

**PG & RESEARCH DEPARTMENT OF
REHABILITATION SCIENCE**

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

PG DEPARTMENT OF PSYCHOLOGY
Programme: M.Sc., Psychology

PO No.	Programme Outcomes <i>Upon completion of the M.Sc. Degree Programme, the graduate will be able to to</i>
PO-1	Obtain quality education in the field of psychology and research activities.
PO-2	Develop skills to analyze the deviant behavior of individuals with mental illness, and to assess, diagnose and categorizethe mental illness.
PO-3	Create and execute new ideas to develop entrepreneurial and managerial skills.
PO-4	Develop a local, regional, national and international perspective and be competent enough in the field of social sciences.
PO-5	Acquire skills in various areas of counseling to different segments of people and application of psychotherapies.

PSO No.	Programme Specific Outcomes <i>Upon completion of these courses the student would be able to</i>
PSO-1	Understand the concepts and improve knowledge in the application of research.
PSO-2	Diagnose and manage various mental disorders and mental health issues.
PSO-3	Develop skills of psychological assessment in employment areas, and to enhance performance and quality of relationships.
PSO-4	Acquire knowledge for higher studies and to meet competitive exams.
PSO-5	Administer counseling and practice psychotherapeutic techniques.

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002

SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

(For Candidates Admitted from 2020 onwards)

SEMESTER I

Sem	Part	Course	Title of the Paper	Code	Hours/ Week	Credit s	Marks
I	I	Language	Tamil paper I/ Hindi paper I / French paper 1	U20TL1TAM01 U20HN1HIN01 U20FR1FRE01	3	3	100
I	II	English	English Paper 1	U20EL1GEN01	3	3	100
I	III	Major Core -1 (Compulsory)	Introduction to Disability-I	U20RS1MCT01	6	5	100
I	III	Major Core -2 (Compulsory)	Intervention for Persons with Visual Impairment	U20RS1MCT02	5	5	100
I	III	Allied-I (Compulsory)	Health and Nutrition	U20RS1ALT01	4	2	100
I	III	Allied-2 (Compulsory)	General Psychology	U20PS1ALT01	4	2	100
I	IV	Environmental studies	Environmental studies	U20RE1EST01	2	1	100
I	IV	MSBC -1	Aesthetic Arts and Crafts - Practical	U20RS1SBP01	2	1	100
I	IV	Value Education	Bible/Catechism/Ethics	U20VE2LVE01 U20VE2LVB01 U20VE2LVC01	1		-
I	IV	Extension - Activities	Service Oriented Courses (SOC)		-	-	-
I	III	Major Core - 3	Research Methods and Statistics (Offered to Audiology by Rehab)	U20RA1MCT01	5	-	100

			Internship/Field Work/Field Project - (30 hrs)	U20SP1ECC01		1	100
			Special Extra Credit				
			Total		30	23	900

SEMESTER II

Sem	Part	Course	Title of the Paper	Code	Hours/Week	Credits	Marks
II	I	Language	Tamil paper I/ Hindi paper I / French paper 1	U20TL2TAM02 U20HN2HIN02 U20FR2FRE02	3	3	100
II	II	English	English Paper 1	U20EL2GEN02	3	3	100
II	III	Major Core -3 (Compulsory)	Introduction to Disability-II	U20RS2MCT03	4	4	100
II	III	Major Core -4 (Compulsory)	Intervention for Persons with Hearing Impairment	U20AS2MCT04	4	4	100
II	III	Major Core -5 (Compulsory)	Life Span Development	U20RS2MCT05	4	3	100
II	III	Allied-3 (Compulsory)	Counselling Psychology	U20PS2ALT02	4	2	100
II	IV	SBC 1	Soft Skills	U20RS2SBT02	2	1	100
II	IV	SBC 2	Sustainable Rural development and Student Social Responsibility	U20RE2SBT03	2	1	100

II	IV	MSBC - 2	Office Automation For Social Sciences (Computer Science Dept)	U20CS2SBP02	2	1	100
II	IV	Industrial Relations	Industrial Relations - Employability and Entrepreneurial Skills (Practicum)	U20RE2IRP01	1	1	100
II	IV	Value Education	Bible/Catechism/Ethics	U20VE2LVE01 U20VE2LVB01 U20VE2LVC01	1	1	100
II	IV	Extension - Activities	Service Oriented Courses (SOC)		-	-	-
			Internship/Field Work/Field Project - (30 hrs) Special Extra Credit	U20SP2ECC01		1	100
			Total		30	25	1200

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PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

I B.R.Sc : SEMESTER –I

(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR CORE 1 – INTRODUCTION TO DISABILITY –I
Total Hours	90
Hours/Week	6 Hrs/Wk
Code	U20RS1MCT01
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVES:

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

Course Objectives: The learner will be able to

CO No.	Course Objectives
CO-1	Remember, understand the basic concepts of impairment, disability and handicap
CO-2	Define visual, hearing, speech and language impairments
CO-3	Remember, understand locomotor impairments
CO-4	Remember, understand about intellectual and behavioural impairments.
CO-5	Develop skill to identify various physical impairments and intellectual impairments.

UNIT 1: Introduction to Disability

(15 Hrs)

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

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

UNIT 2 : Visual Impairment (15 Hrs)

- 2.1 Concepts of Blindness, Low Vision
- 2.2 Signs, symptoms and characteristics of visual impairment –
Blindness and Low-Vision
- 2.3 Causes of visual impairment and common eye diseases
- 2.4 Misconceptions about visually impairment

Extra reading/ keywords: Sensory Impairment, Physiology of optic nerves, and associated terminologies on Visual Impairment

UNIT 3 : Hearing, Speech and Language Impairments (20 Hrs)

- 3.1 Concepts of Hearing Impairment, Speech and Language
Impairment
- 3.2 Signs, symptoms and characteristics of Hearing impairment, Speech and
Language Impairment
- 3.3 Causes of Hearing impairment, Speech and Language Impairment
- 3.4 Misconceptions about Hearing impairment, Speech and Language Impairment

Extra reading/ keywords: Sensory Impairment, Physiology of auditory nerves and associated terminologies on Hearing, Speech and Language Impairment.

UNIT 4 : Locomotor Impairments (20 Hrs)

- 4.1 Concept of leprosy cured persons, Cerebral palsy and Dwarfism
- 4.2 Signs, symptoms and characteristics of leprosy cured persons, Cerebral palsy and
Dwarfism
- 4.3 Causes of leprosy cured persons, Cerebral palsy and Dwarfism

4.4 Misconceptions about leprosy cured persons, Cerebral palsy and Dwarfism

Extra reading/ keywords: Locomotor Impairment, Physiology of locomotor system and associated terminologies on locomotor Impairment.

UNIT 5: Intellectual and Behavioural Impairments (20 Hrs)

- 5.1 Definitions of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.2 Signs, symptoms and characteristics of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.3 Causes of Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness
- 5.4 Misconceptions about Autism, Intellectual Disability, Attention-Deficit Hyperactivity Disorder and Mental Illness

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

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

PRACTICUM : (25 Hrs)

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

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe and explain the basic concepts and various types of disabilities.	PSO 1	R, U
CO-2	Familiarize and develop skill for identification of various disabilities.	PSO 2	R, U
CO-3	Explain and discuss the etiology of various disabilities	PSO 2	R, U

CO-4	Develop optimistic ways of managing and overcoming superstitious believes of various disabilities.	PSO 3	R, U
CO-5	Develop skill to identify various physical and sensory impairments (skill development)	PSO 3	R, U

REFERENCES:

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5. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
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SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

I B.R.Sc : SEMESTER –I

(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR CORE – 2 INTERVENTION FOR PERSONS WITH VISUAL IMPAIRMENT
Total Hours	75
Hours/Week	5 Hrs/Wk
Code	U20RS1MCT02
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVES:

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

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the anatomy, physiology and pathology of human eye.
CO-2	Describe the characteristics of persons with visual impairment.
CO-3	Relate the losses of visual impairment to organize vision training programme.

CO-4	Apply strategies to develop educational intervention plan for children with visual impairment.
CO-5	Identify appropriate assistive technology devices for persons with visual impairment.

UNIT 1: Anatomy and physiology of the human eye

(15 Hrs)

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

Extra reading/ keywords: Oculoplastic, Neuro-ophthalmology

UNIT 2: Introduction to Visual Impairment

(15 Hrs)

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

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

UNIT 3: Early Intervention

(10 Hrs)

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

- 3.2 Vision Care Professionals
- 3.3 Vision Screening, Vision Assessment
- 3.4 Vision Training

Extra reading/ keywords: Vision therapist, Athlete Vision Assessment

UNIT 4: Educational Intervention (15 Hrs)

- 4.1 Curriculum planning
- 4.2 Plus Curriculum
- 4.3 Instruction in school subjects
- 4.4 Classroom Management for Visually Impaired Children

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

UNIT 5: Assistive Technology (10 Hrs)

- 5.1 List of equipments and appliances for VI children
- 5.2 Low Vision Devices – optical and nonoptical devices
- 5.3 Softwares for Persons with Vision Impairment
- 5.4 Barrier-Free Access – Designing for the Visually Impaired

Extra reading/ keywords: APPS for VI

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

Practicum: (10 Hrs)

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

COURSE OUTCOMES:

The learner will be able to

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

References:

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PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

I B.R.Sc : SEMESTER –I

(For Candidates Admitted from 2020 onwards)

Course Title	ALLIED 1 - HEALTH AND NUTRITION
Total Hours	60
Hours/Week	4 Hrs/Wk
Code	U20RS1ALT01
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVES:

To enable students to develop and recommend appropriate nutrition for children with disability.

COURSE OBJECTIVES:

CO No.	Course Objectives
CO-1	To familiarize the students with the basic concepts of health care and importance of hygiene.
CO-2	To create an awareness about prevention against common diseases and disability.
CO-3	To provide the students' knowledge regarding various nutrients and their importance
CO-4	To impart knowledge regarding the prevention of disabilities that occur due to malnutrition and ill health.
CO-5	To impart knowledge of basic concepts of counselling.

UNIT 1: Introduction to Health

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

UNIT 2: Infection and Diseases

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

UNIT 3: Fundamentals of Nutrition

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

UNIT 4: Applied Nutrition

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

UNIT 5: Counseling and educating disabled children on nutrition

- 5.1 Introduction to nutritional counselling
- 5.2 Role and Responsibilities of the nutrition counselor
- 5.3 Aids used by dietitians for awareness - charts, leaflets, posters etc.
- 5.4 Dietary guidelines for children with disability

PRACTICUM

1. Organising health awareness camps.

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

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the basic concepts of health care and importance of hygiene.	PSO 1	U
CO-2	Understand the awareness about prevention against common diseases and disability.	PSO 2	U
CO-3	Describe the knowledge regarding various nutrients and their importance	PSO 2	R
CO-4	Explain the prevention of disabilities that occur due to malnutrition and ill health.	PSO 4	R
CO-5	Understand the basic concepts of counselling	PSO 4	C

REFERENCES

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SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

PG DEPARTMENT OF PSYCHOLOGY

OFFERED TO I B.R.Sc. SEMESTER I

(For Candidates Admitted from 2020 onwards)

Course Title	ALLIED – 2 GENERAL PSYCHOLOGY
Total Hours	60
Hours/Week	4 Hrs/Wk
Code	U20PS1ALT01
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVES:

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

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the concepts of psychology, theories of learning and intelligence
CO-2	Remember the various concepts in memory forgetting and motivation
CO-3	Analyze the characteristics of creative persons and develop creative thinking and problem solving techniques.

CO-4	Analyze and evaluate the skill needed to develop self-concept and maintain better inter- personal relations
CO-5	Understand the concepts of consciousness, sleep and dreams and parapsychology

UNIT: I BASICS OF PSYCHOLOGY (10 Hrs)

- e. Meaning and History
- f. Sensory Perception
- g. Attention and Perceptual Processes
- h. Nature and Types of Memory and forgetting theories

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

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

- 2.1 Learning theories
- 2.2 Motivation, Types of Motives & theories
- 2.3 Emotions theories
- 2.4 Frustration and conflict

Extra reading/ keywords: Multiple Intelligence, Emotional Intelligence, Emotional Quotient

UNIT: III THINKING AND INTELLIGENCE (10 Hrs)

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

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

UNIT: IV PERSONALITY (10 Hrs)

- 4.1 Definition & Type of personality
- 4.2 Type and Trait Theories of Personality
- 4.3 Learning and Behavioural Theories
- 4.4 Humanistic Theories.

Extra reading/ keywords: The Hardy Personality

UNIT: V PSYCHOLOGICAL DISORDERS AND STRESS (15 Hrs)

- 5.1 Major Psychological Disorders
- 5.2 Effects of Stress and Coping
- 5.3 Substance Use Disorders
- 5.4 Types and Sources of Stress

Extra reading/ keywords: Disengagement coping, Relaxation Techniques

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

Course Outcomes:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the concepts of psychology,	PSO 1	R, U
CO-2	Explain theories of learning and intelligence	PSO 2	R
CO-3	Discuss the various concepts in memory forgetting	PSO 2	U
CO-4	Examine the importance of motivation in real life.	PSO 3	R
CO-5	Explain the characteristics of creative persons and develop creative thinking and problem solving techniques.	PSO 4	An
CO-6	List, explain and summarize the skill needed to develop self-concept and maintain better inter-personal relations	PSO 4	U
CO-7	Explain and summarize personality types and theories	PSO 5	R, An

PRACTICUM:

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

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1. Roger Van Oech, (1993). A Whack On the side of the head, Noida, India; Gospons papers Pvt. Ltd.
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3. Darley, Glucksherk, Kincha, (1991), Psychology, Prentice Hall Inc. A vision of Simen & Schuster,
4. Carlson, (1990). Psychology - The Science of Behaviour, U.S.A.; Allyn and Bacon, Inc.
5. Gordon H. Bower, Richard R. Bootzin and Robert B. Zajonc, (1987). Principles of Psychology, U.S.A.; Random House: Inc.

6. Huffinon & William, (1987). Psychology in Action, Singapore; John Wiley & Sons, Inc.
7. John A.Glover, Roger H.Burning, (1987). Educational Psychology, Principles and Applications, U.S.A.; Little Brown & Co. & Limited.
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9. Stephen Worchel, Wayne Sheilske, (1986). Psychology Principles and Applications, U.S.A.; Prentice Hall : A division of Simon & Schcester Inc.
10. Vergenia Nichols Quinn, (1985). Applying Psychology, Singapore; Mc Graw - Hill.
11. Gage / Berliner, (1984). Educational Psychology, U.S.A.; Houghton Mifflin Company.
12. David .W. Johnson and Frank .P. Johnson, (1982), Joining together, New Jersey; Prentice Hall and U.S.A.; Prentice Hall Inc.
13. Frank J.Bruno (1980), (1984). Behavior and Life, Singapore; John Wiley & Sons, Inc.

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002

SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

I B.R.Sc : SEMESTER –I

(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR SKILL BASED COURSE - 1 AESTHETIC ARTS AND CRAFT
Total Hours	30
Hours/Week	2 Hrs/ Wk
Code	U20RS1SBP01
Course Type	Practical
Credits	1
Marks	100

GENERAL OBJECTIVE:

To enable the students understand the various arts and craft for persons with disabilities to enhance their eye hand co-ordination.

Course Objectives: The learner will be able to

CO No.	Course Objectives
CO-1	Remembers, understand the needs arts and craft for children with special needs.
CO-2	Remembers, understands factors improving functioning of children with special needs.
CO-3	Remembers, understands importance of practicing arts and craft to children with disabilities.
CO-4	Remembers, understands the importance of developing eye hand co-ordination to children with special needs.
CO-5	Apply and create an album related to Practical Engagement.

UNIT I: NEEDLE & THREAD

(5 HOURS)

1.1 Basic Stitches for everyday use

1.2 Sewing, Knitting, Crochet, Embroidery, Woolen

Extra reading/ keywords: Creative needle work

UNIT II: DRAWING & PAINTING (5 HOURS)

2.1 Basic Drawing, Cartooning, Calligraphy, Thermocal art

2.2 Fabric, Pot, Chart, Glass etc.

Extra reading/ keywords: Creative cloth and painting work

UNIT III: PAPER WORK (5 HOURS)

3.1 Origami, Gift wrappers, book marks

3.2 Quilling, Files and folders, Greeting cards

Extra reading/ keywords: Creative paper works

UNIT IV: DECORATIONS (10 HOURS)

4.1 Home, Gardens and Landscaping, Cakes, Flower Arrangements

4.2 Organizing parties and events

Extra reading/ keywords: Creative event management techniques

UNIT V: WEALTH OUT OF WASTE AND DIY IDEAS (5 HOURS)

5.1 Preparing Creative teaching materials, Creating Wealth from waste – as a hobby

5.2 Arts and Crafts as a Therapy

Extra reading/ keywords: Creative therapeutical interventions

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

COURSE OUTCOMES:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Identify the needs arts and craft for children with special needs.	PSO 1	R,U
CO-2	Identify the factors improving functioning of children with special needs.	PSO 2	R,U
CO-3	Identify the importance of practicing arts and craft to children with disabilities.	PSO 3	R,U
CO-4	Identify the importance of developing eye hand co-ordination to children with special needs.	PSO 4	R,U
CO-5	Apply and create an album related to Practical Engagement.	PSO 5	AP

REFERENCES:

1. Arts & Crafts Busy Book : 365 Activities Paperback by Trish Kuffner (Author), Bruce Lansky (Editor)
2. My Book of Art & Craft Part – 1,2 3 & 4, 2013, by Dreamland Publications
3. Creative World of Paper Folding - Book 1,2017,by Dreamland Publications
4. Special Events: A New Generation and the Next Frontier, 6th Edition by Joe Goldblatt
5. Calligraphy For Beginners: Learn Calligraphy Alphabets, Lettering, Drawing & More! (Calligraphy Alphabet, Calligraphy Writing, Handwriting Improvement, ... For Beginners, Penmanship, Lettering, Art) by Charlotte Pearce

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002
SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES
PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

(For Candidates Admitted from 2020 onwards)

OFFERED TO I B.ASLP: SEMESTER –I

B.1.6 RESEARCH METHODS AND STATISTICS

Code: U20RA1MCT01

Hours - 60

Marks - 100

Objectives: After completing this course, the student will be able to understand the

- a) basic concept of research in the field of audiology and speech-language pathology
- b) design and execution of research
- c) ethical guidelines for conducting research

Part A: Research Methods

Unit I: Introduction to research methods

- a) Meaning and purpose of research: meaning
- b) Need for research in audiology and speech-language pathology
- c) Funds/grants for research
- d) Steps in research: identification, selection
- e) Formulation of research questions: aims, objectives, statement of problem, hypothesis
- f) Types of variables; types of sampling procedures (random and non-random);
- g) Types/ methods of data collection and their advantages and disadvantages
- h) Reliability and validity (internal and external validity)

Unit II: Research design in audiology and speech-language pathology

- a) Types of research: survey, ex-post facto research, normative research, standard-group comparison
- b) Experimental and quasi experimental research: group design & single subject design
- c) Internal and external validity of research
- d) Between groups vs. repeated measures design
- e) Documentation of research: scientific report writing, different formats or styles (APA, AMA and MLA),
- f) Ethics of research

Part B: Statistics

Unit III: Introduction to statistics and data collection

- a) Application of statistics in the field of Audiology and speech-language pathology.
- b) Scales of measurement: nominal, ordinal, interval, ratio
- c) Classification of data: class intervals, continuous and discrete measurement
- d) Normal distribution: general properties of normal distribution, theory of probability, area under normal probability curve
- e) Variants from the normal distribution: skewness and kurtosis
- f) Measure of central tendency: mean, median, mode
- g) Measures of variability: range, deviation (average and standard deviation), variance

Unit IV: Statistics and research designs

- a) Choosing statistics for different research designs
- b) Correlational techniques: Pearson's Product Moment Correlation Coefficient; Spearman's Rank order correlation coefficient

- c) Statistical inference: concept of standard error and its use; the significance of statistical measures; testing the significance of difference between two means z-test, t-test; analysis of variance, post hoc tests,
- d) Non-parametric tests: Chi-square test, Wilcoxon test, Mann-Whitney U test,
- e) Reliability and validity of test scores: reliability and validity, Item analysis
- f) Analysis of qualitative data
- g) Software for statistical analysis

Unit V: Epidemiology

- a) Basic epidemiologic concepts and principles
- b) Epidemiologic data sources and measurements
- c) Epidemiologic methods – questionnaire survey, screening, personal survey, testing
- d) Media - their advantages and disadvantages
- e) Incidence and prevalence of hearing, speech, language disorders as per different census (NSSO, WHO)

Recommended Reading:

- Dane F. C. (2011). Sampling and Measurement. In Evaluating research: Methodology for people who need to read research. New Delhi: SAGE publication.
- Field, A. (n.d.). Discovering Statistics Using IBM SPSS (4th ed.). SAGE Publications.
- Hegde M. N. (2010). A course book on Scientific and professional writing for speech language pathology (4thEdition), Singapore: Delmar publication.
- Hegde, M. N. (2003). Clinical research in communicative disorders: Principles and strategies. (3rd Edition), Austin: Pro-ed
- Hesse-Biber, S. N. &Leavy, P. (2011). The Ethics of social research. In The Practice of qualitative research. (2nd Edition), New Delhi: SAGE publication.
- Jekel, F. J., Katz, L.D., & Elmore, G.J (2001). Basic Epidemiologic Concepts and Principles in epidemiology, Biostatistics, and Preventive Medicine (2nd Edition). Pennsylvania: Saunders

- Meline, T. (2010). A research primer for communication sciences and disorders. Singapore: Pearson publication.

(For candidates admitted from 2015 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2

B.A /B.Sc./B.Com/B.R.SC/B.C.A/B.B.A DEGREE EXAMINATION

SEMESTER I

ENVIRONMENTAL STUDIES

Hrs – 2/Week

CODE: U15RE1EST01

CREDITS :2

Unit I–Awareness and Natural Resources

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

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

Unit II–Ecosystems and Biodiversity

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

Biodiversity–concept genetic, species and ecological biodiversity–ecological

And economic values–India, a mega diversity country, hotspots–threats to biodiversity and conservation measures.

Unit III–Environmental Pollution

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

Rich–poor
wide–at
national and
global levels

**REFER
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Unit IV–Human population and Environment

Population growth at national and global level.

Urbanization
–slums

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World food production-Effects of modern agriculture on land and Eco systems-GMOs and

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Environmental pollutions and diseases-malaria- chikungunya

Unit V–Environment and Social Issues

The Benjamin Cummings Publishing

company.,Inc.

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

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

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

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002

SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

(For Candidates Admitted from 2020 onwards)

II B.R.Sc : SEMESTER –II

Course Title	MAJOR CORE 3 – INTRODUCTION TO DISABILITY: PAPER-II
Total Hours	60
Hours/Week	4 Hrs / Wk
Code	U20RS2MCT03
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Remember, understand the basic concepts of learning disabilities.
CO-2	Define visual, hearing, speech and language impairments
CO-3	Remember, understand developmental and multiple disabilities
CO-4	Remember, understand about health impairments and mental illness
CO-5	Develop skill to identify various learning disabilities and Physical Impairments.

UNIT 1: Learning Disabilities (10 Hrs)

- 1.1 Concept of Learning Disabilities and Types : Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia and Developmental Aphasia
- 1.2 Signs, symptoms and characteristics of Learning Disabilities
- 1.3 Causes and Misconceptions of Learning Disabilities

Extra reading/ keywords: Definitions of various learning Disabilities and RPwD Act,

UNIT 2: Musculoskeletal Impairments (10 Hrs)

- 2.1 Concepts of Muscular Dystrophy and Acid attack survivors
- 2.2 Sign, symptoms and characteristics of Muscular Dystrophy and Acid attack Survivors
- 2.3 Causes and Misconceptions about Muscular Dystrophy and Acid attack survivors

Extra reading/ keywords: Locomotor Impairments, Physiology of locomot or system and associated terminologies on Muscular Dystrophy and Acid attack victims.

UNIT 3 : Chronic Neurologic Impairments (10 Hrs)

- 3.1 Concepts of Multiple Sclerosis and Parkinson's disease
- 3.2 Signs, symptoms and characteristics of Multiple Sclerosis and Parkinson's disease
- 3.3 Causes and Misconceptions about Multiple Sclerosis and Parkinson's disease

Extra reading/ keywords: Neurologic Impairments, Physiology of nervous system and associated terminologies on Multiple Sclerosis and Parkinson's Disease

UNIT 4 : Blood Disorders (10 Hrs)

- 4.1 Definitions of Haemophilia, Thalassemia, Sickle cell disease
- 4.2 Signs and symptoms of Haemophilia, Thalassemia, Sickle cell disease
- 4.3 Causes and Misconceptions about Haemophilia, Thalassemia, Sickle cell disease

Extra reading/ keywords: *Blood Disorders and Rh-Incompatibility.*

UNIT 5: Multiple Disabilities including Deaf-Blindness (10 Hrs)

- 5.1 Concept of Multiple Disabilities including Deaf-Blindness
- 5.2 Signs, symptoms and characteristics of Multiple Disabilities including Deaf-Blindness
- 5.3 Causes, classification and Misconceptions about Multiple Disabilities including Deaf-Blindness

Extra reading/ keywords: *Effects and Implications of Multiple Disabilities including Deaf-Blindness.*

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

PRACTICUM : (25 Hrs)

- 5. Observation of persons with various disabilities.
- 6. Visits to organizations for the disabled.
- 7. Placement in Blossoms Opportunity School.
- 8. Writing a case record for a Person with disability.

Course Outcomes:

The learner will be able to

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

CO-5	Develop skill to identify various physical and sensory impairments (skill development)	PSO 3	R, U
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REFERENCES:

1. PG & Research Department of Rehabilitation Science (2017) All about Disability – A Resource Guide, Trichy: Jami Publications.
2. Advani, L. & Chadha, A. (2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
3. Kundu, C.L., (2003) Status of Disability in India, New Delhi : Rehabilitation Council of India.
4. Persha, A.J. & Rao, V.R.P.S. (2003). Early Intervention – A Service Model, Secunderabad : National Institute for the Mentally Handicapped (NIMH).
5. NSSO, (2003) Disabled Persons in India. New Delhi : Ministry of Statistics and Programme Implementation, Govt. of India.
6. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.
7. Mani, M.N.G., (Ed.), (2001) Booklet on Visual Impairment and Human Development. B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
8. Krishna, V.V., Dutt, B.S.V., & Rao, K.H., (Eds), (2001) Disabled Persons, New Delhi; Discovery Publishing House.
9. Swarup, S. (2001) Booklet on Concept, Classification and Characteristics of Disabilities, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
10. Swarup, S. (Ed.), (2001) Booklet on Identification and Assessment of Disabilities and Curriculum Planning, B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University
11. Kundu, C.L., (2000) Status of Disability in India - 2000, New Delhi : Rehabilitation Council of India.
12. Punani, B. & Rawal, N., (2000) Visual Impairment Handbook, Ahmedabad; Blind Peoples

Association.

13. Kirk, S.A., & Gallagher, J.J., Anastasiow (2000) *Educating Exceptional Children*. (9th Edition). Boston : Houghton Mifflin Co.
14. Panda, K.C., (1997) *Education of Exceptional Children*, New Delhi; Vikas Publishers.
15. Berton, L. (Ed.), (1996) *Disability in Society*, London; Addison Wesley Longman Ltd.
16. Aloka Guha et.al, (1994). *Readings in Special Education*, Madras, Spastics Society of Tamil Nadu.
17. John Ballatyne, M.C. Martin & Antony Martin (1993), *Deafness* (5th Ed.), Delhi, A.I.T.B.S. Publishers.
18. Northern L. Jerry, Downs P. Marian, (1991). *Hearing in Children*. U.S.A. : Williams & Wilkins Ltd.
19. Reeta Peshwaria, (1990). "Manual For Psychologists", Secunderabad; National Institute for Mentally Handicapped.
20. Hallhan,D.P., & Kauffman,J.M. (1988) *Exceptional children - Introduction to Special Education*. New Jersey: Prentice Hall.
21. Werner D. (1987). *Disabled village children* (1st Ed.), U.S.A.; Hesperian Foundation.
22. Sol Adler, (1986). *Early Identification & Intensive Remediation of Language Retarded Children*. U.S.A.: Charles C. Thomas.
23. Harley R.K. and Lawrence G.A. (1984). *Visual Impairment in Schools* (2nd Ed.), U.S.A.; Charles C. Thomas Publisher.
24. Marinelli, R.P. & DelleOrbo, A.E. (1984) *The Psychological and Social Impact of Physical Disability*. New York : Springer Publishing Company.
25. Grossman, H.J. (ed). (1983) *Classification in Mental Retardation*. Washington : American Association on Mental Deficiency.
26. J.Hogg and Mitter, (1983). "Advances in Mental Handicap Research", New York; John Wiley and

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28. Neisworth, J.T., & Smith, R.M. (1978) Retardation Issues, Assessment, and Intervention. New York : McGraw Hill Book Co.
29. Stanford .E. Gerber, George T.Mencher, (1978). Early diagnosis of Hearing loss. New York : Grun & Straffon.
30. Stubbins, J. (1977) Social & Psychological Aspects of Disability, A Handbook for Practitioners. Texas: Pro-ed.
31. Bhatt,U. (1963) The Physically Handicapped in India. Bombay: Usha Bhatt.
32. <http://socialjustice.nic.in/pwdact1995.php>
33. <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>
34. <https://www.in.gov/spd/files/Myth.pdf>

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002

SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF AUDIOLOGY and SPEECH LANGUAGE PATHOLOGY

(For Candidates Admitted from 2020 onwards)

OFFERED TO II B.R.Sc : SEMESTER –II

Course Title	MAJOR CORE 4 – INTERVENTION FOR PERSONS WITH HEARING IMPAIRMENT
Total Hours	60
Hours/Week	4 Hrs/Wk
Code	U20AS2MCT04
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the Anatomy and Physiology of the different parts of ear
CO-2	Explain the Causes , symptoms and treatment of ear diseases and refer them to the Audiologist/ ENT Specialist
CO-3	Describe the causes, characteristics and implications of Children with Hearing Impairment

CO-4	Relate concepts of early identification and techniques and methods of Infant hearing Screening and testing Pre – Schoolers
CO-5	Apply strategies in developing Literacy, Auditory, Oral, Reading, Writing skills in Children with Hearing Impairment

UNIT 1 : ANATOMY AND PHYSIOLOGY OF EAR

(10Hrs)

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

Extra reading/ keywords: Embryological development of the Ear

UNIT 2 : MEDICAL AND CONTEMPORARY ASPECTS OF HEARING LOSS

(10 Hrs)

(Signs, symptoms and treatment)

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

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

UNIT 3: THE HEARING IMPAIRED

(10 Hrs)

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

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

UNIT 4: HEARING EVALUATION (10 Hrs)

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

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

UNIT 5: DEVELOPMENT OF LITERACY SKILLS (10 Hrs)

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

Extra reading/ keywords: *Methods of teaching Speech*

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

COURSE OUTCOMES:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the anatomy and physiology of outer, middle and inner ear and the physiological process of hearing.	PSO 1	R, U
CO-2	Discuss the signs, symptoms and treatment of the various outer, middle and inner ear diseases and Noise induced hearing loss.	PSO 2	R, U
CO-3	Describe the causes, classification, characteristics of children with hearing impairment.	PSO 2	R, U
CO-4	Enumerate the need for early intervention for the hearing impaired and the techniques of neonatal screening, infant hearing screening and testing preschoolers	PSO 3	R, U
CO-5	Explain the meaning, Scope and development of literacy skills, auditory and oral skills, reading and writing skills and discuss the educational needs of children with hearing impairment.	PSO 3	R, U

PRACTICUM:**(10 Hrs)**

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

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1. Advani, L. & Chadha, A.(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Private Ltd.
2. Agarwal, K. (2002). A Handbook for Parents of Children with Disabilities. New Delhi, Planning Commission Government of India.

3. Charles Van Riper; Robert L. Erickson, (1996). *Speech Correction, Introduction to Speech Pathology and Audiology*, (9 Ed.). U.S.A.; Allyn & Bacon.
4. Hall & Colman, (1983). *Diseases of the Nose, Throat and Ear*, Singapore; Kyodo Shing Loong Printing Private Ltd.
5. John Ballantyne et. al., (1993). *Deafness* (5th Ed.), New Delhi; A.I.T.B.S. Publishers Ltd.
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33. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
34. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
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JOURNALS:

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

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI -620 002

SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES

PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE

II B.R.Sc : SEMESTER –II

(For Candidates Admitted from 2020 onwards)

Course Title	MAJOR CORE – 5 LIFE SPAN DEVELOPMENT
Total Hours	60
Hours/Week	4 Hours per week
Code	U15RS2MCT05
Course Type	Theory
Credits	3
Marks	100

General Objectives:

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

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Explain the normal course of human development.
CO-2	Discuss the skill to identify the developmental lag in the disabled.
CO-3	Understand knowledge regarding the various areas of development and effect of disability on them.
CO-4	Summarize the importance of prenatal and early development and discuss its impact in the child development
CO-5	Compare and discuss the variations in development in various stages from conception to adulthood and its impact on later development

UNIT 1: Introduction to Development

(10 hrs)

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

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

UNIT 2: Areas of Development (10 hrs)

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

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

UNIT 3: Prenatal Development and Infancy (10 hrs)

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

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

UNIT 4: Early Childhood and Late Childhood (10 hrs)

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

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

UNIT 5: Adolescence and Adulthood (10 hrs)

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

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

PRACTICUM : (10 hrs)

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

Course Outcomes:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall and relate the normal course of human development.	PSO 1	R, U
CO-2	Recognize and identify the developmental lag in the disabled.	PSO 2	R

CO-3	Compare and contrast the various areas of development and effect of disability on them.	PSO 3	R, U
CO-4	Indicate the importance of prenatal and post development in the child development	PSO 4	R,U
CO-5	Understand the variations in development in various stages from conception to adulthood and its impact on later development. (skill development)	PSO 5	R,U

REFERENCES:

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5. Singh, T., (2001) Booklet on Growth and Development in Childhood and Adolescence B.Ed.(SE-DE) Programme, Bhopal : Madhya Pradesh Bhoj (Open) University.
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17. <http://www.aifo.it/english/resources/online/apdrj/apdrj204/adolescent.pdf>
18. <http://www.fpnotebook.com/Peds/Neuro/DvlpmntlMlstn.htm>

19. <http://www.nios.ac.in/srsec328newE/328EL11.pdf>
20. <http://www.nios.ac.in/srsec328newE/328EL12.pdf>-
21. <http://www.nios.ac.in/srsec328newE/328EL13.pdf> -
22. <http://www.nios.ac.in/srsec328newE/328EL14.pdf>
23. <http://www.similima.com/psych5.html>

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

**SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**OFFERED TO II B.R.Sc. SEMESTER II**

**(For Candidates Admitted from 2020 onwards)**

|                     |                                          |
|---------------------|------------------------------------------|
| <b>Course Title</b> | <b>ALLIED – 3 COUNSELLING PSYCHOLOGY</b> |
| <b>Total Hours</b>  | <b>60</b>                                |
| <b>Hours/Week</b>   | <b>4</b>                                 |
| <b>Code</b>         | <b>U20PS2ALT02</b>                       |
| <b>Course Type</b>  | <b>Theory</b>                            |
| <b>Credits</b>      | <b>2</b>                                 |
| <b>Marks</b>        | <b>100</b>                               |

**GENERAL OBJECTIVE :**

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

**Course Objectives:**

**The learner will be able to**

| <b>CO No.</b> | <b>Course Objectives</b>                                     |
|---------------|--------------------------------------------------------------|
| CO-1          | Understand the goal, role and characteristics of counselors. |
| CO-2          | Apply the concepts of various counseling therapies           |

|      |                                                                                                                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------|
| CO-3 | Explain the process of group and career counseling                                                                                  |
| CO-4 | Analyze the various forms of helping the needy client                                                                               |
| CO-5 | Relate the strategies of counseling to children and adults with special needs and their parents and siblings and significant others |

## UNIT 1 : BASICS OF COUNSELLING AND INTERPERSONAL RELATIONSHIP

(5

Hrs)

- 1.1 Definition, goals, clients and counselor quality - Transference and Counter transference.
- 1.2 Counseling process
- 1.3 Rapport Building, Listening techniques
- 1.4 Empathic responding, probing, Confrontation Summarizing, Challenging Skills & Terminating skills.

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

## UNIT 2 : COUNSELLING THERAPIES (15 Hrs)

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

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

## UNIT 3 : GROUP & CAREER COUNSELING (10 Hrs)

- 2.1 Definition of group Types of groups – Psycho educational groups, Counseling groups, Psychotherapy groups and Task/Work groups
- 2.2 The process of group counseling,
- 2.3 Issues in groups, Benefits and drawbacks of groups.
- 2.4 Definition of career counseling, the importance & scope of Career Counseling and career information

**UNIT 4 : THE NEEDY CLIENT AND FORMS OF HELPING (10 Hrs)**

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

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

**UNIT 5 : COUNSELLING FOR PERSONS WITH DISABILITY (10 Hrs)**

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

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

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

**Course Outcomes:**

**The learner will be able to**

| CO No. | Course Outcomes                                                                                                                                                                                                                                        | PSOs Addressed | Cognitive Level |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------|
| CO-1   | Explain the goal,role, characteristics of counseling and a counselor and the feature,stages of relationship and ways of improving relationship quotient.                                                                                               | PSO 1          | R, U            |
| CO-2   | Enumerate the various therapies used in the process of counselling children and persons with special needs.                                                                                                                                            | PSO 2          | R               |
| CO-3   | Describe the The process of group Counselling, Issues in groups, Benefits and drawbacks of groups and career counseling and career information                                                                                                         | PSO 3          | U               |
| CO-4   | Describe the techniques of helping individual, helping with social skills, helping with thinking and feeling and helping in groups through networks.                                                                                                   | PSO 4          | U,A             |
| CO-5   | Explain the impact of having a child with disability in a family and counseling significant people , the need for personal and social adjustment training and the concept of Vocational Counselling for persons with disabilities. (skill development) | PSO 5          | A.An            |

**PRACTICUM:****(10 Hrs)**

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

**REFERENCES :****BOOKS:**

1. Samuel T. Gladding. (2009). Counselling – A Comprehensive Profession. Sixth Edition, Pearson Education.
2. Murgatroyd Stephen, (1988). Counselling and Helping, London; British Psychological Society and Methuen
3. Kennedy Eugene, (1977). On becoming a Counsellor, U.S.A.; Gill and Mac Millan.
4. Gerald Corey, (1991). Theory and Practise of Counselling and Psychotherapy, Brook/ Cole Pub. Co.
5. Kochhar, S.K., (1990). Guidance and Counselling in Colleges and Universities, New Delhi; Sterling.
6. Weight, N.G., (1980). Total Rehabilitation, U.S.A.; Little Brown Company.
7. Fr. Joe Currie, S.J., (1993). In the Path of the Barefoot Counsellor, 18 Steps Toward Becoming Effective Helping Persons. Bangalore; TC Publications.
8. John Antony .D, (1994). Dynamics of Counselling, Nagercoil; Microskills Model Anugraha Publications.
9. Ray Woolfle and Windy Dryden, (1996). Counselling Psychology, New Delhi; Sage Publications.

**JOURNALS:**

Journal of Counselling and Development

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

**PG DEPARTMENT OF COMPUTER SCIENCE**

**First Year – Semester I**

**OFFICE AUTOMATION FOR SOCIAL SCIENCES**

|                     |                                                                                     |
|---------------------|-------------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>MAJOR SKILL BASED COURSE - 2</b><br><b>OFFICE AUTOMATION FOR SOCIAL SCIENCES</b> |
| <b>Total Hours</b>  | <b>26</b>                                                                           |
| <b>Hours/Week</b>   | <b>2</b>                                                                            |
| <b>Code</b>         | <b>U20CS2SBP02</b>                                                                  |
| <b>Course Type</b>  | <b>Practical</b>                                                                    |
| <b>Credits</b>      | <b>1</b>                                                                            |
| <b>Marks</b>        | <b>100</b>                                                                          |

**General Objective:**

To impart practical skills and knowledge on various application software used for office automation like Ms-Word, Ms-Excel and Ms-Powerpoint for creating documents, data analysis, graphical representations and preparing presentations.

**Course Objectives:**

| <b>CO No.</b> | <b>Course Objectives</b>                                                                    |
|---------------|---------------------------------------------------------------------------------------------|
| CO-1          | Understand to create a document, formatting the text, spell check and printing the document |



|      |                                                                                                                                |
|------|--------------------------------------------------------------------------------------------------------------------------------|
| CO-2 | Creating a main and provide mass distribution of mails using Mail Merge and using tables to present textual and numerical data |
| CO-3 | Apply Formatting to Spreadsheet for organizing the data                                                                        |
| CO-4 | Apply formulas in Spreadsheet and to analyze the data visually through graphical representations                               |
| CO-5 | Apply text, graphics and multi-media effects to create professional presentations.                                             |

## **LIST OF PRACTICAL EXERCISES**

### **MS-WORD :**

#### **1. Create and save a document and perform the following:**

- a. Insert an Image and a textbox
- b. Deletion of Character, Word, line and block of text
- c. Undo and redo process
- d. Moving, Copying and renaming

#### **2. Format the Text document using:**

- a. Character formatting
- b. Paragraph formatting
- c. Page formatting

#### **3. Spell check the document using:**

- a. Finding and Replacing of text
- b. Bookmarks and Searching for a Bookmarks
- c. Checking Spelling and Grammar automatically
- d. Checking Spelling and Grammar using Dictionary

#### **4. Print the document using:**

- a. Print Preview
- b. Print Dialog box

#### **5. Mail Merge in MS-WORD**

- a. Create main document and data file for mail 15 merging
- b. Merging the files
- c. From letters using mail merging
- d. Mailing labels using mail merging

#### **6. Table creation in MS-WORD**

- a. Create a table in the document
- b. Add row, column to a table
- c. Changing column width and row height.
- d. Merge, split cells of table.
- e. Use formulae in tables.
- f. sorting data in a table.
- g. formatting a table.

#### **MS-EXCEL:**

- 1. Create and save a new work book in Excel
  - a. Entering Data into Worksheet
  - b. Editing data of Worksheet
  - c. Formatting the text in the cells
  - d. Formatting the numbers in the cells
  - f. Formatting cells.
  - g. Copying format of cell along with data format.

- h. Changing the height and width of cells.
  - i. Freezing Titles, splitting screen
2. Create a Student Worksheet with Reg. No., Name, Mark1, Mark2, Mark3, Mark4, Total, Average, Result and Class to perform the following:
    - a. Inserting built-in function Total & Average in to the cells
    - b. Copying the formula over a range of cells.
    - c. Enter formulae for calculation of Result and Class in the cells.
  3. Create an Employee Worksheet with Empno, Name, Department, Designation, Basic Pay, HRA, DA, CCA, Allowances, PF, Housing Loan, Deductions, Gross Pay, Net Pay
    - a. Use the formulas for calculating the Allowances, Deductions, Gross Pay, Net Pay
    - b. Create graphs for the data using Chart Wizard.
    - c. Format graphs in Excel.
    - d. Printing of worksheet
  3. Create a Sales Data Worksheet and perform the following:
    - a. Use Filters for displaying a particular information
    - b. Use Pivot Tables
    - c. Use Sorting
    - d. Data Validation

### **MS-POWERPOINT:**

1. Create and save a new presentation using MS Power Point
  - layout of opening screen in Power Point
  - the tool bars in MS Power Point
  - Choose Auto Layout for a new slide.
  - Insert text and pictures into a blank slide.
  - Insert new slides into the presentation.
  - Apply slide transition effects.
  - Slide show.

- Set animation to text and pictures in a slide
- Set the sounds, order and timing for animation

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

**SCHOOL OF REHABILITATION AND BEHAVIOURAL SCIENCES**

**PG & RESEARCH DEPARTMENT OF REHABILITATION SCIENCE**

**II B.R.Sc : SEMESTER –II**

**(For Candidates Admitted from 2020 onwards)**

|                     |                                                                                  |
|---------------------|----------------------------------------------------------------------------------|
| <b>Course Title</b> | <b>INDUSTRIAL RELATIONS-Employability and Entrepreneurial Skills (PRACTICUM)</b> |
| <b>Total Hours</b>  | <b>15</b>                                                                        |
| <b>Hours/Week</b>   | <b>1</b>                                                                         |
| <b>Code</b>         | <b>U20RS2IRP01</b>                                                               |
| <b>Course Type</b>  | <b>PRACTICAL</b>                                                                 |
| <b>Credits</b>      | <b>1</b>                                                                         |
| <b>Marks</b>        | <b>100</b>                                                                       |

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

**Course Objectives:**

**The student will be able to**

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

## **UNIT -1 Personal Strengths & Value Systems**

**6 hrs**

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

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

## **UNIT -11 Money Management**

**6 hrs**

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

**Extra reading/ keywords: e-commerce, financial literacy**

## **Unit -111 Preparing for Employment & Self Employment**

**6 hrs**

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

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

## **Unit -IV Understanding Entrepreneurship**

**6 hrs**

- ❖ Characteristic of an Entrepreneur, types of firms / types of enterprises

- ❖ Leadership & Teamwork
- ❖ Communication Skills
- ❖ Problem Solving & Negotiation Skills
- ❖ Business Opportunities Identification
- ❖ Entrepreneurship Support Eco - System
- ❖ Risk Appetite & Resilience
- ❖ Success & Failures

**Extra reading/ keywords: economic development, adaptability skills,**

### **Unit –V Preparing to be an Entrepreneur**

**6 hrs**

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

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

### **PRACTICUM**

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

### **Course Outcome:**

1. Explain the personal strengths and value systems
2. Apply the money management in different situations
3. Analyse the need for employment and self employment
4. Explain the Entrepreneurship and its skills

5. Summarize themselves to be an effective entrepreneur

## **REFERENCES:**

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