
KANNUR UNIVERSITY
(Abstract)

Post Graduate Diploma in Learning Disability (PGDLD) (1 Year) Course - Regulation, Scheme, Syllabus & Pattern of Question Papers Implemented with effect from 2014 Admission - Orders Issued.

ACADEMIC BRANCH

No. Acad/C2/13726/2014

Dated, Civil Station P.O, 24-11-2014

- Read: 1.U.O No. Acad/A1/370 - Community College/2013 dated 21.01.2014
2. Minutes of the Meeting of Psychology (Cd) held on 17.10.2014
3. Lr. dated 20.10.2014 from the chairman, BOS in Psychology (Cd)

1. As per paper read (1) above Kannur University has granted permission to Phappins Institute of Positive Health and Psychological Solution in Trikaripur to conduct PG Diploma (1Year) in Learning Disability with effect from 2014 -15 admission with an intake of 30 students.

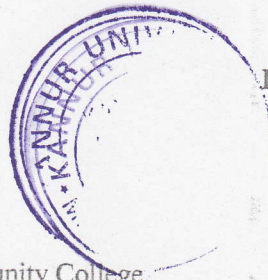
2. As per paper (2) above the BOS in Psychology (Cd) approved the Regulation, Scheme, Syllabus and Pattern of Question Papers for PG Diploma in Learning Disability for implementation with effect from 2014 admission.

3. Chairman Board of Studies vide letter under reference (3) has submitted the Regulation, Scheme, Syllabus & Pattern of Question Papers for PG Diploma in Learning Disability for implementation with effect from 2014 admission.

4. The Vice Chancellor, after examining the matter in detail, and in exercise of the powers of the Academic Council as per section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with, has accorded sanction to implement the Regulation, scheme, syllabus & Pattern of Question papers of Post Graduate Diploma in Learning Disability (PGDLD) (1Year) with effect from 2014 admission.

5. Orders, are therefore issued implementing the Regulation, scheme, syllabus & Pattern of question papers of Post Graduate Diploma in Learning Disability (PGDLD) (1Year) with effect from 2014 admission subject to report to Academic Council

6. Implemented Regulation, Scheme, Syllabus & Pattern of Question Papers are appended.



Sd/-
**DEPUTY REGISTRAR (ACADEMIC)
FOR REGISTRAR**

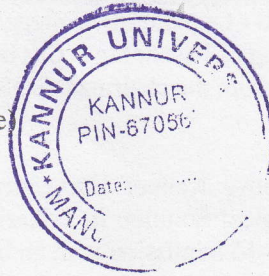
To

1. The Principal Phappins Community College.
2. The Examination Branch (through PA to CE)

Contd.....2

Copy To:

1. The Chairman, BOS Psychology (Cd)
2. PS to VC/PA to PVC/PA to Registrar
3. DR/AR I Academic
4. PA TO CE
5. PA to FO
6. SF/DF/FC
7. Computer Programmer
(For Uploading in the Web Site)



Approved for Issue

A handwritten signature in black ink, appearing to be "A. J. J.", written over the "Approved for Issue" text.

Section Officer



For more details; log on to www.kannur_university.ac.in

Regmi



POST GRADUATE DIPLOMA IN LEARNING DISABILITY

1

(PGDLD)

REGULATIONS AND SCHEME

(2014 ADMISSION ONWARDS)



Board of Studies, Psychology (Cd)

KANNUR UNIVERSITY

Helping children with learning disabilities (LD) to overcome their problems is an effort, which must be carried out outside a typical medical setting. There is a strong support that they are not to be segregated from normal schools and normal social interactions, and the help must flow in the forms of remedial supports and confidence building measures. Part of the specialized help must come from teachers in the school, whereas help in the form of assessments and decision making require support from psychologists trained in learning disability.

Learning disability in children consists of functional inability to receive and process specific types of information in the brain. The disability makes it difficult for the affected children to learn as fast as other normal children, despite the fact that they are intellectually average or above average. Diagnosing LD in children and helping them to overcome the disadvantages have become exceptionally important in schools. It is known to be important for the parents and teachers, who have to learn to manage them, must possess good enough knowledge of the specific disadvantages and they must know the rationale of efforts applied for overcoming them.

Chairman
Board of Studies in Psychology (cd)

Post Graduate Diploma in Learning Disability (PGDLD)

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REGULATIONS AND SCHEME

(2014 admission onwards)

Name of the Course	: Post Graduate Diploma in Learning Disability (PGDLD)
Course Code	: PGDLD
Eligibility	: A degree in any subject with 50% mark.
Intake	: 30
Duration	: 1 Year (2 semesters of six months each.)
Faculty	: Faculty of Science

OBJECTIVES:

The primary objectives of the Post Graduate Diploma are:

1. To help students understand learning disabilities in children, their causes, manifestations and methods of screening and assess children with learning disabilities.
2. To enable students to have an understanding of the basics of learning and the role of the human brain in learning and comprehension.
3. To help students understand the psychological processes involved in learning and their educational implications.
4. To impart knowledge regarding the nature and types of exceptionalities and associated learning disorders.
5. To make the students understand the need, types and methods of assessment of learning disabilities
6. To impart knowledge regarding child development and child psychology
7. To impart knowledge of the concepts involved in remedial training.
8. To train Students in remedial education strategies and in methods of organizing and working in a special education program

ELIGIBILITY FOR ADMISSION TO THE COURSE

A degree in any subject from a recognized University with a minimum of 50% marks or equivalent grade/CGPA/OGPA etc,

Selection Procedure

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Admission will be based on the rank list prepared by adding

1. Aggregate percentage in basic degree (total percentage of part I, II and III).
2. Total marks in the entrance test
3. And weightage as per the following criteria
 - a. Weightage of 40 marks for those who have degree in Psychology
 - b. Weightage of 20 marks for teachers with five years of teaching experience.
 - c. Weightage of 20 marks for those who are having MBBS, BHMS, and BAMS.
 - d. Weightage of 20 marks for parents having children with learning disability (subject to submission of certificate from the medical board)
 - e. Weightage of 10 marks for those who have studied psychology papers as complementary / subsidiary papers

Entrance Test

Candidates are to undergo a written test of two hour duration consisting of 80 objective type of questions for 80 marks (30 questions on general mental ability / intelligence, 20 questions on general social awareness, and 30 questions on general psychology carrying 1 marks for each item). In addition, an interview to assess the temperamental qualities and aptitude will be conducted which carries 20 marks. Total marks for the entrance test including interview will be 100 marks.

Medium of Instruction and Examination

Classroom sessions: English

Practical & Field Work: English or any of the Indian Language used by the institution where field work is conducted

Examination: English

DURATION OF THE COURSE

Two consecutive semesters (One year)

ATTENDANCE : A student admitted in the P.G Diploma shall be required to attend at least 80% percent of the total number of classes (Theory/Practical) held during each semester .The student having less than prescribed percentage of attendance shall not be allowed to appear for the University Examination.

It is expected that students:

- ✓ participate in all scheduled activities
- ✓ take all examination and undertake all practical work
- ✓ will attend at least 80% of the total working days in each term.
- ✓ will attend 100% of the practical work and practical teaching

COURSE OF STUDY

The course of study for the Post Graduate Diploma in Learning Disabilities shall consist of five theory papers and three practical and a viva voce.

Course	Title	Marks			Hours of lecture/ supervision
		Internal	External	Total	
Semester 1					
Course 1	Basics of psychology	20	80	100	75
Course 2	Introduction to learning disabilities	20	80	100	75
Course 3	Child Psychology	20	80	100	75
Course 4	Case study – Practical 1	15	60	75	75
Total		75	300	375	300
Semester 2					
Course 5	LD – Assessment & management	20	80	100	75
Course 6	Behaviour Management for the Learning Disabled	20	80	100	75
Course 7	Case study 2 – Practical 2	15	60	75	75
Course 8	Practicum – Practical 3	15	60	75	125
Course 9	Viva voce	--	75	75	--
Total		70	355	425	350
Semester 1 & 2		145	655	800	650

Question Paper Pattern

Section	Type of Questions	No of questions	Questions to be attempted	Marks	Total Marks
A	One word questions	4	4	1	4
B	Short Answer questions (200 words)	9	6	3	18
C	Short essay questions (400 words)	6	4	7	28
D	Essay questions (600 words)	4	2	15	30
Total		80			

Duration: 3 Hour

SCHEME OF EXAMINATION

There shall be one comprehensive examination conducted by the University at the end of each semester. The candidate who has failed in one or more papers in a semester may appear in the subsequent semester examination(s)

along with the junior batch to complete those papers. A student with sufficient attendance in the first semester can continue to the second semester.

Internal Evaluation

a. Theory papers

The internal evaluation of the theory paper is based on class test, presentation / assignment and attendance and the marks distribution is as follows

Sl No	Criteria	Marks
1	Class Test	8
2	Presentation / Assignments	8
3	Attendance (80 to 85% - 1Mark, 86 to 90 % - 2 Marks 91 to 95 % - 3 Marks, 96 % above – 4 Marks)	4
Total		20

MINIMUM MARKS FOR PASSING THE EXAMINATION

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.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

Successful candidates passing the whole examinations and securing the marks (i) An aggregate of 60 percent and above (ii) 50 percent and above in each paper 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.

OBJECTIVES:

- To familiarize students with the basic psychological terminology, concepts and theories.
- To make them aware of the major perspectives, areas, and research methods in psychology
- To develop a broader understanding of different psychological processes

Module 1: Science of Psychology

What is Psychology, Nature of psychology, perspectives on behaviour, scientific principles in psychology, methods in psychology – observation, interview, case study, biological bases of behaviour.

Module 2: Perception

Attention- determinants, shifts, fluctuation , division and span of attention, selective attention. Sensory systems- vision and audition. Perception – determinants, perceptual organization, perceptual constancy, perception of form, depth, distance, movement, colour, and time. Role of motivation and learning in perception.

Module 3: Learning and memory

Determinants of learning, adapting to the environment. Classical conditioning – basic principles and applications. Operant conditioning – basic principles and applications. Observational learning – basic principles and applications. Memory – two influential views, working memory, Verbal Memory in the learning of literacy- the models of memory, the structure and functions of working memory- phonological loop, visuo spatial sketch pad, central executive, working memory and literacy disorders. Memory difficulties in children.

Module 4: Motivation and emotion

Motivation – perspectives, need, drive, incentives, classifications, theories, achievement motivation. Emotion- Nature, biological bases, types of emotions, theories of emotion.

Module 5: Cognitive process

Language- Nature, development, structure, linguistic influence on thinking. Thinking – concept formation, reasoning, problem solving and decision making. Intelligence- Nature, determinants, measurement of intelligence.

References

- Abraham,A. (2011). General Psychology. New Delhi, Tata Mc Graw Hill Education..
- Baron,A. (2013). Psychology. Fifth edition. New Delhi, Pearson Education Pvt Ltd.
- Khatoon,N. (2012). General Psychology. New Delhi, Pearson education Pvt Ltd.
- Passer,M., Smith.R., Holt,N., Bremner,A., Sutherland.E., & Vilek,M.L.W. (2009). Psychology- The science of mind and behaviour. London, Mc Graw Hill Companies Inc.
- Swanson,H.L., Harris,K.R. &Graham, S. (2003) Hand Book of Learning Disabilities. London, The Guilford Press.

OBJECTIVES:

- To enable the students to understand the Basic concepts of Learning Disabilities.
- 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.

Module 1: Introduction

What is LD, conceptual issues, brief history of learning disabilities Terminologies- LD & Dyslexia, Diagnosis, co-morbidity, genes and environment, bilingualism and LD.

Module 2: Causes of LD

Characteristics of LD, Causes of LD, Visual Factors in Dyslexia, Auditory factors in dyslexia, speech and language development. Neuro biology of Dyslexia brain and neurodiversity. Phonological deficit in Dyslexia- Phonological skill and learning to read.

Module 3: Difficulties in Reading

Components and development of language, language acquisition, What is reading, basic cognitive processing in reading, relationship between written and spoken language, stages of reading development, methods of teaching reading, developing reading skills, strategies for reading, rapid automatic naming, phonemic awareness and reading, double deficit hypothesis, types of reading disability, models of reading disorder, reading and information processing.

Module 4: Difficulties in writing

Problems with handwriting – causes, readiness, skills, spatial orientation. Problems with spelling, theories of spelling development. Problem with written expression, dyspraxia and dysgraphia.

Module 5: Difficulties in mathematics

Causes, diagnosis, characteristics, brain dysfunction, Dyscalculia- factors. Mathematics and information processing.

References

- Cain,K. (2010). Reading developmentand difficulties. UK: BPS Blackwell.
- Jena,S.P.K. (2013) Learning Disability – Theory to practice. Los Angeles: Sage Publications
- Nakra,O. (1996). Children and learning difficulties. New Delhi:Allied Publishers.
- Reid,G. (2010) Dyslexia- A complete guide for parents and those who help them. UK:Wiley Blackwell.
- Swanson,H.L., Harris,K.R. &Graham, S. (2003) Hand Book of Learning Disabilities. London, The Guilford Press.
- Turner, M. & Rack,J. (2004) The study of Dyslexia. New York, Kluver Academic Publishers.

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 the theoretical frame work.

Module 1: Introduction

Defining development, conceptualizing the life span, science of life span development, research methods in developmental psychology.

Module 2: Biological bases

Evolutionary perspective, genetic and environmental influences, genetic foundations, chromosomal and genetic abnormalities, heredity, environment and individual differences.

Module 3: Theories of human development

Developmental theories and issues, Freud's psychoanalytic theory, Erickson's theory of psychosocial development. Learning theories – Watson, Skinner, Bandura. Cognitive development theories- Piaget, Vygotsky. System theories, Kohlberg's moral development.

Module 4: Development during School years

Cognitive development, learning to read and spell, learning to do mathematics, social development

Module 5: Disorders of childhood

Attention deficit hyper activity disorder, oppositional defiant disorder, conduct disorder, childhood anxiety and depression, pervasive developmental disorders, autism, mental retardation. Symptoms and diagnosis.

References

- Carson,R.C., Butcher,J.N., Mineka.S., & Hooley,J.M. (2007). Abnormal Psychology. 13th edition. New Delhi, Pearson Inc.
- Harris.M., & Butterworth,G. (2002) Developmental Psychology. A student's handbook. New York, Psychology Press.
- Santrock.J.W. (2006). Life span development. 10th edition. Boston, Mc Graw Hill company.
- Shaffer.D.R. (1996). Developmental Psychology- Childhood and adolescence. 4th edition. New York, Brooks / cole publishing company.
- Sigelman,C.K. & Rider,E.A. (2009) Life span development. 6th edition. New York, Wadsworth Cengage Learning.

Objectives

1. To make the students understand the importance of case study
2. To understand the process of case study

Students are required to do ten detailed case studies under the supervision of a teacher. The cases should be of from different categories, preferably one each from MR, Autism, adjustment problems and ADHD/ ODD / CD, and 6 from learning disability (2 each from reading disorders, writing disorders, and mathematical disorder). The case study should be prepared based on an approved format and the same should be followed for all the cases. Students should submit a detailed practical record.

External Evaluation

The practical examination of case studies by the university will be held along with the 1st semester theory examination. The practical examination of case studies should focus on the professional skills of the candidate to elicit the necessary information and making the appropriate inferences. Demonstrations of case study taking procedure need to be conducted as part of the examination. The evaluation will be done allotting marks for the following aspects:

1. Understanding and analyzing the case	: 10
2. Professional skills in case history taking	: 20
3. Conceptual clarity	: 20
4. Record of case studies	: 10
Total	: 60

Internal Evaluation

The teacher will evaluate each student allotting marks for the following aspects:

1. Professional skills in case history taking	: 5
2. Commitment, interest and involvement	: 5
3. Record of case studies	: 5
Total	: 15

OBJECTIVES:

- To enable the students to understand the concepts of assessment of Learning Disabilities and various assessment techniques of Learning Disabilities.
- To enable the students to have knowledge of various types of Remedial Measures for various disabilities like reading, writing, spelling and arithmetic.
- To get an understanding of the various tests and scales those are used in screening of Learning Disability children.

Module 1: Implications for assessment

Characteristics of difficulties in literacy and numeracy. What should be assessed?, Role of theories of causation and assessment – biological, cognitive, behavioural, and environmental. Purpose of assessment, type of assessment, issues of early identification, informal approach, observations, checklists, views of parents.

Assessment with persons with learning disabilities- formal assessment techniques- intelligence, adaptive behaviours, cognitive functions, developmental delays, speech and language, autism, ADHD, behavioural and emotional problems. Need for early assessment, reading, writing and arithmetic skills. Informal assessment techniques- curriculum based assessment, anecdotal records, response and error analysis, task analysis, teacher made tests.

Module 2: Difficulties in reading

Informal approaches in assessing the difficulties in reading, standardized tools for the assessment of reading, Intervention techniques- Phonic awareness improvement, Rapid Alphabet Naming, improving eye tracking, monitoring initial reading and comprehension, reading response journal

Module 3: Difficulties in writing

Informal assessment in spelling and handwriting, standardized assessment of spelling and handwriting. Intervention strategies, teaching strategies, self monitoring/self regulatory techniques, phonetic teaching, over learning, multisensory teaching, providing rewards, use of Goal Attainment Scaling(GAS).

Unit 4: Difficulties in mathematics

Informal approaches in assessing mathematics, standardized tests, Intervention, cognitive strategies, modeling appropriate use of executive functions, number system, number facts, counting activities, calculation activities, use of metaphors and analogies, using verbal mediation, number work and mental strategies, providing feedback, thoughtful use of reward /punishment system.

Unit 5 : Conducting assessment

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Principles and concepts of psychometrics, conducting assessment, writing assessment report, assessment by other professionals.

References

- Phillips,S., Kelly,K., & Symes,L. (2013). Assessment of learning with dyslexic type difficulties. Los Angeles, Sage Publications.
- Jena,S.P.K. (2013) Learning Disability – Theory to practice. Los Angeles, Sage Publications
- Rozario, J. & Karanth, P. (Eds.).(2002). Learning Disabilities in India. Willing the Mind to Learn. London, Sage Publications Pvt Limited.
- Lerner,J.W., & Johns,B. (2012). Learning disabilities and related disabilities: Strategies for success.
- Swanson,H.L., Harris,K.R. &Graham, S. (2003) Hand Book of Learning Disabilities. London, The Guilford Press.
- Turner, M. & Rack,J. (2004) The study of Dyslexia. New York, Kluver Academic Publishers.

Objectives

- To make the students aware of the factors affecting children with learning disability and make them equipped with knowledge regarding understanding and managing the behavior of learning disabled.
- To help the students have knowledge of 13ounseling for parents / caregivers, teachers and various alternate educational agencies like National Open Schooling.

Module 1: Factors affecting children with learning disability

Self esteem and emotional development, social and emotional problem of children with LD, psychosocial support, empowering parents.

Module 2: Foundations for understanding and managing behaviour

Basic concepts of behaviour and behaviour management, basic assumptions of behaviour and behaviour management, myths and misconceptions about behaviour and behaviour management, history and foundations of current behaviour analysis and management.

Module 3 : Formal behavioural assessment

Common features of behaviour assessment, assessment for intervention planning, data collection techniques- target behaviours and dimensions of behaviours

Module 4: Establishing a reinforcement programme.

Reinforcement, establishing a reinforcement programme, schedules of reinforcement, shaping and chaining new behaviours, token economy, contingency contracting, generalization.

Module 5 : Future directions

Working with children and their parents. Assessment and decision making, ability, disability and accountability, stress, family support and resilience.

References

- Chadha,A. (2007). A guide to educating children with Learning disability. New Delhi, Vikas Publishing house Pvt Ltd.
- Jena,S.P.K. (2013) Learning Disability – Theory to practice. Los Angeles, Sage Publications
- Reid,G. (2010) Dyslexia- A complete guide for parents and those who help them. UK, Wiley Blackwell.
- Zirpoli,T.J. (2005). Behaviour Management. Applications for teachers . 4th edition. New Jersey, Pearson Merrill Prentice Hall.

Objectives

1. To equip the student understand the process of case history taking with special reference to learning disability.
2. To make them understand the way in which the reports are to be prepared.
3. To understand the process of documentation of assessment and intervention strategies.

Students has to take five cases of Learning Disabilities, at least one each from reading, writing and mathematical disorder patients. Each case study has to be comprehensive including presenting problems, assessment using standard tools, suggestions for intervention and rehabilitation strategies. The above five children with learning disability are to be given remedial teaching in reading, writing, spelling and arithmetic. A detailed report of intervention for these five cases have to be submitted.

External Evaluation

The practical examination of case studies by the university will be held along with the 2nd semester theory examination. The practical examination of case studies should focus on the professional skills of the candidate to elicit the necessary information and making the appropriate inferences. Demonstrations of case study taking procedure need to be conducted as part of the examination. The evaluation will be done allotting marks for the following aspects:

1. Assessment and management of the case	: 10
2. Professional skills in case history taking	: 20
3. Conceptual clarity	: 20
4. Record of case studies	: 10
Total	: 60

Internal Evaluation

The teacher will evaluate each student allotting marks for the following aspects:

1. Assessment and management	: 5
2. Commitment, interest and involvement	: 5
3. Record of case studies	: 5
Total	: 15

- To equip the students with skills to assess children with learning disabilities.
- To equip the students with skills to manage children with learning disabilities.

The students are required to undergo an Internship/Placement in an approved centre / institution for 125 hours. The students are required to identify the cases with learning disabilities under the supervision of a clinical / counseling psychologist who will give practical training in various techniques of identification, assessment, intervention, remedial training etc. The students are to submit a record of the internship training they have undergone giving an account (type script) of the cases they have attended, training undergone and practical experiences gained. Students are required to submit a written report to the supervising psychologist. The report should comprise of five case studies, five clinical assessment of different genre, three case management each with remedial training and or intervention strategies.

External evaluation

The clinical practicum will be through a placement of each candidate for 125 hours in an approved institution where services of clinical/counseling psychologists are provided. The student has to work with a qualified practicing clinical/counselling psychologist who will make the valuation of practicum on the following aspects.

1. Temperamental qualities for clinical practice	15
2. Promptness and commitment in practice	15
3. Skills acquired during clinical practice	30
Total	60

Internal evaluation

The internal evaluation of the clinical practicum is based on the clinical report and based on the viva voce conducted by a board consist of three faculty members. Of the total 15 marks, 5 marks for the internship report. The remaining 10 marks should be given on the basis of the performance in the viva. The assessment will be based on the skills in diagnosis, assessment, and remedial training.

There will be a viva-voce in the end semester university examination. There can be questions from any theoretical paper and practical. Weightage will be given to comprehensive and analytical abilities and oral presentation skills.