

# **SYALLBUS**

**ON**

**BACHELOR DEGREE IN REHABILITATION SCIENCE**

***REHABILITATION COUNCIL OF INDIA***

**(A Statutory Body Under The Ministry Of Social Justice And Empowerment)**

**23-A, Shivaji Marg, Near Karam pura Complex**

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## **RATIONALE OF THE COURSE**

Humanitarian ideas had crept into mankind long ago when charity pity and compassion were the instruments of yeoman service to the disabled. One in every ten of the world's population suffers from so disability and a large proportion of them need specialised services in the process of prevention, Early detection, Intervention, Integration and Rehabilitation. Though services were available, professionalism rendering service was found to be lacking, which demanded the need in inception of innovative programmes.

Keeping this in mind the Institute of Rehabilitation Science and Special Education, Holy Cross college, Trichy started this job orient professional training programme in 1983 to serve the disabled population.

## OBJECTIVES OF THE COURSE

- i) To create an interest and awareness regarding the disabled in the students.
- ii) To acquaint the students regarding the preventional aspects of disabilities.
- iii) To give an insight regarding the normal course of development thus enabling students to understand the developmental lag in the disabled.
- iv) To impart knowledge regarding the misconceptions, facts, psychological and sociological implications of visually impaired, hearing impaired, mentally retarded and locomotor disabled.
- v) To acquaint the students with knowledge and skills regarding intervention and medical, social, educational and vocational rehabilitation of visually impaired, hearing impaired mentally retarded and locomotor disabled.
- vi) To develop managerial abilities to enable students to manage programmes for the disabled.
- vii) To equip the students with knowledge and skills to become effective Vocational Officers, Vocational Counsellors, Vocational Supervisors, Employment and Placement Officers.

## COURSE REGULATION

a. Eligibility for Admission :

- All students who have successfully completed the higher secondary school examination / intermediate examination / pre—degree examination from recognised board of examination.
- Preference will be given to students with science subjects.
- In addition the candidate should have a strong interest in serving the disabled population on completion of training.
- The candidate should possess a very good command of English and Local Language.

b. Duration of the Course :

- The B.R.Sc. course is of 6 semesters (three years) duration..
- Each semester consists of a minimum of 90 working days or 450 class hours.

c. Course of study :

- The course of study for D.R.Sc. shall comprise of Theory, Practicals and Field Placement. Papers comprise of 90 hours (65 hours of theory and 25 hours of practicals), 75 hours (50 hours of theory and 25 hours of practicals), and 60 hours (40 hours of theory and 20 hours of practicals). Some papers consist only of practical hours.
- All candidates will take all areas of disability — Visually Impaired, Hearing Impaired, Mentally Retarded and Locomotor Disabled, in addition to the other papers. There will be concurrent practicals along with the theory in all the semesters.
- Besides the 450 class hours the students will have to undergo field placement in the various institutes serving the disabled for 150 hours at the end of every academic year (May 15th to June 15th) for a total of 450 hours (2 credits X 3 years = 6 credits).

d. Field Placement :

- The students will be placed in various institutes catering to the disabled in and out of Trichy District, viz. Visual Impairment, Hearing Impairment, Mentally Retarded and Locomotor Disabled.
- the students will undergo field placement training at the end of the even semesters.

II	Semester —	15 <sup>th</sup>	May	to	June 15th	(1 Month)
IV	Semester—	15 <sup>th</sup>	May	to	June 15th	(1Month)
VI	Semester—	15 <sup>th</sup>	May	to	June 15th	(1 Month)

- Each staff member will be allotted 3 — 4 student for whom 'I they will be faculty supervisors and guide them to fulfill the field work criteria.
- The students will be given guidance, Instruction and will be evaluated by both the faculty supervisor (staff of the department) and by the agency supervisor based on the criteria set by the Department of Rehabilitation Science.
- Each student will have to report to the agency regularly and submit report regularly and carry out the work expected by the department.
- The student will be required to appear for a viva—voce by an external examiner where the candidate will be assessed and evaluated for work efficiency, skills

- acquired during the fluid work training.
- The Field Placement carries 150 marks (6 credits). 50 marks every field placement at the end at the II, IV & VI semesters. (50 x 3 = 150 marks).
- A candidate failing to secure the prescribed passing minimum (75/1500 — 1.. 50%) in the field placement shall be required to undergo her Field Placement again.

### PLACEMENT EVALUATION

MARKS	GRADE
125—150	A
100—125	B
75—100	C

#### e. Credit System :

The college is planning to follow the credit system from the academic year 2000 with the following objectives and principles.

### Objectives:

1. To give choice of subjects to students.
  - a) without affecting their horizontal and vertical mobility
  - b) without affecting the workload of the teachers.
2. To give students the opportunity to achieve more.
3. To provide gifted learners to earn extra credits and better opportunities.
4. To help slow learners to complete their course with the minimum credits (90).
5. In future the system should give way to inter—Institutional exchange of staff and students within and outside the country.

### Operational principles :

- Credit refers to the contact hours a student has with the Lecturer comprising all teaching learning activities.
- Each credit amounts to approximately 1.5 hours of study comprising all teaching learning activities.
- This helps the student to understand the academic effort one has put in, in order to successfully complete a course.
- Course refers to theory and/or practical. aspects in a particular paper. The same weightage of credits is followed for theory and practicals.
- The credits are divided as core credits which every student has to earn, optional credits which a student can choose amongst the options given. Optional credits can be registered either from other departments or within the major department itself.
- if the student has one 'arrear in the I, II, III & IV semester she can select only one General Elective paper in the V Semester,
- If the student has 2 or more arrears in the I, II, III & IV semester, than the student cannot opt any General Elective paper in the V Semester.
- An average student has to earn 12 credits in English, 4 credits in general electives and the remaining credits from major and allied courses.
- A student has to earn a minimum of 90 academic credits to complete a degree programme.
- An average student earns a total of 94 academic credits.
- A gifted student is allowed to register for another & credits in addition to the 94 academic credits.
- A maximum number of academic credits a student can earn 100 credits.

- Completion of an academic programme requires successful clearing of both the internal assignments, tests, seminars etc. and the end semester examination of each course and the minimum attendance as per regulations.
- An increase in the percentage of internal assessment component (40 — 50%) to be followed. Test: 25, Quiz : 10, Assignment. 5, Seminar : 10 — seminar includes preparation of paper for 5 marks, presentation and defending for 5 marks.
- A student is required to have 75% of attendance for each course. However a candidate may be given an exemption if she has a minimum attendance of 65%. This exemption will be given only for a valid reason by the Principal.
- If candidate. has less than 65% attendance in a course she will have to repeat that particular course.
- Student is to be given copies of syllabus, SOLs, semester plan for lectures, tests, quiz, seminar etc. earlier. (in March for the semester which commences in June and in October for the semester which commences in December).
- Credit system proposes screening of students in the first semester. Students who have competency in English will be given opportunity to choose optional papers offered by the English department in place of General English.
- The system provides the students to have opportunities to choose optional papers within the major subjects also.

#### **f. Examinations**

- The assessment of students' performance in a semester comes under two headings namely Continuous Internal Assessment (C.I.A.) for 50 marks and External Assessment for 50 marks.

##### **f.1) Internal Examination :**

- Continuous Internal Assessment (C.I.A.) is 50% out of the total 100%. The students are assessed in various classroom and practical activities like tests, seminars, assignment, practical assignments, report, records and the like.
- The test component is marked for 25% and the remaining 25% is distributed over the others according to the discretion of the teacher concerned. There are two tests conducted during the course of a semester for which attendance is compulsory.
- A student who has failed in a paper twice and if this is due to poor—scoring in internals, she may be allowed to improve the internal marks (tests only) after the completion of the course.
- If a student had failed to do the internal tests etc, due to long absence but has required percentage of attendance, she is allowed to take up the internal test, etc. in the following odd or even semester.
- Students with less than 65% attendance will have to repeat the semester.
- Any student caught copying in any paper will be awarded '0' marks for that paper and she is not eligible for a re—test.

##### **f.2) External Examinations :**

- External examination is marked 50% out of the total. 100%
- The passing minimum in external examinations will be 40%.
- A candidate will be declared to have passed the whole examination if she passes in all papers and field placement with not less than 40% and will be qualified for the Degree.
- A student who has arrears can opt out of 4 credits ( 8 hours from the general electives in the 5th semester to use that time for study purposes to write supplementary exams which will be held during that time.

### **f.3 Revaluation :**

- Eligibility — Students who score 60% and above in all papers but get low marks or fail in one or two papers in a particular semester are eligible for revaluation of that particular paper
- When to apply — Students who desire to have the revaluation done should apply within 10 days of publication of the results
- How to apply — The application for revaluation must be given in person through the concerned Head of the Department to the Controller of Examinations.
- Fees — Fees for revaluation in Rs. 100/- per paper.

Malpractice will be dealt with seriously.

The candidate will be barred from writing the subsequent exams if any. Such candidates will take up these exams only after one year.

### **f.4 Classification of Successful Candidates :**

Candidates who have secured a total of 60% or more in the all the examinations will be declared to have passed in First Class.

Candidates who have secured between 50% and 60% in all the examination will be declared to have passed in Second Class.

### **Award of the Degree :**

A candidate will be eligible for the award of the Degree only after she has passed all the examinations prescribed including the Practice and Field Placement



## DETAILS OF CREDITS

Part — I	Language	-----
Part — II	English (Foundation Credit)	12 Credits
Part — III	Major <b>Core Credit :</b>	
	a) Special Papers	36 Credits
	b) General Papers	18 Credits
	<b>Optional Credit :</b>	
	a) Special Papers	6 Credits
	b) General Papers	6 Credits
	<b>Allied Credit :</b>	
	a) Core Papers	6 Credits
	b) Optional Papers	6 Credits
	<b>General Elective</b>	4 Credits
Ethics		-----
Field Placement		6 Credits
	Total	----- 100 Credits -----

### (A) CREDIT PATTERN – A DETAILED BREAK – UP

S.NO.	CREDITS	NO. OF HOURS	NO. OF CREDIT	TOTAL MARKS
1.	LANGUAGE	-----	-----	-----
2.	FOUNDATION (ENGLISH)	360	12	400
3.	MAIN CORE	1440	58	1700
4.	ALLIED CORE	180	6	200
5.	MAIN OPTIONAL	360	12	400
6.	ALLIED OPTIONAL	180	6	200
7.	GENERAL ELECTIVE	120	4	200
8.	ETHICS	60	-----	-----
9.	FIELD PLACEMENT	450	6	150

**CREDITS**  
**OUT SIDE THE DEPARTMENT**

Allied Optional	= 6 Credits
General Elective	= 4 Credits

**WITHING THE DEPARTMENT**

General Psychology	/ Personality Development	= 3 Credits
Health and Health Care	/ Nutrition and Dietetics	= 3 Credits
Approaches in Teaching	/ Audiology and Speech Therapy	= 3 Credits
Language for persons with Hearing Impairment		
Mental Retardation and Associated Problems	/ Behaviour Modification and Therapeutic Procedures for Persons With Mental Retardation	= 3 Credits

**(B) CREDIT PATTERN – A DETAILED BREAK UP**

S.NO	CREDITS	NO.OF PAPERS	NO. OF CREDITS	CREDIT HOURS	CREDIT THY.	HOURS PRAC.	TOTAL MARKS
1	LANGUAGE CREDIT	-----	-----	-----	-----	-----	-----
2	FOUNDATION CREDIT (ENGLISH)	4	12	360	260	100	400
3	CORE CREDIT :						
	a) Special Papers	11	36	840	495	345	1000
	b) General Papers	6	18	600	425	175	700
4	OPTIONAL CREDIT :						
	a) Special Papers	2	6	180	130	50	200
	b) General Papers	2	6	180	130	50	200
5	ALLIED CREDIT						
	a) Core Papers	2	6	180	130		
	b) Optional Papers	2	6	180	130		
7	GENERAL ELECTIVE CREDIT	2	4	120		120	200
8	ETHICS	-----	-----	60		60	-----
9	FIELD PLACEMENT	-----	6	450		450	150
	<b>GRAND TOTAL</b>	<b>31</b>	<b>100</b>	<b>3150</b>			<b>3150</b>

S.NO	CREDITS	NO.OF PAPERS	NO. OF CREDITS	CREDIT HOURS	CREDIT THY.	HOURS PRAC.	TOTAL MARKS
	Visual Impairment	4	13	230	130	200	400
	Hearing Impairment	3	10	270	195	75	300
	Mental Retardation	3	10	270	195	75	300
	Locomotor Disabled	3	9	150	105	45	200
	<b>Total</b>	<b>13</b>	<b>42</b>	<b>1020</b>	<b>625</b>	<b>395</b>	<b>1200</b>

VI. COURSE OUTLINE

**BACHELORS DEGREE IN REHABILITATION SCIENCE  
(B.R.S.C.) – CREDIT SYSTEM**

**(For those admitted from June 200 onward)**

TITLE OF THE PAPER		TOTAL HOURS	HOUR		HOURS	TOTAL	CREDITS		TOTAL
			THY	PRAC	PER WEEK	CREDIT	THY	PRAC	MARKS
<b>SEMESTER - I</b>									
Part –II General English		90	65	25	6	3	2	1	100
Part-III									
Major Core	a) Disability – Basic Concepts and Issues	90	65	25	6	3	2	1	100
Core	b) Structure and Function of Eye and Ear	75	50	25	5	3	2	1	100
Optional	c) General Psychology (or) Personality Development	90	65	25	6	3	2	1	100
Allied –I Core	Human Development -I	90	65	25	6	3	2	1	100
Ethics		15	-----	-----	1	-----	-----	-----	-----
TOTAL HRS/WK – 30									
TOTAL CREDITS/SEM - 15									
<b>SEMESTER-II</b>									
PART-II General English		90	65	25	6	3	2	1	100
PART-III									
Major Core	(a) Early Intervention and Learning Strategies for Children with Visual Impairment	90	65	25	6	3	2	1	100
Core	(b) Structure and Function of Locomotor and Nervous System	75	50	25	5	3	2	1	100
Optional	( c) Health and Health Care (or) Nutrition and Dietetics	90	65	25	6	3	2	1	100
Allied -II Core	Human Development-II	90	65	25	6	3	2	1	100
Ethics		15	-----	-----	1	-----	-----	-----	-----
Field Placement		-----	-----	-----	-----	2	-----	-----	50
TOTAL HRS/WK – 30									
TOTAL CREDITS/SEM - 17									

TITLE OF THE PAPER		TOTAL HOURS	HOUR		HOURS	TOTAL	CREDITS		TOTAL
			THY	PRAC	PER WEEK	CREDIT	THY	PRAC	MARKS
<b>SEMESTER - III</b>									
Part –II General English		90	65	25	6	3	2	1	100
Part-III									
Major Core	a) Braille Code for English and Regional Language (Practical Paper)	75	-----	75	5	3	-----	3	100
Core	b) Early Intervention for Children with Mental Retardation	90	65	25	6	3	2	1	100
Optional	c) Physical Fitness and Adapted Physical Education for Persons with Disability	90	65	25	6	3	2	1	100
Allied –III Optional	(Any School Subject)	90	65	25	6	3	2	1	100
Ethics		15	-----	-----	1	-----	-----	-----	-----
TOTAL HRS/WK – 30									

	TOTAL CREDITS/SEM - 15								
<u>SEMESTER-IV</u>									
PART-II	General English	90	65	25	6	3	2	1	100
PART-III									
Major Core	(a) Orientation and Mobility and Mathematics for Persons with Visual Impairment (Practical Paper)	75	-----	75	5	3	-----	3	100
Core	(b) Early Intervention for Children with Hearing Impairment	90	65	25	6	3	2	1	100
Optional	(c) Early Intervention and Physiotherapy for Persons with Locomotor Disability	90	65	25	6	3	2	1	100
Allied –IV Optional	(Any School Subject)	90	65	25	6	3	2	1	100
Ethics		15	-----	-----	1	-----	-----	-----	-----
Field Placement		-----	-----	-----	-----	2	-----	-----	50
	TOTAL HRS/WK – 30								
	TOTAL CREDITS/SEM - 17								

TITLE OF THE PAPER		TOTAL HOURS	HOUR		HOURS PER WEEK	TOTAL CREDIT	CREDITS		TOTAL MARKS
			THY	PRAC			THY	PRAC	
<u>SEMESTER - V</u>									
Major : Core (a)	Vocational Rehabilitation for Persons with Locomotor Disability	60	40	20	4	3	2	1	100
Core (b)	Counselling	90	65	25	6	3	2	1	100
Optional (c)	c) Approaches in Teaching Language for Persons with Hearing Impairment (or) Audiology and Speech therapy	90	65	25	6	3	2	1	100
Optional (d)	Mental Retardation and Associated Problems (or) Behaviour modification and Therapeutic Procedures for Persons with Mental Retardation	90	65	25	6	3	2	1	100
General elective	Computer	60	-----	-----	4	2	-----	-----	100
General elective	(any subject)	60	-----	-----	4	2	-----	-----	100

The general elective papers offered by the department of Rehabilitation Science in the V Semester are

- Arts and Crafts
- Personality Development
- Psychology
- Counselling

The students can opt general electives either from their own department or from any other department

TOTAL HRS/WK - 30  
TOTAL CREDITS/SEM - 16

TITLE OF THE PAPER		TOTAL HOURS	HOUR		HOURS PER WEEK	TOTAL CREDIT	CREDITS		TOTAL MARKS
			THY	PRAC			THY	PRAC	
<b>SEMESTER - VI</b>									
Major : Core (a)	Vocational Rehabilitation for Persons with Visual Impairment	90	65	25	6	3	2	1	100
Core (b)	Vocational Rehabilitation for Persons with Hearing Impairment	90	65	25	6	3	2	1	100
Core (c)	Vocational Rehabilitation for Persons with Mental Retardation	90	65	25	6	3	2	1	100
Core (d)	Community Based Rehabilitation	90	65	25	6	3	2	1	100
Core (e)	Group Dynamics and Management in Rehabilitation Programme	90	65	25	6	3	2	1	100
Field Placement		-----	-----	-----	-----4	2	-----	-----	50

TOTAL HRS/WK - 30  
TOTAL CREDITS/SEM - 20

(Semester I-VI)

Total Marks - 3250  
Total Credits - 100

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**COURSE DESCRIPTION – SYLLABUS :**

DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R.Sc : SEMESTER —I  
(From 2000 Onwards)

CORE MAJOR  
DISABILITY BASIC CONCEPTS AND ISSUES

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1).

GENERAL OBJECTIVES :

1. To foster an understanding regarding the various types of disability and their characteristics
2. To impart knowledge regarding the impact of psychological and sociological forces on self, family and society on a disabled person.
3. To provide knowledge regarding the various problems and rights of the disabled.
4. To acquaint the students with the various misconceptions and facts regarding various types of disabilities.

	NUMBER OF HOURS
<b>UNIT 1 :      Basic Concepts in Disability</b>	<b>(17)</b>
1.1    Meaning and definition of impairment, disability, handicap, exceptional, normal, labels, stereotypes, stigmas and their application to disability	
1.2    Adjustment to and acceptance of disability — areas, important factors influencing, ways of helping	
1.3    History of social attitudes, parental attitudes towards disability, social consequences	
1.4    Normalization / Equalization process — PWD Act, rights and movement	
<b>UNIT 2 :      The Visually Impaired</b>	<b>(16)</b>
2.1    Definitions of visual impairment — PWD Act, WHO and functional definitions	
2.2    Misconceptions and facts about visually impaired	
2.3    Psychological and social impact of visual impairment —self concept, body image, social adjustment and adjustmental problems of visually impaired, Adventitiously visually impaired — reactions, losses, problems and needs	
2.4    Low vision — psychological aspects	
<b>UNIT 3 :      The Hearing Impaired</b>	<b>(10)</b>
3.1    Definitions of Hearing impairment — PWD Act, physiological and functional definitions	
3.2    Labels used and their implications	
3.3    Misconceptions and facts about hearing impaired	
3.4    Psychological and social impact of hearing impairment language, intellectual and cognitive development, social problems and personality development	

**UNIT 4 : The Mentally Retarded (12)**

- 4.1 Definition of mental retardation PWD Act and AAMD definitions
- 4.2 Misconceptions and facts about the mentally retarded
- 4.3 Cognitive and motor development in mental retardation learning, cognitive characteristics academic achievement, language, speech. physical and motor characteristics
- 4.4 Social, and emotional development in mental retardation  
— Social, emotional and personality characteristics

**UNIT 5 The Physically Disabled (10)**

- 5.1 PWD Act and definitions of physical, health and orthopaedic impairments
- 5.2 Misconceptions and facts about the. physically disabled
- 5.3. Psychological and social impact of physical disability self concept needs and behaviours indicating difficulty, social adjustment and personality characteristics
- 5.4 Cognitive development in physically disabled —cognitive characteristics and academic achievement

**PRACTICUM (25 hours)**

- 1. Observation of the visually impaired.. (7)
- 2. Observation of the hearing impaired. (5)
- 3. Observation of the mentally retarded. (8)
- 4. Observation of the orthopaedically disabled. (5)

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI.  
GENERAL OBJECTIVES

DEPARTMENT OF REHABILITATION SCIENCE

1 YEAR B.R.Sc.: SEMESTER — I

(From 2000 Onwards)

CORE MAJOR

STRUCTURE AND FUNCTION OF EYE AND EAR

MARKS : 100

HOURS : 75 (50+25)

CREDITS : 3 (2+1).

1. To enable the students to understand the anatomy and physiology of different parts of eye and ear.
2. To enable the students to identify different refractive errors and ocular motility defects.
3. To enable the students to identify persons with ocular diseases and ear diseases and types of hearing losses and refer them to the ophthalmologist and audiologist / ENT Specialist respectively.
4. To familiarise the students with hearing theories and diagnosis of deafness.

**Unit 1 : Anatomy and Physiology of Eye and Ear (10 hours)**

- 1.1 Anatomy and Physiology of Eye
- 1.2 How normal vision develops and works
- 1.3 Structure and function of outer, middle and inner ear
- 1.4 Physiology of Hearing and Central auditory processing

**Unit 2 : External and Internal Eye Diseases (10 hours)**

(Conditions, causes, symptoms, signs and simple treatment procedures are briefly dealt.)

- 2.1 Refractive errors and ocular motility defects
- 2.2 Disease of Orbit, Lacrimal apparatus, eyelids and conjunctiva
- 2.3 Diseases of the lens, aqueous humor, cornea, sclera, vitreous humor, retina, choroids, iris and ciliary body
- 2.4 Diseases of the optic nerve, optic nerve chiasma, optic tract, optic radiations, and occipital visual cortex.

**UNIT 3 : Ocular manifestations of systemic diseases and Eye Care (10 hours)**

- 3.1 Ocular manifestations of arteriosclerosis, hypertension diabetes mellitus and leprosy
- 3.2 Ocular manifestations of thyrotoxicosis, tuberculosis.. syphilis, measles and small pox
- 3.3 Ocular manifestations of herpes simplex, herpesxoster, Vitamin A deficiency, oral contraceptives and oxygen
- 3.4 Emergency eye care, eye camps and eye banks

**UNIT 4 1-learing Theories and Diagnosis (10 hours)**

- 4.1 Theories of Hearing
- 4.2 Types of Deafness
- 4.3 Clinical characteristics
- 4.4 W.H.O. — Classification of hearing loss

**UNIT 5 Medical and Contemporary aspects of Hearing Loss (Signs, symptoms and treatment) (10 hours)**

- 5.1 Diseases of the Outer ear
- 5.2 Diseases of the Middle ear
- 5.3 Diseases of the Inner ear
- 5.4 Noise Induced Hearing Loss

**PRACTICUM (25 hours)**

- 1. Visit to Eye hospitals. (5)
- 2. Eye Camps. (8)
- 3. Visit to ENT hospitals. (5)
- 4. Otoscopic Examination. (2)
- 5. Maintaining a record on anatomy of the different parts of the eye and ear. (5)

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI DEPARTMENT OF  
REHABILITATION SCIENCE -2  
I YEAR B.R.Sc. SEMESTER — I  
(From 2000 Onwards)  
OPTIONAL MAJOR  
GENERAL PSYCHOLOGY

MARKS : 100  
HOURS: 90(65+25)  
CREDITS : 3 (2+1)

GENERAL OBJECTIVES :

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

**UNIT 1: Introduction to psychology (12 hours)**

- 1.1 Introduction
- 1.2 Theories of learning
- 1.3 Cognitive and observational learning
- 1.4 Theories of intelligence

**UNIT 2 : Motivation and Emotion (13 hours)**

- 2.1 Theories of motivation
- 2.2 Basic desires and motives
- 2.3 Emotional determinants
- 2.4 Theories of emotion

**UNIT 3 : Perception, Memory and Forgetting (12 hours)**

- 3.1 Perception and Forms of perception
- 3.2 Role of learning in perception
- 3.3 Memory models and problems of forgetting
- 3.4 Forgetting

**Unit 4 : Creativity and problem solving (15 hours)**

- 4.1 Creativity
- 4.2 Characteristics and tests
- 4.3 Problem solving of creativity
- 4.4 Methods of problem solving States of consciousness

**Unit 5 : States of Consciousness (13 hours)**

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

**PRACTICUM :****25 hours)**

1. Various tests are conducted to understand (8)
  - learning theories
  - level, of motivation
  - emotional quotient
  - memory
2. Workshop on How to Develop Creativity and Thinking. (6)
3. Workshop on Developing Self—concept and Esteem. (6)
4. Solve simple problem situations and help solving personal problems. (5)

**REFERENCES :**

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R.SC. I SEMESTER — I  
(From 2000 Onwards)  
OPTIONAL MAJOR  
PERSONALITY DEVELOPMENT

MARKS : 100  
HOURS : 90(65+25)  
CREDITS : 3 (2+1).

**GENERAL OBJECTIVES**

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

**UNIT 1 : Personality and Theories of Personality (12 hours)**

- 1.1 Understanding personality
- 1.2 Symbols of self
- 1.3 Healthy personality
- 1.4 Theories of personality

**UNIT 2 : The Making and Shaping of the Self (14 hours)**

- 2.1 Self, self image, self concept, self esteem
- 2.2 Making of self—image
- 2.3 Developing and Shaping of Self—image
- 2.4 Verbal patterns and self disclosure

**UNIT 3 : Stress on Personality Development (12 hours)**

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

**UNIT 4 : Emotional determinants of personality and being assertive (12 hours)**

- 4.1 Dominant emotions, emotional balance and deprivation
- 4.2 Emotional expressions and catharsis
- 4.3 Assertive behaviour and being assertive
- 4.4 Criticism and compliments

**UNIT 5 : Major patterns of maladaptive behaviour (15 hours)**

- 5.1 Neurosis and Psychosis
- 5.2 Schizophrenia, Paranoia and affective disorders
- 5.3 Sociopathic disorders and Sexual deviations
- 5.4 Alcoholism and Drug abuse

**PRACTICUM :****(25 hours)**

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

**REFERENCES**

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R.Sc, : SEMESTER — I  
(From 2000 Onwards)

CORE ALLIED  
HUMAN DEVELOPMENT - I

MARKS : 100  
HOURS : 90 (65 + 25)  
CREDITS : 3 (2+1)

GENERAL OBJECTIVES:

1. To provide, an insight regarding the normal course of development and to understand the developmental lag in the disabled.
2. To equip the students with knowledge regarding the importance of prenatal development and its impact on later development.
3. To provide knowledge regarding the various areas of development.
4. To enable students to comprehend the variations in development due to various variables ie. disability, cultural patterns, socio economic status etc.

**UNIT 1 : Growth and Development (4 Hours)**

- 1.1 Definition and meaning of development and growth
- 1.2 Major differences between growth and development
- 1.3 Principles, essentials and stages in development
- 1.4 Methods of child study — various methods and types of studies

**UNIT 2 : Prenatal Development and Infancy (16 Hours)**

- 2.1 Characteristics of prenatal period and infancy
- 2.2 Prenatal stages, maternal health, teratogens and their effects on the foetus
- 2.3 Birth — types, time of birth, birth weight, effect of these on later development
- 2.4 Neo--natal assessment and development in various areas

**UNIT 3 : Physical and Cognitive areas of Development (16 hours)**

- 3.1 Physical Development — meaning, important aspects and factors affecting
- 3.2 Motor Development — meaning, principles, importance and factors influencing
- 3.3. Cognitive Development — meaning, cognitive structures, cognitive process, Piagetian stages
- 3.4 Play Development — meaning, types, categories, stages and learning fostered by play

**UNIT 4 : Psycho Social areas of Development (16 Hours)**

- 4.1 Social Development — meaning, importance, socialization, social acceptance
- 4.2 Emotional Development — meaning, importance, factors affecting and theories of emotional development
- 4.3 Sex role Development — meaning, types and factors influencing sex differences, theory of sex role development
- 4.4 Moral Development — meaning, important aspects, discipline and theories •of moral development

**UNIT 5 : Early Childhood (13 Hours)**

- 5.1 Characteristics and developmental tasks of early childhood
- 5.2 Early childhood education — Objectives, types, programmes and curriculum relevance to the disabled
- 5.3 Physical and cognitive development in early childhood
- 5.4 Psycho—social development in early childhood

**PRACTICUM (25 hours)**

1. Observation of reflexes in an infant,
2. Infant Screening for developmental milestones.
3. Conducting an anthropometric study of school children.
4. Conducting a sociometric study of college students.

**REFERENCES**

1. Santrock, J.W, (1986) Life Span Development. Iowa I Win. C.Brown Pub,
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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R.SC. : SEMESTER — II  
(From 2000 Onwards)

CORE MAJOR

EARLY INTERVENTION AND LEARNING EXPERIENCES  
FOR CHILDREN WITH VISUAL IMPAIRMENT

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1)

**GENERAL OBJECTIVES**

1. To familiarise the student with the need for early intervention and early identification.
2. To acquaint the students 'with the limitations of blindness and the impact of blindness on various developments.
3. To enable the students to assess visual acuity, field of vision and color vision.
4. To enable the students to guide parents in raising their blind children..

**Unit 1 : Visual Development and Vision Screening ( 15 Hours)**

- 1.1 Stages of Visual Development
- 1.2 Visual characteristics and visual perception of new born and infants
- 1.3 Examination of the eye and signs to watch for early detection of visual impairment
- 1.4 Vision screening 0 — 5 years and 5 years & above

**Unit 2 : Visual Impairment (10 hours)**

- 2.1 Definition and Classification
- 2.2 Prevalence and incidence
- 2.3 Limitations of blindness
- 2.4 Effects of blindness on early childhood development

**UNIT 3 : Introduction to Blind Infants and Preschool children (10 hours)**

- 3.1 Principles
- 3.2 Hints to parents and safety rules for the home
- 3.4 Importance of early stimulation in preschool education
- 3.4 Developmental activities for pre—school children

**Unit 4 : Early Education and assessment (15 hours)**

- 4.1 Early education of young visually impaired children
- 4.2 Assessment of visually impaired preschool children
- 4.3 Low Vision Assessment
- 4.4 IQ test for Visually Impaired

**UNIT 5 : Educational services to visually impaired (15 hours)**

- 5.1 Principles of special methods
- 5.2 PL 94—142 — IEP and History of Education for the Blind
- 5.3 History & Status of Education 'of Visually Impaired in India
- 5.4 Curriculum planning for Visually Impaired

## **PRACTICUM**

**(25 hours)**

1. Observation of visual characteristics of new borns. (2)
2. Vision screening of school children. (5)
3. Vision screening of children with low vision. (5)
4. Assessment of preschool visually impaired children's cognition, language, gross motor skills, fine motor skills, self help skills, socialization and functional vision using checklists. (10)
5. Visit to special schools and integrated education programmes.. (3)

## **REFERENCES**

1. Ambron S.R. (1981).. Child Development (3rd Ed.), New York; Rinchart & Winston.
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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B..R..Sc. SEMESTER — II  
(From 2000 Onwards)  
CORE MAJOR

STRUCTURE AND FUNCTION OF LOCOMOTOR AND NERVOUS SYSTEM

MARKS : 100  
HOURS : 75 (50+25)  
CREDITS : 3 (2+1)

GENERAL OBJECTIVES

1. To enable the students to understand the structure & function of Muscular—skeletal system and Nervous system.
2. To impart knowledge on the structure and function of nervous system..
3. The impart knowledge on the disorders of the Musculo—skeletal system..
4. To impart knowledge on specific infections and diseases of the nervous system.

**UNIT 1: Anatomy of the Skeletal System (10 hours)**

- 1.1 Structure of Bone
- 1.2 Divisions of human skeleton
- 1.3 Bone Fractures
- 1.4 Process of bone healing

**UNIT 2 : Anatomy of Joints and Muscles (10 Hours)**

- 2.1 Joints or Articulations
- 2.2 Division of joints or Articulation
- 2.3 Muscular system
- 2.4 Types of muscles

**UNIT 3 The Nervous System (10 hours)**

- 3.1 Introduction to nervous system
- 3.2 The Central. Nervous System
- 3.3 The cerebellum
- 3.4 The Brain stem

**UNIT 4 The Peripheral and Autonomic Nervous System (10 hours)**

- 4.1 Peripheral Nervous System
- 4.2 The spinal nerves
- 4.3 Sensation and Movement
- 4.4 The Autonomic Nervous System

**UNIT 5 : Disorders of Locomotor and Nervous System (10 hours)**

- 5.1 Disorders of bones
- 5.2 Disorders of joints
- 5.3 Diseases of the Brain
- 5.4 Infection of the Central Nervous System

**PRACTICUM :****(25 hours)**

1. Maintaining a record on anatomy of the different parts of the Musculo—Skeletal and Nervous system. (10)
2. Observation and visits to orthopaedic clinics. (8)

**REFERENCES**

1. Gerard .J. Tortora, (1987). Introduction to the Human Body, New York; Harper & Row Publishers.
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI—2.  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R.Sc. : SEMESTER — II  
(From 2000 Onwards)  
OPTIONAL MAJOR  
HEALTH AND HEALTH CARE

MARKS : 100  
HOURS : (65+25)  
CREDITS : 3 (2+1).

GENERAL OBJECTIVES

1. To impart knowledge on the various health, care systems in India.
2. To familiarize students with the basic concepts of health care and prevention against common diseases of the community.
3. To create in them a scientific vigour to spread the message of health hygiene and prevention against common diseases and disability.
4. To enable the students to prevent and correct various health impairments through diet modifications.

**UNIT -1 Introduction to Health (15 hours)**

- 1.1 Definition of health and hygiene
- 1.2 Determinants of health
- 1.3 Epidemiology and Immunity
- 1.4 Levels of prevention- and immunization schedule

**UNIT 2: Infection and Diseases (Causes, symptoms, treatment and prevention) (15hours)**

- 2.1 Respiratory infections
- 2.2 Gastro Intestinal infections
- 2.3 Fever
- 2.4 Other diseases — Dermatological diabetes, cancer and AIDS.

**UNIT 3 Fundamentals of Nutrition (10 hours)**

- 3.1 Definition of food and nutrition
- 3.2 Relationship between health and nutrition
- 3.3 Nutrients, their specific functions and deficiencies
- 3.4 Nutritional modifications and feeding methods in disability

**UNIT 4 : Techniques in health care (15 hours)**

- 4.1 Health care systems
- 4.2 Principles and methods of First Aid
- 4.3 Diagnostic and therapeutic techniques in medicine
- 4.4 Recent advances in medicine

**UNIT 5: National Health policies and programmes (25 hours)**

- 5.1 National health policies
- 5.2 International programmes and policies
- 5.3 Role and type of-professionals and Para—professionals in health care
- 5.4 Agencies working for health

## PRACTICUM

1. Visit to a Government Hospital, Private clinic & P.H.C. (5)
2. Demonstration of First Aid methods. (5)
3. Practical exposure of the varied lab tests and use of available diagnostic equipments (5)
4. Organising health 'awareness camps. (5)
5. Organise a workshop with experts from different kinds of medical care. (5)

## REFERENCES

1. Otto et. al, (-1980).. Modern Health, London; Holt, Rinehart and Winston Publishers.
2. Park. J.E & Park, K., (1986), Test book of Preventive & Social Medicine, India; M/s Banarsidas Bhanot.
3. Chalkiey A.M., (1986), 'A test book for the Health worker, New Delhi; Mohunder Singh Sejwal for Wiley Eastern Ltd.. (Vol.1 & II)..
4. Mascarenhas, (1986).. Family Life Education, Bangalore; Centre for Research Education Service and Training for Family Life p r o m o t i o n..
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14. Davidson.S.. et. al., (1975). Human Nutrition and Dietetics, Edinburgh; Churchill Livings tone.

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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
1 YEAR B.R.Sc. SEMESTER — II  
(From 2000 Onwards)  
OPTIONAL MAJOR  
NUTRITION AND DIETETICS

MARRS : 100  
HOURS : 90 (65+25)  
CREDITS: 3 (2+1)

GENERAL OBJECTIVES :

1. To acquaint the students with knowledge about health and its importance.
2. To provide the students knowledge regarding various nutrients and their importance
3. To impart knowledge regarding the prevention of disabilities that occur due to malnutrition and ill health
4. To enable the students to prevent and correct various health impairments through diet modifications.

**UNIT 1 : Introduction to Health (10 Hours)**

- 1.1 Definition / Meaning of health and hygiene
- 1.2 Types, agents of diseases and routes of transmission
- 1.3 Prevention of diseases and immunisation schedule
- 1.4 Infection and disease — types, causes, symptoms and prevention

**UNIT 2 : Fundamentals of Nutrition (5 Hours)**

- 2.1 Definitions of health and nutrition
- 2.2 Need and importance of nutrition
- 2.3 Various nutrients and their specific functions.
- 2.4 Nutritional classification of foods — energy giving, body building and protective

**UNIT 3 : The Nutrients (20 Hours)**

- 3.1 Proteins, carbohydrates, lipids — classification, functions, sources, requirements and deficiency
- 3.2 Energy — definition, need, sources, requirements and deficiency
- 3.3 Vitamins and minerals — classification, functions, sources, requirements, deficiency and treatment
- 3.4 Water and fibre — functions, requirements, sources and utilisation

**UNIT 4 : Applied Nutrition (10 Hours)**

- 4.1 Recommended dietary allowances for various age groups
- 4.2 Food groups, malnutrition and its prevention
- 4.3 Preventional nutritional programmes — balwadi, special nutrition and mid—day meal programme, goiter, anemia control and vitamin A prophylaxis
- 4.4 Cooking — methods and different mediums used, effect of heat processing on nutritive value of foods

**UNIT 5 : Nutrition in Health Impairments (20 Hours)**

- 5.1 Types of therapeutic modification
- 5.2 Therapeutic modifications in diseases of various systems
- 5.3 Therapeutic modification in injury, surgery, fever, obesity, allergy and skin disturbances
- 5.4 Therapeutic modifications in inborn errors of metabolism

## **PRACTICUM**

**(25 hours)**

1. Calculate nutritive value of One's own diet. (4)
2. Planning and preparation of diets for various age groups. (7)
3. Planning and preparation of a diet for a diabetic. (7)
4. Planning and preparation of a diet for an epileptic. (7)

## **REFERENCES**

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2. Swaminathan.M (1985) Essentials of Food and Nutrition. (Vol.11). Bangalore BAPPCO.
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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
I YEAR B.R,Sc. SEMESTER — II  
(From 2000 Onwards)

CORE ALLIED

HUMAN DEVELOPMENT - II

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1)

GENERAL OBJECTIVES

1. To provide an insight regarding the normal course of development and the developmental lag in the disabled.
2. To acquaint the students with characteristics and developmental tasks of various stages from puberty to death.
3. To enable students to understand development in various areas from puberty to death.
4. To emphasize the role of family in development.

**UNIT 1: Puberty and Adolescence (16 hours)**

- 1.1 Characteristics of puberty & adolescence
- 1.2 Developmental tasks of adolescence
- 1.3 Development in various areas in puberty and adolescence
- 1.4 Sex education -- contraceptive methods, their advantage and disadvantages

**UNIT 2 : Early adulthood (18 Hours)**

- 2.1 Characteristics of Early adulthood
- 2.2 Developmental tasks of Early adulthood
- 2.3 Marriage and Family -- definitions, mate selection, marital success, conflicts, remaining single, family — types, stages, functions, developmental tasks, roles
- 2.4 Vocational Development -- selection, adjustment, patterns and crisis

**UNIT 3: Middle age**

- 3.1 Characteristics of middle age
- 3.2 Developmental tasks of middle age
- 3.3 Development in various areas during middle age
- 3.4 Family relationships in middle age

**UNIT 4: Old age**

- 4.1 Characteristics of old age
- 4.2 Various changes in old age
- 4.3 Development in various areas in old age
- 4.4 Family relationship in old age

**UNIT 5: Death and Dying process**

- 5.1 Meaning of clinical and biological death
- 5.2 Attitude towards and concept of death at different ages
- 5.3 Psychological stages of dying -- Kubler Ross
- 5.4 Coping with death of a loved one — bereavement, grief and mourning

## **PRACTICUM**

**(25 Hours)**

1. Analysing body image of self. (3)
2. Analysing a personality profile of self. (4)
3. Analysis of matrimonial and job advertisements (5)
4. Analysis of problems of adolescents. (5)
5. Conducting an exercise on job satisfaction, (4)
6. Visit to an old age home and interviewing an old person. (4)

## **REFERENCES**

- 1 Santrock, J.W, (1986) Life Span Development. Iowa Writ. C.Brown Pub.
2. Brodzinsky, D.M., Ciormly, A.V. and Ambron, S.B. (1986) Life Span Human Development. New York CBS College Publishing.
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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF -REHABILITATION SCIENCE  
II YEAR B.R.Sc. : SEMESTER — III  
(From 2000 Onwards)

BRaille CODE FOR ENGLISH AND REGIONAL LANGUAGE  
(PRACTICAL PAPER)

MARKS : 100  
HOURS : 75 (0+75)  
CREDITS : 3 (0+3).

**GENERAL OBJECTIVES :**

1. To give the students knowledge of the historical development of braille.
2. To enable the students to read, write and transcribe using braille and braille slate & stylus.
3. To enable the students to prepare materials in English Braille.
4. To enable the students to prepare materials in Regional Languages.

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

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

**UNIT 2 : English Literary Code (15 hours)**

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

**UNIT 3 : Wordsigns and contractions (20 hours)**

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

**UNIT 4 : Bharathi Braille Code (15 hours)**

**(Tamil/Hindi and Malayalam)**

- 4.1 Tamil Braille Alphabets (Uyir Ezhuthukkal, Sanskrit Ezhuthukkal )
- 4.2 Vallina Ezhuthukkal and Mellina Ezhuthukkal
- 4.3 Idaiyina Ezhuthukkal
- 4.4 Uyirmei Ezhuthukkal

**UNIT 5 : Tamil Braille Contractions (15 hours)**

- 5.1 Contractions using one and two braille cells
- 5.2 Wordsigns
- 5.3 Contractions using dot five
- 5.4 Short form words

## **REFERENCES :**

1. Dorf M,B. And Scharry.E.R., (1979). Instruction Manual for Braille Transcribing, Washington; Library of Congress.
2. American Association of Workers for the Blind, Association For Education of the Visually 1-landicapped and National Braille Association (1982) Code of Braille Textbook Formats and Techniques, (1977). Kentucky; American Printing House for the Blind.
3. Dorf M.B. and Tate B.H., (1984). Instruction Manual for Braille Transcribing, 3rd ed., Washington; The Library of Congress.
4. Olson M.R. and,Mangold S.S., ('1982). Guidelines and games for teaching efficient braille reading, New York; American Foundation for the Blind.
5. Hampshire B., (1981). Working with braille. Switzerland; The Unesco Press.
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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI--2  
DEPARTMENT OF REHABILITATION SCIENCE  
II YEAR B.R.Sc. : SEMESTER — III  
(From 2000 Onwards)  
CORE MAJOR

EARLY INTERVENTION FOR CHILDREN WITH MENTAL RETARDATION

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1)

**GENERAL OBJECTIVES**

1. To familiarise the students with the basic concept in mental retardation like definition, classification and characteristics.
2. To enable students to screen, identify and provide referral services to the mentally retarded.
3. To impart knowledge on skills to assess mentally retarded children using various psychological tests.
4. To impart knowledge on classroom management and teaching strategies to be used for mentally retarded.

**UNIT 1 : Introduction, characteristics and classification (9 hours).**

- 1.1 Definitions of Mental Retardation
- 1.2 Classifications in Mental Retardation
- 1.3 Characteristics of Mentally •Retarded
- 1.4 Difference between Mental Retardation and Mental Illness

**UNIT 2 : Causes and Prevention (14 hours)**

- 2.1 Prenatal causes
- 2.2 Perinatal causes
- 2.3 Post natal, causes
- 2.4 Prevention, prevalence and incidence of the mentally retarded

**UNIT 3 : Screening, identification and referral services (12 hours)**

- 3.1 Meaning and definition and concept of early intervention
- 3.2 Testing reflexes in new born Explanation and the diagnostic use of
- 3.3 Developmental milestones, screening schedules
- 3.4 Methods used in screening and identification

**UNIT 4 : Assessment of Mentally Retarded (20 hours)**

- 4.1 Psychological assessment I Administration, scoring and interpretation
- 4.2 Assessment using Adapted Behaviour Scale
- 4.3 Assessment of skills
- 4.4 I.E.P. Implementation and Evaluation

**UNIT 5 : Classroom management and teaching strategies (10 hours)**

- 5.1 Instructional Programming and Setting behavioural objectives
- 5.2 Reinforcement and Instructional feedback
- 5.3 Individualising Education and grouping, Scheduling, Levels of learning and developing adaptations
- 5.4 Lesson Planning and Record Keeping

**PRACTICUM :****(25 hours)**

1. Survey to screen & identify Mentally Retarded in a school and in a village. (5)
2. Observation and reporting of infant stimulation programmes and testing of reflexes in a new born. (6)
3. Preparation of Psychological reports, (3)
4. Preparation of three I.E.P for skill training. (6)
5. Writing Lesson Plan and group teaching and reporting. (5)

**REFERENCES**

1. J.Hogg and Mitter, (1983). "Advances in Mental Handicap Research", New York; John Wiley and sons.
2. Herbert Prehm, (-1980). " The concept of Mental Retardation", U.S.A; Amen can Association of on Mental Deficiency.
3. Alan.C.Repp, (1983). "Teaching the Mentally Retarded", New Jersey; Prentice Halls.
4. Christ inc Peck, ( 1988) , "Living Skills for Mentally Handicapped people " , Lond on Chapman and Hall.
5. John Langone ,( 1986), "Teaching Retarded Learners", U. S,A, Allyn and Bacon Inc.
6. Booklets on skill Training, Secunderabad; N. I .M.H. series,
7. Aloka Yuha etal , ( 1994) "Readings in Special Education Madras, "Spastic Society of Tamil Nadu",
8. Reeta perhwaria, (-1990), "Manual For Psychologists", Secunderabad; National Institute for Mentally Handicapped,
9. George S. Baroff, (-1983). "Mental Retardation — Nature cause and Management", Boston; College Hill Press,

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(From 2000 Onwards)

CORE MAJOR

PHYSICAL FITNESS AND ADAPTED PHYSICAL EDUCATION  
FOR PERSONS WITH DISABILITY

MARKS : 100

HOURS : 90 (65+25)

CREDITS: 3 (2+1).

**GENERAL OBJECTIVES**

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

**UNIT 1:Physical Education and Adapted Physical Education (12 hours)**

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

**UNIT 2 Posture (13 hours)**

- 2.1 Body structure and causes for poor structure.
- 2.2 Postural deviations
- 2.3 Foot mechanics
- 2.4 Postural evaluation and Corrective exercises

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

- 3.1 Testing preliminaries for assessing participants for physical education a activities
- 3.2 Methods of instructing the handicapped
- 3.3 Instruct ion applicable to specific handicaps
- 3.4 Equipment necessary and maintenance of equipment

**UNIT 4 : Activities and Games for Persons with Disabled (15 hours)**

- 4.1 Standards in physical education
- 4.2 Programme of physical education
- 4.3 Activities and Games for Visually Impaired, Hearing Impaired, Mentally Retarded and Orthopaedically Handicapped
- 4.4 Assessment and Evaluation of physical fitness

## UNIT 5 : Relaxation and Leisure time activities

(15 hours)

- 5.1 Abnormal stress
- 5.2 Physiological responses to stress
- 5.3 Rhythmic exercises
- 5.4 Yoga and organising a camp

### PRACTICUM : (25 hours.)

1. Conducting a camp for handicapped children and their parents. (5)
2. Assessing the fitness level of handicapped children and adults. (10)
3. Organising physical educational programme in special schools and integrated education programmes. (3)
4. Finding the efficacy of yoga and meditation on persons with disability. (2)
5. Preparation of new games and rhythmic exercises for persons with disabled. (5)

### REFERENCES

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

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI--2  
DEPARTMENT OF REHABILITATION SCIENCE  
II YEAR B.R.SC. : SEMESTER - IV  
(From 2000 Onwards)  
CORE MAJOR

ORIENTATION AND MOBILITY AND MATHEMATICS FOR PERSONS  
WITH VISUAL IMPAIRMENT  
(PRACTICAL PAPER)

MARKS: 100  
HOURS: 75 (0+75)  
CREDITS : 3 (0+3).

**GENERAL OBJECTIVES**

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

**UNIT 1: Nemeth code for Arithmetic — I (15 hours)**

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

**UNIT 2 : Nemeth code for Arithmetic – II (15 hours)**

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

**UNIT 3 : Abacus (15 hours)**

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

**UNIT 4 : Daily Living Skills (10 hours)**

- 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

- 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 visually impaired in Orientation and Mobility
- 5.4 Orientation and Mobility for persons with low vision

**REFERENCES**

1. American Association of Workers for the Blind, Association For Education of the Visually Handicapped and National Braille Association. (1982). The Nemeth braille code for mathematics and science notations 1972 Revision, Kentucky; American Printing House for the Blind.
2. Bonhan .R.W., (1973). Braille mathematics notation (1970), Parts 1 and 2, London; The Royal National Institute for the Blind.
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4. Everett Hill ,E and Ponder .P. (1976). 0 & M techniques. New York; American Foundation for the Blind.
5. Immaneul P.(1989). Gramapura Paarvaiyattror maruvazhvupani. Tiruchirappalli; Holy Cross College.
6. Mani .M.,N.G., (1991). Amazing abacus, Coimbatore; Resource and Development Centre, SRKV College of Education.
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11. UNICEF (1989) . Braille mathematics code for India - Manual NIVH – Dehra Dun and NAB, Bombay.
12. Wehrum M, E.(1977). Techniques of DLS. Pennsylvannia; Greater Pittsburgh Guild for the Blind.
13. Yeadon A. (1974), Towards independence in DLS for blind. A step by step guide to personal management for blind. New York; American Foundation for the Blind.
14. Mukhopadhyay et, al., ('1987). Source Book for Training Teachers for Visually Impaired New Delhi; N4tional Council of Educational Research and Training (NCERT),

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
II YEAR B.R.SC. : SEMESTER — IV  
(From 2000 Onwards)  
CORE MAJOR

EARLY INTERVENTION FOR CHILDREN WITH HEARING IMPAIRMENT

MARKS: 100  
HOURS: 90 (65+25)  
CREDITS: 3 (2+1).

**GENERAL OBJECTIVES**

1. To enable students to screen, identify and provide referral services to the hearing impaired.
2. To familiarise students on auditory behaviour and speech development in the hearing impaired.
3. To enable students to organize programmes related to language development.
4. To impart knowledge on the educational models prevalent for the hearing impaired.

**UNIT 1 : Causes and Prevention of Hearing Impaired (10 hours)**

- 1.1 Prenatal causes
- 1.2 Prenatal causes
- 1.3 Postnatal causes
- 1.3 Prevention & prevalence and incidence

**UNIT 2 : Early Identification of the Hearing Impaired (20 hours)**

- 2.1 Importance of Pre—School years
- 2.2 Early identification of high—risk infants children
- 2.3 Development of Auditory Behaviour
- 2.4 Phases of Early identification

**UNIT 3 : Hearing Evaluation & young (15 hours)**

- 3.1 Neonatal screening
- 3.2 Techniques of Infant hearing screening
- 3.3 Goals and methods used in testing
- 3.4 Behavioural Hearing Testing of Children

**UNIT 4 : Development of Speech and Language (10 hours)**

- 4.1 Critical period and importance of early years
- 4.2 Factors influencing speech development
- 4.3 Pre--requisites for speech development
- 4.4 Development of syntax, phonology, semantics and prosody

**UNIT 5 : Language Programmes and Educational Services (10 hours)**

- 5.1 Pre—school aged children
- 5.2 Elementary aged children
- 5.3 Involvement of Parents and Professionals
- 5.4 Educational services

## **PRACTICUM (25 hours)**

1. Visit to Institution for the Hearing Impaired, (7)
2. Conducting a Screening Camp. (5)
3. Preparation of checklists and inventories to assess hearing impaired children (3)
4. Administration of tests to assess language abilities. (5)
5. Prepare language programmes and materials. (5)

## **REFERENCES :**

1. Sol Adler, (1986). Early Identification & Intensive Remediation of Language Retarded Children. U.S.A. : Charles C. Thomas.
2. Lerner Janet, (1989). Learning Disabilities ( 5 ed.) U.S.A. : Houghton Mifflin.
3. Tough Joan, (1976). Listening to Children Talking. London : Woolaston Parker Limited.
4. Northern L. Jerry Downs P. Marian, (1991). Hearing in Children. U.S.A., Williams & Wilkins Ltd.
5. Stanford E. Gerber, George T. Mencher (1978). Early diagnosis of Hearing loss. New York Grun & Straffon.
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HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
II YEAR B.R.Sc. : SEMESTER — IV  
(From 2000 Onwards).  
CORE MAJOR  
EARLY INTERVENTION AND PHYSIOTHERAPY FOR  
PERSONS WITH LOCOMOTOR DISABILITY

MARKS: 100  
HOURS: 90 (65+25)  
CREDITS: 3 (2+1).

**GENERAL OBJECTIVES**

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

**UNIT 1: Introduction to Locomotor Disabled (10 Hours)**

- 1.1 Introduction
- 1.2 Prevalence and Incidence in India
- 1.3 Guidelines for identifying locomotor disabilities
- 1.4 Prevention of Locomotor disabilities

**UNIT 2 : Examination and Evaluation of locomotor disability (20 hours)**

- 2.1 History taking and Examining the disabled child
- 2.2 Guidelines for measurement of locomotor disabilities
- 2.3 Readiness activities for children with locomotor disabilities
- 2.4 Evaluation of children with locomotor disabilities

**UNIT 3 :Educational considerations for persons with locomotor disability (10 hours)**

- 3.1 Initiating a child with locomotor disability into a school
- 3.2 Types of special educational facilities
- 3.3 Techniques for teaching
- 3.4 Components of special education

**UNIT 4 : Introduction to Physiotherapy (10 hours)**

- 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 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

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

## **UNIT 5 : Medical and surgical conditions related to neurological and musculo skeletal disorders (15 hours)**

- 5.1 Bells palsy, Brachial neuritis, Cerebral vascular accident, muscular sclerosis, muscular dystrophy, Parkinson's disease and Gullian—Bare--syndrome,
- 5.2 Poly neuritis and Protrusion of Invertebral disk, Tabes dorsalis and Scatica
- 5.3 Sprains, Bursitis, Cervical disorders, Contractures Contusions, Fractures, Hand injuries and Myositis
- 5.4 Osteoarthritis, Osteomyelitis, Painful feet and Soft tissue injuries, Synovitis, Stiff and ankylosed joints and Torticollis, fibrositis, fibromyositis, lowback pain, lumbago, arthritis.

### **PRACTICUM (25 hours)**

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

### **REFERENCES**

1. Shastack,R., (1977). Handbook of Physical Therapy, New York; Springer & Springer Publishing Co.
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3. Physiotherapy Manuel, I.P.D, ('1985), Orthopaedic Centre, Madras; Andhra Mahila Sabha
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5. Werner David (1987), Disabled Village Children, U.S.A.; The Hesperian Foundation
6. Bhatt Usha (1963), The Physically Handicapped in India, Bombay; Shiv laxmi Bhuvana.
7. Hallahan D.P. & Kauffman J.M, (1978). Exceptional Children, New .Jersey; Prentice Hall Inc.
8. Immanuel, S.P. & Agnes, Leela (1996), Community Based Rehabilitation for Disabled, Tiruchirapalli; Holy Cross Service Society.

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC.: SEMESTER — V  
(From 2000 Onwards)

CORE MAJOR

VOCATIONAL REHABILITATION FOR PERSONS WITH  
LOCOMOTOR DISABILITY

MAKRS : 100  
HOURS : 60 (40+20)  
CREDITS : 3 (2+1).

**GENERAL OBJECTIVES**

1. To familiarise the students with vocational problems and legal provisions for the locomotor disabled.
2. To impart knowledge on various vocational services available for the persons with locomotor disability.
3. To enable the students to organise a appropriate vocational plan for the persons with locomotor disability.
4. To familiarise the students with rehabilitation aids and procedures for persons with locomotor disability.

**UNIT 1 : Introduction to Vocational Rehabilitation (5 hours)**

- 1.1 Definition and meaning
- 1.2 Need for Vocational Rehabilitation
- 1.3 Philosophy and Principles
- 1.4 Vocational problems and factors affecting Vocational Rehabilitation

**UNIT 2: Vocational considerations for Persons with Locomotor Disability (5 hours)**

- 2.1 Economic problem faced by Persons with Locomotor Disability in India
- 2.2 History of Vocational Rehabilitation
- 2.3 Components of Vocational Rehabilitation
- 2.4 Placement services and role of placement officer

**UNIT 3 Vocational Training –Ecology based (10 hours)**

- 3.1 Significance and objectives
- 3.2 Vocational assessment
- 3.4 Vocational training and vocational training centres

**UNIT 4 : Employment (10 hours)**

- 4.1 Significance of work
- 4.2 Disability and occupational handicap
- 4.3 Selective placement
- 4.4 Employment pattern and opportunities and various careers for persons with Locomotor Disability

**UNIT 5 : Rehabilitation aids and Procedures (10 hours)**

- 5.1 Precautions in providing aids and equipments
- 5.2 Evaluating and correcting the deformities
- 5.3 Importance of appearance and functions
- 5.4 Aids and procedures for the locomotor disabled and architectural barriers

**PRACTICUM : (20 hours)**

1. Observation and visit to vocational centres. (5)
2. Preparation of 2 case studies and Individual' Rehabilitation
3. Preparation of Task Analysis. (2)
4. Visit to artificial limb centres. (3)
5. Identify and organise vocational rehabilitation for 2 persons with locomotor disability. (3)
6. Enumerating of job opportunities for the locomotor disability. (2) (to women and girl child)

**REFERENCES :**

1. Werner David (1987), Disabled Village Children U.S.A.; The Hesperian Foundation
2. Bhatt Usha (1963). The Physically Handicapped in India, Bombay; Shivlaxmi Bhuvana.
3. Hal lahan D.P. & Kauffman J,M. (1978). Exceptional Children, New Jersey; Prentice Hail Inc.
4. Immanuel, S.P. & Agnes, Leela (1996), Community Based Rehabilitation for Disabled Tiruchirapalli; Holy Cross Service Society,
5. Goldenson, R,M. et.al. (1978). Disability and rehabilitation Handbook, New York; Mc.Graw Hill.

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DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC. SEMESTER - V  
(Prom 2000 Onwards)  
CORE MAJOR  
COUNSELLING

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1)

**GENERAL OBJECTIVES**

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

**UNIT 1: Basics of counselling and interpersonal relationship (10 hours)**

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

**UNIT 2 : Human Communication (12 hours)**

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

**UNIT 3 : Counselling Therapies (16 hours)**

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

**UNIT 4 : The needy client and forms of helping (14 hours)**

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

**UNIT 5 : Counselling for persons with disability (13 hours)**

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

## **PRACTICUM**

**(25 hours)**

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

## **REFERENCES**

1. Murgatroyd Stephen (1988). Counselling and Helping, London; British Psychological Society and Methuen.
2. Kennedy Eugene (1977). On becoming a Counsellor<sup>1</sup> U.S.A.; Gill and Mac Millan.
3. Gerald Corey, (1991). Theory and Practise of Counselling and Psychotherapy<sup>7</sup> - 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<sup>7</sup> Nagercoil; Microskills Model Anugraha Publications.
8. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology~ New Delhi; Sage Publications.

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC. :SEMESTER - V  
(From 2000 Onwards)  
OPTIONAL MAJOR

APPROACHES IN TEACHING LANGUAGE FOR PERSONS WITH  
HEARING IMPAIRMENT

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1).

**GENERAL OBJECTIVES**

1. To familiarise the students with the differences in the language development of person with hearing impairment,
2. To make them aware of oral and aural methods and modes available to teach the persons with hearing impairment.
3. To enable the students become knowledgeable about the reflective approach, its methodology and its teaching requirements.
4. The students will be able to draw audiograms and tympanograms and interpret them.

**UNIT 1: Nature of Language (15 hours)**

- 1.1 Definition
- 1.2 The psychology of language
- 1.3 Structure and function of the Language
- 1.4 Processes in the use of Language

**UNIT 2 : Language Acquisition (10 hours )**

- 2.1 Language Milestones
- 2.2 Language development
- 2.3 Morphological development and acquisition of syntax
- 2.4 Language acquisition models — persons with Hearing Impairment

**UNIT 3 : Overview of the International approaches to the teaching of language for persons with hearing impairment (15 hours)**

- 3.1 Constructive and combined method
- 3.2 Reflective method and its relevance with the methodology adopted
- 3.3 Reading and writing in persons with Hearing
- 3.4 Total Communication

**UNIT 4 : Didactics of language for persons with hearing impairment (15 hours)**

- 4.1 External Behaviour
- 4.2 Auditory Training
- 4.3 Rhythm and memory
- 4.4 Cognitive mediating processes

**UNIT 5 : Audiology and Speech Correction (10 hours)**

- 5.1 Concept of Audiology and Speech
- 5.2 Anatomy and Physiology of Speech Organs
- 5.3 Audiometry, Tympanometry, Speech Audiometry
- 5.4 Hearing Aids and Ear Moulds

## **PRACTICUM**

**(25 hours)**

1. Conversation lessons — Individual, Groups and Relevant exercises. (2)
2. Evolving plans to teach language through reading and writing. (5)
3. Developing reading readiness kit. (5)
4. Survey of problems and developing packages to promote language skills. (6)
5. Assessing the hearing threshold using Pure tone Audiometer. (3)
6. Preparing Audiograms and Tympanograms. (2)
7. Visit to schools for persons with hearing impairment. (2)

## **REFERENCES :**

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2. Peter Bull, (1983). Body Movement and interpersonal Communication. New Delhi; Thomson Press (India.) Limited.
3. David Crystal (1976). Child language, learning and linguistics, Great Britain; Edward Annold.
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16. Ivan & Tucker, (1984). Educational Audiology, U.S.A.; Goom Helm Ltd.
17. Singh & Singh, Phonetics (1985). Principles & Practices, Baltimore; University Park Press.
18. Helen Goodluck, (1991). Language Acquisition, U.S.A.; Backwell Ltd

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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B,R.SC. : SEMESTER — V  
(From 2000 Onwards)  
OPTIONAL MAJOR

AUDIOLOGY AND SPEECH THERAPY

MARKS : 100  
HOURS: 90 (65+25)  
CREDITS: 3 (2+1).

**GENERAL OBJECTIVES :**

1. To impart knowledge on definition and description of the physical aspects of sound.
2. To enable students to draw audiograms and tympanograms and interpret them and knowledge regarding the use of hearing aids.
3. To familiarise students to identify speech problems and design therapy plans for the same.
4. To impart knowledge on communication approaches used with hearing impairment.

**UNIT 1: Physiology of Hearing & Acoustics (7 hours)**

- 1.1 Physiology of Hearing
- 1.2 Production and Propagation of sound
- 1.3 Attributes of sound
- 1.4 Concept of Decibel

**UNIT 2: Audiometry by persons (15 hours)**

- 2.1 Pure—tone audiometry
- 2.2 Impedence audiometry
- 2.3 Speech Audiometry
- 2.4 Electric Response Audiometry

**UNIT 3 : Hearing Aids (15 hours)**

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

**UNIT 4 : Speech as a human function ( 12 hours )**

- 4.1 Definition and Anatomy of Speech organs
- 4.2 Development of Speech in Hearing children and Hearing Impaired children
- 4.3 Phonetics (Articulatory)
- 4.4 Articulation Problems

**UNIT 5 : Communication Approach (16 hours)**

- 5.1 Structure, process and function of language
- 5.2 Analytical, natural and reflective methods
- 5.3 Manual communication
- 5.4 Total Communication

**PRACTICUM (25 hours)**

1. Preparation of Audiological Case history. (3)
2. Assessment of hearing through Pure—tone Audiometry (3)
3. Interpretation of various types of audiograms and ~tympanograms. (2)
4. Preparation of an audio—cassette on the various stages of speech development. (4)
5. Phonetic transcription. (2)
6. Preparation of Speech Book. (2)
7. Administration of Tests of Articulation in Tamil. (2)
8. Preparation of speech kit and speech teaching materials. (2)
9. Learning and Interpreting Sign Language. (2)
10. Visit to Institutions practising different communication approaches. (3)

**REFERENCES :**

1. Hayes.A.Newby, (1979). Audiology, U.S.A.; Prentice — Hall International,
2. Ivan Tucker & Michael Nolan, (1984). Educational Audiology, U.S.A.; Goom Helm Limited.
3. Stig Arlinger, (1990). Manual of Practical Audiometry. New Delhi; A.I.T.B.S. Publishers.
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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC. : SEMESTER — V  
(From 2000 Onwards)  
OPTIONAL MAJOR

MENTAL RETARDATION AND ASSOCIATED PROBLEMS

MARKS : 100  
HOURS : 90(65+25)  
CREDITS : 3(2+1).

GENERAL OBJECTIVES

1. To impart knowledge on definition and description of the physical aspects of sound.
2. To enable students to draw audiograms and tympanogram and interpret them and knowledge regarding the use of hearing aids,
3. To familiarise students to identify speech problems and design therapy plans for the same.
4. To impart knowledge on communication approaches used by persons with hearing impairment.

**UNIT 1 : Introduction, Assessment and Intervention of Mentally Retarded (10 hours)**

- 1.1 Definition and Classification of Mental Retardation
- 1.2 Causes and Prevention of Mental Retardation
- 1.3 Prenatal and neonatal screening of Mentally Retarded
- 1.4 Psychological assessment and assessment of other related problems of Mentally Retarded

**UNIT 2 : Genetics (15 hours)**

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

**UNIT 3 : Behaviour Modification (10 hours)**

- 3.1 Behaviour problems
- 3.2 Classification of problem behaviour
- 3.3 Behaviour Analysis and techniques for increasing desirable behaviours and decreasing undesirable behaviours
- 3.4 Therapies to train mentally retarded

**UNIT 4 : Clinical types of Mental Retardation (15 hours)**

- 4.1 Chromosomal abnormalities
- 4.2 Gene—linked abnormalities
- 4.3 Metabolic Disorders
- 4.4 Cranial anomalies

**UNIT 5 : Associated problems****(15 hours)**

Causes, conditions, characteristics, treatment and rehabilitation of

- 5.1 Epilepsy
- 5.2 Autism
- 5.3 Cerebral Palsy
- 5.4 Psychiatric disturbances and conduct disorders

**PRACTICUM****(25 hours)**

1. Visit to a Mentally Retarded institutions/schools. (5)
2. Preparation of a case study. (7)
3. Observational Report on Characteristics and behaviour problems of mentally retarded / case study of behaviour problems. (8)
4. Visiting a Hospital to learn about the various diagnostic tests for the identification of Genetic/Chromosomal disorders. (5)

**REFERENCES**

1. Johnson & Berner, A., (1977). A Step by step Learning Guide for older Retarded children, Syra case Univ. Press,
2. Nelsworth & Smith,M., (1978), Retardation, Mc. Graw Hill.
3. Johnson & Berner, (1975). A Step by Step Learning Guide for Retarded Infants and Children,
4. Murrary Culshaw, (1983). It will soon be dark, National Council of Churches in India.
5. Herbert.J. Crossman, (1983). Classification in Mental Retardation, American Asso. on Mental Deficiency.
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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC. :SEMESTER — V

(From 2000 Onwards)

OPTIONAL MAJOR

BEHAVIOUR MODIFICATION AND THERAPEUTIC PROCEDURE~ FOR PERSONS  
WITH MENTAL RETARDATION

MARKS : 100

HOURS : 90 (65+25)

CREDITS : 3 (2+1).

GENERAL OBJECTIVES

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

**UNIT 1: Behavioural Analysis (12 hours)**

- 1.1 Classifying and assessing behaviour
- 1.2 Identifying and analysing behaviour
- 1.3 Behavioural objectives
- 1.4 Task Analysis

**UNIT 2 : Increasing desirable behaviours (13 hours)**

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

**UNIT 3 : Decreasing undesirable behaviours (13 hours)**

- 3.1 Behavioural techniques in managing problem behaviours
- 3.2 Other techniques in decreasing undesirable behaviours
- 3.3 Involving parents in training
- 3.4 Team work

**UNIT 4 : Therapeutic Procedures (15 hours)**

- 4.1 Recreational activities
- 4.2 Theatrical procedures
- 4.3 Creative movement therapy
- 4.4 Other therapies

**UNIT 5 Associated problems ( 12 hours)**

- 5.1 Syndromes associated with mentally retarded
- 5.2 Cerebral Palsy
- 5.3 Epilepsy and Autisms
- 5.4 Psychiatric disturbances / metabolic disorders

**PRACTICUM :****(25 hours)**

1. Visiting and organising educational provisions for the Mentally Retarded. (5)
2. Screening and identify children with the maladaptive and deficient behaviour. (5)
3. Designing and reporting any 2 behaviour modification programmes, one each for maladaptive and deficient behaviour. (5)
4. Prepare related materials / aids for the therapies. (5)
5. Organise a workshop / symposium on Therapeutic Procedures for the Mentally Retarded. (5)

**REFERENCES**

1. Crawford and Mendel, ('1987). Therapeutic Recreation. and Adapted Physical Activities for Mentally Retarded Individuals, U.S.A.; Prentice Hall.
2. Virginia Axline .M, ('1996). Play Therapy, U.K.; Pearson Professional Limited,
3. Manorma Sharma, (1996), Music Therapy, New Delhi; APH Publishing Corporation.
4. Dutta Ray .S, (1980), Psychological Disorders in Young Children, New Delhi; Sterling Publishers Pvt, ltd.
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HOLY CROSS COLLEGE ( AUTONOMOUS ) TIRUCHIRAPALLI — 2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.Sc. : SEMESTER — V  
(From 2000 Onwards)

GENERAL ELECTIVE

ARTS AND CRAFTS

MARKS : 100  
HOURS : 60 (0+60)  
CREDITS : 2 (0+2)

**GENERAL OBJECTIVES**

1. To enable students to become creative in Arts & Crafts.
2. To help students develop aesthetic sense.
3. To impart knowledge relevant to the field of specialty with the handicapped.
4. To enable students make wealth out of waste.

**UNIT—I**

1. Thread work & fabric craft
  - 1.1 Basic embroidery stitches.
  - 1.2 Patchwork
  - 1.3 Quilting
  - 1.4 Flower making and Making utility objects.

**UNIT—II**

2. Painting & Sketching
  - 2.1 Fabric painting
  - 2.2 Nib painting and Foil painting
  - 2.3 Pot painting
  - 2.4 Stencil painting

**UNIT — III**

3. Paper Work / Origami
  - 3.1 Art of Paper folding
  - 3.2 Envelopes
  - 3.3 Greeting cards
  - 3.4 Tags and Book' marks

**UNIT — IV**

4. Printing, Weaving and handwork
  - 4.1 Tie & die
  - 4.2 Mirror work
  - 4.3 Plaster of Paris work
  - 4.4 Weaving

**UNIT - V**

5. Wealth out of waster, toys, puppet making and theatrical activities.
  - 5.1 Wealth out of waste
  - 5.2 Toys makings
  - 5.3 Puppet making
  - 5.4 Theatrical activities

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC. : SEMESTER — V  
(From 2000 Onwards)  
GENERAL ELECTIVE  
PERSONALITY DEVELOPMENT

MARKS : 100  
HOURS : 60 (40+20)  
CREDITS : 2 (1+1).

**GENERAL OBJECTIVES**

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

**UNIT 1      Personality and Theories of Personality      (8 hours)**

- 1.1 Understanding personality
- 1.2 Symbols of self
- 1.3 Healthy personality
- 1.4 Theories of personality

**UNIT 2 :      The Making and Shaping of the Self      (8 hours)**

- 2.1 Self, self image, self concept, self esteem
- 2.2 Making of self—Image
- 2.7 Developing and Shaping of Self—image
- 2.4 Verbal patterns and self disclosure

**UNIT 3 : Stress on Personality Development      ( 8 hours)**

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

**UNIT 4 : Emotional determination of personality and being assertive ( 8 hours)**

- 4.1 Dominant emotions, emotional balance and deprivation
- 4.2 Emotional expressions and catharsis
- 4.3 Assertive behaviour and being assertive
- 4.4 Criticism and compliments

**UNIT 5 : Major patterns of maladaptive behaviour      (8 hours )**

- 5.1 Neurosis and Psychosis
- 5.2 Schizophrenia, Paranoia and affective disorders
- 5.3 Sociopathic disorders and Sexual deviations
- 5.4 Alcoholism and Drug abuse

## **PRACTICUM**

**(20 hours)**

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

## **REFERENCES**

1. Calvin Hall .5, Gardner Lindzey, **(1985)**. Introduction to the Theories of Personality, U.S.A.; John Wiley & Sons,
2. Walter Mischel, (1986). Introduction to Personality, Japan; CBS Publishing Japan Ltd.
3. Elizabeth Hurlock .B7 (1986). Personality Development~ New Delhi; Tata Mac Graw Hill.
4. Robert Meyer G. & Paul Salmon, (1988). Abnormal Psychology, U.S.A.
5. Barocas Schewebel & Reichman, (1990). Personal Adjustment & Growth, New York; Win. C. Broom Publishers.
6. White & Watt7 ('198'1). The Abnormal Personality, U.S.A.; John Wiley & Sons Inc.
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8. Denis Wai ltey. ('1984). Berkley Books. The Psychology of Winning, New York;

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III YEAR B.R.Sc : SEMESTER — V  
FROM 2000 ONWARDS  
GENERAL ELECTIVE  
PSYCHOLOGY

MARKS : 100  
HOURS :60 (40+20)  
CREDITS : 2 (1+1).

**GENERAL OBJECTIVES**

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

**UNIT 1: Introduction to psychology . (8 hours)**

- 1.1 Introduction
- 1.2 Theories of learning
- 1.3 Cognitive and observational learning
- 1.4 Theories of intelligence

**UNIT 2 : Motivation and Emotion (8 hours)**

- 2.1 Theories of motivation
- 2.2 Basic desires and motives
- 2.3 Emotional determinants
- 2.4 Theories of emotion

**UNIT 3 : Perception, Memory and Forgetting (8 hours)**

- 3.1 Perception and Forms of percept ion
- 3.2 Role of learning in perception
- 3.3 Memory models and problems of forgetting
- 3.4 Forgetting

**UNIT 4 : Creativity and problem solving (8 hours)**

- 4.1 Creativity
- 4.2 Characteristics and tests of creativity
- 4.3 Problem solving
- 4.4 Methods of problem solving

**UNIT 5 : States of consciousness (8 hours)**

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

## **PRACTICUM**

**(20 hours)**

1. Various tests are conducted to understand (6)
  - learning theories
  - level of motivation
  - emotional quotient
  - memory
2. Workshop on How to Develop Creativity and Thinking. (4)
3. Workshop on Developing Self—concept and Esteem. (4)
4. Solve simple problem situations and help solving personal problems. (6)

## **REFERENCES**

1. Arno .F. Witting and Gurney Williams, (1987). Introduction to Psychology. New.York~ Mc Graw Hill Inc.
2. Carlson, (1990). Psychology — The Science of Behaviour, U.S.A.; Allyn and Bacon, Inc.
3. Clifford Morgan, Richard A King et.al. (1993). Introduction to Psychology. New York; Mc Graw Hill Inc.
4. Darley, Glucksherk,. Kincha, (1991), Psychology, Prentice Hall Inc. A vision of Simen & Schuster,
5. David .W. Johnson and Frank .P. Johnson, (1982), Joining together, New Jersey; Prentice Hall and U.S.A.; Prentice Hall Inc.
6. Frank J.Bruno (‘1980), (‘1984). Behavior and Life. Singapore; John Wiley & Sons, Inc.
7. Gage Berliner, (‘1984). Educational Psychology, U.S.A.; Houghton Mifflin Company.
8. Gordon H. Bower, Richard R, Bootzin aT~d Robert B. Zaionc, (1987), Principles of Psychology, U.S.A.; Random House Inc.
9. Huffinon & William, (1987). Psychology in Action, Singapore; John Wiley & Sons Inc
10. John AGlover, Roger H. Burning, (‘1987). Educational Psychology, Principles and Applications, U.S.A.; Little Brown & Co. & Limited,
11. Roger Van Oech~ (1993).. A Whack On the side of the head, Noida, India; Gospons papers Pvt, Ltd,
12. Stephen Worchel, Wayne Sheilske, (‘1986). Psychology Principles and Applications, U.S.A.; Prentice Hall A division of Simon & Schcester Inc.
13. Vergenia Nichols Quinn, (1985), Applying Psychology, Singapore ; Mc Graw— Hill.

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DEPARTMENT OF REHABILITATION SCIENCE  
111 YEAR B.R.SC. : SEMESTER — V  
(From 2000 Onwards)

GENERAL ELECTIVE

COUNSELLING

MARKS : 100  
HOURS : 60 (40+20)  
CREDITS : 2 (1+1),

**GENERAL OBJECTIVES**

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

**UNIT 1 : Basics of counselling and interpersonal relationship ( 6 hours)**

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

**UNIT 2 : Human Communication ( 6 hours )**

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

**UNIT 3 : Counselling Therapies (12 hours)**

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

**UNIT 4 : The needy client and forms of helping ( 8 hours)**

- 4.1 helping the individual
- 4.2 Helping with social skills
- 4.3 Helping with thinking and feeling

**UNIT 5: Counselling for persons with disability (8 hours)**

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



## **PRACTICUM**

**(20 hours)**

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

## **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 Practice 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 C 0 IT pail y
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 Woo if le and Windy Dryden , (1996). Counselling Psychology, New Delhi; Sage Publications.

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B.R.SC. / SEMESTER — VI  
(From 2000 Onwards)  
CORE MAJOR

VOCATIONAL REHABILITATION FOR PERSONS WITH VISUAL IMPAIRMENT

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 4 (3+1).

**GENERAL OBJECTIVES**

1. To acquaint the students with different stages in the Rehabilitation process.
2. To enable the students to identify avenues of employment for persons with visual impairment.
3. To familiarise the students with the issues in vocational rehabilitation of adults with visual impairment.
4. To impart knowledge about the existing welfare programmes and concessions for persons with visual impairment.

**UNIT 1 : Rehabilitation — Concept and Process (10 hours)**

- 1.1 Meaning of Rehabilitation
- 1.2 Evolution of the concept
- 1.3 Need for Rehabilitation and Integrated Approach
- 1.4 Different stages in Rehabilitation process

**UNIT 2 : Vocational Rehabilitation (15 hours)**

- 2.1 Pre—vocational training, Vocational planning based on special needs
- 2.2 Vocational training
- 2.3 Vocational placement
- 2.4 Community Based Rehabilitation

**UNIT 3 : Rehabilitation of the Rural Blind (15 Hours)**

- 3.1 Key aims and ideas, Survey and medical assistance
- 3.2 Determining realistic rehabilitation goals and conditions for employment as a field worker
- 3.3 Field workers training, eye health programmes and skill building experience
- 3.4 Involvement of community

**UNIT 4 : Employment Welfare Programmes and concessions (15 hours)**

- 4.1 Avenues of Employment: Open Employment, Sheltered Workshops and Transitory Employment, Government approved jobs
- 4.2 Modern Placement Techniques
- 4.3 Major Schemes of the Ministry of Social Justice and Empowerment, Government of India
- 4.4 National Level Government Programmes

**UNIT 5 : Trends and issues in rehabilitation for persons with visual impairment (10 hours)**

- 5.1 Trends and Issues in vocational training
- 5.2 Trends and Issues in vocational placement
- 5.3 Trends and Issues in 'residential programmes
- 5.4 Trends and Issues in community based rehabilitation programmes

## **PRACTICUM: (25 hours)**

1. Visits to vocational training programmes and community based programmes for persons with visual impairment. (4)
2. Preparation and implementation of Individual Vocational Plans for persons with visual impairment (3)
3. Analysis of vocational programmes •organised by welfare agencies. (3)
4. Preparation of task analysis in both residential and community based programmes. (3)
5. Preparation of case studies for two visually impaired adults. (4)
6. Attending case review committee meetings with field workers. (4)
7. Preparing and organising a vocational programme for 2 visually impaired. (4)

## **REFERENCES**

1. Berthold Lowenfeld, (1981). On Blindness and Blind People, New York; American Foundation for the Blind.
2. Chapman ..E,K, and Stone ,J,M, (1988). The Visually Handicapped child in your classroom.. London ; Cassell. Educational Ltd..
3. Harley R.K. and Lawrence G..A.. ('1984).. Visual Impairment in Schools (2nd Ed.), U.S.A. Charles C. 'Thomas Publisher,
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9. Punani ..B, and Rawal N. (2000), Visual Impairment Handbook, 2nd Edition, Ahemedabad; Blind People's Association (India).
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14. Werner D. (-1994) Disabled village children, New Delhi : Voluntary Health Association of India.

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B..R.SC, : SEMESTER — VI  
(From 2000 Onwards)  
CORE MAJOR

VOCATIONAL REHABILITATION FOR PERSONS WITH HEARING IMPAIRMENT

MARKS : 100

HOURS : 90 (65+25)

CREDITS : 4(3+1).

GENERAL OBJECTIVES

1. To enable to acquire knowledge regarding. vocational rehabilitation of the different categories of persons with Hearing Impairment,
2. To enable students to prepare job assessment profiles and plan individual vocational programmes.
3. To familiarise students with their role as effective Vocational Counsellors for persons with Hearing Impairment.
4. To facilitate the students to apply the concepts regarding training, placement and employment for persons with Hearing Impairment.

**UNIT 1 :Introduction to Rehabilitation**

**(10 hours)**

- 1.1 Conceptualization / Definitions
- 1.2 Public Service Impact and Personal impact
- 1.3 Early Notions
- 1.4 Rehabilitation Services for the persons with Hearing Impairment

**UNIT 2 : Employment Scope**

**(10 hours)**

- 2.1 Overview
- 2.2 Employment avenues
- 2.3 Work Activity Centres
- 2.4 Professional Team

**UNIT 3 : Job Selection and Job Analysis**

**(15 hours)**

- 3.1 Job—Information sources
- 3.2 Developing Client Resources
- 3.3 Job Analysis and job modifications
- 3.4 Other Job Factors

**UNIT 4 : Job Training and Placement (15 hours)**

- 4.1 Principles of Placement and definitions
- 4.2 Disabled Workers
- 4.3 Alternative Models
- 4.4 Organizations for the rehabilitation of the persons with Hearing Impairment

**UNIT 5 : Legislative policies for Persons with Hearing Impairment (15 hours)**

- 5.1 UN Rights
- 5.2 Concessions
- 5.3 NHFDC.
- 5.4 Reservation Policy

**PRACTICUM: (25 hours)**

1. Visit to Vocational Rehabilitation Centre for the persons with hearing impairment. (5)
2. Preparation of Job Analysis and Vocational Profile for persons with Hearing Impairment. (5)
3. Vocational Placement and follow—up of clients with hearing impairment. (10)
4. Vocational Counselling for adults with hearing impairment. ( 5)

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HOLY CROSS COLLEGE (AUTONOMOUS) TRICHIRAPALLI—2  
DEPARTMENT OF REHABILITATION SCIENCE  
III YEAR B..R,SC.. : SEMESTER — VI  
(From 2000 Onwards)  
CORE MAJOR

VOCATIONAL REHABILITATION FOR PERSONS WITH MENTAL RETARDATION

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 4(3+1).

**GENERAL OBJECTIVES**

1. To familiarise students to understand the importance of career education for mentally retarded.
2. To help students learn, the vocational capabilities of the different categories of the persons with mental retardation..
3. To enable students to become effective vocational counsellors for the mentally retarded.
4. To help students comprehend the need for self advocacy and in implementing civil rights, social security and legal measures for the mentally retarded.

**UNIT 1 :Aspects of Meaningful Adulthood (12 hours)**

- 1.1 Civil rights and legal rights
- 1.2 Sexuality and marriage
- 1.3 Parent support, Community support and Hostel
- 1.4 Government concessions and financial planning

**UNIT 2 :Vocational Assessment and Prevocational Training of mentally retarded (12 hours)**

- 2.1 Domain assessment
- 2.2 Criterion referenced assessment and career assessment
- 2.3 Vocational assessment
- 2.4 Development of necessary skills, competencies and Family contributions

**UNIT 3 : Career Education, Vocational opt ions and Counselling for mentally retarded (14 hours)**

- 3.1 History Definition & related terms in career education
- 3.2 LCCE approach and its features
- 3.3 Making occupational choices and obtaining occupational information
- 3.4 Rehabilitation plan

**UNIT 4 : Vocational Training and Job placement of mentally retarded ( 15 hours )**

- 4.1 Nature, classification and potentials of Persons with mentally retarded individuals
- 4.2 Current perspectives in vocational training
- 4.3 Job analysis, job profile and employment operations services in preparing persons with mental retardation for job market
- 4.4 Job placement and current trends

**UNIT 5 : Occupational Prospects of the mentally retarded (12 hours)**

- 5.1 Sheltered employment
- 5.2 Open employment and Home based self employment
- 5.3 Institutional labour and Work stations and Community Based Rehabilitation
- 5.4 Organisations for mentally retarded

**PRACTICUM : (25 hours)**

- 1.. Visit to institute /providing vocational training for mentally retarded. (5)
- 2. Preparation of a case study. (5)
- 3. Observational Report' on Characteristics and work pattern of different avenues of employment (ie.) Sheltered employment Self employment. (5)
- 4. Preparing job analysis and vocational profile of adults with mental retardation placed in different vocational settings and vocational counselling.. (10)

**REFERENCES :**

- 1. Charles ..J.. Kokasa, (1985), Career Education for Handicapped Individuals, OHIO; Merrill Publishing Company.
- 2. D,K.. Menon, (1990), Vocational Training and Employment of person with Mental Retardation, Secunderabad; National Institute for the Mentally Handicapped.
- 3. Theresia Kutty, ('1992). Job Analysis and on the Job Training for person with Mental Retardation, Secunderabad; National Institute for the Mentally Handicapped..
- 4. Barbara L. Ludlow, (1991), Contemporary Issues in Sexuality and Mental Retardation, London; Jessica. Kingsley Publishers.
- 5. George Nelson Wright, (1980). Total Rehabilitation, Boston; Little Brown and Company.
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- 9. Steve Baldwin, (1991). Mental Handicap — Social Science Perspectives, London; Chapman and Hall,
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III YEAR B,R.SC. : SEMESTER -- VI  
(From 2000 Onwards)  
CORE MAJOR  
COMMUNITY BASED REHABILITATION

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS: 3 (2+1).

**GENERAL OBJECTIVES**

1. To enable students to become aware of the different types of communities and the problems prevalent in communities..
2. To impart knowledge on the structure, function, Roles and Responsibilities of those involved in CBR.
3. To facilitate students will be able to mobilise community and Government resources for the welfare of the disabled.
4. To enable students to design Training Package for Field CBR Workers..

**UNIT 1 : Community and Development (15 hours)**

- 1.1 Meaning and Definition
- 1.2 Types of Community
- 1.3 Urban Rural Contrast
- 1.4 Community Organisation process

**UNIT 2 : Problems of Rural and Urban Community (10 hours)**

- 2.1 Economic problems of rural and urban community
- 2.2 Social problems of rural community
- 2.3 Social problems of urban community
- 2.4 Social Welfare problems of rural and urban (communities)

**UNIT 3 : Introduction to Community Based Rehabilitation (10 hours)**

- 3.1 Meaning and Definition of Community Based Rehabilitation
- 3.2 Components needed for Community Based Rehabilitation
- 3.3 Pre-requisites and advantages of CBR
- 3.4 Models of Community Based Rehabilitation

**UNIT 4 Community Based Project planning and Implementation ( 15 hours )**

- 4.1 Situation study
- 4.2 Community Based Rehabilitation - programme planning
- 4.3 Programmes in action
- 4.4 Staff development

**UNIT 5 Project administration and phasing out a programme (15 hours)**

- 5.1 Role of personnel involved in CBR
- 5.2 Documentation
- 5.3 Programme Evaluation.
- 5.4 Phasing out a programme



**PRACTICUM : (25 hours)**

1. A detailed practical study to identify the problems prevalent in a selected community. (5)
2. Visits to different types of CBR Programmes. (5)
3. Study a national and state level community development programme. (5)
4. Report Writing for a, CBR programme. (5)
5. Writing a proposal. for a CBR programme. (5)

**REFERENCES**

1. Desai, A.R., (1961). Rural Sociology in India (3rd Ed.)', Bombay; I.S.A.E.
2. Madan G.R., (1964).. Changing Pattern of Indian Villages, New Delhi; S.Chand and Co.
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5. Werner David, (1987).. Disabled Village Children, U.S.A.; The Hesperian Foundation.
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III YEAR B.R..Sc.. : SEMESTER VI  
(From 2000 Onwards)  
CORE MAJOR  
GROUP DYNAMICS AND MANAGEMENT

MARKS : 100  
HOURS : 90 (65+25)  
CREDITS : 3 (2+1).

**GENERAL OBJECTIVES**

1. To enable students to be aware of the group process techniques..
2. To provide students an opportunity to develop leadership qualities and make effective decisions,
3. To enable students to acquire basic knowledge of management and accountancy.
4. To familiarise students to apply the concepts learnt in managing rehabilitation programmes.

**UNIT 1 : Group Dynamics (12 hours)**

- 1.1 Definition of group7 Group Dynamics,  
An effective and Ineffective Group
- 1.2 Establishing and stages of group development
- 1.3 Group process techniques
- 1.4 Goal setting in groups

**UNIT 2 : Leadership and Decision--Making (12 hours)**

- 2.1 Theories and styles of leadership
- 2.2 Characteristics of an Ideal Leader
- 2.3 Process and methods of decision making
- 2.4 Factors hampering effective group decision advantages and disadvantages

**UNIT 3 : Introduction to Management (14 hours )**

- 3.1 Definition and Levels of Management
- 3.2 Management skill. s and theories
- 3.3 Planning Organizing and Staffing
- 3.4 Control—process and procedures. policy and strategy.

**UNIT 4 : Accountancy (14 hours)**

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

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

- 5.1 Budgeting
- 5.2 Grant in Aid
- 5.3 Community Chest
- 5.4 Auditing

## **PRACTICUM**

**(25 hours)**

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

## **REFERENCES**

1. David W. Johnson & Frank P. Johnson, (1989). Joining Together Group theory and group skills, Second Edition, New Jersey; Prentice Hall, Inc.
2. Bertran H. Raver & Jeffrey Z. Rubin, (1990). Social Psychology, Second Edition, New York; John Wiley & Sons.
3. John C. Brigham, (1986). Social Psychology, Toronto; Little Brown & Company.
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