruno (1980), (1984). Behavior and Life, Singapore; John Wiley & Sons, Inc.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - III**  
**SKILL BASED ELECTIVE - 3**

**COMMUNITY BASED REHABILITATION**

**No. of Hours: 2**

**Marks: 100**

**No. of Credits: 2**

**Code: U11RS3SBP03**

**GENERAL OBJECTIVES :**

1. To enable students to provide information and support to families and communities towards acceptance of persons with disabilities.
2. To enable students to develop linkages to provide suitable services to persons with disabilities in the family and community.
3. To enable the students to train and involve the families and communities in the habilitation process.
4. To enable students to become effective community based rehabilitation programmers

**UNIT 1 : The Family**

- Meaning and definition, Characteristics, Impact of disability in families, Coping strategies adopted by families, Facilitators and Inhibitors in coping

**UNIT 2 : Planning for family involvement in CBR**

- Understanding the needs of family, parent/significant others involvement in the rehabilitation process.

**UNIT 3 : Community Based Rehabilitation**

- Meaning and definition of community based rehabilitation, components needed for CBRs, advantages of CBRs, models of rehabilitation

**UNIT 4 : CBR - Planning and Implementation**

- Selecting a project area, situation analysis, components of a situation study, methods of gathering information, identifying and utilizing, community resources and services.

**UNIT 5 : Training in the Community for People with Disabilities**

- Guide for people with disabilities, guide for Community Rehabilitation Committee, guide for school teachers, guide for local supervisors.

**PRACTICUM :**

1. Field visit to rural and urban community.
2. Field visit to different CBR programmes.
3. Case history taking of a person with disability in a community and planning interventional services.
4. Developing a Community Based Rehabilitation Plan for the village visited.

#### REFERENCES :

1. Bhushan, V. & Sachdeva, D.R., (2002). An Introduction to Sociology, (4<sup>th</sup> Edition). New Delhi; Kitab Mahal Agencies.
2. Madan, G.R. (2002). Indian Social Problems : Social Disorganisation and Reconstruction. (5<sup>th</sup> Edition). New Delhi : Allied Publishers Private Limited.
3. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001). Disabled Persons, New Delhi; Discovery Publishing House.
4. Kundu, C.L., (2000) Status of Disability in India - 2000, New Delhi : Rehabilitation Council of India.
5. Punani .B., & Rawal .N., (1997). Community Based Rehabilitation, (Visual impairment), Bombay; National Association for the Blind.
6. Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.
7. Peshawaria, R. & et.al. (1995). Understanding Indian Families Having persons with Mental Retardation, Secunderabad : National Institute for the Mentally Handicapped (NIMH).
8. Muricken, J.S.J. & Kareparampil, G. (1995) Persons with Disability in Society. Trivandrum: Kerala Federation for the Blind.
9. Punani .B., & Rawal .N., (1993). Handbook - Visual Handicap, New Delhi; Ashish Publishing House.
10. Murthy, S.P. & Gopalan.l., (1992). Workbook on Community Based Rehabilitation Services, Bangalore; Vikas CBR Project.
11. Desai, A.N., (1990). Helping the handicapped : Problems and Prospects, New Delhi : Ashish Publishing House.
12. Helander, E., Mendis, P., Nelson, G., & Geordt, A., (1989). Training in the Community for people with disabilities. Geneva : World Health Organisation.

13. Johnson, A.G., (1989). Human Arrangements : An Introduction to Sociology. (2<sup>nd</sup> Edition). New York; Harcourt Brace Jovanovich, Publishers.
14. Kornblum, W., & Smith, C.D. (1988). Sociology in a changing World. Montreal, Holt, Rinehart and Winston, Inc.
15. Werner David, (1987). Disabled Village Children, U.S.A.; The Hesperian Foundation.
16. Gallagher, J.J. & Veitz, P.M. (1986). Families of Handicapped persons, Baltimore : Brooks Publishing Co.
17. Mehta .D.S., (1983). Handbook of Disabled in India, Madras; Allied publishers Private Ltd.
18. Newman, P.R. & Newman, B.M., (1981). Living the process of adjustment. Illinois : The Dorsey Press.
19. Notes on Topics of Paper - IV, Persons with Mental Retardation - Family and Community Interaction, Diploma in Special Education (Mental Retardation) Secunderabad : National Institute for the Mentally Handicapped (NIMH).

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002
DEPARTMENT OF REHABILITATION SCIENCE
II YEAR B.R.Sc. : SEMESTER - IV
MAJOR CORE - 6

CURRICULAR STRATEGIES - MENTALLY RETARDED

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U08RS4MCT06

GENERAL OBJECTIVES :

After studying the paper, the students are expected

1. To develop curricular guidelines for children with mental retardation.
2. To select the appropriate content area for various age levels and severity levels.
3. To formulate the IEP and apply suitable strategy for the given group of children with mental retardation.
4. To demonstrate competency to train children with mental retardation in different co-curricular activities

UNIT 1 : Introduction to Curriculum Development for students with mental retardation

- 1.1 Definition and Principles of curriculum development
- 1.2 Approaches to curriculum and instruction for students with mental retardation
- 1.3 Individualized Educational Programme
- 1.4 Task analysis and acquisition, maintenance, generalization

UNIT 2 : Curriculum for primary and secondary level

- 2.1 Personal skills
- 2.2 Language and communication skills
- 2.3 Social skills
- 2.4 Occupational skills

UNIT 3 : Curriculum for vocational level persons and for persons with severe and profound mental retardation

- 3.1 Personal skills
- 3.2 Language and communication skills
- 3.3 Social skills
- 3.4 Occupational skills

UNIT 4 : Teaching Principles and Approaches

- 4.1 Teaching principles – Practice, motivation, reinforcement and feed back
- 4.2 Methods of teaching
- 4.3 Teaching approaches – project, play way, Montessori and multi-sensory
- 4.4 Child centered learning

UNIT 5 : Co-curricular Activities and Classroom Management

- 5.1 Relevance and importance
- 5.2 Visual Arts (art and craft), performing arts (dance, music, drama, etc.) and importance and guidance for selection
- 5.3 Classroom management
- 5.4 Teaching learning materials and functional aids and evaluation of learning outcomes

PRACTICUM :

1. Trainee shall observe a demonstration lesson by the special educator of the school.
2. Collect background information through educational assessment.
3. Select primary goals and specific objectives.
4. Develop 10 curricular and co-curricular lessons taking into account the varying current levels of the class.
5. Implement Lesson Plan with appropriate TLM.

REFERENCES :

1. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
2. Narayan, J (Ed.) (1999) School Readiness for Children with Special Needs, Secunderabad, NIMH.
3. Panda, K.C. (1999). Education of Exceptional Children, New Delhi: Vikas Publications.
4. Myreddi, V, Narayan, J (1998) Functional Academics for Students with Mental Retardation – A Guide for teachers. Secunderabad, NIMH.
5. Thomas, C.C. (1976) – The Teaching Research Curriculum for Moderately and Severely Handicapped Self-Help and Cognitive, Springfield, U.S.A. : Charles C. Thomas Publishers.

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002
DEPARTMENT OF REHABILITATION SCIENCE
II YEAR B.R.Sc. : SEMESTER – IV

MAJOR ELECTIVE - 1 (OPTIONAL)

COUNSELLING

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U08RS4MET01

GENERAL OBJECTIVES:

1. To equip students with counselling skills.
2. To enable students to develop insight into the basic features of counselling.
3. To expose students to counselling strategies.
4. To equip students to apply counselling strategies/therapies with persons with disability and their parents.

UNIT 1 : Basics of counselling and interpersonal relationship

- 1.1 Definition, goals, role and characteristics of counsellor
- 1.2 Features of a helping relationship and professional burn out
- 1.3 Stages of relationship
- 1.4 Expressing feelings and improved relationship quotient, handling criticisms and rejection

UNIT 2 : Human Communication

- 2.1 Elements of Communication
- 2.2 Models of Communication
- 2.3 Patterns of Communication
- 2.4 Communication Styles and Effective Communication Skills

UNIT 3 : Counselling Therapies

- 3.1 Psycho-analytic Therapy and Behaviour Therapy
- 3.2 Transactional Analysis, Existential therapy and Adlerian therapy
- 3.3 Person-Centered Therapy and Rational-emotive Therapy
- 3.4 Reality therapy and Gestalt therapy

UNIT 4 : The needy client and forms of helping

- 4.1 Helping the individual
- 4.2 Helping with social skills
- 4.3 Helping with thinking and feeling
- 4.4 Helping in groups and through networks

UNIT 5 : Counselling for persons with disability

- 5.1 Handicapped child in the family
- 5.2 Counselling significant people in the lives of the handicapped
- 5.3 Personal and Social adjustment training for the handicapped
- 5.4 Vocational counselling

PRACTICUM :

- 1. Arrange talks by eminent counsellors.
- 2. Case Presentations and analyses.
- 3. Observe and assist in counselling sessions.
- 4. Organise counselling sessions for different categories of disabled persons.
- 5. Conduct a workshop on communication skills.

REFERENCES :

- 1. Murgatroyd Stephen, (1988). Counselling and Helping, London; British Psychological Society and Methuen.
- 2. Kennedy Eugene, (1977). On becoming a Counsellor, U.S.A.; Gill and Mac Millan.
- 3. Gerald Corey, (1991). Theory and Practise of Counselling and Psychotherapy, Brook/Cole Pub. Co.
- 4. Kochhar,S.K., (1990). Guidance and Counselling in Colleges and Universities, New Delhi; Sterling.
- 5. Weight, N.G., (1980). Total Rehabilitation, U.S.A.; Little Brown Company.
- 6. Fr. Joe Currie, S.J., (1993). In the Path of the Barefoot Counsellor, 18 Steps Toward Becoming Effective Helping Persons. Bangalore; TC Publications.
- 7. John Antony .D, (1994). Dynamics of Counselling, Nagercoil; Microskills Model Anugraha Publications.
- 8. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology, New Delhi; Sage Publications.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - IV**  
**MAJOR ELECTIVE - 1 (OPTIONAL)**

**GROUP DYNAMICS**

**No. of Hours: 5**

**Marks: 100**

**No. of Credits: 5**

**Code: U08RS4MET02**

**GENERAL OBJECTIVES :**

1. To impart knowledge regarding various concepts in group dynamics.
2. To foster an understanding regarding the various types of groups and leadership.
3. To acquaint the students with the various methods of decision making.
4. To acquaint the students with the various types and implications of conflicts, creativity and problem solving.
5. To impart soft skills training.

**UNIT 1 : Group Dynamics**

- 1.1 Definitions
- 1.2 Establishing a group and group functions
- 1.3 Stages of group development
- 1.4 Group process techniques

**UNIT 2 : Leadership**

- 2.1 Definitions and Types of Leadership
- 2.2 Styles of leadership
- 2.3 Theories of Leadership
- 2.4 Developing Leadership Qualities

**UNIT 3 : Decision Making**

- 3.1 Making Effective Decision
- 3.2 Individual Vs Group Decision Making
- 3.3 Factors Hampering Effective Group Decision Making
- 3.4 Methods of Decision Making

**UNIT 4 : Conflicts, Creativity and Problem Solving**

- 4.1 Types of Conflicts
- 4.2 Conflict strategies
- 4.3 Creative Process
- 4.4 Steps and blocks in problem solving

**UNIT 5 : Developing Soft Skills**

- 5.1 Need for soft skills
- 5.2 Tips to Developing soft skills
- 5.3 Preparing a Curriculum Vitae and Facing the Interview
- 5.4 Brainstorming and Group Discussion

PRACTICUM :

- 1. Conducting many group games to explain and reinforce the various concepts.
- 2. Conducting sociograms with in the class.
- 3. Prepare a Curriculum Vitae.
- 4. Conducting group discussions.
- 5. Conduct a mock interview.

REFERENCES :

- 1. Berko/ Wolvin/ Wolvin, Communicating: A Social and Career Focus. Fourth Edition., New Jersey : Houghton Mifflin Company.
- 2. Teri Kwal Gamble and Michael Gamble, Communication Works (1987). Second Edition., New York : Random House.
- 3. David W. Johnson & Frank P. Johnson, Joining Together Group theory and group skills. Second Edition. New Jersey : Prentice Hall, Inc. .
- 4. Bertran H. Raver & Jeffrey Z. Rubin. Social Psychology, Second Edition., New York : John Wiley & Sons.
- 5. John C. Brigham (1986). Social Psychology. Toronto : Little, Brown & Company.
- 6. J. Richard Eiser (1986). Social Psychology Attitudes, cognition and social behaviour. New York : Cambridge University Press.
- 7. Anthony Disouza (1985). Leadership Better ,Yourself Books, Bombay.
- 8. Dr. Chowdhry Paul .D. 1994. Introduction to Social Work. Lucknow : Atma Ram & Sons.



**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.SC. : SEMESTER - IV**  
**ALLIED - 5 (OPTIONAL)**  
**EXCEPTIONAL CHILDREN**

**No. of Hours: 4**

**Marks: 100**

**No. of Credits: 3**

**Code: U08RS4AOT05**

**GENERAL OBJECTIVES:**

1. To foster an understanding of the concepts, classification, laws, policies and education of exceptional children.
2. To create awareness among students regarding the concept, identification, causes and prevention of deviances.
3. To impart knowledge regarding the various types of exceptional children.
4. To assist in comprehending the various characteristics of different types of exceptional children.
5. To impart knowledge regarding education needs of exceptional children.

UNIT 1 : Introduction to Exceptional children  
1.1 Concept of Exceptional Children  
1.2 Individual difference  
1.3 Families with Exceptional Children  
1.4 Special provisions by the central Government

UNIT 2: Introduction to Gifted Children  
2.1 Concept/Definition of gifted child  
2.2 Causes of giftedness  
2.3 Characteristics of gifted children  
2.4 Education of gifted children

UNIT 3: Emotionally Disturbed Children  
3.1 Introduction to Emotionally Disturbed Children  
3.2 Causes of emotional disturbance  
3.3 Characteristics of Disturbed Children  
3.4 Education of Disturbed Children

UNIIT 4: Socially Disadvantaged Children  
4.1 Introduction to socially disadvantaged children  
4.2 Classification of disadvantaged children  
4.3 Education of disadvantaged children  
4.4 Causes, characteristics and remedial measures for juvenile development

UNIT 5 : Concept, Causes, Classification and characteristics and education of special children  
5.1 Definition of blindness and low vision

- 5.2 Concept, causes, classification, characteristics of H.I
- 5.3 Concept, causes, classification, characteristics of M.R
- 5.4 Concept, causes, classification, characteristics of L.D

**PRACTICUM:**

1. Case Study of a Juvenile delinquent.
2. Case Study of a Sensory impaired child.
3. Case Study of a mentally retarded child.
4. Case Study of a Locomotor disabled child.

**REFERENCES:**

1. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
2. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
3. Bhargava. M., Exceptional Children Their Education and Rehabilitation, (2003), Agra, H. P. Bhargava Book House., Sterling Publishers Private Limited.
4. Hardman. M .L., Drew. C. J., Egan. M. W., Human Exceptionality, Society, School and Family, (1999), Boston, Allyn and Bacon.
5. Heward, W. L., and Orlansky, M. D., Exceptional Children (1992) , New York, Macmillan Publishing Company.
6. Kar. C., Exceptional Children Their Psychology and Education, (1992), New Delhi, Sterling Publishers Private Limited.
7. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
8. Sahu. B. K., Education of the Exceptional Children (1993), New Delhi, Kalyani Publishers.
9. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
10. Turnbull. A., Turnbull. R., Shank , M., Leal, D., (1999) Exceptional Lives Special Education in Today's Schools, Ohio, Prentice Hall.

**WEBSITES:**

1. <http://www.nswagtc.org.au/info/identification/characteristics.html>
2. <http://www.geocities.com/Athens/Delphi/2746/rwclub/gifted.html>
3. <http://www.nichcy.org/pubs/factshe/fs5txt.htm>
4. <http://education.stateuniversity.com/pages/1952/Emotionally-Disturbed-Education.html>
5. <http://72.14.235.104/search?q=cache:qyGTpmhxrq0J:www.sagepub.com/upm->
6. [http://www.kcterc.org/LinkClick.aspx?link=Publications/Including/4Serious.pdf&tabid=88.](http://www.kcterc.org/LinkClick.aspx?link=Publications/Including/4Serious.pdf&tabid=88)
7. <http://cml.music.utexas.edu/DisabilitiesArchive/EmotionalDisturbance.htm>
8. <http://www.uwsp.edu/education/lwilson/LEARNING/3mides.htm>
9. [http://www.sagepub.com/upm-data/7271\\_zionts\\_ch\\_1.pdf.](http://www.sagepub.com/upm-data/7271_zionts_ch_1.pdf)
10. [http://www.nichcy.org/pubs/factshe/fs5.pdf.](http://www.nichcy.org/pubs/factshe/fs5.pdf)
11. [http://www.ri.net/gifted\\_talented/character.html](http://www.ri.net/gifted_talented/character.html)
12. <http://borntoexplore.org/creative.htm>

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002
DEPARTMENT OF REHABILITATION SCIENCE
II YEAR B.R.Sc. : SEMESTER - IV
ALLIED - 6 (OPTIONAL)

PERSONALITY DEVELOPMENT

No. of Hours: 4

Marks: 100

No. of Credits: 3

Code: U08RS4AOT06

GENERAL OBJECTIVES:

1. To enable students to develop insight into the principles and theories of Personality.
2. To familiarize students with the concepts of stress management and emotional balance.
3. To enable students to make better human relationship.
4. To familiarise students with the basic concepts in Abnormal Psychology.

UNIT 1 : Personality and Theories of Personality

- 1.1 Understanding personality
- 1.2 Life Script
- 1.3 Healthy personality
- 1.4 Theories of personality

UNIT 2 : The Making and Shaping of the Self

- 2.1 Self, self image, self concept, self esteem
- 2.2 Self Perception
- 2.3 Positive Thinking
- 2.4 Verbal patterns and self disclosure

UNIT 3 : Stress on Personality Development

- 3.1 Emotional Stress
- 3.2 Nature of stress and Coping mechanisms
- 3.3 Conflict
- 3.4 Coping Mechanism

UNIT 4 : Emotional determinants of personality

- 4.1 Types of emotions
- 4.2 Physical changes in emotion
- 4.3 Theories of Emotions
- 4.4 Emotional Intelligence and Emotional Quotient

UNIT 5 : Improving Abilities and Skills

- 5.1 Memory
- 5.2 Forgetting
- 5.3 Motivation
- 5.4 Needs and Drives

PRACTICUM : (25 hours)

- 1. To arrange for talks by eminent personalities.
- 2. Workshop on Developing and Shaping self concept.
- 3. Discussions with case studies on stress and conflict management.
- 4. A workshop on Emotions and assertive behaviour.
- 5. Visits to Psychiatric Clinics and case identification and report presentation.

REFERENCES :

- 1. Barocas Schewebel & Reichman, (1990). Personal Adjustment & Growth, New York; Wm. C. Broom Publishers.
- 2. Robert Meyer G. & Paul Salmon, (1988). Abnormal Psychology, U.S.A.
- 3. James Coleman .C, (1987). Abnormal Psychology and Modern Life, Bombay; D.B. Taraperevala Sons & Co.
- 4. Walter Mischel, (1986). Introduction to Personality, Japan; CBS Publishing Japan Ltd.
- 5. Elizabeth Hurlock .B, (1986). Personality Development, New Delhi; Tata Mac Graw Hill.
- 6. Calvin Hall .S, Gardner Lindzey, (1985). Introduction to the Theories of Personality, U.S.A.; John Wiley & Sons.
- 7. Denis Wailtey, (1984). The Psychology of Winning, New York; Berkley Books.
- 8. White & Watt, (1981). The Abnormal Personality, U.S.A.; John Wiley & Sons Inc.
- 9. Virginia Nicholes Quinn (1985). Applying Psychology.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002  
DEPARTMENT OF REHABILITATION SCIENCE

III YEAR B.R.Sc. : SEMESTER - V

MAJOR CORE – 7

AUDIOLOGY AND AURAL REHABILITATION

No. of Hours: 5

Marks: 100

No. of Credits: 4

Code: U10RS5MCT07

**GENERAL OBJECTIVES :**

1. To impart knowledge on definition and description of the physical aspects of sound.
2. To familiarize students on assessment of hearing using different tests and procedures.
3. To impart knowledge on various types of hearing aids.
4. To gain knowledge on cochlear implantation and its rehabilitation.

UNIT 1 : Physiology of Hearing & Acoustics

- 1.1 Origin of Audiology
- 1.2 Physiology of Hearing
- 1.3 Sound
- 1.4 Concept of Decibel

UNIT 2 : Audiometry

- 2.1 Behaviour Observation Audiometry, Oto acoustic emission and Cribogram
- 2.2 Pure-tone audiometry and impedance audiometry
- 2.3 Speech Audiometry
- 2.4 Electric Response Audiometry

UNIT 3 : Hearing Aids

- 3.1 Parts of a Hearing Aid
- 3.2 Types of a hearing aid
- 3.3 Characteristics / Specifications of hearing aids
- 3.4 Earmoulds

UNIT 4 : Cochlear Implants

- 4.1 Introduction - Implants in perspective
- 4.2 The cochlear implant Team
- 4.3 Cochlear Implants – The medical criteria for patient selection
- 4.4 Training and rehabilitation for cochlear implant users

#### UNIT 5: Audiological Treatment

- 5.1 Patient Histories and referral to other specialists
- 5.2 Audiological counseling
- 5.3 Management of adult hearing impairment
- 5.4 Management of childhood hearing impairment

#### PRACTICUM :

1. Visit to a ENT hospital and observation of hearing assessment through Pure-tone Audiometry and Impedence Audiometry.
2. Preparation of Case history with detailed assessment procedures.
3. Interpretation of various types of audiograms and tympanograms.
4. Observation of process of ear mould impression taking.
5. Visit to observe the different types of hearing aids.

#### REFERENCES :

1. Hayes.A.Newby, (1979). Audiology, U.S.A.; Prentice - Hall International.
2. Ivan Tucker & Michael Nolan, (1984). Educational Audiology, U.S.A.; Goom Helm Limited.
3. Stig Arlinger, (1990). Manual of Practical Audiometry. New Delhi; A.I.T.B.S. Publishers.
4. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children, U.S.A.; Williams & Wilkins Ltd.
5. Tough Joan, (1976) Listening to Children Talking, London; Woolaston Parker Ltd.
6. Sadanand Singh & Kala. S. Singh, (1985). Phonetics - Principles and Practices, Baltimore - London - Tokyo; University Park Press.

7. Daniel Ling, (1984). *Foundations of Spoken Language*, Washington; Alexander Graham Bell Association for the Deaf.
8. Daniel Ling, (1987). *Speech and the hearing impaired children, Theory & Practice*. Washington; Alexander Graham Bell Association for the Deaf.
9. Donald R. Calvert & S. Richard Silverman, (1985). *Speech & Deafness*, Washington; Alexander Graham Bell Association for the Deaf.
10. Carol. G. Rousey, (1984). *A Practical guide to Helping Children with Speech & Language Problems*, Illinois; Charles. C. Thomas Publishers.
11. Irving, Harry & Marry Joe, (1990). *Speech of the Hearing Impaired, research, Training & Personnel Preparation*, Baltimore; University Park Press.
12. Crickmay, (1981). *Speech Therapy, U.S.A.*; Charles C. Thomas Publishers Limited.
13. Norman P. Erber, (1982). *Auditory Training*, Alexander Graham bell Association for the Deaf.
14. Charles Van Piper, Robert L. Erickson, (1996). *Speech Correction, An Introduction to Speech Pathology & Audiology (9th edition)* U.S.A.; Allyn & Bacon,
15. Van Uden, (1986). *Sign Languages of deaf people and psycholinguistics*, Netherlands; Swetszeitlinger.
16. Ann Mull Holland, (1985). *Oral Education Today & Tomorrow*. Washington; Alexander Graham Bell Association for the Deaf.
17. Huw Cooper, (1995). *Cochlear Implants - Practical Aspects of Audiology*, New Delhi, A.I.T.B.S. Publishers.
18. Frederick N. Martin, John Greer Clark, (2003), *Introduction to Audiology (8th Edition)*. U.S.A. Allyn & Bacon.
19. Van Uden, *A World of Language for Deaf Children*, Amsterdam; Swetszeitlinger.
20. *Speech - Manual*.

21. Speech & Speech Reading - Manual.
22. Speech & Hearing Impaired Child - Manual.
23. Education of Deaf Children & Young People - Manual.
24. Speech & Communication - Manual.
25. Sounds of Speech Communication - Manual.
26. Ces Hujiben, Anatomy & Physiology of Speech Organs, IVD. - Module.

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INTRODUCTION TO VOCATIONAL REHABILITATION

No. of Hours: 5

Marks: 100

No. of Credits: 4

Code: U10RS5MCT08

GENERAL OBJECTIVES :

1. To familiarize students to understand the importance of career education for persons with disability.
2. To help students learn the vocational capabilities of the different categories of persons with disability.
3. To help students comprehend the vocational transition models and the concept of vocational guidance for persons with disability.
4. To enable students to become effective vocational counselors for persons with disability.

UNIT 1 : Introduction to the concept of Vocational Rehabilitation

- 1.1 Definition and meaning
- 1.2 Need for vocational rehabilitation
- 1.3 Different stages in rehabilitation process
- 1.4 Rehabilitation plan

UNIT 2 : School Based Vocational Curriculum

- 2.1 Need and objectives of school based vocational curriculum
- 2.2 Curriculum Planning
- 2.3 School based vocational skill training
- 2.4 Work readiness skills associated with daily living activities

UNIT 3 : Transition Plan at Pre-Vocational Level

- 3.1 School Instruction and planning for transition
- 3.2 Individualized Vocational Transition Plan (IVTP) & Guidelines for conducting IVTP meetings

- 3.3 Activities involved and components of IVTP
- 3.4 Responsibilities of transition core team

UNIT 4 : Individualized Vocational Transition Plan – Case Study

- 4.1 Objectives and background history
- 4.2 Methodology
- 4.3 Results and discussion
- 4.4 Formats for IVTP

UNIT 5 : Vocational Transition Models and Vocational Guidance

- 5.1 Transition models
- 5.2 NIMH vocational transition model
- 5.3 Vocational Guidance
- 5.4 Vocational choice determinants

PRACTICUM : (15 Hours)

1. Preparation of Case study of an adult with special needs.
2. Observation visit to vocational training institutions for adults with special needs.

REFERENCES :

1. Charles .J. Kokasa, (1985). Career Education for Handicapped Individuals, OHIO; Merill Publishing Company.
2. D.K. Menon, (1990). Vocational Training and Employment of person with Mental Retardation, Secunderabad; National Institute for the Mentally Handicapped.
3. Theresia Kutty, (1992). Job Analysis and on the Job Training for person with Mental Retardation, Secunderabad; National Institute for the Mentally Handicapped.
4. Barbara L. Ludlow, (1991). Contemporary Issues in Sexuality and Mental Retardation, London; Jessica Kingsley Publishers.
5. Reeta Peshwaria, (1992). Moving Forward, Secunderabad; National Institute for the Mentally Handicapped.
6. Clifford .J. Drew, (1984). Mental Retardation - A Life Cycle Approach, New York; Macmillan Publishing Company.

7. David Sines, (1992). Towards Integration – Comprehensive Services for People with Mental Handicaps, London; Chapman and Hall.
8. Steve Baldwin, (1991). Mental Handicap - Social Science Perspectives, London; Chapman and Hall.
9. Kundu, C.L., (2002). Disability Status in India, New Delhi; RCI.
10. George Nelson Wright, (1980). Total Rehabilitation (1 ed.), U.S.A.: Little, Brown & Company.
11. David Vandergoot and John D. Worrall, (1979). Placement in Rehabilitation. Baltimore : University Park Press.
12. M.C. Martin & Antony Martin, (1993). Deafness (5 ed.). New Delhi : A.I.T.B.S. Publishers.
13. David W. Krueger, (1984). Rehabilitation Psychology. U.S.A. : Aspen Publication.
14. Sally Sainsbury, (1986). Deaf Worlds. South Africa : Hutchinson & Co. Ltd.
15. Venkatesan .S., (2004). Children with Developmental Disabilities - A Training Guide for Parents, Teachers and Caregivers, New Delhi, Sage.
16. Schewbel (1990), Personal Adjustment and Growth – A Life Span Approach. Brown Publishers, U.S.A.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**

**DEPARTMENT OF REHABILITATION SCIENCE**

**III YEAR B.R.Sc. : SEMESTER - V**

**MAJOR CORE - 9**

**ADAPTED PHYSICAL EDUCATION**

**No. of Hours: 5**

**Marks: 100**

**No. of Credits: 4**

**Code: U08RS5MCT09**

**GENERAL OBJECTIVES :**

1. To impart knowledge regarding the Components of Physical Fitness.
2. To enable the students to evaluate the body posture and give suggestions for corrective exercises for postural deviations.
3. To design developmental activities for the handicapped.
4. To acquaint the students with various types of relaxation and leisure time activities.

**UNIT 1 : Physical Education and Adapted Physical Education**

- 1.1 Definition of physical education
- 1.2 Concept of adapted physical education
- 1.3 Aims and objectives of adapted physical education
- 1.4 Physical fitness and its components

**UNIT 2 : Disorders of Development**

- 2.1 Process disorders
- 2.2 Developmental disorders
- 2.3 Postural Deviations
- 2.4 Postural evaluation and Corrective exercises

UNIT 3 : Organization and administration of adapted physical education

- 3.1 Planning and organizing fitness classes and programmes
- 3.2 Methods of instruction applicable to specific handicap
- 3.3 The Team Approach : Working with Educational Personnel
- 3.4 Strategies for meeting individual needs

UNIT 4 : Activities and Games for Persons with Disability

- 4.1 Standards in physical education and programme of physical education
- 4.2 Effective Programming : Developmental activities for the children with disability
- 4.3 Assessment and Evaluation of physical fitness
- 4.4 Olympics

UNIT 5 : Relaxation and Leisure time activities

- 5.1 Abnormal stress and Physiological responses to stress
- 5.2 Rhythmic exercises
- 5.3 Yoga, Meditation and organising camps
- 5.4 Adapted Physical Education - Beyond School

**PRACTICUM : (20 hours)**

1. Conducting a camp for handicapped children and their parents.
2. Assessing the fitness level of handicapped children and adults.
3. Organising physical educational programme in special schools and integrated education programmes.
4. Finding the efficacy of yoga and meditation on persons with disability.
5. Preparation of new games and rhythmic exercises for persons with disabled.

**REFERENCES :**

1. Aruheim .D. Daniel, Sinclair .A. William, (1985). Physical Education for Special Populations - A Developmental, Adapted and Remedial Approach, New Jersey; Prentice-Hall, Inc. Englewood Cliffs.
2. Buell .E. Charles, Charies .C. Thomas, (1983). Physical Education for Blind Children, Second Edition, Illinois; Springfield.
3. Cratty .B.J. & Breen .J.E, (1972). Educational Games for Physically Handicapped children, Colorado; Love Publishing Company.
4. Frost .B. Reuben, (1975). Physical Education Foundations - Practices - Principles, U.S.A.; Addison-Wesley Publishing Company, Inc.
5. Gallaghea .P.A, (1978). Educational Games for Visually Handicapped children, Colorado; Love Publishing Company.
6. Joshi K.S. (1993). Speaking of Yoga and Nature - Cure Therapy, New Delhi; Sterling Publishers Private Limited.
7. Krishnamurthy .V and Parameswara Ram, (1980). Educational Dimensions of Physical Education, New Delhi; Sterling Publishers Pvt. Ltd.
8. Seaman .A. Janet, Depauw .P. Karen, (1982). The New Adapted Physical Education - A Developmental Approach, California; Mayfield Publishing Company, California.
9. Snowdon .L and Humphreys .M (1994). Fitness Walking. Bombay; Orient paper backs.
10. Sullivan .V. James, Charles .C. Thomas, (1984). Fitness for the Handicapped, An Instructional Approach, Illinois; Springfield.
11. Wiseman .C. Douglas, (1982). A Practical Approach to Adapted Physical Education, U.S.A.; Addison-Wesley Publishing Company.

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BEHAVIOUR MODIFICATION AND THERAPEUTIC INTERVENTION

No. of Hours: 5

Marks: 100

No. of Credits: 4

Code: U08RS5MCT10

GENERAL OBJECTIVES :

1. To help students to identify problem behaviours among mentally retarded and classify them.
2. To enable students to assess behaviours and prepare behavioural objectives.
3. To equip students to design behaviour modification programmes for behaviour problems.
4. To prepare students to organise and conduct therapy sessions for children with behaviour problems.

UNIT 1 : Behavioural Analysis

- 1.1 Classifying and assessing behaviour
- 1.2 Identifying and analysing behaviour
- 1.3 Behavioural objectives
- 1.4 Strategies to increase skill behaviour

UNIT 2 : Increasing desirable behaviours

- 2.1 Reinforcement
- 2.2 Group reward techniques
- 2.3 Behavioural techniques in teaching skill behaviour
- 2.4 Guidelines for teaching children with mental handicap

UNIT 3 : Decreasing undesirable behaviours

- 3.1 Problem Behaviour
- 3.2 Behavioural techniques in managing problem behaviours
- 3.3 Involving parents in training
- 3.4 Team work

UNIT 4 : Therapeutic programmes for children with mental retardation

- 4.1 Occupational Therapy
- 4.2 Sensory perceptual motor skill
- 4.3 Play Therapy
- 4.4 Hydrotherapy

UNIT 5 : Therapeutic programmes

- 5.1 Theatrical procedures
- 5.2 Creative movement therapy
- 5.3 Other therapies
- 5.4 Arts and Crafts for children with mental retardation

PRACTICUM :

1. Assessment of problem behaviour and planning of intervention programme – One case. (15)
2. Plan and implement one therapy for a group. (5)

REFERENCES :

1. Crawford and Mendel, (1987). Therapeutic Recreation and Adapted
2. Physical Activities for Mentally Retarded Individuals, U.S.A.; Prentice Hall.
3. Virginia Axline .M, (1996). Play Therapy, U.K.; Pearson Professional Limited.
4. Manorma Sharma, (1996). Music Therapy, New Delhi; APH Publishing Corporation.
5. Dutta Ray .S, (1980). Psychological Disorders in Young Children, New Delhi; Sterling Publishers Pvt. Ltd.
6. William Yule and Janet Carr, (1987). Behaviour Modification for People with Mental Handicaps, U.S.A.; Croom Helm.

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OPTIONAL

INTRODUCTION TO LANGUAGE AND SPEECH

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U10RS5MET03

GENERAL OBJECTIVES :

1. To familiarize students with the concept of Language and Communication and the differences in language development of a hearing child and a child with hearing impairment.
2. To impart knowledge to students on the different language teaching methods used with children with Hearing Impairment
3. To describe the processes involved in speech production and explain the concept of speech.
4. To impart knowledge on the various speech teaching methods.

UNIT 1 : Introduction to Language

- 1.1 Language
- 1.2 Language Acquisition Models
- 1.3 Linguistics - The Science of Language
- 1.4 Structure and Functions of Language

UNIT 2 : Language Instruction Approaches

- 2.1. Methods of Teaching Language to Deaf Children
- 2.2. Modes / Approaches to Communication
- 2.3. Memory and Language Development
- 2.4. Reading and Writing

UNIT 3 : Speech

- 3.1 Differentiation of Speech and Language

- 3.2 Factors influencing speech development and supra-segmental aspects of speech
- 3.3 Speech organs
- 3.4. Production and Classification of Speech sounds

UNIT 4 : Teaching and Maintenance of Intelligible Speech and Language in children with Hearing Impairment

- 4.1 Development of speech and effects of Hearing Impairment in Speech Development
- 4.2. Speech errors of the Hearing Impaired
- 4.3 Language Disorders
- 4.4 Fluency and Voice Disorders

UNIT 5 : Development of Language and Speech

- 5.1. Auditory Training
- 5.2. Teaching of speech to the Hearing Impaired
- 5.3. Approaches for teaching speech
- 5.4. Auditory Verbal Approach

#### **PRACTICUM :**

1. Visit to different school for the Hearing Impaired and observe speech and language teaching session.
2. Identify a child having speech problems and write a report of the remedial programme and intervention measures.

#### **REFERENCES :**

1. Deaf Friendly Teaching, Practical Guidance for teachers working with deaf children, (2005). The National Deaf Children's Society, London.
2. Sandy Niemann, Devorah Greenstein and Darlena David, (2004), 1<sup>st</sup> Education Helping Children who are Deaf U.S.A. The Hesperian Foundation.
3. Manual of Bridge course for Visual Impairment, Hearing Impairment, Mental Retardation and Locomotor Disability and Associated Disabilities, Rehabilitation Council of India (RCI), 2003.
4. Marc Marschark, Harry G. Lang, John A. Albertini, (2002), Educating Deaf Students, from Research to Practice, U.S.A., Oxford University Press

5. Self Instructional Material, B.Ed. Special Education, Madhya Pradesh Bhoj (Open) University, 2001.
6. Elliott Lessen, (1999) 3<sup>rd</sup> Education Exceptional Persons in Society, U.S.A., Pearson Custom Publishing.
7. Charles Van Riper, Robert L. Erickson, Speech Correction, An Introduction to Speech Pathology and Audiology (1996).
8. Harlan Lane, Robert Hoffmeister, Ben Bahan (1996), A Journey into the Deaf world, San Diego, Dawn sign press.
9. Huw Cooper, (1995). Cochlear Implants - Practical Aspects of Audiology, New Delhi, A.I.T.B.S. Publishers.
10. Fromkin, V. and Rodman. R. (1993). An Introduction to Language (5<sup>th</sup> edition) Harcourt Brace Jovanovich College Publishers.
11. John E. Bernthal, Nicholas W. Bankson, (1993), 3<sup>rd</sup> education, Articulation and Phonological Disorders, U.S.A. Prentice Hall, Inc.
12. Irving, Harry & Marry Joe, (1990). Speech of the Hearing Impaired, research, Training & Personnel Preparation, Baltimore; University Park Press.
13. Daniel Ling, (1987). Speech and the hearing impaired children, Theory & Practice. Washington; Alexander Graham Bell Association for the Deaf.
14. David Crystal (1987). Child language, Learning and Linguistics, Edward Arnold (Publishers) Ltd. London.
15. Van Uden, (1986). Sign Languages of deaf people and psycholinguistics, Netherlands; Swetszeitlinger.
16. Donald R. Calvert & S. Richard Silverman, (1985). Speech & Deafness, Washington; Alexander Graham Bell Association for the Deaf.
17. Ann Mull Holland, (1985). Oral Education Today & Tomorrow. Washington; Alexander Graham Bell Association for the Deaf.
18. Carol. G. Rousey, (1984). A Practical guide to Helping Children with Speech & Language Problems, Illinois; Charles. C. Thomas Publishers.



19. Norman P. Erber, (1982). Auditory Training, Alexander Graham bell Association for the Deaf.
20. Elizabeth Hurlock (1982). 6<sup>th</sup> Edition. Child Development. McGraw-Hill, New Delhi.
21. Crickmay, (1981). Speech Therapy, U.S.A.; Charles C. Thomas Publishers Limited.
22. Van Uden, A World of Language for Deaf Children, Amsterdam; Swetszeitlinger.
23. Ces Hujiben, Anatomy & Physiology of Speech Organs, IVD. - Module.
24. Speech - Manual.
25. Speech & Speech Reading - Manual.
26. Speech & Hearing Impaired Child - Manual.
27. Speech & Communication - Manual.
28. Sounds of Speech Communication - Manual.

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COMMUNICATION THROUGH SIGNS AND SPEECH

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U10RS5MET04

GENERAL OBJECTIVES:

1. To enable students to gain knowledge on various aspects of communication.
2. To familiarize students on the techniques of communication.
3. To familiarize students with sign language and the manual modes through speech and communication.
4. To impart knowledge on optimizing communication access.

UNIT 1 : Normal Aspects of communication

- 1.1 Communication
- 1.2 Language
- 1.3 Speech
- 1.4 Hearing

UNIT 2 : Communication through Speech

- 2.1 Supplementary information on speech
- 2.2 Seeing Speech
- 2.3 Developing Speech reading skills
- 2.4 Feeling speech

UNIT 3 : Augmentative and alternative communication interventions

- 3.1 Beginning communication strategies
- 3.2 Making choices
- 3.3 Limited context communication
- 3.4 Receptive language acquisition

UNIT 4 : Communication through manual modes

- 4.1 Gestures and body language
- 4.2 Sign Language
- 4.3 Finger spelling
- 4.4 Total Communication Approaches

UNIT 5 : Optimizing Communication Access

- 5.1 Hearing Aids
- 5.2 Tactile aids
- 5.3 Cochlear implants
- 5.4 Assistive listening devices

PRACTICUM: (20 hours)

- 1. Visit to schools for children with hearing impairment
- 2. Developing reading readiness kit
- 3. Evolving plans to teach language through reading and writing
- 4. Preparing a sign language album.
- 5. Preparing a functional reading work book.

REFERENCES :

- 1. F.J. Schonell and E.J. Goodacre, *The Psychology and Teaching of Reading* – Oliver and Boyd 5th edition.
- 2. Fernald. Grace – *Remedial Techniques in Basic Schools Subjects* : McGraw Hill 1943.
- 3. *Guiding Children's Reading through Experiences*. Teacher's College Press. Columbia University.
- 4. Papas, George – *Reading in primary school* (Macmillan 1962).
- 5. *Teaching Reading to Deaf Children* – Beatrice Hart, Lexington School for the Deaf Education Series. Book IV.
- 6. Peter V. Paul and Stephen P. Quigley, *Language and Deafness*, (San Diego, California, College Hill Press 1985).
- 7. R.R. Kretschmer and N.W. Kretschmer, *Language Development and Intervention with the Hearing Impaired*. (Baltimore : University Park Press, 1978), pp.1-3.

8. Jean Berko Gleason. The Development of Language (New York : Macmillan Publishing Co., (1989) pp 164, 185.
9. Hans G.Furth, Thinking without language - Psychological Implications of Deafness (New York : The Free Press, 1966).
10. J.M. Bamford and J.C. Saunders, Hearing Impairment, Auditory Perception and Language Disability, (London : Whurr Publishers, 1994).
11. M. Schiesinger and Lila Namir (eds.), Sign Language of the Deaf - Psychological, Linguistic and Sociological Perspectives, (New York, Academic Press, 1978).
12. Herbert J. Oyer and others, Speech, Language and Hearing Disorders : A guide for the Teachers (Boston : A College Hill Publication, 1987).
13. Hearing Impaired child in a Regular Classroom : Pre-school, elementary and secondary years - A guide for the classroom teacher or administrator - Winifred Northcott - Editor A.G. Bell Association for the Deaf.
14. Curriculum, Cognition and Content : Harriot G. Kopp - Editor - A.G. Bell Association for the Deaf.
15. The Language Arts in Elementary School : Walter T. Petty - Prentice Hall of India Pvt. Ltd.
16. Language & Language Disorders of the Preacademic Child. Bangs, E. Tena, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1968.
17. Deafness, Development and Literacy, Hebster Alec-Mathuen, London & New York, 1986.

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DEPARTMENT OF REHABILITATION SCIENCE

III YEAR U.G : SEMESTER - V

NON-MAJOR ELECTIVE (ID1)

ABNORMAL PSYCHOLOGY

No. of Hours: 2

Marks: 100

No. of Credits: 2

Code: U08RS5NMT01

**GENERAL OBJECTIVES :**

1. To give a basic insight into the meaning and scope of abnormal psychology.
2. To enable students understand major patterns of maladaptive and abnormal behaviour.
3. To help the students know the treatment approaches and rehabilitation.
4. To enable students to make better human relationships.

UNIT 1 : Introduction

Meaning , scope and definitions of abnormal psychology

UNIT 2 : Causes and characteristics of Abnormal behaviour

Biological / psychosocial / socio-cultural causes

Characteristics of abnormal behaviour

UNIT 3 : Major patterns of Maladaptive behaviour

Schizophrenia,Neuroses,Sexual deviations.

UNIT 4 : Common Pattern of Abnormal Behaviour

Alcoholism and Drug Abuse , criminal behaviour and delinquency,

Psychosomatic disorders

UNIT 5 : Treatment and Rehabilitation of Abnormal Behaviour

Biological , Psychosocial,Sociocultural approaches

And Rehabilitation

PRACTICUM :

1. Visit to a Psychiatric Hospital.
2. Visit to a Juvenile Home.
3. Case study of a mentally ill person.

REFERENCES :

1. Robert C. Carson & James N. Butcher (1992). Abnormal Psychology & Modern Life. Harper & Collins. New York.
2. Davison Neale (1994). Abnormal Psychology. John Wiley & Sons. Canada.
3. Irwing G. Sarason (1996). Abnormal Psychology - The Problem of Maladaptive Behaviour. Prentice Hall Ltd. New Delhi.
4. Barlow & Durrard (1995). Abnormal Psychology. Brooks / Cole Publishing Company Ltd. U.S.A.
5. Coleman (1992). Abnormal Psychology. Paul Salmon, London.
6. Robert G. Meyer (1988). Abnormal Psychology. Paul Salmon, London.
7. Rober W. White, Norman F. Watt (1981). The Abnormal Personality.
8. Key to Psychiatry (1974). A text book for students M.I. Sainsbury.
9. Shanmugam, (1991). Abnormal Psychology.
10. S.K. Mangal, (1984). Abnormal Psychology.
11. Ramnath Sharma (1989). Abnormal Psychology.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002
DEPARTMENT OF REHABILITATION SCIENCE
III YEAR B.R.Sc. : SEMESTER - V
SKILL BASED ELECTIVE - 4
TLM AND ADAPTIVE EQUIPMENTS
(PRACTICUM)

No. of Hours: 2

Marks: 100

No. of Credits: 2

Code: U08RS5SBP04

GENERAL OBJECTIVES :

1. To prepare or select appropriate TLM for IEP, Group Lesson both curricular and co-curriculum.
2. To develop methods of including music, dance and drama as part of curricular and co-curricular activities.
3. Select and use appropriate TLM and technology in various settings.
4. To develop awareness about locally available materials to prepare TLM.
5. To prepare low cost and no cost materials relating to various subject areas.

UNIT 1 : Preparing TLM through Art and Craft

- Preparing materials using different types of papers, clay, cloth, fur, beads, seeds etc.

UNIT 2 : Preparing TLM using locally available materials and waste materials

- Preparing materials using different types of low cost materials.

UNIT 3 : Preparing puppets and Art and Craft for vocational needs

- To tell stories, situations

UNIT 4 : Preparing Adaptive Equipment

- Preparing adaptive equipments for teaching activities of daily living skills.

UNIT 5 : Preparing Lesson plan

- Using any of the above mentioned TLM the trainee will prepare 5 lesson plans to teach children with mental retardation in group setting.

REFERENCES :

1. Madhya Pradesh Bhoj Open University B.Ed.(SE-DE) Manual. Bhopal.
2. **Turnbull**, A.P. Srickland, B.B., Visual Art, London: Merrill.

DEPARTMENT OF REHABILITATION SCIENCE

III YEAR B.R.Sc. : SEMESTER - VI

MAJOR CORE - 11
VOCATIONAL PLANNING

No. of Hours: 6

Marks: 100

No. of Credits: 5

Code: U08RS6MCT11

GENERAL OBJECTIVES :

1. To gain knowledge on vocational training and employment of persons with disability.
2. To familiarize the students with methods of vocational assessment and training for the disabled.
3. To impart knowledge on different employment models suitable for the disabled
4. To gain knowledge on employment training for persons with disability.
5. To impart knowledge on independent living skills of the adult disabled.

UNIT 1 : Vocational Training, Employment

- 1.1 Vocational Training and Employment
- 1.2 Vocational services
- 1.3 Traditional Approach and Functional approach
- 1.4 Community Approach and Ecological approach

UNIT 2 : Vocational Assessment and Training

- 2.1 Assessment
- 2.2 Work Behaviour
- 2.3 Training
- 2.4 Evaluation and Follow up

UNIT 3 : Types of Employment

- 3.1 Open and supported employment
- 3.2 Sheltered Employment
- 3.3 Group Employment
- 3.4 Self Employment

UNIT 4 : Employment Training

- 4.1 Training for Open Employment
- 4.2 Training for Sheltered Employment
- 4.3 Training for self employment
- 4.4 Vocations

UNIT 5 : Adult Independent Living Skills

- 5.1 Basic Academics
- 5.2 Work place behaviour and employability
- 5.3 Sex education
- 5.4 Self advocacy

PRACTICUM : (20 marks)

1. Identification of jobs through job survey.
2. Preparation of job analysis.

REFERENCES :

1. Thressiakutty, A.T. (2006). Principles of Vocational Training – Part 1 – DVTE (MR) Manual. Rehabilitation Council of India, New Delhi.
2. Thressiakutty, A.T. (2006). Principles of Vocational Training – Part 2 – DVTE (MR) Manual. Rehabilitation Council of India, New Delhi.
3. Thressiakutty, A.T. & Dr. Govinda Rao, L. (2003). Curriculum for Vocational Education. Series – 2, NIMH, Secunderabad.
4. Thressiakutty, A.T. & Dr. Govinda Rao, L. (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH, Secunderabad.
5. Thressiakutty, A.T. & Dr. Govinda Rao, L. (2001). Curriculum for Vocational Education. NIMH, Secunderabad.
6. Werner David (1987). Disabled Village Children, U.s.A. : The Hesperian Foundation.
7. Bhatt Usha (1963). The Physically Handicapped in India. Bombay : Shivlaxmi Bhuvana.
8. Murickan, S.J. Jose (1995). Persons with Disabilities in Society. Kerala : Kerala Federation of the Blind.
9. George Nelson Wright, (1980). Total Rehabilitation (1st Edition), U.S.A. : Little Brown & Company.

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002
DEPARTMENT OF REHABILITATION SCIENCE

III YEAR B.R.Sc. : SEMESTER - VI

MAJOR CORE - 12

VOCATIONAL PLACEMENT
(PRACTICUM)

No. of Hours: 6

Marks: 100

No. of Credits: 5

Code: U08RS6MCP12

GENERAL OBJECTIVES:

Students will be able to

1. Assess the vocational potentials of persons with disability.
2. Identify job opportunities and do the job analysis.
3. Plan and implement individualized vocational programme for persons with disability.
4. Place persons with disability in appropriate jobs.

UNIT 1 : Vocational Assessment of Persons with Disability

- 1.1 Trainee Assessment
- 1.2 Family Assessment
- 1.3 Assessment of work-readiness skills
- 1.4 Individualized Vocational Training Plan

UNIT 2 : Job Identification for the selected client

- 2.1 Job Survey
- 2.2 Contact and Interview employers
- 2.3 Identify the job requirements
- 2.4 Job Selection

UNIT 3 : Job Analysis

- 3.1 Analyse the selected job
- 3.2 Work Behaviour Assessment
- 3.3 Job modification
- 3.4 Job Matching

UNIT 4 : Individualized Vocational Planning, Implementation and Evaluation

- 4.1 Plan an IVP based on the assessment of Pre-requisite skills and identified job

- 4.2 Time frame, frequency, nature of training and time schedule
- 4.3 Implementation
- 4.4 Evaluation

UNIT 5 : Job Training and Placement of the selected client

- 5.1 On-the Job training
- 5.2 Create awareness to coworkers and employers
- 5.3 Job Placement
- 5.4 Prepare a proposal for loan application

REFERENCES :

1. Mukhopadhyay, A. (2006). Principles of Vocational Training, Part – 2, New Delhi, Rehabilitation Council of India. Kanishka Publishers.
2. Kundu, C.L. (2003). Status of Disability in India, New Delhi, Rehabilitation Council of India.
3. Thressiakutty, A.T. & Govinda Rao, L. (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH, Secunderabad.
4. Punani, B.& Rawal, N., (1993). Visual Handicap - Handbook, New Delhi. Ashish Publishing House.
5. Theressia Kutty (1992). Job Analysis and on the Job Training for Persons with Mental Retardation. Secunderabad, National Institute for the Mentally Handicapped.
6. George Nelson Wright, (1980). Total Rehabilitation (1st Edition), U.S.A. : Little Brown & Company.
7. Work related Assessment Tools
 - i) NIMH - VAPS
 - ii) NIMHANS Vocational Assessment Scale / checklist
 - iii) VRC Assessment Scale / Checklist
 - iv) Navajyothi Trust Vocational Placement Scale

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No. of Hours: 6

Marks: 100

No. of Credits: 5

Code: U11RS6MCT13

### GENERAL OBJECTIVES

1. To familiarize the students with basics of management.
2. To acquaint the students the need for planning, organizing policy making and formulating objectives for organizations for the Disabled.
3. To help the students understand the need of recruitment, staffing, and training in organizations and in rehabilitation programmes.
4. To make the students aware of the accounting procedures in organizations for the disabled.

#### UNIT 1 : General Nature of Management

- 1.1 Definition and meaning of management.
- 1.2 Concept of management
- 1.3 Functions of management by Henri Foyol's Three levels of management, their skills, roles & responsibilities.
- 1.4 Human relations in management.

#### UNIT 2 : Need and Formulation of Planning, Policy, Objectives and Goals

- 2.1 Planning
- 2.2 Objectives / Goals
- 2.3. Policy
- 2.4 Organising

#### UNIT 3: Control, Staffing, Training

- 3.1 What is control?
- 3.2 Staffing
- 3.3 Recruitment
- 3.4 Training

#### UNIT 4 : Accountancy

- 4.1 Book Keeping and methods of accounting
- 4.2 Journal, Ledger and Subsidiary Books
- 4.3 Accounts of Non-Trading Institutions
- 4.4 Trial Balance and Balance sheet

**UNIT 5 :** Marketing and Budgeting (13 hours)

- 5.1 Marketing
- 5.2 Budgeting
- 5.3 Community Chest
- 5.4 Auditing

**PRACTICUM : (25 hours)**

- 1. Conducting group activities to reinforce group process techniques. (5)
- 2. Role play on different leadership styles. (5)
- 3. Organising a Workshop on Leadership and Decision Making. (5)
- 4. Preparing a financial plan for a rehabilitation programme. (5)
- 5. Visiting various Rehabilitation Programmes for the disabled. (5)

**REFERENCES :**

- 1. Principles and practice of Management, L. M. Prasad, 1995, Sultan Chand & sons.
- 2. P.C.Tripathi and P. N. Reddy, 1986. Principles of management Tata McGraw hill publishing company limited, New Delhi.
- 3. Harold Koontz, Heinz Weihrich 1989, Management. Mcgrahill book company.
- 4. Barbara. A. Wilson & D. L. Mcledan, 1997, Rehabilitation studies handbook, Cambridge University press.
- 5. Major H. P. S. Ahluwalia , 2003, Disability status India, Rehabilitation Council of India.
- 6. Joseph. L. Massie, Essentials of management, 1995, Prentice Hall of India Private limited.
- 7. Accountancy book, XI Std. State Board.

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DEPARTMENT OF REHABILITATION SCIENCE

III YEAR B.R.Sc. : SEMESTER - VI

(From 2008 Onwards)

MAJOR ELECTIVE - 3 (OPTIONAL)

AUTISM, LEARNING DISABILITY, ADHD

No. of Hours: 5

Marks: 100

No. of Credits: 5

Code: U08RS6MET05

GENERAL OBJECTIVES :

1. To create awareness among students regarding the causes, characteristics, assessment and management of Autism.
2. To foster an understanding of the various issues and procedures and communication and behavioural interventions of Autism.
3. To impart knowledge regarding the causes, characteristics and intervention strategies in Learning Disability.
4. To impart knowledge regarding the causes, characteristics and intervention strategies in ADHD.
5. To foster understanding a few therapies for children with Autism, Learning Disability and ADHD.

UNIT 1 : Introduction to Autism

- 1.1 Definition and History of Autism
- 1.2 Causes of Autism
- 1.3 Characteristics of Autistic behavior
- 1.4 Assessment and Diagnosis of Autism

UNIT 2 : Teaching Children with Autism

- 2.1 Instructional approaches and classroom management
- 2.2 Strategies for communication development
- 2.3 Strategies for teaching social skills
- 2.4 Teaching functional skills

UNIT 3 : Learning Disability

- 3.1 Introduction to Learning Disability
- 3.2 Characteristics of Learning Disability
- 3.3. Kinds of Learning Disability
- 3.4 Intervention Strategies

UNIT 4 : Attention Deficit Hyperactivity Disorder (ADHD)

- 4.1 Definitions, subtypes and symptoms of ADHD
- 4.2 Causes, prevalence and myths
- 4.3 Associated problems and Diagnostic procedures for ADHD
- 4.4 Intervention Strategies

UNIT 5 : Treatment and Home Management for children with ADHD

- 5.1 Treatment of ADHD
- 5.2 Challenges of raising a child with ADHD
- 5.3 Parent Education
- 5.4 Guiding principles for raising a child with ADHD

PRACTICUM : (20 Hours)

1. Prepare a Case Study of a child with Autism and plan an intervention programme. (8)
2. Prepare a case study of a child with ADHD plan an intervention programme for a child with ADHD. (6)
3. Prepare a Case Study of a child with Learning Disability and plan an intervention programme. (6)

REFERENCES :

1. Val Cumine, Julia Leach & Gill Stevenson (2000). Autism in the Early Years - A Practical Guide. David Fulton Publishers Ltd., London, U.K.
2. "Teach Me Language". (2000). A Language Manual for children with Autism, Asperger's Syndrome and related Developmental Disorders by Sabrina Freeman Ph.D., Lorelei Dake, B.A. Hard Cover: ISBN 0-9657565-0-5
3. Richard, L. Simpson, et.al (2005). Autism Spectrum Disorders. Interventions and Treatments for Children and Youth, Printed in the United States of America.

4. Simon Baron-Cohen and Patrick Bolton,(1996). Autism - The Facts. The University of Pschiatry, University of London, Oxford New York Tokyo, University Press.
5. Aureen Aarons and Tessa Gittens, The Handbook of Autism - A guide for Parents and Professionals, Foreword by Lorna Wing. (1992). Routledge - International Thomson Publishing Company, New York, London.
6. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
7. David L. Wodrich. What every parent wants to know Attention Deficit Hyperactivity Disorder.
8. Sandra F. Rief.(1993). How to reach and teach ADD / ADHD children.
9. Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9th Edition.
10. Dr. Anupriya Chadha (2004). Training manual for teachers to teach children with Learning Difficulties.
11. Onita Nakra, (1996), Children with Learning Difficulties, New Delhi; Allied Publishers Ltd.
12. Corinne Roth Smith, (1991). Learning Disabilities, U.S.A. : Allyn & Bacon.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.SC. : SEMESTER - VI**  
**MAJOR ELECTIVE - 3 (OPTIONAL)**  
**EARLY CHILDHOOD EDUCATION**

**No. of Hours: 5**

**Marks: 100**

**No. of Credits: 5**

**Code: U08RS6MET06**

**GENERAL OBJECTIVES:**

To enable the student to

1. Develop awareness about the importance of Early Childhood Education.
2. Impart knowledge about planning, physical structure and documentation in preschool education
3. Create an understanding about interpersonal relations in a preschool.
4. Foster physical, motor, language, communication and creativity in preschool children.
5. Develop an understanding about the importance of teachers and parents in a preschool programme.

**UNIT - I Introduction to Pre School Education**

- 1.1 Meaning, need and importance of preschool education
- 1.2 Objectives of early childhood education (Indian Education Commission 1964- 66).
- 1.3 Types of pre-school programmes - Nursery, Kindergarten, Montessori, Anganwadi and Balwadi.
- 1.4 Preschool education for special children - Importance and issues

**UNIT - II Organization And Management of Pre School**

- 2.1 Planning of pre-school programmes - Yearly, monthly weekly and daily plans.
- 2.2 Physical Structure and Facilities - Building, indoor and outdoor space, equipments and materials
- 2.3 Preschool equipment - Furniture, selection of play equipment (indoor and

outdoor), teaching and learning aids

#### 2.4 Maintenance of Records - Essential records and registers

### UNIT - III    Preschool Social Environment

#### 3.1 Grouping in preschool - open, paired and multi-age grouping

#### 3.2 Developing self esteem and independence - behavior management

#### 3.3 Developing interpersonal skills - Role models, encouragement, rewards and punishments

#### 3.4 Redirection - Reasons for misbehavior, use of logical consequences, problem activity to desired activity

### UNIT - IV    Curriculum Of Early Childhood Education

#### 4.1 Principles of preschool curriculum - Activities in a preschool - recommendation of Committee on Child Care (1961 - 62)

#### 4.2 Activities for physical development - Out door play, gross motor and fine motor skills, low cost equipment and material for gross motor development

#### 4.3 Activities for Language and Communication Development - listening skills, speaking skills, reading skills, writing skills,

#### 4.4 Activities for Creativity - Story telling, creative drama, music, songs, rhymes, art, dramatic play, puppets, field trips and nature walks

### UNIT V    Role of Teacher and Parents in Preschool Education

#### 5.1 Traits of a preschool teacher - Qualities needed

#### 5.2 Duties and responsibilities of preschool teacher - academic and Administrative

#### 5.3 Need for parental co-operation - objectives, role of parents

#### 5.4 Concept of parental education - Need, methods and programmes of parental education.

### **PRACTICUM:**

1.    Writing a case study of a young child.
2.    Visiting various preschool programmes

3. Preparing a schedule for a preschool
4. Participating in a preschool programme
5. Preparing teaching materials for a preschool child.

**REFERENCES :**

1. Santrock, J.W. (1986) Life Span Development. Iowa : Wm. C. Brown Publishers.
2. Shaffer, D.R. (1986) Developmental Psychology Theory, Research and Applications. California : Books Pub. Co.
3. Brodzinsky, D.M., Gormly, A.V. and Ambron, S.B. (1986) Life Span Human Development. New York : CBS College Publishing
4. Hetherington, E.M., & Parke, R.D. (1986) Child Psychology A Contemporary Viewpoint. New York : McGraw-Hill Book Company.
5. Hurlock, E.B. (1981) Developmental Psychology A Life Span Approach. New Delhi : Tata McGraw – Hill Pub. Co., Ltd.
6. Feeney, S.Christensen, D. and Moravick, E. (1991) Who am I in the Lives of Children? An Introduction to Teaching Young Children. New York : Macmillan Publishing Company.
7. Devadas, R.P. & Jaya, N. (1984) A text Book on Child Development, New Delhi : Macmillan India Ltd.
8. Spodek, B., Saracho, O.N. and Davis, M.D. (1987) Foundations of Early Childhood Education, Teaching Three – , Four–, and Five– year old children. New Jersey : Prentice – Hall Inc.
9. Mohanty, J. and Mohanty, B. (1994) Early Childhood Care and Education (ECCE). New Delhi : Deep & Deep Publications.
10. Aggarwal. J.C. (1992) History and Philosophy of Pre-Primary and Nursery Education. New Delhi : Doaba House Publishers.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2**  
**DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.SC. : SEMESTER - VI**

**NON-MAJOR ELECTIVE (ID2)**

**SEX EDUCATION**

**No. of Hours: 2**

**Marks: 100**

**No. of Credits: 2**

**Code: U08RS6NMT02**

**GENERAL OBJECTIVES :**

The students will gain knowledge in

1. Reproductive system and sexual maturation.
2. Pregnancy and child birth.
3. Various sexual deviations.
4. Aspects of sexual health.
5. Various methods of contraception.

UNIT 1 : Reproductive system and sexual maturation in men and women  
- primary and secondary sexual characteristics.

UNIT 2 : Pregnancy and child birth  
- stages, maternal care, teratogens

UNIT 3 : Various sexual deviations  
- exhibitionism, incest, rape, pedophilia, prostitution, homosexuality,  
obscene comments and telephone calls, premarital and extra marital sex.

UNIT 4 : Aspects of sexual health - sexually transmitted diseases, AIDS

UNIT 5 : Contraception - Barrier methods, hormonal methods, natural methods and  
terminal methods with their types, advantages and disadvantages

**REFERENCES :**

1. Coleman, J.C., (1976). Abnormal Psychology and Modern Life. Bombay : D.B. Taraporevala Sons & Co. Private Limited.
2. McCary, J.L. (1978). McCary's Human Sexuality. New York : D.Van Nostrand Company.
3. Sarason, I.G. & Sarason, B.R.(1987). Abnormal Psychology, The Problem of Maladaptive Behaviour. New Jersey : Prentice-Hall, Inc.
4. Sandler .J, Myerson .M, & Kinder .B.N. (1980) Human Sexuality: Current Perspectives. USA : Mariner Publishing Company, Inc.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2
DEPARTMENT OF REHABILITATION SCIENCE
III YEAR B.R.SC. : SEMESTER - VI
SKILL BASED ELECTIVE - 5
SENSORY INTEGRATION
(PRACTICUM)

No. of Hours: 2

Marks: 100

No. of Credits: 2

Code: U08RS6SBP05

GENERAL OBJECTIVES :

The students will be able to

1. Understand Sensory Process Disorder (SPD)
2. Identify the different sensory systems.
3. Understand the various measures of sensory integration.
4. Plan Intervention programs.
5. Design Sensory Integration Activities.

Unit I : Understanding Sensory Processing Disorder (SPD)

- Nature and causes of Sensory Processing Disorder (SPD) and identify the basic principles of sensory integration.

Unit II : Sensory Integration Perspective

- Hypersensitivity / Hyposensitivity with regard to Vision, Hearing, Tactility, Smell, Taste, Proprioception, Vestibular.

Unit III : Techniques for Measuring Sensory Integration

- Sensory Integration and Praxis Test (SIPT), Checklists and sensory profile.

Unit IV : Intervention programs for children with sensory integrative dysfunction

- Planning intervention programs for sensory integrative dysfunction.

UNIT V : Sensory Integration Activities for Stimulation

- Developing activities for various senses.

REFERENCES :

1. T Carol Stock Kranowitz, *The Out-of-Sync Child : Recognizing and Coping With Sensory Integration Dysfunction*, Published by : Perigee Trade; Revised edition. (2006).
2. A. Jean Ayres, *(Sensory Integration and the Child: 25th Anniversary Edition (Paperback)*, Published by Western Psychological Services (April 1, 2005).
