

**THE TAMIL NADU DR. M.G.R. MEDICAL UNIVERSITY
CHENNAI – 600 032**

REGULATION OF THE UNIVERSITY

**POST GRADUATE DIPLOMA COURSE IN LEARNING
DISABILITIES (One Year)**

OBJECTIVES:

The primary objectives of the Post Graduate Diploma are:

1. To enable students to have an understanding of the basics of learning and the role of the human brain in learning and comprehension.
2. To impart knowledge regarding normal stages of child development and child psychology.
3. To help students understand learning disabilities in children, their causes, manifestations and methods of screening and assess children with learning disabilities.
4. To impart knowledge of the concepts involved in remedial teaching.
5. To train Students in remedial education strategies and in methods of organizing and working in a special education programme / center for children with learning disabilities.
6. To give hands on experience through internship in schools where children with learning disabilities study towards planning and implementing individualised teaching for children with learning disabilities.
7. They shall come into force from the academic year 2013-2014 sessions onwards. The regulations framed are subject to modification from time to time by the Standing Academic Board or Council.

1. ELIGIBILITY FOR ADMISSION TO THE COURSE

A Graduate in any field with a degree from a recognized University shall be eligible for admission to the course leading to the One year Post Graduate Diploma in Learning Disabilities.

A candidate should have completed the age of 20 years at the time of admission.

2. ELIGIBILITY CERTIFICATE:

Candidates who have passed any qualifying examination as stated in Eligibility Criteria above other than the Tamil Nadu Dr. M.G.R. Medical University shall obtain an “Eligibility Certificate” from this University by remitting the prescribed fees along with the application form and required documents before seeking admission. The application form is available in the University website: www.tnmgrmu.ac.in.

3. DURATION OF THE COURSE

This one year course (PG Diploma in Learning Disabilities) is of a minimum duration of 240 hours of teaching and practical whichever applicable.

Duration : 12 months

4. ATTENDANCE

A candidate shall be permitted to appear for the Examinations only if he/she secures not less than 85% of attendance of each Subject/Paper.

5. COURSE OF STUDY

The course of study for the One Year Post Graduate Diploma in Learning Disabilities shall consist of four theory papers and two practical.

6. SCHEME OF EXAMINATION

P.G. Diploma in Learning Disability Scheme of Examination: Theory

Sl. No.	Subject Title	I A		Theory	
		Max	Min	Max	Min
1.	Basic Psychology	50	25	100	50
2.	Learning Disabilities and Diagnosis	50	25	100	50
3.	Learning Disabilities and Management	50	25	100	50
4.	Developmental and Medical Aspects in Children & Adolescents	50	25	100	50

Practical

S.No.	Subject	Max	Min
1.	Case Studies -Diagnosis - Practical Dissertation IA - 50 Marks Viva - 50 Marks Dissertation Submission - 100 Marks	200	100
2.	Remedial Management – Practical Case Studies - Intervention Dissertation IA - 50 Marks Viva - 50 Marks Dissertation Submission - 100 Marks	200	100

7. PASSING MINIMUM

A candidate shall be declared to have passed in each Paper / Subject, if he/she secures 50% of the marks prescribed for the examinations, individually in theory and practicals

8. QUESTION PAPER DESIGN

Pattern of Question Paper for the maximum of 100 marks for Written Examination.

		Marks	Total
Part-I	Essay	2x20	40
Part-II	Short Notes	10x6	60

Grand Total		100 Marks	

The break up of marks for Practical Paper V and VI are as follows:

PAPER-V – Practical

Internal Assessment	50 Marks	
Case studies - Diagnosis - Practical Dissertation	100 Marks	Correction by External Examiner and Internal Examiner
Viva/voce	50 Marks	

Total Marks	200 Marks	

PAPER-VI - Practical

Internal Assessment	50 Marks	
Remedial Management – Practical - Case Studies Intervention Dissertation	100 Marks	Correction by External and Internal Examiner
Viva/voce	50 Marks	

Total Marks	200 Marks	

10. CUT-OFF DATES FOR ADMISSION TO EXAMINATIONS:

- 30th September of the academic year concerned.
- The candidates admitted 30th September of the academic year shall be registered to take up the examination during October of the next year.
- All kinds of admission shall be completed **on or before** 30th September of the academic year. There shall **not** be any admission after 30th September even if seats are vacant.

11. DURATION:

Course Duration	One Year (12 Months)
Total Hours	240 Hours

12. COMMENCEMENT OF THE EXAMINATIONS:

- April 15th / October 15th
- If the date of commencement of examination falls on Saturdays/ Sundays or declared Public Holidays, the examination shall begin on the next working day. (43rd SAB held on 29.12.2011)

13. RE-ADMISSION AFTER BREAK OF STUDY:

The regulations for Re-admission are as per the University Common Regulation for Re-admission after break of study for all courses.

14. CONDONATION OF LACK OF ATTENDANCE:

There shall be no condonation of lack of attendance.

15. VACATION:

TWO weeks vacation in May.

16. MARKS QUALIFYING FOR PASS:

50% of marks in the University Theory Examinations

50% of marks in the subject where internal evaluation alone is conducted

50% of marks in aggregate in Theory, I.A. & Oral taken together

If they fail in theory or practical paper, they have to appear for both the papers

17. REVALUATION/RETOTALLING OF ANSWER PAPERS:

Re-totalling / Revaluation of answer papers is not permitted, since double evaluation is being done.

**THE TAMIL NADU DR. M.G.R. MEDICAL UNIVERSITY
CHENNAI – 32**

SYLLABUS

**POST GRADUATE DIPLOMA COURSE IN LEARNING
DISABILITIES (ONE YEAR)**

PAPER I – BASIC PSYCHOLOGY

OBJECTIVES:

1. To enable the students to understand the basics of Psychology.
2. To get to know the concept of intelligence theories, I.Q, intelligence tests assessment and interpretation.
3. To understand what is memory, learning and creativity. To know the learning theories and the development of creativity.
4. To enable the students to have some idea on motivation and emotion which are vital in human life.
5. To know about personality, theories of personality and personality assessment.
6. To enable the students the meaning and role of play in child's development.
7. To get an understanding of the term counselling and guidance, its types and characteristics of the Counselor.

UNIT – I INTRODUCTION TO PSYCHOLOGY

- Definition of Psychology
- Scope of Psychology
- Branches of Psychology

UNIT – II ATTENTION & PERCEPTION

- Attention – Definition, Types of Attention
- Factors influencing attention – Internal & External Factors
- Perception - Definition
- Organization & Perception
 - Figure & Ground, Perceptual grouping & Patterning,
Perceptual Hypotheses, Visual Illusion
- Movement, Depth Perception
- Perceptual Constancy

UNIT – III LEARNING AND MEMORY

- Definition of Learning
- Theories of Learning - Conditioning – Classical and Operant, Cognitive Learning – Insight Learning
- Laws of Learning
- Memory – Definition
- Memory Systems – Sensory memory, short-term & long-term memory
- Memory Model – Encoding, Storage, retrieval, forgetting
- Remembering and Forgetting – Definition, Decay Theory, interference Theory
- Strategies to improve Memory

UNIT – IV INTELLIGENCE AND CREATIVITY

- Definition of Intelligence
- Types of Intelligence – Verbal, Non-Verbal, Multiple & EQ (Emotional Quotient)
- Theories of Intelligence – Spearman- Two factor Theory, Thurstone’s Theory, Sternberg’s Triarchic Theory, Gardner-Multiple intelligence.
- Intelligence Tests – Stanford Binet Intelligence Scale, Seguin Goddard Form Board Test, WASI, WISC, WAIS, Bhatia’s Battery of Performance Test of Intelligence, Vineland Social Maturity Scale
- I.Q.- Intelligence Quotient
- Meaning of Creativity
- Values and Development of Creativity
- Expression of Creativity
- Barriers / Hazards to Creativity

UNIT – V MOTIVATION AND EMOTION

- Definition of Motivation
- Types of Motives with examples
- Theories of Motivation – Need Theory, Drive Theory, Instinct Theory, Incentive Theory, Maslow’s Theory
- Definition of Emotion
- Theories of Emotion – James-Lange, Cannon-Bard, Schachter-Singer, Facial-feedback hypothesis.

UNIT – VI PERSONALITY

- Definition
- Brief Review of Personality Theories – Psychoanalytical, Trait, Type, Social Learning
- Types of Personality – Introvert, Extrovert, Neuroticism
- Factors influencing personality – Heredity & Environment
- Assessment of Personality and Personality Tests - Projective Tests, Sentence Completion Test, Rating Scales, Minnesota MultiPhasic Inventory, Thematic Apperception Test, Rorschach Inkblot Test

References:

1. Biological Psychology, Third edition Rosenzweig, Breedlove, Leiman, 2002, Sinauer Associates, Sunderland,
2. Psychology, Fifth edition, Robert A. Baron, 2002, Pearson Education, Singapore.
3. Hilgard's Introduction to Psychology, Thirteenth Edition, Rita L. Atkinson, Richard C. Atkinson, Daryl J. Bem, Susan Nolen-Hoeksema, 2000, Harcourt College Publishers, USA
4. Psychology, James, D. Laird, Nicholas S. Thompson, 1992, Houghton Mifflin Company, USA
5. Psychology, Third Edition, Andrew B. Crider, George R. Geothals, Robert D. Kavanaugh, Paul R. Soloman, Scott, Foresman and Company, USA, 1989
5. Psychology-its Principles and Meanings, fifth Edition, Bourne, Ekstrand, 1985, The Bettmann Archive, Inc, USA.

PAPER II – LEARNING DISABILITIES AND DIAGNOSIS**OBJECTIVES:**

1. To enable the students to understand the Basic concepts of Learning Disabilities and historical aspects of Learning Disabilities.
2. To get an understanding of the various types of Learning Disabilities, the classification of Learning Disabilities and the causes and manifestations of reading, writing, spelling and arithmetic disorders.
3. To enable the students to understand the concepts of assessment of Learning Disabilities and various assessment techniques of Learning Disabilities.
4. To enable the students to know about the assessment of attitudes of parents and teachers of Learning Disability and ADHD children.

5. To get an understanding of the various tests and scales those are used in screening of Learning Disability children.

UNIT – I LEARNING DISABILITY

- Definition
- Historical Aspects of Learning Disability

UNIT-II TYPES OF LEARNING DISABILITY

- Definition
- Different Types of Learning Disability
 - Specific Learning Difficulty
 - Slow Learner
 - ADHD with Learning Disability
 - Non-verbal Learning Disability
 - Gifted Learning Disability.

UNIT-III CLASSIFICATION OF LEARNING DISABILITY

- Reading Disorder, Writing Disorder, Spelling Disorder & Arithmetic Disorder
- Causes & Manifestation of Learning Disabilities.

UNIT-IV ASSESSMENT OF LEARNING DISABILITIES

- Assessment – Definition
- Types - Informal assessment and Formal assessment.
- Clinical (Motor, Speech, Neuro development)
- Psychological Functions -Intelligence, Attention & Concentration, Visual Motor, Social Maturity, Personality, Emotional Stress, Memory.

UNIT-V ASSESSMENT OF ATTITUDE OF PARENTS & TEACHERS

- Attitude Definition
- Assessment of Attitude of Parents / Care givers, Teachers

UNIT-VII VARIOUS TESTS AND SCALES FOR LEARNING DISABILITY

- T R MILES Dyslexia Scale
- Learning Disability Screening and Assessment Scales
- HELP CHILD Learning Disability (Dyslexia) Assessment Test
- NIMHANS Learning Disability Index
- Wide Range Achievement Test-4 – WRAT-4
- Conner’s Parents / Teachers Rating Scales

References:

- Teaching Students with Learning Disabilities, 2006, Jim Ysseldyke, Bob Algozzine, Corwin Press, A Sage Publication Company California.
- Learning Disabilities and ADHD, Second edition, 1997, Betty B. Osman.
- Day-to-Day Dyslexia in the Classroom, Second edition, Joy Pollock, Elisabeth Waller and Rody Politt, 2004, Routledge Falmer, UK
- Effective Assessment for Students with Special Needs, 2006, Jim Ysseldyke, Bob Algozzine, Corwin Press, A Sage Publication Company California.
- Learning Disabilities and Related Disorders Characteristics and Teaching Strategies, Tenth Edition, 2006, Janet Lerner with Frank Kline, Houghton Mifflin Company, USA.
- Exceptional Learners An introduction to Special Education, Tenth Edition, 2006, Daniel P. Hallahan, James M. Kauffman, Pearson, USA.
- Overcoming Dyslexia, Beve Hornsby, 1997, Random House Group Limited, India

PAPER III – LEARNING DISABILITIES AND MANAGEMENT

OBJECTIVES:

1. To enable the students to understand the meaning of Remedial Teaching.
2. To enable the students to have knowledge of various types of Remedial Measures for various disabilities like reading, writing, spelling and arithmetic.
3. To enable the students to understand the teaching basic concepts of language and enhancement of writing skills.

4. To help the students to know the meaning of phonetics and phonetic methods relevant to Learning Disabilities.
5. To help the students to know the application of computer aided methods of learning and other forms of therapy like sensory motor integration, occupational therapy and behaviour therapy.
6. To help the students to acquire knowledge of counselling for parents / caregivers, teachers and various alternate educational agencies like National Open Schooling.
7. To enable the students to know about the facilities available for Learning Disability children and the various Non-Government organizations for Learning Disability and support groups for Learning Disability children.

UNIT – I MANAGEMENT OF LEARNING DISABILITY

- Meaning of Remedial Teaching
- Formulating and implementation of an Individualized Educational Plan
- Teaching Basic Concepts of Language

UNIT – II PHONETICS & OTHER REMEDIAL MEASURES

- Meaning of Phonetics
- Phonetic Methods Relevant to Learning Disability
- Spelling rules
- Paragraph writing
- Methods to enhance writing Skills.
- Error monitoring
- Study skills
- Sentence writing strategies
- Spelling strategies
- Reading strategies
- Arithmetic skills
- Types of Multisensory Approach - VAKT

UNIT – III OTHER FORMS OF MANAGEMENT METHODS

- Application of Computer Methods
- Sensory Motor Integration – Definition, Uses and its Application for Learning Disability
- Occupation Therapy – Definition, Uses and its Application in Learning Disability
- Meaning of Behaviour Therapy, Behaviour Therapy Techniques and its uses in Learning Disability – Relaxation, Desensitisation, Shaping, Token Economy, Bio-feedback, CBT, Assertiveness Training, In Vivo.
- Speech Therapy - Definition, Uses and its Application in Learning Disability

UNIT – IV COUNSELLING

- Counselling – Definition, Types, Application
- Counselling for Parents, Teachers of Children with Learning Disability

UNIT – V FACILITIES FOR LEARNING DISABILITY CHILDREN

- Definition & Uses of Alternate Educational Agencies like NIOS (National Institute Open Schooling).
- Facilities Available for Learning Disability Children in Board Examinations of State and Central Governments
- Support Groups, Non-Government Organizations for Learning Disability, Remedial Education Centers and Organizations Working for Learning Disabilities.

References:

1. Gilbert Guerin & Mary C. Male; Addressing Learning Disabilities and Difficulties, Second edition, Corwin Press, A Sage Publication Company California 2006
2. Prathibha Karanth, Joe Rozario; Learning Disabilities in India, First edition, Sage Publication, New Delhi.2003
3. Day-to-Day Dyslexia in the Classroom, Second edition, Joy Pollock, Elisabeth Waller and Rody Politt, 2004, Routledge Falmer, UK
4. Learning Disabilities and Related Disorders Characteristics and Teaching Strategies, Tenth Edition, 2006, Janet Lerner with Frank Kline, Houghton Mifflin Company, USA.
5. Exceptional Learners An introduction to Special Education, Tenth Edition, 2006, Daniel P. Hallahan, James M. Kauffman, Pearson, USA.

**PAPER IV – DEVELOPMENTAL AND MEDICAL ASPECTS
IN CHILDREN AND ADOLESCENTS**

OBJECTIVES:

- To Give an insight into the Basics of Child Development.
- To familiarize the student with fundamentals of antenatal, prenatal and postnatal factors affecting development.
- To give them an outline of common medical conditions occurring in children and associated with LD.
- Orientation to the basics of anatomy, physiology, endocrinology, metabolism, immunology and other allied medical sciences related to LD.

UNIT I - FUNDAMENTALS OF DEVELOPMENT

- Development of young child (up to 1 year)
- Development of the Pre-School child (1 to 5 years)
- Development of the School going child (5 to 12 years)
- Development of the Adolescent (13 to 18 years)

UNIT II - FETAL DEVELOPMENT

- Stages of fetal development
- Antenatal and prenatal factors (maternal anemia, diabetes, hypertension and premature infant)
- Natal and postnatal factors (prolonged labor)
- Intra-uterine and neonatal infections affecting the Brain (like Rubella, Meningitis)

UNIT III - MEDICAL BASICS RELATED TO LEARNING DISORDERS

- Anatomy and physiology (brain structure & function of brain)
- Immunology (preventive aspects)
- Endocrinology (thyroid disorder)
- Metabolism (diabetes)
- Nutrition (anemia , malnutrition)

UNIT IV - BASICS OF GENETICS

- Introduction to Genetics
- Genetic disorders associated with LD

UNIT V - DEVELOPMENTAL DISORDERS

- Attention Deficit Hyperactivity Disorder – Definition, Types, Characteristics
- Autism Spectrum Disorders – Definition, Types, Characteristics
- Neurological Disorders (Headaches , Epilepsy)
- Communication Defects – Definition, Types, Management
- Behavioural Problems associated with Learning Disability and its management – School Refusal, Aggression, Anger, Lying, Stealing, etc.
- Importance of Medical interventions in ADHD with LD, ASD with LD (Drugs)

Reference:

1. Developmental Psychology A Life-Span Approach, Elizabeth B. Hurlock, fifth Edition, 2007, Tata McGraw-Hill Edition, India
2. Child Development, Elizabeth B. Hurlock, Sixth Edition, 1997, Tata McGraw-Hill Edition, India
3. IAP Textbook of pediatrics, Parthasarathy A (Ed), 3rd Edition, 2006
4. The Normal Child, Illingworth RS, 10th Edition, 2002
5. The Pediatric Clinics of North America – The Child with Developmental Disabilities, Volume 40, Number 3, June 1993
6. Immunisation in Clinical Practice, Thacker N Sha NK (Eds), 1st Edition 2005
7. Recent Advance in Pediatrics-Nutrition growth and development, Gupte S (Ed), 1st Edition 1997.

PRACTICALS

1. Identification of children with learning disabilities through classroom screening.
2. Case studies- Five cases of learning disabilities – Each case study has to be comprehensive including presenting problems, assessment using standard tools, investigation, clinical descriptions and suggestions for intervention and rehabilitation strategies.

PAPER V CASE STUDIES - DIAGNOSIS - PRACTICAL

1. Case studies- Five cases of Learning Disabilities – Each case study has to be comprehensive including presenting problems, assessment using standard tools, suggestions for intervention and rehabilitation strategies.
2. Identification of children with Learning Disabilities through classroom screening.
3. A detailed report of Five cases studies to be submitted.

**PAPER VI REMEDIAL MANAGEMENT – PRACTICAL
CASE STUDIES - INTERVENTION**

Five cases of Learning Disability children to be given remedial teaching in reading, writing, spelling and arithmetic. A detailed report of intervention for five cases to be submitted.

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