



UNIVERSITY OF CALICUT

Abstract

Post Graduate Diploma in Management of Learning Disabilities- Syllabus approved-implemented-w.e.f 2015 admissions-Orders issued.

G & A - IV - J

U.O.No. 307/2016/Admn

Dated, Calicut University.P.O, 07.01.2016

- Read:-*1. Minutes of the meeting of the Board of Studies in Life Long Learning & Extension held on 07.08.2015.
2. Remarks of Dean, Faculty of Education dated 17.08.2015
3. Orders of Vice Chancellor dated 08.10.2015

ORDER

The Board of Studies in Life Long Learning & Extension resolved to approve the Syllabus of Post Graduate Diploma in Management of Learning Disabilities, vide paper read as (1) above.

The Dean, Faculty of Education approved the resolutions of the Board of Studies in Life Long Learning & Extension, vide paper read as (2).

Considering the exigency for implementation, Vice Chancellor, exercising the powers of Academic Council, approved the minutes of the Board of Studies, subject to ratification by Academic Council, vide paper read as (3).

Sanction has, therefore, been accorded to implement the Syllabus of Post Graduate Diploma in Management of Learning Disabilities, w.e.f 2015-16 batch.

Orders are issued accordingly.

(The syllabus is available in the website of the University: universityofcalicut.info)

Anuja Balakrishnan
Deputy Registrar

To

Dept.of Life Long Learning and Extension/ Pareeksha Bhavan

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

Syllabus for
POST GRADUATE DIPLOMA IN
MANAGEMENT OF LEARNING DISABILITIES
w.e.f 2015-16

PAPER - 1
INTRODUCTION TO DISABILITIES AND SPECIAL EDUCATION

90 Hrs.

Objectives

The student is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deafblindness

Course Content

Unit 1: Blindness and Low Vision

09 Hrs.

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Modes of Linguistic Communication and Educational Programmes

Unit 3: Mental Retardation

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics -Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation and Mental Illness
- 3.5 Intervention and Educational Programmes

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities .

07 Hrs

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics
- 4.5 Intervention and Educational programmes

Unit 5: Autism Spectrum Disorders 08 Hrs.

- 5.1 Concept and Definition of Autism.
- 5.2 Characteristics of Autism
- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

Unit 6: Learning Disabilities

- 6.1 Concept and Definition of Learning Disabilities. .
- 6.2 characteristics of LD
- 6.3 Etiological Factors
- 6.4 Types and Associated Conditions
- 6.5 Intervention and Educational Programmes

Practicum 30 Hrs

Visit to any two Special Schools and Preparation of report.

Visit to any two School having inclusive education and preparation of report.

Reference books

- 1.Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
- 2.Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
- 3.Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
- 4.Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
- 5.Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
- 6.Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
- 7.Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
- 8.Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
- 9.Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- 10.Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
- 11.Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
- 12.Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
- 13.Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
- 14.Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

- 15.Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
- 16.Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
- 17.Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
- 18.Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
- 19.Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

PAPER -2

IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH LEARNING DISABILITIES

(90 Hours)

OBJECTIVES :

After studying this paper, the student is expected to

- 1.Explain the meaning and concept of screening, identification, assessment, measurement and evaluation of children with LD
- 2.Use the appropriate tools and techniques of assessment for children with learning disabilities.
- 3.Demonstrate skills in diagnosing the educational problems encountered by children with LD.
- 4.Demonstrate ability to construct / develop tools for assessment to identify areas of deficits in children with LD for the purpose of intervention.
- 5.Demonstrate the ability to write reports using the findings of the assessment.

Course Content :

Unit 1 : Assessment of Learning Disability

(10 Hrs.)

- 1.1 Concepts of screening, identification, assessment, measurement and Evaluation.
- 1.2 Assessment of educational needs of children with LD
- 1.3 Early identification and intervention of children with learning disabilities

- 1.4 Identification criteria – Inclusion, exclusion and discrepancy
- 1.5 Distinction between children with learning disabilities, slow learners and children with mental retardation

Unit 2 : Types of Assessment (12 Hrs.)

- 2.1 Formal and informal Assessment
- 2.2 Criterion Referenced Tests (CRT) and Norm Referenced Tests (NRT)
- 2.3 Teacher made tests, Curriculum Based Assessment (CBA)
- 2.4 Functional assessment of life skills and ecological assessment.
- 2.5 Interpretation of tests reports and results for educational programming

Unit 3 : Assessment areas (14 Hrs.)

- 3.1 Attention and Perception
- 3.2 Memory
- 3.3 Language – Listening, thinking and speaking
- 3.4 Social emotional aspects
- 3.5 Metacognitive skills.

Unit 4 : Assessment of basic curricular skills (12 Hrs.)

- 4.1 Readiness skills – pre academics
- 4.2 Reading skills
- 4.3 language (First language (L1) Second language (L2)
- 4.4 Writing and Spelling skills
- 4.5 Math skills

Unit 5 : Assessment Tools (12 Hrs.)

- 5.1 Use of formal assessment tools
 - Wechsler's Intelligence Scale
 - Grade Level Assessment Device for children with learning problems in regular schools (GLAD)
 - Vineland Social Maturity Scale (VSMS)
- 5.2 Teacher made Tests

5.3 Additional tools of assessment – Observation, Interviews, Questionnaires, Rating Scales, Checklist.

5.4 Types of records-Assessment records, Primary and Secondary sources, portfolio assessment, Initial and Periodic assessment.

5.5 Interpretation of assessment and report writing

Practicum/ Internal Assignment (30 Hrs)

- Preparation and use of interviews / observation schedule for informal assessment.(Apply Either in school or in Clinic)
- Preparation of a teacher made test on a given academic area
- Development of an assessment tool in the given area

Reference books

1Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles

2Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon

3Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin

4Lindsay, G. (Ed.) (1984). Screening for children with Special Needs. London: Groom

5Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon

6Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition,

7Taylor, B and others (1988) Reading Difficulties: Instruction and Assessment, Random House, New York.

8Venkateswanshu, D.,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications:

PAPER - 3
BEHAVIOURAL AND EMOTIONAL PROBLEM AND ITS
MANAGEMENT

90 Hrs.

Objectives

After studying this paper, the student are expected to realize the following objectives:

- 1.Explain the Concepts and principles of growth and development.
- 2.Describe the various theories of learning and their implications to the disabled.
- 3.Explain behavior problem and its assessment.
- 4.Explain behavior modification techniques and programs
- 5Define the meaning and techniques of guidance and counselling in general and with special reference to the PWDs

Course Content

**Unit 1: Growth and
Development**

- 1.1Meaning, Definitions and Principles of Growth and Development.
- 1.2Influences of heredity and environment.
- 1.3Stages of Development with reference to children with disabilities.
- 1.4Developmental needs from infancy through adolescents
- 1.5Developmental delay and deviancies

Unit 2 Learning

- 2.1 Definition, Meaning of Learning and Concept formation.
- 2.2 Learning -Domains and factors affecting learning.
- 2.3 Theories of learning (behavioural, cognitive and social) , and their application to special education
- 2.4 Memory and strategies for enhancing memory
- 2.5 Implications of the above with regard to various disabilities.

Unit 3 Behavioral Problems and assessment

10 Hrs.

Unit 4: Intelligence, Aptitude and Creativity

- 3.1 Behavioral problems of children
- 3.2 Functional behavioral assessment
- 3.3 Behavioral assessment system for children
- 3.4 Child behavior check list
- 3.5 Rating Scales

Unit 4 Behavior modification techniques and programs

15 Hrs

- 4.1 Developing New behavior
- 4.2 Strengthening and maintaining behavior
- 4.3 Modifying emotional behavior
- 4.4 Behavior modification techniques
- 4.5 Behavior modification programme

Unit 5: Guidance and Counselling

- 5.1 Meaning nature and scope of guidance and counselling and role of home. .
- 5.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
- 5.4 Vocational guidance, assessment, training, avenues and perspectives
- 5.3 Discipline and management of class room behaviour problems.
- 5.5 Yoga and other adjunctive aids.

Practicum- Conduct of Counselling Camps and Preparation of report (30 Hrs)

Reference books

- 1.Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
- 2.Brody. E.B. and Brody. N. (1995). Intelligence Nature, determinants and consequences. New York : Academic Press,
- 3.Butcher. H.]. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
- 4.Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
- 5.Guilford.].B. (1995). Fields of Psychology (ed.,) New York: Van Nostrand.
- 5.Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
- 7.Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
- 8.Munn. N.L. (1997). Introduction to Psychology. Delhi.
- 9.Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
- 10.Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
- 11.Simth, Mdaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
- 12.Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
- 13.Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
- 14.Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
- 15.Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
- 15.Barciy. J.R. (1993). Counselling and Philosophy. San Francisco.
- 17.Floelick. C.P. (1988). Guidance Services in Schools. New York : Allyn & Bacon.
- 18.Jones. A.P. (1994). Principles of Guidance. New York: Holt.
- 19.Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

PAPER - 4
MANAGEMENT TECHNIQUES OF
LEARNING DISABILITIES

(90Hours)

OBJECTIVES:

After studying this paper, the student is expected to

1. Describe the principles, types and areas of curriculum development
2. Demonstrate skills in applying different intervention programmes for children with learning disabilities.
3. Make effective use of appropriate teaching strategies based on the child specific processing deficits.

4. Teach the curricular areas using appropriate remedial techniques
5. Demonstrate competencies in effective classroom management and collaboration with related professionals and community

Course Contents:

Unit 1: Curriculum Design

- 1.1 Curriculum Design: Concept, definition and principles
- 1.2 Approaches to curriculum development: Developmental, Child centered, Subject based, Holistic and Eclectic
- 1.3 Types of curriculum – core, collateral and support
- 1.4 Curriculum adaptation: curricular and co curricular - concept and process
- 1.5 Individual Education Plan (IEP) Further Education Plan (FEP) and Life Long Education

Unit 2: Remedial Approaches

- 2.1 Remediation: Concept, Principles and Perspectives
- 2.2 Behavioral approach
- 2.3 Cognitive approach
- 2.4 Multi sensory approach
- 2.5 Collaborative teaching approach

Unit 3: Remedial intervention in Cognitive and Meta-cognitive Processes (14Hrs)

- 3.1 Attention and perception – strategies for enhancing arousal, sustenance, attention span and auditory and visual motor perception
- 3.2 Memory – strategies for enhancing short-term, long-term and sequential memory
- 3.3 Thinking and reasoning – strategies for enhancing thinking and reasoning skills
- 3.4 Language – strategies for enhancing receptive and expressive language
- 3.5 Metacognition – strategies for enhancing metacognition and study skills.

Unit 4: Remedial intervention in Curricular area / skills (14 Hrs.)

- 4.1 Reading
- 4.2 Writing
- 4.3 Spelling
- 4.4 Math
- 4.5 Social skills

Unit 5 : Management of children with LD (10 Hrs)

- 5.1 Management of students with LD in the inclusive classroom:
Peer tutoring, cooperative learning, team teaching and shadow teaching
- 5.2 Cognitive Behaviour Modification (CBM)
- 5.3 Guidance and Counselling: a) Definition, Scope and Technique
b) Guidance & Counselling for Parents
c) Guidance & Counselling for students with LD
- 5.4 Professional and Teacher Collaboration
- 5.5 Community Partnerships

Practicum/ Internal Assignment (30 Hrs)

- Conduct of Camps for remedial program for LD and for community awareness programme after intership in a reputed counseling / Clinical institution.

Reference books

1. Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles.
2. Adamson & Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA
3. Bender, W. N., (1995) Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn Bacon
4. Chadha A (2002) A guide to educating children with learning disabilities. New Delhi: Vikas publication.
5. Eddy G.L. (1997) Slow learners : Their psychology & instruction, New Delhi: Discovery Pub.

5.Fernald, G. (1943). Remedial Technique in Basic School Subjects: New York: Mc Graw Hill

7.Hayes and Stevenson (1980)Teaching ED/LD Child, Vol. I to IV, Acropolis Books Ltd.

8.John J L.(1985) Handbook for Remediation of Research Difficulties. Boston: Prantice Hall.

9.Langone, J (1990)Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.

10.Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin

11.Lerner J. W. and Kliner. F (2005) Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, New York Houghton Mifflin Company, 10th Edition,

12.Mather N and Goldstein S (2001)Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st edition.

13.Myklebust, H (1983) Progress in Learning Disabilities, Gruene and Stratton, New York .

1 Narayan J (2002). Educating children with learning problems in the primary
4 school.

NIMH Secunderabad.

15.Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas

15.Pandey J, Thapa Komilla.(2008) “Perspectives on learning disabilities in India: Current practices and prospects” Sage Publications, New Delhi.

17.Reddy G.L. and Rama R. (2000) Education of children with special needs New Delhi – Discovery Pub.

18.Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: DiscoveryPublishers, ,

19.Reid. K (1988) Teaching the Learning Disabled, Allyn and Bacon,Baston,.

20.Langone, J (1990)Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.

21.Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin

22.Smith, D.D. (1981) Teaching the Learning disabled Child. Eaglewood. Cliffs: N.J. Prentice Hall.

- 23.Strichart, S.S. (1993) Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon Boston
- 24.Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
- 25.Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition,
- 25.Taylor, B and others (1988) Reading Difficulties : Instruction and Assessment, Random House, New York,
- 27.Venkateswanshu, D .,(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications
- 28.Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub

PAPER - 5
PRINCIPLES OF REHABILITATION

(90Hours)

OBJECTIVES:

After studying this paper, the student is expected to

- 1.Describe the nature, concept and definition of rehabilitation
- 2.Describe theories used in the understanding of LD.
- 3.Narrate the causes of learning disabilities-medical, neurological and psycho- social.

4. List types of educational rehabilitation for children with learning disabilities.
5. Identify the areas of vocational rehabilitation.
6. Understanding of various legislations in the field of persons with disabilities.

Course Content:

Unit 1: Development in the field of rehabilitation (10Hrs)

- 1.1. Nature, Concept, Definition of rehabilitation.
- 1.2. Historical overview of LD
- 1.3. Contribution of Orton – Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Reid and Hreshko
- 1.4. LD: issues in adulthood
- 1.5. Services for LD -National and International scenario

Unit 2: Causes and associated conditions of LD (12Hrs)

- 2.1 Medical
- 2.2 Social and psycho-neurological
- 2.3 Deficits in information processing
- 2.4 Language impairments and LD
- 2.5 LD and associated conditions (ADD & ADHD, Scotopic sensitivity)

Unit 3: Educational Rehabilitation (12Hrs)

- 3.1 Special school education.
- 3.2 Integrated education
- 3.3 Inclusive education
- 3.4 Mainstreaming.
- 3.5 Normalization.

Unit 4: Vocational Rehabilitation (14Hrs)

- 4.1 Concept and need of vocational rehabilitation
- 4.2 Type of vocational placement
- 4.3 Sheltered and home based employment
- 4.4 Open and competitive sector employment.
- 4.5 Co-operative employment

Unit 5: Legislation in special education and Rehabilitation (12 Hrs)

- 5.1 International initiatives
- 5.2 National policy on education 1986

5.3 RCI Act 1992

5.4 PWD Act 1995

5.5 National Trust Act 1999 and Right to Education Act

Practicum/ Internal Assignment. (30 Hrs)

Case study from an Institution included

- Analyze the causes of LD
- Diagnose case based on profile given.
- Preparation of report

Reference books

1 Alfred Adamson & Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA

2 Bryan, T. and Bryan, J.H. (1975). Understanding Learning Disabilities. New York

3 John, S.W and Morasky, R.L (1980) Learning Disabilities. New York: Allyn and Bacon

4 Langone, J (1990) Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.

5 Lerner, J. W (1985). Learning Disabilities. Boston: Houghton Mifflin

6 Raj F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub

7 Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers

8. Gokhale.S.D(1984) Rehabilitation policies and programs Somaiya Publications New Delhi

9. Sunder S (2010) Text book of rehabilitation Jaypee . New Delhi

10 C John Goodwill and M. Anne Chamberlin(1988) Rehabilitation of physically disabled Adult Goom Helm, New south wales, Australia

Attendance and Medium of the Examination

The minimum attendance for appearing the PG Diploma in Management of Learning Disabilities examination is 75 %. However condonation of 10% shortage in attendance is permitted. Such students should apply and obtain university order for the same before the commencement of the examinations.

The **medium of instruction** for PG Diploma in Management of Learning Disabilities programme is English. However, it is permitted the students to write the examination in Malayalam also.

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