



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

PO No.	Programme Outcomes <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

PSO No.	Programme Specific Outcomes <i>Upon completion of these courses the student would</i>
PSO-1	Gain knowledge about the concept of disability and its current scope and relevance
PSO-2	Become aware about the causes, types and characteristics of various disabilities.
PSO-3	Develop knowledge and skills in analyzing and understanding their assessment, intervention, education, and vocational training
PSO-4	Gain practical knowledge in planning, implementing and evaluating the children with disabilities
PSO -5	Acquire knowledge in aids and appliances, language and communication strategy, new technology, behavior management and management of rehabilitation programs.
PSO-6	A 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 2019 onwards)

Semester	Part	Course	Title of the Course	Code	Hrs/wk	Credits	Marks	
I	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	EVS	Environmental Studies	U15RE1EST01	1	1	100	
	IV	Value Education	Ethics /Bible Studies/Catechism	U15VE2LVE01 U15VE2LVB01 U15VE2LVC01	1	-		
	IV	Extension activities			1	1	100	
			INTERNSHIP Special Extra Credit	U18SP1ECC01	15	1	100	
			TOTAL		30	20	600	
II	I	Language	Tamil -II/Hindi- II/French- II	U15TL2TAM02 U19HN2HIN02 U16FR2FRE02	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	U15RE2SBT01	2	2	100	
	IV	Skill-based Elective-2	Rural Enrichment and Sustainable Development	U15RE2EST02	1	1	100	
			Skill-based Elective-3	Industrial relations (Practicum)	U19RS3IRP03	1	1	
	IV	Value Education	Ethics I/Bible Studies I/Catechism I	U15VE2LVE01 U15VE2LVB01 U15VE2LVC01	1	1	100	
			INTERNSHIP Special Extra Credit	U18SP2ECC01	15	1	100	
			TOTAL		30	23	800	
III	I	Language	Tamil – III/Hindi – III/French– III	U15TL3TAM03 U18HN3HIN03 U16FR3FRE03	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	3	100	
	IV	Skill-based Elective-3	Education for Persons with Disabilities (Practicals)	U15RS3SBP03	2	2	100	

	IV	Value Education	Ethics/Bible Studies/Catechism	U12VE4LVE02 U12VE4LVB02 U12VE4LVC02	1	-	
	IV	Gender Studies		U15WS3GST01	1	1	100
		Extra credit (compulsory)	Computer literacy for Rehabilitation Science	U19RS3ECT01	2	1	100
			INTERNSHIP Special Extra Credit	U18SP3ECC01	15	1	100
			TOTAL		30	22	700
Semester	Part	Course	Title of the paper	Code	Hrs/WK	Credits	Marks
IV	I	Language	Tamil – IV/Hindi – IV /French – IV	U15TL4TAM04 U18HN4HIN04 U16FR4FRE04	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	U12VE4LVE02 U12VE4LVB02 U12VE4LVC02	1	1	100
			INTERNSHIP Special Extra Credit	U18SP4ECC01	15	1	100
			TOTAL		30	24	700
V	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- Offered for other departments	U15RS5NMT01	2	2	100
	IV	Skill-based Elective-4	TLM and Adaptive Equipments (Practicum)	U15RS5SBP04	2	2	100
		Extra Credit (compulsory)	Any Online course	U19RS5ECC02	-	-	100
	IV	Value Education	Ethics /Bible Studies /Catechism	U13VE6LVE03 U12VE6LVB03 U12VE6LVC03	1	-	
			INTERNSHIP Special Extra Credit	U18SP5ECC01	15	1	100
			TOTAL		30	25	700
VI	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	5	100
	III	Major Elective-3	Autism, Learning Disability, ADHD / Early Childhood Education	U15RS6MET05 U15RS6MET06	5	5	100

	IV	Non-major Elective -2	Sex Education - Offered for other departments	U15RS6NMT02	2	2	100
	IV	Skill-based Elective-5	Sensory Integration (Practicals)	U15RS6SBP05	2	2	100
	IV	Skill-based Elective-6	Research Methodology	U15RS6SBT06	2	2	100
	IV	Value Education	Ethics /Bible Studies /Catechism	U13VE6LVE03 U12VE6LVB03 U12VE6LVC03	1	-	-
	V	Extension activity	RESCAPES-Impact Study of Project	U15RE6ETF01	-	1	100
			Internship Special Extra Credit	U18SP6ECC01	15	1	100
			TOTAL		30	27	800
			GRAND TOTAL (I-VI Semesters)		180	141	4300
		Extra Credit	Field Work - 1	U15RS6ECFW1	150	5	100
			Field Work – 2	U15RS6ECFW2	150	5	100
			TOTAL			151	4500

ODD SEMESTER
FIRST YEAR - SEMESTER 1
Gdpj rpYit jd;dhl;rpf; fy;Y}hp> jpUr;rpuhg;gs;sp – 620 002.
jkpoha;Tj;Jiw
,sq;fiy / ,skwptpay; / ,sk;tzpftpay; / gl;ltFg;G
Kjyhkhz;L – Kjw;gUtk; - etk;gh; - 2015-16
jhs; - I

Total Hours : 90

Code : U15TL1TAM01

Hrs : 6Hrs /Wk

Marks : 100

Credit : 3

Nehf;fq;fs;:

1. jha;nkhopia tYNthLk;> nghypNthLk; ifahSk; top Kiwfisf; fz;lwpar; nra;jy;.
2. jkpo; ,yf;fpag; gug;igAk;> ghuk;ghpaj;ijAk; mwpKfg;gLj;Jjy;.
3. gilg;ghw;wiw tsh;j;jf; nfhs;s Cf;fk; mspj;jy;.
4. cah;ej gz;ghLfspd; mbg;gilapy; tho;f;ifia mikj;jf;
nfhs;Sk; cs;shh;ej tpUg;gj;ijj; Njhw;Wtpj;jy;.
5. kdpj chpikfis typAWj;jp kdpj Neaj;ij tsh;j;jy;.
6. ehk; thOk; ehl;ilAk;> cyifAk; gw;wpa tpopg;Gzh;it Cl;b rka
ey;ypzf;fj;ijAk;> r%f ey;YwitAk; Ngzpf;fhf;fj; Jizg;Ghpjy;.
7. MNuhf;fpakhd rpe;jidfs; tsu Mf;fk; mspj;jy;.

gad;fs;:

1. jw;fhyj; jkpo; ,yf;fpa tuyhw;iw tsh;f;f topfhl;ly;.
2. khzth;fspd; jd;dk;gpf;ifia tsh;j;jy;
3. tho;tpay; newpfis czh;j;jy;.
4. gpioapd;wp vOj Ngr gapw;rp mspj;jy;.

ghlj;jpl;lk;

myF:1 nra;As;

1. ghujpahu; ftpijfs; - jkpo;
fz;zd; vd; Nrtfd;
2. ghujpjhrd; ftpijfs; - cyfk; cd;DilaJ
3. cku;fa;ahk; - cku;fa;ahk; ghly;fs
4. gl;Lf;Nfhl;ilahu; - nra;Ak; njhopNy nja;tk;
5. e. gpr;r%u;j;jp – xspapd; miog;G
6. ituKj;J – Ie;J ngupJ MW rpwpJ
7. rpw;gp – xU fpuhkj;J ejp

myF:2 nra;As;

8. fy;ahz;[p – NgRk;ghu; vd; fpp
9. epu;kyh RNu\; - ijyr;rpkpOk; jr;rd; kfSk;
10. ,uh. kPdhl;rp – xU Nfhij
11. tp[p – Fuq;F kdpjd;
12. gh. rj;jpa Nkhfd; - vq;nfq;F fhzpDk;
13. i`\$ ftpijfs;

myF:3

jkpo; ,yf;fpa tuyhW

20-Mk; E}w;whz;L (jw;fhyk;)

jkpoha;Tj;Jiw ntspaPL

myF:4

gilg;gpyf;fpak; - rpWfijj; njhFg;G

myF:5

nghJg;gFjp - fiyr;nrhw;fs;

jkpoha;Tj;Jiw ntspaPL

ghl E}y;fs;

nra;As; - jkpoha;Tj;Jiw ntspaPL

jkpo; ,yf;fpa tuyhW - jkpoha;Tj;Jiw ntspaPL

rpWfijj; njhFg;G - jkpoha;Tj;Jiw ntspaPL

fiyr;nrhw;fs; - jkpoha;Tj;Jiw ntspaPL

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

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

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

Course Objectives (CO):

The learner will be able to:

CO No.	Course Objectives
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 Sampoorna 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	PART I – LANGUAGE - FRENCH PAPER I (GRAMMAR & CIVILISATION (ÉCHO A1 2 ^e 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

CO1	remember alphabets, numbers, nationalities and professions; understand the term Francophone, a brief introduction of France and oneself.
CO2	remember and understand verb conjugation and articles and apply the same in first contact
CO3	remember the pronouns placed after prepositions; analyse and evaluate leisure time activities in France and across the world.
CO4	apply past tense in writing personal diaries; comparison and adjectives in sketching travel journals
CO5	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^{er} 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

Course outcomes	Cognitive level
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

CODE : U15EL1GEN01

CREDIT : 3

MARKS: 100

OBJECTIVES

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

UNIT I - I, ME, MYSELF

Listening for specific information in instructions and directions

Speaking about oneself, family and friends, likes, dislikes, strengths, weaknesses, profession,

talents, emotions, feelings, incidents, reactions, opinions, views, aim, vision.

Reading for comprehension of routine work.

Writing -Paragraph guided

Grammar- Articles, Prepositions, Punctuation

Vocabulary-Meanings, Synonyms, Antonyms

Composition –Guided Creative writing

TEXTS

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

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

UNIT II - MY FAMILY AND FRIENDS

Listening to identify the persons/ places/ things from descriptions

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

Reading to get specific information and to analyze characters

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

Grammar -adjectives and verbs

Vocabulary-synonyms and antonyms in context

Composition - Guided paragraph

TEXTS

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

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

UNIT III - THE WORLD AROUND ME

Listening To identify specific information

Speaking –Discussing and expressing opinions

Reading To infer meaning

Writing Descriptive and Diary writing

Grammar Uses of 'be' Verbs – subject verb concord

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

Composition - Essay writing

TEXTS

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

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

UNIT IV - MY CONCERN AND RESPONSIBILITIES

Listening to short speeches and getting main concern- Global comprehension

Speaking Expressing opinions, concerns and responsibilities

Reading To detect one's perspective

Writing Debate and Dialogue

Grammar Sentence patterns (5 basic types)

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

Composition-Imaginative writing

TEXTS

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

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

UNIT V - MY PROFESSIONAL WORLD

Listening to short profile to get details –global comprehension

Speaking Discussion on secrets of success learnt from success stories

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

Writing resume and E-mail writing

Grammar- Four Types of sentences

Vocabulary-Idioms and phrases- meaning

Composition – Formal and imaginative writing

TEXTS

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

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

PRESCRIBED BOOK:

English for Communication –PoGo publication Trichy

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

GENERAL OBJECTIVES:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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 and sensory 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 (20 Hrs)

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

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

UNIT5: Chronic Neurological Conditions and Blood Disorders (15 Hrs)

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

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

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:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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
CO-5	Develop skill to identify various physical and sensory impairments (skill development)	PSO 3	R, U

REFERENCES:

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and Curriculum Planning, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.

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27. Herbert Prehm, (1980). " The concept of Mental Retardation", U.S.A; American Asociation of on Mental Deficiency.

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<http://socialjustice.nic.in/pwdact1995.php>

<http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>

<https://www.in.gov/spd/files/Myth.pdf>

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

General Objectives:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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 Avoidable Blindness and Visual Impairment,

UNIT 3: Early Intervention (10 Hrs)

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:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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. (skill development)	PSO 5	E
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References:

1. Abrahamson, (1977). Know your Eyes, New York; Robert, E. Krieger Publishing Company.
2. Barraga, N (1985). Proceedings of Low Vision Workshop. Tiruchirapalli; Holy Cross College, Trichy
3. Bishop V.E., (1971). Teaching the Visually Handicapped. Charles C. Thomas.
4. Bisley .G. Geoffrey, (1980). Hand Book to Ophthalmology of Developing Countries, (2nd Ed.), Nairobi; Oxford University Press.
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6. Fonda .G. (1970). Management of the Patient with Subnormal Vision (2nd Ed.), St. Louis; The C.V. Mosby Company.
7. Gerard .J. Tortora, (1987). Introduction to the Human Body, New York; Harper & Row Publishers.
8. Gerard. J. Tortora, (1988). Introduction to Human Body, Sydney; Harper & Row Pub.
9. Harley, R.K. & Lawrence, G. A., (1989). Visual Impairment in the schools, U.S.A.; Charles. C. Thomas Publishers.
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11. Low Vision Training Manual. Christoffel Blindenmission, Germany.
12. Mark. L. Batsharo, M.D., Children with handicaps - a Medical Primer.
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17. Shryock Harold,(1979). You and Your Health. Revised Edition -Volume 2, California: Pacific Press Publishing Association.
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20. Waugh, A. & Grant, A. (2001) Anatomy and Physiology in Health and Illness, New York, Churchill Livingstone Ltd.

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

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:

The learner will be able to

CO No.	Course Objectives
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:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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. (skill development)	PSO 5	R,U

REFERENCES:

1. Parameswaran, E.G. & Beena .C., (2002) Invitation to Psychology. Hyderabad : Neelkamal Publishers Pvt. Ltd.
2. Kumar .S, (Ed.), (2002) Principles of Developmental Psychology. New Delhi : Anmol Publications Pvt. Ltd.
3. Dash, B.N., (2002) Elementary Educational Psychology and Methods of Teaching. Hyderabad : Neelkamal Publishers Pvt. Ltd.
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5. Singh, T., (2001) Booklet on Growth and Development in Childhood and Adolescence B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
6. Sivakumar, T.G., (2001) Developmental Stages in Booklet on Developmental and Behavioural Aspects, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
7. Pachaury, A.C., (2001) Nature and Concept of Individual Differences in Booklet on Individual Differences in Human Abilities and Differently Abled Children, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
8. Panda, K.C., (2001) Elements of Child Development, New Delhi : Kalyani Publications.
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15. Singh, D., (1995) Child Development - Issues, Policies and Programmes Volumes 1, II & III, New Delhi : Kaniska Publishers, Distributors.
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17. <http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf>
18. <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>
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>

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(For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A /B.Sc./B.Com/B.R.SC/B.C.A/B.B.A DEGREE EXAMINATION**  
**SEMESTER I**  
**ENVIRONMENTAL STUDIES**

Hrs – 2/Week

CREDITS :2

U15RE1EST0  
1  
CODE:

**Unit I–Awareness and Natural Resources**

Awareness of Environmental issues and management strategies–need of the hour  
Renewable and non-renewable resources-  
uses, present status and management of forest,  
water, land and energy resources.

**Unit II–Ecosystems and Biodiversity**

Ecosystem–concepts, structure and types–concept of food chain and food web–  
causes and  
effects of weakening food chains  
Biodiversity–concept genetic, species and ecological biodiversity–ecological and  
economic values–India, a mega diversity country, hotspots–  
threats to biodiversity and  
conservation measures.

**Unit III–Environmental Pollution**

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

**Unit IV–Human population and Environment**

Population growth at national and global level.  
World food production-Effects of modern agriculture on land and Eco systems-  
GMOs and  
related issues  
Environmental pollutions and diseases-malaria- chikungunya

**Unit V–Environment and Social Issues**

Rich–poor wide–at national and global levels  
Urbanization –slums  
Changing value systems -AIDS  
Family welfare programs

**REFERENCES:**

- Agarwal,K.C.(2001). Environmental Biology, Nidi Publication Ltd. Bikaner.
- Chairas,D.D.(1985).Environmental Science. The Benjamin Cummings Publishing company.,Inc.
- Clarke George,L. (1954). Elements of Ecology. Hohn Wiley and SONS, Inc.
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- Krebs,C.J.(2001). Ecology.VI Edition. Benjamin Cummings.

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

**HRS / Wk: 1**

**CODE: U15VE2LVC01**

**CREDIT: 1**

**MARKS: 100**

**OBJECTIVES:**

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

**UNIT – I: CREATION AND COVENANT**

Study from petty catechism - Genesis - God revealed himself in creation -God who preserves creation through covenants (Pentateuch) -Our response to God's covenant -Reason for its success and failure -The relationship of God with Israel -Image of God in Old Testament-God and me

**UNIT – II: GOD OF THE PROPHETS**

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

**UNIT – III: GOD OF WISDOM**

God experience through wisdom Literature, its origin and growth

**UNIT – IV: SYNOPTIC GOSPELS**

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

**UNIT – V: LUKE'S GOSPEL**

Study of Luke's Gospel in detail – specialty 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. VaalvinValizha – St. John's Gospel – Fr. Eronimus

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

**HRS / WK :1**

**CODE: U15VE2LVE01**

**CREDITS :1**

**MARKS : 100**

**OBJECTIVES:**

- To Understand My and Other Religions and Culture
- To Appreciate My and Other Religions and Culture
- To Learn from other Religions and Culture
- To Interact with My and Other Religions and Culture to enhance My faith in My religion.
- To Help the students to become aware of the negative forces of religions.

**UNIT – I: RELIGION**

God – concept of faith, Faith, Meaning, Definition, Nature, Characteristics and Basic values of different religions. Impact of Globalization on religion – Importance of worship in holy places – celebration, come-union, socialization.

**UNIT – II: DIFFERENT RELIGIONS**

Basic characteristics and basic thoughts- Buddhism, Christianity, Hinduism, Islam, Jainism and Sikhism

**UNIT – III: UNITY OF RELIGION**

Unity of Vision and Purpose- Respect for Other's Faith, 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 concept 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.R.Sc/ B.C.A DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – I: NEW TESTAMENT**

**HRS / Wk :1**

**CODE: U15VE2LVBO1**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVE:**

- Developing the passion for the Word of God – Jesus and inculcating 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-
- Messiah 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 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)
- Betrayal and the change in the life of 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)

### **UNIT – V: MISSIONARIES AND EVANGELISTS**

- St.Thomas (John 20:24-31) & Missionary to India\Pandithar Rama Bai
- William Carrie
- Dr.Ida Scudder& St. Britto (Oriyur)
- Amy Carheal
- Mother Teresa (Calcutta)
- Devasagayam (Nagercoil)
- Staines & Family

### **REFERENCES:**

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

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Kjyhkhz;L – ,uz;lhk; gUtk; - Vg;uy; - 2015 - 2016

jhs; - II

**Total Hours : 75**

**Code :**

**U15TL2TAM02**

**Hrs : 5Hrs /Wk**

**Marks : 100**

**Credit : 3**

**Nehf;fq;fs;:**

1. ,iwr; rpe;jid top khzth;fis xUKfg;gLj;Jjy;.
2. jkpo;r; rhd;Nwhh;fspd; rpwg;Gfis mwpKfg;gLj;Jjy;.
3. khzth;fspd; ey;nyz;q;fis Nkk;gLj;Jjy;.
4. el;Gzh;it khzth;fs; kdjpy; gjpaitj;jy;.

**gad;fs;:**

1. ,g;ghlk; khzth;fspilNa Md;kPf mwpT mwpKfkhfTk;> tsuTk;>  
Mog;glTk; JizGhpfpd;wJ. J Xh; ,aw;ifg; G+q;fh.
2. jkpio Nerpj;J> jkpo;r; rhd;Nwhh;fspd; kPJ kjpg;Gf; nfhs;sTk;> jhDk;  
rhd;Nwhh; MfTk; J xU ghykhf gad;gLfpwJ.
3. Cw;Wf;fsha; khztpfspilNa kiwe;J fplf;Fk; ey;nyz;q;fis ntspf;nfhzuTk;  
Neh;kiwr; rpe;jidfs; Njhd;wTk; gad;gLtjhy; J xU E}yfkfFk;.
4. tho;f;ifapy; el;gpd; Njitia czu itf;Fk; topfhl;bahfj; jpfo;fpwJ. J  
tho;f;ifg; ngl;lfk;.

**ghlj;jpl;lk;**

**myF:1 nra;As;**

1. Njthuk; - Re;juh; (jpUkog;ghb)
2. jpUthrfk; - khzpf;fthrfh; (Fapy; gj;J)
3. jpUke;jpuk; - jpU%yh;
4. jpUg;ghit - Mz;lhs;
5. ehyhapu jpt;tpagpuge;jk; - FyNrfuho;thh; (ngUkhs;  
jpUnkhop)



**myF:2 nra;As;**

6. kPdhl;rpak;ik gps;isj;jkpo; - FkuFUguh;  
7. ,ul;rzpa ahj;jpupfk; - vr;.V.fpUl;bzg;gps;is  
8. Ntjehafk; rh]jphpahh; ghly;fs; - Ntjehafk; gps;is  
9. egpfs; ehaf khd;kpa kQ;rhP - nra;F jk;gpg; ghtyh;

**myF:3**

**jkpo; ,yf;fpa tuyhW** - jkpoha;Tj;Jiw ntspaPL

gy;yth;fhyk;

ehaf;fh;fhyk;

**myF:4**

**gilg;gpyf;fpak;** - Gjpdk;

fy;fp - ghh;j;jpgd; fdT

**myF:5**

**fbjk; vOJjy;**

**ghl E}y;fs;**

nra;As; - jkpoha;Tj;Jiw ntspaPL

jkpo; ,yf;fpa tuyhW - jkpoha;Tj;;Jiw ntspaPL

fy;fp - ghh;j;jpgd; fdT

fbj ,yf;fpak; - gapw;rp VL.

(For the candidates admitted from June 2019 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-  
 620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – II**

|                     |                                                                       |
|---------------------|-----------------------------------------------------------------------|
| <b>Course Title</b> | <b>PART – I LANGUAGE<br/>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: U19HN2HIN02</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. Nirmala
3. Kaal

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

**UNIT- II**

**(15 Hours)**

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

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

**UNIT- III**

**(15 Hours)**

1. Ashad ka ek dhin

2. Nirmala
3. Kriya Visheshan

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

#### **UNIT- IV**

**(15 Hours)**

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

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

#### **UNIT- V**

**(15 Hours)**

1. Ashad ka ek dhin
2. Nirmala
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:**

| <b>CO No.</b> | <b>Course Outcomes</b>                                           | <b>Cognitive Level</b> |
|---------------|------------------------------------------------------------------|------------------------|
| CO -1         | Appraise moral values in the Society                             | E                      |
| CO- 2         | Study the situation of women in the society                      | 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 -<br/>FRENCH PAPER II (GRAMMAR,<br/>CIVILISATION &amp; TRANSLATION<br/>(ÉCHO A1 2<sup>e</sup> édition)</b> |
| 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 INTERNATIONALE, 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**

**CODE :**

**U15EL2GEN02**

**CREDIT : 3**

**MARKS: 100**

**OBJECTIVES**

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

**UNIT I – SELF**

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

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

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

**Writing** - Story Writing

**Grammar** - Articles and Sentence Pattern

**Vocabulary** - Meanings, Synonyms, Antonyms

**Composition** - Transfer of information: Paragraph to Bar graph/pie chart  
General Essay - Courage is the key to success

**TEXTS**

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

**UNIT II – STRENGTHS**

**Listening** - Listening to a process

**Speaking** - Telephone Etiquette

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

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

**Grammar-** Subject verb agreement, Prepositions

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

**Composition-** Letter Writing - informal letters

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

**TEXTS**

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

**UNIT III - POSITIVE SHORTCOMINGS**

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

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

overcoming the weaknesses

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

analytical thinking

**Writing** - Filing Complaints, Travelogues

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

**Vocabulary** - Compound words

**Composition** - Dialogue Writing

General essay – Adversity is the seed of success.

### TEXTS

1. *Six Thinking Hats* by Edward de Bono (Prose)
2. *A Cup of Tea* by Katherine Mansfield (Short Story)
3. An Extract from Shakespeare's *As You Like It* (Act II Scene I lines 12 -17)

### UNIT IV POTENTIALS

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

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

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

**Writing** - Letter writing – formal letters

**Grammar** - Adjectives, Degrees of Comparisons

**Vocabulary** - Idioms and Phrases

**Composition** - Debates and Discussions

General essay – My potentials

### TEXTS

1. *Easy Ways to Avoid an Argument* by Sam Horn (Prose)
2. *Pygmalion* by George Bernard Shaw (Play)
3. *My Heart Leaps up when I behold* by William Wordsworth (Poem)
4. *The Flower* by Alfred Lord Tennyson (Poem)

### UNIT V ACHIEVEMENTS

**Listening** - Listening to comparisons and arguments

**Speaking** - Performance

**Reading** - In-depth reading

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

**Grammar** - Question Tags

**Vocabulary** - Homophones

**Composition** - Essay Writing

General essay - The reward of hard work.

### TEXTS

1. *On Saying Please* by A.G. Gardiner (Prose)
2. *A Time of Green* by Anna Stillaman (Play)

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**FIRST YEAR - SEMESTER – II**

|                     |                                                                      |
|---------------------|----------------------------------------------------------------------|
| <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:**

**The learner will be able to**

| <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 chromosome 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          | 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 Mendellian 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, ennunuchoidism, 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:**

**The learner will be able to**

| <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. (skill development) | PSO 5 | R,U |

### **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.
- Murrary Culshaw, (1983). It will soon be dark, National Council of Churches in India.
- Nelsworth & Smith, M., (1978), Retardation, London; Mc. Graw Hill.
- Pushparani, Reddy.P.P., (1990). Mental Retardation, Hyderabad; Management systems consultants.
- Usha Rani,P., (1988). Down's Syndrome, New Delhi; Vijay Printers.

## **JOURNALS**

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

## **WEBSITES:**

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

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|                     |                                                                       |
|---------------------|-----------------------------------------------------------------------|
| <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:**

**The learner will be able to**

| <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 – School children |
| 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:  
The learner will be able to**

| 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.<br>(skill development)                   | PSO 5 | R,U |

### **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.
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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.
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Publishers Ltd.
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UBS Publishers' Distributors Private Ltd.

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Secunderabad : National Institute for the Mentally Handicapped (NIMH).
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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.
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31. Berton, L. (Ed.), (1996) Disability in Society, London; Addison Wesley Longman Ltd.
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Publications, India Pvt. Ltd.
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Aspects of Disability: A Handbook for the Rehabilitation
34. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of  
Illness and Disability
35. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial  
Characteristics of Exceptional Children
36. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From  
Segregation to Inclusion
37. Reddy, G. L., Ramar, R., & Kusuma, A. (2004). *Hearing Impairment an Educational  
Consideration*. New Delhi: Discovery Publishing House.

#### **JOURNALS:**

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

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|                     |                                                                                  |
|---------------------|----------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>Allied – 3 (Compulsory)– Expanded Core Curriculum - I Braille (Practical)</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>Practical</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:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                 |
|---------------|----------------------------------------------------------|
| CO-1          | Discuss the history of Braille Code.                     |
| CO-2          | Understand and comprehend English Braille Code.          |
| CO-3          | Identify Word signs 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)**

alphabets

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

2.1 Braille

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

**UNIT 3 : Word signs and contractions**

**(12 Hrs)**

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

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

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

- 4.1 Initial word signs
- 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:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                     | PSOs Addressed | Cognitive Level |
|--------|-------------------------------------------------------------------------------------|----------------|-----------------|
| 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 Word signs 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. (employability and entrepreneurship) | PSO 4          | Ap              |

**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

SBE-1 SOFT SKILL DEVELOPMENT

Credits -2
Hrs – 2/Week

Marks:100
Code: U15RSSBT01

General Objective:

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

UNIT I:

Individual Capacity Building

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

UNIT II :

Interpersonal skills

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

UNIT III:

Corporate skills

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

UNIT IV:

Management skills

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

UNIT V:

Self Development Plan

Concept and Need for Self Development Plan-Preparing Self Development Plan9 Format is used to complete the self development Plan), Monitoring and Evaluation of self Development plan-Developing indicators for self development introduction to National Skill Development Mission.

REFERENCES:

Delhi Meena K.AyothiV. (2013). A Book on Development of Soft Skills (Soft Skills: A Road

Map to Success), P.R. Publishers & Distributors, Trichy.

Francis Thamburaj S.J.(2009).Communications of skills for Professional Excellence,1 Ed., Grace Publishers,

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

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

Hrs – 2/Week
CREDITS :2

Code: U15RE2SBT02

Course Objective:

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

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

REFERENCES:

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

(for candidates admitted from 2019 onwards)

FIRST YEAR - SEMESTER II

Course Title	INDUSTRIAL RELATIONS-Employability and Entrepreneurial Skills (PRACTICUM)
Total Hours	15
Hours/Week	1
Code	U19RE2IRP01
Course Type	PRACTICAL
Credits	1
Marks	100

General Objective: To enable the students understand the concept of employability and entrepreneurial skills

Course Objectives:

The student will be able to

CO 1	To drive quantity, quality and reach of training provision and outcomes
CO 2	To provide horizontal and vertical pathways to academic qualifications and the job market.
CO 3	To provide demand driven, outcome focused training aimed at achieving high placement rates.
CO 4	To change people's perceptions about vocational training and make skill development aspirational with opportunities for long-term career progression

UNIT -1 Personal Strengths & Value Systems

6 hrs

- ❖ Health, Habits, Hygiene
- ❖ Persons and Workplace safety
- ❖ Self Analysis
- ❖ Honesty & Work Ethics
- ❖ Creativity & Innovation
- ❖ Time Management
- ❖ Anger Management
- ❖ Stress Management

Extra reading/ keywords: SWOT, Long & Short term goals, self - exploration

UNIT -11 Money Management

6 hrs

- ❖ Personal Finance
 - ❖ Types of Bank Accounts, Opening a Bank Account
 - ❖ Investment, Insurance and Taxes: Investment
 - ❖ Online Banking, NEFT, RTGS

Extra reading/ keywords: e-commerce, financial literacy

**Unit -111 Preparing for Employment & Self Employment
6 hrs**

- ❖ Effective Resume preparation
- ❖ Interview Skills
- ❖ Interview FAQs
- ❖ Work Readiness – Terms & Terminologies

Extra reading/ keywords: personal traits, personal values, body language

**Unit -IV Understanding Entrepreneurship 6
hrs**

- ❖ Characteristic of an Entrepreneur, types of firms / types of enterprises
- ❖ Leadership & Teamwork
- ❖ Communication Skills
- ❖ Problem Solving & Negotiation Skills
- ❖ Business Opportunities Identification
- ❖ Entrepreneurship Support Eco - System
- ❖ Risk Appetite & Resilience
- ❖ Success & Failures

Extra reading/ keywords: economic development, adaptability skills,

**Unit –V Preparing to be an Entrepreneur 6
hrs**

- ❖ Market Study / The 4 Ps of Marketing / Importance of an IDEA
- ❖ Business Entity Concepts
- ❖ Customer Relation Management & Networking
- ❖ Business Plan
- ❖ Procedure and Formalities for Bank Finance
- ❖ Enterprise Management - An Overview

Extra reading/ keywords: leadership, life skills, marketing strategies

PRACTICUM

- ❖ Workshop/lectures on time, anger, stress management
- ❖ Visit to various Entrepreneurial ventures
- ❖ Visit to banks, auditor office, insurance office etc
- ❖ Competitions on “THINK TANK”

Course Outcome:

1. Explain the personal strengths and value systems
2. Apply the money management in different situations

3. Analyse the need for employment and self employment
4. Explain the Entrepreneurship and its skills
5. Summarize themselves to be an effective entrepreneur

REFERENCES:

1. National Skill Development Corporation
 2. Ministry of Skill development and Entrepreneurship- National Skill Development Mission-A framework for implementation.
 3. Anderseck, Klaus. 2004. Institutional and Academic Entrepreneurship: Implications for University Governance and Management.
 4. Moreland, N. 2004. Entrepreneurship and Higher Education: An Employability Perspective.
 5. https://www.nsdcindia.org/sites/default/files/Model-urriculum_Entrepreneurship.pdf
 6. ncert.nic.in/textbook/pdf/iees1ps.pdf
- www.jobs.ac.uk

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

HRS / Wk: 1

CODE: U15VE2LVC01

CREDIT: 1

MARKS: 100

OBJECTIVES:

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

UNIT – I: CREATION AND COVENANT

Study from petty catechism - Genesis - God revealed himself in creation -God who preserves creation through covenants (Pentateuch) -Our response to God's covenant -Reason for its success and failure -The relationship of God with Israel -Image of God in Old Testament-God and me

UNIT – II: GOD OF THE PROPHETS

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

UNIT – III: GOD OF WISDOM

God experience through wisdom Literature, its origin and growth

UNIT – IV: SYNOPTIC GOSPELS

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

UNIT – V: LUKE'S GOSPEL

Study of Luke's Gospel in detail – specialty 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. VaalvinValizha – St. John’s Gospel – Fr. Eronimus

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

HRS / WK :1

CODE: U15VE2LVE01

CREDITS :1

MARKS : 100

OBJECTIVES:

- To Understand My and Other Religions and Culture
- To Appreciate My and Other Religions and Culture
- To Learn from other Religions and Culture
- To Interact with My and Other Religions and Culture to enhance My faith in My religion.
- To Help the students to become aware of the negative forces of religions.

UNIT – I: RELIGION

God – concept of faith, Faith, Meaning, Definition, Nature, Characteristics and Basic values of different religions. Impact of Globalization on religion – Importance of worship in holy places – celebration, come-union, socialization.

UNIT – II: DIFFERENT RELIGIONS

Basic characteristics and basic thoughts- Buddhism, Christianity, Hinduism, Islam, Jainism and Sikhism

UNIT – III: UNITY OF RELIGION

Unity of Vision and Purpose- Respect for Other's Faith, 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 concept 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.R.Sc/ B.C.A DEGREE COURSES

LIFE ORIENTED EDUCATION

BIBLE STUDIES – I: NEW TESTAMENT

HRS / Wk :1

CODE: U15VE2LVBO1

CREDIT : 1

MARKS : 100

OBJECTIVE:

- ☐ Developing the passion for the Word of God – Jesus and inculcating 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-

Messiah 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 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)
- ❑ Betrayal and the change in the life of 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)

UNIT – V: MISSIONARIES AND EVANGELISTS

- ❑ St.Thomas (John 20:24-31) & Missionary to India\Pandithar Rama Bai
- ❑ William Carrie
- ❑ Dr.Ida Scudder& St. Britto (Oriyur)
- ❑ Amy Carcheal
- ❑ Mother Teresa (Calcutta)
- ❑ Devasagayam (Nagercoil)
- ❑ Staines & Family

REFERENCES:

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

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jkpoha;Tj;Jiw
,sk; tzpftpay; / ,sq;fiy / ,sk; mwptpay; gl;l tFg;G
,uz;lhk; Mz;L - %d;whk; gUtk; - etk;gh; -2015 -2016
jhs; - III

Total Hours : 90

Code : U15TL3TAM03

Hrs : 6Hrs /Wk

Marks : 100

Credit : 3

Nehf;fq;fs;:

1. tho;tpay; newpshfpa mwk;> nghUs;> ,d;gk;> tPLNgW

Mfpatw;wpd; Nkd;ikia vLj;Jiuj;jy;

2. r%f tho;fifg; gw;wpa tpopg;Gzu;tpidj; Njhw;Wtpj;jy;

3. Md;kPf czu;Tfis tYg;gLj;Jjy;

gad;fs;:

1. fhg;gpaq;fisg; gapy;tjd; %ykhf khzth;fs; mwf;fUj;Jf;fis

czh;e;J nfhs;Sjy;.

2. r%f khw;wq;fisf; fz;lwpe;J Nkk;ghLfis cUthf;fr; nra;jy;

3. fiyEl;gq;fisAk; gz;ghl;Lr; rpwg;Gf;fisAk; czu;e;J nfhs;sr;

nra;jy;

myF:1 nra;As;

1. rpyg;gjpfhuk; - flyhL fhij

2. kzpNkfiy – cyftwtp Gf;f fhij

3. fk;guhkhazk; - fq;ifg; glyk;

myF:2 nra;As;

4. ,ul;rzpa ahj;jpupfk; - kuzg; glyk;

5. rPwhg;Guhzk; - xl;lif Ngrpa glyk;

myF:3

jkpo; ,yf;fpa tuyhW

Nrhoh; fhyk;

myF:4

ehlfk;

rj;jpa Nts;tp – ma;f;fz;

myF:5

Nfhapw;;fiy - jpl;lf;fl;Liu> tpdhb tpdh

ghl E}y;fs;

1. nra;As; - jkpo;j;Jiw ntspaPL

2. jkpo; ,yf;fpa tuyhW - jkpo;j;Jiw ntspaPL

3. ehlfk; ma;f;fz; - rj;jpa Nts;tp

4. Nfhapw;;fiy - jkpo;j;Jiw ntspaPL

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

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

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

Course Objectives (CO):

The learner will be able to

CO No.	Course Objectives
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
Hours)

(18

1. Kabir Das
2. Todathi pathar
3. Veergatha Kal
(Pravarithiyan, Kavi, Rachanayean)

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

UNIT- II
Hours)

(18

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	PART I – LANGUAGE - FRENCH PAPER III (LANGUAGE & CIVILISATION (ÉCHO A2 2^e 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

CO 1	understand the French education system and evaluate the same across the world.
CO 2	understand the usage of pronouns that denote quantity and place and apply them in answers; analyse extracts from magazines and work conditions in France.
CO 3	remember the rules of construction and usage of subjunctive mode and apply the same in sentences; evaluate French politics.
CO 4	understand gerund, adverbs, relative pronouns and evaluate press and media in France.
CO 5	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!

Course outcomes	Cognitive level
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
CREDIT : 3

CODE : U15EL3GEN03
MARKS: 100

GROWING WITH VALUES

Objectives:

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

UNIT I – Love, Faith and Hope

Listening for comprehension and general significance

Speaking about one's fear and hope

Reading for specific and global comprehension.

Writing – creative writing

Grammar – reporting speeches

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

Composition – Writing Paragraphs

TEXTS

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

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

UNIT II – Perseverance

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

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

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

Writing- parallel writing

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

Vocabulary – antonyms, idioms and phrases (10)

Composition – Creative writing

TEXTS

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

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

UNIT III – Tolerance/Benevolence/Compassion

Listening- for developing / relating (speech)

Speaking- simulate any personality related to humanity

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

Writing- case study / letter writing (personal)
Grammar –writing reports of events and processes (voices)
Vocabulary – Suffixes, idioms and phrases
Composition – imaginative writing

TEXTS:

Portrait of Gandhiji by Will Durant (1st 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

SECOND YEAR - SEMESTER – III

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

GENERAL OBJECTIVE:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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 (15 Hrs)

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

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:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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 (employability)	PSO 3	Ap

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.
- The
2. Bonhan .R.W., (1973). Braille mathematics notation (1970), Parts 1 and 2, London; Royal National Institute for the Blind.
 3. Davidow .M.E., (1977). Abacus made easy, Kentucky; American Printing House for the Blind.
 4. Everett Hill .E and Ponder .P. (1976). O & M techniques. New York; American Foundation for the Blind.
 5. Immaneul P.(1989). Gramapura Paarvaiyattror maruvazhvupani. Tiruchirapalli; Holy Cross College.
 6. Mani .M.N.G., (1991). Amazing abacus, Coimbatore; Resource and Development Centre, SRKV College of Education.
 7. Michigan School for Blind. Precane Mobility and Orientation skills for the blind.
 8. Roberts Helen et.al., (1978). An introduction to braille mathematics, Washington; Library of Congress.
 9. Scholl G T.(1986). Foundations of Early Education for blind and Visually Handicapped, Youth and Children. New York;
 10. Tooze D.(1981). Independence Training for VH children. Baltimore; University Park Press. American Foundation for the Blind.
 11. UNICEF (1989). Braille mathematics code for India - Manual, NIVH - DehraDun and NAB, Bombay.
 12. Wehrum M. E.(1977). Techniques of DLS. Pennsylvania; Greater Pittsburgh Guild for the Blind.
 13. Yeadon A.(1974). Towards independence in DLS for blind. A step by step guide to personal management for blind. New York; American Foundation for the Blind.
 14. Mukhopadhyay et.al.(1987). Source Book for Training Teachers for Visually Impaired New Delhi; National Council of Educational Research and Training (NCERT).

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|                     |                                                                                            |
|---------------------|--------------------------------------------------------------------------------------------|
| <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:**

**The learner will be able to**

| <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 identify 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:****The learner will be able to**

| CO No. | Course Outcomes                                                                           | PSOs Addressed | Cognitive Level |
|--------|-------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Identify the bones muscles and joints                                                     | PSO 1          | R               |
| CO-2   | Identify and explain the diseases related to locomotor disabilities.                      | PSO 2          | U               |
| CO-3   | Apply and assess locomotor disabilities.                                                  | PSO 3          | Ap              |
| CO-4   | Differentiate the educational considerations for PWLD.                                    | PSO 3          | U               |
| CO-5   | Discuss the components of special education for PWLD                                      | PSO 1          | U               |
| CO-6   | Compare the physiological effects of different therapies.                                 | PSO 2          | Ap              |
| CO-7   | Enumerate and compare the methods of therapeutic treatment for PWLD.                      | PSO 2          | Ap              |
| CO-8   | Point out and differentiate the problems of locomotor disabilities. . (skill development) | PSO 2          | Ap              |

**REFERENCES:**

1. Shastack,R., (1977). Handbook of Physical Therapy, New York; Springer & Springer Publishing Co.
2. Gardiner,D.M., (1985). The Principles of Exercise Therapy, New Delhi; CBS Publishers.
3. Physiotherapy Manuel, I.P.D. (1985). Orthopaedic Centre, Madras; Andhra Mahila Sabha.
4. Washburn,K.B., (1981). Physical Medicine and Rehabilitation : Essentials of primary care, New York; Medical Examination publishing co., Inc.
5. Werner David (1987). Disabled Village Children, U.S.A.; The Hesperian Foundation.
6. Bhatt Usha (1963). The Physically Handicapped in India, Bombay; Shivilaxmi Bhuvana.
7. Hallahan D.P. & Kauffman J.M. (1978). Exceptional Children, New Jersey; Prentice Hall Inc.
8. Waugh, A. and Grant, A.(2001).Anatomy and Physiology in Health and Illness New York; Churchill Livingstone.

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**  
**B.A./B.Sc./ B.Com/ B.R.SC/ B.C.A - DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – II: CHURCH AND SACRAMENTS**

**HRS / WK : 1**

**CODE : U12VE4LVC02**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVES:**

- To instruct the students to live in relationship with God.
- To offer God's gift of the Holy Spirit.
- To build relationship with Jesus.
- To learn Sacraments and Prayer life through which a Christian is able to live in relationship with Christ.
- To enrich our devotion to Mother Mary and Saints.

**UNIT – I: MISSION OF THE CHURCH**

What is church (attributes) – Interpretation: body of the Christ- Bride of Christ, goal of all things- Historical as well as spiritual- Mystery and Sacrament-Pilgrim Church.

**UNIT – II: PARTICIPATORY CHURCH (AS LAY FAITHFUL) AS A COMMUNITY**

Work of the holy Spirit- Salt and leaven in the world “Church of modern World” Church as community – Its important aspect, early Christian Church – People of God as Church- Its characteristic and structure

**UNIT – III: THE FUNCTIONARY CHURCH AND I**

Ministerial Church – Relating Church –Parish Church- Role of lay faithful in the Church – Its challenges – Church and I.

Sacraments – Initiation- Social – Healing (all the seven) - stress on Confession, Confirmation and Holy Communion - Sacramental: holy “things” used –their sanctity

**UNIT – IV: SACRAMENTS AND SACRAMENTAL**

Sacraments-Initiation-Social-Healing (all the seven)-stress on Confession, Confirmation and Holy Communion. Sacramental: holy “things”used-their sanctity.

**UNIT – V: MARY AND WOMEN IN THE BIBLE- RUTH, ESTHER, JUDITH**

Mary as a young virgin- Disciple- Her role in the Catholic Church-Annual feasts- Pilgrimages- Devotion to Mary, Theologies. Saints in the Church- 10 women saints. Ex. Mother Teresa, St.Alphonse.

**REFERENCES:**

1. “Vatican II Revised” Archbishop Angelo Fernandes Published by X.Diax de Rio S.J. Gujarat Sahitya Prakash, P.O.Box. 70, Gujarat, 388001, India.
2. “The Sacraments The Word of God at the Mercy of the Body” Claretian Publications, Malleswaram, Bangalore 560055.

**HOLY CROSS COLLEGE ( AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A. /B.Sc. / B.Com. / B.R.Sc./ B.C.A. DEGREE COURSE**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – II: EMPOWERMENT OF WOMEN**

**HRS / WK :1**

**CODE: U12VE4LVE02**

**CREDIT :1**

**MARKS : 100**

**OBJECTIVES:**

- To make the learners aware of various Social, Gender issues and Cyber Crimes.
- To make them aware of the property rights.
- To make them understand and appreciate the role of media, in facing the challenges on various life issues.

**UNIT – I: GENDER ISSUES**

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

**UNIT – II: WOMEN AND MEDIA**

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

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

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

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

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

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

Harassment and Spoofing via e-mail, Cyber Stalking, Cyber Pornography, Morphing - Cyber Laws, social network, face book, and twitter

**REFERENCES:**

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



**HOLY CROSS COLLEGE(AUTONOMOUS) TRICHIRAPALLI-2.**  
**B.A/B.Sc./B.Com/B.R.Sc/B.C.A – DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – II: OLD TESTAMENT**

**HRS / Wk :1**

**CODE: U12VE4LVBO2**

**CREDIT :1**

**MARKS : 100**

**OBJECTIVE:**

- Understanding the desires of God through Prophetic revelation and becoming sensitive to the heart beat of God.

**UNIT – I: PURPOSE OF LIFE**

Creation of man – fall of man (Gen 1-4) Plan of redemption through the life of :

- Noah (Gen 6-9); Abraham (Gen 12-18);
- Joseph (Gen 37-40); Moses (Exo 4-5);
- Joshua (Joshua 1-8)

**UNIT – II: JUDGES AND KINGS**

- JUDGES:** Deborah (Judges 4); Samson (Judges 6-8); Gideon (Judges 13-16)
- KINGS:** David (I Sam 17-31, II Sam 1-12); Solomon (I Kings 1-11, Proverbs 1-5,31)

**UNIT – III: WOMEN IN THE BIBLE**

- Women in the Old Testament
- Eve (Gen 3)
- Ruth (Ruth 1-4)
- Hannah (I Sam 1:1-28)
- Esther (Esther 1-6)

**UNIT – IV: MINOR PROPHETS**

- Brief Life History and teachings of
- Amos
- Jonah
- Micah
- Nahum
- Habakkuk

**UNIT – V: MAJOR PROPHETS:**

- Brief Life History and teachings of
- Isaiah (Is 1,6,11,36-38,40-42,44,50,53,61)
- Jeremiah (Jer 1-3,7-12,18-19,23)
- Ezechial (chapters 1,2,3,5,8,12 visions)
- Daniel (Daniel 1-6)

**REFERENCES:**

1. Missionaries Biographies. 1995, Amazon.com
2. Russell Fueller (1999) The Text book of the Twelve Minor Prophets. Wipf&Stock Publishers, UK.
3. Willis Judson Beecher (2002) The Prophets and The Promise. Wipf& Stock Publishers, UK

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jkpoha;Tj;Jiw  
,sk; tzpftpay; / ,sq;fiy / ,sk; mwptpay; gl;l tFg;G  
,uz;lhk; Mz;L – ehd;fhk; gUtk;

jhs; - IV

**Total Hours: 75**

**Code : U15TL4TAM04**

**Hrs : 5Hrs /Wk**

**Marks : 100**

**Credit : 3**

**Nehf;fq;fs;:**

1. khzth;fSf;Fj; jkpoh;jk; tho;tpay; tpOkpaq;fis czh;j;Jjy;.
2. mwnewpfs; tho;f;iff;F topfhl;Lk; tpjj;jpid vLj;Jiuj;jy;
3. rpfuk; njhl;l rhjidahsupd; tho;tpaiyg; Gyg;gLj;Jjy;
4. nkhopj;jpwd; tsh;j;jy;.

**gad;fs;:**

1. tho;f;ifapd; gy;tif epiyfisAk; czh;e;J nray;glr; nra;jy;
2. jd;idj; jhNd newpg;gLj;jpf;nfhs;s> gad;ghlila ,yf;fpak; topfhl;Ltij Ghpe;Jnfhs;sr; nra;jy;.
3. ,iltplhj Kaw;rpapd; ntw;wpg;gbfisf; fz;Lzh;e;J Nkd;ik milar; nra;jy;.
4. ,Unkhopg; Gyikia tsh;j;jy;.

**myF:1 nra;As;**

**1. FWe;njhif**

1. nfhq;F Nju; tho;f;if mQ;rpiwj; Jk;gp - ,iwadhu;
2. ahUk; ,y;iy jhNd fs;td; - fgpyu;
3. Ntk;gpd; igq;fha;vd; Njhop jupNd – kpisf; fe;jd;
4. cs;sJ rpijg;Nghu; csnudg; glhmu; - ghiy ghba ngUq;fLq;Nfh
5. Nehw;Nwhu; kd;w Njhop – FWq;Fb kUjd;

**2. ew;wpiz**

1. kidAiw Gwtpd; nrq;fhy; Ngil
2. ePs;kiyf; fypj;j ngUq;Nfhw; FwpQ;rp - ghz;bad; khwd; tOjp
3. Ma;kyu; kiof;fz; njz;gdp ciwg;gTk; - ey;tpsf;fdhu;
4. rpWtP Ky;iyg; ngupJ fko; myup - kJiu Nguhythau;

### 3. fypj;njhif

1. vwpj;jU fjpu;jhq;fp Ve;jpa FilePoy; - fgpyu;
  2. ghLfk; th thop Njhop - fgpyu;
- myF:2** nra;As;

### 4.GwehD}W

1. epd; eae;J ciweu;f;Fk; - ngUQ;rpj;jpudhu;
2. fha;ney; mWj;Jf; ftsk; nfhspNd - gprpuhe;ijahu;
3. gilg;Gg; gygil;j - ghz;bad; mwpTilek;gp
4. Nfl;ly; khj;jpiu – Nfhg;ngUQ;Nrhod;
5. <d;W Gwe;jUjy; vd;jiyf; flNd - nghd;Kbahu;

### 5. gjpw;Wg;gj;J - Ie;jhk; gj;J

1. Rlu; tP Ntq;if
2. jRk;G Jsq;F ,Uf;if
3. Cd;Jit mbrpy;

### 6. jpUf;Fws;

1. mwj;Jg;ghy; - ,dpait \$wy;
2. nghUl;ghy; - tpid nray;tif
3. fhkj;Jg;ghy; - Gytp EZf;fk;

### myF:3

jkpo; ,yf;fpa tuyhW (Jiw ntspaPL)

rq;ffhyk; - rq;fk; kUtpafhyk;

vl;Lj;njhif> gj;Jg;ghl;L> gjpndz;fPo;f;fzf;F E}y;fs;

### myF:4

### tho;f;if tuyhW

md;id njurh - gh. jPdjahsd;

### myF:5

nghJ – nkhopngah;g;G

### ghl E}y;fs;

1. nra;As; E}y; - jkpoha;Tj;Jiw ntspaPL
2. jkpo; ,yf;fpa tuyhW - jkpoha;Tj;Jiw ntspaPL
3. **tho;f;if tuyhW** gh.jPdjahsd; - md;id njurh
4. nkhopngah;g;G  
ntspaPL - jkpoha;Tj;Jiw

(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. TranslationEx-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:**

| <b>CO No.</b> | <b>Course Outcomes</b>                         | <b>Cognitive Level</b> |
|---------------|------------------------------------------------|------------------------|
| 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<br/>IV (LANGUAGE &amp; CULTURE (ÉCHO A2 2<sup>e</sup><br/>édition)</b> |
| Total Hours  | 75                                                                                                         |
| Hours/Week   | 5 Hrs/Wk                                                                                                   |
| Code         | U16FR4FRE04                                                                                                |
| 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 plaisentez ! (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 20e 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 !  
Hours)**

(18

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  
Hours)**

(18

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**

**CODE :**

**U15EL4GEN04**

**CREDIT : 3**

**MARKS: 100**

**EMPLOYABILITY SKILLS**

**OBJECTIVES:**

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

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

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

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

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

**Writing** recommendations.

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

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

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

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

**TEXTS**

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

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

**Listening** to differentiate duty from obligation.

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

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

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

**Grammar** – use of cohesive devices

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

**Composition** –

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

**TEXTS**

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



### **UNIT III – Team skills**

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

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

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

**Writing** – personal essays and report writing

**Grammar** – use of inverted structures

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

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

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

#### **TEXTS**

1. “The Little Black Boy” by William Blake

2. How to get cooperation by Dale Carnegie.

### **UNIT IV – Communication skills for interpersonal relationship**

**Listening** to specific information and guessing.

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

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

**Writing** formal letters and invitations.

**Grammar** – Transformation of sentences.

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

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

2. Birds of same feather flock together.

#### **TEXTS**

1. The Refund by Fritz Karinthy

### **UNIT V –Presentation skills**

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

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

**Reading** for comprehension.

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

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

**Vocabulary** – Business terms.

**Composition** – writing a project.

#### **TEXTS**

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

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|                     |                                                                         |
|---------------------|-------------------------------------------------------------------------|
| <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:**

**The learner will be able to**

| <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 (5 hours)**

#### **(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:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                           | PSOs Addressed | Cognitive Level |
|--------|-----------------------------------------------------------------------------------------------------------|----------------|-----------------|
| 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. (employability and entrepreneurship) | PSO 4          | AP              |

#### **REFERENCES:**

1. Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. Ann Turnbull, Rvd Turnbull, Marilyn, Shank, Derothy Lel (1999). ExceptionalLives, Special Education in Today's School, Prentice Hall Inc.
3. Assessment of Needs for Inclusive Education: Report of the First Regional Workshop of NCERT and UNESCO, 2000.
4. Awareness Package for Upper Primary teachers: NCERT, New Delhi, 2003
5. Bhushan Punani & Nandhini Rawal (2000). Visual Impairment Handbook. Blind People's Association.
6. C.L. Kundu, Status of Disability in India 2003. New Delhi Rehabilitation Council of India (RCI).
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8. Curriculum and Teaching Strategies – Educational Provisions : Organisation andAdministration, B.Ed. Special Education Self Instructional Material, Madhya Pradesh Bhoj (Open) University, 2001.
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11. ICEVI (1995). Proceedings of the Asia Regional Conference on "Reaching the Unreached". Organized by the International Council for Education of People with Visual Impairment at Ahmedabad, India.
12. Inclusive Education: An Orientation Package for Teacher Educators.

Department of Education of Groups with Special Needs, NCERT, New Delhi, 2002 (both in Hindi & English).

13. Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
14. Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
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16. Kumar, A. (2003). Environmental challenges of the 21<sup>st</sup> century, APH Publishing Corporation, New Delhi.
17. M.N.G. Mani, (2000). Inclusive Education in Indian Context. Coimbatore :Sri Ramakrishna Mission Vidyalaya.
18. Madhumita Puri & George Abraham, (2004). Handbook of Inclusive Education for Educators, Administrators and Planners. New Delhi : SAGE Publications.
19. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
20. Manual of Bridge Course for Visual Impairment, Hearing Impairment, Mental Retardation and Locomotor Disability and Associated Disabilities, Rehabilitation Council of India (RCI), 2003.
21. Michael, L. Hardman, Clifford J. Drew, M. Winstron Egar, (1999). Human Exceptionality : Society, School and Family. Allyn & Bacon Publishers.
22. Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
23. Mukhopadhyay, S. and Mani. M.N.G. (1999). Education of Children with Special Needs, Country Report, New Delhi: National Institute of Educational Planning and Administration.
24. Murickan S.J.J, and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
25. National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
26. National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
27. Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London.
28. Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
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30. Punani, B., and Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Asish Publishing House.
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32. Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
33. School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.
34. Seventh All India School Education Survey (2002). NCERT, New Delhi.

35. UNDP (1996). Human Development Reports. Oxford University Press. New York.
36. UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
37. UNESCO (2009). Report on Education for sustainable development.
38. Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.

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(for candidates admitted from 2019 onwards)

SECOND YEAR - SEMESTER III

Course Title	SBE – 3 Computer Literacy
Total Hours	30
Hours/Week	2
Code	U19RS3ECT03
Course Type	Theory
Credits	2
Marks	100

General Objective:

Course Objectives:

The student will be able to

	Understands the office packages to gain a better understanding of the computer.
	Understands the functions of smart devices and online transactions
	Understands the purpose of social networking and cyber security in the e-world
	Understands the meaning and scope of technology in education and instruction
	Understands the meaning and scope of ICT in education

Unit I: Office Packages: (6hrs)

MS- Word: Creation of Documents (letters, Bio- data, etc).Creation of Tables, Formatting Tables (Time table, Calendar, etc).Working with Mail Merge(Circular letters).

MS – Excel: Creation of Worksheet (Mark Sheet, Pay Slip, PF Contribution list, etc). Excel Function (Date, Time, Statistical, Mathematical, Financial Functions). Creating charts (Line, Pie, Bar, etc).

MS- Power Point : Creation of Presentations(Duplicate and New slides, Layouts, View, Slide show, etc.). Working with objects (Movie, Sound, Word, Excel, etc.) Working with Transition and Animation effects(Text, Object, Pictures)

Extra Reading/Key words: *Units of Data Storage.*

Unit II : Smart Devices and Online Transactions: (6hrs)

Smart phone – Types : Tablet PC , Smart TV, Smart Camera, Smart Watch and Smart Oven.Operating system for Smart phones- Apple iOS, Android, Windows 10, Blackberry, Synbian and Bada. Benefits of Smart Phones.

E-Commerce and M-Commerce: Components of E-Commerce- history, types, and benefits of each (B2B, B2C, C2B, C2C). Business to Government E-Commerce. M-Commerce-History, customers point of view and the provider point of view. Applications of M-Commerce- Mobile ticketing, mobile money transfer, mobile banking, mobile marketing and advertising. Payment methods in M-Commerce- Premium rate telephone numbers, Direct mobile dealing , Macro, Micro payment services and mobile wallets.

Extra Reading/Key words: *Google play for Android Phones.*

Unit III: Social Networking and Cyber Security (6hrs)

Social Networking Sites: Characteristics of Social Networking Website- Examples of Social Networking Services (Facebook, SnapChat, Instagram, Whatsapp, Pinterest, Tumblr, Linkedin, Twitter, Quora and Patreon). Advantages and Disadvantages of Social Network.

Cyber law: Evolution and Historical events in cyber law. Case studies- Article taken from Media. Building blocks of cyber law(Netizens, Cyber space and Technology). Cyber

Crime, Electronic and Digital devices, Intellectual Property, Data Protection and Privacy. Merits and Demerits of Cyber crime.

Extra Reading/Key words: *How to stay out of trouble from Social Network.*

Unit IV: Assistive Technology for learning (6hrs)

Meaning, Definition, role of assistive technology, types, categories of assistive technology, steps and procedures involved in implementing an assistive technology device for a person with a disability

Extra Reading/Key words: *Educational technology, instructional technology, differentiated instruction*

Unit V: Assistive Technology and disability (6hrs)

Assistive technology for visually impaired, hearing impaired, Intellectual disability, Autism, Learning disability, slow learners, and multiple disabilities

Extra Reading/Key words: *augmentative communication, small/large group instruction*

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Use the office packages to gain a better understanding of the computer.	PSO 1	AP
CO-2	Describe functions of smart devices and online transactions	PSO 1	AP
CO-3	Explain the purpose of social networking and cyber security in the world	PSO 3	AN
CO-4	Explain how assistive technology can meet the needs of individuals with a disability	PSO 4	AN
CO-5	Describe how assistive technology impacts on functioning and improve the quality of life of an disabled	PSO 4	U

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

Apply;

An – Analyse; E- Evaluate; C – Create

Books for Reference:

1. Mastering Ms-Office by Bittu Kumar
2. https://www.webopedia.com/DidYouKnow/Hardware_Software/mobile-operating-systems-mobile-os-explained.html
3. <https://makeawebsitehub.com/social-media-sites/>
4. https://www.tutorialspoint.com/information_security_cyber_law/information_security_cyber_law_tutorial.pdf
5. https://www.tutorialspoint.com/information_security_cyber_law/information_security_cyber_law_tutorial.pdf
6. <https://www.irjet.net/archives/V4/i6/IRJET-V4I6303.pdf>
7. http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf
8. <http://etec.hawaii.edu/aboutbackground.html>.
9. https://en.wikibooks.org/wiki/Assistive_Technology_in_Education/eBook
10. <http://www.pluk.org/AT1.html>
11. Wehmeyer, M.L., Smith, S.J., Palmer, S.B., Davies, D.K. & Stock, S.E. (2004). Technology use and

291- people with mental retardation. *International Review of Research in Mental Retardation*, 29,

SECOND YEAR - SEMESTER – IV

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

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:

The learner will be able to

CO No.	Course Objectives
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 FOR 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:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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. (employability)	PSO 5	R,U

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.**

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

GENERAL OBJECTIVE :

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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:

The learner will be able to

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 styles of Communication.	PSO 2	R
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. (skill development)	PSO 5	A.An
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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

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

General Objectives:

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

Course Objectives:

The learner will be able to

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. Meaning and History
2. Sensory Perception
3. Attention and Perceptual Processes
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 develop creative thinking and problem solving techniques.	PSO 4	An
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. (skill development)	PSO 5	R, An

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.

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI - 2
PG AND RESEARCH DEPARTMENT OF REHABILITATION SCIENCE
II YEAR B.R.Sc. : SEMESTER - IV
(From 2015 onwards)

ALLIED - 6 (OPTIONAL)
EXCEPTIONAL CHILDREN

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

CODE: U15RS4AOT06
MARKS: 100

GENERAL OBJECTIVE :

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

COURSE OBJECTIVES : The student will be able to:

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

UNIT 1 : Introduction to Exceptional children (10 Hrs)

- 1.1 Concept of Exceptional Children
- 1.2 Individual difference
- 1.3 Families with Exceptional Children
- 1.4 Special provisions by the central Government

UNIT 2: Introduction to Gifted Children (10 Hrs)

- 2.1 Concept/Definition of gifted child
- 2.2 Causes of giftedness
- 2.3 Characteristics of gifted children
- 2.4 Education of gifted children

UNIT 3: Emotionally Disturbed Children (10 Hrs)

- 3.1 Introduction to Emotionally Disturbed Children
- 3.2 Causes of emotional disturbance
- 3.3 Characteristics of Disturbed Children
- 3.4 Education of Disturbed Children

UNIT 4: Socially Disadvantaged Children (10 Hrs)

- 4.1 Introduction to socially disadvantaged children
- 4.2 Classification of disadvantaged children
- 4.3 Education of disadvantaged children
- 4.4 Causes, characteristics and remedial measures for juvenile development

UNIT 5 : Concept, Causes, Classification and characteristics and education of special children (10 Hrs)

- 5.1 Definition of blindness and low vision
- 5.2 Concept, causes, classification, characteristics of H.I
- 5.3 Concept, causes, classification, characteristics of M.R
- 5.4 Concept, causes, classification, characteristics of L.D

PRACTICUM: (10 Hrs)

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

REFERENCES:

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

WEBSITES:

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

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2
B.A./B.Sc./ B.Com/ B,R.SC/ B.C.A - DEGREE COURSES**

LIFE ORIENTED EDUCATION

CATECHISM – II: CHURCH AND SACRAMENTS

HRS / WK : 1

CODE : U12VE4LVC02

CREDIT : 1

MARKS : 100

OBJECTIVES:

- To instruct the students to live in relationship with God.
- To offer God's gift of the Holy Spirit.
- To build relationship with Jesus.
- To learn Sacraments and Prayer life through which a Christian is able to live in relationship with Christ.
- To enrich our devotion to Mother Mary and Saints.

UNIT – I: MISSION OF THE CHURCH

What is church (attributes) – Interpretation: body of the Christ- Bride of Christ, goal of all things- Historical as well as spiritual- Mystery and Sacrament-Pilgrim Church.

UNIT – II: PARTICIPATORY CHURCH (AS LAY FAITHFUL) AS A COMMUNITY

Work of the holy Spirit- Salt and leaven in the world “Church of modern World” Church as community – Its important aspect, early Christian Church – People of God as Church- Its characteristic and structure

UNIT – III: THE FUNCTIONARY CHURCH AND I

Ministerial Church – Relating Church –Parish Church- Role of lay faithful in the Church – Its challenges – Church and I.

Sacraments – Initiation- Social – Healing (all the seven) - stress on Confession, Confirmation and Holy Communion - Sacramental: holy “things” used –their sanctity

UNIT – IV: SACRAMENTS AND SACRAMENTAL

Sacraments-Initiation-Social-Healing (all the seven)-stress on Confession, Confirmation and Holy Communion. Sacramental: holy “things”used-their sancity.

UNIT – V: MARY AND WOMEN IN THE BIBLE- RUTH, ESTHER, JUDITH

Mary as a young virgin- Disciple- Her role in the Catholic Church-Annual feasts- Pilgrimages- Devotion to Mary, Theologies. Saints in the Church- 10 women saints. Ex. Mother Teresa, St.Alphonse.

REFERENCES:

1. "Vatican II Revised" Archbishop Angelo Fernandes Published by X.Diax de Rio S.J.
Gujarat Sahitya Prakash, P.O.Box. 70, Gujarat, 388001, India.
2. "The Sacraments The Word of God at the Mercy of the Body"
Claretian Publications, Malleswaram, Bangalore 560055.

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2

B.A. /B.Sc. / B.Com. / B.R.Sc./ B.C.A. DEGREE COURSE

LIFE ORIENTED EDUCATION

ETHICS – II: EMPOWERMENT OF WOMEN

HRS / WK :1

CODE: U12VE4LVE02

CREDIT :1

MARKS : 100

OBJECTIVES:

- To make the learners aware of various Social, Gender issues and Cyber Crimes.
- To make them aware of the property rights.
- To make them understand and appreciate the role of media, in facing the challenges on various life issues.

UNIT – I: GENDER ISSUES

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

UNIT – II: WOMEN AND MEDIA

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

UNIT – III: SOCIAL ISSUES RELATED TO WOMEN

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

UNIT – IV: WAYS OF EMPOWERING WOMEN

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

UNIT – V: CYBER CRIME AGAINST WOMEN

Harassment and Spoofing via e-mail, Cyber Stalking, Cyber Pornography, Morphing - Cyber Laws, social network, face book, and twitter

REFERENCES:

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

. HOLY CROSS COLLEGE(AUTONOMOUS) TRICHIRAPALLI-2.

B.A/B.Sc./B.Com/B.R.Sc/B.C.A – DEGREE COURSES

LIFE ORIENTED EDUCATION

BIBLE STUDIES – II: OLD TESTAMENT

HRS / Wk :1

CODE: U12VE4LVBO2

CREDIT :1

MARKS : 100

OBJECTIVE:

- Understanding the desires of God through Prophetic revelation and becoming sensitive to the heart beat of God.

UNIT – I: PURPOSE OF LIFE

Creation of man – fall of man (Gen 1-4) Plan of redemption through the life of :

- Noah (Gen 6-9); Abraham (Gen 12-18);
- Joseph (Gen 37-40); Moses (Exo 4-5);
- Joshua (Joshua 1-8)

UNIT – II: JUDGES AND KINGS

- JUDGES:** Deborah (Judges 4); Samson (Judges 6-8); Gideon (Judges 13-16)
- KINGS:** David (I Sam 17-31, II Sam 1-12); Solomon (I Kings 1-11, Proverbs 1-5,31)

UNIT – III: WOMEN IN THE BIBLE

- Women in the Old Testament
- Eve (Gen 3)
- Ruth (Ruth 1-4)
- Hannah (I Sam 1:1-28)
- Esther (Esther 1-6)

UNIT – IV: MINOR PROPHETS

- Brief Life History and teachings of
- Amos
- Jonah
- Micah
- Nahum
- Habakkuk

UNIT – V: MAJOR PROPHETS:

- Brief Life History and teachings of
- Isaiah (Is 1,6,11,36-38,40-42,44,50,53,61)
- Jeremiah (Jer 1-3,7-12,18-19,23)

- Ezechial (chapters 1,2,3,5,8,12 visions)
- Daniel (Daniel 1-6)

REFERENCES:

1. Missionaries Biographies. 1995, Amazon.com
2. Russell Fueller (1999) The Text book of the Twelve Minor Prophets. Wipf&Stock Publishers, UK.
3. Willis Judson Beecher (2002) The Prophets and The Promise. Wipf& Stock Publishers, UK

THIRD YEAR - SEMESTER V

Course Title	MAJOR CORE – 7 AUDIOLOGY AND AURAL REHABILITATION
Total Hours	75
Hours/Week	5 Hrs Wk
Code	U15RS5MCT07
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVE :

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand and apply the physical aspects of sound ,its characteristics and the Physiological process of hearing.
CO-2	Remember and Understand the various assessment, procedures of hearing and diagnostic tests
CO-3	Understand the parts types and characteristics of hearing aids and ear moulds
CO-4	Understand the surgical intervention of cochlear implant for the hearing impaired
CO-5	Apply the concepts of audiological counseling and management of hearing loss in children and adults

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

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

Extra reading/ keywords: Branches of audiology

UNIT 2 : AUDIOMETRY (20 Hrs)

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

2.4 Electric Response Audiometry

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:

The learner will be able to

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 (skill development)	PSO 5	R,U,A
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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.

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2. Ivan Tucker & Michael Nolan, (1984). Educational Audiology, U.S.A.; Goom Helm Limited.
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5. Tough Joan, (1976) Listening to Children Talking, London; Woolaston Parker Ltd.
6. Sadanand Singh & Kala. S. Singh, (1985). Phonetics - Principles and Practices, Baltimore - London - Tokyo; University Park Press.
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.
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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.
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15. Van Uden, (1986). Sign Languages of deaf people and psycholinguistics, Netherlands; Swetszeitilinger.
16. Ann Mull Holland, (1985). Oral Education Today & Tomorrow. Washington; Alexander Graham Bell Association for the Deaf.

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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, 9th 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.

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

General Objectives:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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 counselor for persons with disability. (skill development)	PSO 5	U, R

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...
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

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

GENERAL OBJECTIVE:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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. (skill development)	PSO 2	U

REFERENCES :

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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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13. <https://academic.missouriwestern.edu/bjohnson35/.../Powerpoints/Chapter%201.pptx>
14. Users.rowan.edu/~westc92/Powerpoint.Presentation.ppt
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|---------------------|----------------------------------------------------------------------------|
| <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:**

**The learner will be able to**

| <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 Hrs)**

- 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:**

**The learner will be able to**

| 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. (skill development and employability) | PSO 5 | R, An |

### **PRACTICUM:**

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

### **TEXT BOOKS:**

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

### **ESSENTIAL READING:**

- International Handbook of Behavior Modification and Therapy (English, Paperback, Michel Hersen, Alan S. Bellack, Alan E. Kazdin) Publisher: Springer, ISBN: 9781461572800, 1461572800, Edition: 2012
- Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings, Second Edition 2 New Edition (English, Paperback, Keven M. Schock Ma Bcba, Ennio Cipani Phd) Publisher: Springer Publishing Company, ISBN: 9780826106049, 0826106048, Edition: 2 New, 2010
- Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult (English, Paperback, Gardener William I Gardener), ublisher: Aldine, ISBN: 9780202308579, 020230857X, Edition: illustrated edition, 2006
- Special Needs, Special Horses: A Guide To The Benefits Of Therapeutic Riding (Series - PRACTICAL GUIDE) (English, Paperback, Naomi Scott, J. Warren Evans), Publisher: University Of North Texas Press,u.s. ISBN: 9781574411928, 1574411926, Edition: 2005
- Therapy Games: Creative Ways to Turn Popular Games into Activities That Build Self-Esteem, Teamwork, Communication Skills, Anger Management, Self-Discovery, and Coping Skills, Alanna Jones 2013
- The Big Book of Therapeutic Activity Ideas for Children and Teens: Inspiring Arts-Based Activities and Character Education Curricula, Lindsey Joiner 2012

### **JOURNALS:**

Behavior Modification Journal Sage Publication.

|                     |                                                                   |
|---------------------|-------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE – 2<br/>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:**

**The learner will be able to**

| <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**

**(10 Hrs)**

- 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:**

| CO No. | Course Outcomes                                                                                                                                                     | PSOs Addressed | Cognitive Level |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| 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. (employability)                   | PSO 5 | R,U,A |

### **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:**

1. Asmita Huddar, Rekha More, Prabha Gate and Varsha Gatho (2006), Language and Communication New Dehi, RCI in association with Kanishka Publishers.
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.
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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).
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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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|                     |                                                                      |
|---------------------|----------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR ELECTIVE – 2<br/>COMMUNICATION THROUGH SIGNS AND SPEECH</b> |
| <b>Total Hours</b>  | <b>75</b>                                                            |
| <b>Hours/Week</b>   | <b>5 Hrs</b>                                                         |
| <b>Code</b>         | <b>U15RS5MET03</b>                                                   |
| <b>Course Type</b>  | <b>Theory</b>                                                        |
| <b>Credits</b>      | <b>5</b>                                                             |
| <b>Marks</b>        | <b>100</b>                                                           |

**GENERAL OBJECTIVE:**

To understand various aspects of communication and speech, through different modes of communication using signs and speech.

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                                                                |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| CO-1          | Understand various aspects of communication and speech, different modes of communication adopted for children with speech delay and hearing impairment. |
| CO-2          | Understand the various aspects of communication                                                                                                         |
| CO-3          | Explain the sign language and the manual modes through speech and communication                                                                         |
| CO-4          | Compare and differentiate various modes of communication and its advantages                                                                             |

**UNIT 1 : Normal Aspects of communication**

**(15 Hrs)**

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

**UNIT 2 : Communication through Speech**

**(13 Hrs)**

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

**UNIT 3 : Augmentative and alternative communication interventions**

**(12 Hrs)**

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

**UNIT 4 : Communication through manual modes (13 Hrs)**

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

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

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

**PRACTICUM: (10 Hrs)**

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

**Course Outcomes:**

| CO No. | Course Outcomes                                                                                                                                       | PSOs Addressed | Cognitive Level |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Differentiate the concept of signs and speech 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 modes of communication used with children with Hearing Impairment                                                               | PSO 2          | R,U             |
| CO-3   | Describe the processes involved in communication in various situations                                                                                | 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            |

**REFERENCES:**

- 1. F.J. Schonell and E.J. Goodacre, The Psychology and Teaching of Reading – Oliver and Boyd 5<sup>th</sup> edition.

2. Fernald. Grace – Remedial Techniques in Basic Schools Subjects : McGraw Hill 1943.
3. Guiding Children’s Reading through Experiences. Teacher’s College Press. Columbia University.
4. Papas, George – Reading in primary school (Macmillan 1962).
5. Teaching Reading to Deaf Children – Beatrice Hart, Lexington School for the Deaf Education Series. Book IV.
6. Peter V. Paul and Stephen P.Quigley, Language and Deafness, (San Diego, California, College Hill Press 1985).
7. R.R. Kretschmer and N.W. Kretschmer, Language Development and Intervention with the Hearing Impaired. (Baltimore : University Park Press, 1978), pp.1-3.
8. Jean Berko Gleason. The Development of Language (New York : Macmillan Publishing Co., (1989) pp 164, 185.
9. Hans G.Furth, Thinking without language – Psychological Implications of Deafness (New York : The Free Press, 1966).
10. J.M. Bamford and J.C. Saunders, Hearing Impairment, Auditory Perception and Language Disability, (London :Whurr Publishers, 1994).
11. M. Schiesinger and Lila Namir (eds.), Sign Language of the Deaf – Psychological, Linguistic and Sociological Perspectives, (New York, Academic Press, 1978).
12. Herbert J. Oyer and others, Speech, Language and Hearing Disorders : A guide for the Teachers (Boston : A College Hill Publication, 1987).
13. Hearing Impaired child in a Regular Classroom : Pre-school, elementary and secondary years – A guide for the classroom teacher or administrator – Winifred Northcott – Editor A.G. Bell Association for the Deaf.
14. Curriculum, Cognition and Content : Harriot G. Kopp – Editor – A.G. Bell Association for the Deaf.
15. The Language Arts in Elementary School : Walter T. Petty – Prentice Hall of India Pvt. Ltd.
16. Language & Language Disorders of the Preacademic Child. Bangs, E. Tena, Prentice Hall, Inc., England Cliffs, New Jersey, 1968.
17. Deafness, Development and Literacy, Hebster Alec-Mathuen, London & New York, 1986.



|                     |                                                  |
|---------------------|--------------------------------------------------|
| <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:**

**The learner will be able to**

| <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, fetichism.*

**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-sensitisation.*

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                                          | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| 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 (skill development)        | PSO 5          | R,U             |

## **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

|                     |                                                                         |
|---------------------|-------------------------------------------------------------------------|
| <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:**

**The learner will be able to**

| <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 VARIOUS 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 VARIOUS 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:**

**The learner will be able to**

| <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-curricular domains.                                                                                         | PSO 2                 | U,A                    |
| 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 .<br>(employability and entrepreneurship) | PSO 5                 | C                      |

**TEXT BOOKS**

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

**JOURNAL**

The International Journal of the Creative Arts in Interdisciplinary Practice.

[www.ijcaip.com](http://www.ijcaip.com)

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**  
**B.A./B.Sc/B.Com/B.R.SC/B.C.A DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – III: LITURGY AND CHRISTIAN LIFE**

**HRS / WK :1**

**CODE:U12VE6LVC03**

**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 become a living witness 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. –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 – church – laws 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 for 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.

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

**HRS / Wk :1**

**CODE: U13VE6LVE03**

**CREDIT :1**

**MARKS : 100**

**OBJECTIVES:**

- To help the students learn skills, knowledge, talent to lead a meaningful life.
- To help the students understand marriage life.
- To make the students learn skills of nurturing family and children.
- To make them aware of emotional intelligence and choose their carrier.

**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: MOTHERHOOD**

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", VaigaraiPathipagam.
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.R.SC/B.C.A – DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – III: ESSENCE OF CHRISTIAN FAITH**

**HRS / Wk : 1**

**CODE: U12VE6LVBO3**

**CREDIT :1**

**MARKS : 100**

**Objective:**

- Prepare to practice Christian principles in family, church and society as a 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: MAARIAGE 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)
- Entertainments (I Cor 10: 23)

**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
- Freedom of Options, Time Management, Work Ethics (I Peter 2: 11-25)

#### **UNIT – V: ROLE IN CHURCH AND SOCIETY**

- Man is the temple of God (I Cor 3: 11-17, 6: 19-20)  
Individual responsibility in Gospel work
- Church –Body of Christ (I Cor 12: 14-27)
- Unity (John 17: 20-23, Mat 10: 37-39, 16:24-26, Mark 13: 11-13)
- Discipleship (I & II Timothy, Titus)
- Social Responsibilities (Phil 2; 1-11, James 1: 27, 2: 14-17, 4: 17, 5: 14-15)

#### **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.

### THIRD YEAR - 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:**

**The learner will be able to**

| <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. Vocational Training and Employment
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)**

1. Open and supported employment
2. Sheltered Employment
3. Group Employment
4. Self Employment

*Extra reading / keywords: Self- estimated work ability ,Challenges faced***UNIT 4 : Employment Training****(14 hours)**

1. Training for Open Employment
2. Training for Sheltered Employment
3. Training for self employment
4. Vocations

*Extra reading / keywords: Trade selection, sensitizing, transition plan***UNIT 5 : Adult Independent Living Skills****(14 hours)**

1. Basic Academics
2. Work place behaviour and employability
3. Sex education
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:****The learner will be able to**

| CO No. | Course Outcomes                                                                              | PSOs Addressed | Cognitive Level |
|--------|----------------------------------------------------------------------------------------------|----------------|-----------------|
| 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. (employability and entrepreneurship) | PSO 4          | Ap              |

## REFERENCES :

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

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|---------------------|-----------------------------------------------------|
| <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:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                                          |
|---------------|-------------------------------------------------------------------------------------------------------------------|
| CO-1          | Remember, Understand 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          | Understand and apply the basic principles and skills to develop adaptive devices and teaching learning materials. |
| CO -5         | Organize and train the persons with mental retardation in any suitable trades                                     |

**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:**

**The learner will be able to**

| <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          | Prepare a final record of the 3 students for internal and external evaluation.                                        | PSO 5                 | AN                     |
| 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          | Organize and train the persons with mental retardation in any suitable trades (employability and entrepreneurship)    | PSO 5                 | C                      |

**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 forIndian 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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Course Title	Major Core – 13 – Management of Rehabilitation Programmes
Total Hours	90
Hours/Week	6 Hrs/Wk
Code	U15RS6MCT13
Course Type	Theory
Credits	5
Marks	100

General Objectives:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
	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

Braille
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. (employability and entrepreneurship)	PSO 5	E

References :

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

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>.

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

General Objectives:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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. (skill development)	PSO 5	U

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 Psychiatry, University of London, Oxford New York Tokyo, University Press.
4. Aureen Aarons and Tessa Gittens, The Handbook of Autism - A guide for Parents and Professionals, Foreword by Lorna Wing. (1992). Routledge - International Thomson Publishing Company, New York, London.
5. Johnny L. Matson (1993). Handbook of Hyperactivity in children.
6. David L. Wodrich. What every parent wants to know Attention Deficit Hyperactivity Disorder.
- 7 Kirk, Gallagher, Anastasiow (2000). Educating Exceptional Children. 9th 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

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

GENERAL OBJECTIVE:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
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:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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. (skill development)	-	R, U

REFERENCES:

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

4. Sandler .J, Myerson .M, & Kinder .B.N. (1980) Human Sexuality:
Current Perspectives. USA : Mariner Publishing Company, Inc.

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|                     |                                                                      |
|---------------------|----------------------------------------------------------------------|
| <b>Course Title</b> | <b>SKILL BASED ELECTIVE – 5<br/>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:**

**The learner will be able to**

| <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:**

**The learner will be able to**

| 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 (employability) | PSO 4          | An              |

**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**

**RESEARCH METHODOLOGY**

**Hrs –2/Week**

**CODE: U15DS6SBT06**

**CREDITS -2**

**General Objective:**

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

**Unit I Introduction to research:**

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

**Unit II – Data Collection**

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

**Unit III – Plan and Execution**

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

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

Art of writing and Structure of Project report – Viva Voce

**Unit – V Project –**

**Project Work ( Applying Real Expertise in the Project Work)**

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

**REFERENCES:**

Blaxter,L., Hughes,C.aned 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

**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**

**B.A./B.Sc./ B.Com./ B.C.A./B.B.A DEGREE COURSE**

**II YEAR: SEMESTER - III**

**(Students who are admitted from 2015 onwards)**

**GENDER STUDIES**

**Hours: 1Hr/wk**

**CODE: U15WS3GST01**

**CREDITS: 1**

**Objectives**

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

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

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

**Unit I**

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

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

– Equality – Gender Mainstreaming – Empowerment.

**Unit II Women's Studies Vs Gender Studies:** UGC's Guidelines – VII to XI Plans – Gender

Studies :Beijing Conference and CEDAW-Exclusiveness and Inclusiveness.

**Unit –III Areas of Gender Discrimination** : Family – Sex Ratio – Literacy – Health – Governance

– Religion Work Vs Employment – Market – Media – Politics – Law – Domestic Violence – Sexual

Harassment – State Politics and Planning.

**Unit – IV Women Development and Gender Empowerment** : Initiatives – International Women's

Decade – International Women's Year – National Policy for Empowerment of Women – Women

Empowerment Year 2001 – Mainstreaming Global Policies.

**Unit – V**

**Women's Movements and Safeguarding Mechanism:** In India National / State Commission for

Women (NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNDT

Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73

Amendment for PRIs.

**BOOK FOR STUDY**

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

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**  
**B.A./B.Sc/B.Com/B.R.SC/B.C.A DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – III: LITURGY AND CHRISTIAN LIFE**

**HRS / WK :1**

**CODE:U12VE6LVC03**

**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 become a living witness 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. –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 – church – laws 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 for 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.

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

**HRS / Wk :1**

**CODE: U13VE6LVE03**

**CREDIT :1**

**MARKS : 100**

**OBJECTIVES:**

- To help the students learn skills, knowledge, talent to lead a meaningful life.
- To help the students understand marriage life.
- To make the students learn skills of nurturing family and children.
- To make them aware of emotional intelligence and choose their carrier.

**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: MOTHERHOOD**

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”, VaigaraiPathipagam.
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.R.SC/B.C.A – DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – III: ESSENCE OF CHRISTIAN FAITH**

**HRS / Wk : 1**

**CODE: U12VE6LVBO3**

**CREDIT :1**

**MARKS : 100**

**Objective:**

- Prepare to practice Christian principles in family, church and society as a 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: MAARIAGE 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)
- Entertainments (I Cor 10: 23)

**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
- Freedom of Options, Time Management, Work Ethics (I Peter 2: 11-25)

#### **UNIT – V: ROLE IN CHURCH AND SOCIETY**

- Man is the temple of God (I Cor 3: 11-17, 6: 19-20)  
Individual responsibility in Gospel work
- Church –Body of Christ (I Cor 12: 14-27)
- Unity (John 17: 20-23, Mat 10: 37-39, 16:24-26, Mark 13: 11-13)
- Discipleship (I & II Timothy, Titus)
- Social Responsibilities (Phil 2; 1-11, James 1: 27, 2: 14-17, 4: 17, 5: 14-15)

#### **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.

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