

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

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**CHOICE BASED CREDIT SYSTEM**

**B.Sc. REHABILITATION SCIENCE COURSE PATTERN**

**(For Candidates Admitted from 2015 onwards)**

Semester	Part	Course	Title of the Course	Code	Hrs/wk	Credits	Marks
<b>I</b>	I	Language	Tamil- I/Hindi -I/French -	U15TL1TAM01 U15HN1HIN01 U16FR1FRE01	6	3	100
	II	English	English I	U15EL1GEN01	6	3	100
	III	Major Core-1	Introduction to Disability	U15RS1MCT01	7	5	100
	III	Allied-1 (Compulsory)	Intervention for Visually Impaired	U15RS1ACT01	4	4	100
	III	Allied-2 (Compulsory)	Human Development	U15RS1ACT02	4	3	100
	IV	EVS	Environmental Studies	U15RE1EST01	2	2	100
	IV	Value Education	Ethics /Bible Studies/Catechism	U15VE2LVB01	1	-	
			<b>TOTAL</b>		<b>30</b>	<b>20</b>	<b>600</b>
<b>II</b>	I	Language	Tamil -II/Hindi- II/French- II	U15TL2TAM02 U15HN2HIN02 U16FR2FRE02	5	3	100
	II	English	English II	U15EL2GEN02	6	3	100
	III	Major Core-2	Intervention for Mentally Retarded	U15RS2MCT02	5	5	100
	III	Major Core-3	Intervention for Hearing Impaired	U15RS2MCT03	5	4	100
	III	Allied-3 (Compulsory)	Braille (Practicum)	U15RS2ACP03	4	3	100
	IV	Skill-based Elective-1	Soft Skill Development	U15RE2SBT01	2	2	100
	IV	Skill-based Elective-2	Rural Enrichment and Sustainable Development	U15RE2SBT02	2	2	100
IV	Value Education	Ethics I/Bible Studies I/Catechism I	U15VE2LVB01	<b>1</b>	<b>1</b>	100	
			<b>TOTAL</b>		<b>30</b>	<b>23</b>	<b>800</b>
<b>III</b>	I	Language	Tamil – III/Hindi – III/French– III	U15TL3TAM03 U15HN3HIN03 U16FR3FRE03	6	3	100
	II	English	English III	U15EL3GEN03	6	3	100
	III	MajorCore-4	Mobility and Mathematics – Visually Impaired (Practicals)	U15RS3MCP04	5	5	100
	III	Major Core-5	Intervention for Locomotor Disability and Physiotherapy	U15RS3MCT05	5	5	100
	III	Allied-4 (Optional)	Health and Nutrition/School Subject	U15RS3AOT04	4	3	100
	IV	Skill-based Elective-3	Education for Persons with Disabilities (Practicals)	U15RS3SBP03	2	2	100
	IV	Value Education	Ethics/Bible Studies/Catechism	U15VE4LVB02	1	-	
IV	Gender Studies		U15WS3GST01	1	1	100	
			<b>TOTAL</b>		<b>30</b>	<b>22</b>	<b>700</b>

Semester	Part	Course	Title of the paper	Code	Hrs/WK	Credits	Marks
IV	I	Language	Tamil – IV/Hindi – IV /French – IV	U15TL4TAM04 U15HN4HIN04 U16FR4FRE04	5	3	100
	II	English	English IV	U15EL4GEN04	6	3	100
	III	Major Core-6	Curricular Strategies – Mentally Retarded	U15RS4MCT06	5	5	100
	III	Major Elective-1	Counselling/ Group Dynamics - Offered for other departments also	U15RS4MET01 U15RS4MET02	5	5	100
	III	Allied-5 (Optional)	Psychology (Offered for other departments also)	U15RS4AOT05	4	4	100
	III	Allied-6 (Optional)	Exceptional Children (Offered for other departments also) / School Subject	U15RS4AOT06	4	3	100
	IV	Value Education	Ethics II/Bible Studies II/Catechism II	U15VE4LVB02	1	1	100
		<b>TOTAL</b>		<b>30</b>	<b>24</b>	<b>700</b>	
V	III	Major Core-7	Audiology and Aural Rehabilitation	U15RS5MCT07	5	4	100
	III	Major Core-8	Introduction to Vocational Rehabilitation	U15RS5MCT08	5	4	100
	III	Major Core-9	Adapted Physical Education	U15RS5MCT09	5	4	100
	III	Major Core-10	Behaviour Modification and Therapeutic Intervention	U15RS5MCT10	5	4	100
	III	Major Elective-2	Introduction to Language and Speech/ Communication Through Signs and Speech	U15RS5MET02	5	5	100
	IV	Non Major Elective - 1	Abnormal Psychology	U15RS5NMT01	2	2	100
	IV	Skill-based Elective-4	TLM and Adaptive Equipments (Practicum)	U15RS5SBP04	2	2	100
	IV	Value Education	Ethics /Bible Studies /Catechism	U15VE6LVB03	1	-	
		<b>TOTAL</b>		<b>30</b>	<b>25</b>	<b>700</b>	
VI	III	Major Core-11	Vocational Planning	U15RS6MCT11	6	5	100
	III	Major Core-12	CBR and Vocational Placement (Practicum)	U15R63MCP12	6	5	100
	III	Major Core-13	Management of Rehabilitation Programmes	U15RS6MCT13	6	5	100
	III	Major Elective-3	Autism, Learning Disability, ADHD / Early Childhood Education	U15RS6MET03	5	5	100
	IV	Non Major Elective-2	Sex Education	U15RS6NMT02	2	2	100
	IV	Skill-based Elective-5	Sensory Integration (Practicum)	U15RS6SBP05	2	2	100
	IV	Skill-based Elective-6	Research Methodology	U15RS6SBT06	2	2	100
	IV	Value Education	Ethics /Bible Studies /Catechism	U15VE6LVB03	1	-	-
V	Extension Activity	RESCAPES-Impact Study of Project		-	1	100	
		<b>TOTAL</b>		<b>30</b>	<b>27</b>	<b>800</b>	
		<b>GRAND TOTAL (I-VI Semesters)</b>		<b>180</b>	<b>141</b>	<b>4300</b>	
	<b>Extra Credit</b>	<b>Field Work - 1</b>	U15RS6ECFW1	<b>150</b>	<b>5</b>	<b>100</b>	
		<b>Field Work – 2</b>	U15RS6ECFW2	<b>150</b>	<b>5</b>	<b>100</b>	
		<b>TOTAL</b>			<b>151</b>	<b>4500</b>	

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**BA/ B.SC/ B.COM DEGREE**

**Part - I : Language: Tamil Paper - 1**

**Total Hours : 90**

**Hrs : 6Hrs /Wk**

**Credit : 3**

**Code : U15TL1TAM01**

**Marks : 100**

**நோக்கங்கள்:**

1. தாய்மொழியை வலுவோடும், பொலிவோடும் கையாளும் வழி முறைகளைக் கண்டறியச் செய்தல்.
2. தமிழ் இலக்கியப் பரப்பையும், பாரம்பரியத்தையும் அறிமுகப்படுத்துதல்.
3. படைப்பாற்றலை வளர்த்துக் கொள்ள ஊக்கம் அளித்தல்.
4. உயர்ந்த பண்பாடுகளின் அடிப்படையில் வாழ்க்கையை அமைத்துக் கொள்ளும் உள்ளார்ந்த விருப்பத்தைத் தோற்றுவித்தல்.
5. மனித உரிமைகளை வலியுறுத்தி மனித நேயத்தை வளர்த்தல்.
6. நாம் வாழும் நாட்டையும், உலகையும் பற்றிய விழிப்புணர்வை ஊட்டி சமய நல்லிணக்கத்தையும், சமூக நல்லுறவையும் பேணிக்காக்கத் துணைப்புகிறதல்.
7. ஆரோக்கியமான சிந்தனைகள் வளர ஆக்கம் அளித்தல்.

**பயன்கள்:**

1. தற்காலத் தமிழ் இலக்கிய வரலாற்றை வளர்க்க வழிகாட்டல்.
2. மாணவர்களின் தன்னம்பிக்கையை வளர்த்தல்
3. வாழ்வியல் நெறிகளை உணர்த்தல்.

4. பிழையின்றி எழுத பேச பயிற்சி அளித்தல்.

### பாடத்திட்டம்

#### அலகு:1 செய்யுள்

1. பாரதியார் கவிதைகள் - தமிழ்  
கண்ணன் என் சேவகன்
2. பாரதிதாசன் கவிதைகள் - உலகம் உன்னுடையது
3. உமர்கய்யாம் - உமர்கய்யாம் பாடல்கள்
4. பட்டுக்கோட்டையார் - செய்யும் தொழிலே தெய்வம்
5. ந. பிச்சமுர்த்தி - ஒளியின் அழைப்பு
6. வைரமுத்து - ஐந்து பெரிது ஆறு சிறிது
7. சிற்பி - ஒரு கிராமத்து நதி

#### அலகு:2 செய்யுள்

8. கல்யாண்ஜி - பேசும்பார் என் கிளி
9. நிர்மலா சுரேஷ் - தைலச்சிமிழும் தச்சன் மகளும்
10. இரா. மீனாட்சி - ஒரு கோதை
11. விஜி - குரங்கு மனிதன்
12. பா. சத்தியமோகன் - எங்கெங்கு காணினும்
13. ஹைகூ கவிதைகள்

#### அலகு:3

தமிழ் இலக்கிய வரலாறு  
20-ஆம் நூற்றாண்டு (தற்காலம்)  
தமிழாய்வுத்துறை வெளியீடு

#### அலகு:4

படைப்பிலக்கியம் - சிறுகதைத் தொகுப்பு

#### அலகு:5

பொதுப்பகுதி - கலைச்சொற்கள்  
தமிழாய்வுத்துறை வெளியீடு

**பாட நூல்கள்**

செய்யுள்

தமிழ் இலக்கிய வரலாறு

சிறுகதைத் தொகுப்பு

கலைச்சொற்கள்

- தமிழாய்வுத்துறை வெளியீடு

- தமிழாய்வுத்துறை வெளியீடு

- தமிழாய்வுத்துறை வெளியீடு

- தமிழாய்வுத்துறை வெளியீடு

(for the candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**PART – I LANGUAGE HINDI FOR B.A, B.Sc & B.Com**  
**HINDI PAPER-I SHORT STORY, PROSE, GRAMMAR**  
**SEMESTER – I**

**HRS/WEEK : 6**

**CODE: U15HN1HIN01**

**CREDITS : 3**

**MARKS : 100**

**UNIT – I** : Purasakar, Sukamaya Jeevan, Ganga Singh, Machuye Ki Beti,  
Maharaj Ka Ilaj

**UNIT- II** : Maatru vandana, Chandini, Thitalii, Divali, Seekho.

**UNIT- III** : Sadak Ke Niyam, Bhagavan mahaveer, Prithvi Ka swarga,  
Mahan ganithagya Ramanujam, Birbal Ki Chathuraye.

**UNIT- IV** : General Grammar  
(Sanghya, Visheshan, ling, Vachan, Kriyavisheshan)

**UNIT- V** : Anuvad Abhyas – II

Books Prescribed :

- Galpa Sanchayan - D.B.H.P. Sabha Publishers, Chennai-17
- Naveen Hindi Patamala – I - D.B.H.P. Sabha Publishers, Chennai-17
- Naveen Hindi Patamala – II - D.B.H.P. Sabha Publishers, Chennai-17
- Sugam Hindi Vyakaran - D.B.H.P. Sabha Publishers, Chennai-17
- Anuvad Abhyas – II - D.B.H.P. Sabha Publishers, Chennai-17

# **HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 2**

## **DEPARTMENT OF FRENCH**

### **SYLLABUS**

#### **SEMESTER I**

#### **PART I – LANGUAGE - FRENCH PAPER I [GRAMMAR & CIVILISATION**

(ÉCHO A1 2<sup>e</sup> édition)]

(For candidates admitted 2016 onwards)

**HRS/WEEK : 6**

**CREDIT : 3**

**CODE : U16FR1FRE01**

**MARKS : 100**

#### **Unit 1 Parcours d’initiation ; Vous comprenez**

La différence entre le prénom et le nom, les nationalités, les nombres, les professions

La présentation, le genre et le nombre d’un nom, l’interrogation et la négation – l’identité, les lieux de la ville, les mots du savoir-vivre – saluer, remercier – l’espace francophone.

#### **Unit 2 Au travail!**

La conjugaison des verbes du 1<sup>er</sup> groupe, des accords, les articles – l’état civil, des personnes et des objets caractéristiques d’un pays – exprimer ses goûts – première approche de la société française.

#### **Unit 3 On se détend!**

La conjugaison des verbes irréguliers, le future proche, les pronoms après une préposition – les loisirs – proposer, accepter, refuser, demander une explication – première approche de l’espace de France, repérages de quelques lieux de loisirs

#### **Unit 4 Racontez-moi ! ; Bon voyage !**

Le passé composé, la date et l’heure – les moments de la journée, de l’année, les événements liés au temps – dire ce qu’on a fait – les rythmes de vie en France, des personnalités du monde francophone.

La comparaison, les adjectifs démonstratifs et possessifs – les voyages et les transports – négocier une activité, faire les recommandations – les transports en France

#### **Unit 5 Bon appétit!**

L’emploi des articles, la forme possessive – la nourriture, les repas, la fête – les situations pratiques à l’hôtel et au restaurant – les habitudes alimentaires en France.

#### **TEXT BOOKS :**

ECHO A1 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D’APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2.**  
**I YEAR UG – SEMESTER I**  
**2017 - 2018**  
**PART II – ENGLISH 1 - GENERAL ENGLISH I**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL1GEN01**  
**MARKS: 100**

**OBJECTIVES**

- Students learn to use LSRW skills and advanced communication skills in the context required in their daily life.
- The students learn to analyze and express their self and their concern and responsibilities to the world around.
- The students learn how English is used in literary writing so as to imbibe the spirit of using the standard language for communication.

**UNIT I - I, ME, MYSELF**

**Listening** for specific information in instructions and directions

**Speaking** about oneself, family and friends, likes, dislikes, strengths, weaknesses, profession, talents, emotions, feelings, incidents, reactions, opinions, views, aim, vision.

**Reading** for comprehension of routine work.

**Writing** -Paragraph guided

**Grammar**- Articles, Prepositions, Punctuation

**Vocabulary**-Meanings, Synonyms, Antonyms

**Composition** –Guided Creative writing

**TEXTS**

*This is the Photograph of me* by Margaret Atwood - Poem (**Internal Testing**)

1. *The Mayonnaise Jar*
2. *In Prison* by Jawaharlal Nehru (edited)
3. An extract from Shakespeare's *Othello* Act V Scene II

**UNIT II - MY FAMILY AND FRIENDS**

**Listening to** identify the persons/ places/ things from descriptions

**Speaking** -Describing incidents, favorite places, traits of a person, analyzing the nature of a person.

**Reading** to get specific information and to analyze characters

**Writing** -Letters (personal ),paragraphs-family profile and history

**Grammar** -adjectives and verbs

**Vocabulary**-synonyms and antonyms in context

**Composition** - Guided paragraph

**TEXTS**

*Night of the Scorpion* by Nissim Ezekiel - Poem (**Internal Testing**)

1. *The Old Folks at Home* by Alphonse Daudet (edited)
2. *Will you, Daddy?* (Story from Reader's Digest)
3. An extract from Shakespeare's *King Lear* Act I Scene I

**UNIT III - THE WORLD AROUND ME**

**Listening** To identify specific information

**Speaking** –Discussing and expressing opinions



**Reading** To infer meaning

**Writing** Descriptive and Diary writing

**Grammar** Uses of 'be' Verbs – subject verb concord

**Vocabulary** Coining new words with Prefix and suffix- converting one part of speech to another

**Composition - Essay writing**

## TEXTS

*Snake* by D.H. Lawrence – Poem (**Internal Testing**)

1. *Floating Fantasy* by Vinu Abraham (Prose)
2. *Discovery* by Herman Ould (Play)
3. *A Handful of Dates* by Tayeb Salih (Short story)

## UNIT IV - MY CONCERN AND RESPONSIBILITIES

**Listening** to short speeches and getting main concern- Global comprehension

**Speaking** Expressing opinions, concerns and responsibilities

**Reading** To detect one's perspective

**Writing** Debate and Dialogue

**Grammar** Sentence patterns (5 basic types)

**Vocabulary** Appropriate words in the context , coinage of new words , use of phrases

**Composition-Imaginative writing**

## TEXTS

*I have a Dream* by Martin Luther King Jr - (**Internal Testing**)

1. *What I have lived for?* by Bernard Russell
2. *Three days to see* by Helen Keller (edited)
3. An extract from Shakespeare's *The Merchant of Venice Act IV Scene I*

## UNIT V - MY PROFESSIONAL WORLD

**Listening to** short profile to get details –global comprehension

**Speaking** Discussion on secrets of success learnt from success stories

**Reading to** infer meaning – to trace the development and analyze the ratio of development

**Writing resume and** E-mail writing

**Grammar- Four** Types of sentences

**Vocabulary**-Idioms and phrases- meaning

**Composition** – Formal and imaginative writing

## TEXTS

Profile of a successful personality (**Internal Testing**)

1. Extract from a profile and an Interview of Indra Krishnamoorthy Nooyi
2. *The Verger* by Somerset Maugham
3. Profile of Bill Gates

## PRESCRIBED BOOK:

English for Communication –PoGo publication Trichy

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc.: SEMESTER - I**  
**MAJOR CORE – 1**  
**INTRODUCTION TO DISABILITY**

**TOTAL HOURS: 105**

**HOURS : 7 Hrs/Wk**

**CREDITS : 5**

**CODE : U15RS1MCT01**

**MARKS : 100**

**GENERAL OBJECTIVES:**

To develop the skill to identify the various types of disabilities.

**COURSE OBJECTIVES:**

**The Learner will be able to:**

1. Remember, understand the basic concepts of disability.
2. Define visual, hearing, speech and language impairments
3. Remember, understand developmental and multiple disabilities
4. Remember, understand about health impairments and mental illness
5. Develop skill to identify various physical impairments

**UNIT 1: Introduction to Disability (5 Hrs)**

- 1.1 Definitions of impairment, disability, handicap and exceptional children.
- 1.2 Definitions, importance, advantages and disadvantages of labeling, stereotype, stigma
- 1.3 Misconceptions about persons with disability
- 1.4 Social, parental and sibling attitudes towards Persons with Disabilities

**UNIT 2: Visual, Hearing, Speech and Language Impairments (20 Hrs)**

- 2.1 Definitions of blindness, low vision, hearing impairment, speech and language disability
- 2.2 Signs and symptoms of visual impairment, hearing impairment, speech and language disability
- 2.3 Causes of visual impairment, hearing impairment, speech and language disability
- 2.4 Misconceptions about visually impaired, hearing impairment, speech and language Disability

**UNIT 3: Physical and Multiple Disabilities (20 Hrs)**

- 3.1 Definitions of locomotor disability, leprosy cured person, cerebral palsy, dwarfism, muscular dystrophy, acid attack victims, multiple disabilities, deafblindness
- 3.2 Signs and symptoms of locomotor disability, leprosy cured person, cerebral palsy, dwarfism, muscular dystrophy, acid attack victims, multiple disabilities
- 3.3 Causes of locomotor disability, leprosy cured person, cerebral palsy, dwarfism, muscular dystrophy, acid attack victims, multiple disabilities
- 3.4 Misconceptions about locomotor disability, leprosy cured person, cerebral palsy,

dwarfism, muscular dystrophy, acid attack victims, multiple disabilities

**UNIT 4: Intellectual Disability and Mental Illness**

**(20 Hrs)**

- 4.1 Definitions of autism, intellectual disability, specific learning disability and mental illness
- 4.2 Signs and symptoms of autism, intellectual disability, specific learning disability and mental illness;
- 4.3 Causes of autism, intellectual disability, specific learning disability and mental illness;
- 4.4 Misconceptions about autism, intellectual disability, specific learning disability and mental illness.

**UNIT5: Chronic Neurological Conditions and Blood Disorders**

**(15 Hrs)**

- 5.1 Definitions of multiple sclerosis, parkinson's disease, haemophilia, thalassemia, sickle cell disease
- 5.2 Signs and symptoms of multiple sclerosis, parkinson's disease, haemophilia, thalassemia, sickle cell disease
- 5.3 Causes of multiple sclerosis, Parkinson's disease, haemophilia, thalassemia, sickle cell disease
- 5.4 Misconceptions about multiple sclerosis, parkinson's disease, haemophilia, thalassemia, sickle cell disease

**PRACTICUM :**

**(25 Hrs)**

1. Observation of persons with various disabilities.
2. Visits to organizations for the disabled.
3. Placement in Blossoms Opportunity School.
4. Writing a case record for a child with disability.

**COURSE OUTCOMES:**

1. Describe and explain the basic concepts and various types of disabilities.
2. Familiarize and develop skill for identification of various disabilities.
3. Explain and discuss the etiology of various disabilities.
4. Develop optimistic ways of managing and overcoming superstitious believes of various disabilities.

**REFERENCES:**

1. PG & Research Department of Rehabilitation Science (2017) All about Disability – A Resource Guide, Trichy: Jami Publications.
2. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi : UBS Publishers' Distributors Private Ltd.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
4. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model,

Secunderabad : National Institute for the Mentally Handicapped (NIMH).

5. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
6. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
7. Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2.**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc.: SEMESTER - I**  
**ALLIED – 1 (COMPULSORY)**  
**INTERVENTION FOR PERSONS WITH VISUAL IMPAIRMENT**

**TOTAL HOURS: 60**  
**HOURS: 4 Hrs/Wk**  
**CREDITS: 4**

**CODE: U15RS1ACT01**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

To enable students to develop and recommend appropriate intervention and rehabilitation plan for persons with visual impairment.

**COURSE OBJECTIVES:** The students will be able to

1. Understand the anatomy, physiology and pathology of human eye.
2. Describe the characteristics of persons with visual impairment.
3. Relate the losses of visual impairment to organize vision training programme.
4. Apply strategies to develop educational intervention plan for children with visual impairment.
5. Identify appropriate assistive technology devices for persons with visual impairment.

**UNIT 1: Anatomy and physiology of the human eye (10 Hrs)**

- 1.1 Anatomy and physiology of eye
- 1.2 Process of seeing, signs & symptoms of vision loss, prevention of vision loss and refractive errors -myopia, hyperopia, Presbyopia, astigmatism
- 1.3 Common causes of eye disorders: cataract, glaucoma, trachoma, corneal ulcer, xerophthalmia; neurological and muscular and related disorders; and disorders related to the receptive aspects of the eye, Cortical Vision Impairment.

**UNIT 2: Introduction to Visual Impairment (10 Hrs)**

- 2.1 Definitions: Blindness, Low Vision(WHO, Educational Definition), Partially Sighted, Visual Impairment, Functional Vision, Residual Vision, Refraction, Fusion, Depth Perception, Visual Acuity, Visual field, Colour, Contrast, Illumination
- 2.2 Incidence, Prevalence and Classification of Visual Impairment
- 2.3 Characteristics of persons with visual impairment: Nature of intelligence, memory and concept; Motor & Language development; and Academic achievement

**UNIT 3: Early Intervention (10 Hrs)**

- 3.1 Psychosocial, Educational and functional Implications of vision loss, Limitations of Blindness and Losses in acquired visual impairment
- 3.2 Vision Care Professionals

3.3 Vision Screening, Vision Assessment and Vision Training

**UNIT 4: Educational Intervention (10 Hrs)**

- 4.1 Curriculum planning
- 4.2 Plus Curriculum
- 4.3 Instruction in school subjects

**UNIT 5: Assistive Technology (10 Hrs)**

- 5.1 List of equipments and appliances for VI children
- 5.2 Low Vision Devices – optical and nonoptical devices
- 5.3 Softwares for Persons with Vision Impairment

**PRACTICUM: (10 Hrs)**

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

**COURSE OUTCOMES:**

- 1. Explain the anatomy, physiology and pathology of human eye.
- 2. Classify visual impairment and identify the characteristics of persons with visual impairment.
- 3. List the acquired losses of visual impairment.
- 4. Organize vision training programmes for persons with visual impairment.
- 5. Develop appropriate educational intervention plan for children with visual impairment.
- 6. Recommend suitable assistive technology for persons with visual impairment.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc.: SEMESTER – I**  
**(From 2015 Onwards)**  
**ALLIED – 2 (COMPULSORY)**

**HUMAN DEVELOPMENT**

**TOTAL HOURS: 60**  
**HOURS : 4 Hrs/Wk**  
**CREDITS : 3**

**CODE: U15RS1ACT02**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

*To understand the concept of human development, various stages and its characteristics and the effect of delayed development in relation with disabilities.*

**COURSE OBJECTIVES (CO) The students will be able:**

1. Explain the normal course of human development.
2. Discuss the skill to identify the developmental lag in the disabled.
3. Understand knowledge regarding the various areas of development and effect of disability on them.
4. Summarize the importance of prenatal and early development and discuss its impact in the child development
5. Compare and discuss the variations in development in various stages from conception to adulthood and its impact on later development.

**UNIT 1: Introduction to Development (10 Hrs)**

- 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 and its intervention

**UNIT 2: Areas of Development (10 Hrs)**

- 2.1 Physical and motor development- Definitions, important aspects, effects of delay and disability
- 2.2 Social and emotional development - Definitions, important aspects, effects of disability
- 2.3 Cognitive development - Definitions, processes, effects of delay and disability

**UNIT 3: Prenatal Development and Infancy (10 Hrs)**

- 3.1 Importance, stages and characteristics, genetic and environmental causes of disability
- 3.2 Types of birth and their effect on later development, effect of prematurity and low birth weight.
- 3.3 Neonatal assessment for disabilities, physical, physiological and behavioral activities and

care of new born.

**UNIT 4: Early Childhood and Late Childhood (10 Hrs)**

- 4.1 Importance, stages and characteristics of early and late childhood.
- 4.2 Developmental tasks and needs in early and late childhood.
- 4.3 Physical, cognitive and psychosocial development in early and late childhood.

**UNIT 5: Adolescence and Adulthood (10 Hrs)**

- 5.1 Importance, stages and characteristics, developmental tasks and needs in adolescence.
- 5.2 Physical, cognitive and psychosocial development in adolescence.
- 5.3 Importance, stages and characteristics of adulthood.

**PRACTICUM: (10 Hrs)**

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

**COURSE OUTCOME:**

1. Recall and relate the normal course of human development.
2. Recognize and identify the developmental lag in the disabled.
3. Compare and contrast the various areas of development and effect of disability on them.
4. Indicate the importance of prenatal and post development in the child development
5. Understand the variations in development in various stages from conception to adulthood and its impact on later development.

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**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A /B.Sc./B.Com/B.R.SC/B.C.A/B.B.A DEGREE EXAMINATION**  
**SEMESTER I**  
**ENVIRONMENTAL STUDIES**

**Hrs – 2/Week**

**CODE: U15RE1EST01**  
**CREDITS:2**

**Unit I – Awareness and Natural Resources**

Awareness of Environmental issues and management strategies–need of the hour

Renewable and non-renewable resources–uses, present status and management of forest, water, land and energy resources.

**Unit II–Ecosystems and Biodiversity**

Ecosystem–concepts, structure and types–concept of food chains and food web–causes and effects of weakening food chains

Biodiversity–concept of genetic, species and ecological biodiversity–ecological and economic values–India, a mega diversity country, hotspots–threats to biodiversity and conservation measures.

**Unit III–Environmental Pollution**

Causes, effects and control of water, and air pollution – global warming–ozone depletion–Nuclear hazards.

**Unit IV–Human population and Environment**

Population growth at national and global level.

World food production–Effects of modern agriculture on land and Eco systems–GMOs and related issues

Environmental pollutions and diseases–malaria– chikungunya

**Unit V–Environment and Social Issues Rich–**

**poor wide–at national and global levels**

Urbanization –slums

Changing value systems–AIDS Family welfare programs

**REFERENCES:**

Agarwal,K.C.(2001). Environmental Biology, Nidi Publication Ltd. Bikaner.

Chairas,D.D.(1985).Environmental Science. The Benjamin Cummings Publishing company.,Inc.

Clarke George,L. (1954). Elements of Ecology. Hohn Wiley and SONS, Inc.

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Krebs,C.J

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**BA/ B.SC/ B.COM DEGREE**

**Part - I : Language: Tamil Paper - II**

**Total Hours : 75**

**Hrs : 5Hrs /Wk**

**Credit : 3**

**Code : U15TL2TAM02**

**Marks : 100**

**நோக்கங்கள்:**

1. இறைச் சிந்தனை வழி மாணவர்களை ஒருமுகப்படுத்துதல்.
2. தமிழ்ச் சான்றோர்களின் சிறப்புகளை அறிமுகப்படுத்துதல்.
3. மாணவர்களின் நல்லெண்ணங்களை மேம்படுத்துதல்.
4. நட்புணர்வை மாணவர்கள் மனதில் பதியவைத்தல்.

**பயன்கள்:**

1. இப்பாடம் மாணவர்களிடையே ஆன்மீக அறிவு அறிமுகமாகவும், வளரவும், ஆழப்படவும் துணைபுரிகின்றது. இது ஓர் இயற்கைப் பூங்கா.
2. தமிழை நேசித்து, தமிழ்ச் சான்றோர்களின் மீது மதிப்புக் கொள்ளவும், தானும் சான்றோர் ஆகவும் இது ஒரு பாலமாக பயன்படுகிறது.
3. ஊற்றுக்களாய் மாணவிகளிடையே மறைந்து கிடக்கும் நல்லெண்ணங்களை வெளிக்கொணரவும் நேர்மறைச் சிந்தனைகள் தோன்றவும் பயன்படுவதால் இது ஒரு நூலகமாகும்.
4. வாழ்க்கையில் நட்பின் தேவையை உணர வைக்கும் வழிகாட்டியாகத் திகழ்கிறது. இது வாழ்க்கைப் பெட்டகம்.

## பாடத்திட்டம்

### அலகு:1 செய்யுள்

1. தேவாரம் - சுந்தரர் (திருமழப்பாடி)
2. திருவாசகம் - மாணிக்கவாசகர் (குயில் பத்து)
3. திருமந்திரம் - திருமூலர்
4. திருப்பாவை - ஆண்டாள்
5. நாலாயிர திவ்வியபிரபந்தம் - குலசேகராழ்வார் (பெருமாள் திருமொழி)

### அலகு:2 செய்யுள்

6. மீனாட்சியம்மை பிள்ளைத்தமிழ் - குமரகுருபரர்
7. இரட்சணிய யாத்திரிகம் - எச்.ஏ.கிருட்டிணப்பிள்ளை
8. வேதநாயகம் சாஸ்திரியார் பாடல்கள்- வேதநாயகம் பிள்ளை
9. நபிகள் நாயக மான்மிய மஞ்சரி - செய்கு தம்பிப் பாவலர்

### அலகு:3

தமிழ் இலக்கிய வரலாறு - தமிழாய்வுத்துறை வெளியீடு  
பல்லவர்காலம்  
நாயக்கர்காலம்

### அலகு:4

படைப்பிலக்கியம் - புதினம்  
கல்கி - பார்த்திபன் கனவு

### அலகு:5

கடிதம் எழுதுதல்

செய்யுள்

தமிழ் இலக்கிய வரலாறு

கல்கி

கடித இலக்கியம்

#### பாட நூல்கள்

- தமிழாய்வுத்துறை வெளியீடு
- தமிழாய்வுத்துறை வெளியீடு
- பார்த்திபன் கனவு
- பயிற்சி ஏடு.



(for the candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**PART – I LANGUAGE HINDI FOR B.A, B.Sc & B.Com**  
**HINDI PAPER-II PROSE, DRAMA, GRAMMAR-II, COMPREHENSION**  
**SEMESTER –II**

**HRS/WEEK : 5**  
**CREDITS : 3**

**CODE: U15HN2HIN02**  
**MARKS : 100**

**UNIT – I** : Bharat matha, Premchand, Taj mahal ki Aathma Kahani, Mahakavi Prasadh, Meri theertha yatra

**UNIT- II** : Sathyameva jayathe - Drama (chapter 1 & 2)

**UNIT- III** : Sathyameva jayathe – Drama (chapter 3)

**UNIT- IV** : General Grammar (Sarvanaam, Kriya, Kaal, Karak, Ne Ka niyam)

**UNIT- V** : Comprehension – Prose passages

Books Prescribed :

- Naveen Gadhy Chayanika – D.B.H.P. Sabha Publishers, Chennai-17
- Sathyameva Jayathe – D.B.H.P. Sabha Publishers, Chennai-17
- General Grammar – D.B.H.P. Sabha Publishers, Chennai-17

# HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 2

## DEPARTMENT OF FRENCH

### SYLLABUS

#### SEMESTER II

#### **PART I - LANGUAGE - FRENCH PAPER II** [GRAMMAR, CIVILISATION & TRANSLATION (ÉCHO A1 2<sup>e</sup> édition)]

(For candidates admitted 2016 onwards)

**HRS/WEEK : 5**

**CODE : U16FR2FRE02**

**CREDIT : 3**

**MARKS : 100**

#### **Unit 1 Quelle journée !**

La conjugaison pronominale, l'impératif, l'expression de la quantité – les activités quotidiennes, les achats et l'argent – demander des nouvelles de quelqu'un – le comportement en matière d'achat et d'argent.

#### **Unit 2 Qu'on est bien ici !**

Les prépositions et les adverbes, les verbes exprimant un déplacement – le logement, la localisation, l'orientation, l'état physique, le temps qu'il fait – demander de l'aide, exprimer une interdiction – le climat en France, les cadres de vie (ville et campagne)

#### **Unit 3 Souvenez-vous ?**

Emplois du passé composé et de l'imparfait – les moments de la vie, la famille, les relations amicales, amoureuses, familiales – demander/donner des informations sur la biographie d'une personne – le couple et la famille.

#### **Unit 4 On s'appelle ?**

Les pronoms compléments directs et indirects – les moyens de la communication – aborder quelqu'un, exprimer une opinion sur la vérité d'un fait – les conseils de savoir-vivre en France.

#### **Unit 5 Un bon conseil ! ; Parlez-moi de vous !**

L'expression de déroulement de l'action, les phrases rapportées – le corps, la santé et la maladie – téléphoner, prendre rendez-vous, exposer un problème – les conseils pour faire face aux situations d'urgence.

La place de l'adjectif, la proposition relative, la formation des mots – la description physique et psychologique des personnes, les vêtements et les couleurs – demander/donner une explication – quelques styles comportementaux et vestimentaires en France.

#### **TEXT BOOKS :**

ECHO A1 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D'APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2.**  
**I YEAR UG – SEMESTER II**  
**2017 - 2018**  
**PART II – ENGLISH 2 - GENERAL ENGLISH II**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL2GEN02**  
**MARKS: 100**

**OBJECTIVES**

- Students learn to use LSRW skills and advanced communication skills in the context required in their daily life.
- The students learn to analyze and express their self and their concern and responsibilities to the world around.
- The students learn how English is used in literary writing so as to imbibe the spirit of the standard language for communication.

**UNIT I – SELF**

**Listening-** Specific information from demonstration and instructions, transfer of information.

**Speaking -** Sharing expressions, dreams and expressing opinions.

**Reading -** Skimming and Scanning for specific information, reading for local comprehension.

**Writing -** Story Writing

**Grammar -** Articles and Sentence Pattern

**Vocabulary -** Meanings, Synonyms, Antonyms

**Composition -** Transfer of information: Paragraph to Bar graph/pie chart

General Essay - Courage is the key to success

**TEXTS**

1. *The Far and the Near* by Thomas Wolfe (Short Story)
2. *The Owl who was a God* by James Thurber (Short Story)
3. *Wings of Fire – Chapter I* by Dr. A.P.J. Abdul Kalam (Prose)

**UNIT II – STRENGTHS**

**Listening -** Listening to a process

**Speaking -** Telephone Etiquette

**Reading -** Loud reading with pause, intonation and expression in dialogue form

**Writing -** Writing about oneself (strengths & weaknesses, Have's & Have not's)

**Grammar-** Subject verb agreement, Prepositions

**Vocabulary-** One word substitute in the context

**Composition-** Letter Writing - informal letters

General essay – A bird in hand is worth two in bush.

**TEXTS**

1. *The Robe of Peace* by O' Henry (Short Story)
2. An extract from *Androcles and the Lion* by George Bernard Shaw (Play)

**UNIT III - POSITIVE SHORTCOMINGS**

**Listening -** Listening to facts and opinions and trying to differentiate it

**Speaking -** Pair Work – about have's & have not's, understanding the strengths and

overcoming the weaknesses

**Reading** - Reading newspapers, articles, magazines, anecdotes for global and specific in analytical thinking

**Writing** - Filing Complaints, Travelogues

**Grammar** - Tenses, Direct and Indirect Speech

**Vocabulary** - Compound words

**Composition** - Dialogue Writing

General essay – Adversity is the seed of success.

### TEXTS

1. *Six Thinking Hats* by Edward de Bono (Prose)

2. *A Cup of Tea* by Katherine Mansfield (Short Story)

3. An Extract from Shakespeare's *As You Like It (Act II Scene I lines 12 -17)*

### UNIT IV POTENTIALS

**Listening** - Listening to the description of personalities, historical places and monuments

**Speaking** - Group Discussion – Totally controlled, partially controlled, Free

**Reading** - Parallel Reading, reading for pleasure

**Writing** - Letter writing – formal letters

**Grammar** - Adjectives, Degrees of Comparisons

**Vocabulary** - Idioms and Phrases

**Composition** - Debates and Discussions

General essay – My potentials

### TEXTS

1. *Easy Ways to Avoid an Argument* by Sam Horn (Prose)

2. *Pygmalion* by George Bernard Shaw (Play)

3. *My Heart Leaps up when I behold* by William Wordsworth (Poem)

4. *The Flower* by Alfred Lord Tennyson (Poem)

### UNIT V ACHIEVEMENTS

**Listening** - Listening to comparisons and arguments

**Speaking** - Performance

**Reading** - In-depth reading

**Writing** - Script writing of story to play

**Grammar** - Question Tags

**Vocabulary** - Homophones

**Composition** - Essay Writing

General essay - The reward of hard work.

### TEXTS

1. *On Saying Please* by A.G. Gardiner (Prose)

2. *A Time of Green* by Anna Stillaman (Play)

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc. : SEMESTER - II**  
**(From JUNE 2018 Onwards)**  
**MAJOR CORE – 2**

**INTERVENTION FOR PERSONS WITH MENTAL RETARDATION**

**TOTAL HOURS: 75**  
**HOURS : 5 Hrs/Wk**  
**CREDITS: 5**

**CODE: U18RS2MCT02**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

*To understand the basics of mental retardation and its relationship with genetics and also the need for intervention and rehabilitation of the varied chromosomal, gene linked disorders and related problems.*

**COURSE OBJECTIVES (CO) :**

**The learner will be able to :**

1. Remember and Understand about the structure and function of the nervous system, the risk factors in mental retardation and the need for screening and prevention.
2. Understand and analyze the impact of genetics and the role of chromosomes and genes in brain damage..
3. Remember and understand the causes, characteristics , treatment and rehabilitation of chromosomal and gene linked abnormalities.
4. Remember and understand the causes, symptoms , complications and treatment of various metabolic disorders related to mental retardation.
5. Remember and understand the causes, characteristics, types and treatment of the related problems of mental retardation.

**UNIT 1 : MENTAL RETARDATION- NATURE, NEEDS AND INTERVENTION (13 Hrs)**

- 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 (13 Hrs)**

- 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 (13 Hrs)**

- 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 (13 Hrs)**

- 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 (13 Hrs)**

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

**COURSE OUTCOMES:**

1. Understand and explain about the structure and function of the nervous system, the risk factors in mental retardation and the need for screening and prevention.
2. Describe and relate the impact of genetics and the role of chromosomes and genes in brain damage..
3. Explain the causes, characteristics , treatment and rehabilitation of chromosomal and gene linked abnormalities.
4. Describe and discuss the causes, symptoms , complications and treatment of various metabolic disorders related to mental retardation.
5. Understand and explain the causes, characteristics, types and treatment of the related problems of mental retardation.

**PRACTICUM : (10 Hrs)**

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

**TEXT BOOKS:**

1. Baroff, G.S. (1986). Mental Retardation – Nature, Causes and management (2<sup>nd</sup> Edition). Washington : Hemisphere Publishing Corporation
2. Mental Retardation in India : Contemporary Scene. NIMH, 1994

**EXTRA READING:**

- Fraser, W.I. & Green, A.M. (1991). Halla's Caring for people with Mental Handicaps. Osford : Butterworth Hermmann.
- Gellis & Feingold, (1989). Atlas to Mental Retardation syndromes Department of Health Education and Welfare.

- Government of India (1996). The Persons with Disabilities (Equal Opportunities, Full Participation and Protection of Rights) Act 1995.
- Herbert.J.Crossman, (1983). Classification in Mental Retardation, U.S.A.; American Asso. on Mental Deficiency.
- Johnson & Berner, A., (1977). A Step by step Learning Guide for older Retarded children,
- Johnson & Beerner (1975). A Step by Step Learning Guide for Retarded Infants and Children, U.S.A.; Syra case Univ. Press.
- Murrary Culshaw, (1983). It will soon be dark, National Council of Churches in India.
- Nelsworth & Smith, M., (1978), Retardation, London; Mc. Graw Hill.
- Pushparani, Reddy.P.P., (1990). Mental Retardation, Hyderabad; Management systems consultants.
- Usha Rani,P., (1988). Down's Syndrome, New Delhi; Vijay Printers.

#### **JOURNALS:**

- 1. American Journal Of Mental Retardation**
- 2. Journal Of Intellectual And Developmental Disability**

#### **WEBSITES:**

1. [www.webmd.com/children/intellectual-disability-mental-retardation](http://www.webmd.com/children/intellectual-disability-mental-retardation).
2. [www.healthline.com/symptom/mental-retardation](http://www.healthline.com/symptom/mental-retardation)
3. [www.minddisorders.com](http://www.minddisorders.com)
4. [www.wikipedia.org/wiki/Intellectual\\_disability](http://www.wikipedia.org/wiki/Intellectual_disability)
5. [www.ncbi.nlm.nih.gov/pubmed/16272659](http://www.ncbi.nlm.nih.gov/pubmed/16272659)
6. [hmg.oxfordjournals.org/](http://hmg.oxfordjournals.org/)

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc. : SEMESTER - II**  
**MAJOR CORE – 3**  
**INTERVENTION FOR PERSONS WITH HEARING IMPAIRMENT**

**TOTAL HOURS: 75**  
**HOURS : 5 Hrs/Wk**  
**CREDITS: 4**

**CODE: U15RS2MCT03**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

*To understand the anatomy and physiology of the Ear, Ear diseases, Causes, Characteristics and the need for early identification and educational intervention for children with hearing impairment*

**COURSE OBJECTIVES (CO):**

**The Learner will be able to:**

1. Understand the anatomy and physiology of the different parts of ear.
2. Explain the causes , symptoms and treatment of ear diseases and refer them to the audiologi/ ENT Specialist.
3. Describe the causes, characteristics and implications of children with hearing impairment
4. Relate concepts of early identification and techniques and methods of Infant hearing Screening and testing Pre - Schoolers
5. Apply strategies in developing literacy, auditory, oral , reading, writing skills in children with hearing impairment.

**UNIT 1 : ANATOMY AND PHYSIOLOGY OF EAR (13 Hrs)**

- 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 (13 Hrs)**

- (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 (13 Hrs)**

- 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 (13 Hrs)**

- 4.1 Neonatal screening
- 4.2 Techniques of Infant hearing screening
- 4.3 Goals and methods used in testing preschoolers
- 4.4 Educational Needs of Children with Hearing Impairment

**UNIT 5 : DEVELOPMENT OF LITERACY SKILLS (13 Hrs)**

- 5.1 Literacy Skills: Meaning and Scope
- 5.2 Development of Auditory skills (Listening) and Development of Oral Skills(Speaking)
- 5.3 Developing Reading Skills in Children with Hearing Impairment
- 5.4 Development of Writing Skills

**COURSE OUTCOMES:**

1. Explain the anatomy and physiology of outer, middle and inner ear and the physiological process of hearing.
2. Discuss the signs, symptoms and treatment of the various outer, middle and inner ear diseases and Noise induced hearing loss.
3. Describe the causes, classification, characteristics of children with hearing impairment.
4. Enumerate the need for early intervention for the hearing impaired.
5. Describe the techniques of neonatal screening, infant hearing screening and testing preschoolers.
6. Explain the meaning and scope of literacy skills and discuss the educational needs of children with hearing impairment.
7. Discuss the development of Auditory and Oral skills in children with hearing impairment.
8. Discuss the development of reading and writing skills in the hearing impaired.

**PRACTICUM: (10 Hrs)**

1. Visit to ENT hospitals.
2. Maintaining a record on anatomy of the different parts of the ear.
3. Conducting a Screening Camp.
4. Compilation of Terminologies related to Hearing Impairment.
5. Visit to Institutions for the Hearing Impaired.
6. Observation of classroom instruction for children with hearing impairment in special schools and inclusive settings.

**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. Hall & Colman, (1983). Diseases of the Nose, Throat and Ear, Singapore; Kyodo Shing Loong Printing Private Ltd.

5. John Ballantyne et. al., (1993). Deafness (5th Ed.), New Delhi; A.I.T.B.S. Publishers Ltd.
6. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston : Houghton Mifflin Co.
7. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001). Disabled Persons, New Delhi; Discovery Publishing House.
8. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
9. Lerner Janet, (1989). Learning Disabilities (5 ed.). U.S.A. : Houghton Mifflin.
10. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
11. Northern L. Jerry, Downs P. Marian, (1991). Hearing in Children. U.S.A.: Williams & Wilkins Ltd.
12. Prabakar Immanuel, Claudia Koenig, Sian Tesni (1998). Listening to Sound and Signs, (1st Ed.), Bangalore, CBM and Books for change.
13. Sol Adler, (1986). Early Identification & Intensive Remediation of Language Retarded Children. U.S.A. : Charles C. Thomas.
14. Stanford .E. Gerber, George T.Mencher, (1978). Early diagnosis of Hearing loss. New York : Grun & Straffon.
15. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
16. 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.
18. Zemilin.R.Willard, (1988). Speech and Hearing Science Anatomy Physiology, New Jersey; Prentice Hall, Englewood cliffs.
19. Michael J. Gural nick (2000) "The Effectiveness of Early Intervention", Maryland.
20. Waugh, A. & Grant, A. (2001) Anatomy and Physiology in Health and Illness, New York, Churchill Livingstone Ltd.
21. John Ballantyne et. al., (1993). Deafness (5th Ed.), New Delhi; A.I.T.B.S. Publishers Ltd.
22. Divya Prabhat, (1991). Ear-Nose-Throat, Bombay; Vora Medical Publications.
23. Rajveev Jalvi, Aparna Nandurkar, Anuradha Bantwal: (2006), Introduction to Hearing Impairment, Rehabilitation Council of India in association with Kanishka Publishers, Distributors, New Delhi.

24. D.K. Tharyani, Rekha More, Varsha Gathoo, S. Santhi Prakash, Asawari Shinde Smita Kamerkar, Anuradha Batwal Smita Pais, Gitanjali Wadekar Asmita Huddar, Suni Mathew: (2006), Curricular Strategies and Adaptations for Children with Hearing Impairment, , Rehabilitation Council of India in association with Kanishka Publishers, Distributors. New Delhi.
25. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi : UBS Publishers' Distributors Private Ltd.
26. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad : National Institute for the Mentally Handicapped (NIMH).
27. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
28. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
29. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.
30. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) Educating Exceptional Children. (9th Edition). Boston : Houghton Mifflin Co.
31. Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.
32. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
33. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) Medical Aspects of Disability: A Handbook for the Rehabilitation
34. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
35. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
36. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
37. Reddy, G. L., Ramar, R., & Kusuma, A. (2004). *Hearing Impairment an Educational Consideration*. New Delhi: Discovery Publishing House.

**JOURNALS:**

1. American annals of the Deaf
2. Journal of Ear and Hearing
3. Journal of Deafness and Education International.

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**HOLY CROSS COLLEGE (AUTONOMOUS)TIRUCHIRAPPALLI – 2.**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I YEAR B.R.Sc.: SEMESTER – II**  
**ALLIED – 3 (COMPULSORY)**  
**EXPANDED CORE CURRICULUM - I BRAILLE (PRACTICALS)**

**TOTAL HOURS: 60**  
**HOURS : 4 Hrs/Wk**  
**CREDITS: 3**

**CODE: U15RS2ACP03**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

To develop materials using English and Regional Braille Code for persons with visual impairment.

**COURSE OBJECTIVES:** The Learner will be able to

1. Discuss the history of Braille Code.
2. Understand and comprehend English Braille Code.
3. Identify Wordsigns and contractions in English Braille.
4. Discuss use of Compound Signs in English Braille.
5. Understand and comprehend Bharathi Braille Code.

**UNIT 1 : History of Braille (10 Hrs)**

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

**UNIT 2 : English Literary Code (12 Hrs)**

- 2.1 Braille alphabets
- 2.2 Punctuations and English letter indicator
- 2.3 Alphabets and the Numeral sign

**UNIT 3 : Wordsigns and contractions (12 Hrs)**

- 3.1 Upper wordsigns and Upper contractions
- 3.2 Lower wordsigns and Lower contractions
- 3.3 Abbreviations

**UNIT 4 : Compound Signs (12 Hrs)**

- 4.1 Initial wordsigns
- 4.2 Final letter contractions
- 4.3 Compound Punctuation Signs

**UNIT 5 : Bharathi Braille Code (Tamil / Hindi and Malayalam) (14 Hrs)**

- 5.1 Alphabets
- 5.2 Contractions and Word signs

### 5.3 Short form words

#### **COURSE OUTCOMES:**

1. Discuss the history of Braille Code.
2. Prepare Braille reading readiness material using English Braille Code.
3. Develop materials in Braille using Wordsigns and contractions in English Braille.
4. Compile the Compound Signs in English Braille.
5. Prepare materials using Bharathi Braille Code.

#### **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.
11. [http://en.wikipedia.org/wiki/Bharati\\_Braille](http://en.wikipedia.org/wiki/Bharati_Braille) on 28 February 2015



(For the candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI**  
**B.A/B.Sc./B.Com/B.R.SC/B.C.A/B.B.A DEGREE EXAMINATION**  
**SEMESTER-II**  
**SBE-1 SOFT SKILL DEVELOPMENT**

**Hrs – 2/Week**

**CODE: U15RE2SBT01**

**CREDITS -2**

**General Objective:**

The student understands the need for the development of self esteem, team spirit and communicative skills to prepare themselves for self development.

**UNIT I:**

**Individual Capacity Building**

Self awareness – building self-esteem – importance of having a strong self-esteem – developing positive attitude - .Anchoring on principles: Universal principles and values–forming & inculcating values-Leadership skills.

**UNIT II :**

**Interpersonal skills**

Trust- worthiness-interpersonal communication–art of listening, reading and writing–art of writing–building relationship-empathy.

**UNIT III:**

**Corporate skills**

Vision, mission and goals: Concepts, vision setting, goal setting, Individual and Group goals, Concept of synergy, team building, group skills.

**UNIT IV:**

**Management skills**

Developing Body Language–Practicing etiquette and mannerism–Stress Management–Time Management Prioritization Importance and urgent activities-Time management to move towards life vision.

**UNIT V:**

**Self Development Plan**

Concept and Need for Self Development Plan–Preparing Self Development Plan. (Format is used to complete the self development Plan), Monitoring and Evaluation of self Development plan– Developing indicators for self development introduction to National Skill Development Mission.

**REFERENCES:**

Alex K.(2012)Soft Skills–Know Yourself & Know the World, S. Chand &Company Ltd., New Delhi Meena K.AyothiV. (2013). A Book on Development of Soft Skills (Soft Skills: A Road Map to Success), P.R. Publishers & Distributors, Trichy.

Francis Thamburaj S.J.(2009).Communications of skills for Professional Excellence,1<sup>st</sup> Ed., Grace Publishers,

Rathan Reddy B.(2005).Team Development and Leadership, Jaico Publishing House, Mumbai.

(For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI– 2**  
**B.A./B.Sc./B.Com./BCA&BBA,DEGREEEXAMINATION**  
**SEMESTER II**  
**SBE- 2 RURAL ENRICHMENT AND SUSTAINABLE DEVELOPMENT**

**Hrs – 2/Week**

**CODE: U15RE2SBT02**  
**CREDITS -2**

**Course Objective:**

The students are able to understand practically the Environmental concerns of rural areas and develop an alternative thinking through various field based intervention.

**Unit-I**

Village–Public Administration- Survey of natural resources and resource mapping of villages, village level Participating Approach (VLPA) – Role of NGO’S and SHG’S, Department of Rural development(central and state):

**Unit-II**

Green Revolution and industrialization cost climatic changes and mismanagement of natural resources- Reduced economic returns from agriculture-resultant social issues- poverty and farmer suicide- introduction to WTO, GATT and LPG and its impact on green Revolution.

**Unit-III**

Sustainable Development-Concepts , Environmental , social and economic aspects of sustainable development, sustainable development as solution to address rural issue-successful case studies from India

**Unit-IV**

Elements in sustainable development-Comparison and Compliments of Traditional water shed and modern water shed management techniques-water shed management practices-rain water harvesting, managing existing rain water drainage canals, desilting, buns construction, check dams, micro irrigation, agro forestry and alternative agriculture models and agriculture implements – Afforestation- Honey Bee rearing-dairy farming.

**Unit-V**

Elements in sustainable development –addressing agriculture issues-traditional farming technology-organic farming-Zero budget farming-organic manures vermicompost-azolla cultivation panchakavya-amirtha karaisal, organic pesticides mulikaipuchiviratti-neem products-natural management in soil-precision farming soil fertility. Ecological sanitation-bio-diversity and natural resource-terrace farming-seed banking and kitchen garden.

**REFERENCES:**

1. Packages of organic practices from Tamil Nadu Center for Indian Knowledge System(CIKS)
2. www.fao.org.in



(For Candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI -2**  
**B.A/B. Sc /B.Com/ B.C.A-DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – I: GOD OF LIFE**

**HRS / Wk : 1**

**CODE: U15VE2LVC01**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVES:**

- To enable the students to know God and his Salvific acts through Holy Bible
- To enable the students to know about the Paschal Mystery

**UNIT – I: CREATION AND COVENANT**

Study from petty catechism - Genesis - God revealed himself in creation -God who preserves creation through covenants

(Pentateuch) -Our response to God's covenant -Reason for its success and failure -The relationship of God with Israel -Image of God in Old Testament-God and me

**UNIT – II: GOD OF THE PROPHETS**

God's care for the humanity through Prophets-Major (Isaiah, Jeremiah) Minor (Amos) and Women (Deborah) Prophets-Their life and mission - Theology of Prophets -Concept of sin and collective sins expressed by prophets and God's saving love.

**UNIT – III: GOD OF WISDOM**

God experience through wisdom Literature, its origin and growth

**UNIT – IV: SYNOPTIC GOSPELS**

Synoptic Gospels and John's Gospel – Author –historical background –Chief message of each Gospel and for whom it was written - A few passages for the study of parallelism in the Synoptic Gospels.

**UNIT – V: LUKE'S GOSPEL**

Study of Luke's Gospel in detail – speciality of the Gospel – main emphasis of the message – meaning and blessing of suffering and paschal joy in one's life - Passion – Paschal Mystery

**REFERENCES:**

1. Catechism of the Catholic Church published by Theological Publications in India for the Catholic Hierarchy of India, 1994
2. The Holy Bible Revised Standard Version with Old and New Testaments Catholic Edition for India.
3. Vaazhvin Vazhiyil – St. John's Gospel- Fr. Eronimus
4. God's Word nourishes A catholic approach to the Scriptures Dr. Silvano Renu Rita, O.C.V. STD and Dr. Mascarenhas Fio S.J. D.mim. Catholic Bible I
5. Documents of Vatican II – St. Paul's Publications, Bombay 1966.

(For Candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A/B. Sc/B.Com /B.C.A-DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – I: RELIGIONS AND VALUE SYSTEMS**

**HRS / Wk :1**

**CODE:U15VE2LVE01**

**CREDITS : 1**

**MARKS : 100**

**OBJECTIVES:**

- To understand and appreciate other Religions and Culture
- To learn from other Religions and Culture
- To interact with all Religions and Culture to enhance my faith in my religion.
- To help the students to become aware of the negative forces of religions.

**UNIT – I: RELIGION**

God – Faith, Religion, Definition, Nature, Characteristics and Basic values of different religions. Impact of Globalization on religion – Importance of worship in holy places – celebration, Communion (come-union) – Socialization

**UNIT – II: DIFFERENT RELIGIONS**

Basic characteristics and basic thoughts of different religions: Buddhism, Christianity, Hinduism, Islam, Jainism and Sikhism

**UNIT – III: UNITY OF RELIGION**

Unity of Vision and Purpose- Respect for Other Religions, Inter Religious Co-operation, Religious Pluralism as a fact and Religious Pluralism as a value

**UNIT – IV: FUNDAMENTALISM, COMMUNALISM AND SECULARISM**

Meaning and impact of Fundamentalism, Communalism, Violence and Terrorism – Tolerance – Secularism – Individualism

**UNIT – V: VALUE SYSTEMS**

Value and Value Systems - Moral Values -Individuals and the need to stand for values in the context of Globalization – Consumerism - Will power to live up to your values - Healthy body for empowerment – Physical health and Mental hygiene, food and exercises

**REFERENCES:**

1. Social Analysis (a course for all first year UG students), 2001. Department of Foundation Courses, Loyola College, Chennai-34.
2. Special topics on Hindu Religion, 2001. Department of Foundation Courses, Loyola College, Chennai-34.
3. Religion: the living faiths of the world, 2001. Department of Foundation Courses, Loyola College, Chennai-34.
4. Sydney Am Meritt, 1997. Guided meditations for youth.
5. Marie Migon Mascarenhas, 1986. Family life education- Value Education, A text book for College students.

**(For Candidates admitted from June 2015 onwards)**  
**HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI-2.**  
**B.A/B.Sc./B.Com /B.C.A-DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – I: NEW TESTAMENT**

**HRS / WK : 1**

**CODE: U15VE2LVBO1**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVE:**

- To enable the students to develop the passion for the Word of God – Jesus and inculcate the thirst of Missionaries being a disciple of Christ.

**UNIT – I: BIBLE – THE WORD OF GOD**

- Books of the Bible – Division into Old Testament and New Testament – History of the Bible-
- Messianic Prophecies (Isaiah 9:6,40:3,53:1-12,61:1-3,Micah 5:2)
- The Birth and Ministry of John the Baptist (Luke 1:1-80,Mat 3:1-17,14:1-12)
- The Birth, Passion, Death and Resurrection of Jesus (Luke 1:26-80,2:1-52,John 1 :18-21)

**UNIT – II: MINISTRY OF JESUS**

- Miracles (Mark 2:1-12,Luke 4:38-41,6:6-11,7:1-17,8:26-56,John 2:1-12)
- Parables (Luke 6:46-49,8:4-15,10:25-37,15:1-32)
- Preaching
  - Sermon on the mount (Mat 5-7)
  - Lord's Prayer (Luke 11: 1-13)
  - Kingdom of God (Mat 13: 24-50)
- Prayer life of Jesus (Luke 5:12-16,John 11:41-45,17:1-26,Mark 14:32-42)
- Rich and Poor (Luke 16: 19-31,21:1-4)
- Women Liberation (John 4:1-30,8:1-4)
- Women in the New Testament
- Martha & Maria (Luke 10: 38- 42, John 11: 1-46)

**UNIT – III: CHURCH – BIRTH AND GROWTH**

- Early Church
- Birth (Acts 2:1-41)
- Unity and sharing (Acts 2:42-47,4:1-37,5:1-11)
- Witnessing life (Acts 3:1-26,5:12-42,8:26-40, 16:20-34)
- Comparison between early Church and present Church.

#### **UNIT – IV: DISCIPLES AND APOSTLES**

- Mother Mary (Mother of Jesus) (Luke 1: 27-35, John 2: 1-12, 19:35, Acts 1: 13-14)
- St. Peter (Luke 22:1-7,Acts 2:1-41,12:1-17)
- St. Andrew (Mat 4:18-20,John 1:35-42,6:1-14)
- St. Stephen (Acts 6,7)
- St. Paul (Acts 8,9,14,17,26 and 28)
- St. Thomas (John 20:24-31)

#### **UNIT – V: ST. PAUL’S LETTERS AND THE MESSAGE**

- I & II Corinthians
- Galatians
- Ephesians
- Philippians
- I & II Timothy
- Titus

#### **REFERENCES:**

1. Holy Bible
2. John Stott, 1994, “**Men with a Message**”, Angus Hudson Ltd. London.

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**BA/ B.SC/ B.COM DEGREE**

**Part - I : Language: Tamil Paper - III**

**Total Hours : 90**

**Code : U15TL3TAM03**

**Hrs : 6Hrs /Wk**

**Marks : 100**

**Credit : 3**

**நோக்கங்கள்:**

1. வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் மேன்மையை எடுத்துரைத்தல்
2. சமூக வாழ்க்கைப் பற்றிய விழிப்புணர்வினைத் தோற்றுவித்தல்
3. ஆன்மீக உணர்வுகளை வலுப்படுத்துதல்

**பயன்கள்:**

1. காப்பியங்களைப் பயில்வதன் மூலமாக மாணவர்கள் அறக்கருத்துக்களை உணர்ந்து கொள்ளுதல்.
2. சமூக மாற்றங்களைக் கண்டறிந்து மேம்பாடுகளை உருவாக்கச் செய்தல்
3. கலைநுட்பங்களையும் பண்பாட்டுச் சிறப்புக்களையும் உணர்ந்து கொள்ளச் செய்தல்

**அலகு:1 செய்யுள்**

1. சிலப்பதிகாரம் - கடலாடு காதை
2. மணிமேகலை - உலகவறவி புக்க காதை
3. கம்பராமாயணம் - கங்கைப் படலம்

**அலகு:2 செய்யுள்**

4. இரட்சணிய யாத்திரிகம் - மரணப் படலம்
5. சீறாப்பராணம் - ஒட்டகை பேசிய படலம்

### அலகு:3

தமிழ் இலக்கிய வரலாறு

சோழர் காலம்

### அலகு:4

நாடகம்

சத்திய வேள்வி – அய்க்கண்

### அலகு:5

கோயிற்கலை - திட்டக்கட்டுரை, வினாடி வினா

### பாட நூல்கள்

1. செய்யுள் - தமிழ்த்துறை வெளியீடு
2. தமிழ் இலக்கிய வரலாறு - தமிழ்த்துறை வெளியீடு
3. நாடகம்  
அய்க்கண் - சத்திய வேள்வி
4. கோயிற்கலை - தமிழ்த்துறை வெளியீடு

(for the candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**PART – I LANGUAGE HINDI FOR B.A, B.Sc & B.Com**  
**HINDI PAPER-III POETRY, PREDICS, HISTORY OF HINDI LITERATURE**  
**SEMESTER – III**

**HRS/WEEK : 6**  
**CREDITS : 3**

**CODE: U15HN3HIN03**  
**MARKS : 100**

**UNIT – I** : Shubhagaman, Man, Tere ghar ked war bahuth hym  
Memory poem : - Kabir das Ke Dohe - 6  
Thulasidas Ke Dohe - 6 Rahim Ke Dohe - 6

**UNIT- II** : History of Hindi Literature :  
Essay Type Questions : Veeragatha Kaal

**UNIT- III** : Bakthi Kaal

**UNIT- IV** : Poetics

- a. Ras : Shringar, karun, Hasya, Veer
- b. Alankar : Anupras, Yamak, Upama, Roopak
- c. Chand : Choupayee, Baravai

**UNIT- V** : Kavi Parichaya : Ayodiya singh upadyaya Harioudh, Maithili Sharan Gupth,  
Siyaram Sharan Gupth, Kabir, Thulasi das

Books Prescribed :

- Naveen Padhya Rathnakar – D.B.H.P. Sabha Publishers, Chennai-17
- Pracheen Padhya Sangrah – D.B.H.P. Sabha Publishers, Chennai-17
- Hindi Sahitya Ka Sanshitpta Itihas – Rajnath Sharma, Agrwal Publication,  
Uttar Prakash
- Kavya Pradeep – Ram Bahori Shukla, Hindi Bhavan, Illahabad.

# **HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 2**

## **DEPARTMENT OF FRENCH**

### **SYLLABUS**

#### **SEMESTER III**

#### **PART I - LANGUAGE - FRENCH PAPER III [LANGUAGE & CIVILISATION**

(ÉCHO A2 2<sup>e</sup> édition)]

(For candidates admitted 2015 onwards)

**HRS/WEEK : 6**

**CREDIT : 3**

**CODE : U16FR3FRE03**

**MARKS : 100**

#### **Unit 1 Vivement demain !**

Le futur, la comparaison des qualités, des quantités et des actions – la santé – le travail dans trente ans – la vie quotidienne - l'éducation et la formation (l'enseignement en France) – faire des projets.

#### **Unit 2 Tu as du boulot ?**

Le pronom « en » et « y » - exprimer une condition : si + présent, si + passé composé, exprimer des préférences – les emplois de demain - des idées pour créer une entreprise – l'économie en France - le travail en dix points

#### **Unit 3 Qu'en pensez-vous?**

L'emploi du subjonctif, l'expression de la quantité – revue de presse – entrée en politique – la naissance des départements – la région 'Poitou- Charentes' - la vie politique

#### **Unit 4 C'est tout un programme !**

Les propositions relatives, la formation des adverbes, la forme « en + participe présent » - parler de la télévision et de la radio - comment les Français s'informent (la télévision et la presse en France)

#### **Unit 5 On se retrouve**

L'emploi et la conjugaison de l'indicatif – parler de son apprentissage du français langue étrangère – les rencontres : modes et comportements – une vraie vie de quartier grâce à Internet – formules pour un premier contact par écrit.

#### **TEXT BOOKS :**

ECHO A2 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D'APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.



(for candidates admitted from June 2016 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2.**  
**II YEAR UG – SEMESTER III**  
**2017 - 2018**  
**PART II – ENGLISH 3 - GENERAL ENGLISH III**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL3GEN03**  
**MARKS: 100**

**GROWING WITH VALUES**

**Objectives:**

1. To acquaint students with fine pieces of literature thereby enhancing their communicative skills.
2. To develop both receptive (reading, listening) and productive (speaking, writing) skills through communicative classes
3. To create interest among students for self-learning
4. To create a general awareness among students regarding the importance of humanistic values in the modern world.
5. To acquire proficiency in oral and written language.

**UNIT I – Love, Faith and Hope**

**Listening** for comprehension and general significance

**Speaking** about one's fear and hope

**Reading** for specific and global comprehension.

**Writing** – creative writing

**Grammar** – reporting speeches

**Vocabulary** – shades of meaning, Idioms and phrases (10)

**Composition** – Writing Paragraphs

**TEXTS**

“Hope” by Emily Dickinson (**Internal Testing**)

1. An extract from the Nobel Lecture by Mother Teresa
2. Angels Never Say “Hello!” by Dottie Walters
3. The Treasure by Alice Grey (Taken from Plant the seed by Timothy Kendrick)

**UNIT II – Perseverance**

**Listening-** for distinguishing / convert / summarize/(interview)

**Speaking-** a role play on the theme of perseverance (enactment of fables/ folk tales based on the theme)

**Reading** – read the passage (from encyclopedia) and draw a flowchart / tree diagram [main idea]

**Writing-** parallel writing

**Grammar** – descriptive discourse – degrees of comparison (describing person, city, places, things, weather climate)

**Vocabulary** – antonyms, idioms and phrases (10)

**Composition** – Creative writing

**TEXTS**

Mother to Son by Langston Hughes (**Internal Testing**)

1. **The Perseverance of a Spider.**
2. Two Gentlemen of Verona by A.J Cronin
3. Faith of determination and perseverance (about Walt Disney)

**UNIT III – Tolerance/Benevolence/Compassion**

**Listening-** for developing / relating (speech)

**Speaking-** simulate any personality related to humanity

**Reading** – scan the passage (life of ...) and write down key phrases to sum up [figurative languages]

**Writing-** case study / letter writing (personal)

**Grammar** –writing reports of events and processes (voices)

**Vocabulary** – Suffixes, idioms and phrases

**Composition** – imaginative writing

**TEXTS:**

Portrait of Gandhiji by Will Durant (1<sup>st</sup> Para) (**Internal Testing**)

1. Gitanjali (Poem No. 11) Leave this chanting – Rabindranath Tagore
2. The Selfish Giant – Oscar Wilde
3. The Price of a Miracle in *Rainbows follow rain* by Dan Clark

**UNIT IV – Essential Life Skills/ Resilience**

**Listening-** for deducing/ illustrating / subdivide to make notes (newspaper article)

**Speaking-** interviewing (gap activity) / picture description

**Reading** – in-depth reading to classify/ categorize [point of view]

**Writing-** Situational writing

**Grammar** – analysis of sentences – simple, compound, complex

**Vocabulary** – compound words, idioms and phrases

**Composition** – essay writing (proverb as title)

**TEXTS:**

The story of Rosa Parks (**Internal Testing**)

1. Life of Nelson Mandela
2. It's cool to be kechi by Juliet Hindell
3. 'Home they brought Her warrior dead' by Alfred Lord Tennyson

**UNIT V – The Art of Living**

**Listening-** for comparing and contrasting (personality/lives of two people)

**Speaking-** reporting from the magazine / newspaper

**Reading** - read the passage to draw inference / parallel reading [making connections]

**Writing-** creative writing

**Grammar** –'If' clause

**Vocabulary** – coinage, idioms and phrases

**Composition** – creative writing/imaginative writing

**TEXTS:**

“A Psalm of Life” by H.W. Longfellow (**Internal Testing**)

1. The Power of Limitless living - by Robin Sharma.
2. The Art of Understanding Other People by Clarence Hall
3. “Leisure” by William Henry Davies

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - III**  
**MAJOR CORE - 4**  
**EXPANDED CORE CURRICULUM - II O & M, DLS, MATHS – VISUAL IMPAIRMENT**  
**(PRACTICALS)**

**TOTAL HOUR: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS : 5**

**CODE: U15RS3MCP04**

**MARKS: 100**

**GENERAL OBJECTIVE:**

To make the student to apply Nemeth Code, Abacus, Daily Living Skills, Orientation and Mobility for students with Visual Impairment.

**COURSE OBJECTIVES:**

**The students will be able to:**

1. Calculate mathematical problems using Nemeth Code.
2. Apply Nemeth Code to experiment with higher level concepts.
3. Compute mathematical problems using Abacus.
4. Evaluate children with visual impairment in Daily Living Skills.
5. Evaluate orientation and mobility skills of persons with visual impairment.

**UNIT 1 : Nemeth code for Arithmetic - I (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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

**COURSE OUTCOMES:**

- 1. Calculate mathematical problems using Nemeth Code.
- 2. Apply Nemeth Code to experiment with higher level concepts.
- 3. Compute mathematical problems using Abacus.
- 4. Evaluate children with visual impairment in Daily Living Skills.
- 5. Evaluate orientation and mobility skills of PWVI.
- 6. Prepare a lesson plan and train the visually impaired persons in O&M
- 7. Prepare pre requisite material for PWVI

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

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

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

**MAJOR CORE - 5**

**INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITY AND  
PHYSIOTHERAPY**

**TOTAL HOURS: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS: 5**

**CODE: U15RS3MCT05**

**MARKS: 100**

**GENERAL OBJECTIVE :**

To help the students understand, identify, examine, and evaluate the persons with locomotor disabled.

**COURSE OBJECTIVES (CO):**

**The students will be able to**

- 1 Understand and discuss the structure and diseases.
- 2 Examine and evaluate the children with locomotor disabilities.
- 3 Understand and discuss the educational considerations.
- 4 Elaborate and discuss the physiotherapeutic treatment.
- 5: Discuss and summarize the related problems of locomotor disabilities.

**UNIT 1 : Anatomy and diseases of skeleton, joints and muscles (10 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 (15 Hrs)**

- 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 (10 Hrs)**

- 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 Hrs)**

*(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 (10 Hrs)**

Disorders

- 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 : (20 Hours)**

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

#### **COURSE OUTCOMES:**

1. Identify the bones muscles and joints
2. Identify and explain the diseases related to locomotor disabilities.
3. Apply and assess locomotor disabilities.
4. Differentiate the educational considerations for PWLD.
5. Discuss the components of special education for PWLD
6. Compare the physiological effects of different therapies.
7. Enumerate and compare the methods of therapeutic treatment for PWLD.
8. Point out and differentiate the problems of locomotor disabilities.

#### **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; Shivlaxmi 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) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - III**  
**MAJOR CORE - 4**  
**EXPANDED CORE CURRICULUM - II O & M, DLS, MATHS – VISUAL IMPAIRMENT**  
**(PRACTICALS)**

**TOTAL HOUR: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS : 5**

**CODE: U15RS3MCP04**

**MARKS: 100**

**GENERAL OBJECTIVE:**

To make the student to apply Nemeth Code, Abacus, Daily Living Skills, Orientation and Mobility for students with Visual Impairment.

**COURSE OBJECTIVES:**

**The students will be able to:**

1. Calculate mathematical problems using Nemeth Code.
2. Apply Nemeth Code to experiment with higher level concepts.
3. Compute mathematical problems using Abacus.
4. Evaluate children with visual impairment in Daily Living Skills.
5. Evaluate orientation and mobility skills of persons with visual impairment.

**UNIT 1 : Nemeth code for Arithmetic - I (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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

**COURSE OUTCOMES:**

- 1. Calculate mathematical problems using Nemeth Code.
- 2. Apply Nemeth Code to experiment with higher level concepts.
- 3. Compute mathematical problems using Abacus.
- 4. Evaluate children with visual impairment in Daily Living Skills.
- 5. Evaluate orientation and mobility skills of PWVI.
- 6. Prepare a lesson plan and train the visually impaired persons in O&M
- 7. Prepare pre requisite material for PWVI

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

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

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

**MAJOR CORE - 5**

**INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITY AND  
PHYSIOTHERAPY**

**TOTAL HOURS: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS: 5**

**CODE: U15RS3MCT05**

**MARKS: 100**

**GENERAL OBJECTIVE :**

To help the students understand, identify, examine, and evaluate the persons with locomotor disabled.

**COURSE OBJECTIVES (CO):**

**The students will be able to**

- 1 Understand and discuss the structure and diseases.
- 2 Examine and evaluate the children with locomotor disabilities.
- 3 Understand and discuss the educational considerations.
- 4 Elaborate and discuss the physiotherapeutic treatment.
- 5: Discuss and summarize the related problems of locomotor disabilities.

**UNIT 1 : Anatomy and diseases of skeleton, joints and muscles (10 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 (15 Hrs)**

- 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 (10 Hrs)**

- 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 Hrs)**

*(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 (10 Hrs)**

Disorders

- 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 : (20 Hours)**

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

#### **COURSE OUTCOMES:**

9. Identify the bones muscles and joints
10. Identify and explain the diseases related to locomotor disabilities.
11. Apply and assess locomotor disabilities.
12. Differentiate the educational considerations for PWLD.
13. Discuss the components of special education for PWLD
14. Compare the physiological effects of different therapies.
15. Enumerate and compare the methods of therapeutic treatment for PWLD.
16. Point out and differentiate the problems of locomotor disabilities.

#### **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; Shivlaxmi 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) TIRUCHIRAPPALLI - 620 002

DEPARTMENT OF REHABILITATION SCIENCE

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

**ALLIED 4 (OPTIONAL) - HEALTH AND NUTRITION**

**No. of Hours: 4**

**Marks : 100**

**No. of Credits: 3**

**Code: U15RS3AOT04**

**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

1. Otto et. al, (-1980).. Modern Health, London; Holt, Rinehart and Winston Publishers.
2. Park. J.E & Park, K., (1986), Text book of Preventive & Social Medicine, India; M/s.Banarsidas Bhanot.
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 promotion .
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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. Jelliffee.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.
12. Swaminathan.M, (1985). Essentials of Food, and Nutrition, (Vol.11).. Bangalore; BAPPCO.
13. Guthrie.H.A., (1979). Introductory Nutrition, London; C.V. Mosby Company.
14. Davidson.S.. et. al., (1975). Human Nutrition and Dietetics, Edinburgh; Churchill Livings tone.
15. Antia,F.P. (1973) Clinical Dietetics and Nutrition. London Oxford University Press.
16. Robinson,C.H, et. al., (1986) Normal and Therapeutic Nutrition. New York :Macmillan Publishing Co.
17. Taylor. F.B., Anthony.L.E. (1983) Clinical Nutrition. New York McGraw-Hill Book Company.
18. Davidson.S. et. al., (1975) Human Nutrition and Dietetics. Edinburgh Churchill Livings tone.
19. Brownsell. V.L. et. al., (1989) Applied Science for Food Studies. London Cognman Group VK Ltd.
20. Vail.G.E. et. al., (1967) Foods an Introductory College course. Boston : Houghton Mifflin Co..
21. Chaney. M.S.. Ross. M.L., (1979) Nutrition. Delhi :.Surjeet Publications.
22. Chadha. (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.
25. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
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-2**  
**B.A./B.Sc./ B.Com./ B.C.A./B.B.A DEGREE COURSE**  
**II YEAR: SEMESTER - III**  
**(Students who are admitted from 2015 onwards)**

**GENDER STUDIES**

**Hours: 1Hr/wk**

**CODE: U15WS3GST01**  
**CREDITS: 1**

**Objectives**

To make boys and girls aware of each other's strength and weakness

To develop sensitivity towards both genders in order to lead an ethically enriched life

To promote attitudinal change towards a gender balanced ambience and women empowerment

**Unit I**

**Concepts of Gender** : Sex-Gender-Biological Determination-Patriarchy-Feminism-Gender

Discrimination-Gender Division of Labour -Gender stereotyping – Gender Sensitivity-Gender Equity

– Equality – Gender Mainstreaming – Empowerment.

**Unit II Women's Studies Vs Gender Studies:** UGC's Guidelines – VII to XI Plans – Gender Studies :Beijing Conference and CEDAW-Exclusiveness and Inclusiveness.

**Unit –III Areas of Gender Discrimination** : Family – Sex Ratio – Literacy – Health – Governance – Religion Work Vs Employment – Market – Media – Politics – Law – Domestic Violence – Sexual Harassment – State Politics and Planning.

**Unit – IV Women Development and Gender Empowerment** : Initiatives – International Women's Decade – International Women's Year – National Policy for Empowerment of Women – Women Empowerment Year 2001 – Mainstreaming Global Policies.

**Unit – V**

**Women's Movements and Safeguarding Mechanism:** In India National / State Commission for Women (NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNMT Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73<sup>rd</sup> Amendment for PRIs.

**BOOK FOR STUDY**

Manimekalai. N & Suba. S (2011), Gender Studies, Publication Division, Bharathidasan University, Tiruchirappalli

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**BA/ B.SC/ B.COM DEGREE**

**Part - I : Language: Tamil Paper - IV**

**Total Hours : 75**

**Hrs : 5Hrs /Wk**

**Credit : 3**

**Code : U15TL4TAM04**

**Marks : 100**

**நோக்கங்கள்:**

1. மாணவர்களுக்குத் தமிழர்தம் வாழ்வியல் விழுமியங்களை உணர்த்துதல்.
2. அறநெறிகள் வாழ்க்கைக்கு வழிகாட்டும் விதத்தினை எடுத்துரைத்தல்
3. சிகரம் தொட்ட சாதனையாளரின் வாழ்வியலைப் புலப்படுத்துதல்
4. மொழித்திறன் வளர்த்தல்.

**பயன்கள்:**

1. வாழ்க்கையின் பல்வகை நிலைகளையும் உணர்ந்து செயல்படச் செய்தல்
2. தன்னைத் தானே நெறிப்படுத்திக்கொள்ள, பயன்பாடடைய இலக்கியம் வழிகாட்டுவதை புரிந்துகொள்ளச் செய்தல்.
3. இடைவிடாத முயற்சியின் வெற்றிப்படிகளைக் கண்டுணர்ந்து மேன்மை அடையச் செய்தல்.
4. இருமொழிப் புலமையை வளர்த்தல்.

**அலகு:1 செய்யுள்**

**1. குறுந்தொகை**

1. கொங்கு தேர் வாழ்க்கை அஞ்சிறைத் தும்பி - இறையனார்
2. யாரும் இல்லை தானே கள்வன் - கபிலர்
3. வேம்பின் பைங்காய்என் தோழி தரினே - மிளைக் கந்தன்
4. உள்ளது சிதைப்போர் உளரெனப் படாஅர் - பாலை பாடிய பெருங்கடுங்கோ
5. நோற்றோர் மன்ற தோழி - குறுங்குடி மருதன்

## 2. நற்றிணை

1. மனையுறை புறவின் செங்கால் பேடை
2. நீள்மலைக் கலித்த பெருங்கோற் குறிஞ்சி - பாண்டியன் மாறன் வழி
3. ஆய்மலர் மழைக்கண் தென்பனி உறைப்பவும் - நல்விளக்கனார்
4. சிறுவீ முல்லைப் பெரிது கமழ் அலரி - மதுரை பேராலவாயர்

## 3. கலித்தொகை

1. எறித்தரு கதிர்தாங்கி ஏந்திய குடைநீழல் - கபிலர்
2. பாடுகம் வா வாழி தோழி - கபிலர்

அலகு:2 செய்யுள்

## 4. புறநானூறு

1. நின் நயந்து உறைநர்க்கும் - பெருஞ்சித்திரனார்
2. காய்நெல் அறுத்துக் கவளம் கொளினே - பிசிராந்தையார்
3. படைப்புப் பலபடைத்து - பாண்டியன் அறிவுடைநம்பி
4. கேட்டல் மாத்திரை - கோப்பெருஞ்சோழன்
5. ஈன்று புறந்தருதல் என்தலைக் கடனே - பொன்முடியார்

## 5. பதிற்றுப்பத்து - ஐந்தாம் பத்து

1. சுடர் வீ வேங்கை
2. தசம்பு துளங்கு இருக்கை
3. ஊன்துவை அடிசில்

## 6. திருக்குறள்

1. அறத்துப்பால் - இனியவை கூறல்
2. பொருட்பால் - வினை செயல்வகை
3. காமத்துப்பால் - புலவி நுணுக்கம்

அலகு:3

தமிழ் இலக்கிய வரலாறு (துறை வெளியீடு)

சங்ககாலம் - சங்கம் மருவியகாலம்

எட்டுத்தொகை, பத்துப்பாட்டு, பதினெண்கீழ்க்கணக்கு நூல்கள்

அலகு:4

வாழ்க்கை வரலாறு

அன்னை தெரசா - பா. தீனதயாளன்

## அலகு:5

பொது – மொழிபெயர்ப்பு

### பாட நூல்கள்

1. செய்யுள் நூல் - தமிழாய்வுத்துறை வெளியீடு
2. தமிழ் இலக்கிய வரலாறு - தமிழாய்வுத்துறை வெளியீடு
3. வாழ்க்கை வரலாறு  
பா.தீனதயாளன் - அன்னை தெரசா
4. மொழிபெயர்ப்பு - தமிழாய்வுத்துறை வெளியீடு

(for the candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**PART – I LANGUAGE HINDI FOR B.A, B.Sc & B.Com**  
**HINDI PAPER-IV FUNCTIONAL HINDI & TRANSLATION**  
**SEMESTER – IV**

**HRS/WEEK : 5**

**CREDITS : 3**

**CODE: U15HN4HIN04**

**MARKS : 100**

**UNIT – I** Functional Hindi

**UNIT- II** Adhunic Kaal

**UNIT- III** General Essays

Parishram Ka Mahatva, Anushasan, Paropakar, Jawaharlal Nehru,  
Deepavalli, Bharath Mein Computer

**UNIT- IV** Letter Writing

**UNIT- V** Anuvad Abhyas - III

Books Prescribed :

- General Essays - D.B.H.P. Sabha Publishers, Chennai-17
- Abinava Patra Lekhan - D.B.H.P. Sabha Publishers, Chennai-17
- Anuvad Abhyas – III - D.B.H.P. Sabha Publishers, Chennai-17



# **HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 2**

## **DEPARTMENT OF FRENCH**

### **SYLLABUS**

#### **SEMESTER IV**

#### **PART I - LANGUAGE - FRENCH PAPER IV [LANGUAGE & CULTURE (ÉCHO A2 2<sup>e</sup> édition)]**

(For candidates admitted 2015 onwards)

**HRS/WEEK : 5**

**CREDIT : 3**

**CODE : U16FR4FRE04**

**MARKS : 100**

#### **Unit 1 C'est la fête !**

Les pronoms objets directs et indirects – parler d'une fête – exprimer des goûts et des préférences – fêtes sans frontières – plats des fêtes – les jours fériés – les saisons

#### **Unit 2 Vous plaisantez !**

Le conditionnel présent, la distinction du futur et du conditionnel – le mouvement en général – raconter une anecdote – journée de détente – la naissance d'un chef d'œuvre - l'art au début du 20<sup>e</sup> siècle – le plaisir de jeux de mots.

#### **Unit 3 On s'entend bien !**

Les constructions « faire + verbe » et « laisser + verbe », le discours rapporté – décrire le caractère ou le comportement, exprimer l'accord et le désaccord – le langage des couleurs – sujets de conversation – sujets d'étonnement.

#### **Unit 4 À vos risqué et périls !**

Le subjonctif présent, la voix passive – l'aventure d'aujourd'hui – travailler pour la planète – réussites et échecs - marathon de Paris – plaisir des sports – les sports les plus regardés et pratiqués - les français et les sports.

#### **Unit 5 La vie est dure**

Les pronoms possessifs, les adjectifs, les pronoms indéfinis – parler de ses activités quotidiennes, exprimer la confiance ou la méfiance – les tâches ménagères – la France insatisfaite - sans travail.

#### **TEXT BOOKS :**

ECHO A2 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D'APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

(for candidates admitted from June 2016 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2.**  
**II YEAR UG – SEMESTER IV**  
**PART II – ENGLISH 4 - GENERAL ENGLISH IV**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL4GEN04**  
**MARKS: 100**

**EMPLOYABILITY SKILLS**

**OBJECTIVES:**

1. To develop both receptive (reading, listening) and productive (speaking, writing) skills through communicative classes.
2. To acquire proficiency in oral and written language.
3. To train the students for employability skills such as team skills, communication skills and presentation skills.
4. To acquire values related to personal integrity and excellence in work propagated in the literary works.
5. To create interest among students for self-learning.

**UNIT I – Personal integrity –Honesty, dependability, adaptability and loyalty.**

**Listening** to identify a person's attitude, values, situation and the decision made.

**Speaking** about one's action, expressing opinions, character analysis.

**Reading** for comprehension (inferring a character's method of managing a situation, adaptability and the like).

**Writing** recommendations.

**Grammar** – use of appropriate adjectives and adverbs in contexts and reporting speeches

**Vocabulary** – differentiating shades of meaning, use of idioms and phrases in sentences

**Composition** – Your thoughts are the architects of your destiny – David O' McKay

Honesty is the first chapter in the book of wisdom – Thomas Jefferson

**TEXTS**

1. "How far is the river" by Ruskin Bond
2. *The Pie and the Tart* by Hugh Chesterman.
3. An excerpt from Shakespeare's "Julius Caesar" Act III Scene II Lines 13 - 33 – Antony's speech

**UNIT II – Key to success – Self-esteem, perfection and excellence**

**Listening** to differentiate duty from obligation.

**Speaking** – Discussing one's knowledge about different subjects, learning skills, thirst for knowledge, learning from experiences.

**Reading** for comprehension exhibiting higher perception of life's experiences.

**Writing** paragraphs with cause and reason, analyzing motives behind people's actions and behavior.

**Grammar** – use of cohesive devices

**Vocabulary** – figures of speech – simile, metaphor.

**Composition** –

1. Excellence is not a destination, it is a continuous journey that never ends – Brian Tracy
2. To be perfect is to change often – Winston Churchill

**TEXTS**

1. Our urgent need for self-esteem by Nathaniel Brandon.
2. Five senses by Judith Wright
3. Three questions by Leo Tolstoy

### UNIT III – Team skills

**Listening** to speaker's ideas, opinions, and suggestions and analyzing their character.

**Speaking** –Discussing, questioning, interacting, respecting, sharing and participating.

**Reading** for comprehension – absorbing the attitude of the people.

**Writing** – personal essays and report writing

**Grammar** – use of inverted structures

**Vocabulary** –New words in current usage.

**Composition** –1. “Talent wins games, but teamwork and intelligence wins championships.”

2. “It takes two flints to make a fire.”

#### TEXTS

1. “The Little Black Boy” by William Blake

2. How to get cooperation by Dale Carnegie.

### UNIT IV – Communication skills for interpersonal relationship

**Listening** to specific information and guessing.

**Speaking** –Facing interview and situational speeches (Master of ceremony, felicitation and the like).

**Reading** for comprehension to identify the methods of persuasion.

**Writing** formal letters and invitations.

**Grammar** – Transformation of sentences.

**Vocabulary** – Words related to technical registers.

**Composition** –1. “Communication is an art form that is crafted throughout our lives.”

2. Birds of same feather flock together.

#### TEXTS

1. The Refund by Fritz Karinthy

### UNIT V –Presentation skills

**Listening** to commands, information, announcements, and discussions in a meeting.

**Speaking** –role play in panel discussion, mock parliament and public speaking.

**Reading** for comprehension.

**Writing** agenda, minutes, memo, notice, circular, project proposal.

**Grammar** – use of simple, compound, complex, imperative sentences and punctuations.

**Vocabulary** – Business terms.

**Composition** – writing a project.

#### TEXTS

1. An excerpt from Abraham Lincoln's speech in Gettysburg.

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

**PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**II YEAR B.R.Sc. : SEMESTER - IV**

**SKILL-BASED ELECTIVE-3**

**EDUCATION FOR PERSONS WITH DISABILITIES (PRACTICALS)**

**TOTAL HOURS: 30**

**HOURS : 2 Hrs/Wk**

**CREDITS : 2**

**CODE: U15RS3SBP03**

**MARKS: 100**

**GENERAL OBJECTIVE:**

**To enable the students understand the various educational programmes and support services for persons with disabilities and its types.**

**COURSE OUTCOMES:**

**The Learner will be able to:**

1. Remembers ,understand the needs of children with disabilities
2. Remembers, understands factors affecting learning.
3. Remembers, understands educational needs of children with disabilities.
4. Remembers ,understands types of School and Models of Education for Children with Disabilities
5. Apply and create an album related to Practical and Field Engagement.

**UNIT 1: Understanding the Needs of Children with Disabilities**

**(5 Hrs)**

- Physio-medical needs
- Educational needs.
- Social Rehabilitation needs.
- Vocational needs.
- Empowerment needs (Self Help Skill)

**UNIT 2: Factors Affecting Learning**

**(5 Hrs)**

- Intelligence
- Aptitude
- Teacher attitude
- Peer attitude
- Socio-economic environment

**UNIT 3: Understanding Educational needs of Children with Disabilities**

**(5 Hrs)**

- Changing Practices in Education of children with disabilities: Segregation, Integration &Inclusion

- Difficulty in Seeing (VI)
- Difficulties in Learning (MR)
- Difficulty in communication/ hearing (HI)
- Difficulty in moving (includes children with locomotor impairment, cerebral palsy, spinal injury, spina bifida, muscular dystrophy)
- Specific Learning Difficulties (arising due to dyslexia, autism, attention deficit syndrome, learning disability)
- Multiple Disabilities (including deaf-blindness, cerebral palsy with/without mental retardation)

#### **UNIT 4: Types of School and Models of Education for Children with Disabilities (5 Hrs)**

##### **(a) Types of schools**

- Special Schools
- General Schools
- Open Schools
- Inclusive Schools

##### **(b) Models of Education for children with disabilities**

- Resource Room Model
- Itinerant Teaching Model
- Dual Teaching Model
- Distance Learning Model
- Alternative School Model
- Home Based Education Model

#### **UNIT 5 : PREPARING AN ALBUM ON**

**(10 Hrs)**

- Case work on Identification and Assessment  
(One case work each in Intellectual disabled, Hearing Impairment, Visual impairment, locomotor impairment, Autism and Learning disabled)
- Visit Special Schools of any two disabilities and an Inclusive school and write observation report highlighting teaching style and method.
- Prepare a Checklist for Accessibility in Inclusive schools for Children with disabilities.
- Design a Poster on Inclusive Education.
- Prepare a lesson plan on any School Subject.
- Debate on Inclusion vs Segregation.
- Self study for International legislations and frameworks

## **COURSE OUTCOMES:**

1. Identify the needs of children with disabilities
2. Identify factors affecting learning.
3. Identify the educational needs of children with disabilities.
4. Identify and choose the Models of Education according to special children needs.
5. Apply and create an album related to Practical and Field Engagement.

## **REFERENCES:**

1. Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. Ann Turnbull, Rvd Turnbull, Marilyn, Shank, Derothy Lel (1999). Exceptional Lives, Special Education in Today's School, Prentice Hall Inc.
3. Assessment of Needs for Inclusive Education: Report of the First Regional Workshop of NCERT and UNESCO, 2000.
4. Awareness Package for Upper Primary teachers: NCERT, New Delhi, 2003
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6. C.L. Kundu, Status of Disability in India 2003. New Delhi Rehabilitation Council of India (RCI).
7. Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
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11. ICEVI (1995). Proceedings of the Asia Regional Conference on “Reaching the Unreached”. Organized by the International Council for Education of People with Visual Impairment at Ahmedabad, India.
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13. Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
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16. Kumar, A. (2003). Environmental challenges of the 21<sup>st</sup> century, APH Publishing Corporation, New Delhi.

17. M.N.G. Mani, (2000). Inclusive Education in Indian Context. Coimbatore :Sri Ramakrishna Mission Vidyalaya.
18. Madhumita Puri & George Abraham, (2004). Handbook of Inclusive Education for Educators, Administrators and Planners. New Delhi : SAGE Publications.
19. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
20. Manual of Bridge Course for Visual Impairment, Hearing Impairment, Mental Retardation and Locomotor Disability and Associated Disabilities, Rehabilitation Council of India (RCI), 2003.
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25. National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
26. National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
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36. UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - IV**  
**MAJOR CORE - 6**  
**CURRICULAR STRATEGIES FOR PERSONS WITH MENTAL RETARDATION**

**TOTAL HOURS: 75**  
**HOURS : 5 Hrs/Wk**  
**CREDITS: 5**

**CODE: U15RS4MCT06**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

*To provide an overview on the basics of Curricular development and enable students understand, select and apply suitable teaching strategies and techniques in teaching curricular and co-curricular activities for the mentally retarded.*

**COURSE OBJECTIVES: ( CO)**

**The learner will be able to:**

1. Remember and understand the concept, approaches and principles in curriculum and the need for IEP and task analysis..
2. Understand and apply the varied domains in curriculum for primary and secondary level learners.
3. Understand and apply the varied domains in curriculum for adult learners at prevocational and vocational level.
4. Apply and analyze the principles and approaches in teaching learners with special needs.
5. Understand and apply the varied co-curricular activities for the mentally retarded.

**UNIT 1 : INTRODUCTION TO CURRICULUM DEVELOPMENT FOR STUDENTS WITH MENTAL RETARDATION. (13 Hrs)**

- 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 (10 Hrs)**

- 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 FO PERSONS  
WITH SEVERE AND PROFOUND MENTAL RETARDATION**

**(10 Hrs)**

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

**UNIT 4 : TEACHING PRINCIPLES AND APPROACHES (10 Hrs)**

- 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 (12 Hrs)**

- 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 : ( 20 HOURS)**

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.

**TEXT BOOKS**

1. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
2. B.Ed MANUAL, Curriculum for learners with special needs, TNOU .

**EXTRA READING**

- Narayan, J (Ed.) (1999) School Readiness for Children with Special Needs, Secunderabad, NIMH.

- Panda, K.C. (1999). Education of Exceptional Children, New Delhi: Vikas Publications.
- Myreddi, V, Narayan, J (1998) Functional Academics for Students with Mental Retardation – A Guide for teachers. Secunderabad, NIMH.
- 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.

## **JOURNALS**

- 1. Journal Of Curriculum And Pedagogy**
- 2. Journal Of Curriculum And Instruction**
- 3. American Journal Of Mental Retardation.**

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**II YEAR B.R.Sc. : SEMESTER - IV**

**(From 2015 Onwards)**

**MAJOR ELECTIVE - 1**

**COUNSELLING**

**TOTAL HOURS: 75**  
**HOURS : 5 Hrs/Wk**  
**CREDITS : 5**

**CODE: U15RS4MET01**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

To understand and develop Counselling skills and apply them in real life situations in personal and professional life

**COURSE OBJECTIVES (CO)**

**The Learner will be able to:**

1. Understand the goal, role and characteristics of a counselors.
2. Explain the elements , models, patterns and styles of communication
3. Apply the concepts of various counseling therapies
4. Analyse the various forms of helping the needy client
5. Relate the strategies of counseling to children and adults with special needs and their parents and siblings and significant others

**UNIT 1 : BASICS OF COUNSELLING AND INTERPERSONAL RELATIONSHIP (15 Hrs)**

- 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 improve relationship quotient, handling criticisms and rejection

**UNIT 2 : HUMAN COMMUNICATION (10 HOURS)**

- 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 (20 HOURS)**

- 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 (10 Hrs)**

- 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 (10 Hrs)**

- 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 : (10 Hrs)**

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.

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8. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology, New Delhi; Sage Publications.

**JOURNALS:**

1. Journal of Counselling and Development

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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: U15RS4MET02**

**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.
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**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - IV**  
**(From 2015 onwards)**  
**ALLIED – 5 (OPTIONAL)**  
**PSYCHOLOGY**

**TOTAL HOURS: 60**  
**HOURS: 4 Hrs/Wk**  
**CREDITS: 4**

**CODE: U15RS4AOT05**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

*To understand the basic concepts of psychology and apply them in life.*

**COURSE OBJECTIVES (CO) : The learner will be able to:**

1. Understand the concepts of psychology, theories of learning and intelligence
2. Remember the various concepts in memory forgetting and motivation
3. Analyze the characteristics of creative persons and develop creative thinking and problem solving techniques.
4. Analyze and evaluate the skill needed to develop self-concept and maintain better inter-personal relations
5. Understand the concepts of consciousness, sleep and dreams and parapsychology

**UNIT: I      BASICS OF PSYCHOLOGY      (10 Hrs)**

- 1.1 Meaning and History
- 1.2 Sensory Perception
- 1.3 Attention and Perceptual Processes
- 1.4 Self & Personality

**UNIT: II      LEARNING AND MEMORY, MOTIVATION AND EMOTIONS (15 Hrs)**

- 2.1 Paradigms of Learning and Learning Style
- 2.2 Nature and Types of Memory and Forgetting
- 2.3 Motivation and Types of Motives
- 2.4 Basis of Emotions

**UNIT: III      THINKING AND INTELLIGENCE      (10 Hrs)**

- 3.1 Thinking and Reasoning
- 3.2 Creativity
- 3.3 Domains of Psychological Attributes
- 3.4 Intelligence
- 3.5 Individual differences in Intelligence

**UNIT: IV      PSYCHOLOGICAL DISORDERS AND STRESS      (15 Hrs)**

- 4.1 Major Psychological Disorders
- 4.2 Effects of Stress and Coping
- 4.3 Substance Use Disorders

#### 4.4 Types and Sources of Stress

### **UNIT: V STATES OF CONSCIOUSNESS**

**(10 Hrs)**

- 5.1 Freud's Mind
- 5.2 Sleeping and Dreaming
- 5.3 Hypnosis and Meditation
- 5.4 Para Psychology/ Psi abilities

#### **PRACTICUM:**

1. Various tests and exercises 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.
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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) TIRUCHIRAPALLI - 2**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II YEAR B.R.Sc. : SEMESTER - IV**  
**(From 2015 onwards)**

**ALLIED - 6 (OPTIONAL)**  
**EXCEPTIONAL CHILDREN**

**TOTAL HOURS: 60**  
**HOURS: 4 Hrs/Wk**  
**CREDITS: 4**

**CODE: U15RS4AOT06**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

To understand the concept of Exceptional children, causes, its types, characteristics, and intervention measures.

**COURSE OBJECTIVES : The student will be able to:**

1. Understand the concept of exceptional children with reference to individual, family, social aspects and legal provisions.
2. Remember the concept, identification, causes and educational intervention for Gifted Children.
3. Understand the concept, identification, causes and educational intervention for Emotionally Disturbed children.
4. Remember the concept, identification, causes and intervention for Socially Disadvantaged children.
5. Understand the concept, identification, causes and educational intervention for children with HI, VI, MR and low vision.

**UNIT 1 : Introduction to Exceptional children (10 Hrs)**

- 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 (10 Hrs)**

- 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 (10 Hrs)**  
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 (10 Hrs)**  
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 (10 Hrs)**  
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: (10 Hrs)**  
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:**

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**WEBSITES:**

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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\\_zions\\_ch\\_1.pdf.](http://www.sagepub.com/upm-data/7271_zions_ch_1.pdf)
10. [http://www.nichcy.org/pubs/factshe/fs5.pdf.](http://www.nichcy.org/pubs/factshe/fs5.pdf)
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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER - V**  
**(From 2015 Onwards)**  
**MAJOR CORE - 7**  
**AUDIOLOGY AND AURAL REHABILITATION**

**TOTAL HOURS: 75**  
**HOURS: 5 Hrs/Wk**  
**CREDITS: 4**

**CODE: U15RS5MCT07**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

To provide an overview of Acoustics, Diagnostic Audiology, Hearing Aids, Cochlear Implant and Management of Childhood and Adult hearing impairment.

**COURSE OBJECTIVES (CO) :**

**The Learner will be able to :**

1. Understand and apply the physical aspects of sound, its characteristics and the physiological process of hearing.
2. Remember and Understand the various assessment, procedures of hearing and diagnostic tests
3. Understand the parts types and characteristics of hearing aids and earmoulds
4. Understand the surgical intervention of cochlear implant for the hearing impaired
5. Apply the concepts of audiological counseling and management of hearing loss in children with adults.

**UNIT 1 :      PHYSIOLOGY OF HEARING & ACOUSTICS      (10 Hrs)**

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

**UNIT 2 :      AUDIOMETRY      (20 Hrs)**

- 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      (15 Hrs)**

- 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 (10 HOURS)**

- 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 (10 HOURS)**

- 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 : (10 HOURS)**

- 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 :**

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- 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.
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- 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.
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  24. DSE(HI) Manual (2006), *Fundamentals of Hearing, Hearing Impairment and Audiological Management*, Kanishka Publishers, New Delhi.

#### JOURNALS:

1. *International Journal of Audiology*
2. *American Juornal of Audiology*
3. *Journal of Audiology and Otology*.

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

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**III YEAR B.R.Sc.: SEMESTER – V**

**(From 2015 Onwards)**

**MAJOR CORE – 8**

**PRINCIPLES AND PRACTICES OF VOCATIONAL REHABILITATION**

**TOTAL HOURS: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS: 4**

**CODE: U15RS5MCT08**

**MARKS: 100**

**GENERAL OBJECTIVES:**

*To understand the different vocational services available in vocational rehabilitation for different categories of persons with disability.*

**COURSE OBJECTIVES (CO) The students will be able:**

1. Describe various vocational models in relation to historic aspects.
2. Illustrate different vocational rehabilitation models with example.
3. Describe the concept of vocational guidance for persons with Disability
4. Discuss the importance of career education and guidance for persons with disability.
5. Explain the essential qualities of an effective vocational counselors for persons with disability.

**UNIT 1: Introduction to the concept of Vocational Rehabilitation (12H rs)**

- 1.1 Historical perspective
- 1.2 Basic concepts
- 1.3 Current trends in services
- 1.4 Approaches and Attributes of vocational instructor.

**UNIT 2: School Based Vocational Curriculum (12 Hrs)**

- 2.1 Principles of teaching
- 2.2 Techniques of skill training
- 2.3 Criteria for grouping and group management
- 2.4 Curriculum for prevocational group.

**UNIT 3 : Transition Plan at Pre-Vocational Level (12 Hrs)**

- 3.1 Preparation of Individualized Vocational Transition Plan
- 3.2 Work- readiness / generic skills.
- 3.3 Work- behavior
- 3.4 Management of external factors of fatigue.

**UNIT 4 : Individualized Vocational Transition Plan (12 Hrs)**

- 4.1 Functional academics
- 4.2 Home management.
- 4.3 Functional vocational assessment
- 4.4 Self advocacy

**UNIT 5 : Vocational Transition Models and Vocational Guidance (12 Hrs)**

- 5.1 Types of employment - definition, purpose, types benefits and limitation
- 5.2 Types of vocations
- 5.3 Criteria for job identification and Job analysis
- 5.4 Recent trends

**Practicum: (15 Hrs)**

1. Visit a minimum of 3 job sites, list out the suitable jobs and prepare the requirements of the job.
2. The list of assessment tools to assess the skills
  - Prevocational level check lists one and two (FACP)
  - Madras developmental programming system(MDPS)
  - BASIC – MR – Published by NIMH.

**REFERENCES:**

1. Escorpizo, R., Brage, S., Homa, D., Stucki, G. (2015), Handbook of Vocational Rehabilitation and Disability Evaluation, Application and Implementation of the ICF.
2. F. Franchignoni, M. Oliveri, G. Bazzini (2015), Work rehabilitation programs: work hardening and work conditioning.
3. Ebook Foundations of the Vocational Rehabilitation Process  
<https://sites.google.com/site/.../Foundations-of-the-.pdf>
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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER - V**  
**(From 2015 Onwards)**  
**MAJOR CORE - 9**  
**ADAPTED PHYSICAL EDUCATION**

**TOTAL HOURS: 75**  
**HOURS: 5 Hrs/Wk**  
**CREDITS: 4**

**CODE: U15RS5MCT09**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

To understand the concept of adapted physical education, disorders of development, organize and administer APE class, and design the developmental and leisure time activities for persons with special needs.

**COURSE OBJECTIVES: The students will be able to**

1. Explain the meaning, aims, objectives and components of APE and physical fitness.
2. Discuss the disorders of development and corrective exercises for PWD
3. Describe the methods of organizing and administering APE class.
4. Differentiate the activities and games for PWD
- 5.: Summarize the relaxation and leisure time activities of PWD.

**UNIT 1 : Physical Education and Adapted Physical Education (15 Hrs)**

- 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 (10 Hrs)**

- 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 (10 Hrs)**

- 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 (10 Hrs)**

- 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 (10 Hrs)**

- 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 Hrs)**

- 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 :**

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

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**III YEAR B.R.Sc.: SEMESTER – V**

**(From 2015 Onwards)**

**MAJOR CORE – 10**

**BEHAVIOR MODIFICATION AND THERAPEUTIC INTERVENTION**

**TOTAL HOURS: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS: 4**

**CODE:U15RS5MCT10**

**MARKS: 100**

**GENERAL OBJECTIVE:**

*To understand the behaviors of children with Special Needs and plan intervention strategies for Maladaptive Behaviors*

**COURSE OBJECTIVES (CO)**

**The Learner will be able to:**

1. Remember and understand the problem behaviors among children with special needs and classify them
2. Analyze and assess behaviors and prepare behavioral objectives.
3. Evaluate and apply behavior modification programs for Behavior problems in children with Special Needs.
4. Analyze and apply Therapeutic programs for children with special needs
5. Evaluate and create innovative therapeutic intervention strategies for children with special needs.

**UNIT 1: BEHAVIORAL ANALYSIS (12 Hrs)**

- 1.1 Classifying behavior
- 1.2 Behavioral Assessment
- 1.3 Behavioral objectives
- 1.4 Task Analysis

**UNIT 2: INCREASING DESIRABLE BEHAVIORS (13 Hrs)**

- 2.1 Reinforcement
- 2.2 Group reward techniques
- 2.3 Behavioral techniques in teaching skill behavior
- 2.4 Guidelines for teaching children with Special needs

**UNIT 3: DECREASING UNDESIRABLE BEHAVIORS (10 Hrs)**

- 3.1 Problem Behavior



- 3.2 Behavioral techniques in managing problem behaviors
- 3.3 Involving parents in training
- 3.4 Team work

**UNIT 4: THERAPEUTIC PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS  
(15 Hrs)**

- 4.1 Occupational Therapy
- 4.2 Assistive technology as therapy
- 4.3 Complementary and Alternative Therapies
- 4.4 Play Therapy Interventions

**UNIT 5: CREATIVE THERAPEUTIC INTERVENTIONS (10 HOURS)**

- 5.1 Theatrical procedures
- 5.2 Creative movement therapies
- 5.3 Recreational Therapies
- 5.4 Arts and Crafts as a therapeutic intervention

**PRACTICUM:**

1. Assessment of problem behavior and planning of intervention program for and child
2. Plan and implement one therapy for a group of children with special needs.

**TEXT BOOKS:**

Reeta Peshawaria, Venkatesan. S (2009), Behavioural Approach in Teaching Mentally Retarded Children: A Manual for Teachers, NIMH, Secunderabad.

**ESSENTIAL READING:**

- International Handbook of Behavior Modification and Therapy (English, Paperback, Michel Hersen, Alan S. Bellack, Alan E. Kazdin) Publisher: Springer, ISBN: 9781461572800, 1461572800, Edition: 2012
- Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings, Second Edition 2 New Edition (English, Paperback, Keven M. Schock Ma Bcba, Ennio Cipani Phd) Publisher: Springer Publishing Company, ISBN: 9780826106049, 0826106048, Edition: 2 New, 2010
- Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult (English, Paperback, Gardener William I Gardener), ublisher: Aldine, ISBN: 9780202308579, 020230857X, Edition: illustrated edition, 2006

- Special Needs, Special Horses: A Guide To The Benefits Of Therapeutic Riding (Series - PRACTICAL GUIDE) (English, Paperback, Naomi Scott, J. Warren Evans), Publisher: University Of North Texas Press,u.s. ISBN: 9781574411928, 1574411926, Edition: 2005
- Therapy Games: Creative Ways to Turn Popular Games into Activities That Build Self-Esteem, Teamwork, Communication Skills, Anger Management, Self-Discovery, and Coping Skills, Alanna Jones 2013
- The Big Book of Therapeutic Activity Ideas for Children and Teens: Inspiring Arts-Based Activities and Character Education Curricula, Lindsey Joiner 2012

## **JOURNALS:**

Behavior Modification Journal Sage Publication.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER - V**  
**(From 2015 Onwards)**  
**MAJOR ELECTIVE - 2**  
**INTRODUCTION TO LANGUAGE AND SPEECH**

**TOTAL HOURS: 75**  
**HOURS: 5**  
**CREDITS: 5**

**CODE: U15RS5MET02**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

*To relate the concept of language development and language instruction approaches and understand the anatomy and physiology of the speech mechanism , language and speech teaching methods and developing and maintaining intelligible language and speech*

**COURSE OBJECTIVES (CO) :**

**The Learner will be able to :**

1. Understand the concept of Language and Communication and the differences in language development of a hearing child and a child with hearing impairment.
2. Analyse the different language teaching methods used with children with Hearing Impairment
3. Understand the processes involved in speech production and explain the concept of speech and articulatory aspects and English Speech Sounds.
4. Analyze and evaluate the various speech errors and language disorders in children and adults.
5. Apply skills of Auditory Training and the various speech teaching Methods in therapeutic settings.

**UNIT 1 : Introduction to Language (10 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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 (15 Hrs)**

- 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 (10 Hrs)**

- 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 : (10 Hrs)**

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:**

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2. Sadhana Relekar, Usha Talvi and Anjali Kant: (2006), Speech and Speech Teaching, New Delhi, RCI in association with Kanishka Publishers.
3. Faculty of PG and Research Department of Rehabilitation Science (2017), All About Disability Trichy, Jami Publications.
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14. John E. Bernthal, Nicholas W. Bankson, (1993), 3<sup>rd</sup> edition, Articulation and Phonological Disorders, U.S.A. Prentice Hall, Inc.
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16. Daniel Ling, (1987). Speech and the hearing impaired children, Theory & Practice. Washington; Alexander Graham Bell Association for the Deaf.
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18. Van Uden, (1986). Sign Languages of deaf people and psycholinguistics, Netherlands; Swetszeitilinger.
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24. Crickmay, (1981). Speech Therapy, U.S.A.; Charles C. Thomas Publishers Limited.
25. J. Anthony Seikel, Douglas W. King, David G. Drumright (2000) "Anatomy & Physiology for Speech, Language Hearing" Second Edition, Singular Publishing Group, California.
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27. Scott McLaughlin (2006) Introduction to Language Development, Second Edition, Delar, USA.
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**JOURNALS:**

1. Journal of Speech and Hearing Research and Education
2. Journal of Speech , Language and Hearing Research.

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**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**III YEAR B.R.Sc. : SEMESTER - V**  
**(From 2015 Onwards)**

**MAJOR ELECTIVE - 2**

**COMMUNICATION THROUGH SIGNS AND SPEECH**

**TOTAL HOURS: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS: 5**

**CODE: U15RS5MET03**

**MARKS: 100**

**GENERAL OBJECTIVE:**

1. To understand various aspects of communication and speech, different modes of communication adopted for children with speech delay and hearing impairment.
2. Understand the various aspects of communication
3. Discuss the suitable techniques available in communication.
4. Explain the sign language and the manual modes through speech and
5. communication
6. Compare and differentiate various modes of communication and its advantages.
7. Compare & discuss the importance of optimizing communication access

**UNIT 1 : Normal Aspects of communication (15 Hrs)**

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

**UNIT 2 : Communication through Speech (13 Hrs)**

- 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 (12 Hrs)**

- 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 (13 Hrs)**

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

**UNIT 5 : Optimizing Communication Access (12 Hrs)**

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

**PRACTICUM: (10 Hrs)**

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 5<sup>th</sup> 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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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**

**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**III YEAR U.G. : SEMESTER – V**

**(From 2015 Onwards)**

**NON-MAJOR ELECTIVE - 1**

**ABNORMAL PSYCHOLOGY**

**TOTAL HOURS : 30**

**HOURS: 2**

**CREDITS: 2**

**CODE: U15RS5NMT01**

**MARKS: 100**

**GENERAL OBJECTIVE :**

1. To understand the concept of abnormal psychology, the causes , characteristics and therapeutic approaches of varied abnormal behaviours.
2. Remember and understand the meaning, scope and definitions of abnormal psychology
3. Understand and analyze the causes and characteristics of abnormal behavior
4. Understand and analyze major patterns of maladaptive behaviour. its causes, types
5. characteristics and treatment
6. Understand, analyze the common patterns of abnormal behaviour and evaluate its
7. impact on day to day life.
8. Understand and analyze the varied treatment approaches and rehabilitation for abnormal
9. behaviours.

**UNIT 1 : INTRODUCTION (3 Hrs)**

Meaning , scope and definitions of abnormal psychology

**UNIT 2 : CAUSES AND CHARACTERISTICS OF ABNORMAL BEHAVIOUR (6 Hrs)**

Biological / psychosocial / socio-cultural causes  
Characteristics of abnormal behaviour

**UNIT 3 : MAJOR PATTERNS OF MALADAPTIVE BEHAVIOUR (6 Hrs)**

Schizophrenia, Neuroses, Sexual deviations.

**UNIT 4 : COMMON PATTERN OF ABNORMAL BEHAVIOUR (6 Hrs)**

Alcoholism and Drug Abuse , criminal behaviour and delinquency,  
Psychosomatic disorders

**UNIT 5 : TREATMENT AND REHABILITATION OF ABNORMAL BEHAVIOUR**  
**(4 Hrs)**

Biological , Psychosocial,Sociocultural approaches and Rehabilitation

**PRACTICUM : (5 HOURS)**

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

**TEXT BOOKS**

1. Shanmugam, (1991). Abnormal Psychology.
2. S.K. Mangal, (1984). Abnormal Psychology
3. Coleman (1992). Abnormal Psychology. Paul Salmon, London

**ESSENTIAL READING :**

- Robert C. Carson & James N. Butcher (1992). Abnormal Psychology & Modern Life. Harper & Collins. New York.
- Davison Neale (1994). Abnormal Psychology. John Wiley & Sons. Canada.
- Irwing G. Sarason (1996). Abnormal Psychology – The Problem of Maladaptive Behaviour. Prentice Hall Ltd. New Delhi.
- Barlow & Durrard (1995). Abnormal Psychology. Brooks / Cole Publishing Company Ltd. U.S.A.
- Robert G. Meyer (1988). Abnormal Psychology. Paul Salmon, London.
- Rober W. White, Norman F. Watt (1981). The Abnormal Personality.
- Key to Psychiatry (1974). A text book for students M.I. Sainsbury.

**JOURNAL**

Journal of Abnormal Psychology. APA Psy.net  
Journal of Abnormal Psychology. Psy. Research.org

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER – V**  
**(From 2015 Onwards)**

**SKILL BASED ELECTIVE – 4**  
**TLM AND ADAPTIVE EQUIPMENTS**  
**(PRACTICALS)**

**TOTAL HOURS: 30**  
**HOURS: 2**  
**CREDITS: 2**

**CODE: U15RS5SBP04**  
**MARKS: 100**

**GENERAL OBJECTIVE :**

1. To demonstrate and make Students Plan, Create and Apply various Teaching Learning Materials and compile the varied Adaptive Equipments for Students with Special Needs.
2. Understand and apply lessons for both curricular and co-curricular domains
3. Understand and apply TLM for both curricular and co-curricular domains.
4. Understand and apply various art and craft activities for CWSN.
5. Create and implement awareness programmes on disability through puppets, handouts and audio visual aids.
6. Remember and create an album on low cost Adaptive Equipments Assistive Devices and Barrier Free Environment for CWSN.

**UNIT 1 : PREPARING 5 IEP AND 5 LESSON PLANS IN THE VARIED DOMAINS**  
**(7 Hrs)**

Motor  
SHS  
Communication ,  
Functional Academics,  
Social  
Visual arts  
Performing arts

**UNIT 2 : PREPARING TLM TO TEACH VARIED CONCEPTS FOR THE MENTALLY RETARDED IN THE DOMAINS;**  
**(7 Hrs)**

SHS .  
Communication ,  
Functional Academics,  
Social  
Visual arts  
Performing arts

**UNIT 3: PREPARING TLM THROUGH ART AND CRAFT**  
**(6 Hrs)**

Preparing 10 craft work using materials using different types of papers, clay, cloth, fur, beads, seeds etc.

Preparing 10 art work using different colouring material .

**UNIT 4 : PREPARING PUPPETS, HANDOUTS AND CDS (5 Hrs)**

To tell stories, situations

Creating awareness

Information sharing

**UNIT 5 : PREPARING AN ALBUM ON (5 Hrs)**

1. Adaptive Equipments
2. Assistive Devices
3. Barrier Free Environment And
4. Low Cost Resources For CWSN .

**TEXT BOOKS :**

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

**JOURNAL :**

The International Journal of the Creative Arts in Interdisciplinary Practice. [www.ijcaip.com](http://www.ijcaip.com)

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

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

**(From 2015 Onwards)**

**MAJOR CORE - 11**  
**VOCATIONAL PLANNING**

**NO. OF HOURS: 6 HOURS PER WEEK**

**MARKS: 100**

**NO. OF CREDITS: 5**

**CODE: U15RS6MCT11**

**GENERAL OBJECTIVE:**

1. To understand and apply theoretical knowledge and practical skills in vocational assessment, training and employment of persons with disabilities.
2. Describe the vocational services and approaches in vocational planning.
3. Explain the assessment and work behaviour in vocational training.
4. Discuss and distinguish the types of employment of PWDs.
5. Elaborate the different methods of employment training.
6. Application of adult independent living skills in PWDs.

**UNIT 1 : Vocational Training, Employment (14 hours)**

- 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 (14 hours)**

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

**UNIT 3 : Types of Employment (14 hours)**

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

**UNIT 4 : Employment Training (14 hours)**

- 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 (14 hours)**

- 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 (1<sup>st</sup> Edition), U.S.A. : Little Brown & Company.

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

**(From 2015 Onwards)**

**MAJOR CORE - 12**

**CBR AND VOCATIONAL PLACEMENT  
(PRACTICALS)**

**TOTAL HOURS: 90**

**HOURS: 6 Hrs/Wk**

**CREDITS: 5**

**CODE: U15RS6MCP12**

**MARKS: 100**

**GENERAL OBJECTIVES:**

1. To demonstrate and make Students develop, Plan and apply various Vocational training programmes and assess vocational interest through job analysis and prepare the requirements of job for the differently abled.
2. Remembers, Understands Individualized Vocational Training Programme.
3. Apply and analyze Group Vocational Training Programme.
4. Critically Evaluate Job Sites, prepare job analysis and learn selected trades in professional manner.
5. Understands and apply the basic principles and skills to develop adaptive devices and teaching learning materials.

**UNIT 1: Individualized Vocational Training Programme (21 Hrs)**

1. Assessment of current level of functioning of adolescents/ adults with mental retardation - selecting appropriate assessment tool, collecting background information, a detailed case history .
2. Develop need based individualized independent living and vocational training programmes for adolescents and adults with mental retardation - implementation of the programme, use of appropriate teaching learning materials, adaptations in various settings.

**Procedure**

- Each trainee will be assigned 3 students with mental retardation above 15 years of age, functioning at mild, moderate and severe levels from different socio-economic background, residing in urban/rural/slum areas.

The Trainee will:

- Collect background information; prepare a detailed case history including family history, school history and other significant information from parents.
- Select appropriate assessment tools (given below) to find out the current level of functioning.

- Develop Individualized training programme for work readiness skills i.e. eye hand coordination, personal, social, functional academics, domestic and recreational areas.
- Needed services such as speech therapy, behaviour modification and medical services, the trainee will seek the assistance of these professionals while working with the student.
- In severe or profound cases with other associated conditions, where vocational training may not be beneficial, adult independent living will be the goal with ,appropriate training and implementation.
- Identify suitable jobs for each student using NIMH vocational profile and Job analysis / Individualized vocational Curriculum.
- Develop suitable teaching materials/ adaptive devices and implement the program in an appropriate environment / work station.
- Conduct and record formative and summative evaluation.
- Prepare a final record of the 3 students for internal and external evaluation.

The list of assessment tools the trainee may use shall include:

- Prevocational level check lists one and two (FACP)
- Madras developmental programming system (MDPS)
- Generic skills assessment checklist -Vocational Assessment and programming system: NIMH-VAPS
- BASIC - MR - Published by NIMH.

## **UNIT 2: Group Vocational Training Programme (21 Hrs)**

1. Identify adult living skills/ work readiness skills/ work skills appropriate to the level of students in a group and plan a programme by selecting aims and objectives, preparing TLMs and adaptations and convert into an instruction to impart skills in adolescents/ adults with mental retardation.
2. Evaluate the effect of instruction and modify the methods needed.

### **Procedure**

The trainee is expected to develop and conduct group vocational training programmes under supervision.

- Prevocational / Vocational skills training
- Adult living skills / functional academics
- Recreational / leisure time activities

The student trainee will be provided groups of adolescent /adult persons with mental retardation at various intellectual levels. Based on the current level of functioning of the groups, the trainee is expected to prepare a programme for 45 minutes to one hour. After the approval of the guide, the programme will be implemented with the help of appropriate learning aids/ equipments with adaptation.

The guide/ Supervisor/ Observer evaluate the programmes and provide internal marks.

The group vocational training plans with TLMs and adaptations will be submitted for internal and external evaluation.



### **UNIT 3: Job Survey, Job Analysis and Trades Training**

**(21 Hrs)**

1. Visit various job sites, contact employers, identify suitable jobs for persons with mental retardation at various functional levels and suggest job requirements for the identified jobs.
2. Learn a minimum of 6 trades in a professional manner so that the student trainee will be able to organize and train the persons with mental retardation in these trades.

#### **Procedure:**

The trainee is required to:

Visit a minimum of 3 job sites, list out the suitable jobs and prepare the requirements of the job. Select a minimum of 6 trades, which can be performed by the mild/moderate/ severe persons with mental retardation in various settings such as:

- home based
- rural based- Agro-based, Cottage Industry
- urban based

(For example assembling jobs, screen printing, lamination, mushroom Culture, food items preparation, printing technology, paper technology and so on).

The trainee should prepare the job analysis and learn the selected trades in a professional manner, which will be evaluated by the internal and external examiners by asking to demonstrate the task.

### **UNIT 4: Development of Adaptive devices and Teaching Learning Materials**

**(30 hours)**

1. Acquire the basic skills to use the simple tasks to prepare jigs and fixtures.
2. Convert this technical know – how to prepare adaptive devices and teaching learning materials for vocational and adult independent living skills training.

#### **Procedure:**

Each trainee is expected to:

1 Prepare 5 jigs and fixtures with drawing

2 Apply these principles and skills to develop a minimum of 5 adaptive devices and 10 teaching learning materials.

3 Prepare a brief report about the developed adaptive devices and TLMs ie: the title, purpose, the method of preparation, raw materials, cost of production and guide lines to use.

#### **REFERENCES :**

1. Department of Special Education (1994). Functional Assessment Check list for Programming, NIMH, Secunderabad.

2. Jayachandran and Vimala,V (1983). Madras Developmental Programming System,Vijay Human Services,Chennai.
3. Peshawaria, R &Venkadesan, S (1992). Behavioural Assessment Scales for Indian Children with mental Retardation,NIMH, Secunderabad.
4. Thressiakutty, A.T. (1998) Vocational Assessment & Programmig System. NIMH,Secunderabad.
5. Thressiakutty, A.T. Rao,G.L. (2001)Transition of persons with mental retardation from School to work: A Guide, NIMH, Secunderabad.
6. Thressiakutty, A. T. Rao, G.L. (2001, 2002, 2003). Curriculum for vocational Education, Transition of persons with mental retardation from School to work, NIMH, Secunderabad.
7. Thressiakutty, A.T (1998) Open employment Opportunities For Persons with mental retardation in the Departments of Railways and post and Telecommunication.
8. Myreddy,V, & Narayan,J.(1998)Functional Academics, NIMH, Secunderabad.
9. 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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- 4.2 Door to door survey, Initial assessment, Individual case life and Monthly physical performance report
- 4.3 Daily diary of field staff, Review meetings and Project completion report
- 4.4 Computer software for data storage and analysis and Management information system

**UNIT 5 : Budgeting, Marketing, Fund raising and Auditing (15 Hrs)**

- 5.1 Budgeting,
- 5.2 Marketing
- 5.3 Fund raising
- 5.4 Auditing

**PRACTICUM : (15 Hrs)**

- 1. Visiting various Rehabilitation Programmes for the disabled
- 2. Preparing a financial plan for a rehabilitation programme.
- 3. Observation reports of any two disabilities
- 4. Two Case studies (any two following areas, involving any two disabilities) f  
Early Intervention, Education, Transition and Vocation
- 5. Project Proposal or Evaluation Report or Management

**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 Wehrich 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.

**WEBSITES:**

- 1. <http://download.nos.org/srsec319new/319EL10.pdf>
- 2. <http://www.managementstudyguide.com>
- 3. <http://cpwd.gov.in/publication/aged&disabled.PDF>
- 4. <http://www.unnati.org/pdfs/manuals/barrier-free-built-environment.pdf>
- 5. <http://www.un.org/esa/socdev/enable/designm/index.html>
- 6. <file:///C:/Users/Admin/Downloads/Human-Resource-Development-In-The-Area-Of-Disability-Rehabilitation.pdf>.

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER – VI**  
**(From 2015 Onwards)**  
**MAJOR ELECTIVE – 3**  
**AUTISM, LEARNING DISABILITY, ADHD**

**TOTAL HOURS: 75**  
**HOURS : 5 Hrs/Wk**  
**CREDITS : 5**

**CODE: U15RS6MET04**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

1. To understand the causes, characteristics, and intervention strategies for children with Autism, Learning Disability and ADHD
2. Understand the causes, characteristics, assessment and management of Autism.
3. Remember the various components of teaching children with Autism.
4. Understand the causes, characteristics and intervention strategies in Learning Disability.
5. Analyze the modifications and accommodations for Learning Disability
6. Understand the causes, characteristics and intervention strategies in ADHD.

**UNIT 1: INTRODUCTION TO AUTISM (10 Hrs)**

- 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 (20 Hrs)**

- 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 - TYPES AND NATURE (15 Hrs)**

- 3.1 Reading Deficits
- 3.2 Math Deficits
- 3.3 Written Expression Deficits
- 3.4 Language Deficits and Visual and Auditory Processing Disorders.

**UNIT 4: MODIFICATIONS AND ACCOMMODATIONS FOR CHILDREN WITH LEARNING DISABILITY (15 Hrs)**

- 4.1 Modifications and Accommodations for children with Dyslexia
- 4.2 Modifications and Accommodations for children with Dyscalculia
- 4.3 Modifications and Accommodations for children with Dysgraphia

- 4.4 Differentiated Instruction Classroom management and tips for teachers for children with Learning Disabilities.

**UNIT 5: ATTENTION DEFICIT HYPERACTIVE DISORDER (15 Hrs)**

- 5.1 Nature, signs and symptoms  
5.2 Treatment and Therapies  
5.3 Accommodations for children with ADHD  
5.4 Classroom Management strategies, Tips for teachers and parents of children with ADHD

**PRACTICUM : (20 Hrs)**

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

**TEXT BOOKS:**

1. Val Cumine, Julia Leach & Gill Stevenson (2000). Autism in the Early Years - A Practical Guide. David Fulton Publishers Ltd., London, U.K.
2. Onita Nakra, (1996), Children with Learning Difficulties, New Delhi; Allied Publishers Ltd.
3. Sandra F. Rief.(1993). How to reach and teach ADD / ADHD children.

**ESSENTIAL READING:**

1. "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
2. Richard, L. Simpson, et.al (2005). Autism Spectrum Disorders. Interventions and Treatments for Children and Youth, Printed in the United States of America.
3. Simon Baron-Cohen and Patrick Bolton,(1996). Autism - The Facts. The University of Psychiatry, University of London, Oxford New York Tokyo, University Press.
4. 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.
5. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
6. David L. Wodrich. What every parent wants to know Attention Deficit Hyperactivity Disorder.

- 7 Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9<sup>th</sup> Edition.
8. Dr. Anupriya Chadha (2004). Training manual for teachers to teach children with Learning Difficulties.
9. Corinne Roth Smith, (1991). Learning Disabilities, U.S.A. : Allyn & Bacon.

**JOURNALS:**

1. Journal of Autism as a Developmental Disability (JADD)
2. Learning Disabilities: A Multidisciplinary Journal.
3. Journal of Attention Disorder (JAD) – A Sage Journal

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**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

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

**(From 2015 onwards)**

**MAJOR ELECTIVE - 3**

**EARLY CHILDHOOD EDUCATION**

**TOTAL HOURS: 75**

**HOURS: 5 Hrs/Wk**

**CREDITS: 5**

**CODE: U15RS6MET05**

**MARKS: 100**

**GENERAL OBJECTIVE:**

1. To understand the concept of preschool education, organization and management, social environment, curriculum and the role of Teachers and the parents in the same.
2. Explain the meaning, importance, objectives, types of preschool
3. Describe about planning, physical structure and documentation in
4. Preschool education
5. Understand self esteem and interpersonal relations in a Preschool
6. Summarize the development of physical, motor, language, communication and
7. creativity in preschool children

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

**(15 Hrs)**

- 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**

**(13 Hrs)**

- 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** **(12 Hrs)**

- 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** **(13 Hrs)**

- 4.1 Principles of preschool curriculum - Activities in a preschool – recommendation of Committee on Child Care (1961 - 62)
- 4.2 Activities for physical development - Outdoor 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** **(12 Hrs)**

- 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:** **(10 Hrs)**

- 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**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER - VI**  
**(From 2015 onwards)**

**NON-MAJOR ELECTIVE - 2**

**SEX EDUCATION**

**TOTAL HOURS: 30**  
**HOURS: 2 Hrs/Wk**  
**CREDITS: 2**

**CODE: U15RS6NMT02**  
**MARKS: 100**

**GENERAL OBJECTIVE:**

To enable the students understand the body structures of men, women and acquire the knowledge about birth, their values ,attitudes and insights about sexual deviations ,use of contraception and other sexual health measures.

**UNIT 1 :** Reproductive system and sexual maturation in men and women **(6 Hrs)**  
- primary and secondary sexual characteristics.

**UNIT 2 :** Pregnancy and child birth **(6 Hrs)**  
- stages, maternal care, teratogens

**UNIT 3 :** Various sexual deviations **(6 Hrs)**  
- 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 **(6 Hrs)**

**UNIT 5 :** Contraception **(6 Hrs)**  
- 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**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III YEAR B.R.Sc. : SEMESTER – VI**  
**(From 2015 onwards)**

**SKILL BASED ELECTIVE – 5**

**SENSORY INTEGRATION**  
**(PRACTICALS)**

**TOTAL HOURS: 30**  
**HOURS: 2 Hrs/Wk**  
**CREDITS: 2**

**CODE: U15RS6SBP05**  
**MARKS: 100**

**GENERAL OBJECTIVES :**

1. To demonstrate and make Students Plan, Create and Apply various intervention strategies and prepare sensory intervention kit and manual for Students with Special Needs.
2. Understand Sensory Process Disorder (SPD)
3. Remember the different sensory systems.
4. Analyze the various measures of sensory integration.
5. Create and implement Intervention programs
6. Apply Sensory Integration Activities.

**UNIT I : UNDERSTANDING SENSORY PROCESSING DISORDER (SPD) (7 Hrs)**

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

**UNIT II : SENSORY INTEGRATION PERSPECTIVE (7 Hrs)**

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

**UNIT III : TECHNIQUES FOR MEASURING SENSORY INTEGRATION (6 Hrs)**

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

**UNIT IV : POSSIBLE BEHAVIORS AND STRATEGIES FOR INTERVENTION (5 Hrs)**

- With regard to Vision, Hearing, Tactility, Smell, Taste, Proprioception, Vestibular
- Planning intervention programs for each
- Sensory Diet

**UNIT V : SENSORY INTERVENTION GAMES AND SENSORY, DIET. (5 Hrs)**

- 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).

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(For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**SEMESTER VI**  
**RESEARCH METHODOLOGY**

**Credits -2**

**Hrs – 2/Week**

**Code: U15DS6SBT06**

**General Objective:**

Students get introduced to concept of research and to carryout research projects.

**Unit I Introduction to research:**

Definition - Types – Nature and Scope of Research – Research Design – Plagiarism

**Unit II – Data Collection**

Types – Primary and Secondary data collection – Data processing –Hypothesis Testing

**Unit III – Plan and Execution**

Methodology – Work Plan and Execution – Analysis –Interpretation - Documentation

**Unit IV - Format and Presentation of Project Report**

Art of writing and Structure of Project report – Viva Voce

**Unit – V Project –**

Project Work ( Applying Real Expertise in the Project Work)

**The students will be evaluated internally by a test for 50marks. The Project will be evaluated by an external evaluator and a viva-voce will be conducted for 50marks.The students can carry out their projects individually or in groups.**

**REFERENCES:**

Blaxter,L., Hughes,C. and Tight(1999) How to research? Viva Book private Limited

Kothari,C.R.(2004)research Methodology-Methods and Techniques, New Age International Publishers, India

Lal,B.(2002) Research Methodology, ABD Publishers. India

(For Candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**  
**B.A./B.Sc./B.Com/BBA/B.C.A - DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – III: LITURGY AND CHRISTIAN LIFE**

**HRS / Wk : 1**

**CODE:U15VE6LVC03**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVES:**

- To prepare the students to participate meaningfully in the liturgical celebration and experience GOD in their day today life.
- To enable the students to become living witnesses to Jesus Christ in their personal, family and social life.

**UNIT – I: LITURGY**

Personal prayer ( Know oneself) – Vocal prayer – Community prayer – Meditation – Contemplation – Knowing the prayers : Our Father – Hail Mary – Holy Rosary – Mysteries of the Rosary- Litany of Mary – Family prayer-Popular devotion

**UNIT – II: HOLY SACRIFICE OF THE MASS**

Significance – Meaning and need for spiritual growth – Mass prayers – Part of the mass – Liturgical year, its division and its significance. – The Creed – Act of contrition – Discernment of spirits – Counseling – Spiritual direction.

**UNIT – III: CHRISTIAN VOCATION AS DISCIPLE FOR THE KINGDOM OF GOD**

Who am I as a Christian? – Christian dignity and others – The values of the Kingdom opposing to the values of the World – Christian social conscience – Christian in the reformation of the world – A call to be salt and light in today's context.

**UNIT – IV: CHRISTIAN FAMILY**

Holy Family- Characteristic of good family – Bible centered, Prayer centered, Christian centered-Responsibilities of parents and children in the family –Laws of the Church towards marriage-Pro life (Abortion, Euthanasia) – Lay Vocation – Lay Participation – Lay associates.

**UNIT – V: CONSECRATED LIFE**

“Come and follow me” – special disciples - Religious vocation – “I have called you to be mine”- Role of Nuns and Priest - called to be prophets and agents for God's Kingdom – nucleus of the church – Eschatological signs of the God's Kingdom.

**REFERENCES:**

1. Compendium – Catechism of the Catholic Church Published by Vaigarai Publishing House for the Catholic Church of India.
2. You are the light of the World, A course on Christian living for II year Religion published by Department of Foundation Courses, St. Joseph's College (Autonomous), Tiruchirappalli– 620 002.
3. Documents of Vatican II – St. Paul's Publications, Bombay 1966.

(For Candidates admitted from June 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A. /B.Sc. / B.Com. / BBA/ B.C.A. DEGREE COURSE**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – II: EMPOWERMENT OF WOMEN**

**HRS / Wk : 1**

**CODE: U15VE4LVE02**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVES:**

- To make the learners aware of various gender and social issues and Cyber Crimes.
- To make the learners understand and appreciate the role of media, in facing the challenges on various life issues.
- To enable the learners to understand the ways of empowering women and cyber crime against women

**UNIT – I: GENDER ISSUES**

Feminism, Responsibilities of men and women towards Egalitarian society, Gender Identity-Factors contributing to gender identity (Family values, culture, tradition, religion, societal values, mass media)

**UNIT – II: SOCIAL ISSUES RELATED TO WOMEN**

Eve teasing, Rape, Dowry, Harassment in marriage, Divorce and Widows Remarriage, HIV & AIDS, Transgender, Female Genocide, sex workers, trafficking, fugitive, Female foeticide, handicapped children and women and evils of drug abuse.

**UNIT – III: WOMEN AND MEDIA**

Portrayal of women in media world - News paper, Magazine, Cinema, TV, Video and Advertisements - Morality in Media and Right use of Media

**UNIT – IV: WAYS OF EMPOWERING WOMEN**

Need for empowerment –Skills required for empowerment and Career Oriented Skills, Women’s bill- Property rights, Models of Empowered Women- St. Teresa of Kolkata, Indira Gandhi, Helen Keller, Chanu Sharmila and Malala

**UNIT – V: CYBER CRIME AGAINST WOMEN**

Harassment and Spoofing via e-mail, Cyber Stalking, Cyber Pornography, Morphing. Cyber Laws, Social network: Face book, Twitter and Whatsapp

**REFERENCES:**

1. Dr.M.Arumairaj et al., 1999, “Marching towards the Millenium ahead”.
2. Thomas Anjugandam, 1999, “Grow Free Live Free” Salesian Publicaiton.
3. H.C Pretti Nandhini Upreti, jaipur 2000 “Women and problems of Gender Discrimination”.
4. Thomas B.Jayaseelan, 2002, “Women: Rights and law” Indian Social Institute, New Delhi.
5. Reni Jacob vol I & II, April- June 2004, ”Vikasimi – The journal of Women’s Empowerment, Ed,”



**HOLY CROSS COLLEGE(AUTONOMOUS) TRICHIRAPALLI-2.**  
**B.A/B.SC/B.COM/ B.C.A – DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – III: ESSENCE OF CHRISTIAN LIVING**

**HRS / Wk : 1**

**CODE: U15VE6LVBO3**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVE:**

- To prepare the students to practice Christian principles in family, church and society as young women

**UNIT – I: ESSENTIALS OF CHRISTIAN FAITH**

- Salvation – Deliverance from sin (Is 53), Assurance of salvation and New life (II Cor 5:17)
- Sacraments – Baptism (Luke 3: 6-14), Lord's Supper (I Cor 10: 16,17; 11: 23-29)
- Trinity – One in three and three in one. Illustrations from the Bible. (John 14: 16,17)
- Heaven and Eternal life (John 14: 13, 3: 13-21)

**UNIT – II: MARRIAGE AND FAMILY LIFE**

- Finding the God's Will - Issac (Gen 24)
- Man and woman as Partners – Abraham and Sarah (Gen 16-18,22), Aquila and Priscilla (Acts 18: 1-3,26)
- Evils to be avoided – Premarital Sex, Extramarital Sex, Homosexuality, Abortion(Heb 13: 4, Psalm 127 : 4)
- Ideal Wife – Sarah (I Peter 3: 1-6), Ruth,(Eph 5)

**UNIT – III: CHRISTIAN HOME**

- Parental Responsibilities and bringing up children – Abraham (Gen 22), Eli (I Sam 2: 24-36,3: 11- 18), Mary, Mother of Jesus (Luke 2: 51,52)
- Caring for the Aged (I Sam 2: 31,32)

**UNIT – IV: CHRISTIAN ETHICS**

- Holiness – Joseph (Gen 39:9) Levi 11: 45, Ecc 12
- Obedience to God - Abraham (Gen 12) ; St.Paul (Acts 9)
- Freedom and Accountability
- Justice and Love
- Choices in Life – Making Decisions (Studies, job, life Partner)
- Model to follow – Who is your model? (John 15: 1-17)
- Social Evils – Dowry, Caste discrimination, Accumulation of wealth

## **UNIT – V: MISSIONARIES DOWN THE LANE**

- William Carrie (Calcutta)
- Pandithar Rama Bai (Karnataka)
- Amy Carcheal (Dohnavur)
- Dr. Ida Scudder (Vellore)
- Devasagayam (Nagercoil)
- St. John De Britto (Oriyur)
- Graham Staines & Family (Odisha)
- St. Mother Teresa (Calcutta)

### **REFERENCES:**

1. Alban Douglass (1982) One Hundred Bible Lessons. Gospel Literature Service, Mumbai.
2. Derek Prince (1993) Foundations for Righteous Living. Derek Prince Ministries-South Pacific, New Zealand.
3. Derek Prince and Ruth Prince (1986) God is a Match maker. Derek Ministries, India.
4. Ron Rhodes(2005) Hand book on Cults. Amazon.com
5. Stanley.R. (1997) With God Again. Blessing Youth Mission, India.
6. Taylor.H. (1993) Tend My Sheep. SPCK, London.