



## HOLY CROSS COLLEGE (AUTONOMOUS)

Affiliated to Bharathidasan University  
 Nationally Accredited(3rd Cycle) with 'A' Grade by NAAC  
 College with Potential for Excellence.  
 Tiruchirapalli - 620002.

### PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

#### Programme: UG – B.R.Sc

<b>PO No.</b>	<b>Programme Outcomes</b> <i>Upon completion of the UG. Degree Programme, the graduate will be able to</i>
PO-1	The student gain better understanding about the misconceptions and nature of various disabilities
PO-2	Acquaint knowledge regarding medical, intervention, teaching methods, management of programmes and vocational rehabilitation of sensory and developmental disabilities
PO-3	Comprehend information about current trends in disabilities
PO-4	Benefit knowledge in managerial abilities to enable students to manage programmes for the disabled.
PO-5	Develop skills to work in local schools, rehabilitation centres and hospitals

<b>PSO No.</b>	<b>Programme Specific Outcomes</b> <i>Upon completion of these courses the student would</i>
SO-1	Gain knowledge about the concept of disability and its current scope and relevance
SO-2	Become aware about the causes, types and characteristics of various disabilities.
SO-3	Develop knowledge and skills in analyzing and understanding their assessment, intervention, education, and vocational training
SO-4	Gain practical knowledge in planning, implementing and evaluating the children with disabilities
SO -5	Acquire knowledge in aids and appliances, language and communication strategy, new technology, behavior management and management of rehabilitation programs.
SO-6	Acquire knowledge and skill in various acts prevailing both nationally and internationally with regard to disabilities.

**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 2018 onwards)**

Semester	Part	Course	Title of the Course	Code	Hrs/wk	Credits	Marks
<b>I</b>	I	Language	Tamil- I/Hindi -I/French -	U15TL1TAM01/ U18HN1HIN01/ U16FR1FRE01	6	3	100
	II	English	English I	U15EL1GEN01	6	3	100
	III	Major Core-1	Introduction to Disability	U17RS1MCT01	7	5	100
	III	Allied-1 (Compulsory)	Intervention for Persons with Visual Impairment	U18RS1ACT01	4	4	100
	III	Allied-2 (Compulsory)	Human Development	U15RS1ACT02	4	3	100
	IV	Environmental Studies	Environmental Studies	U18RE1EST01	2	1	100
	IV	Value Education	Ethics /Bible Studies/Catechism	U15VE2LVE01/ U15VE2LVB01/ U15VE2LVC01	1	-	
	IV	Extension Activity outside the class hours from Semester I -IV		Any one activity based on the Student's choice (15Activities)	1	-	-
			<b>INTERNSHIP</b> Special Extra Credit ( NOV -DEC)	U18SP2ECC01	15days 75hours	<b>1</b>	100
		<b>TOTAL</b>		<b>30</b>	<b>19+1</b>	<b>700</b>	
<b>II</b>	I	Language	Tamil -II/Hindi- II/French- II	U15TL2TAM02U 15HN2HIN02/ U15FR2FRE02	5	3	100
	II	English	English II	U15EL2GEN02	6	3	100
	III	Major Core-2	Intervention for Persons with Mental Retardation	U18RS2MCT02	5	5	100
	III	Major Core-3	Intervention for Persons with Hearing Impairment	U18RS2MCT03	5	4	100
	III	Allied-3 (Compulsory)	Expanded Core Curriculum - I Braille (Practicals)	U18RS2ACP03	4	3	100
	IV	Skill-based Elective-1	Soft Skill Development	U18RE2SBT01	1	2	100
	IV	Skill-based Elective-2	Sustainable Rural Development and Student Social Responsibility	U18RE2SBT02	1	1	100
	IV	Value Education	Ethics I/Bible Studies I/Catechism I	U15VE2LVE01/ U15VE2LVB01/ U15VE2LVC01	<b>1</b>	<b>1</b>	100
			<b>INTERNSHIP/</b> Special Extra Credit	U18SP2ECC01	15 Days 75 Hours	<b>2</b>	100
		<b>TOTAL</b>		<b>30</b>	<b>23+2</b>	<b>1000</b>	
<b>III</b>	I	Language	Tamil - III/Hindi - III/French- III	U15TL3TAM03 U15HN3HIN03 U15FR3FRE03	6	3	100
	II	English	English III	U15EL3GEN03	6	3	100
	III	MajorCore-4	Expanded Core Curriculum - II O & M, DLS, Maths - Visual Impairment (Practicals)	U18RS3MCP04	5	5	100
	III	Major Core-5	Intervention for Persons with Locomotor Disability and Physiotherapy	U18RS3MCT05	5	5	100
	III	Allied-4 (Optional)	Health and Nutrition/School Subject	U15RS3AOT04	4	2	100
	IV	Skill-based Elective-3	Education for Persons with Disabilities (Practicals)	U15RS3SBP03	2	2	100
	IV	Value Education	Ethics/Bible Studies/Catechism	U15VE2LVE01 U15VE2LVB01/ U15VE2LVC01	1	-	

	IV	Gender Studies	Gender Studies	U15WS3GST01	1	1	100
			<b>INTERNSHIP/SUMMER PLACEMENT</b> Special Extra Credit	U18SP3ECC01	30 Days 150 Hours	1	100
			<b>TOTAL</b>		<b>30</b>	<b>22+1</b>	<b>900</b>
<b>Semester</b>	<b>Part</b>	<b>Course</b>	<b>Title of the paper</b>	<b>Code</b>	<b>Hrs/WK</b>	<b>Credits</b>	<b>Marks</b>
<b>IV</b>	I	Language	Tamil – IV/Hindi – IV /French – IV	U15VE2LVE01 / U15VE2LVB01/ U15VE2LVC01	5	3	100
	II	English	English IV	U15EL4GEN04	6	3	100
	III	Major Core-6	Curricular Strategies for Persons with Mental Retardation	U18RS4MCT06	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	U15VE4LVE02/ U15VE4LVB02/ U15VE4LVC02	1	1	100
	VI	Extension Activity outside the class hours from Semester I –IV		Any one activity based on the Student's choice (15Activities)	-	1	100
				<b>INTERNSHIP</b> Special Extra Credit	U18SP4ECC01	15 Days 75 Hours	2
			<b>TOTAL</b>		<b>30</b>	<b>24+2</b>	<b>900</b>
<b>V</b>	III	Major Core-7	Audiology and Aural Rehabilitation	U15RS5MCT07	5	4	100
	III	Major Core-8	Principles and Practices of 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 U15RS5MET03	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	U15VE6LVE03/ U15VE6LVB03/ U15VE6LVC03	1	-	
				<b>INTERNSHIP/SUMMER PLACEMENT</b> Special Extra Credit	U18SP5ECC01	30 Days 150 Hours	1
			<b>TOTAL</b>		<b>30</b>	<b>25+3</b>	<b>900</b>
<b>VI</b>	III	Major Core-11	Vocational Planning	U15RS6MCT11	6	5	100
	III	Major Core-12	CBR and Vocational Placement (Practicals)	U15RS6MCP12	6	5	100
	III	Major Core-13	Management of Rehabilitation Programmes	U15RS6MCT13	6	6	100
	III	Major Elective-3	Autism, Learning Disability, ADHD / Early Childhood Education	U15RS6MET05 U15RS6MET06	5	5	100
	IV	Non-major	Sex Education - Offered for	U15RS6NMT02	2	2	100

		Elective -2	other departments				
	IV	Skill-based Elective-5	Sensory Integration (Practicals)	U15RS6SBP05	2	2	100
	IV	Skill-based Elective-6	Research Methodology	U15DS6SBT06	2	2	100
	IV	Value Education	Ethics /Bible Studies /Catechism	U15VE6LVE03/ U15VE6LVB03/ U15VE6LVC03	1	-	-
			<b>INTERNSHIP</b> Special Extra Credit	U18SP6ECC01	15Days 75 Hours	2	100
			<b>TOTAL</b>		<b>30</b>	<b>28+2</b>	<b>900</b>
			<b>GRAND TOTAL (I-VI Semesters)</b>		<b>180</b>	<b>141+12</b>	<b>5200</b>
			<b>TOTAL</b>			<b>151</b>	<b>4500</b>



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

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**First Year - Semester – I**

<b>Course Title</b>	<b>முதலாமாண்டு – முதற்பருவம்</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs Wk</b>
<b>Code</b>	<b>U15TL1TAM01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

தமிழ் இலக்கியப் பரப்பையும், பாரம்பரியத்தையும் அறிமுகப்படுத்துதல்.

- To find out the ways to handle the Tamil language effectively and productively.
- To introduce the tradition and the grammar of Tamil language.
- To encourage the creatively development.
- Creating curiosity to make life according to high moral.
- Helping to create healthy thoughts among themselves.

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	தமிழ் இலக்கியப் பரப்பையும், விழுமியங்களையும் அறிமுகப்படுத்துதல்.
CO-2	தமிழ் மொழியின் தொன்மை, தாய்மொழிப்பற்று, தன்னம்பிக்கை சூழல்களை எதிர்கொள்ளும் திறன் முதலியவற்றை அறிந்து கொள்வர்.
CO-3	கவிதையின் வாயிலாக அன்பு உணர்வினை வளர்க்கச் செய்தல்.
CO-4	கலைச்சொற்கள் வாயிலாக பிறமொழிச் சொற்களை ஆராயும் தன்மைப் பெறுவர்.
CO-5	படைப்பாற்றல் திறனை வளர்த்துக்கொள்வர்.

**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. பிச்சமூர்த்தி - ஒளியின் அழைப்பு
6. வைரமுத்து - ஐந்து பெரிது ஆறு சிறிது
7. சிற்பி - ஒரு கிராமத்து நதி

**18 Hrs**

**key Words (Extra Reading )**

1. ந. காமராசு கவிதைகள்
2. தமிழன்பன் கவிதைகள்

**அலகு:2 செய்யுள்**

8. கல்யாணஜி -பேசும்பார் என் கிளி
9. நிர்மலா சுரேஷ் -தைலச்சிமிடும் தச்சன் மகனும்
10. இரா. மீனாட்சி -ஒரு கோதை
11. விஜி -குரங்கு மனிதன்
12. பா. சத்திய மோகன் -எங்கெங்கு காணினும்
13. ஹைகூ கவிதைகள்

**18Hrs**

**key Words (Extra Reading)**

1. ந.முத்துக்குமார் கவிதைகள்
2. செனட்ரியூ கவிதைகள்

**அலகு:3**

**18Hrs**

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

**key Words (Extra Reading)**

தமிழ் இலக்கிய வரலாறு -மு.வரதராசன்

**அலகு:4**

படைப்பிலக்கியம் - சிறுகதைத் தொகுப்பு(துறை வெளியீடு) **18Hrs**

**அலகு:5**

பொதுப்பகுதி - கலைச்சொற்கள் **18Hrs**

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	To evaluate the highness of tamil language, patriotism, standard in all situation, self discipline, unity, growth path of the nation.	PSO 1	U
CO-2	to evaluate poems and enrich knowledge on religious faith, preserving nature, social atrocities against women and resistance.	PSO 2	E
CO-3	to enhance creative spirit among the youth through the present tamil literatures	PSO 2	AN
CO-4	awareness towards human rights and humanism through short stories	PSO 3	AP
CO-5	cultural language of various departments and similar English words to have knowledge in both.	PSO 4	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;**

**பார்வை நூல்கள்**

**பாட நூல்கள்**

- |                      |                                     |
|----------------------|-------------------------------------|
| செய்யுள்             | - தமிழாய்வுத்துறை வுத்துறை வெளியீடு |
| தமிழ் இலக்கிய வரலாறு | - தமிழாய்வுத்துறை வெளியீடு          |
| சிறுகதைத் தொகுப்பு   | - தமிழாய்வுத்துறை வெளியீடு          |
| கலைச்சொற்கள்         | - தமிழாய்வுத்துறை வெளியீடு          |

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – I**

<b>Course Title</b>	<b>PART – I LANGUAGE HINDI – I PROSE, SHORT STORY AND GRAMMAR –I</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6Hrs/Wk</b>
<b>Code</b>	<b>CODE: U18HN1HIN01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objective :** To enable the students to understand the importance of human values and patriotism

**Course Objectives (CO):**

**The learner will be able to:**

<b>CO No.</b>	<b>Course Objectives</b>
CO -1	Evaluate Self Confidence, Human values
CO- 2	Understand and analyze Gandhian Ideology
CO- 3	Understand Indian Culture, custom
CO- 4	Analyze communal Harmony and Unity in Diversity
CO- 5	Evaluate Friendship

**UNIT – I** **(18 Hours)**

1. Aatma Nirbharatha
2. Idgah
3. Sangya

*Extra Reading (Key Words) : Takur ka kuvam, Bhuti Kaki*

**UNIT- II** **(18 Hours)**

1. Mahatma Gandhi
2. Vusne Kaha Tha
3. Sarva Naam

*Extra Reading (Key Words) : Chandradhar Sharma Guleri, Gandhian Ideology*

**UNIT- III** **(18 Hours)**

1. Sabhyata Ka Rahasya
2. Karva Va Ka Vrat
3. Visheshan

*Extra Reading (Key Words) : Sabhyata Aur Sanskriti, Yashpal ki Sampurna khaniyan*

**UNIT- IV****(18 Hours)**

1. Bharat Ek Hai
2. Sharandhata
3. Kriya

*Extra Reading (Key Words ):* Ramante Tatra Deavata, Badala

**UNIT- V****(18 Hours)**

1. Mitrata
2. Vapasi
3. Ling Aur Vachan

*Extra Reading (Key Words ):* Acharya Ramachandra Shukla, Usha Priyamvadha ki kahaniyan

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

CO No.	Course Outcomes	Cognitive Level
CO -1	Compare human values of present and past generations	E
CO- 2	Test for Gandhian Ideology in the literary works.	U, An
CO- 3	Interpret Indian Culture in a scientific manner	U
CO- 4	Assess casteless and classless India	An
CO- 5	Value the interests of one's friend.	E

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

Reference Books :

- GadyaSudha: Edt. Dr. M. SaleemBaig; RakaPrakashan; Ilaahabad. U.P.
- Hindi GadyaPrabhakar:Edi. Dr.Hiranmay; ShikshaBharathi; Kashmiri Gate; Delhi .
- KahaniVividha;RajkamalPrakashan; Ilaahabad.; New Delhi.
- Vyakaranpradeep; Dr. Ram Dev. M.A; LokBharathiPrakashan ;Ilaahabad

(For candidates admitted 2016 onwards)

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

**DEPARTMENT OF FRENCH**

**SEMESTER I**

Course Title	<b>PART I – LANGUAGE - FRENCH PAPER I</b> (GRAMMAR & CIVILISATION (ÉCHO A1 2 <sup>e</sup> édition)
Total Hours	90
Hours/Week	6Hrs/Wk
Code	U16FR1FRE01
Course Type	Theory
Credits	3
Marks	100

**General Objective:** To enable the students to learn the fundamentals of French Grammar and Cultural aspects of France.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO1</b>	remember alphabets, numbers, nationalities and professions; understand the term Francophone, a brief introduction of France and oneself.
<b>CO2</b>	remember and understand verb conjugation and articles and apply the same in first contact
<b>CO3</b>	remember the pronouns placed after prepositions; analyse and evaluate leisure time activities in France and across the world.
<b>CO4</b>	apply past tense in writing personal diaries; comparison and adjectives in sketching travel journals
<b>CO5</b>	understand the usage of articles and inversion in interrogation and analyse the food habit of the French.

**Unit 1 Parcours d'initiation ; Vous comprenez (15 Hours)**

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.

*Extra Reading (Key Words) : La carte de la France et La carte du monde francophone*

**Unit 2 Au travail! (15 Hours)**

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.

*Extra Reading (Key Words) : Fiches de renseignement de ses parents*

**Unit 3 On se détend! (15 Hours)**

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

*Extra Reading (Key Words ):* Lieux de loisirs que l’étudiant apprécie

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

**(30 Hours)**

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

*Extra Reading (Key Words ):* La vie des personnalités célèbres

#### **Unit 5 Bon appétit!**

**(15 Hours)**

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.

*Extra Reading (Key Words ):* Recette de la crêpe et des tartes

<b>Course outcomes</b>	<b>Cognitive level</b>
Introduce oneself to the class and classify Francophone countries in the world map.	Ap, E
Demonstrate regular verb conjugation	U, Ap
List out pronouns placed after prepositions	R, U
Survey leisure time activities in European countries	An
Develop personal diary	C
Outline the food habits of the French.	An

#### **TEXT BOOKS :**

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

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

#### **Books for Reference:**

La Conjugaison – Nathan

French made easy – Beginners level - Goodwill Publishing House

Je parle français I – Abhay Publications

Le français avec des jeux et des activités - ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 1 - GENERAL ENGLISH I**

**HOURS : 6**  
**U15EL1GEN01**  
**CREDIT : 3**  
**100**

**CODE :**

**MARKS:**

**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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(For Candidates Admitted from 2017 onwards)  
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002  
PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE  
**I BRSc - SEMESTER 1**

<b>Course Title</b>	<b>MAJOR CORE 1 – INTRODUCTION TO DISABILITY</b>
<b>Total Hours</b>	<b>105</b>
<b>Hours/Week</b>	<b>7 Hrs/ Wk</b>
<b>Code</b>	<b>U17RS1MCT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVES:**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember, understand the basic concepts of disability
CO-2	Define visual, hearing, speech and language impairments
CO-3	Remember, understand developmental and multiple disabilities
CO-4	Remember, understand about health impairments and mental illness
CO-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

**Extra reading/ keywords:** *Definitions of various disabilities given by WHO, PWD, RPWD, ICD.*

## **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

**Extra reading/ keywords:** *Sensory Impairment, Physiology of optic and auditory nerves, Cortical Visual Impairment Sensory neural Hearing loss.*

## **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

**Extra reading/ keywords:** *Sensory Neural Impairments, RPWD 2016 Act.*

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

**(20**

- 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.

**Extra reading/ keywords:** *Intelligent Quotient, Emotional Quotient, Savant, Exceptional Children.*

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

**(15**

- 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

**Extra reading/ keywords:** *Neuro Developmental Therapy, Rh-incompatability.*

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**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:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Describe and explain the basic concepts and various types of disabilities.	PSO 1	R, U
CO-2	Familiarize and develop skill for identification of various disabilities.	PSO 2	R, U
CO-3	Explain and discuss the etiology of various disabilities	PSO 2	R, U
CO-4	Develop optimistic ways of managing and overcoming superstitious believes of various disabilities.	PSO 3	R, U

**R- Remember; U- Understand; Ap – Apply;An – Analyse; E- Evaluate; C – Create**

### **REFERENCES:**

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(For Candidates Admitted from 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I BRSc - SEMESTER 1**

<b>Course Title</b>	<b>Allied – 1 (Compulsory)– Intervention For Persons With Visual Impairment</b>
<b>Total Hours</b>	<b>60</b>
<b>Hours/Week</b>	<b>4 Hrs/Wk</b>
<b>Code</b>	<b>U18RS1ACT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
	The students will be able to
CO-1	Understand the anatomy, physiology and pathology of human eye.
CO-2	Describe the characteristics of persons with visual impairment.
CO-3	Relate the losses of visual impairment to organize vision training programme.
CO-4	Apply strategies to develop educational intervention plan for children with visual impairment.
CO-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.

*Extra reading/ keywords: Oculoplastic, Neuro-ophthalmology*

**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

**Extra reading/ keywords:** *Eye implant, Action Plan for the Prevention of Impairment, Avoidable Blindness and Visual*

**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

**Extra reading/ keywords:** *Vision therapist, Athlete Vision Assessment*

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

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

**Extra reading/ keywords:** *Paper strategies, E-text strategies, and Auditory strategies*

**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

**Extra reading/ keywords:** *APPS for VI*

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**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:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Explain the anatomy, physiology and pathology of human eye.	PSO 1	U
CO-2	Classify visual impairment and identify the characteristics of persons with visual impairment.	PSO 2	U
CO-3	List the acquired losses of visual impairment.	PSO 2	R
CO-4	Organize vision training programmes for persons with visual impairment.	PSO 4	Ap
CO-5	Develop appropriate educational intervention plan for children with visual impairment.	PSO 4	C
CO-6	Recommend suitable assistive technology for persons with visual impairment.	PSO 5	E

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand;**

**Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**References:**

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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I BRSc - SEMESTER 1**

<b>Course Title</b>	<b>ALLIED - 2 (COMPULSORY): HUMAN DEVELOPMENT</b>
<b>Total Hours</b>	<b>60</b>
<b>Hours/Week</b>	<b>4 Hours per week</b>
<b>Code</b>	<b>U15RS1ACT02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Explain the normal course of human development.
CO-2	Discuss the skill to identify the developmental lag in the disabled.
CO-3	Understand knowledge regarding the various areas of development and effect of disability on them.
CO-4	Summarize the importance of prenatal and early development and discuss its impact in the child development
CO-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**

**12hrs**

- 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

**Extra reading/ keywords:** *conception, growth, development, milestones, proximal distal, cephalo caudal*

**UNIT 2: Areas of Development**

**12hrs**

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

**Extra reading/ keywords:** *Fine, gross, neuro motor, peer, social maturity, emotional stability, intelligence*

### **UNIT 3: Prenatal Development and Infancy**

**12hrs**

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

**Extra reading/ keywords:** *neonatal, hereditary, prenatal, postnatal, normal, caesarean*

### **UNIT 4: Early Childhood and Late Childhood**

**12hrs**

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.

**Extra reading/ keywords:** *preoperational, concrete, autonomy, dominant, skillful*

### **UNIT 5: Adolescence and Adulthood**

**12hrs**

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.

**Extra reading/ keywords:** *puberty, physical and hormonal changes, transitional period*

**PRACTICUM :**

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 Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Recall and relate the normal course of human development.	PSO 1	R, U
CO-2	Recognize and identify the developmental lag in the disabled.	PSO 2	R
CO-3	Compare and contrast the various areas of development and effect of disability on them.	PSO 3	R, U
CO-4	Indicate the importance of prenatal and post development in the child development	PSO 4	R,U
CO-5	Understand the variations in development in various stages from conception to adulthood and its impact on later development.	PSO 5	R,U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**REFERENCES:**

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19. <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
20. <http://www.nios.ac.in/srsec328newE/328EL12.pdf>

21. <http://www.nios.ac.in/srsec328newE/328EL13.pdf> -
22. <http://www.nios.ac.in/srsec328newE/328EL14.pdf>
23. <http://www.similima.com/psych5.html>



(For candidates admitted from 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**/B.Sc./B.Com/B.R.SC/B.C.A/ B.B.A DEGREE EXAMINATION**  
**SEMESTER I / V**

<b>Course Title</b>	<b>ENVIRONMENTAL STUDIES</b>
<b>Total Hours</b>	<b>15</b>
<b>Hours/Week</b>	<b>1</b>
<b>Code</b>	<b>U18RE1EST01/ U18RE5EST01</b>
<b>Course Type</b>	Theory
<b>Credits</b>	<b>1</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

The Student will be able to understand the concept of ecosystem, biodiversity, conservation, disaster management, analyse the prospects of natural resources, evaluate the effect and control of pollution

**Course Objectives:**

The student will be able to

1. understand the prospects of the various natural resources.
2. analyse the concept and need for biodiversity
3. evaluate the effect of the different types of pollution.
4. understand the need for disaster management
5. understand the Environment and Social Issues

**Unit I – Awareness and Natural Resources**

**3hrs**

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.

*Extra reading (Key Words): Non renewable sources- location in India*

**Unit II – Ecosystems and Biodiversity**

**3hrs**

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 megadiversity country, hotspots – threats to biodiversity and conservation measures

*Extra reading (Key Words): Red list (any 10 plants and animals)*

**Unit III – Environmental Pollution****3hrs**

Causes, effects and control of water, and air pollution – global warming – ozone depletion – nuclear hazards. Population growth at national and global level

World food production – effects of modern agriculture on land ecosystems – GMOs and related issues .Environmental pollution and diseases – malaria, chikungunya

*Extra reading (Key Words): Environmental factors affecting human behaviour*

**Unit IV – Disaster Management****3hrs**

Bomb Threat – Earthquake – Explosion – Hazardous material spill / release – campus shooting – Terrorist incidence – Financial emergency – a sudden health emergency, unexpected loss of income, death in the family or other family emergency. Rent in arrears and risk of eviction. Natural disasters

*Extra reading (Key Words): Causative factors of any 2 disasters*

**Unit V – Environment and Social Issues****3hrs****Rich – poor wide – at national and global levels**

Urbanization – slums

Changing value systems – AIDS Family welfare programs

*Extra reading (Key Words): Scholarships and funds benefitting the welfare of the family*

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

1. Explain the importance of the various natural resources.
2. Analyze the concepts, structure and types of ecosystem. Add note on the biodiversity concepts
3. Evaluate the effect of the different types of pollution
4. Explains the various disaster management.
5. Discuss the need of environment and the social issues

**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.

Hodges, L. (1977). Environmental Pollution, II Edition. Holt, Rinehart and Winston, New York.

Krebs, C.J. (2001). Ecology. VI Edition. Benjamin Cummings.

Nebel, B.J. and Wright, R.T.(1996). Environmental Science, Prentice Hall, New Jersey

Odum, E.P.(2008) Fundamentals of Ecology.Indian Edition. Brooks / Cole.

Sharma, B.K. and Kaur (1997). Environmental Chemistry. Goel Publishing House, Meerut. Sharma,

B.K. and Kaur, (1997). An Introduction to Environmental Pollution. Goel Publishing House, Meerut.

Sinhe, A.K. Boojh, R. and Vishwanathan, P. N. (1989). Water Pollution Conservation and Management, Gyansdaya Prakashan, Nainital.

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

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**First Year - Semester – II**

<b>Course Title</b>	<b>முதலாமாண்டு – இரண்டாம் பருவம்</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>U15TL2TAM02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

இறைச்சிந்தனை வழி மாணவர்களை ஒருமுகப்படுத்துதல்.

- To harmonize the students in Religious thoughts.
- To Introduce the specialties of Tamil caureates
- To infuse the friendly nature in to the students
- To improvise the good habits among students

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	இறைச்சிந்தனை வழி மாணவர்களை ஒருமுகப்படுத்துதல்.
CO-2	மதநல்லிணக்கத்தை உருவாக்குதல்.
CO-3	ஆளுமைத்திறனை வளர்த்தல்
CO-4	படைப்பாற்றல் திறனை ஊக்கப்படுத்துதல்.
CO-5	பிழையின்றி எழுதவும் படிக்கவும் மாணவர்களை தயார்ப்படுத்துதல்.

**அலகு:1 செய்யுள்****15 Hrs**

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

**key Words (Extra Reading)**

1. அற்புதத்திருவந்தாதி - காரைக்கால் அம்மையார்
2. திருவாய்மொழி - நம்மாழ்வார்

**அலகு:2 செய்யுள்****15 Hrs**

6. மீனாட்சியம்மை பிள்ளைத்தமிழ் - குமரகுருபரர்
7. இரட்சணிய யாத்திரிகம் (சிலுவைப்பாடு) - எச்.ஏ.கிருட்டிணப்பிள்ளை
8. வேதநாயக சாஸ்திரியார் பாடல்கள் - வேதநாயகசாஸ்திரியார்
9. நபிகள்நாயக மான்மியமஞ்சரி - செய்குதம்பிப்பாவலர்

**key Words (Extra Reading)**

1. நந்திக்கலம்பகம்
2. குற்றாலக்குறவஞ்சி - திரிகூடராசப்பக்கவிராயர்

**அலகு:3****15 Hrs**

தமிழ் இலக்கிய வரலாறு –  
பல்லவர்காலம்  
நாயக்கர்காலம்

**அலகு:4****15Hrs**

படைப்பிலக்கியம் - புதினம்  
கல்கி - பார்த்திபன் கனவு

**key Words (Extra Reading)**

வில்லோடு வா நிலவே – வைரமுத்து

**அலகு:5****15 Hrs**

கடிதம் எழுதுதல்

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	to evaluate the religious works and the growth of religious literature	PSO 1	U
CO-2	to bring-out the similarities in religious teachings and to ensure unity	PSO 2	AN
CO-3	the commendable personality of the kings and agriculture farmers could be a model to developing personality	PSO 2	AP
CO-4	to enrich literature reading, creativity and vocabulary strength	PSO 3	U
CO-5	To volunteer to write application letter without any set back	PSO 4	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**பார்வை நூல்கள்**

- |                      |                                    |
|----------------------|------------------------------------|
| செய்யுள்             | - தமிழாய்வுத்துறை வெளியீடு         |
| தமிழ் இலக்கிய வரலாறு | - தமிழாய்வுத்துறை வத்துறை வெளியீடு |
| நாவல்                |                                    |
| கல்கி                | - பார்த்திபன் கனவு                 |
| கடித இலக்கியம்       | - பயிற்சி ஏடு                      |

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – II**

<b>Course Title</b>	<b>PART – I LANGUAGE HINDI – II DRAMA , NOVEL AND GRAMMAR –II</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5Hrs/Wk</b>
<b>Code</b>	<b>CODE: U18HN2HIN02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objective :** To enable the students to appreciate and critically evaluate the prescribed literary works.

**Course Objectives (CO):**

**The learner will be able to:**

<b>CO No.</b>	<b>Course Objectives</b>
CO -1	Critically evaluate moral values in the drama
CO- 2	Critically appreciate and evaluate the novel in an ethical perspective.
CO- 3	Understand and apply tense and case
CO- 4	remember and apply adverbs and prepositions
CO- 5	comprehend_the usage of conjunctions and interjections

**UNIT – I**

**(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Kaal

*Extra Reading (Key Words ):* Mohan Rakesh, Laharon Ke Rajahams

**UNIT- II**

**(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Karak

*Extra Reading (Key Words ):* Premchand, Nirmala

**UNIT- III**

**(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Kriya Visheshan

*Extra Reading (Key Words ):* Seva Sadhan, Aadhe Adhure

**UNIT- IV****(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Sambandha Bodhak

*Extra Reading (Key Words ) : Andhere Bandh Kamare, Mispal*

**UNIT- V****(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Yojak(Samuchaya Bhodak) Aur Dhyodak (Vismyadhi Bhodak)

*Extra Reading (Key Words ) : Poos Ki Raat, Shatranj Ke Khiladi*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

CO No.	Course Outcomes	Cognitive Level
CO -1	Appraise moral values in the Society	E
CO- 2	Distinguish necessity and luxury	E
CO- 3	To make use of present, past and future tense and build stories.	U, Ap
CO- 4	Utilize adverbs and prepositions in a text.	R, Ap
CO- 5	Rephrase using conjunctions and interjections.	U

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

Reference Books :

- Ashadka ek dhin : Mohan Rakesh;Rajpal and Sons,Delhi.
- Nirmala: Premchand;Sri Jwalaji Books Educational Enterprises,New Delhi.
- Vyakaran pradeep; Dr. Ram Dev. M.A; LokBharathiPrakashan ;Illahabad.
- Manak Hindi Vyakaran: ChandraBhan 'Rahi';SreyaPrakashan, Illahabad



(For candidates admitted 2016 onwards)

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

**DEPARTMENT OF FRENCH**

**SEMESTER II**

Course Title	<b>PART I – LANGUAGE - FRENCH PAPER II</b> (GRAMMAR, CIVILISATION & TRANSLATION (ÉCHO A1 2 <sup>e</sup> édition)
Total Hours	75
Hours/Week	5 Hrs/Wk
Code	U16FR2FRE02
Course Type	Theory
Credits	3
Marks	100

**General Objective:** To enable the students to learn French Grammar and Cultural aspects of France.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO1</b>	understand pronominal verbs and apply the same in narrating one's own everyday activities.
<b>CO2</b>	remember prepositions and understand climate in France and dwelling place.
<b>CO3</b>	apply past tenses in a biography and analyse relationships and family structure in France
<b>CO4</b>	understand object pronouns and evaluate savoir-vivre in France.
<b>CO5</b>	understand the usage of relative pronouns and secondary tenses and remember SOS and evaluate French style

**Unit 1 Quelle journée !**

**(15 Hours)**

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.

*Extra Reading (Key Words) :* lettre amicale, compléter un dialogue

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

**(12 Hours)**

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)

*Extra Reading (Key Words) :* des affiches et des panneaux

**Unit 3 Souvenez-vous ?**

**(12 Hours)**

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.

*Extra Reading (Key Words ):* la biographie d'une personne importante

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

**(12 Hours)**

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.

*Extra Reading (Key Words ):* le savoir vivre en Inde

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

**(24 Hours)**

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.

*Extra Reading (Key Words ):* SOS en Inde, les marques internationales des vêtements.

<b>Course outcomes:</b>	<b>Cognitive level</b>
Make use of pronominal verbs to sketch one's routine.	U, Ap
Illustrate habitat in France.	An
Utilize a biography to identify past tenses.	E
Compare family structure in France and in India.	E
Apprise savoir-vivre in class room.	Ap, An
Examine « Style » in a French context.	An
Relate SOS in India and in France.	E

#### **TEXT BOOKS :**

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

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

#### **Books for Reference:**

La Conjugaison – Nathan

French made easy – Beginners level - Goodwill Publishing House

Je parle français II - Abhay Publications

Le français avec des jeux et des activités – ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 2 - GENERAL ENGLISH II**

**HOURS : 6**  
**U15EL2GEN02**  
**CREDIT : 3**  
**100**

**CODE :**

**MARKS:**

**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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(For Candidates Admitted from 2015 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002

PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

**I BRSc - SEMESTER 1I**

<b>Course Title</b>	<b>Major Core 2: INTEVENTION FOR PERSONS WITH MENTAL RETARDATION</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>U15RS2MCT02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

*. 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:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-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.
CO-2	Understand and analyze the impact of genetics and the role of chromosomes and genes in brain damage
CO-3	Remember and understand the causes, characteristics , treatment and rehabilitation of chromosomal and gene linked abnormalities.
CO-4	Remember and understand the causes, symptoms , complications and treatment of various metabolic disorders related to mental retardation.
CO-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**  
**(12 HOURS)**

- 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

**Extra reading/ keywords: Neuron, axon, Dendron, synapses, maternal infection, toxemia,**

**UNIT 2 : GENETICS ( 15 HOURS)**

- 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

**Extra reading/ keywords: mitosis, meiosis, synapsis, spermiogenesis, phenotype, genotype, barrbody, kinetochore, karyotyping,**

**UNIT 3 : CHROMOSOMAL AND GENE LINKED ABNORMALITIES**  
**( 12 HOURS)**

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

**Extra reading/ keywords: autosomes, allosomes, syndactyly, gynaecomastia, ennuchoidism, aspermatogenesis, ammenhorea,**

**UNIT 4 : METABOLIC DISORDERS ( 12 HOURS)**

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

**Extra reading/ keywords: galactosemia, PKU, tyrosinosis, glycerides, acraniostenosis, lumbar puncture**

**UNIT 5 : RELATED PROBLEMS – CAUSES, CHARACTERISTICS,**  
**TREATMENT AND REHABILITATION ( 12 HOURS)**

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

**Extra reading/ keywords: petitmal, grandmal, idiopathic, neurotransmitters, akinetic, encephalopathy, maladaptive behaviour, stereotypical behaviour.**

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-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.	PSO 1	R, U
CO-2	Describe and relate the impact of genetics and the role of chromosomes and genes in brain damage	PSO 2	R
CO-3	Explain the causes, characteristics , treatment and rehabilitation of chromosomal and gene linked abnormalities	PSO 3	U
CO-4	Describe and discuss the causes, symptoms , complications and treatment of various metabolic disorders related to mental retardation	PSO 4	R
CO-5	Understand and explain the causes, characteristics, types and treatment of the related problems of mental retardation.	PSO 5	R,U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**PRACTICUM : ( 12 HOURS)**

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.

**References****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 Hernnmann.
- 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.
- Murraray 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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(For Candidates Admitted from 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**I BRSc - SEMESTER 1I**

<b>Course Title</b>	<b>Major Core 6: INTERVENTION FOR PERSONS WITH HEARING IMPAIRMENT</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>U18RS2MCT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**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:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the anatomy and physiology of the different parts of ear.
CO-2	Explain the causes, symptoms and treatment of ear diseases and refer them to the audiologist / ENT Specialist.
CO-3	Describe the causes, characteristics and implications of children with hearing impairment
CO-4	Relate concepts of early identification and techniques and methods of Infant hearing Screening and testing Pre - Schoolers
CO-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

***Extra reading/ keywords:*** Embryological development of the Ear

**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

**Extra reading/ keywords:** *Nursing management of hearing impairment, surgical management of deafness*

**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

**Extra reading/ keywords:** *Case study, Case history*

**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

**Extra reading/ keywords:** *Special education, Integrated education, Inclusive education*

**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

**Extra reading/ keywords:** *Methods of teaching Speech*

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**Course Outcomes:**

CO No.	Course Outcomes	PSOs addressed	Cognitive Level
CO-1	Explain the anatomy and physiology of outer, middle and inner ear and the physiological process of hearing.	PSO 1	R, U
CO-2	Describe the causes, classification, characteristics of children with hearing impairment.	PSO 2	R

CO-3	Enumerate the need for early intervention and describe the techniques of neonatal screening , Infant hearing screening and testing preschoolers	PSO 3	U
CO-4	Explain the meaning and scope of literacy skills and discuss the educational needs of children with hearing impairment.	PSO 4	R
CO-5	Discuss the development of Auditory , Oral skills ,reading and writing skills in the hearing impaired.	PSO 5	R,U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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 setting.

**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, (Ist 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.
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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 – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**I BRSc - SEMESTER 1I**

<b>Course Title</b>	<b>Allied – 3 (Compulsory)– Expanded Core Curriculum - I Braille (Practicals)</b>
<b>Total Hours</b>	<b>60</b>
<b>Hours/Week</b>	<b>4 Hrs/Wk</b>
<b>Code</b>	<b>U18RS2ACP03</b>
<b>Course Type</b>	<b>Practicals</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
	The students will be able to
CO-1	Discuss the history of Braille Code.
CO-2	Understand and comprehend English Braille Code.
CO-3	Identify Wordsigns and contractions in English Braille.
CO-4	Discuss use of Compound Signs in English Braille.
CO-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

**Extra reading/ keywords:** *Louis Braille, Charles Barbier*

**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

**Extra reading/ keywords:** *Brailier, Braille slate and stylus*

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

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

**Extra reading/ keywords:** Braille cell, position of dots

**UNIT 4 : Compound Signs  
Hrs)**

**(12**

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

**Extra reading/ keywords:** Braille embosser, Refreshable Braille display, eBraille

**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

**Extra reading/ keywords:** Bharatiya Braille, Nemeth Code

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Discuss the history of Braille Code.	PSO 1	U
CO-2	Prepare Braille reading readiness material using English Braille Code.	PSO 4	Ap
CO-3	Develop materials in Braille using Wordsigns and contractions in English Braille.	PSO 4	Ap
CO-4	Compile the Compound Signs in English Braille.	PSO 3	R
CO-5	Prepare materials using Bharathi Braille Code.	PSO 4	Ap

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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

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(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**

| Course Title       | SKILL – BASED ELECTIVE 1: SOFT SKILL DEVELOPMENT |
|--------------------|--------------------------------------------------|
| <b>Total Hours</b> | <b>30</b>                                        |
| <b>Hours/Week</b>  | <b>2</b>                                         |
| <b>Code</b>        | <b>U15RE2 SBT01</b>                              |
| <b>Course Type</b> | Theory                                           |
| <b>Credits</b>     | <b>2</b>                                         |
| <b>Marks</b>       | <b>100</b>                                       |

**General Objective:**

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

**Course Outcomes:**

**The student will be able to**

1. Understand the importance of self awareness, values and leadership skills in capacity building
2. Understand and analyze the factors affecting interpersonal skills
3. Understand and evaluate the concepts of vision, mission and goals for corporate skills
4. Understand, apply and analyze the importance of body language, time management and stress management
5. Understand the concept and need for self development plan

**UNIT I:**

**6 hrs**

**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.

**Extra reading / Key Words:** *Biographies of any 2 Indian leaders*

**UNIT II :**

**6 hrs**

**Interpersonal skills**

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

**Extra reading / Key Words:** *Tips for building relationship*

**UNIT III:****6 hrs****Corporate skills**

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

**Extra reading / Key Words:** *Group dynamics and communication skills*

**UNIT IV:****6 hrs****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.

**Extra reading / Key Words:** *Polite conversations and dialogue skills*

**UNIT V:****6 hrs****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.

**Extra reading / Key Words:** *Case study*

**Note: Extra reading/Key words are only for internal testing(Seminar/Assignment) Course**

**Course Outcome:**

1. explain the importance of self awareness, values and leadership skills in capacity building
2. analyze the factors affecting interpersonal skills
3. evaluate the concepts of vision, mission and goals for corporate skills
4. apply and analyze the importance of body language, time management and stress management
5. summarize the concept and need for self development plan

**REFERENCES:**

Alex K.(2012) Soft Skills – Know Yourself & Know the World, S. Chand & Company Ltd., New Delhi  
Meena K. Ayothi V. (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). Communication soft 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 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 2**  
**B.A./ B.Sc./B.Com./BCA & BBA, DEGREE EXAMINATION**  
**SEMESTER II / III**

| Course Title       | <b>SKILL – BASED ELECTIVE 2: SUSTAINABLE<br/>RURAL DEVELOPMENT AND STUDENT SOCIAL<br/>RESPONSIBILITY</b> |
|--------------------|----------------------------------------------------------------------------------------------------------|
| <b>Total Hours</b> | <b>30</b>                                                                                                |
| <b>Hours/Week</b>  | <b>2</b>                                                                                                 |
| <b>Code</b>        | <b>U18RE2SBT02/ U18RE3SBT02</b>                                                                          |
| <b>Course Type</b> | Theory                                                                                                   |
| <b>Credits</b>     | <b>2</b>                                                                                                 |
| <b>Marks</b>       | <b>100</b>                                                                                               |

**General Objective:**

The Student will be able to understand the concept of natural resources and resource mapping of villages and strengthen their leadership qualities, keeping in mind their responsibilities towards society.

**Course Objectives:**

**The student will be able to:**

1. understand the functioning of NGO's and SHG's
2. educate themselves about the different farming methods.
3. practice alternative agricultural methods
4. understand the need for social responsibility through NCC.
5. understand the Leadership and Man Management

**Unit – I**

**6hrs**

Village – Survey of natural resources and resource mapping of villages , village level Participating Approach (VLPA) – Role of NGO'S and SHG'S – Impact of the Green Revolution.

**Extra reading/Key word:** *resource mapping tools*

**Unit –II**

**6hrs**

Alternative agriculture models – Traditional Farming – Organic Farming – Zero budget farming – Precision Farming ,Terrace Farming and Kitchen garden.

**Extra reading / Key word:** *Practices in India*

**Unit – III**

**6hrs**

Elements in Alternative Agriculture models ,Vermi compost, Azolla, Amirthakarasal ,Mulligai Puchiviratti and neem products

**Extra reading/Key word:** *Government policy for Alternative Agriculture farming.*

**Unit IV-**

**6hrs**

Aims of NCC , MOTTO , Cardinal Principles, Equivalent Rank (Army, Navy ,Airforce)

**Extra reading/Key word:** *Benefits of being an NCC cadet.*

**Unit -V****6hrs**

Leadership and Man Management – duties of citizen, leadership Training – Types, qualities – Discipline, Duty, Moral – Man Management, Civil Defense – Aims, Types, Services, Problems

**Extra reading/Key word:** *Defense recruitment modes.*

**Note: Extra Reading/ keywords are only for Internal Testing (Seminar/ Assignments)**

**Course Outcome:**

1. Explain the functioning of NGO's and SHG's
2. Summarize themselves about the different farming methods.
3. Explain the alternative agricultural methods
4. Point out the need for social responsibility through NCC.
5. Evaluate the Leadership and Man Management

**REFERENCES:**

1. Packages of organic practices from Tamil Nadu Center for Indian Knowledge System (CIKS)
2. Tracey, S. and Anne, B. (2008). Sustainable development linking economy, society, environment. OECD insights.
3. [www.fao.org.in](http://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**  
**CREDIT : 1**

**CODE: U15VE2LVC01**  
**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 enable the students to understand and appreciate all Religions and Culture
- To help the students to become
- To 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**

**CREDIT : 1**

**CODE: U15VE2LVBO1**

**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**

**For Candidate admitted from 2015 onwards**

**Second Year - Semester – III**

|                     |                                       |
|---------------------|---------------------------------------|
| <b>Course Title</b> | <b>இரண்டாமாண்டு – மூன்றாம் பருவம்</b> |
| <b>Total Hours</b>  | <b>90</b>                             |
| <b>Hours/Week</b>   | <b>6 Hrs Wk</b>                       |
| <b>Code</b>         | <b>U15TL3TAM03</b>                    |
| <b>Course Type</b>  | <b>Theory</b>                         |
| <b>Credits</b>      | <b>3</b>                              |
| <b>Marks</b>        | <b>100</b>                            |

**General Objectives:**

வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் சிறப்பினை எடுத்துரைத்தல்

- To explain the greatness of the values such as dharma, knowing the meaning of life attaining pleasure and household life.
- To create the awareness about social life.
- To strengthen the religious ideologies.

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                       |
|---------------|--------------------------------------------------------------------------------|
| CO-1          | வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றினை எடுத்துரைத்தல் |
| CO-2          | சமயங்கள் உணர்த்தும் அறக்கருத்துக்களை அறிந்து கொள்ளச்செய்தல்.                   |
| CO-3          | சோழர்கால காப்பிய இலக்கியங்கள் மற்றும் இலக்கண நூல்களை வகைப்படுத்துதல்.          |
| CO-4          | நாடகம் நடிப்பதன் வாயிலாக மாணவர்களின் திறன்களை வளர்த்தல்.                       |
| CO-5          | தமிழக கோயில்களின் கலைநுட்பங்களையும், பண்பாட்டுச் சிறப்புகளையும் விவரித்தல்     |

**அலகு:1** செய்யுள்

**18 Hrs**

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

**key Words (Extra Reading)**

சீவகசிந்தாமணி

**அலகு:2** செய்யுள்

**18 Hrs**

4. இரட்சணிய யாத்திரிகம் - மரணப்படலம்
5. சீறாப்புராணம் - ஒட்டகை பேசிய படலம்

**அலகு:3**

**18 Hrs**

தமிழ் இலக்கிய வரலாறு  
சோழர் காலம்

**அலகு:4**

**18Hrs**

நாடகம்

சத்திய வேள்வி - அய்க்கண்

**key Words (Extra Reading)**

யாருக்கும் வெட்கமில்லை - சோ

**அலகு:5**

**18 Hrs**

கோயிற்கலை

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

| CO No. | Course Outcomes                                                                          | PSOs Addressed | Cognitive Level |
|--------|------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | the life with the nature of the people may be learned through epics and to learn         | PSO 1          | U               |
| CO-2   | to learn the values taught by religion                                                   | PSO 2          | AN              |
| CO-3   | to remember the king choola's period epics, literature and grammar books                 | PSO 2          | R               |
| CO-4   | to enhance the acting habit in the epics                                                 | PSO 3          | U               |
| CO-5   | to make students to evaluate the art, culture and other aspects of the temples in tamil. | PSO 4          | U               |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**பாட நூல்கள்**

- செய்யுள் - தமிழாய்வுத்துறை வத்துறை வெளியீடு
- தமிழ் இலக்கிய வரலாறு - தமிழாய்வுத்துறை வத்துறை வெளியீடு
- நாடகம்  
அய்க்கண் - சத்திய வேள்வி
- கோயிற்கலை - தமிழ்நாட்டிலுள்ள ஆலயங்களைக் கலை நுணுக்கத்துடன் காணுதல்

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – III**

|                     |                                                                                                                                         |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>PART – I LANGUAGE<br/>HINDI- III-MEDIEVAL–MODERN POETRY<br/>AND HISTORY OF HINDI LITERATURE-1<br/>(Veergadha Kal Aur Bakthi Kal)</b> |
| <b>Total Hours</b>  | <b>90</b>                                                                                                                               |
| <b>Hours/Week</b>   | <b>6Hrs/Wk</b>                                                                                                                          |
| <b>Code</b>         | <b>CODE: U18HN3HIN03</b>                                                                                                                |
| <b>Course Type</b>  | <b>Theory</b>                                                                                                                           |
| <b>Credits</b>      | <b>3</b>                                                                                                                                |
| <b>Marks</b>        | <b>100</b>                                                                                                                              |

**General Objective :** To enable the students to appreciate and critically evaluate Spirituality in Hindi Literature.

**Course Objectives (CO):**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                      |
|---------------|-------------------------------------------------------------------------------|
| CO -1         | remember, understand and evaluate the Poetry of the masters.                  |
| CO- 2         | understand and analyse the history of Hindi literature in the literary works. |
| CO- 3         | understand and analyse the cause and consequence on revolution in literature. |
| CO- 4         | Evaluate various streams of Bhakthi kaal.                                     |
| CO- 5         | appreciate_and analyse the works of Bihari.                                   |

**UNIT – I**

**(18 Hours)**

1. Kabir Das
2. Todathi pathar
3. Veergatha Kal

(Pravarithiyan, Kavi, Rachanayean)

**Extra Reading (Key Words ):** *PrithviRaj Rasoo, Jago phir ek bhar*

**UNIT- II**

**(18 Hours)**

1. Thulasi Das
2. Anal Kireet
3. BhaktiKal – Gnanashrayi Sakha

**Extra Reading (Key Words ):** *Kabir, Ramdhari Singh Dinakr*

**UNIT- III** (18 Hours)

1. Rahim Ke Dohe
2. Jhoote Patte
3. BhaktiKal – Prem Margi Sakha

**Extra Reading (Key Words):** *Rahim*

**UNIT- IV** (18 Hours)

1. Raskhan
2. Aavo phir se gaaon basayen
3. BhaktiKal –Ram Bhakti Sakha

**Extra Reading (Key Words):**

**UNIT- V** (18 Hours)

1. Bihari Ke Dohe
2. Sipahi
3. BhaktiKal – Krishna Bhakthi Sakha

**Extra Reading (Key Words):** *Bihari satsai*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

| CO No. | Course Outcomes                                                         | Cognitive Level |
|--------|-------------------------------------------------------------------------|-----------------|
| CO -1  | Recite the poems of Kabir Das                                           | R, U, E         |
| CO- 2  | Distinguish necessity and luxury Place Bhakthi kaal in Hindi Literature | U, An           |
| CO- 3  | Debate on pros and cons of a revolution                                 | U, An           |
| CO- 4  | Summarize the four streams of Bhakthi kaal                              | E               |
| CO- 5  | Examine the powerful words of Bihari                                    | An              |

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

**Prescribed Books**

- History Of Hindi Literature ; Acharya Ramachandra Shukla, Delhi.
- Kavya Surabh: Pub.Dakshina Bharat Hindi Prachar Sabha , Cheenai.

**Reference Books :**

- Nai Sadhi Mein Kabir- Edi. Dr. M. Firoz Khan- Krishang Publication, Delhi.
- Dharmaveer Bharathi Ki Kavitha – Dr.Vibha shukla.;Aastha associates, Illahabad.

(For candidates admitted 2016 onwards)

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

**DEPARTMENT OF FRENCH**

**SEMESTER III**

|              |                                                                                                           |
|--------------|-----------------------------------------------------------------------------------------------------------|
| Course Title | <b>PART I – LANGUAGE - FRENCH PAPER III</b><br>(LANGUAGE & CIVILISATION (ÉCHO A2 2 <sup>e</sup> édition)) |
| Total Hours  | 90                                                                                                        |
| Hours/Week   | 6 Hrs/Wk                                                                                                  |
| Code         | U16FR3FRE03                                                                                               |
| Course Type  | Theory                                                                                                    |
| Credits      | 3                                                                                                         |
| Marks        | 100                                                                                                       |

**General Objective:** To enable the students to understand the French cultural aspects and apply the grammar learnt in appropriate situations.

**Course Objectives (CO):**

**The learner will be able to**

|             |                                                                                                                                                           |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO 1</b> | understand the French education system and evaluate the same across the world.                                                                            |
| <b>CO 2</b> | understand the usage of pronouns that denote quantity and place and apply them in answers; analyse extracts from magazines and work conditions in France. |
| <b>CO 3</b> | remember the rules of construction and usage of subjunctive mode and apply the same in sentences; evaluate French politics.                               |
| <b>CO 4</b> | understand gerund, adverbs, relative pronouns and evaluate press and media in France.                                                                     |
| <b>CO 5</b> | remember the usage of tenses and analyse the benefits of learning a foreign language.                                                                     |

**Unit 1 Vivement demain !**

**(18 Hours)**

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.

*Extra Reading (Key Words):* le système éducatif en France.

**Unit 2 Tu as du boulot ?**

**(18 Hours)**

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

*Extra Reading (Key Words):* l'organigramme d'une entreprise.

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

**(18 Hours)**

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

*Extra Reading (Key Words )*: étude comparée de la politique en France et en Inde

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

**(18 Hours)**

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)

*Extra Reading (Key Words )*:TV5 Monde, les journaux français.

**Unit 5 On se retrouve**

**(18 Hours)**

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.

*Extra Reading (Key Words )*: Paris, la capital de la mode!

| <b>Course outcomes</b>                             | <b>Cognitive level</b> |
|----------------------------------------------------|------------------------|
| Contrast French education system to that of India. | E                      |
| Examine press and work conditions in India         | An                     |
| Label subjunctive mode and its usages              | U, Ap                  |
| Interpret politics in France                       | E                      |
| Categorize French media and press                  | E                      |
| Simplify "FLE"                                     | An                     |

**TEXT BOOKS :**

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

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

**Books for Reference:**

La Conjugaison – Nathan

French made easy – Intermediate level – Goodwill Publishing House

Je parle français III – Abhay Publications

Le français avec des jeux et des activités – ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.



(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 3 - GENERAL ENGLISH III**

**HOURS : 6**  
**U15EL3GEN03**  
**CREDIT : 3**  
**100**

**CODE :**

**MARKS:**

**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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(For Candidates Admitted from 2018 onwards)  
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002  
PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE  
**II BRSc - SEMESTER 1II**

|                     |                                                                                                            |
|---------------------|------------------------------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 4 : EXPANDED CORE CURRICULUM - II O &amp; M, DLS, MATHS – VISUAL IMPAIRMENT (PRACTICALS)</b> |
| <b>Total Hours</b>  | <b>75</b>                                                                                                  |
| <b>Hours/Week</b>   | <b>5 Hrs Wk</b>                                                                                            |
| <b>Code</b>         | <b>U18RS3MCP04</b>                                                                                         |
| <b>Course Type</b>  | <b>(PRACTICALS)</b>                                                                                        |
| <b>Credits</b>      | <b>5</b>                                                                                                   |
| <b>Marks</b>        | <b>100</b>                                                                                                 |

**GENERAL OBJECTIVE:**

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

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                    |
|---------------|-----------------------------------------------------------------------------|
| CO-1          | Calculate mathematical problems using Nemeth Code.                          |
| CO-2          | Apply Nemeth Code to experiment with higher level concepts.                 |
| CO-3          | Compute mathematical problems using Abacus.                                 |
| CO-4          | Evaluate children with visual impairment in Daily Living Skills.            |
| CO-5          | Evaluate orientation and mobility skills of persons with visual impairment. |

**UNIT 1 : Nemeth code for Arithmetic – I  
Hrs)**

**(15**

- 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

**Extra reading / keywords :** *Taylor Frame, Blindmath Listserv(NFB)*

**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

**Extra reading / keywords :** *Assistive devices for VI, Additional Math Resources*

**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

**Extra reading / keywords :** *Accessible learning resources*

**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

**Extra reading / keywords :** *Art and Community exploration*

**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

**Extra reading / keywords :** *Facial vision, New Navigation Method*

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                               | <b>PSOs Addressed</b> | <b>Cognitive Level</b> |
|---------------|----------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Calculate mathematical problems using Nemeth Code.                   | PSO 3                 | U                      |
| CO-2          | Apply Nemeth Code to experiment with higher level concepts.          | PSO 3                 | U                      |
| CO-3          | Compute mathematical problems using Abacus.                          | PSO 3                 | U                      |
| CO-4          | Evaluate children with visual impairment in Daily Living Skills.     | PSO 3                 | E                      |
| CO-5          | Evaluate orientation and mobility skills of PWVI.                    | PSO 3                 | E                      |
| CO-6          | Prepare a lesson plan and train the visually impaired persons in O&M | PSO 3                 | Ap                     |
| CO-7          | Prepare pre requisite material for PWVI                              | PSO 3                 | Ap                     |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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. Pennsylvannia; 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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(For Candidates Admitted from 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II BRSc - SEMESTER 1II**

<b>Course Title</b>	<b>Major Core 5 : INTERVENTION FOR PERSONS WITH LOCOMOTOR DISABILITY AND PHYSIOTHERAPY</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>U18RS3MCT05</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE :**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand and discuss the structure and diseases.
CO-2	Examine and evaluate the children with locomotor disabilities.
CO-3	Understand and discuss the educational considerations.
CO-4	Elaborate and discuss the physiotherapeutic treatment.
CO-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

**Extra reading / keywords :** *Range of movement, Muscles and their actions, Muscle grading.*

**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

**Extra reading / keywords :** Contractures, description of movements.

**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

**Extra reading / keywords :** Aids and appliances, Inclusive 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

**Extra reading / keywords :** TENS, IFT, Early Stimulation

**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.

**Extra reading / keywords :** Genetic testing, Computed tomography

**Note: Extra Reading / Keywords are only for Internal Testing (Seminar / Assignments)**

**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:**

CO No.	Course Outcomes	PSOs addressed	Cognitive Level
CO-1	1. Identify the bones muscles and joints	PSO 1	R
CO-2	2. Identify and explain the diseases related to locomotor disabilities.	PSO 2	U
CO-3	3. Apply and assess locomotor disabilities.	PSO 3	Ap
CO-4	4. Differentiate the educational considerations for PWLD.	PSO 3	U
CO-5	5. Discuss the components of special education for PWLD	PSO 1	U
CO-6	6. Compare the physiological effects of different therapies.	PSO 2	Ap
CO-7	7. Enumerate and compare the methods	PSO 2	Ap

	of therapeutic treatment for PWLD.		
CO-8	8. Point out and differentiate the problems of locomotor disabilities.	PSO 2	Ap

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

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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.

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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II BRSc - SEMESTER 1II**

<b>Course Title</b>	<b>Skill Based Elective - 3 Education for Persons with disabilities</b>
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2 Hrs/ Wk</b>
<b>Code</b>	<b>U15RS3SBP03</b>
<b>Course Type</b>	<b>Practical</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remembers ,understand the needs of children with disabilities
CO-2	Remembers, understands factors affecting learning.
CO-3	Remembers, understands educational needs of children with disabilities.
CO-4	Remembers ,understands types of School and Models of Education for Children with Disabilities
CO-5	Apply and create an album related to Practical and Field Engagement.

**UNIT 1: Understanding the Needs of Children with Disabilities (5hours)**

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

**Extra reading/ keywords: Psychological needs, Children with disabilities**

**UNIT 2: Factors Affecting Learning (5hours)**

- Intelligence
- Aptitude

- Teacher attitude
- Peer attitude
- Socio-economic environment

**Extra reading/ keywords: Physical, Mental, Emotional and Social factors**

**UNIT 3: Understanding Educational needs of Children with Disabilities (5hours)**

- 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)

**Extra reading/ keywords:** Segregation, Integration, Mainstreaming & Inclusion

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

**(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

**Extra reading/ keywords: Curriculum, teaching methods, adaptive devices, barrier free environment**

**UNIT 5 : PREPARING AN ALBUM ON (10 hours)**

- Case work on Identification and Assessment



(One case work each in Intellectual disabled, Hearing Impairment, Visual impairment, locomotor impairment, Autism and Learning disabled and list down his /her characteristics)

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

**Extra reading/ keywords: International frameworks, legislation, policies, conventions**

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Identify the needs of children with disabilities	PSO 1	R, U
CO-2	Identify factors affecting learning.	PSO 1	R, U
CO-3	Identify the educational needs of children with disabilities.	PSO 3	R, U
CO-4	Identify and choose the Models of Education according to special children needs.	PSO 4	R, U
CO-5	Apply and create an album related to Practical and Field Engagement.	PSO 4	AP

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U-**

**Understand; Ap – Apply;**

**An – Analyse; E- Evaluate; C – Create**

**REFERENCES:**

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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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(For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2 B.A./B.Sc./**  
**B.Com./B.C.A./B.B.A DEGREE COURSE**  
**SEMESTER – III / VI**

|                     |                                  |
|---------------------|----------------------------------|
| <b>Course Title</b> | <b>GENDER STUDIES</b>            |
| <b>Total Hours</b>  | <b>15</b>                        |
| <b>Hours/Week</b>   | <b>1</b>                         |
| <b>Code</b>         | <b>U15WS3GST01 / U15WS6GST01</b> |
| <b>Course Type</b>  | Theory                           |
| <b>Credits</b>      | <b>1</b>                         |
| <b>Marks</b>        | <b>100</b>                       |

**General Objective:**

To help students to realize their strengths and weaknesses in leading an ethically enriched life and to enjoy a gender-balanced ambience

**Course Objectives:**

**The student will be able to**

1. understand the concepts of gender.
2. differentiate women studies from gender studies
3. analyze the areas of gender discrimination
4. analyze and evaluate the initiative and policies for women empowerment
5. remember the women's movements and safeguarding mechanisms

**Unit I**

**3 hrs**

**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.

**Extra reading /Key Words:** *Acts on gender*

**Unit II**

**3 hrs**

**Women's Studies Vs Gender Studies:**

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

**Extra reading /Key Words:** *Origin of Women's studies in India*

## **Unit-II**

**3hrs**

### **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.

**Extra reading / Key Words:** *Survey of level of discrimination*

## **Unit-IV**

**3hrs**

### **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.

**Extra reading/Key Words:** *Case study*

## **Unit-V**

**3hrs**

**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 – PNDT Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73rd Amendment for PRIs.

**Extra reading / Key Words:** *Laws on gender equality*

**Note: Extra Reading/ keywords are only for Internal Testing (Seminar/ Assignments)**

### **Course Outcome:**

1. evaluate the concepts of gender discrimination.
2. compare women’s studies with gender studies.
3. describe the areas of gender discrimination.
4. evaluate the initiative and policies for women empowerment.
5. Explain the different women movement.

### **REFERENCES:**

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

Jane, P. & Imelda, W. (2004), 50 Key Concepts in Gender Studies.

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

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**Second Year - Semester – IV**

|                     |                                      |
|---------------------|--------------------------------------|
| <b>Course Title</b> | <b>இரண்டாமாண்டு –நான்காம் பருவம்</b> |
| <b>Total Hours</b>  | <b>75</b>                            |
| <b>Hours/Week</b>   | <b>5 Hrs Wk</b>                      |
| <b>Code</b>         | <b>U15TL4TAM04</b>                   |
| <b>Course Type</b>  | <b>Theory</b>                        |
| <b>Credits</b>      | <b>3</b>                             |
| <b>Marks</b>        | <b>100</b>                           |

**General Objectives:**

வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் மேன்மையை எடுத்துரைத்தல்

- Make the student to understand the cultural and tradition of Tamilians.
- Student will learn understand the religions knowledge to Sustain
- Understand the depth of Tamil Literature & Culture.
- Know about the structure of the family, manners is disciplines.
- Know about the right of equality.

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                          |
|---------------|-----------------------------------------------------------------------------------|
| CO-1          | அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் மேன்மையை உணர்த்துதல்.                  |
| CO-2          | இலக்கியங்களின் வாயிலாக வாழ்க்கைத் தத்துவத்தினை அறியச் செய்தல்.                    |
| CO-3          | தமிழ் இலக்கிய வரலாற்றின் வாயிலாகத் தமிழரின் பண்பாடு, கலாச்சாரத்தை அறியச் செய்தல். |
| CO-4          | மனிதநேய சிந்தனைகளை உருவாக்குதல்.                                                  |
| CO-5          | மொழிப்பெயர்ப்புத்திறனை வளர்த்தல்.                                                 |

அலகு:1 செய்யுள்

15 Hrs

1. குறுந்தொகை

1. கொங்கு தேர் வாழ்க்கை அஞ்சிறைத் தும்பி - இறையனார்
2. யாரும் இல்லை தானே கள்வன் - கபிலர்
3. வேம்பின் பைங்காய்என் தோழி தரினே - மிளைக்கந்தன்
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 வழுதி
3. ஆய்மலர் மழைக்கண் தெண்பனி 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

15 Hrs

அகநானூறு

- 1.வானம் வாய்ப்பக் கவினிக் கானம் - சீத்தலைச் சாத்தனார்
2. எம்வெங் காம மியைவதாயின் - மாமுலனார்

5.புறநானூறு

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

6. பதிற்றுப்பத்து - ஐந்தாம் பத்து

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

## 7. திருக்குறள்

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

அலகு:3

15 Hrs

தமிழ் இலக்கிய வரலாறு

சங்ககாலம் - சங்கம் மருவியகாலம்

எட்டுத்தொகை, பத்துப்பாட்டு, பதினெண்கீழ்க்கணக்கு நூல்கள்

அலகு:4

15 Hrs

வாழ்க்கை வரலாறு

அன்னை தெரசா - பா. தீனதயாளன்

**key Words (Extra Reading)**

அக்னி சிறகுகள் - அப்துல் கலாம்

அலகு:5

15 Hrs

பொது - மொழிப்பெயர்ப்பு

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

### Course Outcomes:

| CO No. | Course Outcomes                                                               | PSOs Addressed | Cognitive Level |
|--------|-------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Attitude to consider the living beings of the world as relations              | PSO 1          | U               |
| CO-2   | the life style of traditional Tamils may be known with the help of literature | PSO 2          | AN              |
| CO-3   | to be inspired by the traditional culture and values and be value oriented    | PSO 2          | R               |
| CO-4   | to feel the dedicated service of mother Theresa and to practice the same      | PSO 3          | U               |
| CO-5   | to enhance skills on translation                                              | PSO 4          | C               |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**



## பாட நூல்கள்

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

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – IV**

|                     |                                                                               |
|---------------------|-------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>PART – I LANGUAGE<br/>HINDI -IV FUNCTIONAL HINDI &amp;<br/>TRANSLATION</b> |
| <b>Total Hours</b>  | <b>75</b>                                                                     |
| <b>Hours/Week</b>   | <b>5Hrs/Wk</b>                                                                |
| <b>Code</b>         | <b>CODE: U18HN4HIN04</b>                                                      |
| <b>Course Type</b>  | <b>Theory</b>                                                                 |
| <b>Credits</b>      | <b>3</b>                                                                      |
| <b>Marks</b>        | <b>100</b>                                                                    |

**General Objective :** To enable the students to Learn the Language Skills.

**Course Objectives (CO):**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                        |
|---------------|-------------------------------------------------|
| CO -1         | apply technical translation in Functional Hindi |
| CO- 2         | understand and evaluate global marketing        |
| CO- 3         | create general essays                           |
| CO- 4         | apply the formats and create office orders      |
| CO- 5         | apply translation techniques in a text.         |

**UNIT – I**

**(15 Hours)**

1. Personal Letters
2. Technical Terms
3. Translation Ex-1
4. General Essay - Pollution

**Extra Reading (Key Words ):** *Jal Pradhooshan, Vayu Pradhooshan*

**UNIT- II**

**(15 Hours)**

1. Commercial Letters
2. Technical Terms
3. Translation Ex-4
4. General Essay - Globalisation

**Extra Reading (Key Words ):** *Vyavasayikata*

**UNIT- III**

**(15 Hours)**

1. Office Memorandum
2. Technical Phrases
3. Translation Ex-6
4. General Essay – Self Employment

**Extra Reading (Key Words ):** *Kisan*

**UNIT- IV:** (15 Hours)

1. Office Order
2. Technical Phrases
3. Translation Ex-13
4. General Essay – India – Unity in Diversity

**Extra Reading (Key Words):** *Hamara Bharat*

**UNIT- V** (15 Hours)

1. Circular
2. Reminder
3. Translation Ex-15
4. General Essay – My Favourite Author

**Extra Reading (Key Words):** *Jayashankar Prasad, Premchand*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

| CO No. | Course Outcomes                                | Cognitive Level |
|--------|------------------------------------------------|-----------------|
| CO -1  | Utilize technical terms in translating a text. | Ap              |
| CO- 2  | Mark the global brands and their countries.    | U, E            |
| CO- 3  | Develop an essay on any social issue.          | E, C            |
| CO- 4  | Formulate an office order for the university   | Ap, C           |
| CO- 5  | Make use of translation techniques in a text.  | Ap              |

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

**Prescribed Books**

- Vyavaharik Hindi, by Dr. Mahendra Mittal, Shabari Sansthan, Delhi.
- Aalekhan Aur Tippan: Prof. Viraj, M.A; Raj Pal And Sons; Kashmiri Gate, Delhi.
- Anuvad Abhyas : Bholanath Tiwari; Lokbharathi Prakashan; New Delhi.

**Reference Books :**

- Raj Bhasha Hindi Aur Vuska Swaroop- Shanthi kumar Syal; Parampara Prakasha, Delhi.
- Vyaharopayogi evam kam kaji Hindi – Ananth Kedharea .; Sahityayan Prakashan; Kanpur.

(For candidates admitted 2016 onwards)

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

**DEPARTMENT OF FRENCH**

**SEMESTER IV**

|              |                                                                                                    |
|--------------|----------------------------------------------------------------------------------------------------|
| Course Title | <b>PART I – LANGUAGE - FRENCH PAPER IV</b><br>(LANGUAGE & CULTURE (ÉCHO A2 2 <sup>e</sup> édition) |
| Total Hours  | 75                                                                                                 |
| Hours/Week   | 5 Hrs/Wk                                                                                           |
| Code         | U16FR2FRE02                                                                                        |
| Course Type  | Theory                                                                                             |
| Credits      | 3                                                                                                  |
| Marks        | 100                                                                                                |

**General Objective:** To enable the students to analyse and evaluate French cultural aspects and use the accumulated vocabulary and grammatical aspects in creative writing.

**Course Objectives (CO):**

**The learner will be able to**

|            |                                                                                                             |
|------------|-------------------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Apply pronouns and create texts; appreciate and analyse French cuisine and festivals                        |
| <b>CO2</b> | critically evaluate the art forms of 20 <sup>th</sup> century and apply conditional present tense in a text |
| <b>CO3</b> | remember savoir-faire in France and apply reported speech in story writing                                  |
| <b>CO4</b> | analyse the consequences of immigration, sports and adventures; apply passive voice in a text               |
| <b>CO5</b> | understand the usage of possessive pronouns and analyse the rhythm of life in France                        |

**Unit 1 C'est la fête !**

**(18 Hours)**

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

*Extra Reading (Key Words) :* étude comparée des fêtes françaises et indiennes.

**Unit 2 Vous plaisez !**

**(18 Hours)**

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.

*Extra Reading (Key Words) :* Histoire du monde au début du 20<sup>e</sup> siècle.

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

**(18 Hours)**

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.

*Extra Reading (Key Words ):* les taboos

**Unit 4 À vos risqué et périls !**

**(18 Hours)**

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.

*Extra Reading (Key Words ):* les sportifs français

**Unit 5 La vie est dure**

**(18 Hours)**

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.

*Extra Reading (Key Words ):* entretien d’une personne.

| <b>Course outcomes</b>                             | <b>Cognitive level</b> |
|----------------------------------------------------|------------------------|
| Design a text using pronouns                       | C                      |
| Discover a French recipe                           | An                     |
| Narrate an anecdote                                | C                      |
| Critically evaluate modern art forms               | E                      |
| Infer reported speech and passive voice in a story | C                      |
| Explain the influence of immigration on sports     | An                     |
| Examine the rhythm of life in France               | An                     |

**TEXT BOOKS :**

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

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

**Books for Reference:**

La Conjugaison – Nathan

French made easy – Intermediate level - Goodwill Publishing House

Je parle français III – Abhay Publications

Le français avec des jeux et des activités - ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 4 - GENERAL ENGLISH IV**

**HOURS : 6**  
**U15EL4GEN04**  
**CREDIT : 3**  
**100**

**CODE :**

**MARKS:**

**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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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II BRSc - SEMESTER 1V**

|                     |                                                                                        |
|---------------------|----------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 6:<br/>CURRICULAR STRATEGIES FOR PERSONS WITH MENTAL<br/>RETARDATION</b> |
| <b>Total Hours</b>  | <b>75</b>                                                                              |
| <b>Hours/Week</b>   | <b>5 Hrs Wk</b>                                                                        |
| <b>Code</b>         | <b>U15RS2MCT06</b>                                                                     |
| <b>Course Type</b>  | <b>Theory</b>                                                                          |
| <b>Credits</b>      | <b>5</b>                                                                               |
| <b>Marks</b>        | <b>100</b>                                                                             |

**General Objectives:**

*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:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                            |
|---------------|---------------------------------------------------------------------------------------------------------------------|
| CO-1          | Remember and understand the concept, approaches and principles in curriculum and the need for IEP and task analysis |
| CO-2          | Understand and apply the varied domains in curriculum for primary and secondary level learners.                     |
| CO-3          | Understand and apply the varied domains in curriculum for adult learners at prevocational and vocational level.     |
| CO-4          | Apply and analyze the principles and approaches in teaching learners with special needs                             |
| CO-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 HOURS)**

- 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

**Extra reading/ keywords: curriculum, instruction, pedagogy, chaining,**

**UNIT 2 :CURRICULUM FOR PRIMARY AND SECONDARY LEVEL( 10 HOURS)**

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

**Extra reading/ keywords: DLS, Shaping, cueing, prompting, fading, pre vocational skills.**

**UNIT 3 :CURRICULUM FOR VOCATIONAL LEVEL PERSONS AND FO PERSONS WITH SEVERE AND PROFOUND MENTAL RETARDATION**

**( 10HOURS)**

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

**Extra reading/ keywords: ADL, SHS, Receptive language, deficit behaviour, vocational guidance.**

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

- 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

**Extra reading/ keywords: motivation, reinforcement, modeling, imitation, activity based learning,**

**UNIT 5 : CO-CURRICULAR ACTIVITIES AND CLASSROOM MANAGEMENT( 12 HOURS)**

- 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

**Extra reading/ keywords: art, craft, special Olympics, Paralympics. Study carrel, TLM**

**Course Outcomes:**

| CO No. | Course Outcomes | PSOs | Cognitive |
|--------|-----------------|------|-----------|
|--------|-----------------|------|-----------|

|      |                                                                                                                       | <b>ddressed</b> | <b>Level</b> |
|------|-----------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| CO-1 | Understand and explain concept, approaches and principles in curriculum and the need for IEP and task analysis.       | PSO 1           | R, U         |
| CO-2 | Describe , relate and apply the varied domains in curriculum for primary and secondary level learners.                | PSO 2           | R            |
| CO-3 | Describe , relate and apply the varied domains in curriculum for adult learners at prevocational and vocational level | PSO 3           | U            |
| CO-4 | Describe and discuss the principles and approaches in teaching learners with special needs.                           | PSO 4           | R            |
| CO-5 | Understand explain and apply the varied co-curricular activities for the mentally retarded.                           | PSO 5           | R,U          |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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.**

(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II BRSc - SEMESTER 1V**

|                     |                                       |
|---------------------|---------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE – 1 COUNSELLING</b> |
| <b>Total Hours</b>  | <b>75</b>                             |
| <b>Hours/Week</b>   | <b>5</b>                              |
| <b>Code</b>         | <b>U15RS4MET01</b>                    |
| <b>Course Type</b>  | <b>Theory</b>                         |
| <b>Credits</b>      | <b>5</b>                              |
| <b>Marks</b>        | <b>100</b>                            |

**GENERAL OBJECTIVE :**

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

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                            |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand the goal, role and characteristics of counselors.                                                                        |
| CO-2          | Explain the elements , models, patterns and styles of communication                                                                 |
| CO-3          | Apply the concepts of various counseling therapies                                                                                  |
| CO-4          | Analyse the various forms of helping the needy client                                                                               |
| CO-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

***Extra reading/Key words:*** 20-20 consensus Definition of counseling

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

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

**Extra Reading/ Key words:** social/ constructionist view of communication  
Intercultural communication

**UNIT 3 : COUNSELLING THERAPIES (20 Hrs)**

- 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

**Extra Reading/ Key words:** Abreaction therapy, Psychotherapy ,Art 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

**Extra Reading/ Key words:** Interpersonal counseling , mentoring

**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

**Extra Reading/ Key words:** Counselling psychology, Disability Management

**Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

| CO No. | Course Outcomes                                                                                                                                          | PSOs addressed | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the goal,role, characteristics of counseling and a counselor and the feature,stages of relationship and ways of improving relationship quotient. | PSO 1          | R, U            |
| CO-2   | Describe the elements, models patterns and                                                                                                               | PSO 2          | R               |

|      |                                                                                                                                                                                                                                    |       |      |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|
|      | styles of Communication.                                                                                                                                                                                                           |       |      |
| CO-3 | Enumerate the various therapies used in the process of counselling children and persons with special needs.                                                                                                                        | PSO 3 | U    |
| CO-4 | Describe the techniques of helping individual, helping with social skills, helping with thinking and feeling and helping in groups through networks.                                                                               | PSO 4 | U,A  |
| CO-5 | Explain the impact of having a child with disability in a family and counseling significant people , the need for personal and social adjustment training and the concept of Vocational Counselling for persons with disabilities. | PSO 5 | A.An |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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.

7. John Antony .D, (1994). Dynamics of Counselling, Nagercoil; Microskills Model Anugraha Publications.
8. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology, New Delhi; Sage Publications.

**JOURNALS:**

1. Journal of Counselling and Development  
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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**II BRSc - SEMESTER 1V**

|                    |                                     |
|--------------------|-------------------------------------|
| Course Title       | ALLIED – 5 (OPTIONAL)<br>PSYCHOLOGY |
| <b>Total Hours</b> | <b>60</b>                           |
| <b>Hours/Week</b>  | <b>4 Hrs/Wk</b>                     |
| <b>Code</b>        | <b>U15RS4AOT05</b>                  |
| <b>Course Type</b> | <b>Theory</b>                       |
| <b>Credits</b>     | <b>4</b>                            |
| <b>Marks</b>       | <b>100</b>                          |

**General Objectives:**

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

**Course Objectives:**

| CO No. | Course Objectives                                                                                             |
|--------|---------------------------------------------------------------------------------------------------------------|
| CO-1   | Understand the concepts of psychology, theories of learning and intelligence                                  |
| CO-2   | Remember the various concepts in memory forgetting and motivation                                             |
| CO-3   | Analyze the characteristics of creative persons and develop creative thinking and problem solving techniques. |
| CO-4   | Analyze and evaluate the skill needed to develop self-concept and maintain better inter- personal relations   |
| CO-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

**Extra reading/ keywords:** *Psychology applied in different fields, Biographies of successful people*

**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

**Extra reading/ keywords:** Multiple Intelligence, Mnemonic techniques, Emotional Quotient

**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

**Extra reading/ keywords:** Lateral thinking, Innovative problem solving techniques, Artificial Intelligence, social 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

**Extra reading/ keywords:** Disengagement coping, Relaxation Techniques

**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

**Extra reading/ keywords:** Psychic Powers, Near Death Experiences

**Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

| CO No. | Course Outcomes                                     | PSOs Addressed | Cognitive Level |
|--------|-----------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the concepts of psychology,                 | PSO 1          | R, U            |
| CO-2   | Explain theories of learning and intelligence       | PSO 2          | R               |
| CO-3   | Discuss the various concepts in memory forgetting   | PSO 2          | U               |
| CO-4   | Examine the importance of motivation in real life.  | PSO 3          | R               |
| CO-5   | Explain the characteristics of creative persons and | PSO 4          | An              |

|      |                                                                                                                   |       |       |
|------|-------------------------------------------------------------------------------------------------------------------|-------|-------|
|      | develop creative thinking and problem solving techniques.                                                         |       |       |
| CO-6 | List, explain and summarize the skill needed to develop self-concept and maintain better inter-personal relations | PSO 4 | U     |
| CO-7 | Explain and summarize the concepts of consciousness, sleep and dreams.                                            | PSO 5 | R, An |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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.
5. Gordon H. Bower, Richard R. Bootzin and Robert B. Zajonc, (1987). Principles of Psychology, U.S.A.; Random House: Inc.
6. Huffinon & William, (1987). Psychology in Action, Singapore; John Wiley & Sons, Inc.
7. John A.Glover, Roger H.Burning, (1987). Educational Psychology, Principles and Applications, U.S.A.; Little Brown & Co. & Limited.

8. Arno .F. Witting and Gurney Williams, (1987). Introduction to Psychology. New York; Mc Graw Hill Inc.
9. Stephen Worchel, Wayne Sheilske, (1986). Psychology Principles and Applications,  
U.S.A.; Prentice Hall : A division of Simon & Schcester Inc.
10. Vergenia Nichols Quinn, (1985). Applying Psychology, Singapore; Mc Graw - Hill.
11. Gage / Berliner, (1984). Educational Psychology, U.S.A.; Houghton Mifflin Company.
12. David .W. Johnson and Frank .P. Johnson, (1982), Joining together, New Jersey; Prentice Hall and U.S.A.; Prentice Hall Inc.
13. Frank J.Bruno (1980), (1984). Behavior and Life, Singapore; John Wiley & Sons, Inc.

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**(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.

**HOLY CROSS COLLEGE ( AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A. /B.Sc. / B.Com. / BBA/ B.C.A. DEGREE COURSE**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – III: FAMILY AND CAREER DEVELOPMENT**

**HRS / WK : 1**  
**CREDIT : 1**

**CODE: U15VE6LVE03**  
**MARKS : 100**

**OBJECTIVES:**

- To help the students acquire skills, knowledge and talents to lead a meaningful life.
- To make the students learn skills of nurturing family and children.
- To make the students aware of emotional intelligence and choose their career.

**UNIT – I: PERSONAL COMPETENCE**

Emotional Intelligence for Professional growth, Management Vs Leadership-Management and Leadership Skills - Conflict Management - Tips for Professional growth

**UNIT – II: MARRIAGE AND FAMILY**

Family Vision - Family Values, Family relationship, Family Management, Sex in Marriage, Emotional Balance and Imbalance, Compatibility between Husband and Wife

**UNIT – III: PARENTHOOD**

Bringing up Children - Development stages (Eric Ericson model), Spirituality: Spirituality in Family - Prayer, God's Will , Role of Mother

**UNIT – IV: PERSONALITY DEVELOPMENT**

Self Analysis; interpersonal relation, introspection – Character formation towards positive personality- Values, self and college motto, punctuality, good moral, poverty, honesty, politeness, humanity, gentleness, friendship, fellowship and patriotism

**UNIT – V: CAREER CHOICE**

Career Choice according to Personality, Preparation for Competitive Exams, Sources of Knowledge, Memory Techniques, Mind Mapping

**REFERENCES:**

1. Tony B and Barry Buzan(2003), The mind map book, BBC world wide limited, London.
2. Susan Nash(2005), Turning team performance inside out, Jai CO. publishing House, New Delhi.
3. Fr. Ignacimuthu (1999) “Values for Life”, Vaigarai Pathipagam.
4. Grose. D.N. (2000), “A text book on Value Education”, Dominant Publishers.

**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





- 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

**Extra reading/ keywords:** *Neuro otology, Electroneuronograaphy*

**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

**Extra reading/ keywords:** *Signia silk hearing aid wireless connectivity open and telecare.*

**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

**Extra reading/ keywords:** *Cochlear Nucleus implants: New cochlear implant technology born from frictional electricity.*

**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

**Extra reading/ keywords:** *Key words: Assistive listening technology hearing loss and quality of life issues.*

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

| CO No. | Course Outcomes                                                                 | PSOs addressed | Cognitive Level |
|--------|---------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the origin of Audiology, the concept of sound and Decibel.              | PSO 1          | R, U            |
| CO-2   | Discuss the various assessment procedures for the hearing impaired.             | PSO 2          | R,U             |
| CO-3   | Describe the various types of Hearing aids and the process of making Ear moulds | PSO 3          | R,U             |

|      |                                                                                     |       |       |
|------|-------------------------------------------------------------------------------------|-------|-------|
| CO-4 | Describe the medical intervention of Cochlear implantation for the hearing impaired | PSO 4 | R     |
| CO-5 | Discuss management of adult and childhood hearing impairment                        | PSO 5 | R,U,A |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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 :**

1. Hayes.A.Newby, (1979). Audiology, U.S.A.; Prentice - Hall International.
2. Ivan Tucker & Michael Nolan, (1984). Educational Audiology, U.S.A.; Goom Helm Limited.
3. Stig Arlinger, (1990). Manual of Practical Audiometry. New Delhi; A.I.T.B.S. Publishers.
4. Northern L. Jerry, Downs P. Marian, (2014), 6<sup>th</sup> Edition. Hearing in Children, U.S.A.; Williams & Wilkins Ltd.
5. Tough Joan, (1976) Listening to Children Talking, London; Woolaston Parker Ltd.
6. Sadanand Singh & Kala. S. Singh, (1985). Phonetics - Principles and Practices, Baltimore - London - Tokyo; University Park Press.
7. Daniel Ling, (1984). Foundations of Spoken Language, Washington; Alexander Graham Bell Association for the Deaf.
8. Daniel Ling, (1987). Speech and the hearing impaired children, Theory & Practice. Washington; Alexander Graham Bell Association for the Deaf.
9. Donald R. Calvert & S. Richard Silverman, (1985). Speech & Deafness, Washington; Alexander Graham Bell Association for the Deaf.
10. Carol. G. Rousey, (1984). A Practical guide to Helping Children with Speech & Language Problems, Illinois; Charles. C. Thomas Publishers.
11. Irving, Harry & Marry Joe, (1990). Speech of the Hearing Impaired, research, Training & Personnel Preparation, Baltimore; University Park Press.
12. Crickmay, (1981). Speech Therapy, U.S.A.; Charles C. Thomas Publishers Limited.
13. Norman P. Erber, (1982). Auditory Training, Alexander Graham bell Association for the Deaf.
14. Charles Van Piper, Robert L. Erickson, (1996). Speech Correction, An Introduction to Speech Pathology & Audiology (9th edition)

- U.S.A.; Allyn & Bacon,
15. Van Uden, (1986). Sign Languages of deaf people and psycholinguistics, Netherlands; Swetszeitlinger.
  16. Ann Mull Holland, (1985). Oral Education Today & Tomorrow. Washington; Alexander Graham Bell Association for the Deaf.
  17. Huw Cooper, (1995). Cochlear Implants - Practical Aspects of Audiology, New Delhi, A.I.T.B.S. Publishers.
  18. Frederick N. Martin, John Greer Clark, (2003), Introduction to Audiology (8th Edition). U.S.A. Allyn & Bacon.
  19. Charles Van Riper, Robert, L. Erickson (1996) Speech Correction – An Introduction to Speech Pathology and Audiology, 9<sup>th</sup> Edition, Allyn & Bacon, USA.
  20. Jerry L. Northern and Marion P. Downs (2014), “Hearing in Children” Sixth Edition, Plural Publishing. San Diego.
  21. Ronald L. Schow & Michael A. Nerbonne (1989) “Introduction to Audiologic Rehabilitation” Third Edition.
  22. Teri James Bellis, (2011) “Assessment and Management of Central Auditory Processing Disorders in the Educational Setting, Second Edition, Ptural Publishing.
  23. Ivan Tucker & Michael Nolan (1986) “Educational Audiology British Library Cataloging in Publishing. New Hampshire Great Britain.
  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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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI - 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER V**

|                     |                                                                             |
|---------------------|-----------------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR CORE – 8 PRINCIPLES AND PRACTICES OF VOCATIONAL REHABILITATION</b> |
| <b>Total Hours</b>  | <b>75</b>                                                                   |
| <b>Hours/Week</b>   | <b>5 Hours per week</b>                                                     |
| <b>Code</b>         | <b>U15RS5MCT08</b>                                                          |
| <b>Course Type</b>  | <b>Theory</b>                                                               |
| <b>Credits</b>      | <b>4</b>                                                                    |
| <b>Marks</b>        | <b>100</b>                                                                  |

**General Objectives:**

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

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                        |
|---------------|-------------------------------------------------------------------------------------------------|
| CO-1          | Describe various vocational models in relation to historic aspects.                             |
| CO-2          | Illustrate different vocational rehabilitation models with example.                             |
| CO-3          | Describe the concept of vocational guidance for persons with Disability                         |
| CO-4          | Discuss the importance of career education and guidance for persons with disability.            |
| CO-5          | Explain the essential qualities of effective vocational counselors for persons with disability. |

**1. UNIT 1: Introduction to the concept of Vocational Rehabilitation**  
**12hrs**

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

**Extra reading/ keywords: *rehabilitation, vocational, instructor, disability, special educator***

## **UNIT 2: School Based Vocational Curriculum**

**12hrs**

- 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.

**Extra reading/ keywords: *teaching, education, group training, prevocational training***

## **UNIT 3 : Transition Plan at Pre-Vocational Level**

**12hrs**

- 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.

**Extra reading/ keywords: *IVT, readiness skills, work behavior, fatigue, time management, FACP***

## **UNIT 4 : Individualized Vocational Transition Plan**

**12hrs**

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

**Extra reading/ keywords: *IVTP, individualized skill plan, functional skills, functional assessment, self-advocacy, MDPS, BASIC- MR***

## **UNIT 5 : Vocational Transition Models and Vocational Guidance**

**12hrs**

- 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

**Extra reading/ keywords: *employment, sheltered employment, open and selected vocations, job identification, job analysis, current trends***

**Practicum: (15 Hours)**

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.

**Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                           | <b>PSOs addressed</b> | <b>Cognitive Level</b> |
|---------------|--------------------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | State various vocational models in relation to historic aspects.                                 | PSO 1                 | U, R                   |
| CO-2          | Sketch the different vocational rehabilitation models with example.                              | PSO 3                 | U,R                    |
| CO-3          | Choose the available vocational guidance for persons with Disability                             | PSO 4                 | R,U                    |
| CO-4          | Indicate the importance of career education and guidance for persons with disability.            | PSO 4                 | R,U                    |
| CO-5          | Label the essential qualities of an effective vocational counselors for persons with disability. | PSO 5                 | U, R                   |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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>
4. Thressiakutty, A.T. Rao,G.L. (2001)Transition of persons with mental retardation from School to work: A Guide, NIMH, Secunderabad.
5. 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.
6. Handbook of Vocational Rehabilitation and Disability Evaluation  
[www.myworq.org/.../productFlyer\\_978-3-319-08824-21\\_kl....](http://www.myworq.org/.../productFlyer_978-3-319-08824-21_kl....)
7. Journal of Vocational Rehabilitation - Volume 46, issue 2 - Journals  
...content.iospress.com/journals/journal-of-vocational-rehabilitat...
1. Journal of Vocational Rehabilitation - Journals - NCBI  
<https://www.ncbi.nlm.nih.gov/labs/journals/j-vocat-rehabil/>
2. About the Journal: International Journal of Rehabilitation Research  
[journals.lww.com/intjrehabilres/Pages/aboutthejournal.aspx](http://journals.lww.com/intjrehabilres/Pages/aboutthejournal.aspx)

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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER V**

|                     |                                                  |
|---------------------|--------------------------------------------------|
| <b>Course Title</b> | <b>Major Core 9 : ADAPTED PHYSICAL EDUCATION</b> |
| <b>Total Hours</b>  | <b>75</b>                                        |
| <b>Hours/Week</b>   | <b>5 Hrs Wk</b>                                  |
| <b>Code</b>         | <b>U15RS5MCT09</b>                               |
| <b>Course Type</b>  | <b>THEORY</b>                                    |
| <b>Credits</b>      | <b>4</b>                                         |
| <b>Marks</b>        | <b>100</b>                                       |

**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:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                          |
|---------------|-----------------------------------------------------------------------------------|
| CO-1          | Explain the meaning, aims, objectives and components of APE and physical fitness. |
| CO-2          | Discuss the disorders of development and corrective exercises for PWD             |
| CO-3          | Describe the methods of organizing and administering APE class.                   |
| CO-4          | Differentiate the activities and games for PWD                                    |
| CO-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

**Extra reading / keywords :** *Fitness counselling, AAHPERD, Cardio Vascular Endurance*

**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

**Extra reading / keywords :** *Flat foot, Club foot, Modifying Equipments*

**UNIT 3 : Organization and administration of adapted physical (10 Hrs)**

**education**

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

**Extra reading / keywords:** *Kinesthetic demonstration, LRE*

**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

**Extra reading / keywords :** *Process of Learning, Aerobics Sequencing Tasks*

**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

**Extra reading / keywords :** *Dance Therapy, Music Therapy*

**Note:** *Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.*

**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.

**Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                           | <b>PSOs addressed</b> | <b>Cognitive Level</b> |
|---------------|--------------------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Recall and describe the objectives and components of APE.                                        | PSO 1                 | U                      |
| CO-2          | Assess the physical fitness level of CWSN                                                        | PSO 2                 | Ap                     |
| CO-3          | Discuss the postural deviations of PWD                                                           | PSO 3                 | U                      |
| CO-4          | Plan a corrective exercise for postural deviations of PWD                                        | PSO 3                 | Ap                     |
| CO-5          | Demonstrate the Methods of instruction applicable to specific handicap                           | PSO 1                 | U                      |
| CO-6          | Prepare an IEP for APE class.                                                                    | PSO 2                 | Ap                     |
| CO-7          | Describe the standards in APE.                                                                   | PSO 2                 | U                      |
| CO-8          | Organising physical educational programme in special schools and integrated education programmes | PSO 4                 | Ap                     |
| CO-9          | Preparation of new games and rhythmic exercises for persons with disabled.                       | PSO 3                 | Ap                     |
| CO-10         | Categorize special children based on their abilities and interest to participate in sports.      | PSO 2                 | U                      |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

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2. Buell .E. Charles, Charies .C. Thomas, (1983). Physical Education for Blind Children, Second Edition, Illinois; Springfield.
3. Cratty .B.J. & Breen .J.E, (1972). Educational Games for Physically Handicapped children, Colorado; Love Publishing Company.
4. Frost .B. Reuben, (1975). Physical Education Foundations - Practices - Principles, U.S.A.; Addison-Wesley Publishing Company, Inc.
5. Gallaghea .P.A, (1978). Educational Games for Visually Handicapped children, Colorado; Love Publishing Company.
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10. Sullivan .V. James, Charles .C. Thomas, (1984). Fitness for the Handicapped, An Instructional Approach, Illinois; Springfield.
11. Wiseman .C. Douglas, (1982). A Practical Approach to Adapted Physical Education,

U.S.A.; Addison-Wesley Publishing Company.

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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER V**

<b>Course Title</b>	<b>MAJOR CORE – 10 BEHAVIOR MODIFICATION AND THERAPEUTIC INTERVENTION</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs</b>
<b>Code</b>	<b>U15RS5MCT10</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

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

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember and understand the problem behaviors among children with special needs and classify them
CO-2	Analyze and assess behaviors and prepare behavioral objectives.
CO-3	Evaluate and apply behavior modification programs for Behavior problems in children with Special Needs.
CO-4	Analyze and apply Therapeutic programs for children with special needs
CO-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

**Extra reading/ keywords:** Skill Behavior, Maladaptive Behaviors, BASIC -MR

**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

**Extra reading/ keywords:** Positive and negative reinforcement, Differential reinforcements

**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

**Extra reading/ keywords:** Prevention and Intervention – The difference, Direct Response reduction and indirect response reduction.

**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

**Extra reading/ keywords:** Evidence based medicines, Sensory Integration

**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

**Extra reading/ keywords:** Drama therapy, storytelling, Developing social skills and emotions through art

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

CO No.	Course Outcomes	PSOs addressed	Cognitive Level
CO-1	Explain the problem behaviors among children with special needs and classify them	PSO 1	R, U
CO-2	Discuss and assess behaviors and prepare behavioral objectives.	PSO 2	R

CO-3	Describe behavior modification programs for Behavior problems in children with Special Needs.	PSO 2	U
CO-4	Evaluate and recommend Therapeutic programs for children with special needs	PSO 3	R
CO-5	Formulate creative and innovative therapeutic intervention strategies for children with special needs	PSO 4	An
CO-6	Discuss how Arts and crafts can be a good therapeutic intervention for children with Special needs	PSO 4	U
CO-7	Design a Behavior Modification plan for a child with thumb sucking.	PSO 5	R, An

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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 Bcha, 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), publisher: 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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**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER V**

<b>Course Title</b>	<b>MAJOR ELECTIVE – 2 INTRODUCTION TO LANGUAGE AND SPEECH</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs</b>
<b>Code</b>	<b>U15RS5MET02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**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:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the concept of Language and Communication and the differences in language development of a hearing child and a child with hearing impairment.
CO-2	Analyse the different language teaching methods used with children with Hearing Impairment
CO-3	Understand the processes involved in speech production and explain the concept of speech and articulatory aspects and English Speech Sounds.
CO-4	Analyze and evaluate the various speech errors and language disorders in children and adults
CO-5	Apply skills of Auditory Training and the various speech teaching Methods in therapeutic settings.

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

**(10**

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

**Extra reading/ keywords: Psycholinguistics, Chomskys research on language acquisition**

**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

**Extra reading/ keywords: Cued speech, Rochester method, Bilingualism**

**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

**Extra reading/ keywords: Articulatory, Acoustic and Perceptual Phonetics**

**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

**Extra reading/ keywords: Dysphonia, Dysphagia**

**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

**Extra reading/ keywords: SEN Pedagogy, Applied Behaviour Analysis(ABA), Discrete Trial Training(DTT)**

**Note: Texts given in the extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Differentiate the concept of Language and Communication and outline the differences in language development of a hearing child and a child with hearing impairment.	PSO 1	R, U
CO-2	Explain the different language teaching methods used with children with Hearing Impairment	PSO 2	R,U
CO-3	Describe the processes involved in speech production and explain the concept of speech and articulatory aspects and English Speech Sounds.	PSO 3	R,U
CO-4	Evaluate the various speech errors and language disorders in children and adults with hearing impairment.	PSO 4	U ,A
CO-5	Discuss the various skills of Auditory Training and the Speech teaching methods in therapeutic settings.	PSO 5	R,U,A

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; AApply; An – Analyse; E- Evaluate; C – Create**

**PRACTICUM :**

**(10 Hrs)**

1. Visit to different schools for the Hearing Impaired and observe speech and language teaching session.
2. Observe the demonstration of Auditory Training in classroom setting of the Hearing Impaired.
3. 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.
4. Deaf Friendly Teaching, Practical Guidance for teachers working with deaf children, (2005). The National Deaf Children’s Society, London.

5. Sandy Niemann, Devorah Greenstein and Darlena David, (2004), 1<sup>st</sup> Education Helping Children who are Deaf U.S.A. The Hesperian Foundation.
6. Manual of Bridge course for Visual Impairment, Hearing Impairment, Mental Retardation and Locomotor Disability and Associated Disabilities, Rehabilitation Council of India (RCI), 2003.
7. Marc Marschark, Harry G. Lang, John A. Albertini, (2002), Educating Deaf Students, from Research to Practice, U.S.A., Oxford University Press
8. Self Instructional Material, B.Ed. Special Education, Madhya Pradesh Bhoj (Open) University, 2001.
9. Elliott Lessen, (1999) 3<sup>rd</sup> Education Exceptional Persons in Society, U.S.A., Pearson Custom Publishing.
10. Charles Van Riper, Robert L. Erickson, Speech Correction, An Introduction to Speech Pathology and Audiology (1996).
11. Harlan Lane, Robert Hoffmeister, Ben Bahan (1996), A Journey into the Deaf world, San Diego, Dawn sign press.
12. Huw Cooper, (1995). Cochlear Implants - Practical Aspects of Audiology, New Delhi, A.I.T.B.S. Publishers.
13. Fromkin, V. and Rodman. R. (1993). An Introduction to Language (5<sup>th</sup> edition) Harcourt Brace Jovanovich College Publishers.
14. John E. Bernthal, Nicholas W. Bankson, (1993), 3<sup>rd</sup> education, Articulation and Phonological Disorders, U.S.A. Prentice Hall, Inc.
15. Irving, Harry & Marry Joe, (1990). Speech of the Hearing Impaired, research, Training & Personnel Preparation, Baltimore; University Park Press.
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17. David Crystal (1987). Child language, Learning and Linguistics, Edward Arnold (Publishers) Ltd. London.
18. Van Uden, (1986). Sign Languages of deaf people and psycholinguistics, Netherlands; Swetszeitilinger.
19. Donald R. Calvert & S. Richard Silverman, (1985). Speech & Deafness, Washington; Alexander Graham Bell Association for the Deaf.
20. Ann Mull Holland, (1985). Oral Education Today & Tomorrow. Washington; Alexander Graham Bell Association for the Deaf.
21. Carol. G. Rousey, (1984). A Practical guide to Helping Children with Speech & Language Problems, Illinois; Charles. C. Thomas Publishers.
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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.

26. Carol A. Angell (2009) Language Development and Disorders, A case study  
Approach, Janes and Barlett, Publishers, UK.
27. Scott McLaughlin (2006) Introduction to Language Development, Second Edition, Delar, USA.
28. Charles Van Riper, Robert, L. Erickson (1996) Speech Correction – An Introduction to Speech Pathology and Audiology, 9<sup>th</sup> Edition, Allyn & Bacon, USA.
29. Asmita Huddar et al DSE(HI) Manual (2006), Language and Communication, Kanishka Publishers, New Delhi.

**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 BRSc - SEMESTER V**

<b>Course Title</b>	<b>Non Major Elective 1: ABNORMAL PSYCHOLOGY</b>
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2 Hrs / Wk</b>
<b>Code</b>	<b>U15RS5NMT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

*To understand the concept of abnormal psychology, the causes, characteristics and therapeutic approaches of varied abnormal behaviours.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remember and understand the meaning, scope and definitions of abnormal psychology
CO-2	Understand and analyze the causes and characteristics of abnormal behavior
CO-3	Understand and analyze major patterns of maladaptive behaviour. its causes, types, characteristics and treatment
CO-4	Understand, analyze the common patterns of abnormal behaviour and evaluate its impact on day to day life
CO-5	Understand and analyze the varied treatment approaches and rehabilitation for abnormal behaviours

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

Meaning, scope and definitions of abnormal psychology

**Extra reading/ keywords:** *psychiatry, clinical psychology*

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

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

**Extra reading/ keywords:** *fraternal twins, designer babies, inadequate families, disrupted family, mothering.*

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

Schizophrenia, Neuroses, Sexual deviations.

**Extra reading/ keywords:** *Catatonia , paranoia , fugue reaction, Paraphilias, pedophilia, voyeurism, fetihisim.*

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

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

**Extra reading/ keywords:** *withdrawal symptoms, juvenile, reformatory homes, de-addiction centres.*

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

Biological , Psychosocial,Sociocultural approaches\_And Rehabilitation

**Extra reading/ keywords:** *chemotherapy, psychosurgery, tranquilizers, hallucinogenics, IST, ECT, Topectomy, thallectomy, de-senisitisation.*

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Explain the definitions, meaning and scope of abnormal psychology.	PSO 1	R, U
CO-2	Discuss the varied causes and characteristics of abnormal behaviors	PSO 2	R
CO-3	Describe the major patterns of maladaptive behavior problems in children with Special Needs.	PSO 3	R, U
CO-4	Elaborate the common patterns of abnormal behaviour . and recommend Therapeutic programs for children with special needs	PSO 4	R,U
CO-5	Discuss and summarize the various treatment and rehabilitation methods for abnormal behaviour	PSO 5	R,U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;**

**An – Analyse; E- Evaluate; C – Create**

**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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**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER V**

<b>Course Title</b>	<b>Skill based Elective 4: TLM AND ADAPTIVE EQUIPMENTS ( PRACTICUM)</b>
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2 Hrs / Wk</b>
<b>Code</b>	<b>U15RS5SBP04</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objective:**

*To demonstrate and make Students Plan, Create and Apply various Teaching Learning Materials and compile the varied Adaptive Equipments for Students with Special Needs.*

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand and apply lessons for both curricular and co-curricular domains.
CO-2	Understand and apply TLM for both curricular and co-curricular domains.
CO-3	Understand and apply various art and craft activities for CWSN
CO-4	Create and implement awareness programmes on disability through puppets, handouts and audio visual aids
CO-5	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 HOURS)**

Motor  
 SHS  
 Communication  
 Functional Academics  
 Social  
 Visual arts  
 Performing arts

**Extra reading/ keywords:** *functional academics, visual arts, performing arts.*

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

SHS .  
Communication  
Functional Academics  
Social  
Visual arts  
Performing arts

**Extra reading/ keywords:** *TLM , SHS, CWSN .*

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

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.

**Extra reading/ keywords:** *Art activities, craft activities*

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

To tell stories, situations  
Creating awareness  
Information sharing

**Extra reading/ keywords:** *awareness creation, sensitization*

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

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

**Extra reading/ keywords:** *adaptive equipments, assistive devices, barrier free environment*

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Explain and develop lessons for both curricular and co-curricular domains	PSO 1	R, A
CO-2	Identify and Plan TLM for both curricular and co-	PSO 2	U,A

	curricular domains.		
CO-3	Choose and apply various art and craft activities for CWSN.	PSO 3	R, A
CO-4	Plan and organize awareness programmes on disability through puppets, handouts and audio visual aids .	PSO 4	A,An
CO-5	Select and create an album on low cost Adaptive Equipments Assistive Devices and Barrier Free Environment for CWSN .	PSO 5	C

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;An – Analyse; E- Evaluate; C – Create**

**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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**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER VI**

<b>Course Title</b>	<b>Major Core 11 : VOCATIONAL PLANNING</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs Wk</b>
<b>Code</b>	<b>U15RS6MCT11</b>
<b>Course Type</b>	<b>THEORY</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE:**

To understand and apply theoretical knowledge and practical skills in vocational assessment, training and employment of persons with disabilities

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Describe the vocational services and approaches in vocational planning.
CO-2	Explain the assessment and work behaviour in vocational training.
CO-3	Discuss and distinguish the types of employment of PWDs.
CO-4	Elaborate the different methods of employment training.
CO-5	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

***Extra reading / keywords : Right based 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

***Extra reading / keywords : Trainee skills, Job Survey, Job Analysis and Job Training Sites***

**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

**Extra reading / keywords : Self- estimated work ability ,Challenges faced**

**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

**Extra reading / keywords : Trade selection, sensitizing, transition plan**

**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

**Extra reading / keywords : Sexuality, Work schedule, money transaction**

**PRACTICUM : (20 marks)**

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

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs addressed</b>	<b>Cognitive Level</b>
CO-1	Relate the vocational services for PWSN.	PSO 1	U
CO-2	Discuss the vocational services for PWSN	PSO 2	R
CO-3	Explain the assessment and work behaviour in vocational training.	PSO 3	U
CO-4	Distinguish the types of employment of PWDs.	PSO 3	U
CO-5	Classify the different methods of employment training.	PSO 2	U
CO-6	Discuss the vocations suitable for PWSN	PSO 2	U

CO-7	Application of adult independent living skills in PWDs.	PSO 2	Ap
CO-8	Prepare a job analysis for an adult with special needs.	PSO 4	Ap

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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 : Shivilaxmi 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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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER VI**

<b>Course Title</b>	<b>Major Core -12 –CBR AND VOCATIONAL PLACEMENT</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs/ Wk</b>
<b>Code</b>	<b>U15RS6MCP12</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVES:**

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.

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Remembers, Understands Individualized Vocational Training Programme.
CO-2	Apply and analyze Group Vocational Training Programme.
CO-3	Critically Evaluate Job Sites, prepare job analysis and learn selected trades in professional manner.
CO-4	Understands and apply the basic principles and skills to develop adaptive devices and teaching learning materials.

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

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.

**Extra reading/ keywords: prevocational, individualized vocational training, Vocational assessment programming system**

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

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.

**Extra reading/ keywords: vocational skill trainings, adult living skills, functional**

**Academics, recreational, leisure time**

**activities**

### **UNIT 3: Job Survey, Job Analysis and Trades Training (21 hours)**

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.

**Extra reading/ keywords: Job survey, Job analysis, trade training, home based, urban**

**and rural based industry**

**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.

**Extra reading/ keywords: Adaptive devices, teaching learning materials, jigs and**

**fixtures**

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Collect background information; prepare a detailed case history	PSO 1&PSO2	R, U
CO-2	Develop Individualized Vocational Training Programme based on the case history.	PSO3	C

CO-3	Identify and plan Group Vocational Training Programme for prevocational, adult living skills and recreation skills	PSO3	AP
CO-4	Experiment with Job Sites, prepare job analysis at various functional levels.	PSO 4	C
CO-5	Organize and train the persons with mental retardation in any suitable trades	PSO 4	C
CO-6	Develop adaptive devices and teaching learning materials for vocational and adult independent living skills training.	PSO 5	C
CO-7	Conduct and record formative and summative evaluation	PSO 5	AP
CO-8	Prepare a final record of the 3 students for internal and external evaluation.	PSO 5	AN

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

#### **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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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER VI**

|                     |                                                                  |
|---------------------|------------------------------------------------------------------|
| <b>Course Title</b> | <b>Major Core – 13 – Management of Rehabilitation Programmes</b> |
| <b>Total Hours</b>  | <b>90</b>                                                        |
| <b>Hours/Week</b>   | <b>6 Hrs/Wk</b>                                                  |
| <b>Code</b>         | <b>U15RS6MCT13</b>                                               |
| <b>Course Type</b>  | <b>Theory</b>                                                    |
| <b>Credits</b>      | <b>5</b>                                                         |
| <b>Marks</b>        | <b>100</b>                                                       |

**General Objectives:**

To explain fundamentals of management and apply theoretical aspects in the management of rehabilitation programmes.

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                          |
|---------------|-------------------------------------------------------------------------------------------------------------------|
|               | The students will be able to                                                                                      |
| CO-1          | Understand the basics of management.                                                                              |
| CO-2          | Discuss the policies and procedures essential for personnel in rehabilitation programmes.                         |
| CO-3          | Apply the principles of universal design for barrier free environment in rehabilitation centers for the disabled. |
| CO-4          | Relate concepts for reports specific to disability work.                                                          |
| CO-5          | Discuss marketing strategies and fund raising techniques.                                                         |

**UNIT 1 : General Nature of Management  
(15 Hrs)**

- 1.1 Meaning, characteristics and importance of management.
- 1.2 Nature, levels and functions of management
- 1.4 Styles of management of management
- 1.4 General principles of management and Managerial skills & roles

**Extra reading/ keywords:** *Henry Fayol, Esprit de Corps, Scalar Chain*

**UNIT 2 : Personnel Management  
(15 Hrs)**

- 2.1 Personnel policies
- 2.2 Recruitment
- 2.3 Personnel appraisal & Staff retention
- 2.4 Procedure for registration of Rehab Professionals & Continuing Rehabilitation Education

**Extra reading/ keywords: RCI, Promotion, Compensation**

**UNIT 3: Architect of Rehab Centres**  
**Barrier free environment: concept and rationale**  
**(15 Hrs)**

- 3.1 Planning and layout of centres
- 3.2 Barrier free environment and access
- 3.3 Importance of signage, Importance of tactile floors and markings
- 3.4 Colour contrast for low vision and auditory signals

**Extra reading/ keywords: Information signs, Directional signs, Warning signs**

**UNIT 4 : Reporting formats specific to disability work**  
**(15 Hrs)**

- 4.1 Significance of reporting
- 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

**Extra reading/ keywords: effective report writing, Neutral presentation**

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

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

**Extra reading/ keywords: Expenditure budget , Community Chest**

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**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

**Course Outcomes:**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|-----------------|----------------|-----------------|
|--------|-----------------|----------------|-----------------|

|      |                                                                                                                       |       |   |
|------|-----------------------------------------------------------------------------------------------------------------------|-------|---|
| CO-1 | Elaborate on the basics of management.                                                                                | PSO 1 | U |
| CO-2 | Compile the policies and procedures essential for personnel in rehabilitation programmes.                             | PSO 6 | U |
| CO-3 | Recommend the principles of universal design for barrier free environment in rehabilitation centers for the disabled. | PSO 5 | E |
| CO-4 | Develop reports specific to disability work.                                                                          | PSO 4 | C |
| CO-5 | Choose marketing strategies and fund raising techniques for disability programmes.                                    | PSO 5 | E |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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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(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER VI**

|                     |                                                                 |
|---------------------|-----------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE – 3<br/>AUTISM, LEARNING DISABILITY, ADHD</b> |
| <b>Total Hours</b>  | <b>75</b>                                                       |
| <b>Hours/Week</b>   | <b>7 Hrs Wk</b>                                                 |
| <b>Code</b>         | <b>U15RS6MET04</b>                                              |
| <b>Course Type</b>  | <b>Theory</b>                                                   |
| <b>Credits</b>      | <b>5</b>                                                        |
| <b>Marks</b>        | <b>100</b>                                                      |

**General Objectives:**

*To understand the causes, characteristics, and intervention strategies for children with Autism, Learning Disability and ADHD*

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                   |
|---------------|--------------------------------------------------------------------------------------------|
| CO-1          | Understand the causes, characteristics, assessment and management of Autism.               |
| CO-2          | Remember the various components of teaching children with Autism.                          |
| CO-3          | Understand the causes, characteristics and intervention strategies in Learning Disability. |
| CO-4          | Analyze the modifications and accommodations for Learning Disability                       |
| CO-5          | 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

*Extra reading/ keywords: Leo Kanner, PDD*

**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

**Extra reading/ keywords:** *Visual Strategies, Structured Teaching*

**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.

**Extra reading/ keywords:** *Slow Processing Speed, Sensory Processing Disorder*

**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.

**Extra reading/ keywords:** *Differentiated Teaching, Academic Accommodation, Assimilation and Accommodation*

**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

**Extra reading/ keywords:** *ADHD and ODD, ADHD medications*

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                           | <b>PSOs addressed</b> | <b>Cognitive Level</b> |
|---------------|--------------------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Explain the causes and characteristics of children with autism.                                  | PSO 1                 | R, U                   |
| CO-2          | Develop and design an assessment procedure for screening and evaluating children with of Autism. | PSO 2                 | R                      |
| CO-3          | Develop a behavior management strategy for a child with autism                                   | PSO 2                 | U                      |
| CO-4          | Discuss the various components of teaching children with Autism.                                 | PSO 3                 | R                      |
| CO-5          | Explain the causes, characteristics of children with Learning Disability.                        | PSO 4                 | An                     |
| CO-6          | Explain and summarize intervention strategies in Learning Disability.                            | PSO 4                 | U                      |
| CO-7          | List, explain and summarize the modifications and accommodations for Learning Disability         | PSO 5                 | R, An                  |
| CO-8          | Explain the causes, characteristics and intervention strategies in ADHD.                         | PSO 5                 | U                      |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**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)

**TEX 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 Pschiatry, 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  
**(For Candidates Admitted from 2015 onwards)**

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002  
PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE  
**III BRSc - SEMESTER VI**

|                     |                                               |
|---------------------|-----------------------------------------------|
| <b>Course Title</b> | <b>NON-MAJOR ELECTIVE - 2 – SEX EDUCATION</b> |
| <b>Total Hours</b>  | <b>30</b>                                     |
| <b>Hours/Week</b>   | <b>2 Hrs/ Wk</b>                              |
| <b>Code</b>         | <b>U15RS6NMT01</b>                            |
| <b>Course Type</b>  | <b>Theory</b>                                 |
| <b>Credits</b>      | <b>2</b>                                      |
| <b>Marks</b>        | <b>100</b>                                    |

**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

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                    |
|---------------|-------------------------------------------------------------------------------------------------------------|
| CO-1          | Remembers, understands about the male and female reproductive system and sexual maturation.                 |
| CO-2          | Remembers, understands about Pregnancy and various types of birth.                                          |
| CO-3          | Remembers, understands various sexual deviations and its causes, effects, treatment and prevention.         |
| CO-4          | Remembers, understands the various sexually transmitted diseases and its effects, treatment and prevention. |
| CO-5          | Remembers, Understands the importance of contraception, its advantages and disadvantages.                   |

UNIT 1 : Reproductive system and sexual maturation in men and women (6 HOURS)

– primary and secondary sexual characteristics.

**Extra reading/ keywords: male reproductive system, female reproductive system, sexual**

**characteristics**

UNIT 2 : Pregnancy and child birth (6 HOURS)

– stages, maternal care, teratogens

**Extra reading/ keywords: maturation, ovulation, fertilization, cell division, infertility**

UNIT 3 : Various sexual deviations (6 HOURS)

– exhibitionism, incest, rape, pedophilia, prostitution, homosexuality, obscene comments and telephone calls, premarital and extra marital sex.

**Extra reading/ keywords: exhibitionism, incest, rape, homosexuality, prostitution, abuse,**

#### **Premarital and extramarital sex**

**UNIT 4 :** Aspects of sexual health – sexually transmitted diseases, AIDS (**6 HOURS**)

**Extra reading/ keywords: sexually transmitted diseases, AIDS**

**UNIT 5 :** Contraception (**6 HOURS**)

- Barrier methods, hormonal methods, natural methods and terminal methods with their types, advantages and disadvantages

**Extra reading/ keywords: condoms, diaphragm, oral contraceptive, cervical cap, copper T**

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

#### **Course Outcomes:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                                                       | <b>PSOs addressed</b> | <b>Cognitive Level</b> |
|---------------|----------------------------------------------------------------------------------------------|-----------------------|------------------------|
| CO-1          | Explain about the male and female reproductive system and sexual maturation.                 | -                     | R, U                   |
| CO-2          | Discuss Pregnancy and various types of birth.                                                | -                     | R, U                   |
| CO-3          | Describe various sexual deviations and its causes, effects, treatment and prevention.        | -                     | R, U                   |
| CO-4          | Explain the various sexually transmitted diseases and its effects, treatment and prevention. | -                     | R, U                   |
| CO-5          | Discuss the importance of contraception, its advantages and disadvantages.                   | -                     | R, U                   |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

#### **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.

(For Candidates Admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 620 002**  
**PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**  
**III BRSc - SEMESTER VI**

|                     |                                                                            |
|---------------------|----------------------------------------------------------------------------|
| <b>Course Title</b> | <b>SKILL BASED ELECTIVE – 5</b><br><b>SENSORY INTEGRATION (PRACTICALS)</b> |
| <b>Total Hours</b>  | <b>30</b>                                                                  |
| <b>Hours/Week</b>   | <b>2 Hrs</b>                                                               |
| <b>Code</b>         | <b>U15RS6SBP05</b>                                                         |
| <b>Course Type</b>  | <b>PRACTICAL</b>                                                           |
| <b>Credits</b>      | <b>2</b>                                                                   |
| <b>Marks</b>        | <b>100</b>                                                                 |

**General Objectives:**

*To demonstrate and make Students Plan, Create and Apply various intervention strategies and prepare sensory intervention kit and manual for Students with Special Needs.*

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                             |
|---------------|------------------------------------------------------|
| CO-1          | Understand Sensory Process Disorder (SPD)            |
| CO-2          | Remember the different sensory systems.              |
| CO-3          | Analyze the various measures of sensory integration. |
| CO-4          | Create and implement Intervention programs           |
| CO-5          | 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.

**Extra reading/ keywords:** *Sensory Dysfunction, Sensory Modulation and Praxis*

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

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

**Extra reading/ keywords:** *Overwhelmed, Underwhelmed*

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

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

**Extra reading/ keywords:** *Jean Ayers Checklist, Fact Sheets on Sensory Dysfunction*

**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

**Extra reading/ keywords:** *Activating Routines – School and Home*

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

- Developing activities for various senses.

**Extra reading/ keywords:** *Modulating Activities, Self-Regulation*

**Note: Texts given in the Extra reading/key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

| CO No. | Course Outcomes                                        | PSOs addressed | Cognitive Level |
|--------|--------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the Sensory Process Disorder (SPD)             | PSO 1          | R, U            |
| CO-2   | Discuss the different sensory systems.                 | PSO 2          | R               |
| CO-3   | Elaborate the various measures of sensory integration. | PSO 2          | U               |
| CO-4   | Create and implement Intervention programs             | PSO 3          | R               |
| CO-5   | Develop Sensory Integration Activities                 | PSO 4          | An              |

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;  
An – Analyse; E- Evaluate; C – Create**

**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).

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

|                     |                                                      |
|---------------------|------------------------------------------------------|
| <b>Course Title</b> | <b>SKILL BASED ELECTIVE 6 : RESEARCH METHODOLOGY</b> |
| <b>Total Hours</b>  | <b>30</b>                                            |
| <b>Hours/Week</b>   | <b>2</b>                                             |
| <b>Code</b>         | <b>U15DS6SBT06</b>                                   |
| <b>Course Type</b>  | (Theory cum Project)                                 |
| <b>Credits</b>      | <b>2</b>                                             |
| <b>Marks</b>        | <b>100</b>                                           |

**General Objective:**

Students get introduced to concept of research and to carry out research projects.

**Course Objective:**

The student will be able to

1. understand the different types of research.
2. analyze the research objectives and frames the hypothesis
3. understand the structure of dissertation.
4. evaluate their research work.

**Unit I**

**6Hrs**

**Introduction to research:** Concept of research – types of research – introduction to research literature base – collection of research information from different sources; maintenance of information.

**Extra reading / Key Words:** *Primary data, Secondary data collection*

**Unit II**

**6Hrs**

**Research focusing:** identifying research area – drawing objectives\ hypothesis – designing the work – data collection – analysis.

**Extra reading / Key Words:** *Test of Hypothesis and Levels of significance.*

**Unit III**

**6Hrs**

**Preparation of dissertation:** Structure of dissertation – editing – bibliography.

**Extra reading / Key Words:** *Summarizing any Two research article.*

**Unit IV Project work**

**12Hrs**

**Note: 1.Extra reading/Key words are only for internal testing(Seminar/Assignment)**

**2. The students will be evaluated internally by a test for 50 marks. The Project will be evaluated by an external evaluator and a viva- voce will be conducted for 50 marks. 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 Technioques, 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.

**HOLY CROSS COLLEGE ( AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A. /B.Sc. / B.Com. / BBA/ B.C.A. DEGREE COURSE**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – III: FAMILY AND CAREER DEVELOPMENT**

**HRS / WK : 1**  
**CREDIT : 1**

**CODE: U15VE6LVE03**  
**MARKS : 100**

**OBJECTIVES:**

- To help the students acquire skills, knowledge and talents to lead a meaningful life.
- To make the students learn skills of nurturing family and children.
- To make the students aware of emotional intelligence and choose their career.

**UNIT – I: PERSONAL COMPETENCE**

Emotional Intelligence for Professional growth, Management Vs Leadership-Management and Leadership Skills - Conflict Management - Tips for Professional growth

**UNIT – II: MARRIAGE AND FAMILY**

Family Vision - Family Values, Family relationship, Family Management, Sex in Marriage, Emotional Balance and Imbalance, Compatibility between Husband and Wife

**UNIT – III: PARENTHOOD**

Bringing up Children - Development stages (Eric Ericson model), Spirituality: Spirituality in Family - Prayer, God's Will , Role of Mother

**UNIT – IV: PERSONALITY DEVELOPMENT**

Self Analysis; interpersonal relation, introspection – Character formation towards positive personality- Values, self and college motto, punctuality, good moral, poverty, honesty, politeness, humanity, gentleness, friendship, fellowship and patriotism

**UNIT – V: CAREER CHOICE**

Career Choice according to Personality, Preparation for Competitive Exams, Sources of Knowledge, Memory Techniques, Mind Mapping

**REFERENCES:**

1. Tony B and Barry Buzan(2003), The mind map book, BBC world wide limited, London.
2. Susan Nash(2005), Turning team performance inside out, Jai CO. publishing House, New Delhi.
3. Fr. Ignacimuthu (1999) “Values for Life”, Vaigarai Pathipagam.
4. Grose. D.N. (2000), “A text book on Value Education”, Dominant Publishers.

**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.