

THE TAMIL NADU DR. M.G.R. MEDICAL UNIVERSITY

POST GRADUATE DIPLOMA COURSE IN LEARNING DISABILITIES

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 training.
5. To train Students in remedial education strategies and in methods of organizing and working in a special education program / 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 individualized training for children with learning disabilities.
7. They shall come into force from the academic year 2010-2011 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) A graduate in any field with a degree from a recognized university shall be eligible for admission to the course leading to the Post Graduate Diploma in Learning Disabilities (excluding Engineering, Law, and Chartered Accountancy).

The candidate's age should be 45 years or less at the time of submission of application.

2. **ELIGIBILITY CERTIFICATE :**

Candidates who have passed any qualifying examination as stated in Regulation No.1 above other than the Tamil Nadu Dr. M.G.R. Medical University, Madurai Kamaraj University, University of Madras, Bharathiar University and Bharathidasan 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.tnmmu.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 90% of attendance of each Subject/Paper.

5. **COURSE OF STUDY**

The course of study for the Post Graduate Diploma in Learning Disabilities shall consist of four papers and two practicals.

6. **SCHEME OF EXAMINATION P.G. Diploma in Learning Disability**

Theory

Sl. No.	Subject Title	I A		Theory		Practical		Viva Voce	
		Max	Min	Max	Min	Max	Min	Max	Min
1.	Basic Psychology	50	25	100	50	-	-	-	-
2.	Learning Disabilities	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	-	-	-	-

Practicals

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 Measures – Practical Case Work (Intervention) Dissertation IA - 50 Marks Viva - 50 Marks Dissertation Submission - 100 Marks	200	100

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7. PASSING MINIMUM

A candidate shall be declared to have passed in each Paper / Subject, if he/she secures NOT LESS THAN 50% of the marks prescribed for the examinations.

8. CLASSIFICATION OF SUCCESSFUL CANDIDATES

Successful candidates passing the whole examinations and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate of the marks prescribed for the course shall be declared to have passed the examination in the FIRST and SECOND Class respectively.

9. QUESTION PAPER DESIGN

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

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

		Grand Total	100 Marks

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

PAPER-V

Internal Assessment	50 Marks
Case study Diagnosis Report	100 Marks
Correction by External Examiner and Internal Examiner	
Viva/voce	50 Marks
Total Marks	<u>200 Marks</u>

PAPER-VI

Internal Assessment	50 Marks
Remedial Management- Practical Case Work	
Intervention Report	100 Marks
Correction by External Examiner and Internal Examiner	
Viva/voce	<u>50 Marks</u>
Total Marks	<u>200 Marks</u>

10. CUT-OFF DATES FOR ADMISSION TO EXAMINATIONS:

- i. **30th September** of the academic year concerned
- ii. The candidates admitted upto **30th September** of the academic year shall be registered to take up the examination during September, the next year
- iii. 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:

15th of October / 15th of April of every year (As resolved 39th meeting of the S.AB. held on 21.6.2010).

If the date of commencement of examination falls on Saturdays/ Sundays or declared Public Holidays, the examination shall begin on the next working day.

The University paper will be awarded for 100 marks and Internal 50 marks.

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:

There is no vacation

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

17. REVALUATION/RETOTALLING OF ANSWER PAPERS:

Revaluation of answer papers is not permitted. Only retotaling of theory answer papers is allowed, in the failed subjects.

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THE TAMIL NADU DR. M.G.R. MEDICAL UNIVERSITY

POST GRADUATE DIPLOMA COURSE IN LEARNING DISABILITIES

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 PERCEPTION

- Definition
- Attention – Subjective & Objective Factors.
- Organization
- Movement
- Depth Perception

UNIT – III LEARNING AND MEMORY

- Definition of Learning
- Conditioning – Classical and Operant
- Social Learning
- Structure and Memory Span
- Remembering and Forgetting
- Strategies to improve Memory

UNIT – IV INTELLIGENCE AND CREATIVITY

- Definition of Intelligence
- Types of Intelligence – Verbal, Multiple & EQ (Emotional Quotient)
- Theories of Intelligence
- I.Q. Intelligence Tests, Assessment
- 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
- Definition of Emotion
- Theories of Emotion

- Role of Emotion in Development

UNIT – VI PERSONALITY

- Definition
- Brief Review of Personality Theories
- Types of Personality
- Assessment of Personality and Personality Tests

References:

1. Rosenzweig, Breedlove, Leiman; Biological Psychology, Third edition, Sinauer Associates, Sunderland, 2002.
2. Robert A, Baron; Psychology, Fifth edition, Pearson Education, Singapore, 2002.

PAPER II – LEARNING DISABILITIES

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
- 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 Reading, Writing, Spelling, Arithmetic Disorders.

UNIT-IV ASSESSMENT OF LEARNING DISABILITIES

- Learning Disability – Informal assessment by teachers and formal assessment.
- Slow Learner
- ADHD with Learning Disability
- Gifted students with Learning Disability.

UNIT-V ASSESSMENT TECHNIQUES IN LEARNING DISABILITY

- Clinical (Motor, Speech, Neuro development)
- Psychological (Intelligence, Attention & Concentration, Visual Motor, Social Maturity, Personality, Emotional Stress, Memory)
- Educational (Reading, Writing, Spelling, Mathematics)

UNIT-VI ASSESSMENT OF ATTITUDE OF PARENTS & TEACHERS

- Assessment of Attitude of Parents / Caregivers - Teachers – Siblings
- Assessment of Learning Disability in ADHD Children

UNIT-VII VARIOUS TESTS AND SCALES FOR LEARNING DISABILITY

- TR. MILES Dyslexia Scale
- LD screening and assessment scales

References:

1. Jim Ysseldyke, Bob Algozzine; Teaching Students with Learning Disabilities; Corwin Press, A Sage Publication Company California, 2006.
2. Jim Ysseldyke, Bob Algozzine; Effective Assessment for Students with Special Needs; Corwin Press, A Sage Publication Company California, 2006.
3. Betty B. Osman; Learning Disabilities and ADHD, Second edition, 1997.

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 music therapy, sensory motor integration, occupational therapy and behaviour therapy.
6. To help the students have 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 IDENTIFICATION & MANAGEMENT

- Meaning of Remedial Teaching
- Formulating and implementation of an Individualized Educational Plan
- Teaching Basic Concepts of Language
- Enhancement of Writing Skills.

UNIT – II DEFINITION OF PHONETICS & OTHER REMEDIAL MEASURES

- Meaning of Phonetics
- Phonetic Methods Relevant to Learning Disability
- Spelling rules
- Paragraph writing
- Error monitoring
- Study skills
- Sentence writing strategies
- Spelling strategies
- Reading strategies

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 for Learning Disability
- Meaning of Behaviour Therapy, Behaviour Therapy Techniques and its uses in Learning Disability

UNIT – IV COUNSELING AND GUIDANCE

- Counselling for Learning Disability Parents and Children
- Guidance for Teachers of Learning Disability Children

UNIT – V FACILITIES FOR LEARNING DISABILITY CHILDREN

- Definition & Uses of Alternate Educational Agencies like NOS (National Open Schooling).
- Facilities Available for Learning Disability Children in Board Examinations of State and Central Governments
- Support Groups, NGO's 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

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

OBJECTIVES:

- To Give An Insight Into The Basic 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.
- To expose them to the basics of anatomy, physiology, endocrinology, metabolism 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 prematurely of the infant)
- Natal and postnatal factors (prolonged labour)
- 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**

- Medical genetics
- Genetic disorders associates with LD
- Genetic basis of LD

UNIT V**DEVELOPMENTAL DISORDERS**

- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorders
- Neurological Disorders
- Communication Defects
- Behavioural Disorders
- Importance of Medical interventions (Drugs, speech and occupational therapy)

Reference:

1. Parthasarathy A (Ed), IAP Textbook of pediatrics, 3rd Edition, 2006
2. Illingworth RS, The Normal Child, 10th Edition, 2002
3. The Pediatric Clinics of North America – The Child with Developmental Disabilities, Volume 40, Number 3, June 1993
4. Thacker N Sha NK (Eds), Immunisation in Clinical Practice, 1st Edition 2005
5. Gupte S (Ed), Recent Advance in Pediatrics-Nutrition growth and development, 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 WORK (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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